

# Social Interaction through Traditional Games in Special Needs Children

Nicki Yutapratama  
Yogyakarta State University  
Yogyakarta, Indonesia  
nickiyuta@gmail.com

Ibnu Syamsi  
Yogyakarta State University  
Yogyakarta, Indonesia

**Abstract**— Social interaction is applied through traditional Indonesian games to children with special needs so that children have the ability to interact and be able to communicate slowly with other regular children. This article aims to identify the findings of several journals related to social interactions that occur between children through traditional Indonesian games and are associated in interventions in children with special needs. The research approach used is a systematic review or systematic review where the research takes several scientific literature sources in several indexed websites. The research data obtained from the results of the analysis amounted to 7 journals. Results from the research of several journals obtained.

**Keywords**—social interaction, children with special needs, traditional games, inclusive elementary schools

## I. INTRODUCTION

In daily life the process of the relationship between individuals and other individuals or communities is done through social interaction. Individual social development is strongly influenced by the social interaction skills that it does. The ability to interact with the social environment will make someone determine their social attitudes to react to social events in their environment.

At the age of 2-3 years children begin to learn to develop social abilities in the form of learning to play social roles in activities with peers, and develop social attitudes towards other individuals and social activities in the community. Where from the behavior and attitudes of children to society determines the social ability to interact and will develop as the experience takes place in his life.

For Piaget, social whole is an addition that results from all relationships between individual members of a society. So, if all interactions between individuals, one would have what is called composition law would allow us to explain both how individuals relate to each other and how they relate to social whole by showing how social is formed as a result of the law of this composition [1].

Social development starts at birth and arises from interactions experienced by infants and young children in their homes and subsequently in various contexts outside the home. Social development is the acquisition of the ability to behave in accordance with social demands. Children themselves play a role in their socialization. Children must learn to behave in ways that are acceptable to society, learn to play social roles that exist in society, learn to play social roles that exist in society, and develop attitudes or social

behavior towards other individuals and social activities that exist in the community.

According to Ahmad Susanto in [2] social development is "the achievement of maturity in social relations. It can also be interpreted as a learning process to adjust to group norms, morals, and traditions, merge into one entity and communicate with each other and work together. "

The development of social interaction as a process undertaken by individuals who from birth have various potentials, directed to develop social behavior which in a narrower sense is interpreted as behavior that is in accordance with acceptable habits in accordance with the standards that apply in a particular group . Wahyudin and Agustin in [3], explained "The ability to socialize is another ability that must be mastered by children, because children will interact with others". But not all children are able to interact and socialize. Some social problems that are often experienced by children in interacting with each other are children who want to win themselves, pretend to be in power, do not wait their turn when playing together, aggressively attack other children, even passively in socializing are also included in social problems in children. The ability to socialize in interacting can reflect the personality of each student, especially in children with special needs.

Children with special needs have their own uniqueness in their types and characteristics, which distinguishes them from normal children in general. Children with special needs do not have the characteristics of psychological or physical development with the average child of his age. But even though it's different, there are also children with special needs that show their emotional, mental, or physical inability to the social environment. There are several types of children with special needs that we often encounter that are deaf, blind, disabled, mentally retarded, disabled, autistic, down syndrome, and mental retradation (mental deterioration).

In children with special needs, often experience a variety of psychological problems that arise due to hereditary abnormalities as well as environmental responses to the disability experienced by the child. Support from the social environment (social support) for children with special needs greatly influences the development of the child [4].

In handling children with special needs, cultural and structural alignments are needed from various parties, including parents, the community and the government. This is because there is still a false understanding and

discriminatory attitude towards children with special needs in the family and community environment, both in the form of verbal and non verbal. Besides that children with special needs are vulnerable to violence and mistreatment [5].

Some strategies have been carried out by the teacher to foster positive social interaction skills among students such as holding group discussions with non-permanent members at every opportunity. This allows the emergence of positive interactions between students with special needs with other normal students, especially cooperation in achieving goals in the form of the best work in the group.

So, teachers need to develop learning and approaches where students with special needs can express and blend with other students. One of the interactions carried out in schools is through learning activities that take place by holding an introduction to traditional Javanese games that can be used as a source for making groups in approaches between students with special needs and other regular students.

