The Effect of Traditional Games in Overcoming School Bullying among Madrasah Ibtidaiyah Students

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Abstract
Background & objectives: Bullying in schools remains a significant concern, manifesting in various forms, including physical aggression, verbal abuse, and social exclusion. This study investigates the effectiveness of traditional games in reducing bullying behavior among students at MIN 1 Makassar.
Method: Using a quasi-experimental One-Group Pretest-Posttest Design, 60 students were selected through purposive sampling. Data were collected using a questionnaire and analyzed using paired sample *t*-tests to determine statistical significance.
Results: The findings of this study are: 1) bullying practices before the traditional game intervention were in three categories, namely very often

64%, frequent category 17%, never reaching 20%; 2) bullying practices after the traditional game intervention were in three categories, namely very often 24%, frequent category 9%, never reaching 67%; 3) the results of the statistical test obtained t = 15.03, p = 0.032, thus proving that traditional games have a significant influence on bullying behavior.

Contribution of theory: Theoretically, the results of this study have developed a theory of Islamic education for the instillation of the values of *tasamuh*, *ta'awun*, and *ihtiram* that support character education. The integration of traditional games in school activities not only enhances social skills but also reinforces moral and ethical behavior. This study highlights the importance of incorporating culturally relevant educational tools to address bullying and promote a harmonious school environment.

Limitations & Recommendations: Future research should explore long-term impacts and scalability in different educational settings to validate these findings further.

Keywords: traditional games; school bullying; Islamic education; student behavior; character development

INTRODUCTION

Bullying is a prevalent issue in educational settings, particularly among students (James, 2010; Marsh, 2018; Torres, D'Alessio, & Stolzenberg, 2020). Torres et al., (2020) define bullying as behavior carried out by a person or group to disturb individuals who are weaker, often involving repeated aggressive acts intended to cause harm." Similarly, Ishrat, (2024) describes bullying as aggressive behavior exhibited by an individual or group against another individual or group perceived as weaker, with the intention of causing physical or psychological harm. This aggressive behavior is widespread among students and has severe consequences for victims, affecting them both physically and emotionally.

Unlike other forms of aggression, bullying has distinct characteristics that set it apart. It is systematic and repetitive, and the perpetrator typically holds a power advantage over the victim, whether in terms of social status, physical strength, or authority (Branch, 2006; Marsh, 2018). Furthermore, Yuyarti, (2018) categorizes bullying in schools as a form of child abuse, where peers victimize weaker individuals to gain satisfaction or dominance.

Bullying in schools manifests in various forms, including physical aggression, verbal harassment, social exclusion, and psychological intimidation (Ishrat, 2024). According to Yusuf & Fahrudin (2012), common bullying behaviors include senior students punishing juniors, physical violence such as hitting and kicking, giving demeaning nicknames, mocking, insulting, and even harassment. Such bullying behaviors frequently occur in schools across Indonesia.

Data from the Indonesian Child Protection Commission (KPAI) in 2021 reported 2,982 cases of violence against children, with 1,138 cases involving children as victims of physical or psychological abuse (Angriani, Abdulajid, & Suwarti, 2023; Faisal, Muhdar, Weku, & Budiono, 2025). These statistics indicate that bullying remains a serious issue in educational institutions. The impact of bullying can be severe, leading to decreased self-confidence, emotional distress, and in extreme cases, self-harm or even suicide (Angriani et al., 2023; Torres et al., 2020). Among suicide cases due to emotional distress triggered by peer bullying were reported in Tasikmalaya (Tanamal, 2022) and South Sulawesi (Syahruddin, 2019).

Bullying violates Islamic values of compassion, respect, and justice. Humiliating or mocking other individuals are clearly prohibited in the Quran, as shown in Al-Hujurat (49:11). In This verse, believers are commanded to avoid ridiculing, insulting, or calling each other by offensive nicknames because such behaviors can result in disobedience and damaged faith (Badan Litbang dan Diklat Kementerian Agama, 2019). In other words, this verse higlights the need of developing respectful interactions amidst the increasing trend of bullying phenomena.

Bullying in school environment is not new concern. This issue has been voiced since 1970s (Branch, 2006; Torres et al., 2020). In Indonesian context, although people are more aware of bullying, this issue has not been addressed effectively (Bowes et al., 2019; Noboru et al., 2021). In order to minimize bullying, it is necessary to create a safer and more respectful school environment. Such environment can only be created when all stakeholders are actively involved in the effort.

