

## Implementation of intentionally structured psychosocial through folk games and traditional sports in elementary school students

### Implementación de un enfoque psicosocial intencional a través de juegos populares y deportes tradicionales en estudiantes de educación primaria

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**Abstract.** This study aimed to examine the impact of intentionally structured psychosocial programs through folk games and traditional sports on elementary school students. Psychosocial factors influence individual thoughts and behaviors, and traditional games and sports are known for their character-building and cultural values. The research used a pretest-posttest group design with a quantitative approach, focusing on 5th-grade students from Sumur Batu 06 Public Elementary School in Central Jakarta. The primary instrument was the Questionnaire on Psychosocial Adjustment Needs of Grade 7 Students, covering social cognitive, socio-emotional, social, teacher-student, peer, parent, and sibling relationships. The study followed Kendellen's model, which emphasizes focusing on one psychosocial component per lesson, introducing it at the lesson's beginning, teaching it throughout the lesson, and reviewing it at the end. Data analysis was conducted using SPSS version 22, including only students with at least 80% attendance who completed both pre-tests and post-tests. Normality tests confirmed that data from both integrated and non-integrated groups were normally distributed, while homogeneity tests showed that the samples were from a homogeneous population. Paired sample t-tests revealed significant improvements in psychosocial outcomes for both groups, with the integrated group showing a t-value of 7.453 (Sig. 0.000) and the non-integrated group a t-value of 5.121 (Sig. 0.000). These results indicate a significant positive effect of psychosocially integrated traditional games and sports on the psychosocial development of elementary school students.

**Keywords:** Intentionally Structured, Psychosocial, Sports, Traditional Games

**Resumen.** Este estudio tuvo como objetivo examinar el impacto de programas psicosociales estructurados intencionalmente a través de juegos populares y deportes tradicionales en estudiantes de escuela primaria. Los factores psicosociales influyen en los pensamientos y comportamientos individuales, y los juegos y deportes tradicionales son reconocidos por sus valores culturales y de formación del carácter. La investigación utilizó un diseño de grupo pretest-posttest con un enfoque cuantitativo, centrándose en estudiantes de quinto grado de la Escuela Primaria Pública Sumur Batu 06 en Jakarta Central. El instrumento principal fue el Cuestionario sobre Necesidades de Ajuste Psicosocial de Estudiantes de Séptimo Grado, que abarca relaciones cognitivas sociales, socioemocionales, sociales, relaciones con maestros, compañeros, padres y hermanos. El estudio siguió el modelo de Kendellen, que enfatiza centrarse en un componente psicosocial por lección, introduciéndolo al comienzo, enseñándolo durante la lección y revisándolo al final. El análisis de datos se realizó con SPSS versión 22, incluyendo solo estudiantes con al menos el 80% de asistencia que completaron tanto pretests como postests. Las pruebas de normalidad confirmaron que los datos de los grupos integrados y no integrados estaban distribuidos normalmente, mientras que las pruebas de homogeneidad mostraron que las muestras eran de una población homogénea. Las pruebas t de muestras pareadas revelaron mejoras significativas en los resultados psicosociales para ambos grupos, con el grupo integrado mostrando un valor t de 7.453 (Sig. 0.000) y el grupo no integrado un valor t de 5.121 (Sig. 0.000). Estos resultados indican un efecto positivo significativo de los juegos y deportes tradicionales integrados psicosocialmente en el desarrollo psicosocial de los estudiantes de escuela primaria.

**Palabras clave:** Estructurado Intencionalmente, Psicosocial, Deportes, Juegos Tradicionales

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## Introduction

Psychosocial development is a critical aspect of a child's overall well-being, encompassing their academic achievement, physical health, and social, emotional, and psychological stability (Serino et al., 2018; Szumski & Karwowski, 2014). Sound psychosocial development is not only reflected in positive educational outcomes but also contributes significantly to reducing the risk of various negative outcomes, such as behavioral problems, violence, criminality, teenage pregnancy, and substance abuse (Jebeile, 2022; Sumartiningih et al., 2022; Susanto et al., 2023; Yudianto, 2022). Despite its significance, the psychosocial development of elementary school students is often overlooked, leaving a gap in understanding how to best support these young individuals during a formative stage of their lives.

