



# Journal of Pragmatics and Discourse Research

journal homepage: <https://jurnal.ppjb-sip.org/index.php/jpdr/index>



## How Form of Discourse on Traditional Games and Music in Overcoming Bullying in Schools

M.Halim<sup>1\*</sup>, Rafiloza<sup>1</sup>, Yunaidei<sup>1</sup>, Syafniati<sup>1</sup>, Muhammad Zulfahmi<sup>1</sup>

<sup>1</sup>Institut Seni Indonesia Padangpanjang, Padangpanjang, Indonesia

### ARTICLE INFO

#### Article history:

Received 11 November 2022

Revised 22 December 2022

Accepted 21 January 2023

#### Keywords:

discourse, games, music,  
traditional schools

### ABSTRACT

Bullying is a prevalent form of aggressive behavior observed among students in educational institutions. A wide range of bullying behaviors are frequently observed in educational settings. This research aims to examine and elucidate the discourse structure that can be employed to address the impact of bullying with conventional games and music in mitigating bullying within educational institutions. The present investigation was devised utilizing a One-Group Pretest-Posttest Design for the objective. The present investigation comprised a sample of 30 participants who were enrolled as students at a Traditional Art School in Padangpanjang. The process of selecting research participants was conducted using non-random sampling methods. The data utilized in this study were obtained through the administration of questionnaires. The present study conducted data analysis through a three-stage process, which included data management, statistical analysis, and result interpretation. The findings of this research indicate that incorporating conventional games and music into the educational curriculum can serve as an effective strategy for addressing bullying conduct. It is recommended that educators at all levels of the educational system incorporate traditional games into the instructional process to address instances of bullying within schools.

©2023 PPJB-SIP. All rights reserved

### 1. Introduction

Bullying is a prevalent phenomenon in education, particularly among student populations. As per Wiyani's (2014: 12) assertion, bullying is characterized by an individual or group's actions that intentionally target and intimidate individuals perceived as weaker or vulnerable. According to Eko (2011: 342), it can be defined as recurring aggressive conduct perpetrated by an individual or a collective entity against a weaker individual or group to inflict physical or psychological harm. Bullying is a prevalent form of aggression observed among students in educational institutions. In contrast to other forms of aggressive conduct, bullying has the potential to inflict physical, emotional, or a combination of both types of harm. As a form of aggression, bullying has distinct characteristics that distinguish it from other aggressive behaviors. Specifically, it is characterized by its repetitive nature and the power differential between the bully and the victim. According to Yuyarti (2018), peer-perpetrated bullying in educational settings

<sup>1\*</sup>Corresponding author:

Email addresses: [halimmarajo872@gmail.com](mailto:halimmarajo872@gmail.com) (M. Halim)

<https://doi.org/10.51817/jpdr.v2i2.205>

©2023 PPJB-SIP. All rights reserved (2828-4755)

constitutes a type of child maltreatment whereby a stronger or more dominant individual seeks certain advantages or gratification by targeting a weaker or subordinate peer. Bullying behavior typically manifests as a repetitive pattern. Indeed, a systematic approach can be employed to accomplish this task.

A wide range of bullying behaviors are commonly observed in educational settings. Yusuf and Fahrudin (2012) assert that instances of senior students punishing their junior counterparts, physically assaulting peers through hitting and kicking, utilizing derogatory nicknames, engaging in ridicule and insults, and engaging in sexual harassment through teasing are prevalent. Bullying in its various forms is a pervasive phenomenon observed regularly in schools across Indonesia. The assertion above can be fortified by incorporating empirical evidence from the Indonesian Child Protection Commission (KPAI). According to KPAI's records for 2021, there were 2,982 reported violence cases, out of which 1,138 cases pertained to children subjected to physical and psychological abuse. The presented data indicate that bullying has become a customary practice in educational establishments, whereby students engage in such behavior daily within the school environment.