MIN 1 Makassar with its 315 students and 14 teachers is not an exception when it comes to bullying. Our preliminary observation and interviews yielded a list of common bullying forms often occurred in this school: name-calling, pushing or tripping peers, and social exclusion during group activities. To address this issue, MIN 1 Makassar introduced Bugis-Makassar traditional games, such as *Magguleceng, Maggasing, Majjeka, Bise-Bise'ang, Ma'Dam,* and *Ma'dende.* These games were designed to promote positive peer interactions, teamwork, and mutual respect and were played during break time. However, they were not held regularly. Moreover, there

are no clear indicators to measure their effectiveness in lowering bullying incidents in the school environment. Although our preliminary observation found that these games have potentials to lower bullying incidents, a more systematic study is needed to ensure their effectiveness in creating a safer and more inclusive school environment.

Our preliminary observation finds that traditional games mentioned above have the potential to reduce bullying behavior at MIN 1 Makassar. Traditional games, as a cultural heritage passed down from generation to generation (Anggita, Mukarromah, & Ali, 2018; Kusmiati & Sumarno, 2018; Kusumawati, 2017), are usually played voluntarily. They are also deemed enjoyable and contribute to children's physical and cognitive development (Anggita et al., 2018).

Studies have reported that integrating traditional games can help minimize school bullying through the development of positive social interactions, teamwork, and emotional intelligence among students. Traditional games are reported to encourage cooperation, sportsmanship, and mutual respect (Kusmiati & Sumarno, 2018), in addition to motor and cognitive skills (Anggita et al. 2018) . In similar vein, Kurniawan (2019) mentions some benefits of traditional games, including 1) enjoyment and stress relief; 2) development of confidence, responsibility, and teamwork; 3) stimulation of imagination and creativity; 4) understanding and adherence to rules; 5) recognition of personal strengths and weaknesses; and 6) opportunities to develop sportsmanship and tolerance.

In Indonesian context, many researchers have examined children's traditional games. For example, Hadi, Sinring, & Aryani (2018) found that traditional group games positively affect children's social adjustment. Similarly, Nurdiansyah (2018) discovered that the traditional game Hadang improves the agility of extracurricular participants in pencak silat at SMK Negeri 1 Ciamis. Meanwhile, Kusumawati (2017) found that practicing traditional games influences the development of basic movement skills such as running, jumping, and throwing in second-grade elementary students. Ekayati (2015) also revealed that the traditional game Gobag Sodor enhances both intrapersonal and interpersonal intelligence. These studies highlight the significance of traditional games in child development.

On the other hand, numerous studies have explored bullying. For instance, Branch (2006) emphasized the importance of educating parents about bullying so that children can recognize its forms, understand its harmful effects, and become aware of its consequences. Marsh (2018) identified nine key themes related to bullying, divided into three forms: 1) physical; 2) verbal; and 3) psychological. They also highlighted six major impacts of bullying: 1) loss of self-confidence; 2) intimidation; 3) low self-esteem; 4) feelings of insecurity; 5) fear of social interaction; and 6) difficulty concentrating on learning.

Additionally, Grigg (2013) found that teachers play a crucial role in preventing and addressing bullying. Beyond educating, teachers observe students' daily behavior and help shape their attitudes, character, and personality. Cooperation with parents or guardians is also essential in

controlling bullying in schools. Despite extensive research on traditional games and bullying, no study has specifically examined the effects of traditional games in overcoming school bullying. Therefore, this study aims to bridge this gap by exploring how traditional games can be integrated into bullying prevention strategies in schools.

METHODS

This study adopts a quasi-experimental design, chosen to examine the effects of traditional games on students' bullying practices. Sugiyono (2013), defines experimental research as a method used to observe the influence of a treatment on a variable within a controlled setting. Specifically, this study employs a one-group pretest–posttest design, which allows for a direct comparison of bullying behaviors before and after the implementation of the traditional games intervention. The research design can be illustrated as follows:
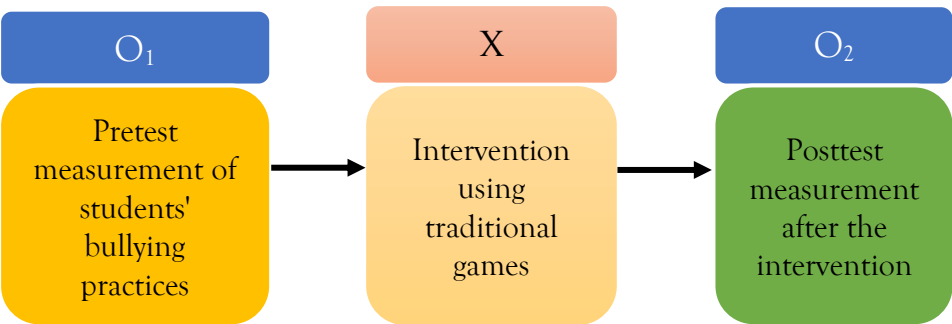

