



Traditional kite game as an effort to overcome stress for elementary school students during the covid-19 pandemic

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Abstract: The purpose of this research is to carry out a traditional game, especially a kite, as an effort to overcome stress in elementary school students during the COVID-19 pandemic. Quantitative research with the type of survey research is carried out in this study. The sample in this study amounted to 10 students. The sample was selected based on being domiciled in a block whose houses were not far apart so that it was easy to condition them. The distribution of questionnaires and performing organized interviews with parents and kids make up the data collection process. In this study, the Lovibond and Lovibond DASS (Depression Anxiety Stress Scale) questionnaire 42 was utilized. Both quantitative and qualitative descriptive methodologies were used to analyze the data. The findings demonstrated that the scores obtained were based on DASS 42 from the circumstances before the test to overcome stress with kite flying and after. Before the trial, the stress value was 31.7, then after that there was a decrease of around 16.7, which is in the range of 15. Thus, overcoming stress through the traditional kite game is considered quite successful for elementary school students during the COVID-19 pandemic. There are limitations in this study because it is not able to describe the situations of students with a larger scope, different cultures, physical conditions, and urban play environments. Recommendations for further researchers to conduct research for students in overcoming stress against high pressure in the learning process through the form of methods, strategies, and other games.

Keywords: traditional games, kites, overcome stress, elementary school students

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INTRODUCTION

The impact of COVID-19 on the naked eye is not only affecting adults; it also has an impact on the psyche of children. Changes in behavior, stress, anxiety, and sleep problems also affect them. Since it was decided that they had to study at home, then lost contact and interaction with friends, children have unconsciously experienced changes in behavior. The COVID-19 pandemic has resulted in the largest online learning campaign in human history (Cui et al., 2021). It was not known how teens utilized social media, how carefully they followed the news, or how much time they spent on academics during the early COVID-19 crisis, but these activities are likely to have played a role in coping with pandemic stress (Ellis et al., 2020). Psychologically, the COVID-19 pandemic that has occurred since April 2020 has had a large impact on almost everyone. Psychological stress causes changes in thought patterns and behavior. COVID-19, however, has damaged the order of life, including the order of education. When students are given assignments during online learning, they are more likely to respond (Padli, et al., 2022). This pandemic has forced schools to require students to study at home using online techniques and internet media.

During a pandemic, health worry could become more prevalent (Editorial, 2020; Hawke et al., 2020). One of the most prevalent and incapacitating medical diseases in children and adolescents is mental illness (Lawrence et al., 2019). The shutdown prevents children and young people with mental health concerns from accessing the resources they would typically have through school (Lee, 2020).



For instruction and communication, schools and instructors are relying more and more on digital resources (Klapproth et al., 2020). Prolonged school closings, a halt to extracurricular activities, a lack of support, a person's isolation from peers, elevated stress levels, and family violence (Racine et al., 2020). Children and adolescents who attend school and feel connected to their school are protected from a variety of negative physical and mental health effects (Bond et al., 2007; Schwartz et al., 2021). Many children are becoming increasingly reliant on media screen time because they lack access to social or direct outside activities. (Seguin et al., 2021).

Games offer a backdrop for children to learn about their own culture in addition to being the most common setting for learning about children's lives (Aypay, 2016). Even in the developmental stage of young adults, children's games are memorable due to their strength and level of engrossment (Chivandikwa et al., 2019). Small communities comprised of individuals who share similar feelings, convictions, and obligations can be formed as a result of the bonds that each play generates (Costes et al., 2021; McMillan & Chavis, 1986; Treitler et al., 2018). Games are a true educational instrument and the most efficient way to teach a child. Through them, knowledge and skills learned before and during school are transmitted (Gelisi & Yazici, 2015).

Children who are in school have different traits from those who are younger. He enjoys playing, being active, working in teams, and experiencing things personally. In order to help children move and learn how to work or study in groups, teachers should create a learning process that integrates games with teachings. Teachers should also give students opportunities to participate actively in the learning process. being able to experience, comprehend, and deliberately draw energy from the strength and sensitivity of emotions (Ardian, et al., 2019). When children play, they absorb everything that happens around them. Thus, if the opportunity for movement is limited, the functions of motor development in children will be disrupted .

