

Literature Review on the Development of Volleyball Service and Passing Technique Learning Models in Physical Education

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Abstrak

Penelitian ini bertujuan untuk memahami peran permainan tradisional dalam meningkatkan interaksi sosial siswa sekolah dasar yang mengalami penurunan akibat pengaruh teknologi dan permainan digital individu. Permainan tradisional seperti engklek, gobak sodor, fortengan, dan egrang diyakini dapat menumbuhkan kerja sama, komunikasi, disiplin, sportivitas, dan empati pada siswa melalui aktivitas fisik yang menyenangkan dan edukatif. Menggunakan pendekatan kualitatif berupa studi kasus yang melibatkan 30 siswa kelas V, guru PJOK, dan guru kelas di salah satu sekolah dasar di Kabupaten Banyuasin, data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis secara induktif dengan dukungan analisis persentase deskriptif. Hasil penelitian menunjukkan bahwa permainan tradisional memiliki dampak positif dalam meningkatkan interaksi sosial siswa, di mana 86,6% siswa masuk dalam kategori baik hingga sangat baik, dengan aspek yang paling menonjol adalah partisipasi aktif (90%) dan disiplin (87%). Lima tema utama yang muncul meliputi kerja sama dan komunikasi, disiplin dan tanggung jawab, sportivitas dan empati, toleransi dan keakraban, serta kegembiraan dan semangat kebersamaan. Oleh karena itu, integrasi permainan tradisional dalam pembelajaran PJOK direkomendasikan sebagai strategi efektif untuk mengembangkan karakter sosial siswa dan memperkuat hubungan sosial antar siswa di lingkungan sekolah.

Kata kunci: Permainan tradisional, interaksi sosial, siswa sekolah dasar, PJOK, karakter sosial.

Abstract

This study aims to understand the role of traditional games in improving the social interaction of elementary school students who have experienced a decline due to the influence of technology and individual digital games. Traditional games such as engklek, gobak sodor, fortengan, and egrang are believed to be able to foster cooperation, communication, discipline, sportsmanship, and empathy for students through fun and educational physical activities. Using a qualitative approach of a case study type involving 30 grade V students, PJOK teachers, and homeroom teachers in one of the elementary schools in Banyuasin Regency, data was collected through observation, in-depth interviews, and documentation, then analyzed inductively with the support of descriptive percentage analysis. The results showed that traditional games had a positive effect on improving students' social interaction, where 86.6% of students were in the good to very good category, with the most prominent aspects being active participation (90%) and discipline (87%). The five main themes that emerged included cooperation and communication, discipline and responsibility, sportsmanship and empathy, tolerance and familiarity, and joy and the spirit of togetherness. Thus, the integration of traditional games in PJOK learning is recommended as an effective strategy to foster students' social character and strengthen social relationships between students in the school environment.

Keywords: Traditional games, social interaction, elementary school students, PJOK, social characters

1. INTRODUCTION

Education at the elementary school level has a very important role in shaping the basis of students' personality, moral character, and social abilities. At this stage of development, which is around the age of about 10 to 12 years, children are in a transition period where they begin to learn to understand themselves and adapt to the social environment around them. Social interaction is a dynamic relationship between individuals and groups that can be in the

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form of cooperation, competition, or differences of opinion. In the context of education, social interaction helps students learn to work together, appreciate differences, develop empathy, and foster responsibility towards groups, both in the school environment and outside of school (Suganda et al., 2020; Susiani et al., 2024).

One of the effective ways to grow social skills while developing children's physical and motor aspects is through traditional game activities (Sutini, 2018; Agustriani et al., 2025). Among the important aspects of physical development in early childhood is the continued development of the brain and nervous system. This development plays a major role in coordinating body movements and is the basis for children's motor abilities (Mahfud & Yuliandra, 2020). Traditional games can help stimulate such development through a variety of physical activities such as running, jumping, and throwing that practice coordination, balance, and agility (Sudaryanti et al., 2024; Suhariyanti et al., 2024). Thus, traditional games not only strengthen motor function, but also support children's social and emotional development in an integrated manner (Hasanah, 2016; Sudaryanti et al., 2024).

Traditional games function as a cultural and educational practice that provides a joyful space for children to learn socialization, where they interact, communicate, and internalize social and cultural values without feeling lectured (Agustriani et al., 2025; Lubis, 2025). The application of traditional games in Penjasorkes learning in elementary schools aims to enable students to practice variations of basic locomotor, non-locomotor, and manipulative movements through fun activities. Traditional games such as engklek, gobak sodor, fortengan, stilts, or marbles are not only a means of entertainment, but also play an important role in training the coordination of movements, balance, and agility of children's bodies, so that they can support the optimal development of basic motor skills (Syafriadi et al., 2021; Anugrah et al., 2024). The physical activity contained in it helps strengthen gross motor skills, while the interaction between players fosters social skills such as cooperation, communication, and sportsmanship. In addition, the rules and values inherent in traditional games also instill discipline, a sense of responsibility, and respect for rules (Sholehatun et al., 2023; Sari, 2023). Thus, traditional games are not only a means of entertainment, but also a comprehensive educational medium because they combine cognitive, affective, social, and psychomotor elements in one fun and meaningful activity for elementary school students (Khadijah & Wahyuni, 2024; Sopakua et al., 2024).