Figure 1. One-Group Pretest-Posttest Design

This study involved 60 research subjects. The research subject studied at MIN 1 Makassar in the Even semester of the 2023-2024 Academic

Year, at grade VIb. This school is located on Jl. Andi Djemma Lr. 7 No. 28, Makassar City, Prov. South Sulawesi. The subjects of the study consisted of boys and girls, who were between the ages of 11 and 12 years. The research subjects were selected using non-probability sampling technique. The research subjects involved in the study were asked to sign a letter of consent to participate in the study.

Data were collected by distributing questionnaire during pretest and posttest sessions. The questionnaire contained identical statements in both phases in terms of content and number of items, with only the order of the statements modified. This adjustment was made to minimize the likelihood of participants recalling their previous responses. Regarding validity, four experts specializing in education, psychology, and measurement and evaluation were invited to review the instrument. We revised the questionnaire to ensure content validity, construct validity, and linguistic clarity based on the experts' suggestions. The revised questionnaire was then tested on 30 students from MIN 2 Makassar, who were not part of the actual study sample, to examine its reliability. The reliability test of the questionnaire showed a Cronbach's Alpha coefficient of 0.87, which indicates a high level of internasl consistency.

Data analysis in this study was conducted in three main stages, following the approach used by Wahid et al. (2025). These stages include data management, statistical analysis, and result interpretation. During the data management phase, the collected data were systematically organized through grouping, coding, and scoring. Once prepared, the data were

analyzed using IBM SPSS Statistics 25. To ensure the reliability of the findings, an initial test was conducted to assess the homogeneity of the sample, determining whether the variances across groups were comparable. Following this, a Kolmogorov-Smirnov (K-S) test was applied to check data normality. This test helps determine whether the data follows a normal distribution. The decision rule states that if the significance value is greater than or equal to 0.05 (α = 0.05), the data is considered normally distributed. Conversely, if the significance value is less than 0.05, it indicates that the data is not normally distributed.

Once the assumptions of normality and homogeneity were verified, an independent t-test was conducted to examine differences between pretest and posttest scores. The hypothesis testing criteria were as follows: if the computed t-value (t_{count}) exceeds the critical t-value (t_{table}) at a significance level of 0.05, the alternative hypothesis (Ha) is accepted, indicating a significant difference. Conversely, if t_{count} is smaller than t_table, the null hypothesis (H0) is accepted, suggesting no significant difference. However, the t-test only assesses the significance of the difference without measuring the magnitude of the effect. Therefore, in addition to the t-test, an effect size calculation was performed using Cohen's d and eta squared (η^2) to evaluate the practical significance of the observed differences. Effect size analysis provides a deeper understanding of whether the intervention—traditional games—had a meaningful impact on reducing bullying behavior. Finally, the interpretation of results was conducted by integrating theoretical

perspectives, previous research findings, and the researcher's critical analysis to provide a comprehensive understanding of the study's implications.

DISCUSSION

Traditional Games at MIN 1 Makassar

MIN 1 Makassar integrated traditional games into its school program in order to develop students' social interaction and teamwork skills. This integration represents the school's commitment in preserving local culture while simultaneously addressing issues related to student discipline, including bullying. By incorporating traditional Bugis-Makassar games into daily school routines, the program successfully revives indigenous play traditions while creating an inclusive environment that develop students'interpersonal skills.

Some traditional games introduced in this program were *Magguleceng, Maggasing, Majjeka*, *Bise-Bise'ang, Ma'Dam*, and *Ma'dende.* Each game has its own unique benefits in terms of physical, cognitive, and social development. *Magguleceng*, is a traditional game that involves jumping, where players must leap over increasingly higher obstacles or ropes. This game is highly beneficial for developing agility, balance, and lower body strength. Players are required to have good coordination and dexterity to jump accurately and with precision. Furthermore, *Magguleceng* helps improve physical endurance, as players need to consistently overcome challenges with speed and accuracy.

Maggasing, on the other hand, is a game that uses spinning tops, where players aim to spin their tops and maintain their momentum against opponents. This game is particularly effective in enhancing focus, dexterity, and patience. Players must have good fine motor skills to keep the top spinning for extended periods, and it also teaches the importance of concentration and attention to detail. *Maggasing* encourages students to develop the ability to focus and maintain control over the spinning top in a competitive environment.