An effective and appropriate learning model for the characteristics of elementary school children is a learning model that emphasizes playing, having fun, having fun, and friendship, be it games, sports techniques, traditional games, or a combination of several games and sports (Irmansyah et al., 2020). Sports have a great deal of ability to elicit strong emotions from participants (Lavega et al., 2017). Any game can promote reflection-on-action learning about player activities in the context of physical education; in other words, it can promote proactive reflection as valuable training for future physical education instructors (Lavega et al., 2018). Traditional games have almost no level of organisation. (example: hide and seek, tag, etc.) (Martínez-Santos et al., 2020). To play well in most conventional games, you need to have advanced fine and gross motor abilities (Tan et al., 2020; Yudanto et al., 2021).

When there is a change in the environment that necessitates an adjustment, stress is a person's physical, emotional, and mental response. People with psychological toughness are capable of effectively managing stress (Setiawan, et al., 2020). Although stress is a normal and necessary component of life, it can be harmful to one's health if it is persistent and severe. Physical, emotional, and behavioral disorders in elementary school students who are too long at home are not impossible. This is clearly against the nature of children, who should move a lot and explore everything with dynamic activities.

Serious psychological and mental diseases can strike children more quickly and linger longer than they do adults (Fairbank & Fairbank, 2009; Pynoos et al., 2009; Xu et al., 2021). Although there is a lot of information on coping mechanisms for kids and teenagers in a variety of stressful situations, nothing is known about how they handle the COVID-19 situation as of yet (Orgilés et al., 2021). To determine a person's psychological state, the Depression, Anxiety, and Stress Scale is used (Basha & Kaya, 2016). While the DASS anxiety scale focuses on physiological arousal, fear, and panic, the DASS depression scale evaluates mood, motivation, and self-esteem. The DASS stress scale measures how much tension and irritation are present (Shayan et al., 2021). The stress subscale measures persistent, generalised arousal, including difficulties relaxing, anxious arousal, restlessness, irritation, and overreaction. It also measures impatience (Sharma et al., 2020). In the study of negative affective states, the idea of stress creates new challenges (Lovibond & Lovibond, 1995). People who experience little stress are better able to deal with life's challenges, grow personally, and achieve achievement. (Saricam, 2018). Professionals in the field of mental health frequently advise people to be active, even while they are confined inside. Additionally to enhancing immune system performance (Ellis et al.,

2020; Nieman & Wentz, 2019), and exercise is a widely used method of stress reduction (Ellis et al., 2020).

The aim of this study was to use a traditional game, specifically kite, to help primary school pupils cope with stress during the COVID 19 pandemic. Several pertinent studies on traditional games have been carried out, including: 1) The findings demonstrate the value of traditional games for kids' physical and mental health (cognitive, emotional, and social aspects) (Maryuni & Nasrulloh, 2022; Siregar & Ilham, 2019) 2) Depending on the kinds of interactions permitted by the rule system, participants in traditional games may experience a variety of feelings (Lavega et al., 2014); 3) Children gain several advantages from playing traditional games while they are studying (Kovačević & Opić, 2014; Suherman et al., 2019); 4) Elementary school kids that participate in concrete traditional games tend to be more motivated, satisfied, and engaged, which leads to better learning results (Trajkovik et al., 2018). Traditional games' number of motions show the nature of traditional activities Budiman, et al., 2021).

METHOD

This is a quantitative study that is supported by a data collection method and a survey method. This study was conducted with all of the limitations of interaction because the conditions did not allow it to be conducted on a large sample. As a result, the participants in this study are elementary school students who live in a block with houses that are close together. The sample is from class V SD Babakanjawa 1. The sample size is ten students, with an average age of 11.8 years. The sample was chosen based on the following criteria: 1) only male students, 2) students living nearby, and 3) not being sick or suffering from a dangerous disease. Purposive sampling was used based on these criteria.

The DASS 42 Measurement Scale (Depression Anxiety Stress Scale) is a standardized instrument test tool and consists of 42 question items that describe stress and anxiety levels (Lovibond & Lovibond, 1995). However, for the purposes of this study, only 10 statements were used related to the stress subscale. Each question is given a score of 0 to 3 (0 = none or never; 1 = Never, according to experience to some degree, or sometimes; 2 = Often; 3 = Very well with experience, or almost every time). Then the scores in each category were summed and interpreted as normal, mild, moderate, severe, and very severe.

