# Improving Students' Social Interaction through Nojapi-Japi Traditional Game at SD Negeri Kele'I

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**ABSTRACT**

*This research was motivated by the low level of student social interaction in learning in class IV at SDN Kele'I, East Pamona District. One of the reasons for the decline in students' social interactions is the habit of excessive use of technology by students at school and at home. The influence of changes in modern technology must be balanced with traditional learning media in order to maintain social interaction in the classroom and students become more familiar with the culture around them. The aim of this research is to increase students' social interactions in social studies subjects in class IV of SDN Kele'i by implementing the traditional game nojapi-japi. The research method used is classroom action research based on the Kemmis and Mc.Taggart plot. This research used class IV at SDN Kele'i, totaling 20 people, namely 11 female students and 9 male students. Data collection was carried out on student and teacher activities. Based on the research results, it was found that the percentage of students' social interaction results in cycle 1 which was included in the sufficient category reached 70%, the less than 25% category and the percentage of very less reached 5% with the average score in cycle I being 62.25% so it needs to be continued. in cycle II. Student social interactions in cycle II showed that the*

*percentage of students' social interactions included in the very good category reached 30%, the percentage of students' social interactions included in the good category reached 45%, and the percentage of 25% in the fair category with an average score of 82. 75%.*
**Keywords**: *Social Interaction; Nojapi-Japi Traditional Games*

**ABSTRAK**
Penelitian ini dilatarbelakangi oleh rendahnya interaksi sosial siswa dalam pembelajaran di kelas IV SDN Kele'I Kecamatan Pamona Timur. Penurunan interaksi sosial siswa salah satunya disebabkan karena pembiasaan penggunaan teknologi berlebihan oleh siswa di sekolah maupun di rumah. Pengaruh perubahan dalam teknologi modern harus diimbangi dengan media pembelajaran tradisional agar tetap menjaga interaksi sosial yang ada di dalam kelas dan siswa lebih mengenal budaya yang ada disekitarnya. Tujuan penelitian ini adalah meningkatkan interaksi sosial siswa pada mata pelajaran IPS di kelas IV SDN Kele'i dengan menerapkan permainan tradisional nojapi-japi. Metode penelitian yang digunakan adalah penelitian tindakan kelas berdasarkan alur Kemmis dan Mc.Taggart. Penelitian ini menggunakan kelas IV SDN Kele'i yang berjumlah 20 orang yakni 11 siswa perempuan dan 9 siswa laki-laki. Pengumpulan data dilakukan terhadap aktivitas siswa dan guru. Berdasarkan hasil penelitian di peroleh persentase hasil interaksi sosial siswa pada siklus 1 yang termasuk dalam kategori cukup mencapai 70% kategori kurang mencapai 25% dan kategori kurang sekali persentase 5% dengan jumlah skor rata-ratda pada siklus I adalah 62,25% sehingga perlu dilanjutkan pada siklus II. Interaksi sosial siswa pada siklus II menunjukan bahwa persentase interaksi sosial siswa yang termasuk dalam kategori sangat baik mencapai 30%, persentase interaksi sosial siswa yang termasuk dalam kategori baik mencapai 45%, dan persentase 25% dalam kategori cukup dengan jumlah skor rata-rata 82,75%.
**Kata Kunci**: Interaksi Sosial; Permainan Tradisional Nojapi-Japi

## INTRODUCTION

Education is a foundation of society that advances civilisation and explores knowledge, as mandated in Law No 20 of 2003. This law affirms the purpose of national education to bring out the potential of students to become individuals who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and qualified as democratic and responsible citizens. The process towards achieving these goals begins in primary education and continues through higher education. The comprehension acquired by students in elementary school serves as the foundation for subsequent expansion at the subsequent educational level (Desiana &; Patimah, 2023).