Figure 2. *Magguleceng*

Figure 3. *Maggasing*

Majjeka involves striking a wooden stick to launch it into the air. This game is beneficial for developing hand-eye coordination and precision in movement. Students must strike the stick with accuracy to make it fly, which helps refine their motor skills. *Majjeka* also contributes to building physical and mental resilience, as players must practice repeatedly to master

the technique. It emphasizes the importance of persistence and skill refinement.

Bise-Bise'ang is a game where two players spin their tops simultaneously. This game fosters focus and teamwork, as players must work together to keep their tops spinning steadily. *Bise-Bise'ang* also develops strategic thinking and concentration, as players must plan their moves carefully to ensure their tops remain in motion. It encourages discipline and collaboration, as well as the importance of maintaining a competitive yet fair approach.
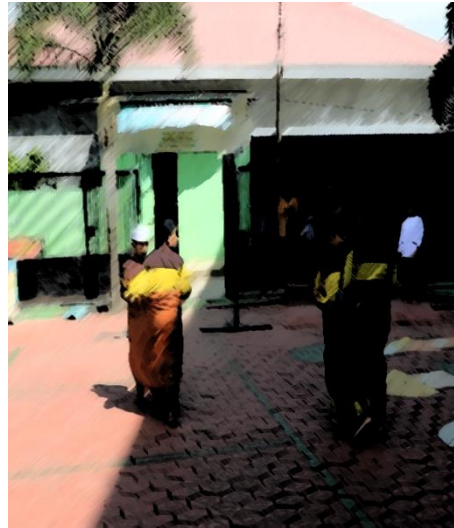

Figure 4. *Majjeka*

Figure 5. *Bise-Bise'ang*

Ma'Dam is a traditional wrestling-like game that focuses on physical endurance, strength, and self-control. This game plays a crucial role in building physical strength and stamina, while also teaching players how to manage their energy and maintain control over their movements during a

contest. *Ma'Dam* instills values such as discipline, sportsmanship, and mutual respect among players, as it is played under strict supervision to ensure fairness and safety.

Ma'Dende is a traditional rattan ball game where players keep the ball in the air using their feet or heads. This game helps develop overall body coordination and teamwork. Players must communicate and collaborate to keep the ball airborne, which enhances their agility and strategic thinking. *Ma'Dende* also promotes quick decision-making, as players need to react rapidly to maintain the flow of the game.

Figure 6. *Ma'Dam*   Figure 7. *Ma'dende*

The implementation of these traditional games is structured within physical education (PE) classes, structured recess activities, and designated extracurricular sessions, allowing students to engage in them in a meaningful and systematic manner. During PE lessons, teachers introduce the historical and cultural background of each game before guiding students through practical sessions. Structured recess activities provide additional opportunities for students to engage in these games in a more informal

setting, promoting spontaneous teamwork and social bonding. The school also organizes friendly competitions and cultural events where students can further showcase their skills and deepen their appreciation for their cultural heritage.

To ensure the program achieves its intended goals, teachers play a key role in facilitating, supervising, and evaluating student participation. They monitor gameplay to prevent conflicts, encourage fair play, and highlight the values embedded in each game, such as cooperation, patience, and respect for others. In line with the broader goal of reducing bullying, students are encouraged to reflect on their interactions during these games, recognizing how positive engagement in traditional play can translate into more respectful and empathetic behavior in daily life.

Bullying Practices before Traditional Game Intervention

From the analysis of data carried out related to *bullying* practices in schools using questionnaires, it is known that the percentage of *bullying* committed by students in their school environment is known. The percentage of *bullying* practices carried out by students can be seen in figure 8.

Figure 8 illustrates the prevalence of bullying before the implementation of the traditional game intervention in the classroom learning process. The analysis categorizes bullying frequency into three levels: very frequent, often, and never. The very frequent category has the highest percentage, with 32 students (53%) engaging in bullying behaviors regularly. Meanwhile, often accounts for 17 students (28%), and never is reported by 11 students (19%). These results indicate that bullying at MIN

