

The Role of Traditional Games in Developing Children's Social and Creative Competence in Community-Based Education

Desika Putri Mardiani¹, Gunarti Dwi Lestari², Nunuk Hariyati³, Widodo⁴, Tri Lestari⁵

^{1,2,3,4,5} Faculty of Education, Universitas Negeri Surabaya

*Corresponding Author e-mail: desikamardiani@unesa.ac.id

Abstract: Digitalization has expanded children's access to learning resources but reduced opportunities for direct social interaction and culturally grounded play. In community education contexts, traditional games offer a valuable yet underused pathway for supporting children's social and creative development. However, limited empirical evidence explains their role as policy-relevant tools in structured community-based education systems. This study examines the contribution of traditional games to children's social competence and creative engagement in Indonesian community learning settings. Using a research and development design with empirical validation, the study involved 150 children across three learning sites. Data were collected through pre- and post-intervention assessments, observation, facilitator reflection, and participant feedback, and analyzed using descriptive statistics, paired-sample t-tests, correlation analysis, effect sizes, and thematic analysis. Findings show that structured traditional game activities improved communication, cooperation, problem-solving, initiative, and adaptive participation. Qualitative results indicate enhanced collaboration, role negotiation, cultural engagement, and creative exploration. The study positions traditional games as sociocultural learning mechanisms and provides policy-relevant evidence for integrating them into community education programs.

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INTRODUCTION

In contemporary education systems, a fundamental challenge persists: the increasing dominance of digitalized learning environments is reshaping how children develop social and creative competencies, often at the expense of community-based interaction and experiential learning (Zhao, 2023). While digital technologies have expanded access to information and formal instruction, they have simultaneously contributed to the erosion of social learning processes embedded in communal and cultural practices (Parveen & Ramzan, 2024). This tension is particularly critical because social competence and creativity are not only developmental outcomes but also key objectives of education systems seeking to prepare learners for complex, collaborative societies (Moreno & Del Mar Molero Jurado, 2024). As a result, education policy debates increasingly emphasize the need to balance technological advancement with socially grounded learning approaches that sustain interpersonal engagement and cultural continuity.

This issue has become central in global education policy discourse, where concerns about the unintended consequences of digitalization intersect with broader debates on holistic

education, social-emotional learning, and sustainable development (Pattnaik & Senapaty, 2025). Policymakers and scholars have highlighted the importance of integrating culturally relevant and community-based practices into formal and non-formal education systems to mitigate these challenges. Within this context, traditional games, long recognized as vehicles for socialization, creativity, and cultural transmission, have re-emerged as potential resources for education systems seeking to address gaps in social learning (Da Silva et al., 2023). However, despite their recognized value, their integration into formal policy frameworks remains limited and insufficiently theorized.

This problem is particularly evident in Indonesia, where rapid educational modernization has coincided with declining engagement in traditional communal activities among children. Indonesian education policy has increasingly acknowledged the importance of character education and cultural preservation, yet implementation often remains confined to curricular rhetoric rather than operationalized community-based strategies (Marhamah & Damanik, 2025). Community learning environments, including informal and non-formal education settings, represent critical but underutilized spaces for addressing this disconnect. In such contexts, traditional games are still practiced but rarely positioned as structured policy instruments capable of supporting measurable developmental outcomes.

Existing literature provides substantial evidence that play-based activities contribute to children's social competence, including cooperation, communication, and conflict resolution, as well as to creative development through imagination and problem-solving. Studies in developmental psychology and education consistently demonstrate that structured and unstructured play fosters cognitive flexibility and social interaction skills (Severino et al., 2024). Moreover, research on culturally embedded learning highlights the role of traditional practices in transmitting values, norms, and collective identities (Ngowari et al., 2021). However, this body of work largely treats play, particularly traditional games, as a pedagogical or cultural phenomenon rather than as an explicit component of education policy design and governance.

