

The Effect of Integrating Traditional Games Based on Regional Folk Songs on the Social Skills of Elementary School Students: A Quasi-Experimental Study

Widyaningrum¹ (Universitas Negeri Surabaya, Indonesia)
Teky Dwi Ana Sari² (Universitas Negeri Surabaya, Indonesia)
Ike Yusda Andriani³ (Universitas Negeri Surabaya, Indonesia)

Received: 31-03-2026	e-ISSN : 2987-9140
Accepted: 24-08-2026	Volume : 4 No. 2, (2026)
Published: 01-10-2026	Page : 43-54
DOI: https://doi.org/10.26740/ijgsme.v4n2.p43-54	

Abstract

This study aims to analyze the effect of integrating traditional games adapted with regional folk songs on improving the social skills of elementary school students. It employed a quasi-experimental method with a nonequivalent control group design involving 56 sixth-grade students from SDN 01 Pandean, Madiun City, divided into an experimental group ($n = 28$) and a control group ($n = 28$). The intervention was carried out over six weeks in a total of 12 sessions, with two meetings per week, through the application of traditional games such as Cublak-Cublak Suweng and Jamuran combined with local folk songs. Data were collected using a Likert-scale social skills questionnaire and a structured observation sheet, with observation reliability tested through inter-rater reliability using Cohen's Kappa of 0.84. The equivalence of the groups' initial conditions was confirmed through pretest score comparisons and a baseline homogeneity test. Data analysis included the Kolmogorov-Smirnov normality test, Levene's homogeneity test, and the independent samples t-test. The results showed a significant difference between the two groups ($p < 0.05$), with the experimental group's gain score of 20.22 being higher than the control group's 8.43. These findings indicate that integrating traditional games based on regional folk songs is effective in improving the social skills of elementary school students, particularly in the aspects of communication, empathy, and collaboration.

Keywords: Traditional Games, Regional Folk Songs, Social Skills, Quasi-Experiment, Inter-Rater Reliability

1. INTRODUCTION

Basic education plays a highly important role in shaping children's character while also developing their social skills from the early stages of life. During this period, learners begin to broaden their interactions, not only within the family environment but also with peers and the wider social environment. This process forms the foundation that determines the development of a child's personality and their capacity to build interpersonal relationships in later stages of life (Lathifah et al., 2025). Therefore, strengthening social skills becomes a critical aspect that must be given attention in the implementation of basic education.

Social skills encompass a range of important abilities, such as communicating effectively, working together productively, demonstrating empathy, and resolving conflicts through constructive approaches. These competencies play a significant role, not only in supporting academic success but also in helping individuals navigate daily social life more adaptively (Kacar & Ayaz-Alkaya, 2022). However, findings in the field indicate that the level of social skills among a number of students has not developed optimally. This condition reveals a fairly clear gap between the expected educational outcomes and the reality that occurs in classroom learning practice.

One factor contributing to this condition is the dominance of teacher-centered learning methods, which limits the space for students to be actively involved and to build interactions with their peers. In addition, the rapid development of digital technology has also transformed children's patterns of social interaction, which previously took place mostly through face-to-face communication but have now shifted toward the use of digital screens. This shift has indirectly contributed to a decline in the quality of genuine social interaction in daily life (Yılmaz & Griffiths, 2023). This phenomenon underscores the importance of innovation and adjustment in learning strategies so that they remain effective, contextual, and capable of encouraging active engagement and social interaction among students amid the dynamics of the digital era.

As one alternative solution, various studies have examined the application of game-based learning approaches as an effective strategy for developing students' social competencies. In particular, traditional games offer patterns of interaction that naturally encourage students to cooperate, communicate, and foster empathy through activities that are not only educational but also rich in cultural content (Hartanto et al., 2021; Julianti et al., 2025). Furthermore, when traditional games are combined with regional folk songs, their function is not limited to being merely a learning medium but also becomes a means of passing down cultural values, social norms, and local wisdom to the younger generation. This role becomes increasingly relevant amid the strong currents of globalization that have the potential to erode local cultural identity (Kogoya et al., 2023; Mayangsari et al., 2025).