1 Makassar falls into the high category. The most common form of bullying reported among students is name-calling with offensive or derogatory terms, often targeting classmates. Additionally, students frequently engage in making jokes based on race and culture, further contributing to the negative social environment in the classroom.
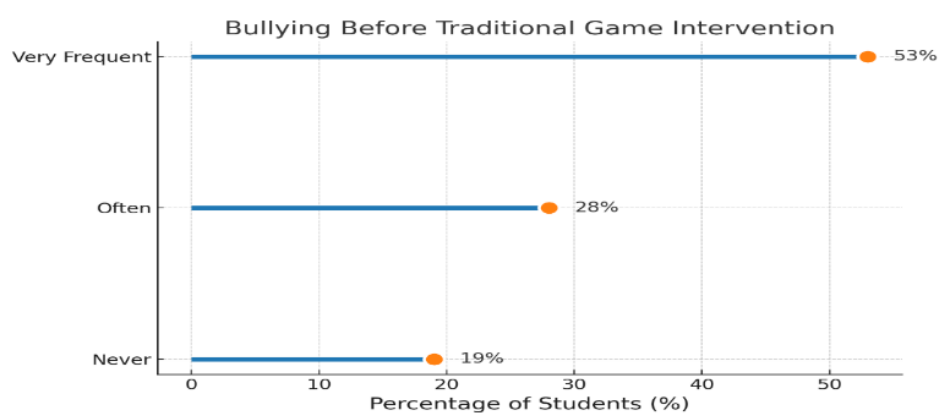

Figure 8. Bullying Practices before Traditional Game Intervention

Bullying Practices after Traditional Game Intervention

Based on the analysis of data conducted on *bullying* practices using questionnaires, it is known that the percentage of *bullying* carried out by students after traditional game interventions in the learning process are carried out. The percentage of bullying after the traditional game intervention is seen in the figure 9.

Figure 9 illustrates the frequency of bullying after the implementation of traditional games in the classroom learning process. The analysis categorizes bullying into three levels: very frequent, often, and never. The very frequent category accounts for 14 students (23%), while the

often category includes 5 students (8%). Meanwhile, the never category shows a significant increase, reaching 41 students (69%).
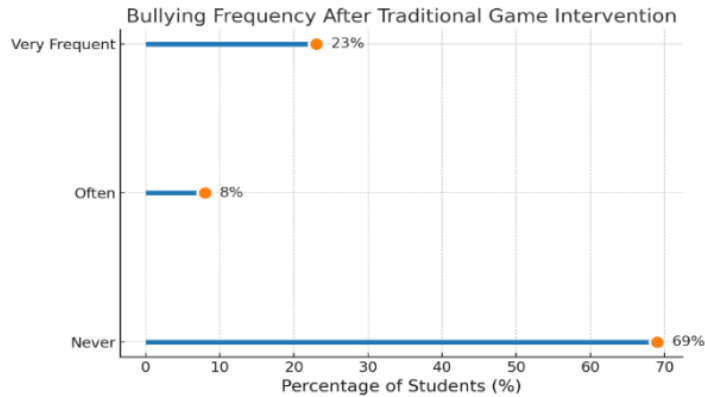

Figure 9. Bullying Practices before Traditional Game Intervention

These results indicate a substantial decline in bullying incidents at MIN 1 Makassar following the intervention, suggesting that the integration of traditional games effectively contributed to reducing bullying behaviors among students

Comparison of *Bullying* Practices before and after Traditional Game Intervention

From the presentation of the results of the descriptive analysis presented earlier, namely in Figures 1 and 2 above, it can be seen that the level of comparison *of bullying* practices before and after traditional game interventions in MIN 1 Makassar is carried out. The comparison can be observed in the figure 10.
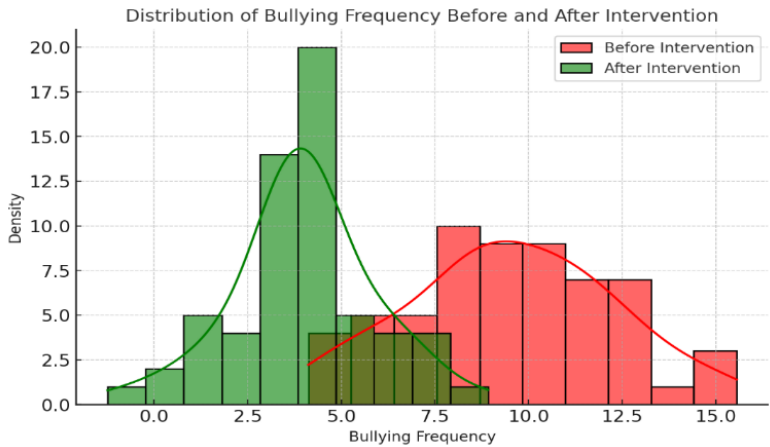
Figure 10. Comparison of *Bullying* Practices before and after Traditional Game Intervention

Figure 10 above shows the comparison rate of *bullying* before and after traditional game interventions in the learning process. From the figure presented above, it can be seen that bullying behavior has decreased significantly, which is characterized by the category of never reaching 67% after being given traditional game interventions in the learning process. This is different before the intervention, the category never reached 20%, and the category very often reached 64%, which means that *bullying* is still rampant in MIN 1 Makassar.