As stated by Tsortanidou dkk., (2022) primary education is not merely a learning institution; it is also a vehicle for developing students' social and emotional abilities. Social interaction is an essential need for humans, as it is a fundamental aspect of human survival (Xiao, 2018). Social interaction is defined as a dynamic relationship between individuals, groups, or a combination of both, with symbols that are given meaning by their users. Hijriati (2019), posits that a number of factors, including family, maturity, socioeconomic status, education, emotions, mentality, and the learning environment, influence the development of social interaction in early childhood. Social interactions help students develop social skills such as communication, cooperation, empathy, and the ability to resolve conflicts. These skills are important for their daily lives and their future. In the Merdeka Curriculum, collaborative learning is encouraged to improve

students' understanding and skills. Social interaction allows students to work together in groups, exchange ideas, and learn from each other. n school life, students' activities will be: along with the process of interaction, both with the school environment, teachers, as well as with fellow students. Activity Social interactions in the school environment have an influence on students' motivation to carry out activities learning(Rohanah et al., 2020). The world of education, which is full of social interactions, will be very positive if there is balance in the pattern of relationships. What is meant by this balance pattern is a pattern of reciprocal relationships that applies both ways, which means that in certain positions students can partner well with the entire school community (Fahri & Qusyairi, 2019).

The subject of Social Sciences (IPS) at the elementary level studies social skills. According to Siska, (2016), social studies is a collection of disciplines that study all aspects related to humans and their environment, as well as social interactions. However, social studies learning is often faced with boredom from students. To overcome this, changes are needed so that social studies lessons become interesting and fun to learn. It is anticipated that with increasing interest, students will achieve optimal learning outcomes. One of the key elements in the learning process is the learning strategy itself (Wijiastuti, 2013).

The advent of technological developments, as described by Manumpil dkk., (2015) has a profound impact on students' social interactions. In the contemporary era, technological advancement occurs at a rapid pace, with an array of devices, including smartphones, tablets, computers, and TikTok media (Bakistuta &; Abduh, (2023). Although technology can provide easy access to information and learning, excessive use can have a negative impact on children's social interaction development (Yuswardi dkk., 2022). The findings of Ananda & Marno (2023), indicate that the impact of social media use on bullying behaviour can result in a reduction in self-confidence among students who are victims of bullying, as well as hindering the development of social skills and all aspects of students' personal lives. This can manifest as low self-esteem, anxiety and stress, depression, social isolation, impaired concentration, and decreased academic achievement. Furthermore, a study conducted by Sianturi (2021) revealed that excessive use of gadgets can impede the social development of elementary school students, potentially leading to the formation of antisocial personalities. The decline in academic achievement and the development of students' antisocial personalities caused by excessive use of technology by students are the focus of the problem in class IV of SD Negeri Kele'i. In order to maintain social interaction in the classroom and ensure students are more familiar with the culture around them, it is essential to balance the influence of changes in modern technology with traditional learning media. The Nojapi Japi game is an effective tool for increasing social interaction among children. Through teamwork, communication, developing empathy, conflict resolution, social engagement, increased self-confidence, and acceptance of differences, children learn important social skills in a fun and supportive environment. This is in line with the broader educational goal of developing socially and emotionally balanced individuals.

Basically, traditional games can be an effective means of developing social interaction skills in students (Whardhaya &; Nugrahanta, 2020). The traditional game method has its own advantages, including its ability to develop children's skills, competencies, social, motor, and emotional skills, as well as easy access and affordable costs Ni'mah dkk., (2023). Traditional culture has been abandoned by many generations today, so this becomes urgent in education (Huda dkk., 2023). Therefore, researchers want to examine the use of the traditional game Nojapi-Japi, while preserving Indonesian culture.

Based on consideration of the urgency of social interaction skills for child development, the problem formulation proposed by the researcher is whether the application of traditional Nojapi-Japi games in social studies subjects can improve the social interaction of fourth grade students of SDN Kele'I East Pamona District. From these problems, the purpose of this study is to improve students' social interactions which will be reflected in students' learning activities by applying traditional Nojapi-Japi games in social studies learning for grade IV students of SDN Kele'i Pamona Timur. The researcher hopes that the results of this study will be a consideration for other elementary school teachers to use learning media in the form of traditional games from their respective regions in Indonesia, so as not to overuse technology in the classroom.