Consequently, many minors who experience bullying suffer from decreased self-assurance. Indeed, there exist certain individuals in the population of minors who opt to engage in suicidal behavior as a result of their inability to endure the targeted harassment directed toward them. For instance, a recent incident involved the tragic death of a child in a remote region of West Sumatra who was coerced by peers to engage in animal molestation with a cat. This disturbing event gained widespread attention on various social media platforms. Following the occurrence of the bullying event, the child who was subjected to the aggression exhibited symptoms of despair and melancholy. The individual's demise was attributed to the act of bullying. Bullying among students has been observed in West Sumatra and the Pangkep district of South Sulawesi. The incident of bullying/bullying gained nationwide recognition, as reported by detik.com. Since the 1970s, bullying has been a subject of academic research and public concern as a peer-to-peer phenomenon in the school context. Thus far, the issue of bullying, particularly within educational institutions, has not been adequately resolved in Indonesia. Mitigating bullying and bullying behavior among school-aged children necessitates implementing tangible measures by all stakeholders within educational establishments. The Traditional Arts School in Padang Panjang faces challenges in effectively addressing bullying incidents within its premises. Despite efforts to mitigate such occurrences, the school's current measures to tackle bullying are suboptimal. The Traditional Art School in Padang Panjang has implemented innovative measures to mitigate bullying among children. Specifically, the school has incorporated customary Minangkabau children's games and music into the students' playtime periods. Nonetheless, the outcomes are suboptimal due to the lack of continuous implementation. Furthermore, there is a lack of definitive criteria employed to ascertain the degree of impact that conventional games and music have in mitigating bullying conduct.

There is potential for using traditional games and music to mitigate bullying within the context of a Traditional Art School in Padang Panjang. Traditional games and music refer to games and musical practices that have existed since ancient times and are passed down from generation to generation. Traditional games and music are voluntary recreational activities undertaken voluntarily and amuse the participants. These activities are governed by established game rules based on inherited traditions. The incorporation of traditional games and music as visual stimuli has the potential to foster the growth and development of students. The development of students' motor and cognitive abilities can be facilitated by this, as suggested by Anggita et al. (2018) and Yudiwinata & Handoyo (2010). Kusmiati and Sumarno (2018) assert that traditional games facilitate the development of cooperation, sportsmanship, and strategic thinking among students. Playing is a beneficial activity for children, providing them with various values. Firstly, playing gives children pleasure, satisfaction, pride, and stress relief. Secondly, playing enables children to cultivate various attitudes, such as self-confidence, responsibility, and a cooperative disposition, which involves a willingness to collaborate. Thirdly, play can enhance children's imaginative and creative abilities. Fourthly, playing allows children to become acquainted with relevant rules and regulations and learn to comply with them within their social groups. Fifthly, children can understand the advantages and disadvantages that may accrue to themselves or others. Finally, playing allows children to develop sportsmanship, tolerance, and respect for others (Kurniawan, 2019).

Many scholars have researched traditional games and music among children. Hadi et al. (2018) demonstrated that the provision of traditional group games and music significantly impacts children's

social adjustment. Nurdiansyah (2018) discovered that the involvement of traditional hadang games and music positively impacted the agility of students participating in the pencak silat tapak Suci extracurricular activities at SMK Negeri 1 Ciamis. Kusumawati's (2017) study revealed that the performance of basic running and throwing motions in second-grade elementary school students was influenced by traditional game and music training. According to Ekayati's (2015) research, there is a correlation between traditional Gobag Sodor games and music and intrapersonal and interpersonal intelligence development. Numerous academic studies have been conducted on traditional children's games and music. Similarly, studies on the topic of bullying have been conducted. Despite this, there is a shortage of scholarly literature on the potential impact of conventional games and music to mitigate bullying within educational settings. This study addresses the deficiencies and limitations of prior research on conventional childhood games and music and bullying behaviors in educational institutions.