Various international studies show strong support for the effectiveness of game-based learning in developing both the social and cognitive competencies of learners. Duncan (2020), for example, revealed that the application of immersive game-based learning has a significant impact on improving collaboration, communication, creativity, and critical thinking skills. In line with these findings, Yılmaz and Griffiths (2023) showed that traditional games have advantages over video games in supporting the development of children's ability to solve social problems. In addition, Koçak et al. (2025) demonstrated that structured play activities, including the use of traditional games, contribute significantly to improving students' life skills in the school environment. In the Indonesian context, the findings of Gunawan et al. (2025) also show that systematically implemented traditional-game-based interventions can effectively improve students' daily social life skills.

Although various studies have demonstrated the effectiveness of game-based learning, empirical research specifically examining the integration of traditional games with regional folk songs within the context of elementary education in Indonesia remains limited. To date, no study has been found that thoroughly examines this combined approach within the distinctive social and cultural setting of Madiun City. Based on this gap, the present study was conducted to provide an empirical contribution by testing the effectiveness of a locally rooted cultural learning intervention in improving the social skills of sixth-grade students at SDN 01 Pandean, Madiun City.

2. METHOD

2.1 Research Design

This study employed a quantitative approach with a nonequivalent control group quasi-experimental design. This design was chosen due to limitations in randomizing research

subjects, since class composition had already been predetermined. Nevertheless, this design still allows for causal inference through a systematic comparison of conditions before and after the treatment was administered.

2.2 Research Subjects

The research subjects were 56 sixth-grade students at SDN 01 Pandean, Madiun City, divided into two intact classes: the experimental group ($n = 28$) and the control group ($n = 28$). Group assignment was based on existing classes without randomization. Baseline equivalence was confirmed through the similarity of pretest scores (Experimental: $M = 62.14$; Control: $M = 61.75$) and verification of variance homogeneity (Levene's Test, $p = 0.276 > 0.05$). Both groups came from the same grade level and therefore had relatively equivalent developmental and academic backgrounds.

2.3 Intervention: Duration, Frequency, and Sample Activities

The intervention was implemented over six weeks with a frequency of two meetings per week, resulting in a total of 12 learning sessions. Each session lasted approximately 60-70 minutes. In the experimental group, the learning process was designed around traditional game activities combined with regional folk songs as an integral part of the learning activities. In contrast, the control group followed conventional instruction without incorporating either traditional games or folk songs. The activities applied during the intervention included the following:

- **Cublak-Cublak Suweng:** In this activity, students sit in a circle while one participant hides a small object as the whole group sings a traditional Javanese folk song. This activity encourages students to listen attentively, learn to take turns, and understand nonverbal communication, thereby contributing to the development of collaboration and empathy among participants.
- **Jamuran:** The game is played in a circle formation accompanied by a traditional folk song, after which a designated student gives movement instructions to the other group members. Through this activity, students are trained to develop leadership qualities, increase responsiveness to group dynamics, and strengthen verbal communication skills.
- **Rope Jumping Accompanied by Gundul-Gundul Pacul:** The rope-jumping game is carried out by matching the rhythm of movement to the lyrics of the traditional song Gundul-Gundul Pacul. This activity emphasizes the importance of rhythmic cooperation, coordination among players, and the ability to make collective decisions in a cooperative atmosphere.
- **Reflective Discussion (10 minutes per session):** After each game, students take part in a guided reflection session to discuss the various social values that emerged during the activity, such as honesty, mutual helpfulness, and patience. This reflection process serves to reinforce social learning through structured and participatory dialogue.