Table 1. Aspect related to stress

Tabel 1. Aspect Related to Stress

| No | Aspect | Score | | | |
|----|--|-------|---|---|---|
| | | 0 | 1 | 2 | 3 |
| 1 | Getting angry over small/trivial things | | | | |
| 2 | Tend to overreact to situations | | | | |
| 3 | Difficulty relaxing/relaxing | | | | |
| 4 | It's easy to get annoyed | | | | |
| 5 | Feeling a lot of energy spent because of anxiety | | | | |
| 6 | Impatient | | | | |
| 7 | Easily offended | | | | |
| 8 | Easy to get angry | | | | |
| 9 | Difficulty calming down after something disturbing | | | | |
| 10 | Difficult to tolerate distractions | | | | |

Table 2. DASS 42 Scorer

| | Depression | Anxiety | Stress |
|-------------|------------|---------|--------|
| Normal | 0-9 | 0-7 | 0 -14 |
| Mild | 10-13 | 8-9 | 15-18 |
| Moderate | 14-20 | 10-14 | 19-25 |
| Severe | 21-27 | 15-19 | 26-33 |
| Very Severe | 28+ | 20+ | 34+ |

Source: (Basha & Kaya, 2016)

With the guidance of the Physical Education teacher at the school, the sample was assigned to make an online kite game to complete, then play it outside the home with the help of parents. Report

learning activities are reported by students with the help of the teacher through a short video to the teacher concerned. In addition to surveying activity videos, the teacher analyzed the psychological condition of students through the distribution of questionnaires and structured interviews conducted with students and parents. As a companion to this questionnaire, to see the changes that occurred in students, similar questions were used but with the opposite question sentence. Thus, it will be known how big the changes that occur in students before and after doing the traditional kite game are.

Questionnaires are given to students if they have signed the consent form. Students are given sociodemographic data sheets and DASS (specifically stress statements) as part of the required fields. The researcher explained the reasons for the research and conducted a survey with the students who were the participants. Participation is anonymous, voluntary, there is no coercion, and no incentives are given to anyone. All participants did not refuse to participate in filling out the questionnaire.

The DASS 42 questionnaire (specifically for stress) was administered on data collection and survey of the traditional kite game activity. The data obtained will show the result achieved. Using IBM SPSS 21 software, a descriptive quantitative analysis of the study's data was conducted. Using IBM SPSS 21 software, a descriptive quantitative analysis of the study's data was conducted. The mean was examined during the analysis. For each of the DASS-42 subscales, the internal reliability was assessed using Cronbach's alpha. A suitable Cronbach's alpha value is one that is 0.70 or higher (Bland & Altman, 1997).

RESULT AND DISCUSSION

Result

Table 3 describes the stress level of students based on the results of the questionnaires filled out by the samples, and we analyze these results using the criteria established by Basya and Kaya in Table 2. According to table 3, up to three people have stress levels that are considered normal, and seven people have stress levels that are considered mild.

Table 3. The Results of The Stress Level Questionnaire on Students

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
|----|----|----|----|----|----|----|----|----|-----|
| 16 | 15 | 14 | 16 | 15 | 15 | 17 | 14 | 15 | 13 |

The stress level reached 16. In this case, the students became angry because of trivial things. Students tend to overreact to stress levels reaching 15, and have difficulty relaxing or lowering their stress levels. Then students are easily annoyed with stress levels 16, feel a lot of energy spent because of anxiety with stress levels 15, impatient with stress levels 15, and stress levels 17, making students easily offended. Furthermore, students are easily angry at 14, have difficulty calming down after something disturbing with a stress level of 15, and find it difficult to tolerate disturbances with a stress level of 13. The average score of the stress level achieved is 15.

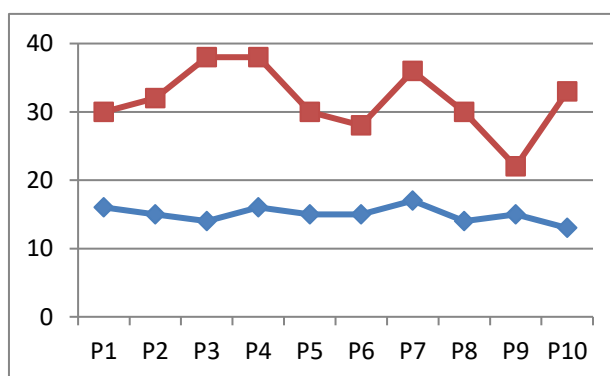


Figure 1. Graph Comparison of Stress Levels Before and After Stress Coping Tests Through Traditional Kite Games

There is a significant difference in the scores achieved based on DASS 42 from the conditions before the stress coping test with kite flying and after. If before the trial, the stress value was 31.7, after that there was a decrease of about 16.7, which is in the range of 15. Thus, overcoming stress through the traditional kite game is considered quite successful.

