Traditional Game "Bakiak" Assisted Project-Based Learning Model Influences Students' Social Skills

*A.A. Sagung Paramita Ari Putri[1], I Wayan Sujana [2]

[1,2]Program Studi Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

A B S T R A K

Pengembangan keterampilan sosial anak masih belum optimal, model pembelajaran di kelas masih kurang bervariasi termasuk pada pemilihan media dan interaksi siswa dengan siswa lainnya masih kurang sehingga pembelajaran masih bersifat monoton dan kurang menarik**,** sehingga tujuan penelitian ini untuk menganalisis implementasi model *project-based learning* yang di dalam pembelajarannya dibantu dengan permainan tradisonal bakiak dapat memberikan pengaruh terhadap keterampilan sosial siswa kelas V SD. Penelitian menggunakan *non equivalent control group design*. Penentuan sampel menggunakan teknik *random sampling*. Populasi penelitian ini adalah semua siswa kelas V. Sampel yang diperoleh pada penelitian ini sejumlah 62 orang. Pengumpulan data menggunakan teknik observasi. Hasil perhitungan rata-rata gain skor keterampilan sosial siswa yang diberikan perlakuan model *project-based learning* yang di dalam pembelajarannya dibantu dengan permainan tradisonal bakiak 0,295 termasuk ke kategori sangat cukup, sedangkan siswa yang dibelajarkan model pembelajaran konvensional memiliki rata-rata gain skore keterampilan sosial sebesar -0,022, termasuk ke kategori kurang. Sehingga berdasarkan temuan tersebut, dapat disimpulkan bahwa model pembelajaran *project-based learning* berbantuan permainan tradisional bakiak berpengaruh terhadap keterampilan sosial siswa kelas V SD sehingga model ini bisa dijadikan sebagai pilihan oleh guru untuk digunakan sebagai alternativ untuk meningkatkan keterampilan sosial.

A B S T R A C T

The problems that underlined this research included: the development of children's social skills was still not optimal, learning models in the classroom were less varied, including in the selection of media and, the interaction of students with other students was still lacking so that learning was still monotonous and less interesting. This study aimed to analyze the effect of the project-based learning model which is assisted with traditional clogs toward the social skills of the fifth-grade elementary school students. The study applied a non-equivalent control group design. Determination of the sample applied random sampling techniques. The population of this study was all students of class V. In this study, the obtained samples were 62 people. Data collection applied observation techniques. The instrument was the observation sheet. The calculation results of average gain in students' social skills scores were given the treatment of project-based learning models in which learning was assisted with traditional game clogs included 0.295 in the category of very sufficient, while students who were taught conventional learning models had an average score of social skills score of -0.022 , belongs to the less category. Thus, based on these findings, it can be concluded that the project-based learning model assisted by traditional game clogs influences the social skills of fifth grade elementary school students. This model can be used as a choice by teachers to be used as an alternative to improve social skills.

 Corresponding author
E-mail addresses: ramithaputri98@gmail.com (Paramita)[1], iwayan.sujana@undiksha.ac.id (Sujana)[2]

1. Introduction

The development of the human mindset results in the importance of making the right breakthrough in designing education, it is reflected in the opinion (Sudarsana, 2016) which states that Indonesian education needs a breakthrough to direct education more open and directed learning. Education is not only about technical science but it also provides stimulus to the students' characters. In addition, according to (Lawe, 2019), in line with developments of politics and technology, it will trigger changes in all aspects of life. The form of desired change in education is reflected in the curriculum. The change in curriculum is a form of a breakthrough in the field of education, the revised curriculum will be adjusted to the needs of society in the future. The curriculum is one aspect of educational programs and becomes the center of education so without curriculum, education will not take place. It can be said that the curriculum has a very important role in education. Each curriculum has different characteristics as well as the 2013 curriculum.

There are several points of the 2013 curriculum characteristic. (Shobirin, 2016; Unit & Curriculum, 2015) (1) develop learning in aspects of spiritual attitudes, social skills, creativity, curiosity, cooperation with intellectual, and psychomotor abilities. (2) Students learn by utilizing the community as a source of learning and applying real and meaningful learning to society. (3) Applying attitudes, knowledge and skills that have previously been developed in various situations at school or in society. (4) Providing sufficient time for the development of attitudes and skills. However, in reality, learning still focuses on mastering competencies with less attention to children's development in social relationships.

Social skill includes the ability of collaboration, establishing communication, sharing, and participating in community groups. (Fakhriyani, 2018) states that social skill is individual behaviors that encourage positive interactions with other people and the environment. Some of these skills include showing empathy, participating in group activities, generosity, helping, communicating with others, negotiating, and problem solving. In line with this statement, (Widoretno, et al., 2015) state that social skill is greater for students with less ability, indicating a maximum effort from teacher interaction with students. These abilities require special attention to be developed optimally because social skill requires practice and it is not innate that need to be learned, learning social skills can be done from various sources including learning from parents, school or the surrounding environment. Learning needs to be designed to encourage children's social skills, it is important to do it based on the problems both in the field and globally. The changes of technology and information are rapid so there are many social problems caused by changing social behavior to become individualistic. Low social awareness results in the importance of training children to have social skills.