The rapid development of technology and changes in modern lifestyles have caused traditional forms of social interaction for children to begin to decline. Nowadays, many students prefer to spend time with gadgets, play online games, or surf social media instead of doing activities directly with their friends. This phenomenon results in a reduced intensity of face-to-face interaction and the child's opportunity to build real social relationships, and can even trigger negative interactions such as bullying when social skills are not well developed (Rahayuningrum et al., 2024; Julaeha, 2019). As a result, social values such as cooperation, sportsmanship, and a sense of community are slowly starting to be marginalized. This condition is a challenge for the world of education to bring back learning activities that encourage direct interaction between students, one of which is through traditional games that are rich in educational and social values (Faradila et al., 2024; Subekti et al., 2020).

In this digital era, traditional games are starting to be marginalized and replaced by modern technology-based games that are individualized. This has an impact on decreasing the intensity of social interaction between students in the school environment. Therefore, it is

important to re-explore the role of traditional games as a social learning medium that is able to foster a spirit of togetherness and discipline in children (Hidayah & Arbarini, 2025; Ida, 2024). Through a qualitative approach, this study aims to understand in depth how traditional games can contribute to the improvement of social interaction of elementary school students. This approach allows researchers to explore the meaning of students' experiences, as well as identify the social values that emerge in the process of play (Prasetyo et al., 2025). The results of the research are expected to be the basis for teachers and schools in integrating traditional games as part of a fun learning strategy oriented towards the formation of students' social character (Lubis, 2025; Widyananti & Winanto, 2024).

2. METHOD

This study uses a qualitative approach with a case study type to understand in depth the role of traditional games in improving the social interaction of elementary school students. Qualitative research is used to explore and understand social phenomena in depth, focusing on meaning, processes, and participants' perspectives in natural settings (Sugiyono, 2019). The research subjects consisted of 30 grade V students, PJOK teachers, and homeroom teachers in one of the elementary schools in Banyuasin Regency who applied traditional games in learning activities. Purposive sampling techniques were used in the selection of subjects with consideration of their direct involvement in traditional play activities and social interactions in schools.

Data collection techniques are collected through three main techniques, namely: observation, in-depth interviews, and documentation. The main instrument in this study is the researcher himself (human instrument) who plays an active role in planning, collecting, analyzing, and interpreting data. Qualitative research is conducted in a natural setting where the researcher acts as the key instrument, and data are collected through observation, interviews, and document analysis to obtain an in-depth understanding of social phenomena such as students' interactions in learning (Sulistyawati, 2023). Data analysis techniques are carried out inductively which includes three stages, namely data reduction, data presentation, conclusion drawing and verification (Sulistyawati, 2023).

The validity of the data is maintained through the application of triangulation of sources and techniques, as well as member checks to informants to ensure the accuracy, credibility, and consistency of research results. Supporting data percentage analysis supporting quantitative descriptive analysis of observation data or questionnaire results (e.g. participation level or student social interaction category), the following percentage formula is used:

$$P=1/N\times 100\%$$

Information:

1. P = Percentage of results obtained
2. f = Frequency of occurrence of indicators or number of positive responses
3. N = Total number of respondents or observations

The results of these percentages are used to reinforce the description of qualitative findings, providing a proportional picture of the level of involvement or categories of students' social behavior during traditional game activities (Baroroh et al., 2022; Baroroh et al., 2025).

3. RESULT AND DISCUSSION

This study describes the role of traditional games in improving the social interaction of elementary school students through observation, interviews, and documentation of PJOK activities with games such as engklek, gobak sodor, fort, and stilts. Traditional games function as a social learning space where students reflect on their character formation, because through game rules, turn-taking, and collective strategies they practice values of cooperation, honesty, and respect for others (Prasetyo et al., 2025; Zafirah, 2022). The results showed that traditional games had a positive impact on students' cooperation, communication, discipline, sportsmanship, and empathy, which was reflected in the increased activeness and harmony of social interactions during the activity (Aulia & Sudaryanti, 2023; Nurdiyati & Khairi, 2024).