The importance of studying psychosocial development

lies in its far-reaching implications. Effective psychosocial development can lead to a well-rounded individual who is better equipped to handle life's challenges, both during childhood and in later years. Furthermore, positive parenting has been shown to play a crucial role in shaping a child's personality, with traits such as conscientiousness, agreeableness, and emotional stability being strongly influenced by parental behavior (Thomas Tobin et al., 2021). However, in many cases, schools and educators are not fully equipped to address the psychosocial challenges that students face, potentially leading to maladaptive behaviors and poor academic performance. This underscores the need for proactive measures by school management and counselors to identify and support students experiencing psychosocial difficulties (Sekowski, 2020).

Physical education (PE) presents a valuable opportunity to foster holistic development in children (Firmana et al.,

2022; Sujarwo & Widayat, 2020). PE activities, which encompass physical, mental, and emotional development, can significantly contribute to the psychosocial well-being of students (Cereda, 2023; Festiawan et al., 2024; Koekoek, 2022). As (Festiawan & Khurrohman, 2021) articulates, physical education is not merely about movement; it is a comprehensive educational process that aims to develop various competencies through structured physical activities. One effective approach within PE is the use of games and play, which have been shown to enhance children's enjoyment, satisfaction, and sense of accomplishment, particularly when these games are developmentally appropriate (Bentsen, 2022; Galeano-Rojas, 2023; Wiriawan et al., 2024).

Games and play are not only engaging for children but also serve as powerful educational tools that support the development of physical, cognitive, language, and social-emotional skills (Domínguez, 2022; Gudadappanavar, 2021). However, not all physical activities automatically lead to positive psychosocial outcomes. Research suggests that structured physical programs intentionally designed to teach life skills are more effective in promoting positive youth development compared to unstructured programs (Kwangmuang et al., 2021; Ngadiman et al., 2021; Rosenberg et al., 2017). This highlights the importance of intentionality in designing physical education activities that incorporate psychosocial elements, which is a key focus of this study.

The current research seeks to address the gap in understanding the effectiveness of psychosocially integrated folk games and traditional sports in enhancing the psychosocial development of elementary school students. While previous studies have explored the benefits of traditional games and sports, there is limited research on the impact of intentionally structured activities that integrate psychosocial components. This study aims to build on existing research by examining the effectiveness of such structured programs compared to non-integrated traditional games and sports (O'Connor & Penney, 2021; Ospankulov et al., 2023; Summerley, 2020).

The primary aim of this research is to investigate the effectiveness of psychosocially integrated folk games and traditional sports in fostering psychosocial development among elementary school students. By doing so, the study seeks to provide a more comprehensive understanding of how structured physical activities can be used as tools for promoting holistic development in young learners. Additionally, this research aims to contribute to the field by highlighting the importance of integrating psychosocial elements into traditional games, thereby offering practical insights for educators and policymakers in enhancing the overall well-being of students.

## Materials and Methods

The research method in this study is the experimental method. The main purpose of the study is to test the answer

hypothesis in the study conducted to find the effect of one independent variable on one or more dependent variables (Sugiyono, 2016).

## Design

The experimental research model used in this study is a design with more than one experimental group. The design developed will be described as follows, in Table 1 :

Table 1.