## METHOD

### Type and Design

This type of research follows a cyclical research model that refers to the classroom action research design proposed by Kemmis and McTaggart in Arikunto, (2017), which includes four stages: (i) planning, (ii) action implementation, (iii) observation and (iv) reflection. The use of this model is justified by the fact that the flow used is quite simple and easy to implement. The flow of implementation of the intended action is as in Figure 1.
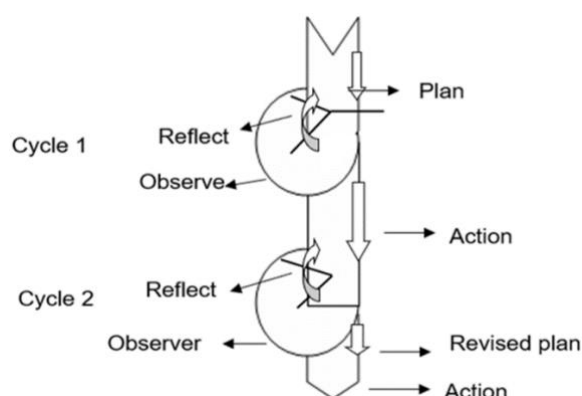


Figure 1. Kemmis and Mc Taggar Model of Classroom Action Research

### Data and Data Sources

The research was conducted at SD Negeri Kele'i, East Pamona sub-district, Poso district, Central Sulawesi province. Conducted in two meetings in semester II of the 2024/2025 school year. The subjects of this study were students of SD Negeri Kele'i class

IV, with a total of 20 students. The gender distribution was 11 girls and 9 boys. 4th grade elementary school children are around 9-10 years old, which is an important period in their social development. At this age, they begin to better understand social relationships, group rules, and social norms. They also begin to develop more complex communication skills and the ability to work together in groups. The types of data in this study are quantitative data obtained from the assessment of students' social interactions and qualitative data from teacher and student activity.

**Data Collection Technique**

This research was conducted to improve student and teacher learning activities and student social interaction by applying traditional Nojapi-japi games in social studies subjects in Class IB of SD Negeri Kele'i. The stages of the research procedure carried out are as follows:

1. Planning
   a. The researcher collaborates with the teacher to prepare the design of learning activities that will be implemented during the research.
   b. The researcher prepares the equipment that will be used in the research.
   c. The researcher prepares research instruments in the form of observation guidelines, in order to collect information on students' social interactions that can be monitored. The research instruments also include indicators of students' social interactions that appear and develop in learning processes and activities.

2. Action and Obervation

   The implementation of the action was carried out in two cycles, each of which was carried out for (2 X 45 minutes). In the action implementation stage, learning activities are carried out based on lesson plans that have been designed by researchers and teachers as collaborators specifically so that students' social skills can be developed and also improved (Oktavia &; Sutapa, 2019). During the learning activities, researchers made observations using observation sheets that had been prepared to monitor and collect data on students' social interactions.

3. Reflection

   At this stage, evaluation and reflection on the implementation of learning activities that have been carried out are carried out. Researchers collaborate with teachers to formulate conclusions through data analysis obtained during learning activities. The results of the reflection are used to improve the action in the next cycle if the cycle I action has not reached the success criteria.

In this study, data collection was carried out through test techniques in the form of oral and written questions with the aim of obtaining data on students' social interactions and non-tests through observations of teacher and student activities. Observations can be made by interview after giving.

**Data Analysis**

1.  Quantitative

In quantitative data processing, analysis of observation results and student Social Interaction scales is used. The analysis was carried out by scoring each item. The criteria for scoring observation items and social interaction scales and observations are respectively carried out by finding the ideal maximum score, then summing the raw scores obtained by students, then finding the percentage of the student social interaction scale with the formula (Arikunto dkk., 2021).

$$Percentage\ of\ Results = \frac{Raw\ Score}{Maximum\ Score}\ x\ 100\%$$

The results of the acquisition of each student's score are then calculated the average value (mean) at the end of the cycle with the formula for finding the average (mean) is as follows.

$$X\frac{\Sigma x}{\Sigma n}$$

Description:

X   = Average

$\sum x$ = Total all of student scores

$\sum n$ = Total number of students

Table 1. Success criteria

| Number | Criteria | Percentage (%) |
|:---:|:---:|:---:|
| 1 | Very good | 86 - 100 |
| 2 | Good | 76 - 85 |
| 3 | Fair | 60 - 75 |
| 4 | Less | 55 - 59 |
| 5 | Very poor | $\leq 54$ |

2.  Qualitative

Data analysis is carried out after collecting and analysing available data from various sources, namely from observations of field notes and giving tests. The stages of data analysis according to Arikunto dkk., (2021) are as follows:

1)  Reviewing the data collected through selecting and grouping data in cycle one, cycle two, and so on. Analysing activities are carried out from the beginning of data collection.

2)  Data reduction includes categorising and clarifying all the data that has been collected is selected according to the focus of the relevant data being analysed, while those that are not relevant are discarded.

3)  Presenting data by organising data simply into tables that are annotated, so as to provide clarity.

4)  Concluding the research results followed by triangulation activities or testing the research findings

Qualitative data processing was taken from the data on the results of teacher and student activities, analysed and expressed in percentage form (Adnan &; Latief, 2020), which was calculated using the formula:

$$Percentage\ Average\ Value = \frac{Total\ Score}{Maximum\ Score}\ x\ 100\%$$

**>** NR 90% very good
< NR 90% - 70 % good
< NR 70% - 50% fair
< NR 50% - 30% less
< NR 30% - 10% very poor

3.  Success Indicator

If the social interaction of fourth grade students of SDN Kele'i increases by using traditional Nojapi-japi games with an average percentage of students ≥76% (good) from cycle I to cycle II (Adnan &; Latief, 2020).

**RESULT AND DISCUSSION**

The results of this study are divided into two parts: pre-action results and action implementation results. Based on the results of the pre-action phase, which involved observation and discussion with the fourth grade teacher of SDN Kele'i, East Pamona Subdistrict, Poso Regency, Central Sulawesi Province, it was found that there were still many students who exhibited low social interaction when learning in the classroom. The low social interaction observed in students can be attributed to the fact that in their daily learning activities, teachers tend to adopt a rigid approach, focusing on lectures and other traditional methods that lack creativity and are perceived as boring by students. Such activities result in students becoming less active in their interactions during learning, with many feeling embarrassed to ask their teachers for help and struggling to focus on the material being taught (Faridah dkk., 2020). A learning strategy that is applied is necessary to facilitate active engagement, critical thinking, and collaborative learning (Taufiqurrahman dkk., 2024). In response to this challenge, researchers have proposed the use of the traditional game nojapi-japi as a potential solution.

The class teacher asserts that the application of the Nojapi-japi Traditional Game is highly efficacious in the context of social studies learning, as it aligns with the material taught, namely the uniqueness and habits of the people in the surrounding area. In this material, students are taught about the culture of their immediate surroundings and how to preserve it. Trajkovik dkk., (2018) posit that the learning

strategy of applying traditional games can enhance student cooperation activities in the classroom.

## Cycle I Observation Results

There are two things that become the focus of observation, namely observation of student activity and teacher activity during the learning process. The results of student activity observations can be seen in Table 2.

Table 2. Results observation of student activity cycle I

| Number | Activity | Assessment | | | | Score |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1 | Students' readiness to follow the lesson | | | ✓ | | 3 |
| 2 | Responding to teacher's apperception | | ✓ | | | 2 |
| 3 | Listen to the learning objectives | | | ✓ | | 3 |
| 4 | Pay attention to the teacher's explanation | | | ✓ | | 3 |
| 5 | Student readiness to receive assignments | | ✓ | | | 2 |
| 6 | Ask the teacher if difficult | | ✓ | | | 2 |
| 7 | Answer the teacher's questions | | | ✓ | | 3 |
| 8 | Write an explanation of the material given by the teacher | | | ✓ | | 3 |
| 9 | Readiness to participate in the traditional game nojapi-japi | | | | ✓ | 4 |
| 10 | Summarising the lesson material | | | ✓ | | 3 |
| Total acquisition score | | | | | | 27 |
| Maximal score 10 X 4 | | | | | | 40 |
| Average percentage = $\frac{27}{40}$ x 100% | | | | | | 67,5% |
| Acquisition criteria | | | | | | Less |

The results of observations of student activity in the table above show the total score of 27 out of 40 with an average percentage of 67.5% with the criteria still less. The results obtained have not yet reached the predetermined indicators. This shows that student learning activities still need to be improved so that researchers need to continue research at the cycle II stage. This shows that student learning activities still need to be improved so that researchers need to continue research at the cycle II stage. Teacher activity is used to see the suitability of learning implementation with the learning model. The results of teacher activity can be seen in Table 3.

