
ANALISIS DAMPAK POSITIF PERMAINAN TRADISIONAL KASTI PADA INTERAKSI SOSIAL SISWA SEKOLAH DASAR***POSITIVE IMPACT ANALYSIS OF KASTI TRADITIONAL GAMES ON SOCIAL INTERACTIONS OF ELEMENTARY SCHOOL*****Dewi Anggraini, Aan Widiyono, Abdullah Efendi**

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Abstrak

Tujuan dari penelitian ini yaitu untuk mengetahui dampak positif dari permainan tradisional kasti pada interaksi sosial siswa SDN 4 Kedungcino. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan menggunakan metode observasi, wawancara dan dokumentasi. Narasumber penelitian terdiri dari guru olahraga dan perwakilan siswa SDN 4 kedungcino. Pemeriksaan keabsahan data dengan kredibilitas, transferabilitas, dependabilitas dan konfirmanbilitas. Teknik analisis data menggunakan reduksi data, penyajian data dan kesimpulan verifikasi. Berdasarkan hasil analisis peneliti, dapat dikatakan bahwa permainan tradisional kasti memiliki dampak positif pada siswa, maka dari itu permainan tradisional kasti harus tetap dilestarikan dan dibudayakan kepada anak-anak pada zaman sekarang.

Keywords: permainan tradisional kasti, dampak positif, interaksi sosial

Abstract

The aim of this research is to determine the positive impact of the traditional game of kasti on the social interactions of students at SDN 4 Kedungcino. The type of research used is qualitative research using observation, interviews and documentation methods. The research sources consisted of sports teachers and student representatives from SDN 4 Kedungcino. Checking the validity of data with credibility, transferability, dependability and confirmability. Data analysis techniques use data reduction, data presentation and verification conclusions. Based on the results of the researcher's analysis, it can be said that the traditional game of Kasti has a positive impact on students, therefore the traditional game of Kasti must be preserved and cultivated among children today.

Keywords: kasti traditional games, positive impac, sosial interaction

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INTRODUCTION

Playing is one effort that can be used to create a fun learning process for children (Suryana & Desmila, 2022). This is because by playing, children can express themselves without coercion by doing it with a feeling of joy (Rohmah, 2016) (Budiartati, 2007). Playing is also stated to increase interest in learning (Astuti & Watini, 2022). Playing and mingling with peers is something that comes naturally to children (Yandi, 2021). The characteristics of elementary school age students are that they like to play, like to move, like to work in groups and like to do

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or demonstrate things directly (Setiyaningrum, 2021). Thus, playing is something that is very important to support children's teaching and learning activities, including physical education in elementary schools (Sofyan et al., 2022).

Primary school physical education is very important to develop social, moral, mental and physical fitness aspects (Wulandari et al., 2023). The education curriculum for early childhood and basic education also shows that traditional games are a good medium and pedagogical resource in physical education, where a motoric scenario and social relationships occur when children's education takes place (Rodríguez et al., 2023). Traditional games in physical education are presented as a fundamental tool to promote the socio-psycho-motor inclusion of children with learning difficulties in primary education (Mamani-Jilaja & Huayanca-Medina, 2023). In the hands of intelligent, prepared and sustainable teachers, traditional games can help students learn to live together and educate them to control and channel motor aggression well. (Lavega-Burgués et al., 2023).

Why is it necessary to study the impact of the traditional game of kasti on social interaction? The first reason is that through social interaction, people can build relationships, draw closer relationships and connect well. This is an important factor in understanding each other, improving mutual relationships and building trust (Yuniar et al., 2019). The second reason is that the traditional game of kasti is often played during physical education learning hours with direction and assistance from the sports teacher (Achroni, 2012). This is important considering that traditional games have proven to be beneficial for elementary school students because they can develop elementary school students' mathematical, social and physical abilities (Supriadi et al., 2019). Traditional games also help improve students' critical thinking skills (Setiyaningrum, 2021). Apart from that, traditional games can also be used as a tool to increase the sense of mutual attention and respect between students (M. Bakhtiar & Nugroho, 2017). From the game, students will gain useful and meaningful experience, be able to build relationships with fellow friends, increase interaction while still preserving and loving the nation's culture (Kurniati, 2016). This also allows children to understand various types of traditional games (Husein MR, 2021).

We have actually known the traditional game of Kasti for quite a long time, this traditional game is more often played by elementary school age students using a Kasti ball and wooden sticks (Muljana & Dartono, 2020). The group that wins is the group that currently has the most players who successfully pass through the posts prepared (Arikunto, 2006). The traditional game of Kasti has a general function, namely as entertainment or fun and as a reliever of fatigue (N. Mulyani, 2016). The game of kasti is one of the games in which there are educational elements involving physical activity as well as fostering harmonious, harmonious and balanced mental, social and emotional development (Sudirjo & M. N. Alif, 2019).