2.4 Data Collection and Instruments

Data in this study were collected using two types of instruments. The first was a social skills questionnaire developed based on a four-point Likert scale, covering four main dimensions: communication, cooperation, empathy, and social interaction. The second

was a structured observation sheet used to record participants' activities during each learning session. Before being applied in the study, both instruments underwent a validation process by two educational psychology experts. In addition, reliability testing was conducted and showed a Cronbach's Alpha value above 0.80, indicating that the instruments were appropriate and had a high level of consistency for use in data collection.

2.5 Inter-Rater Reliability

To maintain objectivity in the observation process, the assessment of student behavior during each session was conducted independently by two trained observers using the same observation sheet. Before the study, both observers took part in a calibration session aimed at aligning their perception and understanding of the behavioral indicators for each dimension of social skills. The level of agreement between raters was then analyzed using Cohen's Kappa, yielding a value of $\kappa = 0.84$, indicating strong reliability. Any discrepancies in assessment results that arose during the observation process were resolved through joint discussion until consensus was reached between the two observers.

2.6 Baseline Control

Although this study did not employ full randomization, several control measures were applied to minimize differences in initial conditions between groups. First, an examination of pretest score equivalence showed that the experimental and control groups did not differ significantly, with mean scores of 62.14 and 61.75, respectively. Second, the results of the variance homogeneity test indicated that the data met the homogeneity assumption, as shown by Levene's test with a significance value of $p = 0.276$. Third, learning activities in both groups were delivered by the same teacher to reduce the likelihood of differences arising from teaching style. Fourth, continuous monitoring was conducted throughout the intervention to ensure that instruction was implemented consistently in each group.

2.7 Data Analysis

Data analysis in this study was carried out through several systematic stages. The first stage was the Kolmogorov-Smirnov normality test, used to confirm that the data distribution assumption was met. The next stage was Levene's homogeneity test, a prerequisite for applying parametric analysis. Once both assumptions were satisfied, the analysis proceeded with an independent samples t-test to determine the difference in posttest scores between the experimental and control groups. All statistical tests in this study used a significance level of $\alpha = 0.05$.

3. RESULTS AND DISCUSSION

This section presents the quantitative findings from the pretest and posttest data, covering descriptive statistics, assumption testing, and hypothesis testing results.

3.1.1 Descriptive Statistics

Table 1. Descriptive Statistics

Group	N	Pre-test	Post-test	Gain
Experimental	28	62.14	82.36	20.22
Control	28	61.75	70.18	8.43

Source: Ema Smedyah Putri, 2025

The descriptive statistics in Table 1 show that both groups had comparable pretest scores (Experimental: 62.14; Control: 61.75), confirming the equivalence of their initial conditions. After the six-week intervention, the experimental group achieved a posttest mean of 82.36, compared to 70.18 in the control group. The experimental group's gain score (20.22) was more than double that of the control group (8.43), indicating a substantial improvement resulting from the traditional games intervention.

Figure 1. Comparison of Mean Pretest and Posttest Scores of Students' Social Skills

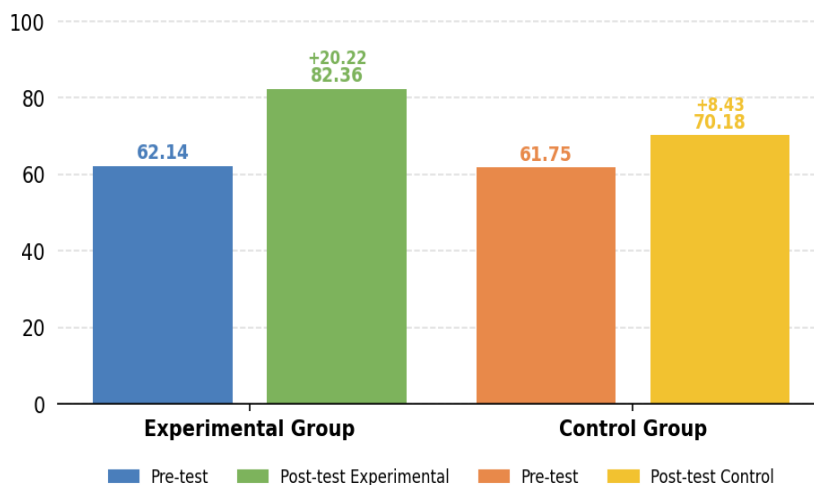


Figure 1. Comparison of Mean Pretest and Posttest Scores of Students' Social Skills