Based on the problems cited in Indonesian media by (Baedowi, 2017), it is stated that the social skills of Indonesian people are decreasing over time, it is because social control is weakening and the value of mutual cooperation is fading, it will continue to get worse if there are no programs to improve social skills. Currently, in the middle of rampant party campaigns, hate speech, slander, excessive egoism are displayed to the public and it will give an impact, especially children who are vulnerable to being influenced by hoax information. If the problem does not cover, it will affect the education and the character of the nation. Based on the results of interviews, observations, and document recording conducted at Cluster VII Sukawati, Gianyar Regency, on October 18th 2020, the results of interviews with the teachers of the fifth in Cluster VII Sukawati were as follows 1) many students had shown unsocial attitudes such as a disturbing friend, bullying, fighting, coming late, and speaking harshly. 2) In learning, the teacher had implemented learning in the form of groups but there are still deficiencies in group learning where not all group members are active, other members tend to be silent and rely on the ability of the dominating members. In addition, there were still many students who only wanted to collaborate with their playmates because they did not like their groupmates. These problems illustrate the importance of conducting educational programs that emphasize social skills. To overcome these problems, the teacher plays an important role in managing the class so they can develop children's social skills by collaborating and establishing interactions. It can be done by applying the right learning model. In this study, the learning model that can be applied is a project-based learning model assisted by the traditional clogs game.

The project-based learning model is a very innovative and emphasizes contextual learning that is applied in complex activities (Wajdi, 2017). This learning model will involve students directly by producing products as a result of learning. The George Lucas Educational Foundation develops learning steps in (Wulandari et al., 2019). This learning model has several learning steps consisting of: (1) To start learning, it begins with giving essential questions; (2) Planning and implementing the project rules; (3)

Creating a schedule for project work activities. Teachers and students compile a schedule together; (4) The teacher monitors the project work; (5) The teacher provides an assessment of the products produced by students; (6) Evaluating student work and reflecting individually or in groups. Meanwhile, (Carlos José Borba Valiente, 2012) states that there are 5 steps in the learning model, namely: (1) starting with determining themes underlie project work, (2) determining planned projects, (3) planning project work, (4) conducting project activities of spelling, and (5) implementing activities to implement project results.

(Munawaroh et al., 2012) state that the advantage of project learning model is increasing students' habit of thinking creatively. Meanwhile, (Rusman, 2017) states that the advantages of the project-based learning model include, namely: 1) It motivates students in learning by inviting students to do important work so students can appreciate the results their work; 2) Learning using a project-based model also improves students' ability to solve complex problems.; 3) It is used to improve students' ability collaboration by practicing their communication skills and exchange information which is a collaborative form of a project; 4) It also trains students to cultivate existing resources; 5) It can teach children based on reality; 6) It teaches students to sort the information that they have obtained and implemented in the real world, and 7) It makes learning more enjoyable.

Many studies have been conducted about project-based Learning model, a study conducted by (Wajdi, 2017) states that the project model motivates students to work together in teams, besides it embodies students' creative ideas in a product. Project-based learning will stimulate students to think critically about existing problems, this problem is related to learning in themes, to improve cognitive abilities. These abilities include C1 to C6. A study was also conducted by (Artini et al., 2013) entitled The Effect of Project-Based Learning Models on Students' Emotional Intelligence, in project-based classes, it is superior to control classes with conventional learning. Emotional intelligence includes the ability to recognize emotions and empathy (the ability to understand people's feelings) and establish relationships to work in groups or between individuals. A study conducted by (Dewi et al., 2016) state that the Project-based Learning model is effectively used to improve students' social skills, it can be seen from the increase of average value in cycle I to cycle II of 39.26. Based on the previous studies, it can be concluded that the Project-based Learning model significantly influences children's ability to work with teams as well as emotional and social intelligence. Thus, the project-based model is good to be used as a mean to develop children's social skills.

In implementing learning, teachers need the help of a learning medium so that students' learning activities are more enjoyable. Supporting tools must be chosen in line with the most important learning objectives and it is rarely applied to a class, namely the traditional game of clogs. A study conducted by (Haerani Nur, 2013) states that elementary school children spend their time with playing but this game has its rule. Traditional games are good for developing social skills. (Prantoro, 2015) states that traditional games are rarely used as a learning medium of learning, it may occur due to a lack of information and knowledge about the positive effects of traditional games. (Saputra, 2017) states that traditional games are habits that have been passed down from generation to generation. Traditional games are different from different area, usually old age, besides traditional games are still unknown who the creators are and where they come from. A study conducted by (Chabib et al., 2017) argues some characteristics of traditional games include: 1) The source is from nature, nature as a source of game tools that are processed with ability and creativity so they can become a game tool; 2) The strength of play lies in cohesiveness and cooperation because it requires children to play honestly, fairly, and with full responsibility so children's emotions and morals can be trained.