## 2. Method

The present study is categorized as an experimental research type. The selection of this particular research methodology was based on its pertinence to the objectives of the present investigation. This research aims to elucidate the impact of customary games and music on the bullying behaviours of students. Experimental research is a commonly employed research methodology that aims to investigate the impact of specific treatments on others within controlled settings or circumstances, as elucidated by Sugiyono (2016). The research design employed in this study is the One-Group Pretest-Posttest Design. The present study employed a research design to examine and contrast bullying practises before and after receiving treatment through the utilisation of conventional games. The present investigation utilised a sample of 30 participants as research participants. The study participants were examined at the Traditional Arts School located in Padang Panjang. The study participants were chosen through a method of non-probability sampling. The research participants were requested to provide their signature on a consent form as a prerequisite for their involvement in the study.

The methodology employed in this study involved the use of a questionnaire for data collection. The survey instrument was utilised to ascertain the various manifestations of bullying behaviours perpetrated by pupils. The questionnaire was administered on two separate occasions during the pretest and posttest data collection phases. Notably, the statements employed in both the pretest and posttest are identical in terms of their duration and quantity of items. The disparity lies solely in the sequence of the assertions. This measure is implemented to mitigate the potential for recall bias of pretest responses. A panel of four specialists were invited to assess the validity of the items in the questionnaire. Following the recommendations of specialists, various modifications were implemented to the three validated components, specifically the material, construction, and language. Subsequently, the survey was administered to a cohort of students who were not included in the study population. The present study was undertaken to assess the questionnaire's reliability. The Cronbach-Alpha formula was utilised to determine the questionnaire's reliability.

The present investigation employed a three-stage data analysis approach, as previously conducted by Andheska et al. (2020) and Sultan et al. (2017). These stages encompassed data management, statistical analysis, and interpretation of findings. The data management phase encompasses three distinct activities: grouping, coding, and scoring. This section analyses the degree of resemblance among various subgroups. The objective of this test is to ascertain whether the analyzed sample's variance is equivalent. It can be inferred that the sample is derived from a population that does not exhibit normal distribution. After the completion of the two assessments above, a statistical analysis utilising an independent t-test was conducted. The test employs the criteria of accepting  $H_a$  and rejecting  $H_0$  when the value of  $t$  count exceeds that of  $t$  table. Conversely, the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected when the calculated  $t$ -value is less than the critical  $t$ -value obtained from the  $t$ -distribution table at a predetermined level of significance ( $\alpha = 0.05$ ). The present investigation involves an analysis of the outcomes through the lens of theory validation, pertinent prior research discoveries, and the researcher's own assertions, which are incorporated within this segment.

### 3. Result

The engagement in customary activities and music can foster a heightened sense of affiliation, cooperation, and unity among students. Engagement in these endeavours can reinforce the favourable social connections that subsist among them. Collaborative efforts among students are commonplace in academic settings, particularly in the context of group projects and extracurricular activities involving the performance of customary games and music. Individual collaboration is imperative for engaging in activities such as playing musical instruments or participating in team-based games. This scenario allows juveniles to comprehend the significance of collaborating towards a shared goal and the merits of coordination and reciprocal assistance. The acquisition of the qualities above has been observed to enhance students' capacity to engage in constructive interactions with their peers and to demonstrate deference towards them. Through conventional activities and music, students can partake in remarkable experiences that can be exchanged among themselves.