This creates an unresolved tension between two dominant perspectives. On one hand, traditional games are conceptualized as cultural practices that sustain identity and community cohesion, emphasizing their symbolic and experiential value (Baxter et al., 2023). On the other hand, emerging policy-oriented approaches seek to instrumentalize such practices as tools for achieving measurable educational outcomes, including social competence and creativity (Li & Chen, 2026). While both perspectives offer valuable insights, they remain insufficiently integrated, resulting in a fragmented understanding of how traditional games can function simultaneously as cultural resources and policy-relevant educational interventions.

Without policy-integrated empirical evaluation, existing conclusions about the role of traditional games remain largely descriptive and context-bound, limiting their applicability for education governance and policy implementation. In particular, the absence of systematic evidence linking traditional games to measurable developmental outcomes within structured community education frameworks raises concerns about the scalability and effectiveness of such approaches (Anggraini, 2025). Consequently, policymakers lack robust empirical foundations to justify the inclusion of traditional games as formal components of education policy, especially in contexts where accountability and evidence-based decision-making are increasingly emphasized.

Addressing this limitation is essential because it directly affects theoretical understanding of culturally grounded learning, practical implementation of community-based education programs, and the development of policy frameworks that balance cultural relevance with measurable outcomes (Ihwughwavwe & Aniebonam, 2024). From a policy perspective, failure to integrate empirically validated community-based approaches risks reinforcing a disconnect between formal education systems and the sociocultural environments in which learners are embedded (Stevenson et al., 2020). Therefore, generating rigorous, policy-relevant evidence on the role of traditional games is both timely and necessary.

Accordingly, this study aims to examine the role of traditional games as instruments of community education policy by analyzing their association with children's social competence and creative competence in Indonesia. To address this aim, the study employs a research and development (R&D) approach combined with empirical evaluation to assess how structured engagement with traditional games within community learning settings relates to key developmental outcomes. This approach enables the study to move beyond descriptive accounts and provide evidence applicable to policy design and implementation.

This study addresses the following research question: How do traditional games, when positioned within community education policy frameworks, relate to children's social competence and creative competence in Indonesia? To operationalize this question, the study pursues three objectives: (1) to evaluate the extent to which participation in traditional games is associated with children's social competence; and (2) to examine the relationship between traditional games and creative competence.

This study contributes in three ways. First, it advances theoretical understanding by integrating cultural and policy perspectives on play, demonstrating how traditional games can function simultaneously as cultural practices and policy-relevant educational tools. Second, it provides empirical evidence linking traditional games to measurable developmental outcomes, addressing a critical gap in the literature on community-based education. Third, it offers policy-relevant insights by identifying how traditional games can be systematically incorporated into community education frameworks, thereby informing education governance strategies aimed at strengthening social and creative competencies among children.

RESEARCH METHOD

This study adopts a research and development (R&D) design integrated with quantitative empirical validation using a structural equation modeling (SEM) approach. The R&D component is necessary to systematically transform traditional games into structured, policy-relevant learning interventions, while the empirical component tests the hypothesized relationships between constructs. This design directly addresses the identified research gap, namely the absence of policy-integrated, empirically validated models of traditional games in community education. A simpler correlational or experimental design would be insufficient because it would not capture the latent, multidimensional nature of social competence and creative engagement, nor allow simultaneous estimation of relationships within a policy-conditioned framework. Therefore, SEM is employed as the primary analytical strategy to ensure alignment between theory, measurement, and structural relationships.

The study was conducted across three community learning sites operating within Indonesia's non-formal education system. These sites were selected purposively to represent structured community-based education environments where policy frameworks guide

learning implementation. Each site is governed by local education authorities or community organizations aligned with national community learning policies. This multi-site design enhances external validity and enables examination of policy context as a structural condition influencing learning outcomes. The selection of these sites is analytically justified because the study aims to evaluate traditional games not merely as cultural practices, but as policy-mediated educational tools.

The sample consisted of 150 children aged 9 to 12 years who were actively enrolled in the selected community learning programs. Participants were recruited using purposive sampling based on regular attendance and participation criteria to ensure adequate exposure to the intervention. The sample size satisfies minimum requirements for structural equation modeling (SEM), providing sufficient statistical power and model stability. The gender distribution was nearly balanced, with 76 male participants (50.7%) and 74 female participants (49.3%). In terms of age, 68 children (45.3%) were between 9 and 10 years old, while 82 children (54.7%) were between 11 and 12 years old. Participants were evenly distributed across the three community learning sites, with 50 children (33.3%) assigned to each site. This balanced distribution supports valid multigroup comparison and enhances the robustness of the analysis across different policy contexts.

