

## Traditional Games as a Learning Strategy to Develop Students' Self-Control

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### Abstract

Self-destructive behavior and that of others can result from low self-control in students. On the other hand, good self-control can influence student learning outcomes and achievements. Self-control includes three aspects: behavioral, cognitive, and decision control. One way that can be done to develop students' self-control is with game strategies, one of which is traditional games, where traditional games are now rarely found. This study aimed to conduct a literature review on game strategies in developing students' self-control. This is qualitative-library research. The researcher researched the results of journal research related to traditional game strategies to develop students' self-control. Data and research data sources are in the form of ten studies with the theme of game strategies to develop students' self-control. Data sources were obtained from e-journals from Google Scholar, ScienceDirect, and Elsevier. The sources sought were research results from 2020 to 2023. Data collection techniques used data collection techniques with the keywords game strategy and student self-control. Researchers collected data on research results obtained from Google Scholar, ScienceDirect, and Elsevier index institutions, with data analysis techniques using content analysis methods. Content analysis is done by analyzing the contents of textbooks and scientific journal articles. Based on several research results, it was found that game strategy can be used as a medium to develop self-control in self-control students. This includes behavioral control, cognitive control, and decision control. Based on the research results, it is hoped that teachers can continue to preserve traditional games, which are now starting to be abandoned, as media used in learning.

### Keywords

Self-Control; Students; Game Strategy

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## 1. INTRODUCTION

*Self Control* or Self-control according to M. Nur Ghufron & Rini Risnawita (2010), self-control is the ability to organize, guide, regulate, and direct forms of behavior that can lead to positive consequences. This self-control is one of the potentials that individuals can develop and use during life, including in dealing with conditions in the surrounding environment. So, self-control is one of the abilities that students must have because, with good self-control, student behavior will be more positively directed. However, this ability is not automatically formed; it must go through life processes, including learning. Schools can be used as a medium for the development of student self-control. Hurlock further put forward three emotional criteria that are carried out by individuals to direct a better direction, namely as follows; can exercise socially acceptable self-control, can understand how much control is needed to satisfy their needs and by society's expectations, can assess situations critically before responding and decide how to act on the situation. It can be concluded that self-control is an attempt to control behavior and respond or decide on action by considering all the impacts or consequences that will occur. Someone can understand how much control is needed to satisfy their needs and, by society's expectations, can assess the situation critically before responding and deciding how to act. Through mature self-control abilities, students are expected to be able to control and restrain behavior that is disgraceful and detrimental to others or control and restrain behavior that is contrary to prevailing social norms. Students are also expected to be able to anticipate the negative consequences that will occur during the storm and stress period.

Several studies have revealed that self-control can affect student achievement, such as research conducted by Cholisah Fitri Arum, entitled "The Relationship Between Self-Control and Student Achievement in Grade VII Students of Middle School 3 Bantul, Bantul Yogyakarta" —Faculty of Teacher Training and Education, PGRI University Yogyakarta, 2016. The data collection method in this study used a questionnaire. The data analysis technique used product-moment correlation analysis. The results showed a positive and significant relationship between self-control and student achievement in class VII SMP Negeri 3 Bantul 2015/2016 academic year with a count value of 0.509 with  $p = 0.000$  less than 0.05 (significance level 5 %). Thus the better self-control of students, the higher student achievement; conversely, the less self-control of students, the lower student achievement. In another study entitled The Effect of Self-Control on the Learning Outcomes of Pkn Grade V Students at the Inpres Layang Ii Elementary School, Tallo District, Makassar City, the results of the study they concluded that; the alternative hypothesis ( $H_a$ ) is accepted. This means that there is a positive correlation in the "Strong" category of the effect of self-control on Civics learning outcomes for fifth-grade students of SD Inpres Layang II, Tallo District, Makassar City, in another study entitled The Effect of Self-Control on the Learning Outcomes of Pkn Grade V Students at the Inpres Layang Ii Elementary School, Tallo District, Makassar City, the results of the study concluded that; the alternative hypothesis ( $H_a$ ) is accepted. This means there is a positive correlation in the "Strong" category of the effect of self-control on Civics learning outcomes for fifth-grade students of SD Inpres Layang II, Tallo District, Makassar City. In another study entitled The Effect of Self-Control on the Learning Outcomes of Pkn Grade V Students at the Inpres Layang Ii Elementary School, Tallo District, Makassar City, the results of the study they concluded that; the alternative hypothesis ( $H_a$ ) is accepted. This means there is a positive correlation in the "Strong" category of the effect of self-control on Civics learning outcomes for fifth grade students of SD Inpres Layang II, Tallo District, Makassar City (Ulfiana, 2021). Therefore, it is suggested that teachers to further improve the application of self-control to students by knowing the character of each student better so that students can develop their potential.

