

# The Influence of Traditional Games Akkasing to Interpersonal Competence of Peers Group for Elementary School Children

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## ABSTRACT

Through a game, children have opportunities to interact with their peers; at the same time, they can to improve interpersonal competence. Moreover, the pattern of play involving interaction with peers can be found in the traditional game, one of which is a traditional game akkasing. Therefore, the purpose of this research was to determine the influence of the traditional game of akkasing to improve the interpersonal competence of peers group for elementary school children. This research is the pretest-posttest control group design. The subject of this research is 5th-grade student SDI Athirah 2 Bukit Baruga, with a sample size of 24 students. Based on hypothesis testing with Mann Whitney U Test showed the significant level of 0.00 ( $p < 0.05$ ) and Wilcoxon Signed Rank Test shows the value of  $p = 0.00 < 0.05$  after the administration of treatment in the experimental group. The result of the research showed that there is an influence of traditional game akkasing to improve the interpersonal competence of peers for elementary school children. Besides, this is shown by the difference in interpersonal competence of the experimental and control group. To improve the interpersonal competence of peers by introducing and teaching traditional games akkasing to elementary school children.

**Keywords:** *Interpersonal competence, traditional games akkasing, elementary school children*

## 1. INTRODUCTION

Bogost [1] argued that the existence of the modern game, children become better to enjoy the sensation of playing. At present, it is difficult to find children playing together with their peers. The role of peers replaced with the gadgets and means that technologically advanced. The existence of smartphones, gadgets, online games. This facts shows that types of games make children more individualistic. Playing modern games tends to reduce the intensity of the interaction and communication of children with the environment, particularly with their peer's friends. As a result, it can reduce the sense of cohesiveness, solidarity, and social life of children. Conversely, traditional games contain values such as pleasure, a sense of freedom, a sense of friends, a sense of democracy, a sense of responsibility, a sense of obedience, and mutual help to stimulate interest in children to love companionship and create a pleasant situation for children.

The traditional games should be done together; it can increase social interaction [2], [3]. Having studied

further, traditional games gobag sodor have the same rules, and patterns of the game with one of the traditional games of Bugis-Makassar is a traditional game akkasing. The game consists of two groups: one group as a player and the group as a guard. Members of the group who got the shift tasked to deter the opponents from being able to get into the games area and a member of the group whose turn it around trying to get into the games area untouched by line guards. Moreover, setting strategy, cooperation, and cohesiveness within the group of players is needed if it is to win the traditional games akkasing. It makes people indirectly establish interaction and communication with other individuals in the group so that the ability to build an interpersonal relationship can be developed through this game.

The traditional games akkasing is expected to improve interpersonal competence in children. The results of study conducted by Rezvani et.al [4] showed that the traditional games gobag sodor improved interpersonal competence of elementary school children. These games invite children to assemble and get to know their friends.

De Rezvani et al. [4] suggested that interpersonal competence is the ability to interact and communicate with others, to share personal views, to understand the emotions and opinions of others, and to cooperate with others or resolve conflict should it occur. Buhrmester, Furman, Wittenberg, and Reis [5] suggested five aspects of interpersonal competence is an initiation competence, assertiveness, self-disclosure, emotional support, and managing interpersonal conflict. The factors of affect interpersonal competence that is sex, maturity, age, parental interaction, personality type, education, and social activities [6].

Hasibuan and Jannah [7] suggested that the traditional game is a form of game activities, either by using the tool and not the growing of a particular community customs, which is inherited from generation to generation. Aini [8] suggests the values contained in the traditional games, that is, democratic value, educational value, personality value, the value of courage, the value of health, the value of unity, and moral values. Fad [9] explained that akkasing are games played in the group, which consists of two groups, namely the group in charge of maintaining the line of games and group in charge to get into the games area.

The essence of the game is to block the opponent from being able to pass through the line per line to the last line. Burhaein [10] suggested that the traditional game akkasing contains psychological aspects, including honesty and sportive, leadership, strategy setting, and happiness. Miskovic et al. [11] suggest that late childhood as an age of groups because this period is characterized by their interest in friends' activity and increased a strong desire to be accepted as a member of a group. Stern [12] suggests that late childhood as an age of play that is the child has an interest and a variety of play activities or broad. Playing is one way for children to hone their sensitivity through her social group.

## 2. METHOD

The independent variables in this research are a traditional game akkasing; the games are played in groups assigned to the experimental group. One experimental group consisted of two groups, namely the group of players and guard. Each group consists of six players. If all players have successfully entered, then the player must try out the back untouched by the guard, then can be said to win. The dependent variable in this research is interpersonal competence, the ability of individuals to build, customize, and maintain an interpersonal relationship.

The population in this research were students of 5th grade SD Islam Athirah 2 Bukit Baruga. The total sample of 24 people, which is 12 in the experimental group and 12 control group. The sample in this research using a purposive sampling technique.