Traditional games have the opportunity to develop children's social skills, namely (1) Working together (2) Adapting to the environment (3) Interacting (4) Self-control (5) Sympathetic (6) Obeying rules (7) Respecting people (Kurnianti, 2016). The opinion of Kurniati is strengthened by (Ha Astuti (2020) who states that there are several values in traditional games to improve problem solving abilities in children, stimulating language development, and verbal abilities, developing social skills, and being a forum for emotional expression. Traditional games are good to be used as a medium of learning to develop social skills because they contain these values. There are three categories of traditional games, namely (1) The Games that rely on strategy is Kabadi (sport); (2) It relies on physical strength and cooperation such as clogs. (3) It relies on luck. Participants in traditional games are at least 3-5 people so it allows social interaction from the players to help students' social skills. Terompah or what is commonly referred to as clogs is a typical game from West Sumatra (Mulyani, 2013; Laely & Yudi, 2017). To play it, it requires sandals made of two thick wooden boards 125 cm long. Each of them contains three or four rubber cords to tie the player's feet. This game is designed to be played by 3 to 4 children. Clogs that are made of wood used by 3-5 people are one of the traditional games used in learning.

The project model which is assisted by clogging games is certainly able to direct students to be more active in teams during learning process, students are more active in creating harmonious

relationships in every interaction so it is expected to affect students' social skills. It is supported by a study entitled The Effect of Project-Based Learning Models on Emotional Intelligence. (Artini et al., 2013) state that emotional intelligence increases in experimental group rather than the control class. The increase is quite significant compared to the control class. Based on data analysis, F_{count} is 1491.278. The F_{value} is greater than F_{table} (3.89). This study applied a significance level of 0.05, it can be said that the Project-Based Learning Model is able to influence children's social skills. In addition, a study conducted by (Karina et al., 2014) entitled Increasing the Collaboration of 6-7 year olds through the Traditional Clogs Game, the study shows that the traditional game of clogs was able to teach children about the importance of cooperation and cohesiveness by communicating in groups. Apart from the advantages of the Project-based Learning Model, a study conducted by (Makrufi et al. (2018) entitled The Effect of Project-Based Learning Models on the Problem Solving Ability of Dynamic Fluid Subjects states that the project model in learning teaches students to learn in a structured and directed manner, especially in project work, besides in project work, teacher and student collaboration is established.

Based on the description above, the objectives of the study were formulated, namely to analyze the implementation of traditional clog games assisted project-based on students' social skills. This study was conducted to improve children's social skills. This study had differences with the previous study. There are several differences between the present and previous study, namely: 1) A study by (Artini et al., 2013) did not provide any assistance to develop students 'emotional intelligence, while this study applied traditional games as a mean to support the development of students' social skills. 2) A study conducted by (Amridha & Rahyuddin, 2020) did not apply a learning model in its application, whereas this study applied project-based learning model, but theoretically the project-based learning model and clogs traditional games are able to influence students' social skills. There were several steps of conducting the Project-based Learning Model with Traditional Clogs Assistance, namely 1) Determination of basic questions (Planning): The teacher determines the project theme in line with learning material by asking essential questions that lead students to work on projects in the form of traditional clogs games. It is intended that students build their own means to develop social skills; 2) Designing a schedule, when and how the project can be completed; 3) Completing project work while still being monitored by the teacher 4) Compiling the results of the report and presenting the resulting products, the students describe what obstacles they have experienced in project work and analyze the advantages and disadvantages of the made product; 5) Conducting Evaluation and Reflection; 6) Development of Social Skills using traditional games was conducted during physical learning at the school field.

2. Method

This study was quasi-experimental. Quasi-experimental research was conducted because of the limited ability of researchers to monitor students' behavior when students were not in school. In this study, the research design was Nonequivalent Control Group Design.

This study was conducted at Public Elementary School Cluster VII, Sukawati District. The population of this study was all the fifth-grade elementary school students of 201 in Cluster VII Sukawati District. In this study, random sampling technique was applied to determine the sample. The random sample in this study was class because it was not possible to change the class in all elementary schools in Cluster VII Sukawati District in quasi-research. With the drawing technique, Elementary School Number (SDN) 1 Celuk became control group and Elementary Schoool Number (SDN) 3 Celuk became the experimental group. The control group was taught with conventional learning model while the experimental class was taught with project-based learning model.