Pretest-posttest only control group design with three levels of variation of the independent variable

	Pre-test	Treatment	Post-test
Experimental group 1	O1	XT1	O2
Experimental group 2	O1	XT2	O2

## Remarks :

O	Pre-Test Questionnaire on Psychosocial
1	O
	Post-Test Questionnaire on Psychosocial
2	X
	Learning activities as usual (Partial/Natural) on the material
T1	of folk games and traditional sports
	X
T2	Intentionally Structured Psychosocial Treatment through folk games and traditional sports

The research design is tailored to the characteristics of the study conducted on the subject matter to be discussed. In addition, this design includes more than one experimental group and allows the researchers to propose and answer more specific research questions. The variables of this study consist of independent variables, namely the deliberate program of providing psychosocial indicators in folk games and traditional sports, while the dependent variable in this study is the psychosocial of elementary school students. The traditional games and sports activities program in this study will be implemented for 16 hours and 33 minutes. The 14 meetings were taken due to previous research conducted by (Festiawan et al., 2021; Lavega, 2014) traditional games and sports which each session has a total duration of 1.5 hours of motor experience for each emotional intensity indicator. However, in this study, each meeting has a duration of about 70 minutes. Therefore, from 14 meetings divided by 7 psychosocial indicators, each psychosocial indicator gets 2 meetings or approximately 140 minutes or 2 hours and 20 minutes.

Table 2.

Intentionally Structured Psychosocial Program through Traditional Games and Sports

Meetings	Psychosocial Components	Traditional Games/Sports
1	Social Cognitive	Congklak
2	Social Cognitive	Damdas 16 Batu
3	Social Emotional	Egrang
4	Social Emotional	Bakiak
5	Social	Gobak Sodor
6	Social	Bentengan
7	Teacher Relationship	Ular Tangga
8	Teacher Relationship	Lompat Tali
9	Peers Relationship	Salam Sabrang
10	Peers Relationship	Boy-boyan
11	Parents Relationship	Engklek
12	Parents Relationship	Papancakan
13	Sibling Relationship	Bedil Jepret
14	Sibling Relationship	Kucing Tikus

### Respondent

The sample in this study was selected using a purposive sampling technique, which involves choosing participants based on specific criteria relevant to the research objectives. In this case, the sample comprised 60 fifth-grade students from SDN 06 Cempaka Baru, Kemayoran, Central Jakarta. The criteria for selection included being in the fifth grade and having consistent attendance, as well as meeting the study's participation requirements. This method ensures that the selected sample is representative of the population, allowing for generalizations to be made from the study's findings.

### Instrument

This research instrument is an instrument adapted from

Pined (2019), the questionnaire instrument was developed by students from the Wesleyan University Graduate School, namely Questionnaire on Psychosocial Adjustment Needs of Grade 7 Students yang include social cognitive, social emotional, social, teachers relationship, peers relationship, parents relationship dan siblings relationship. The research instrument used in this study is an adaptation of the Questionnaire on Psychosocial Adjustment Needs of Grade 7 Students, originally developed by students from the Wesleyan University Graduate School. This instrument is designed to assess various dimensions of psychosocial adjustment in students, focusing on key areas that influence their overall well-being and social functioning. The questionnaire encompasses several domains:

Table 3.  
The questionnaire domains

No	Domain	Detail
1	Social Cognitive Adjustment	This section evaluates the students' ability to understand and interpret social situations, including their capacity for empathy, perspective-taking, and decision-making in social contexts
2	Social-Emotional Adjustment	This domain measures the emotional responses of students within social settings, including their ability to manage emotions, cope with stress, and maintain emotional stability in interactions with others.
3	Social Adjustment	This aspect assesses how well students adapt to social environments, including their general social behavior, communication skills, and ability to form and maintain relationships.
4	Teacher-Student Relationship	This section focuses on the quality of the students' relationships with their teachers, including aspects of trust, communication, and perceived support from educators.
5	Peer Relationships	This domain examines the students' interactions with their peers, assessing the nature of friendships, peer acceptance, social support, and potential issues such as bullying or social isolation
6	Parent-Child Relationship	This part of the questionnaire evaluates the students' relationships with their parents, including parental involvement, communication, emotional support, and overall family dynamics
7	Sibling Relationships	This section explores the interactions between students and their siblings, including the nature of these relationships, the level of support, and any conflicts or rivalries that may exist

By covering these areas, the instrument provides a comprehensive assessment of the psychosocial adjustment needs of students, making it a valuable tool for identifying areas where students may require additional support.