Discussion.

Impact of Online Learning on Stress Levels

A worrying social life and education in quarantine have caused pupils' psychological stress as a result of the coronavirus epidemic and the severe measures that have kept them inside their houses. Both teachers and students complain that there aren't enough group learning exercises, lab activities, and experimental projects because of the online classes. All of this has led to psychological stress and burnout in both teachers and pupils (Alam et al., 2021). Spending most of one's time at home and participating in less physical activity have a considerable detrimental effect on pupils' performance (Chandra, 2021). The increased academic pressure brought on by online classes has a negative impact on students' health, ability to make decisions, psychosomatic problems, sleeping issues, fear about the future, anxiety, despair, workload, and other factors.

Stress Coping Efforts

Coping is a process that is carried out all the time in the family environment, work environment, school and community. Coping is used by a person to overcome stress and the obstacles experienced. Individuals try to manage the perception gap between the demands of a stressful situation and their ability to meet these demands (Lazarus & Folkman, 1984; Sarafino & Smith, 2011). On the other hand, Lazarus & Folkman (1984) define coping as a process through which people attempt to control the gap between demands—both those that originate from within themselves and those that come from their environment and the resources they possess. used as a stress reliever. In relation to the pandemic-related mental health of the pupils at SD Babakanjawa 1 Majalengka, stress coping is required to return their mental health to the level they were in prior to the pandemic.

Traditional Kite Game: One of the Stress Coping Efforts

According to DASS 41, a student experiences mild stress if their stress level is between 15 and 18; moderate stress is between 19 and 25; and severe stress is between 26 and 33. If their stress level is between 0 and 14, including the Normal Stress Level category, they are considered to be under stress. As a result, the test results show a decrease from severe stress to light stress because the level is in the range of 15–18 (light stress level).

The survey results show that the traditional kite game can reduce students' stress levels by an average of 16.7. Referring to the DASS 41 limit above, the average stress level is 16.7 in the normal stress category. Thus, the traditional kite game, with all aspects of fun and excitement, and especially because there is an element of motion (motor) that can flex stiff muscles and flex nerves, will have a good impact on reducing student stress to normal limits.

From the aspect of the fulfillment of motion, in the traditional kite game there are many benefits that students get, including getting to know body movements, body awareness, space awareness, motion quality, and the relationship between movement abilities and body parts (Abels, Karen W., & Bridges, 2010), increasing students' academic achievement because it is influenced by an increase in cognitive abilities (Fedewa & Ahn, 2011; Payne & Isaacs, 2012). In terms of coping with stress, the traditional kite game, with the quality and quantity of motion in it, can improve fitness and psychological and mental health.

Previous studies on traditional games include Nur (2013)(Nur, 2013)(Nur, 2013)(Nur, 2013)(Nur, 2013)(Nur, 2013)(Nur, 2013)(Nur, 2013)(Nur, 2013); Irmansyah et al. (2020); Perdani (2013); Hanief & Sugito (2015); and Lavega et al. (2014). One of which, research conducted by Lavega et al. (2014), succeeded in revealing results about students' ability to control emotions. This is sufficient to argue that kite flying is one of the traditional games that can be used to help students cope with stress, particularly during the current COVID-19 pandemic.

CONCLUSION

The traditional kite game can reduce the stress level of elementary school students. This is reinforced by the rationalization that in the traditional kite game, there are elements of motion and fun,

excitement, and enthusiasm to do it as well as possible. The results show that the traditional kite game can be applied to elementary school students during the COVID-19 pandemic. At least this is an alternative to the many ways of dealing with stress that are applied to students. The limitations of this study are that it cannot describe the situations of students with a larger scope, different cultures, physical conditions, or urban play environments. Recommendations for further researchers to conduct research for students in overcoming stress against high pressure in the learning process through the form of methods, strategies, and other games.

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