



THE INFLUENCE OF SKILLASTIC GAMES AND TRADITIONAL SPORTS BASED ON DEMOGRAPHIC LOCATION ON THE DEVELOPMENT OF SOCIAL COMPETENCE AND MOTOR COMPETENCE IN ELEMENTARY SCHOOL CHILDREN

Syam Hardwis^{1*}, Yudha M Saputra²

*syam280682@upi.edu

* Jl. Dr. Setiabudi No. 229 Bandung 40154 Jawa barat

¹⁻²Department of Health and Recreation Education, faculty of sports and health education, Indonesian University of Education, Indonesia

Abstract

This research aims to investigate the influence of skillastics game and traditional sport on social competence and motor competence based on demographic location (urban and rural) among elementary school children in west Java. The study employs an experimental method with a factorial design and utilizes the movement assessment Battery for Children (MABC) and Social Competence Assesment (SCAS) as measurement instruments. The research participants consist of elementary school children in west Java, categorized into groups based on their geographic location: urban and rural. Each group will undergo an intervention involving Skillastics game and traditional sports. MABC will be used to measure motor competence, while SCAS will assess social competence. Measurements will be conducted before and after the intervention. The findings of this research aim to provide insights into the influence of Skillastics game and traditional sports on social competence and motor competence among elementary school children in West Java, considering the demographic location. The experimental method with a factorial design allows for the examination of interactions between the intervention and demographic factors. This research has implications for the development of physical education programs in elementary schools in West Java. The results of this study can contribute to the implementation of effective sports programs in enhancing social competence and motor competence among children, taking into account specific geographic locations.

Keywords:

Skillastics game, traditional sports, social competence, motor competence, Demographic

Introduction

In this modern era, there is an increasing focus on the development of social competence and motor competence in children. Elementary school children face challenges in developing their social and motor competencies. Social competence involves the ability to interact with peers, manage emotions, communicate, and build healthy relationships (Maslan, 2019). On the other hand, motor competence includes basic motor skills such as walking, jumping, throwing, and catching.

Previous research has shown a positive relationship between traditional sports and the development of social and motor competencies in children. Skillastics is an educational game designed to enhance children's motor skills and physical fitness through various activities involving running, jumping, throwing, and catching (Hardwis, 2021). Through this game, children can develop their basic motor skills in a fun and structured manner (Hussain & Cheong, 2022). Traditional sports have also been proven to have a positive impact on the social and motor competencies of children.



Through participation in traditional sports, children can learn about cooperation, communication, leadership skills, and respect for game rules. Additionally, traditional sports can improve children's motor skills and physical fitness (Hartanto et al., 2021).

However, it is important to understand that the influence of Skillastics games and traditional sports on the development of social and motor competencies may vary depending on demographic factors. Factors such as social background, culture, and accessibility to resources can influence the opportunities and support available to children in developing their social and motor skills (Ashton et al., 2021). Therefore, research that considers demographic differences in the context of Skillastics game and traditional sports usage will provide better insights into the effectiveness of these interventions for children from various backgrounds.

Although some studies have revealed the positive effects of Skillastics games and traditional sports on the social and motor competencies of children, there are still research gaps that need to be addressed. One research gap is the lack of understanding of how demographic factors, such as cultural diversity and social backgrounds, can influence the impact of Skillastics games and traditional sports on the development of social and motor competencies in children. Therefore, further research needs to delve deeper into the relationship between demographics and the effectiveness of these interventions to gain a more comprehensive understanding.

Considering this background, further research on the influence of Skillastics games and traditional sports based on demographic locations on the development of social and motor competencies in elementary school children is expected to provide deeper insights into the importance of these interventions and help create more effective approaches to enhance children's development in both aspects.

Methods

This research method is designed to investigate the influence of Skillastics games and traditional sports on the development of social competence and motor competence in elementary school children. In this article, we will explain the research approach, sample, instruments, data collection stages, and data analysis methods used in this study. This study utilizes a 2x2 factorial experimental approach to test the separate and combined effects of Skillastics games and traditional sports on the development of social and motor competencies in elementary school children. This approach allows for the identification of significant differences between groups exposed to Skillastics, traditional sports, both, or a control group. The research participants consist of elementary school children, with the sample size determined based on statistical requirements for valid and reliable results. Participant characteristics include age, gender, motor skill levels, and demographic background. Participant selection is done carefully to ensure adequate representation from the elementary school population.

The research sample is determined through random selection by identifying several elementary schools that represent various demographic locations. From each school, a number of children are chosen as research participants. The sample size is determined based on statistical requirements and other considerations to ensure adequate representation from the elementary school population. In this study, several instruments will be used to collect data. First, the Motor



Assessment Battery for Children (MABC) is used to measure children's motor competence. This instrument is valid and reliable in assessing motor skills in elementary school children. Additionally, a Social Competence Assessment is used to measure children's social competence. This instrument provides information about children's abilities to interact socially and manage relationships with others. The instruments used have been tested for validity and reliability.

The research procedure is conducted using a 2x2 factorial experiment method, involving the influence of Skillastics games and traditional sports based on demographic locations on the development of social and motor competencies in elementary school children. First, two factors to be tested are selected, namely the type of game (Skillastics and traditional sports) and demographic location (e.g., urban and rural). Second, the population of elementary school children from both locations is chosen as the research sample. Third, the research sample is divided into four groups according to the designated game and location. Fourth, each group undergoes the game intervention according to their group for a specified period. Fifth, after the intervention is completed, measurements of social and motor competencies are taken for each group. Sixth, the data obtained are analyzed using statistical methods to examine the influence of game type and demographic location on the development of social and motor competencies in elementary school children. The results of the analysis provide a better understanding of the influence of Skillastics games, traditional sports, and demographic location on children's development in social and motor aspects.