### Result

The results of the study and the discussions were conducted by the researchers in three elementary schools in the Kemayoran sub-district, Jakarta. The data used by the researchers were based on student attendance of at least 80% and taking the pre-test and post-test. Data normality testing was carried out on all research data to determine whether the data were normal or abnormal. The processing results are shown in table 4 :

Table 4.  
Output Results of Normality Test of Research Group

Groups	Variable	Sig. Value	
		Pre-test	Post-test
Integrated Group	Psychosocial	.112	.168
Non-integrated Group		.053	0.54

Based on Table 4, the results of the normality test using the Shapiro-Wilk test where the data of the two groups from the pre-test to the post-test are known, when compared at the significant level (0.05) indicates a significance value greater than  $\alpha$  (sig.>0.05) in the integrated group and the non-integrated group. This is because in accordance with the decision-making criteria if the sig. or probability

value  $P > 0.05$  (normal distribution). After the normality test results are known to be normally distributed, the next step is to test the homogeneity of the two variances of the pre-test and post-test of the integrated group and the non-integrated group. The homogeneity test is used to determine whether the research sample comes from a homogeneous population or not, testing the homogeneity of variance using the Levene test, as for the results of the test in Table 5 as follows:

Table 5.  
Results of Homogeneity Test of Research Group

Groups	Levene Statistics	df1	df2	Sig.
Integrated Group	1.155	1	48	.288
Non-integrated Group	2.028	1	48	.161

Table 5 presents the results of the homogeneity test with the probability value (P) for the group having a sig. value greater than 0.05. Based on the decision criteria, namely the sig. value is greater than 0.05, the homogeneity test results can be concluded that the data are included in the homogeneous category or are of the same variant. After the data are normally distributed and homogeneous from each group, the next step is hypothesis testing with a statistical approach to hypothesis testing, namely the t test (paired sample t test). The t test is conducted to determine the comparison of the difference between the two means of paired samples from the pre-test and post-test data in each

group, as for the test results in Table 5 as follows:

Table 6.  
Results of Paired Samples Test Output

	Psychosocial	t	df	Sig. (2-tailed)
Experimental 1	Pre-test of the experimental group 1 - Post-test of the experimental group 1	7.453	24	.000
Experimental 2	Pre-test of the experimental group 2 - Post-test of the experimental group 2	5.121	24	.000

Based on the results of the SPSS output presented in Table 5, experimental group 1, namely the research group of psychosocially integrated traditional games and sports, has obtained a significance value (sig.) of 0.000 smaller than 0.05 ( $0.000 < 0.05$ ), in accordance with the decision-making criteria,  $H_0$  is rejected, meaning that there is an effect of psychosocially integrated traditional games and sports on psychosocial improvement in elementary school students. Similarly, based on the results of the t-test calculation in experimental group 1, the t-count value is 7.453 which is greater than the t-table value at the significant level ( $\alpha$ ) = 0.05 with degrees of freedom (dk) = n-k obtained at 2.068 ( $7.453 > 2.068$ ). Therefore,  $H_0$  is rejected, which means that there is a significant effect of psychosocial integrated traditional games and sports on psychosocial improvement in elementary school students. While in experimental group 2, namely the research group of non-psychosocially integrated traditional games and sports, the significance value (sig.) of 0.000 is smaller than 0.05 ( $0.000 < 0.05$ ), according to the decision-making criteria,  $H_0$  is rejected, meaning that there is an effect of non-psychosocially integrated traditional games and sports on psychosocial improvement in elementary school students. Similarly, what happened in experimental group 2 based on the results of the t-test calculation obtained a t-count value of 5.121 which is greater than the t-table value at the significant level ( $\alpha$ ) = 0.05 with the degrees of freedom (dk) = n-k obtained at 2.068 ( $5.121 > 2.068$ ). Therefore,  $H_0$  is rejected, which means that there is a significant effect of non-psychosocially integrated traditional games and sports on psychosocial improvement in elementary school students.