The data collection of students' social skills was obtained from non-test method, especially the observation method. Collecting data using the observation method was done by conducting an assessment through direct and systematic observation. This study applied participatory observation, in this case, the observer participated in the environmental situation where a study was conducted. The content validity test was conducted on the research instrument before it was used, namely the observation sheet, based on the theory of John Jarolimek in (Maryani & Syamsudin, 2009) which focused on social skills in 3 aspects, namely living and working together, taking turns, respecting the rights of other, being social sensitive, learning self-control and self direction, and sharing ideas an experience with others.

In the aspect of living and working together, taking turns, respecting the rights of other, being social sensitive, the indicators are (1) Cooperating well in study groups; (2) Students are able to mingle with friends of different religions, ethnicities, races; (3) Students are able to involve themselves in working on tasks in groups; (4) Respecting others' opinion; (5) Paying attention and listening to friends who are talking or expressing opinions. Furthermore, for aspects of learning self-control and self-direction, the

indicators are (1) Feeling calm to convey or demonstrate something; (2) Complying with the established regulations; (3) Students are able to regulate emotions; (4) Responsibility in carrying out their duties independently; (5) Following the given instructions. For more details, a description of the aspects and indicators can be seen in table 01.

Tabel 01. The Indicators of Social Skill Based on Skill Aspect Proposed by John Jarolimek

Aspects of Social Skill	Skill Indicators
Living and working together, taking turns, respecting the rights of other, being sosial sensitive	- Cooperating well in learning groups - Students are able to mingle with friends of different religions, ethnicities, races - Involving themselves in working on tasks in groups - Respecting other people's opinions - Paying attention and listening to friends who are talking or expressing opinions
Learning self-control and self direction	- Feeling calm to convey or demonstrate something - Complying with the determined rules - Can control emotions - Responsibility for doing their job independently - Following the given instructions
Sharing ideas an experience with others	- Delivering opinions in the discussion. - Observing other people's understanding and then asking questions in line with the topic of discussion - Offering to explain or clarify the work - Sharing with friends

After the overall data was collected, it is continued with the analysis stage, the data was analyzed using descriptive statistics and inferential statistical analysis. Statistical Description calculated: a) Mean, b) Standard Deviation, and c) Variance. After finishing data process using descriptive statistics, then it was proceed with inferential analysis, this analysis was used for the prerequisite test to justify normally distributed data, the normality test was performed with Kolmogorov-Smirnov and (α) = 5%. Meanwhile, to confirm two samples in the same variant, a homogeneity test was conducted using F test with the conditions $F_{count} < F_{table}$ = homogeneous. Normalize the pre-test and post-test values with the GSn (Normalized Gain Score). Hypothesis testing applied the t-test.

3. Result and Discussion

This study was conducted at SDN 1 Celuk (experimental group). The treatment was given using a project-based learning model, it was applied 6 times to the experimental group, then post-test observations were made to determine the results of students' social skills in the experimental group. The data were normalized using the (Normalized Gain Score). In the control group, treatment was given based on common learning activities, the number of given treatments was the same, followed by post-test observations. The obtained data on the social skills of the experimental and control groups was presented in table 02.

Table 02. The Description of Normalized Score Gain Data of Experimental and Control Group Social Skills

Data Description	Experimental Group	Control Group
Average	0.295	-0.022
Standard deviation	0.071	0.084
Variance	0.005	0.007
Minimum Normalized Score Gain Value	0.13	-0.142
Maximum Normalized Score Gain Value	0.5	0.153

(Source: Data Post-Test of SDN 1 Celuk dan SDN 3 Celuk)

Based on Table 02, it can be described that the experimental class score gain data got a normalized gain score range between 0.13 - 0.50 from 29 students, the minimum gain score = 0.13, the maximum gain score = 0.50, mean = 0.295, Sd = 0.071, and S^2 = 0.005. Meanwhile, students who took learning with conventional learning models got a normalized gain score range of -0.142 - 0.153 from 33 students, the control group got a minimum gain score = -0.142, and a maximum gain score = 0.153, while the mean in the control group was -0.022, standard deviation = 0.084, and variance = 0.007. The social skills of the experimental and control groups of students were categorized in five PAN scale as shown in table 03.

Table 03. Calculation of 5(Five) PAN Scale of Experimental Group and Control Group

Experimental Group			Control Group		
Score Range	Score	Predicate	Score Range	Score	Predicate
0.395 → 0.5	4 = A	Very Good	0.14 → 0.26	4 = A	Very Good
0.325→0.395	3 = B	Good	0.06 → 0.14	3 = B	Good
0.255→ 0.325	2 = C	Sufficient	-0.023 → 0.06	2 = C	Sufficient
0.185→ 0.255	1= D	Low	-0.1 → -0.023	1= D	Low
0.08→ 0.185	0 = E	Very Low	-0.22→ -0.1	0 = E	Very Low

Based on table 03, the categorization of social skills in the experimental group belonged to C category (Sufficient). Meanwhile, the social skills categorization of the control group in the table belong to D category (Low). Before testing the assumptions, testing the normality of the distribution and testing the homogeneity and hypothesis testing were conducted on the two obtained data. Normality test was intended to understand how the frequency distribution of students' social skills scores in the sample group, whether or not the data was normally distributed. Whether or not normal data distribution determined the analysis technique. This test applied the Kolmogorov-Smirnov test whether or not the data was normally distributed, whether the data was normally distributed or not determined the analysis technique. By using a significance level of 0.05, the results were presented in table 04.