Result

This research aims to yield significant findings regarding the influence of Skillastics games and traditional sports based on demographic locations on the development of social competence and motor competence in elementary school children. The expectation is that there will be a significant improvement in social and motor competencies in the group that engages in Skillastics games, both in urban and rural areas, compared to the group that participates in traditional sports. Additionally, it is hoped that the research will clearly demonstrate the differences in the effects between these two types of games, thus providing more specific recommendations regarding the use of Skillastics to enhance social and motor competencies in elementary school children. Overall, this study is expected to provide a deeper understanding of the importance of Skillastics games in the development of social and motor competencies in elementary school children. The results of this research are also anticipated to provide valuable insights for educators and practitioners in designing appropriate and effective sports programs.

Discussion

In examining the influence of Skillastics games and traditional sports on the development of social and motor competencies in elementary school children based on demographic locations, several discussions can be explored. Research has evaluated the impact of Skillastics games on the social and motor competencies of elementary school children, and the findings indicate a positive effect of active play on basic motor skills and physical development in children (Hussain & Cheong, 2022; Liu et al., 2020). On the other hand, studies have also investigated the influence of traditional sports based on demographic locations on the development of social and motor competencies in elementary



school children (Martínez-Santos et al., 2020; Rahmadani et al., 2018). This research provides insights into the role of traditional games in developing basic motor skills in children.

When comparing the influence of Skillastics games and traditional sports based on demographic locations, it is important to discuss the differences in their effects on the development of social and motor competencies in elementary school children. Discuss the research findings that have been conducted and how demographic factors such as culture, environment, and accessibility can influence these effects.

Furthermore, in this discussion, it is important to consider a more holistic approach to developing social and motor competencies in elementary school children, emphasizing the importance of integrating social skills in traditional games and physical education interventions (Hartanto et al., 2021). Therefore, recommendations can be made to adopt a holistic approach in efforts to develop social and motor competencies in elementary school children.

In this discussion, it is necessary to refer to the provided sources to support the arguments and findings expressed. Additionally, it is important to consider the local context and demographic factors that may influence the impact of Skillastics games and traditional sports on the development of social and motor competencies in elementary school children.

Conclusion

The influence of Skillastics games and traditional sports based on demographic locations on the development of social and motor competencies in elementary school children can have significant impacts. Studies have shown that traditional games and sports have epistemological, pedagogical, and didactic value in physical education. Traditional games not only provide opportunities for children to engage in physical movement but also enable them to understand the relationship between culture, history, and society with human action and mobility (Martínez-Santos et al., 2020). Furthermore, the decline in motor skill levels in children is a concern, and research has indicated that children's motor skill levels tend to decrease. However, studies also demonstrate that through traditional games and sports, children's motor skills can be enhanced. Goal-oriented activities in traditional games can motivate children to practice and improve their strength, agility, speed, and muscle power (Hussain & Cheong, 2022). Additionally, interventions involving traditional games have been shown to be effective in improving the motor skills of elementary school children (Gipit et al., 2017). Motor competencies in children also play a crucial role in promoting physical activity and health promotion and can influence children's levels of physical fitness and physical activity behavior (Gao et al., 2021). Therefore, through a combination of Skillastics games and traditional sports tailored to the demographic locations, elementary school children can develop their social and motor competencies more effectively.

References

- Ashton, L. M., Rollo, M. E., Adam, M., Burrows, T., Shrewsbury, V. A., & Collins, C. E. (2021). Process Evaluation of the 'No Money No Time' Healthy Eating Website Promoted Using Social Marketing Principles. A Case Study. *International journal of environmental research and public health*, 18(7), 3589.

- Gao, Z., Wen, X., Fu, Y., Lee, J. E., & Zeng, N. (2021). Motor Skill Competence Matters in Promoting Physical Activity and Health. *BioMed Research International*, 2021, 9786368. <https://doi.org/10.1155/2021/9786368>
- Gipit, M. A., Abdullah, M. R., Musa, R. M., Kosni, N. A., & Maliki, A. (2017). The effect of traditional games intervention programme in the enhancement school-age children's motor skills: A preliminary study. *Malaysian Journal of Movement, Health & Exercise*, 6(2), 157–169.
- Hardwis, S. (n.d.). Pengaruh Skillastic game terhadap perkembangan social skill pada anak sekolah dasar. *JTIKOR (Jurnal Terapan Ilmu Keolahragaan)*, 6(1).
- 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.
- Hussain, B., & Cheong, J. P. G. (2022). Improving gross motor skills of children through traditional games skills practiced along the contextual interference continuum. *Frontiers in Psychology*, 13.
- Liu, W., Zeng, N., McDonough, D. J., & Gao, Z. (2020). Effect of Active Video Games on Healthy Children's Fundamental Motor Skills and Physical Fitness: A Systematic Review. *International Journal of Environmental Research and Public Health*, 17(21). <https://doi.org/10.3390/ijerph17218264>
- Martínez-Santos, R., Founaud, M. P., Aracama, A., & Oiarbide, A. (2020). Sports teaching, traditional games, and understanding in physical education: A tale of two stories. *Frontiers in Psychology*, 11, 581721.
- Maslan, M. (2019). Hubungan Kompetensi Sosial Guru Kelas Terhadap Penanaman Pendidikan Karakter Siswa Di Sekolah Dasar. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 3(6), 1226–1231.
- Rahmadani, N., Latiana, L., & Agustinus, R. (2018). *The Influence of Traditional Games on The Development of Children's Basic Motor Skills*. <https://doi.org/10.2991/icece-17.2018.41>