The individuals can collectively encounter positive emotions, challenges, and achievements, which collectively foster a robust emotional bond between them. A plausible outcome could be a reduction in the frequency of occurrences of bullying conduct within an environment that prioritises the principles of camaraderie and amity. Conventional forms of music and gaming often integrate substantial cultural elements. Participation in the activities provided here can facilitate students' acquisition of a more profound understanding of diversity and familiarity with a multitude of cultures. Students who possess a heightened cultural awareness are inclined to demonstrate greater empathy towards their peers, display reduced levels of prejudice, and exhibit a higher degree of tolerance towards individuals with dissimilar backgrounds. Children's social skills can be enhanced through exposure to conventional music and associated activities. Through their engagement in group activities, individuals acquire the capacity to proficiently manage conflicts, communicate efficiently, attentively listen, and distribute responsibilities. Possessing a diverse range of skills can prove advantageous in mitigating potential conflicts and cultivating a secure and supportive learning atmosphere for pupils. While it is true that traditional games and music can potentially mitigate instances of bullying, it is imperative to acknowledge that a universal solution to this problem does not exist. The significance of educators, parents, and society in fostering an environment that does not promote or tolerate bullying cannot be overstated.

Collaborative endeavours, such as engaging in customary pastimes like playing indigenous games and creating traditional melodies, are commonly undertaken by students. Individual collaboration is imperative for engaging in activities such as playing musical instruments or participating in team-based games. This scenario provides a chance for juveniles to comprehend the significance of collaborative efforts towards achieving a shared goal, along with the merits of coordination and reciprocal aid. The acquisition of the qualities above has been observed to enhance students' aptitude for constructive social interactions and foster a greater sense of regard for their peers. Participation in conventional sports and exposure to customary music can provide students with an appreciation for the significance of collaborative efforts in achieving shared objectives. The acquisition of effective collaborative skills among students can be facilitated through their active involvement in traditional games and exposure to folk music. The individuals will develop the requisite competencies to recognise and value each other's inputs, cultivate active listening skills towards fellow team members, exchange ideas, and engage in the attainment of collective objectives.

The development of cooperative skills can enhance students' ability to engage in positive social interactions in diverse settings, including but not limited to academic environments. Conventional games and music frequently necessitate effective and unambiguous communication among team members. The students must disseminate any notions, suggestions, or enhancements pertaining to the game among their peers. Engagement in activities that foster effective communication and consistent practise of verbal and nonverbal skills can aid students in improving their abilities to speak clearly, listen attentively, and respond suitably. As a consequence of this, individuals will enhance their ability to communicate proficiently and demonstrate consideration towards the perspectives of others. In the context of conventional sports and music, students are often confronted with assignments or challenges that necessitate collaborative efforts to resolve.

This approach fosters a culture of creativity and problem-solving among students, as they are motivated to generate innovative ideas, develop strategic plans, and identify feasible solutions. In a cooperative setting, students are instructed to collaborate as a team to surmount challenges and identify

mutually acceptable solutions through problem-solving. The utilisation of conventional games and musical activities can foster the development of mutual trust among students. Individuals develop interdependence by learning to depend on each other, valuing each other's perspectives and skills, and alternating leadership roles to achieve their common goals. Because of the way in which this process forges strong links of solidarity between kids, the climate that results is one in which there is little opportunity for bullying to flourish. The incorporation of traditional games and music into the school curriculum has the potential to significantly enhance the school environment and mitigate incidents of bullying among students. The acquisition of competencies such as collaboration, effective communication, proficient resolution of issues, and establishment of reliance can facilitate the achievement of this objective.

Students are able to have great experiences that they can share with one another through traditional activities and music. They can experience happiness, difficulty, and success together, all of which contribute to the formation of a powerful emotional link between them. Instances of bullying behaviour may decrease in frequency in a setting that places an emphasis on the values of solidarity and friendship. Strong emotional relationships can be built between students through participation in shared, positive experiences such as traditional games and music, which can also lessen bullying behaviour. Students are able to share in joy and good times through activities such as playing traditional games and listening to traditional music. They take time to enjoy one another's company and make each other laugh, which contributes to the development of a strong connection and a stronger feeling of community. Students have a tendency to concentrate more on good experiences and are less likely to engage in destructive bullying behaviour when they are in an atmosphere that places an emphasis on having fun and being playful. Games and musical styles that have been passed down through generations frequently feature obstacles that participants have to overcome as part of a group effort.