Table 1. *Result of Observation*

Observed Aspects	Behavioral Indicators	Number of Students (f)	Percentage (%)	Category	Description of Findings
Cooperation	Helping each other in groups, strategizing, and maintaining cohesiveness.	25	83%	High	Students actively help peers and work together to win the games.
Social Communication	Boldness in speaking, giving advice, and responding to friends' opinions.	24	80%	High	Students are actively involved in discussions and coordination between group members.
Discipline	Obeying the rules of the game and following the teacher's instructions.	26	87%	Very High	Students play in an orderly manner, wait for their turn, and follow teacher directions.
Sportsmanship & Empathy	Appreciating friends and accepting game results with an open mind.	23	77%	High	Students are sportsmanlike and provide support to other friends.
Conflict Resolution	Resolving disagreements amicably and through consensus.	21	70%	High	Small conflicts are resolved through deliberation and mutual agreement.
Active Participation	Fully engaged during the game	27	90%	Very High	Students are very enthusiastic and

Observed Aspects	Behavioral Indicators	Number of Students (f)	Percentage (%)	Category	Description of Findings
	and showing high enthusiasm.				actively involved without coercion from the teacher.

Based on the observation results, it can be seen that most of the students show a high level of social interaction during traditional game activities. Play activities make it easier for students to communicate, work together, and show empathy for their peers (Sambas, 2025; Pitt, 2024). In addition, students also learn discipline, sportsmanship, and are able to resolve small conflicts independently (Darisman et al., 2021; Dwiani et al., 2023).

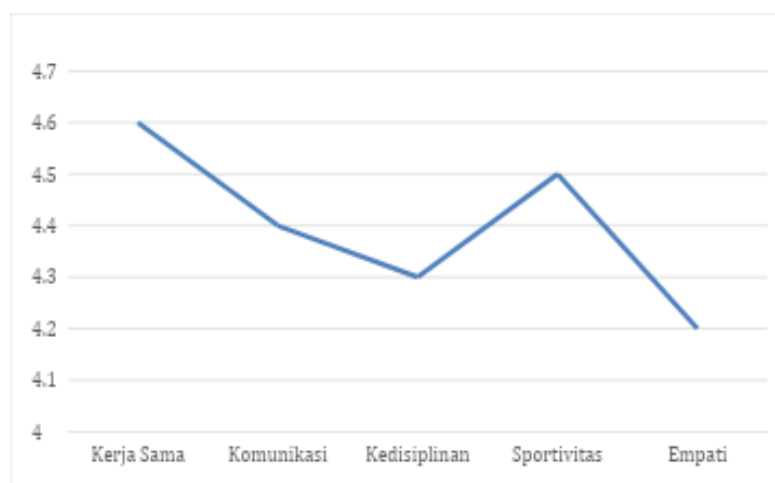


Figure 1. Line Diagram of Students' Activities and Social Interaction Observation

Results During Traditional Games

Supporting the observational data, in-depth interviews were conducted with teachers, homeroom teachers, and students to find out their views on the role of traditional games in improving social interaction. The results of the interviews show that traditional games help foster student cooperation, sportsmanship, empathy, and responsibility (Hidayah & Arbarini, 2025; Sari, 2023). A summary of the results is presented in the following table:

Table 2. Results During Traditional Games

No	Informant	Main Questions	Summary of Answers / Interview Quotes	Emerging Themes
1	PJOK Teacher	How do traditional games affect student interaction in the classroom?	"Through games such as <i>gobak sodor</i> and <i>forts</i> , students become more cohesive, willing to work together, and learn to respect their	Cooperation and Discipline

No	Informant	Main Questions	Summary of Answers / Interview Quotes	Emerging Themes
			friends. They are also more disciplined in following rules."	
2	PJOK Teacher	Do traditional games help shape students' social character?	"Yes, traditional games help children learn sportsmanship. They learn to accept defeat and appreciate the triumphs of others."	Sportsmanship and Empathy
3	Homeroom Teacher	How do students' behaviors change after regularly playing traditional games?	"I see that they are more sociable, rarely fight, and more respectful of differences. They learn to help each other as they play."	Communication and Tolerance
4	Homeroom Teacher	Do traditional games affect relationships between students outside the classroom?	"The children often continue the game at break. They become more intimate; no one feels as lonely as they used to."	Social Relationships and Intimacy
5	Student 1	How do you feel when playing <i>gobak sodor</i> or <i>engklek</i> ?	"It's nice to be able to play with friends. Sometimes we fight, but then we are good again."	Positive Interaction and Reconciliation
6	Student 2	What lessons did you learn from traditional games in school?	"We have to work together to win, and we have to be honest if we step out of bounds."	Honesty and Responsibility
7	Student 3	Do you feel closer to your friends after playing together?	"Yes, we are more intimate and often play together outside of school hours as well."	Familiarity and Social Relationships
8	Student 4	What do you like most about traditional games in school?	"The game is exciting and never boring. You can laugh and help your friends when they are struggling."	Joy and Empathy