3.1.2 Normality Test

Table 2. Kolmogorov-Smirnov Normality Test Results

Group	Sig. (Kolmogorov-Smirnov)	Description
Experimental	0.200	Normal
Control	0.187	Normal

Source: Ema Smedyah Putri, 2025

The test results in Table 2 show that both groups obtained significance values above 0.05, namely $p = 0.200$ for the experimental group and $p = 0.187$ for the control group. These findings indicate that the data in each group met the assumption of normal distribution. Therefore, parametric statistical analysis was deemed appropriate for this study.

3.1.3 Homogeneity Test

Table 3. Levene's Homogeneity Test Results

Variable	Sig. (Levene Test)	Description
Social Skills	0.276	Homogeneous

Source: Ema Smedyah Putri, 2025

Levene's test in Table 3 produced a value of $p = 0.276$ ($p > 0.05$), confirming the homogeneity of variance between groups. The prerequisite assumption for the independent samples t-test was thus satisfied.

3.1.4 Hypothesis Testing (Independent Samples t-Test)

Table 4. Pretest and Posttest Results of Students' Social Skills

Group	Mean	Sig. (2-tailed)	Description
Experimental	82.36	0.000	Significant
Control	70.18	0.000	—

Source: Ema Smedyah Putri, 2025

The results of the independent samples t-test in Table 4 show a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the experimental and control groups on posttest social skills scores. Based on these results, the null hypothesis is rejected. It can therefore be concluded that the integration of traditional games based on regional folk songs has a significant positive effect on improving students' social skills.

3.2 Discussion

The results of this study confirm that integrating traditional games based on regional folk songs can make a significant empirical contribution to improving the social skills of sixth-grade elementary school students. This finding is quantitatively reflected in the comparison of gain scores between the two research groups, where the experimental group obtained a gain score of 20.22, while the control group achieved only 8.43. The difference between the two groups was proven to be statistically meaningful, with a significance value of $p < 0.001$, providing strong grounds that the treatment given was not merely coincidental. This result is consistent with the findings of Johannes et al. (2024), who demonstrated that traditional game therapy significantly improves elementary school students' cooperation, communication, and conflict management abilities through an experimental design with a control group. In a similar vein, Nugraha et al. (2018) also reported a significant effect of traditional-game-based learning on students' social skills, with an N-Gain value of 0.40, while also showing a clear advantage over conventional expository teaching methods.

These consistent findings enrich the existing body of scientific literature, particularly in the fields of game-based learning and culturally responsive pedagogy. Alotaibi (2024), in a comprehensive meta-analysis, confirmed that game-based learning has an effect on children's social, emotional, and cognitive outcomes, with cooperative games proven to specifically enhance social skills such as cooperation, communication, and empathy. From the perspective of culturally responsive pedagogy, Shih's (2022) study demonstrated that integrating local culture into learning, including through traditional games, can foster

cultural identity and social values while encouraging meaningful and contextual social interaction. Accordingly, this study offers a meaningful theoretical contribution by affirming that the local wisdom embedded in traditional games is not merely cultural heritage to be preserved, but can also function as an effective and contextual learning medium for shaping the social skills of elementary school-aged children. This finding is also consistent with Rogoff (2003), who emphasized that children learn social norms and values through direct engagement in play activities with their peers.