Nowadays, traditional games have begun to be abandoned by many people, not even a few children, who still need to learn what traditional games are. In fact, several aspects can be stimulated to develop through traditional games. These aspects are motor, cognitive, language, emotional, social, and character aspects. These stimulated aspects are increasingly evident when children practice these traditional games. William stated that the loss of traditional games was caused by several factors,

namely: (a) there were no facilities and places to play, (b) there was a narrowing of time, moreover the increasingly complex demands of the times on children which were increasingly burdensome, (c) modern games were pressuring traditional games. It can be done from abroad, where it does not take up space and is not constrained by the time either during the day, morning, evening, or night. There is no need to wait for other people to play (d) the interruption of cultural inheritance carried out by previous generations where they did not have time to record, record and socialize it as a cultural product of society to the next generation (William Tedi, 2015. )

Traditional games are one of the cultural heritage of the Indonesian nation, where in each traditional game, there are characteristics and values of local wisdom from every region in Indonesia. In addition, traditional games are a means for students to gain movement experience, which is useful for children's growth and physical development. Therefore it is necessary to socialize and preserve traditional games on an ongoing basis, one of which can be used in classroom learning practices as a learning strategy.

Therefore, this research is important to understand the importance of implementing traditional games as a strategy for developing student self-control, where student self-control is very useful for students' life processes.

## 2. METHODS

In qualitative research-library research, researchers researched the results of journal research related to game strategies to develop students' self-control. Data and research data sources are in the form of game strategies to develop students' self-control". Data sources were obtained from e-journals accessed from Google Scholar, ScienceDirect, and Elsevier. The sources sought were research results from 2020 to 2023. Data collection techniques used data collection techniques with game strategy keywords to develop students' self-control. Researchers collected data on research results from Islamic Education Management in Schools/Madrasahs obtained from the Google Scholar, Science, and Elsevier index institutions with data analysis techniques using content analysis methods. The content analysis procedure used consists of four steps, consists of four steps: data on, recording/coding, inference, and data analysis.

## 3. FINDINGS AND DISCUSSIONS

### *Findings*

According to M. Nur Ghufon & Rini Risnawita (2010: 21), the ability to assemble, guide, arrange, and direct types of conduct that can have positive outcomes is what is meant by self-control. Self-control is one of the potentials that people can develop and use throughout life, especially in coping with circumstances that occur in the immediate environment. Therefore, self-control is one of the skills that students need to have because it will help them behave more positively. However, this skill only develops naturally; it must go through life's experiences, such as coping with environmental challenges.

**Table 1.** Research results related to game strategy in developing students' self-control

No.	Peneliti	Jurnal dan Tahun	Judul dan Hasil Penelitian
1.	Elsa Eka Ayuningtyas, Syarip Hidayat, Lutfi Nur	Jurnal ABMAS; Media Informasi Pengabdian Kepada Masyarakat, 2022	Pengaruh Permainan Tradisional Engklek Terhadap Self Control Siswa Di Sekolah Dasar; Hasil dari penelitian menyatakan bahwa permainan tradisional engklek berpengaruh terhadap <i>self-control</i> siswa di Sekolah Dasar (Ayuningtyas et al., 2022).