Traditional games are very popular before electronic technology entered Indonesia. In the past, children played using makeshift tools. But now, they have played with electronic technology-based games that come from abroad such as mobile phones, gameboys, PS4s, and so on and are starting to leave traditional toys. Along with the changing times, traditional games slowly began to be forgotten by Indonesian children. In fact, not a few of them are completely unfamiliar with traditional games.

Traditional games are a symbol of knowledge that has been passed down for generations and has various functions or messages behind it. Traditional games are activities that grow and develop in certain areas, which are conditions with cultural values and values of society and are taught from generation to generation [6].

One strategy has been carried out by the teacher to foster positive social interaction between students such as holding groups with non-permanent members at every opportunity. This allows the emergence of positive interactions between students with special needs and the average student, especially cooperation in achieving goals in the form of the best group work. In addition, the social interaction of students with special needs in each class needs to be explored more deeply as a learning improvement material. Based on the above problems, this can find out more about the social interactions of students with special needs in inclusive elementary schools in general with the application of games and groups.

Based on what has been explained, the researcher formulates a question that will be found in this problem, namely:

Question: What are the aspects of social interaction that occur in traditional games that can enhance students interaction skills, including students with special needs? what does the research show?

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the proposed research methods. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

## II. LITERATURE REVIEW

This section presents the literature review.

### A. Social interactions

Social interaction is dynamic social relations, which involves the relationship between individuals, between human groups, and between individuals and groups of people [7]. The social process is essentially a reciprocal influence between the various fields of life together.

According to Chaplin in [8] the interaction is a relationship between two systems that occurs in such a way that events that take place on one system will affect events that occur in other systems. Interaction is a social relationship between individuals in such a way that the individuals concerned influence each other.

Social interaction is a complex phenomenon involving various dimensions of verbal and nonverbal behavior, various contexts, number of participants, and technological mediation [9]. Where in interaction imposes strict time demands, it involves reciprocal and mutual activity, showing a mixture of discrete and continuous events at different timescales, and often strong against external disturbances. Important for interaction is involving involvement between agents.

The ability to understand, use and understand emotions can affect the quality of social interactions more indirectly. For example, understanding emotional dynamics can help someone to anticipate the emotional reactions of someone and others and thus effectively manage emotions during a tense meeting [10]. Thus, it is possible that the ability to understand, use and understand emotions will only have a weak effect on the overall quality of social relations. This is all the more likely because people attract many different skills when interacting with others so that each skill has only a diluted effect on social adaptation.

In social interaction there are aspects in shaping the occurrence of social interactions which include cooperation (cooperation), competition (competition), and can even take the form of conflict or conflict [7].

### B. Children with special needs

As is known, children who have special needs temporarily or permanently so that they need more intense education services. Needs may be caused by an abnormality or indeed from birth or because of problems with economic, political, social, emotional, and deviant behavior. Called with special needs because these children have abnormalities and differences with normal children in general [11].

In students with special needs where students have differences in both significant interindividual and intraindividual differences, and have difficulty interacting with the environment. Students with special needs need special services and or education to develop their potential [12].

That children with special needs are those who have differences with the average child their age or children in general. The difference experienced by these children with special needs occurs in several ways, namely the process of growth and development that experiences abnormalities or

irregularities both physically, mentally, intellectually, socially and emotionally.

Types of children with special needs themselves consist of several types, namely:

- Children with visual impairments are children who experience visual impairment in the form of total vision or partial vision (low vision).
- Children with hearing impairments are children who experience hearing loss, either partially or thoroughly, and usually have language and speaking barriers.
- Children with intellectual disabilities are children who have significant intelligence below the average child of their age and are accompanied by an inability to adapt to behavior, which appears in the developmental period.
- Physical disability children are children who experience movement disorders due to paralysis, incomplete limbs, deformities and functions of the body or limbs.
- Children with social disabilities are children who have problems or obstacles in controlling emotions and social control, as well as deviant behavior.
- Children with attention deficit and hyperactivity disorder or attention deficit and hyperactivity disorder (ADHD) are children who experience developmental disorders, which are characterized by a set of problems in the form of self-control disorders, problems of attention or attention span, hyperactivity and impulsivity, which cause difficulty behaving, thinking, and controlling emotions.
- Children with autism spectrum disorders (ASD) are children who experience disorders in three areas with different levels, namely communication and social interaction abilities, as well as repetitive and stereotypical behavioral patterns.
- Children with multiple disorders are children who have two or more disorders so that they need assistance, services, special education, and special learning aids.
- Slow learning children or slow learners are children who have intellectual potential slightly below average but do not include mental disorders. They take a long time and repeatedly to be able to complete academic and non-academic tasks.
- Children with special learning difficulties or specific learning disabilities are children who experience obstacles or irregularities in one or more basic psychological processes in the form of hearing, thinking, speaking, reading, writing, spelling and counting.
- Children with impaired communication skills are children who experience irregularities in the field of speech language development, sound, rhythm, and fluency from the average age caused by physical, psychological and environmental factors, both receptive and expressive.
- Children with special intelligence and / or talent potential are children who have a high intelligence score (gifted), or those who excel in talented fields such as music, art, sports, and leadership [5].