## Discussion

The results of this study indicate that both groups those using psychosocially integrated traditional games and those using non-integrated traditional games experienced significant improvements in students' psychosocial aspects. This is evidenced by the significance values (sig.) being less than 0.05 in the paired sample t-tests for both groups, indicating that  $H_0$  is rejected and there is a significant impact of traditional games on the psychosocial improvement of elementary school students.

In Experimental Group 1, which involved psychosocially integrated traditional games, the t-value was 7.453, significantly higher than the t-table value of 2.068. This sug-

gests that the intervention had a stronger effect on enhancing psychosocial aspects compared to Experimental Group 2, which did not include psychosocial integration but still showed significant improvement with a t-value of 5.121. This indicates that integrating psychosocial elements into traditional games plays a greater role in facilitating the psychosocial development of students.

The novelty of this study lies in the use of traditional games as a medium for psychosocial intervention in elementary school students. Additionally, the study distinguishes between traditional games that are integrated with psychosocial elements and those that are not, which is rarely explored in previous research. By focusing on these two different groups, this study provides new insights into the importance of integrating psychosocial elements in play activities to support children's social and emotional development.

One of the strengths of this study is the use of an experimental approach, which allows the researchers to directly identify the impact of the intervention. The use of normality and homogeneity tests ensures that the data used in this study are valid and appropriate for further statistical analysis.

However, the study also has some limitations. First, it was conducted only in three elementary schools within a single sub-district, which may not be representative of a broader population. Second, the duration of the intervention might have been relatively short, making it difficult to identify the long-term effects of the intervention. Furthermore, the study does not account for other factors that may influence the results, such as students' socioeconomic backgrounds or their level of participation in play activities.

The findings of this study are consistent with previous research that has also shown that traditional games positively impact children's psychosocial development. For example, research by (Ketut Yoda et al., 2024; Kogoya et al., 2023; Yin & Fang, 2023) found that traditional games can enhance children's social and emotional skills, although that study did not differentiate between games that were psychosocially integrated and those that were not. Thus, this study reinforces those findings by adding a new dimension the importance of integrating psychosocial elements into games to achieve more optimal outcomes.

However, there are also studies that suggest traditional games alone, without psychosocial integration, can provide significant psychosocial benefits, as shown by (Ketut Yoda et al., 2024) In this context, the present study expands the understanding of how games that are integrated with psychosocial aspects can be more effective than non-integrated games.

## Conclusion

The objective of this study is to develop predictors of folk games and traditional sports by implementing psychosocial integration in game sports. The study concludes that folk games and traditional sports provide a great effect on students through experience and interaction. Various folk games and traditional sports, such as bakiak, boy-boyon,

kucing tikus, gobak sodor and egrang can generate things that arouse students' social attitudes and create learning experiences to be able to train teamwork, goal setting, psychosocial adjustment needs and social relationships. The games such as congklak, damdas 16 batu, papancakan and engklek can develop social cognition and build relationships with the surrounding environment. This study is aimed at revealing differences in psychosocially integrated programs through folk games and traditional sports for elementary school students, namely between Experimental Group 1 who conducted a psychosocially integrated folk games and traditional sports program and Experimental Group 2 who conducted a non-psychosocially integrated traditional games program. From the results of data analysis, a conclusion can be drawn: there is a significant difference in the effect between the group of psychosocially integrated folk games and traditional sports programs and the group of non-psychosocially integrated folk games and traditional sports programs on psychosocial improvement of elementary school students. The psychosocially integrated traditional games and sports program group is superior to the non-psychosocially integrated traditional games and sports program group, the role of psychosocial integration is dominant at every stage of learning and in accordance with the principles of learning. This justifies that folk games and traditional sports may improve psychosocial especially if the program uses a structured integration process.

Folk games and traditional sports are good activities in implementing psychosocial through physical activity and as an appropriate medium to improve psychosocial, especially positive values which are one of the important components in the character building of elementary school students, so students can become more skilled and resilient in facing various chal

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