Although traditional games are known to have positive benefits for the development of motor skills, especially for children with poor motor skills, and in children who have low body weight (Hawani et al., 2023), Currently, little is known about the positive impact of the traditional game of kasti on students' social interactions. Currently, a similar study was found carried out by (Setiyaningrum, 2021), However, once again, this study is still limited and needs further study. Thus, this is also a research gap to be able to study traditional games and social interaction by analyzing the positive impact of the traditional game of kasti on social interaction.

METHOD

The type of research used by researchers in this research is descriptive qualitative. Qualitative research is descriptive research, with the main aim of uncovering an in-depth understanding of perceptions, views or motives related to behavior, themes or issues as

obtained from respondents (Anggito & Johan, 2018). Qualitative research deals with social interactions, motivations, emotions and is more than just observing broad-based events. In addition, qualitative research methods are research procedures that produce descriptive data in the form of written and spoken words from people and behavior that can be observed (Nugrahani, 2014). Qualitative descriptive aims to describe, summarize various conditions, various forms of social reality phenomena that exist in society which is the object of research, and attempts to draw that reality to the surface as a character, characteristic, nature, model, sign, description of a condition, situation. and certain phenomena so that they can help readers to know what is happening in the environment in detail, detail and depth. Descriptive research is used to explain something that already exists in several places and how phenomena or facts occur in those places (Arikunto, 2013).

The data collection technique used in this research is through observation, interviews and documentation. In qualitative research, the research instrument or tool is the researcher himself. Qualitative researchers as human instruments function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions based on their findings regarding the proposed research problem (Sugiyono, 2016). In collecting data, observations are carried out, which are observations made by researchers regarding phenomena, whether in the form of people's behavior or other things. Furthermore, researchers also conducted interviews and documentation. In the interview technique, the researcher prepares a list of questions that are appropriate to the aim and scope of the research. The purpose of the interview is to obtain actual information or data from the source. Information obtained from interviews conducted with research objects. Furthermore, documentation techniques utilize notes related to research, such as instrument reports and others to strengthen research results. The instrument in this research is direct observation, then interviews with PJOK teachers and student representatives at SDN 4 Kedungcino, followed by documentation as a complement to the research data.

The data analysis technique in this research was carried out with three components, namely data reduction, namely summarizing, selecting the main things, focusing on the important things. Next is data display (data presentation), namely presenting data in the form of brief descriptions, charts, relationships between categories and the like, finally, conclusion drawing/verification (conclusion), namely new findings in the form of a description or picture of an object that was previously not clearly visible so that after research becomes clear. With this method, data conclusions are obtained. This research was carried out on June 4 2023 at SDN 4 Kedungcino which is located on Jl. Raya Kedungcino RT 11 RW 04 Kedungcino Village, Jepara District.

RESULT

This research specifically contains the positive impact of the traditional game of kasti on the social interactions of students at SDN 4 Kedungcino, Jepara District, Jepara Regency. Research comes from observation, interviews and documentation of data sources. Based on the analysis obtained from the field, below is a description of the information consisting of the positive impact of the traditional game of kasti and interaction with peers which is explained as follows:

1. The positive impact of the traditional game of kasti

Traditional games have an impact on students' social interactions themselves. The problem discussed in this research is the positive impact of the traditional game of kasti on the

social interactions of students at SDN 4 Kedungcino. To find out the positive impact of playing kasti on students, in this study the researcher conducted interviews with PJOK teachers and student representatives at SDN 4 Kedungcino.



Picture 1. Interview with PJOK teacher

1.1 The positive impact of the game of kasti on students' interactions with their peers

The positive impact of the traditional game of Kasti is that while playing traditional games, especially Kasti, students can have an attitude of wanting to express opinions, deliberate, play and collaborate as well as being responsible to themselves and others. Students indirectly get many benefits from playing kasti apart from being healthy for the body, playing kasti can increase students' social interactions, namely increasing students' self-confidence and motivation in interacting. Playing the traditional game of Kasti can also make students more active in social life, not just feeling depressed and also asking more questions and playing a role in socializing with their friends. Apart from that, playing kasti also benefits students' intellectual abilities. Students will have the skills and knowledge of playing the game of baseball. Playing baseball can also improve critical thinking skills and requires effort to win the game. This will give students a good understanding of the values of friendship and cooperation in interacting with their friends.

1.2 What students like about the traditional game of kasti

Students with the initials WZ, GP, MA, AS, MLS, JVA, AKA answered the same, namely to fill the time during break time for students to play baseball together. Both at school and when playing at home with friends, the traditional game that is often played is playing kasti. Playing kasti is said to be exciting and fun because it can be played by many people and students can set strategies to beat the opposing team and the rules of play can be agreed upon between the two teams.



Picture 2. Interview with students

2. Interaction with peers

An obstacle must be accompanied by efforts to overcome it. By knowing the obstacles we face, it will be easier for us to determine and implement the right solution. The lack of student interaction as a result of technological developments must be followed up with good solutions. So what must be done to overcome this is to introduce students to traditional games. In this case, researchers conducted research on the positive impact of the traditional game of kasti on the social interactions of students at SDN 4 Kedungcino. After completing the research, the author prepares a research report according to the specified format.

