

Effectiveness of the Cublak-Cublak Suweng Game on the Social-Emotional Abilities of Lower-Grade Elementary School Children

Putri Nur Indah Cahya^{*1)}, Abdul Halim²⁾

^{1,2} SD NU Metro, Metro City, Lampung, Indonesia

E-mail: (nurindahcahyaputri@gmail.com , Abdulhalim0245@yahoo.com)

Correspondent Contact : 085704259585

Submit: 30- 05-2026 Revision: 28-06-2026 Approve: 30-06-2026

Keyword

Cublak-Cublak
Suweng; Early
childhood
Traditional game;

ABSTRACT

This study constitutes a follow-up to the qualitative research conducted by Mahmudah & Makmun (2022), which identified the educational values embedded in the traditional game of Cublak-Cublak Suweng. The previous research had not yet quantitatively measured the effectiveness of the game. Therefore, this study aims to examine the effectiveness of the Cublak-Cublak Suweng game in enhancing the social-emotional and cognitive abilities of lower-grade elementary school children. A quasi-experimental design with a non-equivalent control group was employed, involving 40 first-grade students from SD NU Metro. The experimental group (n=20) received thematic instruction integrated with the Cublak-Cublak Suweng game over six sessions, while the control group (n=20) received conventional instruction without traditional games. Data were collected using social-emotional observation sheets and simple cognitive tests. The results indicated that the experimental group demonstrated significant improvements in both social-emotional abilities ($p < 0.01$) and cognitive abilities ($p < 0.05$) compared to the control group. These findings confirm and extend previous research by providing quantitative evidence. The Cublak-Cublak Suweng game is recommended as an effective instructional medium for lower-grade elementary school education.

Kata Kunci

Cublak-Cublak
Suweng;; Anak
Usia Sekolah
Dasar Kelas
Rendah,

ABSTRAK

Permainan tradisional; Cublak-Cublak Suweng; Anak Usia Sekolah Dasar Kelas Rendah Penelitian ini merupakan tindak lanjut dari penelitian kualitatif yang dilakukan oleh Mahmudah & Makmun (2022) yang mengidentifikasi nilai-nilai pendidikan dalam permainan tradisional Cublak-Cublak Suweng. Penelitian sebelumnya belum mengukur efektivitas permainan tersebut secara kuantitatif. Oleh karena itu, penelitian ini

Permainan tradisional	<i>bertujuan untuk menguji efektivitas permainan Cublak-Cublak Suweng dalam meningkatkan kemampuan sosial-emosional dan kognitif anak Usia Sekolah Dasar Kelas Rendah. Desain kuasi-eksperimental dengan kelompok kontrol non-ekuivalen digunakan, melibatkan 40 anak siswa kelas 1 SD NU Metro. Kelompok eksperimen (n=20) mendapatkan pembelajaran tematik yang diintegrasikan dengan permainan Cublak-Cublak Suweng selama enam sesi, sedangkan kelompok kontrol (n=20) mendapatkan pembelajaran konvensional tanpa permainan tradisional. Data dikumpulkan menggunakan lembar observasi sosial-emosional dan tes kognitif sederhana. Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami peningkatan signifikan pada kemampuan sosial-emosional ($p < 0,01$) maupun kemampuan kognitif ($p < 0,05$) dibandingkan kelompok kontrol. Temuan ini mengonfirmasi dan memperluas penelitian sebelumnya dengan bukti kuantitatif. Permainan Cublak-Cublak Suweng direkomendasikan sebagai media pembelajaran yang efektif untuk pendidikan anak Usia Sekolah Dasar Kelas Rendah.</i>
-----------------------	--

INTRODUCTION

Education for Lower-Grade Elementary School Children constitutes a critical period for the development of social-emotional and cognitive abilities. As stipulated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, education aims to develop the potential of learners so that they may possess religious spiritual strength, self-control, personality, intelligence, noble character, and the skills required for themselves and society (Undang-Undang Republik Indonesia, 2003). However, along with the rapid advancement of technology, many children today are more familiar with digital games than with traditional games, which can in fact serve as effective learning media (Puspitarini & Hanif, 2019).

Traditional games contain various educational values that can support child development. One such game is Cublak-Cublak Suweng, a traditional Javanese game that involves cooperation, honesty, and critical thinking. Mahmudah & Makmun (2022) conducted a descriptive qualitative study on the implementation of this game in thematic learning for lower-grade elementary school children. Their research found that the game embodies educational values such as fostering a competitive spirit, cultivating solidarity, minimizing bullying, developing social-

emotional intelligence, developing cognitive intelligence and critical thinking, and developing inter-team communication skills.

However, the study by Mahmudah & Makmun (2022) has limitations. The research was exclusively descriptive-qualitative in nature and did not measure the extent to which the game is effective in enhancing children's abilities. There exists a gap between the identification of educational values and empirical evidence regarding the game's effectiveness. No previous study has quantitatively examined the impact of the Cublak-Cublak Suweng game on the development of lower-grade elementary school children.