The Influence of Traditional Games on Bullying Practices at MIN 1 Makassar

The results of the normality test using the Kolmogorov-Smirnov test indicate that the data both before and after the traditional game intervention follow a normal distribution. Prior to the intervention, the obtained p-value was

0.998, which is significantly greater than the significance threshold of 0.05. This confirms that the data before the intervention are normally distributed.
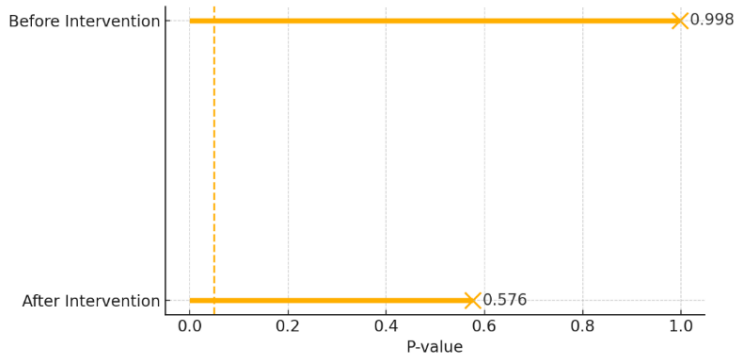

Figure 11. Normality Test Results (Kolmogorov-Smirnov Test)

Similarly, after the intervention, the p-value was 0.576, which is also greater than 0.05, indicating that the data after the intervention maintain a normal distribution. Based on these findings, further statistical analysis can be conducted using parametric tests, such as the t-test, as the assumption of normality has been satisfied for both datasets.
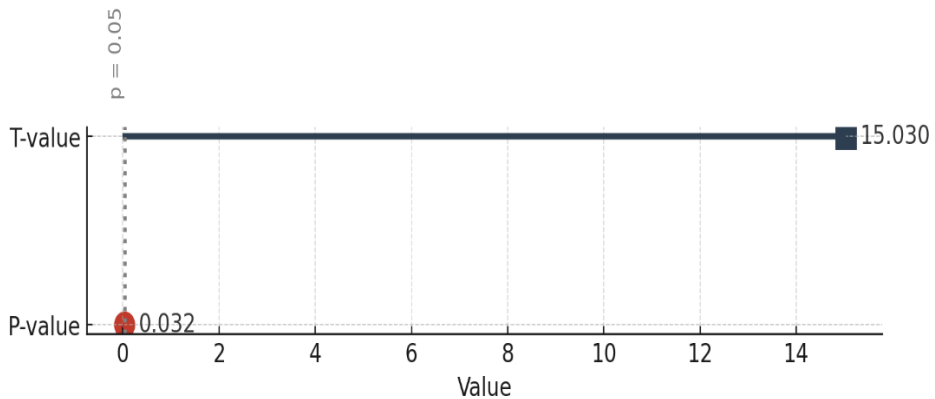

Figure 12. Paired T-Test Results on the Effect of Traditional Games on Bullying Behavior

The bar chart above illustrates the difference in bullying frequency before and after the intervention. The red bar represents the mean bullying frequency before the intervention, indicating a higher prevalence of bullying behavior. In contrast, the green bar represents the mean bullying frequency after the intervention, demonstrating a significant decrease. The statistical results, with a t-value of 15.03 and a p-value of 0.032, further confirm that the implementation of traditional games has a significant impact on reducing bullying behavior among students.

This study shows that traditional games can significantly reduce bullying behavior at MIN 1 Makassar. The pretest and posttest data indicate a noticeable change after the integration of traditional games into the learning process. The category of students who engaged in bullying behavior "very often" decreased by 24%, while the category of students who "never" engaged in bullying increased to 64%. These behavioral changes suggest that traditional games encourage cooperation and promote tolerance among students (Kurniawan, 2019). Research has shown that bullying often arises due to a lack of social cohesion and positive peer interactions, and structured activities such as traditional games provide an environment that fosters mutual respect and teamwork (Branch, 2006).

From a social psychology perspective, the effectiveness of traditional games in reducing bullying can be explained through Vygotsky's Sociocultural Theory and Piaget's Theory of Play (Ekayati, 2015). Vygotsky emphasized that social interaction plays a crucial role in cognitive and behavioral development (Schunk, 2012). Traditional games create

structured social interactions that require students to collaborate, negotiate rules, and regulate their behavior within a group setting (Slavin, 2011). This process fosters perspective-taking skills, helps students understand others' emotions, and reduces tendencies toward aggressive behavior. Similarly, Piaget's theory highlights the role of play in moral and social development, suggesting that children learn fairness, rule-following, and cooperation through repeated engagement in structured games (Piaget, 1952). These theoretical perspectives indicate that play serves as an essential tool in shaping children's behavior and promoting prosocial interactions.