When students take on these difficulties and can successfully complete them, they feel a sense of satisfaction that they can enjoy together. This fosters a healthy emotional connection as well as respect for one another among the students. When people achieve success together, they are more likely to be open to maintaining and building their social links, rather than engaging in bullying behaviours that are destructive to their relationships with others. Students frequently participate actively in traditional games and music together, and they work together on projects frequently. They gain an appreciation for the roles that each team member plays as well as the contributions they make when participating in these activities. This helps to develop a sense of community support and minimises the possibility that bullying behaviour will take place. Students are more likely to engage in constructive interactions with their classmates when they perceive that they are accepted and respected by group members. Students are able to form strong links of friendship and community via the shared experiences of playing traditional games and listening to traditional music. They have the impression that they are a part of a community that looks out for and supports one another. Students tend to be better able to appreciate one another and aid one another in a setting where friendship and solidarity are emphasised. Bullying behaviour also has less capacity to grow in a setting where these values are emphasised. Schools have the ability to cultivate a supportive environment and lower the possibility of bullying behaviour occurring if they encourage the positive sharing of experiences through activities such as traditional games and music. This helps children feel more connected to one another and more united, which in turn contributes to an environment at school that is more positive, safe, and enjoyable for everyone.

Kids' social skills development can also benefit from exposure to traditional music and activities. They gain the ability to effectively handle conflict, communicate effectively, listen carefully, and share roles through their participation in group activities. Having all of these skills can be beneficial in preventing future disputes and fostering an environment that is safe and encouraging for students. Students are able to deal with circumstances that involve differences of opinion or minor disagreements by playing traditional games and listening to traditional music. They can learn to manage conflict constructively by doing things like listening to other people's perspectives, looking for fair solutions, and coming to an agreement with each other if the environment is secure and well-structured. Students with these abilities have a better chance of avoiding engaging in bullying behaviour and resolving disagreements that may occur in surroundings that are encountered daily. Communication is essential between team members when playing traditional games or performing traditional music. Students need to communicate clearly and accurately with other team members, explain their ideas, seek assistance, or provide feedback. They have the opportunity to enhance



both their verbal and nonverbal communication abilities by participating in this activity. The ability to speak clearly and fluently helps prevent misunderstandings, fosters strong relationships between students, and lowers the likelihood of conflict occurring in the classroom. Playing traditional games and musical instruments requires players to pay close attention to the directions, prompts, or contributions made by other team members. Students acquire the ability to pay complete attention to the perspectives of others and to respect such perspectives. It aids in developing effective listening skills, which are essential in constructing relationships characterised by empathy and respect. The members of a team will frequently take turns acting in different roles and being responsible for different aspects of the game or performance. Students develop an awareness of their respective functions, an appreciation for the variety of contributions made, and the ability to collaborate effectively in order to accomplish shared objectives. They get the ability to work together with others and a sense of involvement in group activities as a result of these encounters. This helps establish an atmosphere where students support one another and minimises the possibility that bullying behaviour will occur in the school.