Therefore, this study aims to address this gap by examining the effectiveness of the traditional game Cublak-Cublak Suweng in improving the social-emotional and cognitive abilities of lower-grade elementary school children. The novelty of this research lies in its quantitative approach employing a quasi-experimental design to measure the causal impact of the game, which has not been previously undertaken. The objectives of this study are as follows: (1) to examine the effectiveness of the game on social-emotional abilities, (2) to examine its effectiveness on cognitive abilities, and (3) to compare the learning outcomes between the experimental and control groups.

METHODS

This study employs a quantitative approach with a quasi-experimental design, specifically a non-equivalent control group design. In this design, two groups are selected: an experimental group that receives the treatment (instruction using the Cublak-Cublak Suweng game) and a control group that does not receive the treatment (conventional instruction). Both groups are administered a pre-test and a post-test to measure changes before and after the intervention (Sugiyono, 2010).

The population of this study comprised all lower-grade elementary school children, specifically first-grade students at SD NU Metro. The sampling technique employed was purposive sampling, based on considerations of age homogeneity among the children and the willingness of teachers to participate in the study. Data collection techniques included: (1) a social-emotional observation sheet adapted from an assessment instrument for the social-emotional development of lower-grade elementary school children, consisting of 10 indicators such as cooperation,

empathy, self-control, and conflict resolution; (2) a simple cognitive test consisting of 10 questions related to thematic materials grounded in local wisdom; and (3) documentation to support the research data.

The research procedure comprised three stages: pre-test, treatment, and post-test. The pre-test was administered in the first week to measure the initial abilities of both groups. The treatment was provided exclusively to the experimental group in the form of thematic instruction integrated with the Cublak-Cublak Suweng game over six sessions, each session lasting 60 minutes. The control group received conventional instruction without traditional games. The post-test was administered in the eighth week to measure the final abilities of both groups.

The data analysis technique employed an independent samples t-test to compare the differences between the experimental and control groups, as well as a paired samples t-test to compare the pre-test and post-test scores within each group. All analyses were conducted using SPSS version 25 with a significance level of 0.05.

RESULTS AND DISCUSSION

A. Hasil Penelitian

The research findings indicate that there were differences in pre-test and post-test scores between the experimental group and the control group. The following table presents the mean scores of social-emotional and cognitive abilities for both groups.

Table 1. Mean Pre-Test and Post-Test Scores of Social-Emotional Abilities

Group	Pre-Test (Mean)	Post-Test (Mean)	Gain Score
Experimental	52,35	84,70	32,35
Control	53,10	67,25	14,15

Based on Table 1, the experimental group demonstrated a higher improvement in social-emotional abilities (gain score of 32.35) compared to the control group (gain score of 14.15). The results of the paired samples t-test for the experimental group indicated a significant difference between the pre-test and post-test scores ($t = 8.45$, $p < 0.01$), whereas the control group also exhibited a significant difference, albeit with a smaller magnitude ($t = 3.21$, $p < 0.05$). The independent samples t-test on

the post-test scores revealed a significant difference between the two groups ($t = 5.67$, $p < 0.01$), indicating that the experimental group possessed better social-emotional abilities than the control group following the intervention.

Table 2. Mean Pre-Test and Post-Test Scores of Cognitive Abilities

Group	Pre-Test (Mean)	Post-Test (Mean)	Gain Score
Experimental	55,20	81,45	26,25
Control	54,85	69,30	14,45

Table 2 shows that the experimental group also exhibited a higher improvement in cognitive abilities (gain score of 26.25) compared to the control group (gain score of 14.45). The paired samples t-test indicated significant differences in both groups; however, the experimental group yielded a larger t-value ($t = 6.78$, $p < 0.01$) compared to the control group ($t = 2.98$, $p < 0.05$). The independent samples t-test on the cognitive post-test scores also demonstrated a significant difference between the two groups ($t = 4.56$, $p < 0.05$).

B. Discussion

The findings of this study address the research problem formulation, demonstrating that the traditional game Cublak-Cublak Suweng is effective in enhancing the social-emotional and cognitive abilities of lower-grade elementary school children. These findings support the qualitative results of Mahmudah & Makmun (2022), which identified that this game embodies values capable of developing social-emotional intelligence and cognitive intelligence. The distinction lies in the fact that the present study provides quantitative evidence regarding the effectiveness of the game.

The improvement in social-emotional abilities observed in the experimental group can be interpreted as a consequence of the game's mechanics. In the Cublak-Cublak Suweng game, children are required to cooperate, wait for their turns, accept defeat, and celebrate victories together. This process cultivates empathy, self-control, and the ability to work within a team. This finding is consistent with Budi Astuti (2021), who found that the Cublak-Cublak Suweng game can enhance social-emotional abilities in lower-grade elementary school children. This finding is also congruent with Vygotsky's theory of social development, which posits that social interaction

serves as the primary driver of cognitive and social development in children (Vygotsky, 1978).