Furthermore, traditional games help students develop self-regulation and impulse control, both of which are essential in minimizing bullying behavior. Many traditional games involve turn-taking, teamwork, and conflict resolution, which naturally discourage aggression and encourage prosocial behaviors (Han, 2022). Studies suggest that children who participate in cooperative play are more likely to develop empathy, patience, and a sense of fairness (Webster-stratton & Reid, 2004). These games also strengthen students' social sensitivity and relationships with peers, creating an environment where mutual respect and empathy can flourish. When students engage in structured, rule-based play, they learn to control aggressive impulses, follow social norms, and understand the perspectives of others (Schunk, 2012).

In addition to fostering social and emotional skills, traditional games support students' physical, cognitive, linguistic, and social development (Suhra, Djubaedi, & Haji Mail, 2020). The structured

interactions within these games help reinforce positive peer relationships, gradually reducing bullying behaviors. As a result, the integration of traditional games into the learning environment does not merely serve as recreational activities but as a strategic approach to building a more inclusive and harmonious school culture, fostering a sense of brotherhood among students, and mitigating bullying practices over time (Matsekoleng, Mapotse, & Gumbo, 2022).

Traditional games of Bugis-Makassar children such as *Magguleceng, Maggasing, Majjeka, Bise-Bise'ang, Ma'Dam,* and *Ma'dende* can foster a high attitude of tension and solidarity for students. In traditional children's games, for example, *Maggasing* which is integrated into learning can foster an attitude of cooperation, meticulousness, democracy and sportsmanship (Suhra et al., 2020). The value of hard work and cooperation is reflected in the efforts of the players to keep the body from falling to the ground in various ways. Meanwhile, the value of meticulousness is reflected in the player's efforts to catapult or kick the body to the intended target, so that the body does not leave the game arena. Furthermore, the value of democracy is reflected in the absence of monopoly or usurpation of other players' opportunities. Similarly, the game *magguleceng.* This game contains the value of meticulousness and sportsmanship. The value of meticulousness is reflected in the need for proper calculation so that the seeds to be dropped do not hit the empty hole so that they can continue to play and collect as many points as possible. The value of sportsmanship is reflected not only in the attitude of the players who do not cheat during the

game, but also willing to accept defeat with open arms. Various types of traditional children's games given by students, which are integrated into the learning process have a positive impact on students, especially decreasing behavior *Bullying* between students.

Traditional games are able to foster a high sense of togetherness, cooperation, and solidarity between students. Traditional games have many advantages. Traditional games can grow and develop children's intellectual intelligence, can develop emotional intelligence, and are able to develop children's creativity (Nurhayati, 2012). Traditional games of Bugis– Makassar children such as *Magguleceng, Maggasing, Majjeka*, *Bise-Bise'ang, Ma'Dam,* and *Ma'dende* can be a means of fostering students' social skills. Through these various types of traditional games, students can interact with their social environment which can teach them to know each other and respect each other (Nur, 2013). The various characteristics reflected in the traditional games of Bugis-Makassar children have an important influence or contribution in overcoming various forms of practice *Bullying* like *Bullying* physical, verbal, and *Bullying* indirect, which is usually done by students, decreases (James, 2010; Yuyarti, 2018). In other words, traditional games can lead students to foster a high sense of togetherness and cooperation, so that *Bullying* It is no longer a habit for some students.

Traditional games can have a positive effect in overcoming school bullying because they contain social and moral values that support the development of relationships between students. Traditional games often contain moral values such as honesty, discipline, and sportsmanship.

Through the interaction in this game, children are taught to be honest and fair, and to respect the rules. These values can contribute to the formation of a positive character that resists bullying (Gustini, 2022). Furthermore, it was stated by Haryadi & Komari (2019) through play, children learn to resolve conflicts constructively. Games like *Congklak* or Jump Ropeteaches students to negotiate and find solutions when differences of opinion or disputes arise. In this way, children are trained to deal with conflicts with a more peaceful and productive approach

Traditional games, which typically involve cooperation, empathy, and emotional control, can help reduce bullying behavior by developing students' ability to interact positively, increasing a sense of solidarity and empathy for peers, and reducing the dominance of aggressive behavior in groups.