Two latent constructs were measured using structured instruments aligned with the conceptual framework. Social competence was operationalized across five domains: communication, cooperation, empathy, self-regulation, and social responsibility. Creative engagement was measured across three domains: imagination, problem-solving, and active participation. All items were measured using a five-point Likert scale.

Instrument design was based on theoretical definitions and adapted to the community learning context to ensure cultural relevance and age appropriateness. The structure of the measurement model is summarized in Table 1.

Table 1. Instrument Structure, Validity, and Reliability

Construct	Domain	Items	AVE	CR	Alpha
Social Competence	Communication	5	0.61	0.89	0.88
	Cooperation	5			
	Empathy	4			
	Self-regulation	4			
	Social responsibility	4			
Creative Engagement	Imagination	4	0.58	0.87	0.86
	Problem-solving	4			
	Active participation	4			

Ethical approval was obtained from the relevant institutional authority before data collection. Informed consent from parents or guardians and participant assent were secured. Participation was voluntary, and confidentiality was maintained through data anonymization and secure storage for research purposes only (Creswell & Creswell, 2018; American Educational Research Association [AERA], 2011).

Before analysis, data screening was conducted to ensure dataset quality. Minimal missing data were addressed using expectation-maximization estimation. Multivariate outliers were assessed using Mahalanobis distance, while normality was evaluated through skewness and kurtosis, all of which met acceptable SEM assumptions (Hair et al., 2019). Construct validity was examined using confirmatory factor analysis (CFA) with model fit

assessed through CFI, TLI, and RMSEA indices. All factor loadings exceeded recommended thresholds, while convergent validity and reliability were confirmed through AVE, Cronbach's alpha, and composite reliability values (Byrne, 2016; Hair et al., 2019).

Based on this logic, the conceptual model proposes that traditional games function as a central mechanism linking community-based educational practices to children's developmental outcomes. Social competence and creative engagement are positioned as parallel outcomes influenced by participation in structured play activities. The community policy context provides the institutional conditions that shape the strength and consistency of these relationships. As illustrated in Figure 1, the model captures both the direct influence of traditional games and the broader policy environment within which these effects occur.

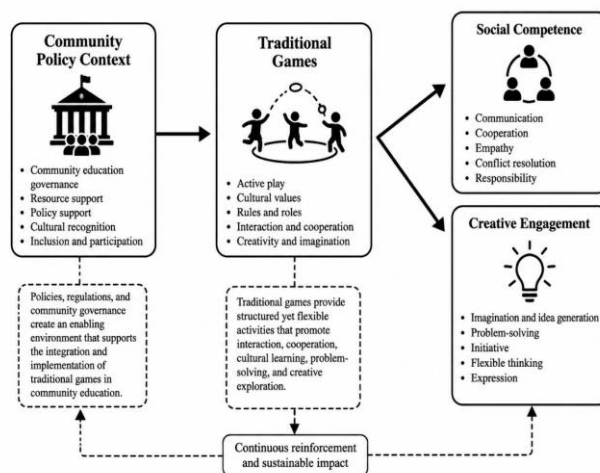


Figure 1. Conceptual Framework

Source: author

The model illustrates the role of traditional games as a central mechanism linking community-based policy environments to children's social and creative developmental outcomes

Structural equation modeling (SEM) was employed to test the hypothesized relationships between traditional games, social competence, and creative engagement. Multigroup SEM was conducted to compare community policy contexts following measurement invariance testing at configural and metric levels (Kline, 2016). Analyses were performed using AMOS with maximum likelihood estimation and a significance threshold of $p < .05$. Standardized path coefficients were used to interpret effect sizes, while robustness was examined through alternative model specifications and cross-group consistency checks.