Table 04. The Recapitulation of Data Normality Test

Group	Sample Total	⎸Fs-Ft⎹	Kolmogorov Value	Summary
SD Negeri 3 Celuk (Experimental)	29	0.092	2,048	Normally Distributed
SD Negeri 1 Celuk (Control)	33	0.094	2,037	Normally Distributed

The two samples were stated to be normally distributed because the maximum ⎸Fs-Ft⎹ value of the experimental group was 0.092 and the Kolmogorov-Smirnov value = 2.048 (normally distributed) because the maximum ⎸Fs-Ft⎹ < the Kolmogorov-Smirnov critical value. While the maximum ⎸Fs-Ft⎹ of the control group = 0.094 and the Kolmogorov-Smirnov value for (α = 0.05) = 2.037 (normally distributed) because the maximum ⎸Fs-Ft⎹ value < the Kolmogorov-Smirnov critical value. It was followed by the variance homogeneity test to prove the obtained differences by using the pollen t-test variance that is the difference between the two groups, not the difference caused by the differences within the group. The recapitulation of the homogeneous variant test can be seen in the following table 05.

Table 05. The Recapitulation of Variant Homogeneous Test

No	Sample	Fcount	Ftable	Description
1	Experimental	0.420	1.856	Homogeneous
2	Control			

From the obtained analysis results, F_{count} = 0.420, with the numerator of 32 and the denominator of 29-1 = 28. If F_{count} was less than F_{table}, then the sample was declared homogeneous. It was obtained the value of F_{table} = 1.856, it can be concluded that 0.420 ≤ 1.856 so the sample is declared homogeneous. Based on the prerequisite test results, it can be concluded that the two sample groups have data that is normally distributed and have homogeneous variances. Based on the previous test requirements, the test can use the polled variance formula to test the hypothesis (sample n1 ≠ n2 and homogeneous variance).

The recapitulation was listed in table 06.

Table 06. The Result of Hyphothesis Test

Sample Group	N	Dk	$\overline{X}$	t_{count}	t_{table}	Description
Experimental	29		0.295			
		60		13.560	2.000	H_0 is rejected
Control	33		0.022			

In the t-test calculation, t = 13.56, the calculation applied a significance level of 5% and 60 degrees of freedom. It can be concluded that H_a is accepted and H_0 because $t_{count} > t_{table}$, the value of $t_{table} = 2,000$, because 13.56> 2,000, then there is a significant difference in students' social skill who applied traditional clogs games assisted project-based learning model with students who learn conventionally.

This research was conducted in Gianyar city with the population as the subject of all (Pulic Elementary School) SD Negeri in cluster VII, Sukawati sub-district. Two elementary school were selected as the research sample. The findings from the observation sheet analysis showed that elementary schools taught by traditional clogs games assisted project-based learning model, namely SDN 3 Celuk had better social skills than SD 1 Celuk which was taught by conventional learning. The obtained analysis results can be explained as follows.

First, traditional clog game assisted project-based learning model can improve students' social skills because clog is a game that relies on trust and cooperation in one team so that it is closely related to social skills. In playing, each team can use the best strategy to win the game. The traditional game of clogs contains important values for students, both the activities of project-based learning model and physical learning, including cooperation, mutual respect, and mutual trust. This is inseparable from the steps of the clog game. The steps are: (1) Students are asked questions about how to protect the environment and how to recycle; (2) Include the clog making project as a solution for recycling used goods; (3) When the clogs are made, the product will be assessed and tested in the physical education (PJOK) subject on rhythmic motion material. The rules of clog game are very simple, several teams use tompas and stay at start line. The referee will give a signal, each team will race to the finish line. Solidarity and good cooperation are needed in this game. If they are not united in moving their feet, they will fall together. That makes the game funny and brings laughter from race observers and players. The most compact and fastest team to reach the finish line will qualify for the final round to fight other qualified teams. Through the final round, the winner of the clog game will be announced. Thus, it can be said that traditional clog game assisted project-based learning can improve cooperation among students. From the cooperation, it will make the learning atmosphere more enjoyable and the expected learning objectives can be realized. This is in line with the opinion of (Rosita & Leonard, 2015) which state that humans require collaboration with other people to fulfill their needs and achieve their goals. According to (Manafe et al., 2016), group cooperation aims to achieve common goals without competition but knowledge is obtained collectively.