Factors that cause children to become special needs, seen from the time of occurrence can be divided into three

classifications, namely events before birth, at birth and causes that occur after birth.

#### a. *Pre-Natal*

Occurrence of child abnormalities during the womb or before birth. These events are caused by internal factors, namely genetic and hereditary factors, or external factors, namely in the form of a mother who can bleed because of collision or falling during pregnancy or eating food or drugs that injure the fetus and when a fetus is malnourished.

#### b. *Peri-Natal*

Often also called Natal, when the occurrence of abnormalities during the birth process and before and shortly after the birth process. For example, difficult births, wrong help, non-spontaneous labor, premature birth, low birth weight, infection because the mother has syphilis.

#### c. *Post-Natal*

Occurrence of abnormalities after the child is born until before the age of development is complete (approximately 18 years of age). This can occur due to accidents, poisoning, brain tumors, seizures, diarrhea during infancy.

### C. *Traditional Javanese Games*

Traditional games are a legacy from ancestors that are mandatory and need to be preserved because they contain local wisdom values. Traditional games are very good at shaping children's personalities because traditional games have positive elements, have structures that really help children become independent [13]. Whereas according to Hidayat [14] traditional games are all deeds whether using tools or not, which are inherited from generation to generation, as a means of entertainment or to please. Traditional games are a play activity carried out by children since ancient times with certain rules in order to gain excitement [15].

- The many benefits of playing include Montolalu, *et al*, [16]:
- Play triggers creativity
- Playing is useful to educate the brain
- Play useful to overcome conflict
- Playing is beneficial in exercising empathy
- Playing is useful for training the senses
- Playing as a therapeutic medium (treatment)
- Playing is doing discovery.

In traditional games in the archipelago there are several stimulations of various aspects of development since early childhood Haris in [17], such as:

- Motor aspects: Training, strength, flexural power, sensorimotor, gross motor, fine motor.
- Cognitive aspects: Develop imagination, introduce children to nature, creativity, problem solving, strategy, anticipatory, contextual understanding.
- Social aspects: Establishing relationships, cooperating, training social maturity with peers and laying the foundation for practicing socialization skills to practice roles with more mature / community people.

- Aspects of values / morals: Living moral values inherited from previous generations to the next generation.
- Emotional aspects: Sharpening empathy, self-control.
- Language aspects: traditional games require dialogue and singing so that they can indirectly improve early childhood language skills that are naturally done in a variety of ways.
- Through these games children can learn to socialize with friends, learn cohesiveness, children learn to control themselves or control their emotions and learn to be responsible [18].

### III. RESEARCH METHOD

This research uses a systematic review method where search articles and research journals related to social interactions of children with special needs, traditional games, social interactions through traditional games, social interaction in the inclusion level. The literature review is obtained through an online data base where there are several research criteria used in this review, namely:

(1) Aspects of social interaction that occur in traditional games that will be discussed as interventions for children with special needs. The literature used in this study is the result of data reviewed from the results of previous studies. Research used in the form of journals, articles, proceedings during 2010-2018. The objectives are set for the year of publication, so the results of the research used still have the latest validity and are not left behind from other studies. The author seeks research sources by identifying relevant literature. Among the places of publication sought are the Garuda portal, NELITI, SAGE, ScienceDirect, and Google Scholar. The keywords used for search are "Traditional Games and Social Interactions". The results of the search will be sorted by these indicators and meet the criteria in the results and discussion.