2.	Evi Desmariyani <sup>1</sup> , Tesyah Cahyani Kusuma <sup>2</sup> , Jendriadi <sup>3</sup> , Fenti Marfah Yanti <sup>4</sup>	Jurnal Riset Pendidikan Dasar dan Karakter, Vol 3 No. 1, 2021	Permainan Tradisional Sonlah/Engklek Untuk Peningkatan Sosial Emosional Anak Usia Dini; Maka pada penelitian ini dapat disimpulkan bahwa sosial emosional anak dapat ditingkatkan melalui permainan tradisional sonlah/engklek (Desmariyani et al., 2021)
3	Hilary Relita Vertikasari Sekarningrum, Gregorius Ari Nugrahanta, Irine Kurniastuti,	Jurnal Elementary School; Volume 8 nomor 2 Juli 2021	Pengembangan Modul Permainan Tradisional Untuk Karakter Kontrol Diri Anak Usia 6-8 Tahun; modul permainan tradisional dapat menjelaskan 75,50% perubahan varian pada karakter kontrol diri. Tingkat efektivitas ditunjukkan dengan N-gain score sebesar 66,07% yang masuk kategori "sedang". Penerapan modul permainan tradisional berpengaruh terhadap karakter kontrol diri anak usia 6-8 tahun (Sekarningrum et al., 2021).
4	Made Ayu Anggreni <sup>1</sup> , Wahyu Nabilatun Nabighoh <sup>2</sup>	Jurnal Ilmiah STIKES Yarsi Mataram; Vol XII No. 1; 2022	Penerapan Permainan Tradisional Petak Umpet Untuk Mengembangkan Kecerdasan Kinestetik Anak Usia 5-6 Tahun; Permainan tradisional petak umpet dapat dikatakan berpengaruh terhadap kecerdasan kinestetik anak TKM NU 25 Nurul Hikmah Gresik. Permainan tradisional petak umpet untuk menghilangkan stress pada anak, tubuh anak sehat dan terjangkau karena murah dan bisa dilakukan siapa saja (Anggreni, 2022).
5	Iswinarti <sup>1</sup> dan Putri Saraswati	Altruism: Journal of Community Services 2022, Vol 3 (4)	Penerapan permainan tradisional congklak lidi sebagai media membangun karakter anak sekolah dasar; Program permainan Congklak Lidi diterapkan kepada 29 anak usia 6-12 tahun (kelas 1 – 6). Program ini rencananya akan dilaksanakan di sekolah mitra, namun karena adanya pandemi Covid-19 maka pelaksanaannya dilaksanakan di beberapa daerah di Jawa Timur sesuai dengan daerah asal fasilitator masing-masing. Hasil dari program ini adalah congklak lidi dapat diimplementasikan di rumah sehingga karakter anak dapat dipelajari (Iswinarti & Saraswati, 2022).
6	Masnur Ali, Qory Jumrotul Aqobah	Jurnal Untirta; Vol. 6 No 2 Hlm. 151 - 161. Agustus	Permainan Tradisional Betawi Untuk Mengembangkan Keterampilan Sosial Anak; Dari hasil analisis pada penelitian-penelitian sebelumnya permainan tradisional betawi pada hakikatnya dapat menstimulasi perkembangan keterampilan sosial anak karena dalam permainan tradisional akan muncul interaksi antar anak dan secara tidak sadar dapat mengembangkan keterampilan sosial anak yang dapat membantu anak untuk beradaptasi didalam masyarakat (Ali & Aqobah, 2021).

7	Nursahid	The Innovation of Social Studies Journal, September 2021	<p>Permainan Tradisional Congklak Sebagai Upaya Dalam Peningkatan Keterampilan Sosial Siswa;</p> <p>Pada keterampilan social ini terdapat beberapa jenis seperti: keterampilan pengambilan keputusan, keterampilan komunikasi, keterampilan bekerjasama, resolusi konflik, keterampilan memecahkan masalah, mencari, memperoleh, dan mengolah informasi, cross cultural skill. Permainan congklak tradisional ini tidak hanya membantu siswa dalam memberikan informasi, tetapi juga memberikan pengalaman yang unik bagi siswa. Permainan ini juga tidak hanya melatih keterampilan social siswa saja melainkan mengembangkan kognitif, motoric dan emosinya.(Nursahid, 2021)</p>
8	Anita Siti Nuraeni, Lutfi Nur	Edu Cendikia: Jurnal Ilmiah Kependidikan	<p>Dari analisis data melalui uji hipotesis (uji <i>paired sample t-test</i>) diperoleh hasil dari kelas eksperimen diperoleh nilai signifikansi 0,000 kurang dari 0,05 atau dapat dinyatakan bahwa <math>0,000 &lt; 0,05</math> sehingga setelah diberikan perlakuan berupa permainan tradisional bebentengan berbasis <i>socratic method</i> pada kelas eksperimen terdapat peningkatan yang signifikan pada hasil <i>pretest</i> dan <i>posttest</i> siswa. Sedangkan pada kelas kontrol diperoleh nilai signifikansi 0,012 kurang dari 0,05 atau dapat dinyatakan bahwa <math>0,012 &lt; 0,05</math> sehingga setelah diberikan perlakuan berupa permainan tradisional bebentengan secara konvensional pada kelas kontrol terdapat peningkatan yang signifikan pada hasil <i>pretest</i> dan <i>posttest</i> siswa. Permainan tradisional bebentengan berbasis <i>socratic method</i> memberi pengaruh terhadap peningkatan karakter <i>humanity</i> siswa (Nuraeni &amp; Nur, 2022).</p>
9	Ratna Dewi, Siti Rahmi	Jurnal Bimbingan dan Konseling Borneo	<p>Permainan Tradisional Kalimantan Untuk Meningkatkan Komunikasi Interpersonal Siswa Smp Negeri 2 Pulau Derawan Tahun Pelajaran 2019/2020; Berdasarkan hasil analisis data perhitungan uji-wilcoxon nilai asymp sig = <math>0,12 &lt; \alpha = 0,05</math> maka ditolak yang berarti ada pengaruh penerapan bimbingan kelompok dengan teknik permainan tradisional Kalimantan untuk meningkatkan Komunikasi Interpersonal Siswa Kelas IX SMP Negeri 2 Pulau Derawan(Dewi &amp; Rahmi, 2020).</p>
10	Ariyanto, Andika Triansyah, Uray Gustian1	Jurnal Pendidikan Jasmani Indonesia, Vol 16 (1), 2020, 78-91	<p>Penggunaan permainan tradisional untuk meningkatkan keterampilan gerak fundamental siswa Sekolah Dasar; Berdasarkan</p>