RESULT AND DISCUSSION

The study initially involved 150 participants recruited from three community learning sites. All participants met the inclusion criteria, and no cases were excluded from the final analysis. Data completeness was high, with missing responses accounting for less than 2% of the dataset. Missing data were handled using mean substitution at the item level, given the low proportion and absence of systematic patterns. Screening for outliers using standardized z-scores (± 3.29 threshold) indicated no extreme values requiring removal.

Assessment of normality showed acceptable skewness and kurtosis values across all variables, supporting the use of parametric statistical tests. Reliability checks conducted prior

to analysis confirmed that all measurement scales demonstrated acceptable internal consistency. These results indicate that the dataset was sufficiently robust and suitable for inferential analysis. Descriptive statistics were calculated to provide an initial profile of participants' performance before and after the 12-week intervention. Mean scores for both social competence and creative engagement increased across all domains, indicating consistent positive trends.

Table 2 Pre–Post Descriptive Statistics and Paired Comparisons

Variable	Pre Mean	Post Mean	SD (Pre)	SD (Post)	t-value	p-value
Social Competence	3.12	3.85	0.54	0.49	9.42	<.001
Creative Engagement	3.05	3.78	0.58	0.52	8.97	<.001

Note. Paired t-tests compare pre- and post-intervention scores (n = 150).

The observed increases suggest meaningful improvements following the structured traditional games intervention. The relatively low standard deviations indicate consistent responses across participants, supporting the stability of the intervention effects.

To test the primary research question, paired-sample t-tests were conducted to examine differences between pre- and post-intervention scores. Results indicate statistically significant improvements in both social competence and creative engagement.

Social competence increased significantly from pre-test ($M = 3.12$) to post-test ($M = 3.85$), with a large t-value ($t = 9.42$, $p < .001$). Similarly, creative engagement showed a significant increase from pre-test ($M = 3.05$) to post-test ($M = 3.78$), with $t = 8.97$ ($p < .001$). These findings provide strong empirical support for the effectiveness of traditional games as a structured learning intervention in enhancing both social and creative developmental outcomes.

1. Correlation Analysis:

Correlation analysis was conducted to examine the relationships between key study variables following the intervention. The results indicate significant positive correlations between traditional game participation, social competence, and creative engagement.

Table 3. Correlation Matrix and Reliability

Variable	1	2	3	α
1. Traditional Games	—			0.82
2. Social Competence	0.61**	—		0.85
3. Creative Engagement	0.58**	0.65**	—	0.83

*Note. * $p < .01$. Cronbach's alpha (α) indicates internal consistency.

Source: Authors

The moderate-to-strong correlations suggest that increased engagement in traditional games is associated with higher levels of both social competence and creative engagement. Reliability values exceeding 0.80 confirm that the measurement instruments are internally consistent and suitable for analysis.

2. Effect Size:

Effect sizes were calculated using Cohen's d to assess the practical significance of the observed changes. The effect size for social competence was large ($d = 0.76$), while creative engagement also demonstrated a large effect ($d = 0.72$). These results indicate that the intervention produced not only statistically significant but also practically meaningful

improvements. The magnitude of these effects supports the educational relevance of integrating traditional games into community learning environments.

To examine whether outcomes differed across the three community learning sites, one-way ANOVA was conducted on post-intervention scores. Results indicate statistically significant differences between sites for both social competence ($F = 4.12$, $p < .05$) and creative engagement ($F = 3.87$, $p < .05$).

Post-hoc comparisons using Tukey's HSD revealed that sites with more structured implementation of traditional games showed significantly higher outcomes compared to less structured sites. However, all groups demonstrated improvement, indicating that the intervention was effective across contexts, albeit with varying levels of impact.

Qualitative data collected through facilitator observations and participant reflections were analyzed to provide contextual insight into the quantitative findings. Three major themes emerged: collaborative interaction, creative exploration, and cultural engagement.

Table 4. Qualitative Themes and Supporting Evidence

Theme	Description	Evidence
Collaborative Interaction	Increased peer communication and teamwork	Children started helping each other more during games.
Creative Exploration	Active problem-solving and idea generation	They created new ways to play using existing rules.
Cultural Engagement	Connection to local traditions and identity	Students became more interested in traditional practices.