3.2.1 Development of Communication Skills

Students' involvement in traditional games based on regional folk songs inherently requires active verbal coordination, careful listening, and a willingness to take turns in a structured manner. In the game Cublak-Cublak Suweng, for example, students alternately give and receive instructions through spoken language combined with singing, creating authentic communication in every learning session. This mechanism aligns with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), which asserts that learning is a social process that occurs through interaction, collaboration, and the use of cultural tools, including language and play activities, allowing children to naturally internalize the norms, rules, and social values of their community. Duncan's (2020) findings show that immersive, collaborative game environments develop communication competence more effectively than conventional instruction, since the social demands of games require real-time verbal negotiation and feedback. This finding is further reinforced by Fernández-Gavira et al. (2021), who stated that traditional games can improve students' social and personal skills, including cooperation, social interaction, communication, and emotional well-being, through direct engagement with peers, teachers, and the surrounding social environment. Syaukani et al. (2026) found that cooperative learning through traditional games significantly develops socio-emotional abilities, including interpersonal communication. Similarly, Xu (2010), in a study on the stages of social play, asserted that cooperative play represents the most complex form of social interaction because it simultaneously requires communication, cooperation, and social role-taking. Durlak et al.'s (2011) meta-analysis of 213 Social and Emotional Learning (SEL) programs also confirmed that the highest effectiveness in developing social-emotional skills is achieved through programs that are active, structured, and based on direct interactive experience.

3.2.2 Development of Empathy

Traditional games not only provide play activities but also serve as a means of instilling values through role exchange, perspective-taking, and shared emotional experiences. These three aspects are scientifically recognized as avenues for empathy development (Lathifah et al., 2025). In the game Jamuran, for instance, the student giving movement instructions gains a perspective-taking experience by observing peers' responses and adjusting the instructions accordingly. This process helps students understand others' ways of thinking and feeling more deeply. In addition, the reflection activity after each game further strengthens students' ability to recognize, understand, and express others' emotions as part of affective empathy. Mayangsari et al.'s (2025) study, published in the *International Journal of Games, Sport, and Multidisciplinary Education (IJGSME)*, showed that the traditional game of congklak can foster solidarity and empathy through collaboration and direct interaction between players. This finding is reinforced by Flier

et al. (2017), who asserted that play activities constitute a socio-cultural process that enables children to internalize norms, social values, and emotional experiences through interaction with their surrounding environment.

From Vygotsky's (1978) sociocultural perspective, social interaction within play provides an important space for children to learn to understand social rules, take on roles, and develop the ability to cooperate and empathize through collaborative processes with peers. In addition, Topping et al. (2000) explained that social competence, including empathy and the ability to understand social situations, develops through repeated interactive experiences within meaningful social environments. Thus, traditional games are not merely a form of entertainment but also an effective culturally based pedagogical medium for shaping empathy, social solidarity, and relational skills in students in a contextual and sustainable manner.

3.2.3 Development of Collaboration

The structure of group-based traditional games inherently requires cooperation among players. Success in the game is determined not by individual ability alone, but by group coordination, alignment of playing rhythm, and mutual support among group members. This condition makes traditional games a natural social learning space for students to develop collaborative skills. Hartanto et al. (2021) found that a physical education intervention based on traditional games can measurably improve students' collaborative social skills, because the game activities are designed as interdependent tasks. As a result, each group member holds an important role in achieving shared goals, allowing students to learn to build communication, responsibility, and group solidarity. This finding is reinforced by Yılmaz and Griffiths (2023), who stated that traditional games are more effective than video games in developing children's social problem-solving abilities and cooperative skills. This is because traditional games involve direct interaction, face-to-face negotiation, role distribution, and nonverbal responses that are not optimally present in digital games. Through this process, children learn to understand others' perspectives, adjust their behavior to group dynamics, and manage social conflict in real situations. In line with this, Gunawan et al. (2025), who studied the effectiveness of structured traditional games in Indonesia, found a significant improvement in students' social life skills, particularly in cooperation and the ability to build positive social relationships.