Second, the development of students' social skills does not only occur outside the room during playing clogs but it also occurs in the classroom. The work of traditional clogs games using a project-based learning model that is associated with thematic learning also provides a stimulus to students' social skills. The project-based learning model is a learning model that emphasizes learning on project by making it as a solution to a problem. According to (Wajdi, 2017), a project-based learning model is a very innovative learning model and emphasizes contextual learning that is applied to complex activities. Then, (Fitri et al., 2018) state that the learning process of project-based learning model basically requires active students to search independently.

This learning model involved students directly by producing products as a result of learning. In this study, traditional clog games assisted project-based learning model was applied into 5 stages, namely: 1) Product planning by linking to existing problems. In this study, the taken problem was about environmental pollution; 2) Design, students and their groups made sketches, determined the division of tasks as an initial design for conducting projects related to obtained problems by getting directions from the teacher. 3) Implementation, at this stage students tried to work on projects based on sketches, which had been made, observed products, and conducted project improvements, and classified the best results. 4) Reporting, at this stage the students compiled a report on the results of project work in writing, and presented it 5) Implementation, at this stage the made product, namely clog, was applied in PJOK related to the material of rhythmic movements. According to The George Lucas Educational Foundation which develops deep learning steps (Wajdi, 2017), this learning model has several learning steps, namely: (1) To start learning, it begins with giving essential questions; (2) planning and implementing the project rules; (3) Creating a schedule for project work activities. Teachers and students compile a schedule together; (4)

The teacher monitors the project work; (5) The teacher provides an assessment of a product produced by students. (6) Evaluating students' work and reflecting individually or in groups. Meanwhile, according to (Carlos José Borba Valiente, 2012) there are 5 steps in the learning model, namely: (1) starting with determining what themes underlie project work; (2) determining what projects are being conducted; (3) planning project work; (4) doing project spelling activities, and (5) implementing activities to implement project results.

Third, the project-based learning model has facilitated students in developing their social skills including 1) Communication, communication is conducted to exchange opinions or discussion is conducted by students to solve given problems from the teacher. Besides that, discussion activities are also conducted by students in planning product work; 2) Cooperation, cooperation is done by students in working on clogs products. Students will work hand in hand to complete the planned project; 3) Responsibility, students in groups will be responsible for what has been made together in making reports and reporting the results in front of the class. (Wajdi 2017; Fitri et al. 2018) state that project-based learning is able to motivate students to work together in teams, besides this learning model realizes students' creative ideas in a product in the form of goods.

Project learning will invite students to think critically in solving contextual problems related to the incorporated learning material into the theme because it can develop students' abilities in solving a problem together. A was also conducted by (Artini et al., 2013) which state that the classes with project-based learning models and conventional learning models show different emotional intelligence. Emotional intelligence includes the ability to recognize one's own emotions, manage one's emotions, motivate oneself, have empathy (able to understand other people's feelings), and the ability to form collaborative relationships with others. Based on this research, it can be concluded that the project-based learning model has a significant effect on children's ability to work with teams as well as emotional and social intelligence.

Fourth, in the implementation of this experiment, students have been trained to develop their social skills in the classroom with a project-based learning model, then the development of students' social skills is continued outside the classroom using the traditional clog game which is the result of project work in the classroom. The clog game is a game that is played as a team by relying on solidarity and good cooperation between team members. In this study, the implementation of clog game was applied in PJOK learning starting with testing the resistance of each team's tompah, followed by training the cohesiveness of each team before the competition. The exercise cohesiveness is done by walking using a tompah 2 times back and forth while they are singing each team's yells. The teacher is responsible for recording the number of times the team falls in using the slipper, the team that falls the most will be given more opportunities to practice using clogs. From these activities, it can improve teamwork and the ability to communicate among students. Based on this, the traditional game of clogs is good to be used as a learning medium to develop students' social skills. This statement is supported by a study conducted (Karina et al., 2014) entitled Increasing the Cooperation of Children aged 6-7 Years through the Traditional Clog Game, the study states that the traditional clog game can teach children about the importance of cooperation and cohesiveness by communicating in groups. Based on this kind of research, the traditional clog game is good to be used as a medium for developing social skills for children elementary school. This is also supported by the analysis results of students' post test observation sheets.