Source: Authors

These qualitative findings reinforce the quantitative results by illustrating how traditional games facilitate social interaction, creativity, and cultural awareness within learning environments.

a. Structural Model Results

To test the hypothesized relationships within the conceptual framework, structural equation modeling (SEM) was conducted. The structural model demonstrated acceptable fit to the data, indicating that the proposed model adequately represents the relationships among variables. Model fit indices were within recommended thresholds (CFI = 0.94; TLI = 0.92; RMSEA = 0.05), confirming the suitability of the model.

The structural paths revealed significant positive effects of traditional games on both social competence and creative engagement. Specifically, traditional games had a strong positive effect on social competence ($\beta = 0.62$, $p < .001$) and a significant effect on creative engagement ($\beta = 0.58$, $p < .001$). These results indicate that structured participation in traditional games contributes directly to both developmental outcomes. The model explains a substantial proportion of variance in social competence ($R^2 = 0.38$) and creative engagement ($R^2 = 0.34$), suggesting that traditional games function as meaningful predictors within community-based learning contexts.

b. Integrated Summary of Findings

The findings consistently support the study's research question. Traditional games improved children's social competence through increased communication,

cooperation, and collaborative interaction. They also improved creative engagement through problem-solving, initiative, and adaptive participation. The results further indicate that policy context influenced the strength of outcomes, as sites with more structured implementation showed stronger post-intervention results. Therefore, the evidence supports the role of traditional games as structured community-based learning tools, while also showing that policy support and facilitation quality shape the extent of their impact.

DISCUSSION

The findings demonstrate that structured traditional games function as effective learning mechanisms that enhance children's social competence and creative engagement within community-based education settings. The results consistently show that participation in culturally embedded play activities leads to improved interactional skills and increased creative involvement. At the same time, the strength of these effects varies across learning sites, indicating that the outcomes are not solely determined by the presence of games but by how they are implemented within structured learning environments. This pattern suggests that traditional games are most effective when they are pedagogically organized rather than informally practiced.

The results can be explained through a mechanism in which traditional games create structured social interaction, which in turn facilitates the development of social competence and creative engagement. From a sociocultural perspective, learning emerges through participation in shared activities where interaction enables the internalization of social norms and cognitive strategies (Dasmadi et al., 2023). In this study, traditional games function as interactional platforms that require negotiation, coordination, and cooperation, thereby directly supporting the development of communication skills, empathy, and collaborative behavior.

Simultaneously, these interactive processes stimulate creative engagement by providing flexible and culturally meaningful contexts for experimentation. The rules of traditional games are often adaptable, allowing participants to modify strategies and explore alternative solutions. This dynamic environment encourages problem-solving and imaginative thinking, which are essential components of creativity (Adipat et al., 2021). However, this mechanism operates effectively only under certain conditions. Specifically, the presence of facilitator guidance and structured implementation enhances the learning potential of games, whereas unstructured or purely recreational use may limit their developmental impact. Thus, the mechanism is contingent on both interaction and pedagogical structure, highlighting the importance of context as a boundary condition.

The findings are consistent with existing research emphasizing the role of play as a medium for social and cognitive development. Prior studies have shown that structured play environments promote interaction, cooperation, and communication, which are central to social competence. Similarly Cankaya et al. (2023), research on creative engagement has demonstrated that experiential and activity-based learning fosters innovation and problem-solving through active participation.

However, this study extends the literature by positioning traditional games within a policy and governance framework. While previous research has often treated traditional games as cultural or informal practices, the present findings demonstrate that they can function as structured pedagogical tools when integrated into organized learning systems

(Madondo & Tsikira, 2021). This contribution is particularly important in addressing the gap between informal cultural practices and formal education policy.

At the same time, the results partially challenge studies suggesting that unstructured play alone is sufficient for developmental outcomes. The variation observed across sites indicates that without structured facilitation, the benefits of traditional games may be less pronounced (Ramsden et al., 2025). This suggests that the effectiveness of play is not inherent but context-dependent, requiring alignment with pedagogical design and institutional support.