Table 3. Results observation of teacher activity cycle I

| Number | Activity | Assessment | | | | Score |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1 | Prepare the module and convey the learning objectives | | | ✓ | | 3 |
| 2 | Opening the lesson and motivating students | | | ✓ | | 3 |
| 3 | Using good and correct Indonesian language | | | ✓ | | 3 |
| 4 | Questioning technique | | | ✓ | | 3 |
| 5 | Prepare the playing field | | | ✓ | | 3 |
| 6 | Explain how to play nojapi-japi game | | ✓ | | | 2 |
| 7 | Explain the rules of traditional game Nojapi-japi | | | ✓ | | 3 |
| 8 | Observe and direct students during the game | | ✓ | | | 2 |
| 9 | Evaluate and summarise the learning material | | | ✓ | | 3 |
| 10 | Closing the lesson | | | | ✓ | 4 |
| Total acquisition score | | | | | | 29 |
| Maximal score 10 X 4 | | | | | | 40 |
| Average percentage = $\frac{29}{40}$ $x$ 100% | | | | | | 72,5% |
| Acquisition criteria | | | | | | Fair |

The results of the observation of teacher activity in the table above show that the total score is 29 with an average percentage of 72.5% obtained sufficient criteria. These results show an average that is still lacking. In this case, as a teacher, facilitator, motivator and evaluator, as well as acting as an observer.

The non-achievement of student and teacher activity indicators is inseparable from the application of learning strategies and media. Antisocial behaviour of students who are accustomed to technology when outside school, is carried over to the classroom. Teachers as facilitators and motivators, should carry out activities to motivate students during learning by providing opportunities for students to explain what they understand, interact with group mates and between groups, and be active during class (Murtiningsih, 2018).

**Students' Social Interaction Cycle I**

After carrying out learning activities in the classroom, continued by applying the traditional nojapi-japi game outside the classroom. This observation activity is to determine the social interaction of students during the game. The results of the analysis can be seen in Table 4.

Table 4. Observation of student social interaction Cycle I

| Number | Category | Number of students | Percentage (%) |
|--------|----------|--------------------|----------------|
| 1 | Very good | - | - |
| 2 | Good | - | - |
| 3 | Fair | 14 | 70 |
| 4 | Less | 5 | 25 |
| 5 | Very poor | 1 | 5 |

The results in table 4 show that the percentage of students' social interaction is included in the sufficient category reaching 70% obtained from 14 people, 25% in the less category, and 5% in the very poor category with an average value of 62.25%.

Interaction is necessary to avoid misunderstanding and interpretation, especially during the learning process, interaction between teachers and students is very important because of the diverse conditions and abilities of students. If the teacher only focuses on his own activities, there will be a void in students. For this reason, teachers and students must always interact, not only teachers who are active but students must also be active. According to Bahtiar dkk., (2021) social interaction also affects student learning outcomes so social interaction is very important in learning.

**Cycle I Reflection**

Teacher and student activities in cycle I are considered unsuccessful because there are still weaknesses that need to be improved and there are strengths that need to be maintained.

1. Weakness

In cycle I, the teacher had weaknesses in several aspects. Firstly, the teacher was less skilful in starting the lesson and less clear in conveying the learning objectives. In addition, the teacher had not fully controlled the class and managed the learning time efficiently. Therefore, in cycle II, the teacher needs to open the lesson with enthusiasm and be able to motivate students. Learning objectives should be conveyed with clearer and simpler language. In addition, some students also do not understand how to play the traditional game nojapi-japi well, so that students' social interaction has not yet reached the expected performance indicators.