Data collection methods used in this research are a scale that is the scale of interpersonal competence were made by researchers based on five aspects of interpersonal competence [5], that is, initiation competence, assertiveness, self-disclosure, emotional support, and managing interpersonal conflict. The validation scale through valuation analysis is based on the ratio of content validity. Lawshe's CVR of three professional judgment found that the whole item is declared essential with CVR numbers on the entire item at point 1. The discrimination item on the interpersonal competence scale after testing showed that of the 20-item contained 6 item abort so that the remaining 14-item left. The coefficient correlation total is under  $< 0,25$ , and a valid item is ranging from 0.27 up to 0.761, with an  $\alpha$ -20 value of 0.80. That value shows a good level of reliability. The research design used in this research is the pretest-posttest control group design.

## 3. RESULT AND DISCUSSION

Based on the categorization of scores in the experimental group and the control, the results are as follows.

**Table 1.** Categorization of the level of interpersonal competence of the experimental group

Score Range	Category	Number (N)		Percentage (%)	
		Pretest	Posttest	Pretest	Posttest
$x < 5$	Low	11	-	91.67%	-
$5 \leq x < 9$	Medium	1	-	8.33%	-
$9 < x$	High	-	12	-	100%

The above table shows that of the 12 subjects in the experimental group, 91.67% of the subjects in the category of low and 8.33% of the subjects in the moderate category on pretest scores. On posttest score showed that all subjects or 100% of the subjects were high.

The above table shows that 91.67% of the subjects in the low category and 8.33% in the moderate category on pretest scores. Posttest scores showed that 58.33% of the subjects in the low category and 41.67% in the medium category.

**Table 2.** Categorization of control group interpersonal competency levels

Score Range	Category	Number (N)		Percentage (%)	
		Pretest	Posttest	Pretest	Posttest
$x < 5$	Low	11	7	91.67%	58.33%
$5 \leq x < 9$	Medium	1	5	8.33%	41.67%
$9 < x$	High	-	-	-	-

The hypothesis testing in this study using the Mann-Whitney U Test and Wilcoxon Signed Rank Test. Results of the analysis of hypothesis testing Mann-Whitney U Test before the treatment can be in Table 3.

**Table 3.** Test Mann Whitney U Before Treatment

Group	Number of Subjects	Mean Rank	p-Value
Experiment	12	11.71	0.566
Control	12	13.29	

The table above shows the value of  $p = 0.566 > 0.05$ . These values indicate that there was no significant difference between pretest scores of interpersonal competence levels in the experimental group and the control group. Results of the analysis of hypothesis testing Mann-Whitney U Test after treatment can be seen in Table 4.

**Table 4.** Test Table 3. Man-Whitney U Test After Treatment

Group	Number of Subjects	Mean Rank	p-Value
Experiment	12	18.5	0.00
Control	12	6.5	

The table above shows the value of  $p = 0.000 < 0.05$ . The value indicates that there are significant differences between posttest scores of interpersonal competence levels in the experimental group and the control group. Results of the analysis of hypothesis testing Wilcoxon Signed Rank Test can be seen in Table 5.

**Table 5.** Wilcoxon Signed-Rank Test

Group	Number of Subjects	Mean Rank	p-Value
Experiment	12	3.00	0.002
Control	12	11.67	

The table above shows the value of  $p = 0.002 > 0.05$ . The value indicates that there are differences in levels of interpersonal competence before and after the treatment of traditional games akkassing on the subject of the experimental group.

The results showed that there are differences in levels of interpersonal competence between the experimental

group without any treatment. Susanti, Siswati, and Widodo [13] show that interpersonal competence of children can be increased through the provision of the traditional gobag sodor game. This is indicated by the increase in interpersonal competence of children can be done through the traditional game gobag sodor. The traditional game gobag sodor is a game that has a pattern and the same rules as the traditional game akkassing. Through the traditional games, gobag sodor children can interact directly with a group of their friends, thus improving the social skills of children.

Many factors affect the interpersonal competence of an individual. One of the factors that determine individual, interpersonal competencies are activities and social participation. Stern [12] suggests that late childhood because this period is characterized by their interest in friends activity and increased a strong desire to be accepted as a member of a group. The involvement of children in a social group helps children train their ability to establish a good relationship with the environment.

One of the activities and social participation conducted by children are playing. This is in relation to the opinion of Stern that late childhood as an age of play that is the child has an interest and a variety of play activities or broad. Playing is one way for children to hone their sensitivity through her social group by Fein [14]. This type of game is the traditional game. This is also related to following the opinion by Nugroho [15] that the traditional game involving many players can train and teach children to interact and socialize with the social environment, in this case, peers.

Baskoro and Situmorang [16] also suggest the psychological aspects contained in the traditional game gobag sodor (traditional game gobag sodor is a that has a pattern and the same rules as the traditional game akkassing) which include honesty and sportive, leadership, setting strategy, and happiness. Seligman [17] suggested that happiness is the positive feelings of individuals through positive activities favored by individuals. The happiness indicated when giving treatment, the children seemed to feel happy while playing traditional games akkasing. Honesty and sportive is one important aspect that should be owned by the child when playing. In traditional games akkasing, children

learn not to cheat by following the rules and regulations that have been agreed upon before the game begins. Through habituation to be honest and fair, then the child will have the value of honesty and sportive by itself.