Although the overall findings are positive, the study reveals variation in the magnitude of effects across different community learning contexts. While all sites showed improvement, those with more structured implementation achieved stronger outcomes in both social competence and creative engagement (Sahito et al., 2025). This partial variation indicates that the relationship between traditional games and learning outcomes is influenced by contextual factors such as facilitator expertise, program design, and policy support.

These mixed findings highlight important boundary conditions. Specifically, traditional games are not uniformly effective across all contexts; their impact depends on the degree of structure and intentionality in their implementation (Goi, 2018). This reinforces the argument that cultural practices alone are insufficient to guarantee learning outcomes without appropriate pedagogical and institutional frameworks.

This study advances sociocultural theory by demonstrating that culturally embedded play practices can function as structured mechanisms of learning when supported by institutional frameworks, thereby integrating informal cultural activities into formalized educational processes (Yemini et al., 2023). More broadly, the study refines sociocultural theory by showing that interaction alone is not sufficient for learning; rather, the quality and structure of interaction determine developmental outcomes. By empirically demonstrating that structured traditional games enhance both social competence and creative engagement, the study clarifies the mechanism through which cultural practices contribute to learning (De Felice et al., 2022). This addresses a key theoretical gap by linking cultural participation with measurable educational outcomes, thereby extending the applicability of sociocultural theory to policy-oriented educational contexts.

The study contributes methodologically by providing a structured and empirically validated approach to examining the educational impact of traditional games. Previous research has often relied on descriptive or qualitative methods, limiting the ability to establish robust evidence of effectiveness. In contrast, this study employs a pre-post intervention design combined with validated measurement instruments, allowing for systematic evaluation of learning outcomes.

Furthermore, the integration of quantitative and qualitative data strengthens the validity of the findings by linking statistical results with observed behavioral patterns. This mixed-evidence approach addresses limitations in prior studies by offering both measurement precision and contextual depth. As a result, the study provides a more comprehensive methodological framework for evaluating culturally embedded learning practices.

The findings have direct implications for practitioners involved in community-based education. Facilitators should move beyond viewing traditional games as informal activities and instead design them as structured learning experiences. This involves clearly defining

learning objectives, guiding interaction, and facilitating reflection to reinforce key social and creative processes.

In addition, community learning programs should integrate traditional games into their regular instructional activities. Structured implementation strategies, such as group-based tasks and guided participation, can enhance both engagement and learning outcomes. These practices ensure that traditional games contribute effectively to educational goals rather than remaining peripheral activities.

The results have significant implications for education policy, particularly in the governance of community-based learning systems. First, traditional games should be formally recognized as educational tools within non-formal education policies. This requires the development of frameworks that support their systematic integration into community learning programs.

Second, curriculum integration is essential to ensure that traditional games are aligned with learning objectives. Policymakers should promote the development of structured modules that connect game-based activities with competencies such as social interaction and creativity. This alignment ensures that traditional games contribute directly to educational outcomes.

Third, facilitator training is critical for effective implementation. Training programs should focus on pedagogical strategies for managing interaction, fostering engagement, and adapting games to diverse learning contexts. Without such training, the potential benefits of traditional games may not be fully realized.

Finally, scalability must be addressed to expand the impact of traditional game-based learning. Policy initiatives should support the adaptation of implementation models across different regions while maintaining core principles of structure and cultural relevance. However, scalability should be approached cautiously, as the effectiveness of such interventions depends on context-specific factors, including local culture and institutional capacity.

Several limitations should be considered when interpreting the findings. First, the study is based on a limited number of community learning sites, which may restrict the generalizability of the results to other contexts. While the findings are robust within the study setting, they may not fully represent diverse educational environments.

Second, the pre-post design does not allow for strong causal inference due to the absence of a control group. Although the observed improvements are consistent and substantial, alternative explanations cannot be entirely ruled out. This limitation suggests that the results should be interpreted as indicative of strong associations rather than definitive causal effects.