2.  Strengths

The strengths that were maintained in cycle I from the teacher's aspect were that the teacher was able to utilise the application of traditional Nojapi-japi games in learning and was able to attract students' interest when learning took place in the classroom and outside the classroom.

**Cycle II Observation Results**

Student activities during the learning process in the classroom were carried out during learning activities by filling out the observation sheet provided. The results of student observations can be seen in Table 5.

Table 5. Results observation of student activity cycle II

| Number | Activity | Assessment | | | | Score |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1 | Students' readiness to follow the lesson | | | ✓ | | 3 |
| 2 | Responding to teacher's apperception | | | ✓ | | 3 |
| 3 | Listen to the learning objectives | | | | ✓ | 4 |
| 4 | Pay attention to the teacher's explanation | | | ✓ | | 3 |
| 5 | Student readiness to receive assignments | | | ✓ | | 3 |
| 6 | Ask the teacher if difficult | | | ✓ | | 3 |
| 7 | Answer the teacher's questions | | | ✓ | | 3 |
| 8 | Write an explanation of the material given by the teacher | | | | ✓ | 4 |
| 9 | Readiness to participate in the traditional game nojapi-japi | | | | ✓ | 4 |
| 10 | Summarising the lesson material | | | ✓ | | 3 |
| Total acquisition score | | | | | | 33 |
| Maximal score 10 X 4 | | | | | | 40 |
| Average percentage = $\frac{33}{40} \ x \ 100\%$ | | | | | | 82,5% |
| Acquisition criteria | | | | | | Good |

The results of observations of student activity in the table above submit the number of scores for the first is 33 of the maximum score of 40 obtained an average percentage of 82.5% with good criteria. The results obtained have reached the predetermined indicators, so that in this cycle the research is said to be successful. Student activity is better than before. This is indicated by the average student activity in the good category, where students who have difficulty in solving problems can be minimised. Students are more motivated and easy to understand learning materials by using audio-visual media

and using teaching materials such as student books.

In learning, a teacher is not only required to understand and master techniques and procedures when learning takes place in the classroom, but what needs to be considered is that the teacher can be able to create a safe and pleasant classroom atmosphere (Miftachudin, 2022). In addition, high enthusiasm and enthusiasm must be present in a teacher in applying the traditional game nojapi-japi.

The implementation of traditional nojapi-japi games in social studies subjects enables students to resolve their own problems. Furthermore, students demonstrate greater engagement in answering or asking questions and expressing enthusiasm for learning. Additionally, students adhere to the established rules and adhere to the allotted time, thereby fostering communication, collaboration, and leadership skills. This approach allows students to be active participants in the learning process, fostering interaction between students. Research conducted by Ariawan dkk., (2019) indicates that traditional games encourage students to engage in physical activity and interact with their peers, building interpersonal skills and moral values.

Table 6. Results observation of teacher activity cycle II

| Number | Activity | Assessment | | | | Score |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1 | Prepare the module and convey the learning objectives | | | ✓ | | 3 |
| 2 | Opening the lesson and motivating students | | | ✓ | | 3 |
| 3 | Using good and correct Indonesian language | | | ✓ | | 3 |
| 4 | Questioning technique | | | | ✓ | 4 |
| 5 | Prepare the playing field | | | ✓ | | 3 |
| 6 | Explain how to play nojapi-japi game | | | ✓ | | 3 |
| 7 | Explain the rules of traditional game Nojapi-japi | | | ✓ | | 3 |
| 8 | Observe and direct students during the game | | | ✓ | | 3 |
| 9 | Evaluate and summarise the learning material | | | ✓ | | 3 |
| 10 | Closing the lesson | | | | ✓ | 4 |
| Total acquisition score | | | | | | 32 |
| Maximal score 10 X 4 | | | | | | 40 |
| Average percentage = $\frac{32}{40} x$ 100% | | | | | | 80% |
| Acquisition criteria | | | | | | Good |

Based on Table 6, it shows that the number of scores for the second meeting was 32 out of a maximum score of 40 obtained an average percentage of 80% with good average criteria. These criteria assume that the teacher provides maximum results in the learning process. In this case, the teacher in the learning actions of cycle II, carried out his duties well. The results of learning management observations obtained during the study can be observed that the introductory activities were carried out very well, the core activities were carried out very well, the closing activities and time management, teacher enthusiasm and student enthusiasm were also very good.