Fifth, the analysis results of the post-test of students' social skills in this study showed a significant difference in the social skills of students who were taught using traditional clog game assisted project-based learning model applied to the experimental group. In the experimental group learning activities, the project-based learning model applied five stages, including planning, designing, implementing, reporting results, and applying. This learning model was conducted in class and in the field, when working on clogs products, students did it in the classroom. Meanwhile, the assessment and development of social skills with clogs students were done outside the classroom so learning atmosphere is fun. In the learning process, some students still had difficulty working together because students were used to work individually. The use of traditional clog game assisted project-based learning will create a learning atmosphere and can develop students' skills in working together, tolerance, respecting the rights of others, and have social sensitivity. The difference with the learning in the control group was less than optimal, namely learning to develop students' social skills because it only applies conventional learning. The use of models in daily learning is still general, the chosen models are usually less adapted to the subject matter. This model helps teachers to train students to work together, trust each other, and communicate well. Based on this explanation, it can be said that the traditional clog game assisted Project-based Learning model affects students' social skills. This statement is supported by a study from (Artini et al., 2013) entitled The Effect of Project-based Learning Models on Emotional Intelligence, which states

that Project-based Learning Models have a significant effect on children's emotional intelligence compared to conventional learning models and a study conducted by (Karina et al., 2014) entitled Increasing Cooperation of Children Aged 6-7 Through Traditional Clog Game. In this study, the traditional clog game influences significantly the cooperation ability of children aged 6-7 years.

Based on this description, it can be said that the traditional clog game assisted project-based learning model has a positive influence on students' social skills. This is inseparable from the advantages of the traditional clog game assisted project-based learning model. The advantages are: 1) this model can improve student cooperation in groups; 2) this model increases students' tolerance and sportsmanship; 3) this model also makes the learning atmosphere more interesting and fun because the learning process is not only indoors but also outside; 4) this model also makes students develop problem solving skills by making clogs with their groups. Based on the advantages of this model, this model can be used as an option to be applied in schools and in classrooms based on the characteristics of the model.

4. Conclusion

It can be concluded that there is a significant difference on social skills after teaching by traditional clog game assisted project-based learning compared to learning with conventional media. It can be seen from the advantages of using traditional clog game assisted project-based learning in learning process.

References

Aisyiyah, K., Athfal, B., Ciamis, B., Syaffarida, R., Surana, D., Suhardini, D., Salovey, M., & Suyadi, M. (n.d.). *Pengembangan Kemampuan Sosial Emosional Anak Melalui Permainan Tradisional Bakiak di TK Aisyiyah Bustanul Athfal 1 Banjarsari Ciamis Development of Emotional Social Ability of Children Through Traditional Clogs in tua . Berbagai cara dan upaya dilakukan I*. *3*, 31–38. http://repository.unisba.ac.id:8080/handle/123456789/20353

Astuti, N. P. E. (2020). Permainan tradisional Kancing Gumi dalam tinjauan pendidikan karakter (Studi kualitatif pada siswa SDN 1 Buahan, Tabanan Bali). *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, *10*(1), 63-71. https://core.ac.uk/reader/327261610

Amridha, A., & Rahyuddin, J. S. (2020). Meningkatkan Kerjasama Anak Usia 6-7 Tahun Melalui Permainan Tradisional Bakiak. *Sipatokkong*, *1*(1), 1–11. https://ojs.bpsdmsulsel.id/index.php/sipatokkong/article/view/7

Artini, N. P. J., Muderawan, W., & Karyasa, I. W. (2013). Pengaruh Model Pembelajaran Berbasis Proyek terhadap Kecerdasan Emosional Siswa. *Jurnal Pendidikan Dan Pembelajaran IPA Indonesia*, *3*(1). http://119.252.161.254/e-journal/index.php/jurnal_ipa/article/view/801.

Baedowi, A. (2017). Melemahnya Keterampilan Sosial- Media Indonesia. *Senin, 30 Januari*.

Chabib, M., Djatmika, E. T., & Kuswandi, D. (2017). Efektivitas Pengembangan Media Permainan Ular Tangga sebagai Sarana Belajar Tematik SD. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, *2*(7), 910-918. http://dx.doi.org/10.17977/jptpp.v2i7.9634

Dewi, S., Sumarmi, S., & Amirudin, A. (2016). Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Keaktifan Dan Keterampilan Sosial Siswa Kelas V Sdn Tangkil 01 Wlingi. *Jurnal Pendidikan - Teori, Penelitian, Dan Pengembangan*, *1*(3), 281–288. https://doi.org/10.17977/jp.v1i3.6148

Fakhriyani, D. V. (2018). Pengembangan Keterampilan Sosial Anak Usia Dini Melalui Permainan Tradisional Madura. *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, *5*(1), 39–44. https://doi.org/10.21107/pgpaudtrunojoyo.v5i1.3685

Fitri, H., Dasna, I. W., & Suharjo, S. (2018). Pengaruh model project-based learning (PjBL) terhadap kemampuan berpikir tingkat tinggi ditinjau dari motivasi berprestasi siswa kelas iv sekolah dasar. *Briliant: Jurnal Riset dan Konseptual*, *3*(2), 201-212. http://dx.doi.org/10.28926/briliant.v3i2.187

Haerani Nur. (2013). *Membangun Karakter Anak Melalui Permainan Anak Tradisional*. *1*, 87–94. https://doi.org/10.21831/jpk.v0i1.1290

KARINA, N., Sadia, M., & Suastra, M. (2014). Pengaruh Model Pembelajaran Berbasis Proyek Terhadap

Kemampuan Pemecahan Masalah Dan Kecerdasan Emosional Siswa Smp. *Jurnal Pendidikan Dan Pembelajaran IPA Indonesia*, *4*(1). http://119.252.161.254/e-journal/index.php/jurnal_ipa/article/view/1062.