			hasil analisis tersebut maka dapat ditarik kesimpulan terdapat pengaruh secara signifikan permainan tradisional terhadap keterampilan gerak fundamental siswa sekolah dasar. Adanya peningkatan dikarenakan permainan tradisional mampu menstimulus siswa untuk aktif dalam melakukan gerak dan aktivitas yang menyenangkan bagi siswa (Ariyanto et al., 2020).
11	Iip Istirahayu1, Solehuddin2	Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia Volume 8 Nomor 1 Tahun 2022	Korelasi Permainan Tradisional Engklek Terhadap Sikap Empati Siswa Sekolah Dasar Negeri 81 Singkawang; Hasil penelitian menunjukkan tingkat sikap empati sebesar 64,7% kategori tinggi dan sebanyak 35,3 % kategori rendah, dengan demikian pada permainan tradisional Engklek terdapat sikap empati yang tinggi dan yang rendah perlu adanya peningkatan melalui layanan Bimbingan dan Konseling (Istirahayu & Solehuddin, 2022).

Based on the ten studies that the researchers found, each traditional game has its own good influence on some student skills; for example, the traditional game of hopscotch has an effect on students' self-control in elementary schools, children's social emotionality can be improved through traditional sonlah/engklek games, the application of traditional game modules has an effect on the self-control character of children aged 6-8 years, traditional hide-and-seek games can be said to affect kinesthetic intelligence, traditional Betawi game Betawi essentially stimulate the development of children's social skills because in traditional games there will be interactions between children and unconsciously can develop children's social skills that can help children to adapt in society, Kalimantan traditional games to improve Interpersonal Communication Class Students, there is a significant influence of traditional games on the fundamental movement skills of elementary school students.

### Discussion

Self-control is the most important part that students must possess; by controlling behavior, students can make the right decisions for themselves in terms of learning. Self-control has three aspects: behavioral, cognitive, and decision control.

The teacher's task is to provide and distribute knowledge and shape students' character in everyday life. Forming the students' character is one of the religious activities that an educator must implement to beautify the morals and character of students to become better human beings than before. One thing that the teacher can do is to create fun learning by presenting strategies with game activities in the learning process.

Game strategy is one of the techniques used in guidance and counseling, especially for children, because sometimes children cannot say what they feel but can only show feelings in the form of behavior.

Game strategy is one of the techniques in learning activities that the teacher can carry out against students according to the stages and procedures contained in the elements of the game. The types of games that teachers can use include traditional games such as; crank, congklak, hide and seek, and congklak stick. On the other hand there are still many types of games that teachers can use. Teachers can develop types of traditional games with their creativity. So that later it will create fun learning to develop students' self-control in the learning process.

#### 4. CONCLUSION

Based on several research results, it was found that game strategy can be used as a medium to develop self-control in self-control students. This includes behavioral control, cognitive control, and decision control. The teacher's task is to provide and distribute knowledge and shape students' character in everyday life. One thing that the teacher can do is to create fun learning by presenting strategies with game activities in the learning process. Therefore, educators are expected to be able to apply traditional games as a strategy to develop student self-control, where student self-control is very useful for student life processes.

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