3.2.4 Cultural Relevance as Pedagogical Reinforcement

The integration of regional folk songs, as songs with distinctive local cultural character, adds a dimension of authenticity to the learning process. Regional folk songs do not merely present musical elements but also carry moral messages, social values, and cultural identity that are close to students' lived experience. This cultural closeness allows students to feel more emotionally connected to the learning activities being carried out. In this context, the incorporation of local cultural elements creates a meaningful and contextual learning environment, as explained by Lathifah et al. (2025), who noted that social learning becomes more effective when instilled through cultural scripts that are familiar to learners. Through learning experiences close to daily life, students more easily internalize social values while building a sense of ownership of their local culture.

The effectiveness of this culturally based approach also supports the view of culturally responsive pedagogy, which emphasizes the importance of linking learning to learners' cultural backgrounds so that learning outcomes become more profound, both cognitively and socially (Kogoya et al., 2023). When students learn through cultural media they are already familiar with, their engagement, motivation, and social participation tend to increase because the learning feels more relevant and meaningful. From Rogoff's (2003) perspective, a learning process that involves local cultural practices allows children to acquire social knowledge and skills through active participation in authentic community activities. This shows that culture is not merely a backdrop for learning but a primary medium in the process of internalizing social values. This finding aligns with Shih's (2022) view that integrating local culture into learning can strengthen cultural identity, enhance social interaction, and build a sense of togetherness among students through contextual learning experiences. Thus, the combination of traditional games and regional folk songs can be understood as a form of culture-based learning that not only preserves local wisdom but also effectively instills social values, strengthens cultural identity, and holistically develops students' social skills.

3.2.5 Comparison with International Literature

The improvement found in this study is consistent with the findings of Kacar and Ayaz-Alkaya (2022), who showed that traditional games can reduce internet addiction while improving social skills and lowering stress levels in school-age children. This finding indicates that traditional games do not only function as recreational activities but also as a means of supporting children's social and emotional health amid the dominance of digital technology use. The direct interaction that occurs in traditional games allows children to build communication, cooperation, and healthier social relationships compared to virtual interaction, which tends to be limited.

The results of this study are further reinforced by Koçak et al. (2025), who found that structured leisure-time activities, including group games, can significantly improve students' life skills. These life skills include the ability to communicate, cooperate, manage emotions, make decisions, and build positive social relationships. In this context, traditional games serve as an experience-based learning medium that provides students with the opportunity to directly practice social skills through genuine interaction and collaborative activities. This finding supports Durlak et al.'s (2011) view that social-emotional learning that is active, participatory, and experience-based has a strong influence on the development of students' social competence.

The consistency of findings across various cross-cultural and geographical studies indicates that traditional games have relatively universal effectiveness in supporting children's social development. Madondo and Tsikira (2022) asserted that traditional games across various cultures function as a medium for transmitting social values and developing children's interpersonal skills. This perspective is further reinforced by Rogoff (2003), who stated that children's social development occurs through active participation in living cultural practices within their communities. Thus, traditional games can be understood as a culture-based educational intervention with global relevance, as they are able to present authentic, contextual, and meaningful social experiences for the development of students' social skills.

3.2.6 Methodological Considerations

Although this study used a quasi-experimental design rather than a fully randomized design, several procedures were implemented to strengthen internal validity: (1) baseline equivalence was confirmed through comparable pretest scores and Levene's homogeneity test, (2) both groups were taught by the same teacher, minimizing teacher effects as a confounding variable, and (3) inter-rater reliability ($\kappa = 0.84$) ensured consistency in behavioral observation. Together, these controls increase confidence that the posttest improvement can be attributed to the intervention rather than to pre-existing differences between groups.