Traditional games and music can contribute to the development of important social skills in kids, such as role sharing, effective communication, attentive listening, and dispute resolution, and so help foster an safe and supportive environment. Students with these skills are better able to communicate positively with one another, cultivate constructive connections, and appreciate the variety of perspectives and contributions made by their classmates. Students can develop trust in one another through the use of traditional games and musical activities. They gain the ability to rely on one another, appreciate one another's positions and capabilities, and take turns being responsible for their collective achievements. Because of how this process forges strong links of solidarity between kids, the climate that results is one in which there is little opportunity for bullying to flourish. Students frequently work together in teams to play and perform traditional games and music, which requires them to rely on one another. Students can trust the skills and contributions of their classmates as a result of participating in this process. They understood that to cooperate and achieve success, they needed to rely on and lend support to one another. The kids' level of trust in one another improves as a result of this encounter. Each team member performs a unique function and possesses unique skills in traditional games and music. Students come to understand and appreciate one another's roles and capabilities, as well as the fact that each person brings something unique and important to the table. Students are better able to trust one another and respect one another's differences when they respect one another's individuality and areas of expertise. Students are required to take on a collective role in assuming responsibility for successfully completing conventional musical and gaming activities. They are aware that the team's success depends on their contribution to each and every duty and task. Students gain the skills necessary to assume responsibility, maintain their word, and honour their commitments to the team as a result of participating in this process. When pupils are able to rely on one another to carry out their respective obligations, trust between them grows. Students are able to establish strong links of solidarity with one another and experience great shared experiences when they play traditional games and listen to traditional music. They support and encourage one another through the ups and downs of life, which deepens the connection between them on an emotional level. Students tend to be better able to create positive and mutually helpful relationships when there is a strong bond of solidarity among them. This, in turn, reduces the likelihood that bullying behaviour would occur. Students can establish a climate in which there is little opportunity for bullying to flourish by cultivating trust in one another via the playing of traditional games and listening to traditional music. Students who trust one another have stronger social ties, more mutual regard for one another, and an safe and welcoming environment.

Whilst conventional games and music indeed possess the capacity to mitigate instances of bullying, it is imperative to acknowledge that a universal solution may not be applicable in all circumstances pertaining to this matter. The significance of educators, parents, and society in fostering an environment that does not promote or tolerate bullying cannot be overstated. The onus of fostering a salubrious and safe environment within the classroom primarily falls upon the teaching faculty. It is recommended that educational institutions promote transparent communication, impart social skills to students, and offer information on the ramifications of engaging in bullying conduct. Moreover, it is incumbent upon educators to vigilantly observe and identify the distinctive indications of bullying, and to take appropriate action when necessary, while also providing assistance to students who engage in bullying conduct. The early inculcation of essential

life skills such as empathy, respect for others, and constructive conflict resolution by parents is crucial for the holistic development of children.

Parents are responsible for actively engaging in their children's lives, attentively acknowledging and affirming their children's emotions, and furnishing them with emotional sustenance. Furthermore, it is imperative that parents collaborate closely with educational institutions to identify remedies for instances of bullying and maintain open communication channels. The collective responsibility of society is to address and eliminate bullying behaviour. The community's involvement through anti-bullying entities, campaigns aimed at raising awareness, and educational initiatives can facilitate the transformation of perceptions and attitudes towards bullying. All individuals within a community must recognise the significance of fostering an environment that is safe, inclusive, and devoid of any form of harassment. Moreover, educational institutions must establish and implement clear-cut policies regarding bullying conduct. The policy should encompass suitable preventive measures, protocols for reporting instances of bullying, and sanctions for individuals who participate in bullying conduct. Furthermore, it is imperative to provide assistance and support to students who have been subjected to bullying and victimisation by their peers. By fostering a collaborative effort among educators, parents, and communities, and implementing relevant policies, it is possible to create an environment conducive to preventing and addressing bullying. Incorporating traditional games and music into a comprehensive strategy can serve as a valuable means of fostering community, cooperation, and student solidarity.

#### 4. Discussion

The findings of this research indicate that the utilisation of traditional games and music can yield a noteworthy impact in addressing instances of bullying behaviour within the context of the Traditional Art School located in Padang Panjang. The efficacy of incorporating traditional games and music in learning was demonstrated through data analysis conducted during the pre-test and post-test. The results indicated a reduction in the frequency of bullying behaviour within the category of levels. According to Kurniawan (2019), alterations in conduct or bullying patterns may arise due to the influence of conventional children's games and music, which can foster collaborative efforts among students and elicit a disposition of tolerance towards others. Incorporating traditional games and music into educational settings has been found to promote the development of social sensitivity and enhance social relations among students. Furthermore, the incorporation of customary games and music in the educational curriculum can facilitate the advancement of students' physical, cognitive, linguistic, and social skills (H. A. Nur et al., 2020). The presence of firmly established social connections among students through conventional games and music has the potential to mitigate instances of bullying perpetrated by students gradually. To clarify, it can be posited that the engagement of children in customary games and music may cultivate a sense of camaraderie amongst pupils within the educational setting.