Kurnianti, E. (2016). *Permainan Tradisional dan Perannya Dalam Mengembangkan Keterampilan Sosial Anak*. Prenadamedia Group.

Lawe, Y. U. (2019). Pengaruh Model Pembelajaran Berbasis Proyek Berbantuan Lembar Kerja Siswa Terhadap Hasil Belajar Ipa Siswa Sd. *Journal of Education Technology*, *2*(1), 26. https://doi.org/10.23887/jet.v2i1.13803

Makrufi, A., Hidayat, A., & Muhardjito, M. (2018). Pengaruh Model Pembelajaran Berbasis Proyek terhadap Kemampuan Pemecahan Masalah Pokok Bahasan Fluida Dinamis. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *3*(7), 878–881. http://dx.doi.org/10.17977/jptpp.v3i7.11291

Manafe, Y. Y., Setyosari, P., Kuswandi, D., & Ulfa, S. (2016). Pengaruh Strategi Kerjasama Kelompok dan Efikasi Diri terhadap Hasil Belajar Keterampilan Teknikal. *Jurnal Pendidikan Humaniora*, *4*(3), 152–162. https://doi.org/10.17977/jph.v4i3.8212

Maryani, E., & Syamsudin, H. (2009). Pengembangan Program Pembelajaran Ips Untuk Meningkatkan Kompetensi Keterampilan Sosial. *Vol 9 No 1*, *9*(1), 1–15.

Mulyani, S. (2013). *45 Permainan Tradisional Anak Inonesia*. Langensari Publising.

Munawaroh, R., Subali, B., & Sopyan, A. (2012). Penerapan Model Project-based Learning Dan Kooperatif Untuk Membangun Empat Pilar Pembelajaran Siswasmp. *UPEJ (Unnes Physics Education Journal)*, *1*(1). https://doi.org/10.15294/upej.v1i1.773

Prantoro, G. (2015). *Pengaruh Penggunaan Permainan Tradisional Bakiak dan Engklek Terhadap Keterampilan Sosial Anak Usia Dini*.

Rosita, I., & Leonard, L. (2015). Meningkatkan Kerja Sama Siswa Melalui Pembelajaran Kooperatif Tipe Think Pair Share. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *3*(1), 1–10. https://doi.org/10.30998/formatif.v3i1.108

Rusman. (2017). *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana.

Shobirin. (2016). *Konsep dan Implementasi Kurikulum 2013 di Sekolah Dasar*. CV Budi Utama.

Sudarsana, I. K. (2016). Pemikiran Tokoh Pendidikan Dalam Buku Lifelong Learning: Policies, Practices, And Programs (Perspektif Peningkatan Mutu Pendidikan di Indonesia). *Jurnal Penjaminan Mutu*, *2*(2), 44. https://doi.org/10.25078/jpm.v2i2.71

Unit, E., & Curriculum, L. (2015). Karakteristik Kurikulum 2013 Dan Kurikulum Tingkat Satuan Pendidikan (Ktsp). *El-Idare: Journal of Islamic Education Management*, *1*(01), 15–31. http://jurnal.radenfatah.ac.id/index.php/El-idare/article/view/288

Wajdi, F. (2017). Implementasi Project-based Learning (Pbl) Dan Penilaian Autentik Dalam Pembelajaran Drama Indonesia. *Jurnal Pendidikan Bahasa Dan Sastra*, *17*(1), 86. https://doi.org/10.17509/bs_jpbsp.v17i1.6960

Wardani. (2014). *Perspektif Pendidikan SD*. Universitas Terbuka.

Wulandari, A. S., Suardana, I. N., & Devi, N. L. P. L. (2019). Pengaruh Model Pembelajaran Berbasis Proyek Terhadap Kreativitas Siswa Smp Pada Pembelajaran Ipa. *Jurnal Pendidikan Dan Pembelajaran Sains Indonesia (JPPSI)*, *2*(1), 47. https://doi.org/10.23887/jppsi.v2i1. 17222

Zaini, H. (2015). Karakteristik kurikulum 2013 dan kurikulum tingkat satuan pendidikan (KTSP). *El-Idare: Jurnal Manajemen Pendidikan Islam*, *1*(01), 15-31. http://jurnal.radenfatah.ac.id/index.php/El-idare/article/view/288