3.2.7 Research Limitations

This study has several limitations that should be considered when interpreting its results. First, the sample size, which involved only 56 students from a single school in Madiun City, limits the generalizability of the findings to other school contexts, regions, or cultural characteristics. Second, although the six-week intervention duration showed a significant effect, it may not have been sufficient to observe long-term impacts in greater depth. Third, the use of the distinctive Javanese folk songs of Madiun City makes the research results highly contextual, so their transferability to other regions with different cultural traditions requires further study. Fourth, although controls for baseline group equivalence were applied, the use of a quasi-experimental design without full randomization may still allow for selection bias. Future research is therefore recommended to employ a randomized experimental design with a larger and more diverse sample, as well as to include follow-up studies to measure the long-term sustainability of improvements in students' social skills.

4. CONCLUSION

This study produced empirical evidence showing that the integration of traditional games combined with regional folk songs has a significant effect on improving the social skills of sixth-grade elementary school students. The analysis results show that the experimental group experienced a statistically significant improvement, along with a practically meaningful impact on the aspects of communication, empathy, collaboration, and social interaction compared to the control group ($p < 0.001$; Gain = 20.22 vs. 8.43). These findings further enrich the international literature on game-based learning and culturally based pedagogy by affirming that play-based approaches rooted in local culture can be an effective strategy for developing essential social competencies within formal education settings.

For education practitioners, these findings confirm that traditional games combined with regional folk songs can be adopted as a relevant learning strategy that is feasible to implement and culturally appropriate, particularly at the elementary school level in Indonesia. This approach not only contributes to strengthening students' social skills but also plays a role in preserving local culture. Therefore, teachers are encouraged to implement structured play activities accompanied by reflection processes and clearly formulated social learning objectives. For future research development, studies are needed to examine the long-term impact of similar interventions, test their potential application

across various cultural contexts, and identify the specific elements within the games that are most effective in promoting the development of students' social skills

REFERENCES

- Bronfenbrenner, U., & Morris, P. A. (2007). *The bioecological model of human development*. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology* (6th ed., Vol. 1, pp. 793-828). John Wiley & Sons.
- Dawiyah, D. S., Nurjamaludin, M., & Mutaqin, E. J. (2023). Pengaruh metode pembelajaran outdoor study berbasis permainan tradisional engklek terhadap keterampilan sosial siswa pada mata pelajaran IPS. In *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series*, 7(2). <https://jurnal.uns.ac.id/seeds/article/view/80926/42949>
- Duncan, K. J. (2020). Examining the effects of immersive game-based learning on student engagement and the development of collaboration, communication, creativity and critical thinking. *TechTrends*, 64(3), 514-524. <https://doi.org/10.1007/s11528-020-00500-9>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Fleer, M., González Rey, F., & Jones Díez, P. (2017). A cultural-historical study of children's play: Perspectives from research and practice. *Mind, Culture, and Activity*, 24(4), 289-307. <https://doi.org/10.1080/10749039.2017.1369570>
- Gunawan, S., Subarjah, H., Berliana, B., & Ma'mun, A. (2025). Efektivitas aktivitas permainan tradisional dalam mengembangkan kecakapan hidup sosial siswa. *Jurnal Porkes*, 8(3), 642-654. <https://doi.org/10.29408/porkes.v8i3.33317>
- Hartanto, D., Kusmaedi, N., Ma'mun, A., & Abduljabar, B. (2021). Integrating social skills in traditional games with physical education interventions. *International Journal of Human Movement and Sports Sciences*, 9(5), 921-928. <https://doi.org/10.13189/saj.2021.090510>
- Julianti, R. R., Suherman, A., Ma'mun, A., Budiana, D., & Sari, E. F. N. (2025). Traditional games as a tool for improving psychosocial development: A comparative study of structured and progressive learning models. *Edu Sportivo: Indonesian Journal of Physical Education*, 6(1), 1-14. <https://journal.uir.ac.id/index.php/SPORTIVO/article/view/18538>
- Kacar, D., & Ayaz-Alkaya, S. (2022). The effect of traditional children's games on internet addiction, social skills and stress level. *Archives of Psychiatric Nursing*, 40, 50-55. <https://doi.org/10.1016/j.apnu.2022.04.008>
- Koçak, G. N., Çetin, M. Ç., Kara, M., Genç, M., Lekesiz, G., Açıkbaş, F. C., & Kara, N. Ş. (2025). A quasi-experimental research on developing students' life skills through purposeful leisure time activities. *Frontiers in Psychology*, 16, Article 1634943. <https://doi.org/10.3389/fpsyg.2025.1634943>
- Kogoya, T., Mutohir, C., Pramono, M., Kristiyanto, A., Putro, B. N., Ali, S. K. S., & Trisnadi, R. A. (2023). Developing the value of peace in sport, health, and physical education through traditional games. *International Journal of Human Movement and Sports Sciences*, 11(2), 268-275. <https://doi.org/10.13189/saj.2023.110204>