Through traditional games, akkasing can also develop leadership attitudes. In the traditional game akkasing, no need for a leader of the group. All children can learn and allowed to be able to direct and motivate the group of their friends. However, through learning in directing and motivating others, the child is expected to be a good leader in the future.

In traditional game akkasing, also required specific strategies in play. Children are taught to be able to handle or solve a problem by considering and collate the completion strategy. When playing traditional games akkasing, children set the strategy game to be able to guard the opponent over the line by taking into account the circumstances in order to obtain winning untouched by line guards.

Aini [8] suggested the values contained in the traditional game. These values are in traditional games akkasing — the first value of health. Activities play performed by children using many elements of running, jumping, pursuing so that the muscles of the body to function properly. When playing traditional games akkasing, children need speed and agility in running and jumping, so untouched by the guards. Secondly, democratic values in traditional games shown before the game starts. This is shown before the game starts akkasing traditional, children draw up and agree on the rules of the game together. Then, the child did hompimpah or sut, so that children are taught to be able to work with friends who are not familiar before.

Third, the value of personality contained in traditional games encourage children not to be shy and improve self-confidence. The environment can influence the character and personal development through play activities. While playing traditional games akkasing, children are required to be able to communicate and interact, both with a group of their friends or not a group of their friends and friends who are familiar or not. It takes confidence and not be ashamed in children so that the game can take place smoothly.

Fourth, the value of courage in teaching children to have the attitude of courage in taking the decision intake into account specific strategies. In the traditional game akkasing, if one member of a group of players touched by members of the guards, the group declared failed. It requires a specific strategy made by each group from the strategies conducted; the group can win the game.

Fifth, the value of unity teaches the child not to be selfish and altruistic groups. The traditional game akkasing is a group game. Gaming groups can grow and develop mutual safeguards, mutual help, and mutual help in children. As well as with groups of guards, cooperate

and keep each group cohesiveness to prevent members of the group of players entering the game is maintained.

Sixth and seventh is the value of education and moral values. The educational and moral value that is obtained is to introduce and teach the children about one of the nation's culture is a traditional game, especially traditional games akkasing. Moral messages contained in this game, among others, were able to comply with the rules and procedures that have been agreed, the mutual cooperation and mutual support, and taught to be able to accept defeat from others.

The traditional games akkasing teach children to be able to take the initiative and open up, be assertive, able to provide emotional support to the group of their friends as well as to create strategies for resolving conflicts. This is following aspects of interpersonal competence put forward by Buhrmester et al. [5], which include the ability of initiative, assertiveness skills, the ability to be open, the ability to give emotional support, and conflict management. The ability of initiative shown when children discuss and make an agreement about the rules and disciplines of the game with friends. Discussions to make an agreement can also develop assertiveness and capable of being open to children. This is shown when children express ideas and opinions in front of their friends. The ability to provide emotional support is shown when children play traditional games akkasing that children encourage each other and motivate the group's friends. Conflict management is shown when children prepare and do strategies for the game along with the group's friends in order to obtain the winning.

In the control group, subject scores increased. Based on the results of pretest and posttest scores showed an increase in scores, but not significantly. The increase in scores occurred in the control group subjects can be influenced by personality factors. Emerson, English, and McGoldrick [18] suggest that individuals who have a more dominant personality type extrovert directed to things outside themselves and easier to interact and communicate with other individuals.

Based on these explanations, it can be concluded that the traditional game akkasing can improve interpersonal competence of children. This is also supported by the results of the analysis Wilcoxon Signed Rank Test, which shows that there is a significant increase in interpersonal competence in the experimental group after treatment in the form of traditional games akkasing.

#### **4. CONCLUSION**

The conclusion of this research are:

1. Based on the Mann Whitney U test analysis shows that there are differences in levels of interpersonal competence in the experimental group were given traditional games *akkasing* compared to the control

group without being given a traditional game *akkasing*.

2. Based on the Wilcoxon Signed Rank Test showed that there are differences in levels of interpersonal competence before and after being given the traditional game *akkasing* on the subject of the experimental group.

Based on the research results, suggestions can be submitted are:

1. For parents should be supportive of children playing traditional games with the introduction of other types of traditional games from an early age and encourage and familiarize the children to play traditional games that have educational values such as can improve a child's social skills.
2. For school, it is expected to set a schedule of activities and spend time with children to introduce and teach the traditional games, as well as providing facilities and means for children to play traditional games. It can support children in social skills training so that they can develop and improve interpersonal competence in children.
3. For teachers, it can teach students about the traditional game by inserting into subjects related. For the next researcher, that is interested in similar research, develop research by applying other traditional games that are still untapped benefits.

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