### IV. RESULTS AND DISCUSSION

This section presents the results used and the proposed discussion

#### A. Results

Review of the review literature review that fits the criteria consists of 7 journals. Each journal has one or two matching variables. This result is proven by indicators that lie in the research method. Articles that are reviewed focus on social interaction in traditional games. The purpose of the articles that become data in accordance with the objectives in this study is to see identification in the social interactions that occur in children and be interpreted in children with special needs.

This result is proven by the explanation in Table I. In Table I there are several columns including column 1, there are authors from the literature study used. In column 2 there is a description of the action in the form of the objectives of the research conducted. In column 3 there are participants studied. While column 4 has the results described in the research conducted.

TABLE I. TRADITIONAL GAME

Authors	Year	Traditional Game	Interaction
Kovacevic & Sinisa [19]	2013	There are 10 games played in the study, namely: Swallows Go By; Crocodile; Blind Mouse; Black Queen One, Two, Three; How Much, Godfather, Pot; Noughts and Crosses; Granny, Granny, What's the Time ?;	Cooperation in group games and competition between groups
Latifah, <i>et al</i> [20]	2015	Toothpaste; Come On, Children, Home; Cat Goes Around	Collaboration in groups
Vasileva-Stojanovska, <i>et al</i> [21]	2018	In this study there were 6 traditional games in 6 learning sessions each: Matchbox, Hopscotch, Lady, String, Mosque, and Hide and Seek	Collaboration and cooperation in groups
Gelisli & Yazici [22]	2015	The game played in this study was <i>Bezrgan Basi</i>	Individual competition in the game
Gipit, <i>et al</i> [23]	2017	The games played in this study are Galah Panjang, Create Stone Houses, Tiger Tok, and Tor Sit	Cooperation and competition between 5 girls and 5 boys
Susanti, <i>et al</i> : [24]	2010	The traditional games used in this study are <i>jeg-jegan (betengan)</i> and <i>gobag sodor</i>	In this game requires collaboration, and contains elements of competition
Winarsih & Sulistyowati [25]	2013	Traditional <i>Engkling</i> game	Individual competition in answering questions from researchers

#### B. Discussion

Based on the results of the review in answering the research questions that exist in the background, it can be concluded that the discussion will be explained, namely:

The results of the research conducted by Kovačević & Sinisa in [19], state that traditional games are cultural virtues and parts of the tradition that must be nurtured and guarded from oblivion. Traditional games can be such a way, used to improve the quality of spending students' free time. This is one possibility that can be offered to children, with the aim of improving reciprocal relationships and reducing violent behavior among school children. And also, in conclusions, Latifah, *et al.* in [20] in traditional mushroom games which are a type of social game, where children can learn about communicating, socializing with peers and developing children's social skills so that through traditional mushroom games can improve children's social interaction.

Increasing interpersonal competence of children can be done through traditional games and has been proven through data and analysis in this study. Traditional games themselves besides being full of values are also essentially training children to develop social skills especially with



their playmates [21]. When the content features of traditional games are included in this study and remembering them especially in terms of field classification, it appears that traditional games have features that improve children's motor, social and emotional development, cognitive and language. It was found that games categorized according to the development area included goals not only belonging to the area covered in the preschool curriculum but also the objectives of other development areas [22].

Through this traditional game activity students can learn to compose rhymes, poems, regional / national song lyrics, fill in rebuttal sentences, compile the main idea of the story through pictures, compile proverbs, compose sentences for the use of tools, compile sentences of news, speeches, and other subject matter adjusted student curriculum [23]. From this activity also, students' language skills are honed by making concise essays containing responses from a problem, then speaking skills are honed by the ability to tell the results of writing in front of the class and respond to the results of writing from other groups that are useful for interventions in the development of social interactions of children with special needs.

## V. CONCLUSION

Based on the explanation above, it can be interpreted that traditional games can improve children's development starting from emotions and social. The traditional game itself is a game that is rich in local traditions and culture. Traditional games invite students to imagine and be creative in composing words and sentences according to the material provided, maintaining physical fitness, exercising self-control, and organizing techniques for members in play groups. So that traditional games are feasible in increasing the ability of social interaction in children, especially in children with special needs. Where children with special needs experience obstacles in socializing so that in traditional games children are invited to interact socially with peers and practice socialization skills in interacting with the social.

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