The improvement in cognitive abilities observed in the experimental group can be attributed to the cognitive demands inherent in the game. In the Cublak-Cublak Suweng game, children must memorize the song lyrics, follow the rhythm, and respond to questions at the end of the game. This process trains short-term memory, concentration, and critical thinking skills.

The comparison between the experimental and control groups indicates that traditional games are more effective than conventional instruction. The conventional method employed in the control group (lectures and worksheets) did not actively or physically engage the children. By contrast, the Cublak-Cublak Suweng game involves the whole body (kinesthetic engagement), social interaction, and an element of enjoyment. This aligns with the theory of meaningful learning, which asserts that children learn more effectively when they are actively involved and enjoy the learning process (Piaget, 1970).

This study presents a novel finding that the Cublak-Cublak Suweng game not only preserves local wisdom but also functions as an effective learning medium. This finding modifies the conventional view of traditional games, which were previously regarded merely as recreational activities. The game can now be positioned as a pedagogical tool integrated into the curriculum. The implication is that teachers need to be trained to integrate traditional games into thematic instruction.

The limitations of this study include the relatively short intervention period (six sessions) and the small sample size (40 children). Future research should extend the intervention duration and involve a larger number of participants from various regions. Furthermore, subsequent studies may examine the long-term effects of the game on child development.

This study concludes that the traditional game Cublak-Cublak Suweng is effective in enhancing the social-emotional abilities of lower-grade elementary school children. The experimental group, which received the game intervention, demonstrated a significantly higher improvement compared to the control group, which received conventional instruction. These findings confirm and extend previous qualitative research by providing quantitative evidence. The implication of this study is a recommendation for educators of lower-grade elementary school children to integrate the Cublak-Cublak Suweng game into thematic instruction as

an effort to preserve local wisdom while simultaneously improving the quality of learning.

ACKNOWLEDGEMENTS

The authors express their sincerest gratitude to the principal, teachers, and children of SD NU Metro for their participation and cooperation in this study. The authors also extend their appreciation to the editorial team of the Jurnal FLESCI for their guidance and support in the publication of this article.

REFERENCES

- A. Mangunhardjana. (1997). *Isme-isme dalam Etika dari A sampai Z*. Yogyakarta: Ahmad D. Marimba. (1980). *Fisafat Pendidikan Islam*. Bandung: Al-Ma'arif
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the Astuti, B. (2021). Improving social-emotional abilities through Cublak-Cublak Suweng traditional game. *Journal of Early Childhood Education*, 5(2), 112-125.
- Cox, D. J. (2021). Descriptive and normative ethical behavior appear to be Developing Pedagogy, Personality, Social and Professional Competencies. 446-451.
- educators: functionally distinct. *Journal of Applied Behavior Analysis*, 54(1), 168-191.
- Garner, J. K., & Kaplan, A. (2018). A complex dynamic systems perspective on Hamzah B. Uno. (2010). *Model Pembelajaran (Menciptakan Proses Belajar Mengajar* <https://doi.org/10.29333/aje.2019.426a>
- International Journal of Scientific and Technology Research*, 7(7), 19–29.
- Isjoni. (2009). *Menuju Masyarakat Belajar*. Yogyakarta: Pustaka Pelajar.
- Kanisius. learning Living with Domestic Violence – Tensions and Gaps. *Journal of Family Violence local wisdom-based character education model in primary schools in Bantul*,
- MacPhail, A., Ulvik, M., Guberman, A., Czerniawski, G., Oolbekkink-Marchand, H., & Bain, Y. (2018). The professional development of higher education-based 2019 34:5, 34(5), 385–398.

- Mahmudah, M., & Makmun, M. N. Z. (2022). Application of Cublak-Cublak Suweng traditional game in thematic learning of early childhood education. *Journal of Childhood Development*, 2(2), 79-89.
- Marno dan Idris. (2010). *Strategi & Metode Pengajaran (menciptakan keterampilan mengajar yang efektif dan edukatif)*. Yogyakarta: Ar-Ruz Media.
- Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53-60.
- Piaget, J. (1970). *Science of education and the psychology of the child*. Orion Press.
- Professionals' Views on the school's Mission and Responsibilities for Children
- Puspitarini, Y. D., & Hanif, M. (2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53-60.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning realities.
- Rusilowati, U., & Wahyudi, W. (2020). The Significance of Educator Certification in
- Satriani, L. I. (2021). Improving social skills of children aged 5-6 years through Cublak-Cublak Suweng traditional game. *Early Childhood Research Journal*, 3(1), 45-58.
- Sugiyono. (2010). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Yogyakarta. *Character Education for 21st Century Global Citizens*, 561-567.
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suharno, R. dan. (2010). *Kamus Besar Bahasa Indonesia*. Semarang: Widya Karya.
- Undang-Undang Republik Indonesia (Sisdiknas). (2003).