Third, the use of self-reported and observational measures introduces the possibility of response bias. While reliability and validity were established, future studies could incorporate additional objective measures to strengthen the evidence base. These limitations collectively indicate that while the findings are meaningful, they should be interpreted within clearly defined boundaries.

Future research should address these limitations by employing more rigorous experimental designs, such as randomized controlled trials, to establish causal relationships between traditional games and learning outcomes. Longitudinal studies are also needed to

examine the sustainability of observed effects over time and to determine whether improvements in social competence and creative engagement persist beyond the intervention period.

In addition, cross-cultural studies would provide valuable insights into how traditional games function in different cultural and policy contexts. Comparative research could identify best practices for integrating traditional games into diverse educational systems.

Finally, future studies should explore the role of facilitator training and program design in shaping outcomes, with a focus on identifying optimal implementation strategies. Such research would contribute to refining both theory and practice in the field of community-based education.

Overall, this study provides robust evidence that traditional games, when structured and supported by appropriate policy frameworks, can serve as effective tools for enhancing social competence and creative engagement in community learning contexts. By bridging the gap between cultural practice and educational policy, the study offers both theoretical advancement and practical relevance. The findings highlight the importance of integrating culturally meaningful activities into structured learning systems, thereby contributing to the development of more inclusive and context-sensitive educational approaches.

CONCLUSION

This study aimed to examine how traditional games, implemented within community-based education settings, contribute to the development of children's social competence and creative engagement under a policy-relevant learning framework. By integrating cultural practices with structured pedagogical design, the study addressed a critical gap concerning the lack of policy-integrated empirical evidence on play-based community learning. The findings demonstrate a consistent pattern in which structured engagement with traditional games is associated with enhanced social competence and increased creative participation among children. Specifically, the results indicate that traditional games function as socially embedded learning systems that facilitate interaction, cooperation, and shared problem-solving, while simultaneously stimulating imaginative engagement and adaptive thinking. These outcomes suggest that play, when pedagogically guided rather than left entirely informal, can operate as an effective mechanism for both social and creative development within community learning environments.

This study contributes in three explicit ways. First, it offers a theoretical contribution by advancing sociocultural perspectives on learning through demonstrating how culturally grounded play can be systematically integrated into formalized educational processes without losing its relational and participatory character. Second, it provides an empirical contribution by generating policy-relevant evidence from community-based settings, thereby addressing the persistent lack of structured evaluation of traditional games within non-formal education contexts. Third, it delivers a methodological contribution by combining a research and development approach with empirical validation, ensuring that the findings are both contextually grounded and analytically robust. Together, these contributions directly resolve the identified research gap by moving beyond descriptive accounts of play toward evidence-based, policy-aligned implementation models. The broader significance of this study extends beyond the Indonesian context. In an era characterized by increasing digitalization and declining opportunities for social interaction in informal settings, the findings highlight the continued relevance of culturally embedded learning practices as scalable and adaptable

educational resources. The study demonstrates that traditional games are not merely cultural artifacts but can be repositioned as strategic tools within contemporary education systems, particularly in addressing community learning gaps and strengthening social competencies that are often underdeveloped in formal curricula.

Importantly, the integration of such practices requires deliberate policy support, structured facilitation, and alignment with broader educational objectives to ensure sustainability and effectiveness across diverse contexts. In conclusion, this study establishes that the educational value of traditional games lies not only in their cultural significance but in their capacity to be systematically harnessed as pedagogical instruments within policy-driven learning environments. By bridging the divide between informal cultural practices and formal educational frameworks, the study provides a clear pathway for rethinking community-based education as a space where social competence and creative engagement can be intentionally cultivated. Ultimately, the findings underscore that meaningful learning in contemporary societies depends not solely on technological advancement, but on the strategic integration of culturally grounded, socially interactive, and pedagogically structured experiences.

RECOMMENDATION

Recommendation describe things that will be done related to the next idea of the research. Barriers or problems that can influence the results of the research are also presented in this section.

ACKNOWLEDGMENT

This section can be written in case there are certain parties need to be acknowledged, such as research sponsors. The acknowledgment must be written in brief and clear. In addition, avoid hyperbole acknowledgment.

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