The results of the in-depth interviews showed five main themes that reflected the role of traditional games in improving students' social interactions, namely cooperation and communication, discipline and responsibility, sportsmanship and empathy, tolerance and familiarity, and joy and a spirit of togetherness (Amania et al., 2021; Suriadi et al., 2024). Through games, students learn to coordinate, obey rules, respect friends, establish harmonious

relationships, and feel happiness together, thus creating a positive and interactive social environment at school (Faradila et al., 2024; Widyananti & Winanto, 2024). The results of the study were presented from observational data, interviews, and questionnaires of elementary school students to illustrate the role of traditional games in improving social interaction, including cooperation, communication, discipline, sportsmanship, and empathy. The analysis was carried out qualitatively and quantitatively descriptive, with the presentation of data in the form of tables, frequency distribution diagrams, and qualitative explanations that support the interpretation of the formation of positive social interactions between students (Subekti et al., 2020; Sari et al., 2019).

Table 3. Average Frequency Distribution of Students' Social Interactions

Average Value	Range	Category	Frequency (People)	Percentage (%)
3.6	-3.9	Enough	4	13.3
4.0	-4.3	Good	7	23.3
4.4	-4.7	Very good	7	23.3
4.8	-5.0	Excellent	12	40.0
Sum			30	100

The majority of students, at 40%, were in the very good category (average 4.8–5.0), which suggests that traditional games have a significant influence on building positive social interactions between students (Baroroh et al., 2025; Anugrah et al., 2024). Another 46.6% of students were in the good to very good category, indicating that most of the participants had shown solid and harmonious social interaction. Meanwhile, 13.3% of students are still in the sufficient category, which can be the focus of further coaching to improve cooperation, communication, and empathy skills in traditional game activities (Aulia & Sudaryanti, 2023; Nurdiyati & Khairi, 2024).

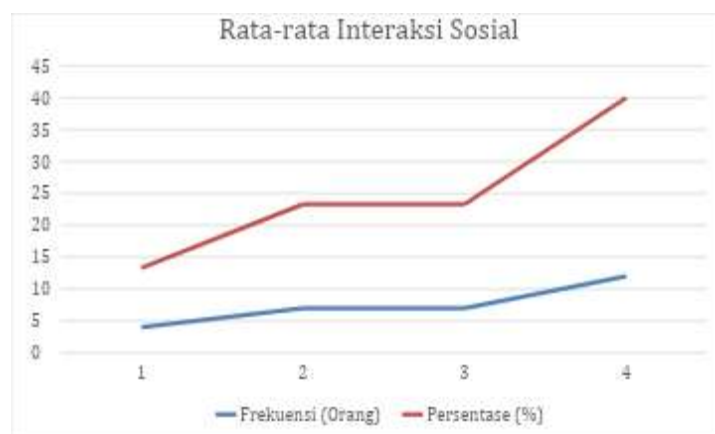


Figure 2. The social interaction

This research shows that traditional games have an important role in increasing the social interaction of elementary school students. Observation, interview, and questionnaire data indicate that students actively cooperate, communicate, and show discipline, sportsmanship, and empathy during traditional game activities such as engklek, gobak sodor, fortengan, and stilts (Syafriadi et al., 2021; Suhariyanti et al., 2024). The majority of students (40%) were in the very good category, while the other 46.6% were in the good to very good category, indicating harmonious social interaction among most of the participants, in line with findings that traditional games effectively enhance social skills and interaction in elementary-age children (Baroroh et al., 2022; Sudaryanti et al., 2024). A small percentage (13.3%) are still in the adequate category, which is the focus of further coaching. The results of the interviews support these findings, with five main themes emerging: cooperation and communication, discipline and responsibility, sportsmanship and empathy, tolerance and familiarity, and joy and a spirit of togetherness (Dwiani et al., 2023; Amania et al., 2021). Traditional games not only enhance social skills, but also create a positive, interactive, and fun learning environment for students (Faradila et al., 2024; Suriadi et al., 2024).

4. CONCLUSION

The findings of this study imply that the integration of traditional games in PJOK learning can serve as an effective pedagogical strategy to enhance not only students' physical development but also their social interaction and character formation. Teachers are encouraged to incorporate various traditional games into learning activities to foster cooperation, communication, discipline, and sportsmanship among elementary school students. In addition, schools and curriculum developers may consider strengthening the role of traditional games as part of character-based physical education programs. For future research, it is recommended to explore the long-term impact of traditional games on students' social and emotional development, involve larger and more diverse samples from different regions, and examine the effectiveness of specific types of traditional games in improving particular aspects of social interaction in educational settings.

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