- Lathifah, W., Sutapa, P., Syamsudin, A., & Christianti, M. (2025). Implementation of traditional games based on Ki Hadjar Dewantara's philosophy to develop social skills in early childhood. *Cogent Education*, 12(1), Article 2529419. <https://doi.org/10.1080/2331186X.2025.2529419>
- Lestari, A. P., Saikhu, A., Apriyanto, B., Al Musafiri, M. R., & Bahrissy, S. (2026). Cluster-based assessment to improve student social skill and competence at SMA Muhammadiyah 10 Surabaya. *International Journal of Geography, Social, and Multicultural Education*, 3(3), 48-57. <https://doi.org/10.26740/ijgsme.v3n3.p48-57>
- Madondo, F., & Tsikira, J. (2022). Traditional children's games: Their relevance on skills development among rural Zimbabwean children age 3-8 years. *Journal of Research in Childhood Education*, 36(3), 406-420. <https://doi.org/10.1080/02568543.2021.1982084>
- Mayangsari, D., Makhzumah, S. D., Ramadhani, A., & Dora, N. (2025). Revitalization of tolerance values through local cultural traditions: Efforts to preserve local culture in the young generation. *International Journal of Geography, Social, and Multicultural Education*, 3(1), 75-87. <https://doi.org/10.26740/ijgsme.v3n1.p75-87>
- Qirom, M. S., & Juandi, D. (2023). A systematic literature review on the effect of traditional games in mathematics teaching and learning. *JiIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(9), 7449-7457. <http://www.jiip.stkipyapisdampu.ac.id/jiip/index.php/JiIP/article/view/2034>
- Rahmadhanty, O. Y., Munawar, S. A. R., & Nevitaningrum, N. (2025). From games to social life: Examining the effects of traditional games in disaster-prone areas. *Sriwijaya Journal of Sport*, 4(3), 239-251. <https://doi.org/10.55379/sjs.v4i3.33>
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press.
- Rut, N., Gaol, R. L., Abi, A. R., & Silaban, P. (2020). Pengaruh permainan tradisional terhadap keterampilan sosial anak SD. *Jurnal Educatio FKIP UNMA*, 6(2), 449-455. <https://doi.org/10.31949/educatio.v6i2.485>
- Shih, Y. H. (2022). Designing culturally responsive education strategies to cultivate young children's cultural identities: A case study of the development of a preschool local culture curriculum. *Children*, 9(12), Article 1789. <https://doi.org/10.3390/children9121789>
- Syaukani, A. A., Hashim, A. H. M., & Sudarmanto, E. (2026). Beyond fun and games: Cultivating socio-emotional abilities through cooperative learning with traditional games. *Journal of Holistic Sports and Physical Education*, 1(1), 42-51. <https://journals2.ums.ac.id/jhspe/article/view/16426>
- Topping, K., Bremner, W., & Holmes, E. A. (2000). *Social competence: The social construction of the concept*. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 28-39). Jossey-Bass.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Yılmaz, E., & Griffiths, M. D. (2023). Children's social problem-solving skills in playing videogames and traditional games: A systematic review. *Education and Information Technologies*, 28(9), 11679-11712. <https://doi.org/10.1007/s10639-023-11663-2>