Teachers who have already developed effective classroom management skills will find it easier to apply learning strategies or media. Menurut Javed dkk., (2020), effective classroom management is the key to better teaching-learning outcomes, and teachers should modify their techniques to meet the needs of individual students. In this case, students are more easily given instructions to apply the traditional nojapi-japi game, which allows for an increase in teacher and student activities during learning.

**Students' Social Interaction Cycle II**

After carrying out learning activities in the classroom, the next activity is to apply the traditional nojapi-japi game which is carried out outside the classroom. This activity aims to observe the improvement of students' social interaction during the game. The results of the analysis can be seen in Table 7.

Table 7. Observation of student social interaction Cycle II

| Number | Category | Number of students | Percentage (%) |
|--------|----------|--------------------|----------------|
| 1 | Very good | 6 | 30 |
| 2 | Good | 9 | 45 |
| 3 | Fair | 5 | 25 |
| 4 | Less | - | - |
| 5 | Very poor | - | - |

Data shows that the percentage of students' social interactions included in the very good category reached 30% obtained from 9 out of a total of 20 students, the good category reached 45% obtained from 9 students, and the percentage of 25% obtained from 5 students was included in the sufficient category with an average value of 82.75%.

This improvement cannot be separated from the application of traditional nojapi-japi games that provoke physical activity and interaction between friends (Jayadi &; Arnidah, 2019). When the game takes place, students will work together to compete so that the activity becomes exciting. Even though they are competing in the game, students still build verbal and non-verbal interactions with their opponents.

Several studies that have applied traditional games in improving students' activities and social interactions have shown positive results. Study by Mahaardhika, (2021) shows

that group guidance by applying traditional Balinese game techniques can improve students' social interactions. In addition, research by Baroroh dkk., (2022) after the application of traditional games, social interaction occurred in the subject group. Subject 1 was found to have better social interactions than the whole subject.

## Cycle II Analysis and Reflection

The teacher has been able to explain the learning material well and has applied the traditional game nojapi-japi to the maximum, then the teacher has also prepared additional teaching materials such as image media and others related to learning. The teacher has provided opportunities for students to ask about things that they do not understand. Students have understood the material about the uniqueness and habits of the surrounding community and can describe the diversity of culture and local wisdom in their respective regions. Students have been active in asking questions and interacting in class and students have been active in the nojapi-japi game according to the rules of the game.

The class action research on teacher and student activities and analysis of student social interactions from cycle I to cycle II has demonstrated an increase and has met the criteria set out in the performance indicators. It can therefore be concluded that there has been an increase in students' social interactions in social studies learning through the application of the traditional game Nojapi-japi. Traditional games provide cultural results that are of great value to children, enabling them to fantasise, create, exercise, and practise for social life, skills, manners, social interaction, and agility (Adi dkk., 2020; Mulyani, 2016). Research by Nurhayati dkk., (2022) using the "scramble" model, assisted by domino card games, has demonstrated the potential to enhance students' comprehension and engagement during class. Similarly, Rodiyana &; Ansori (2020) indicates that role-playing games can facilitate the development of democratic leadership attitudes in the classroom. This is indicative of the growth of social interaction. Therefore, it can be concluded that the game strategy employed in the classroom can indeed enhance the occurrence of social interaction between students and teachers.

## CONCLUSION

The implementation of social studies learning in class IV SDN Kele'i by applying the traditional game nojapi-japi can provide an increase in student social interaction. The average result of the social interaction observation test in cycle I was 62.25% and the average result of the observation test in cycle II was 82.75% with a difference of 20%. Based on these results, the application of traditional nojapi-japi games in social studies subjects can improve student social interactions in class IV SDN Kele'i Pamona Timur, Poso Regency, Central Sulawesi Province.

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