2.1 Student communication with their friends while playing kasti



Picture 3. Selection of team leader



Picture 4. The game is on

The traditional game of kasti allows students and their peers to communicate well verbally and verbally. Regardless of gender, both men and women all help each other and work together to win for each other's teams. Established communication between the ball thrower and the hitter during play, communication between the group and the opposing group before the game starts, communication between the team leader and his group.

2.2 Play against the opposing team

Playing, of course, there are those who win and there are those who lose. In playing baseball, students will hone their ability to develop strategies to win the game and beat the opposing team. The team leader coordinates with team members to remain sportsmanlike in playing. In a team, there is definitely someone who is appointed as chairman, and as chairman will organize the strategy with the team members. In addition, when playing kasti, teams must be able to cooperate with each other, such as picking up and throwing kasti and in other ways, such as making the game run well.



Picture 5. The winning team looks happy



Picture 6. The losing team must return their playing equipment

Apart from the strategies that are created and practiced when playing, one of the skills that must be learned is how to talk to other team members in friendly language. In this way, students will learn how to work together as a team to achieve a common goal.

2.3 What you feel when playing baseball

Students with the initials WZ, GP, MA, AS, MLS, JVA, AKA answered the same, namely happy when they were on the winning team and sad and even seemed angry when they were on the losing team, but this feeling did not last. Playing kasti is also said to be exciting and fun, therefore students can use any free time they have to play kasti. The agreement that has been made must also be implemented properly, the losing team must carry out the sanction of defeat that has been mutually agreed upon. Students will also learn to respect other teams, pay attention to the skills displayed by opposing teams, and build a good network of friends. At the end of the game, students learn to be confident and appreciate the results they have achieved.

DISCUSSION

The findings in our research show that playing baseball in the physical education learning process has a positive impact on students in terms of social interaction. For example, students

gain new knowledge and experience for their future lives. Apart from that, playing also functions as a way to reduce stress, entertain and heal students. When children play, they will experience better well-being and self-confidence. Through play, children will also learn a lot about themselves and various social relationships. By playing, children will build a sense of mutual respect and tolerance that is important for them as they grow up. Play activities can also increase children's sense of responsibility (Khasanah, Agung, 2011).

Traditional games have cultural values, namely the value of fun and joy, a child's world is a world of play and children will feel happy when invited to play (Setiyaningrum, 2021). The value of freedom, children who have the opportunity to play will certainly feel free from pressure. A sense of friendship, by making friends children will travel more often to interesting places, exchange ideas and information, and can strengthen and provide motivation for each other. This will make them closer and closer. The value of democracy, in a game, every player has the same position. Leadership value, in a group game, each group chooses their respective group leader. A sense of responsibility, in a game having a strategy to win the game and deciding to choose the strongest influence that must be applied. The value of cooperation and motivation, group cooperation is very important to be able to win the game, and is supported by motivating each team member to always be enthusiastic so that they can excel.

The traditional role of the Kasti game is expected to increase students' social interaction, according to Soerjono (Setiyaningrum, 2021). Not only does it increase students' social interactions, but they also introduce them to the traditional game of kasti, which is rarely played and has become an alternative for students to interact with their friends. Based on the questions above, this is in line with the opinion (Pambudi, 2013) that the game of baseball is a game that combines strategy, communication, skill and friendship. Apart from being a game that focuses on overall collective victory, it is also a game that relies on individual playing skills. Players must be able to speak to each other well and build interactions between them in accordance with the applicable terms and conditions. They must communicate with each other to develop strategies together so they can achieve common goals. With this, they will learn together to work as a team to achieve optimal results. This game is a type of team game where the number of players is not determined, depending on the agreement of the two teams. The traditional game Kasti is one of the traditional games that is usually played by boys and girls. This game asks team members to work together well, builds sportsmanship, responsibility, communication and trains the leadership of children who act as team leaders (Pambudi, 2013).

Traditional games with their cultural values contain elements of fun and other things that will help students develop in a better direction in the future. Of course, this is motivated by the fact that students who play this game feel free from all pressure, so that a sense of joy and excitement can be reflected when students play it. Apart from that, traditional games will also provide positive attitudes and mutual entertainment between fellow students. Thus, traditional games can help students to develop their leadership qualities and also experiment with more positive social attitudes. After that, the children involved in traditional games will loudly share their enthusiasm and energy with other friends. This will energize and motivate other students to get involved in activities and enjoy social activities (Khadijah, 2017).

CONCLUSION

Based on research results, the traditional game of Kasti has a positive impact on the social interactions of elementary school students. The results of this research show that this game has made students get to know each other better, respect each other, learn to share, and share knowledge about this game. By playing this traditional game, students also gain knowledge about their ancestral cultural heritage. In addition, students can also increase their emotional intelligence, speak with greater insight, and help them learn to deal with conflict by conveying

themselves better. This traditional game also has a positive effect on students' thinking and problem-solving abilities at school. The results of this research show that playing traditional games can improve thinking skills and help elementary school students solve the problems they experience at school. This shows that the traditional game kasi can have a positive impact on the social interactions of elementary school students.

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