Traditional games help students understand the feelings of others. When playing, they are taught to be sportsmanlike and not cheat, so they can feel the impact of their actions on their friends. This improves their empathy abilities, which are important in preventing bullying behavior and creating a more harmonious environment (Mujinem, 2010). Next, Astuti & Thohir (2025) it is stated that traditional games often contain moral values such as honesty, responsibility, and sportsmanship. By integrating these values into the game, students learn about the importance of good behavior and mutual respect, which can directly reduce conflicts between students. By involving students in traditional games, schools can create a more

harmonious atmosphere, strengthen relationships between students, and significantly suppress bullying behavior.

Traditional games play a crucial role in shaping children's character in line with the values of Islamic education. As part of cultural heritage, these games serve not only as entertainment but also as a social learning tool that instills moral values such as cooperation, honesty, patience, and fairness. In the context of Islamic education, traditional games can effectively shape noble character and strengthen social relationships among students, thereby reducing bullying behavior in school environments.

Traditional Indonesian games hold significant educational potential, particularly in nurturing a spirit of taʿāwun, or collaborative support. Games like Magguleceng, Maggasing, Majjeka, Bise-Bise'ang, Ma'Dam, and Ma'dende inherently demand that players act in coordination. Whether it's strategizing to capture a flag, synchronizing actions, or navigating in-game problems, these activities encourage participants to function as a cohesive unit. Over time, students come to acquire essential social abilities—among them, the capacity to express themselves clearly, share responsibilities equitably, and show respect for others. They become skilled at active listening, negotiating roles within the group, recognizing each other's efforts, and adjusting to varying levels of ability and perspective. These social interactions echo the Qur'anic principle that urges believers to "cooperate in righteousness and piety, and not in wrongdoing and hostility" (Badan Litbang dan Diklat Kementerian Agama, 2019). Beyond reinforcing this directive, the games also cultivate the moral

qualities of tasamuh (tolerance) and ihtiram (honor and respect). When students play fairly and engage with peers from diverse backgrounds, they learn to manage disagreements with patience and to value the contributions of others. In essence, traditional games provide a meaningful context in which Islamic ethical values are not just taught but actively embodied and experienced.

This verse underscores the importance of mutual assistance in beneficial matters while avoiding harmful behaviors. In traditional games, cooperation becomes the foundation of interaction, teaching students to support and respect one another, thus reducing aggressive tendencies like bullying. According to Schunk (2012) sociocultural theory, children develop higher cognitive and social skills through interactive play, which fosters cooperative behavior and suppresses aggressive tendencies.

From the perspective of Islamic education, traditional games serve as an effective medium for instilling moral values and ethical conduct. Integrating these games into the learning process benefits students physically and intellectually while nurturing character development in accordance with Islamic principles. Through positive social interactions in traditional games, students learn to coexist with empathy, respect, and responsibility, ultimately fostering a school environment that is more harmonious and free from bullying behavior.

CONCLUSION

Traditional games are proven to be more than just a source of fun for students at MIN 1 Makassar. They have significantly helped reduce bullying behavior, as shown by a t-value of 15.03 and a p-value of 0.032 following the intervention. These games offer meaningful lessons in honesty, teamwork, fairness, and tolerance—values that are deeply embedded in Islamic education. According to Vygotsky's theory, children learn best through social interaction, making traditional games an ideal way to nurture positive behavior. Likewise, Piaget's theory highlights how play helps children develop a sense of fairness and respect for rules. These ideas are consistent with Islamic teachings, which emphasize building good character through direct, real-world experience. By embedding traditional games into physical education and extracurricular activities, schools can not only reinforce these values but also create safer, more respectful environments. The active participation of teachers, parents, and students strengthens these efforts, ensuring that character education is a shared responsibility.

From an Islamic viewpoint, traditional games also teach patience and respect, echoing the message in Surah Al-Baqarah [2]:153 that Allah is with those who are patient (Badan Litbang dan Diklat Kementerian Agama, 2019). In every game, students learn to persevere, manage frustrations, and respect others, building essential life skills that enrich both their moral and academic growth. These activities cultivate the values of *tasamuh*, *taʿāwun*, and *iḥtirām* that support character education, as students are guided to tolerate differences, collaborate constructively, and uphold mutual respect.

In this way, traditional games help shape a school culture that reflects both educational ideals and Islamic values.

Despite these promising findings, this study has several limitations. The sample was restricted to a single school, limiting the generalizability of the results. Additionally, the one-group pretest-posttest design lacks a control group, making it difficult to isolate the intervention's effects. Future research should consider expanding the sample size and utilizing more rigorous experimental designs, such as randomized controlled trials, to strengthen the validity of these findings. Further exploration of mediating factors, such as students' confidence levels and social skills, could provide deeper insights into how traditional games influence bullying behavior.

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