The traditional games and music of Minangkabau children have the potential to cultivate a strong sense of tension and solidarity among students. Incorporating traditional children's games and music, such as *marraga*, into the learning process can potentially cultivate values of cooperation, accuracy, democracy, and sportsmanship, as noted by Suhra et al. (2020). The significance of diligence and collaboration is demonstrated through the endeavours of the athletes to prevent their physical bodies from making contact with the ground through diverse means. The significance of precision is demonstrated in the game's endeavour to propel or strike the body towards the designated objective, thereby preventing the body from exiting the confines of the playing area. Moreover, the significance of democracy is demonstrated through the lack of monopolisation or encroachment upon the opportunities of other participants. The importance of precision in calculations is evident in ensuring that the seeds are not dropped into vacant holes, thereby enabling the players to continue their game and maximise their gains. The significance of sportsmanship is demonstrated not solely in the demeanour of athletes who refrain from engaging in dishonest behaviour during competition, but also in their capacity to accept loss with composure. The integration of traditional children's games and music, as provided by students, into the learning process has been found to positively impact students. Specifically, it has been observed to reduce instances of bullying behaviour among students.

Incorporating traditional games and music within educational settings can cultivate a strong sense of camaraderie, collaborative effort, and unity among students. The utilisation of traditional games and

music offers numerous benefits. According to Nurhayati (2012), engaging in traditional games and music can enhance children's cognitive intelligence, foster emotional intelligence, and stimulate their creative faculties. The utilisation of traditional Minangkabau children's games and music may serve as a mechanism for fostering students' social competencies. According to Nur (2013), students can engage with their social environment and develop mutual understanding and respect for one another through participation in traditional games and music. The traditional games and music of Minangkabau children exhibit several traits that significantly mitigate diverse forms of bullying, including physical, verbal, and indirect bullying. This assertion is supported by James (2014) and Yuyarti (2018), who observed reduced bullying practises among students. To clarify, engagement in conventional games and music may foster a heightened sense of camaraderie and collaboration among students, thereby mitigating the prevalence of bullying behaviour among certain individuals.

## 5. Conclusion

Although it is accurate that traditional games and music have the potential to alleviate occurrences of bullying, it is crucial to recognise that a one-size-fits-all approach may not be suitable for all situations related to this issue. The role of educators, parents, and society at large in creating a conducive environment that does not condone or tolerate bullying conduct is of utmost importance. The responsibility for promoting a healthy and secure atmosphere in the classroom rests primarily with the teaching staff. Academic institutions should facilitate open and honest communication, instill interpersonal competencies in pupils, and provide education on the consequences of participating in bullying behaviour. Furthermore, educators must monitor and recognise the unique signs of bullying diligently, and implement suitable measures when required, while offering support to students who exhibit bullying behaviour. The timely instillation of fundamental life competencies, including empathy, regard for others, and productive conflict management by carers, is imperative for the comprehensive growth of offspring. Parents must proactively participate in their children's lives, attentively recognise and validate their children's emotions, and nourish them emotionally. In addition, parents must establish a close partnership with academic institutions to pinpoint solutions for bullying and sustain transparent lines of communication. The societal obligation is to address and eradicate bullying behaviour collectively.

Community engagement through anti-bullying organisations, awareness-raising campaigns, and educational programmes can foster a shift in perceptions and attitudes towards bullying. All members of a community must acknowledge the importance of cultivating a setting that is not only secure but also equitable and free from any type of misconduct. In addition, educational institutions must establish and execute unambiguous protocols pertaining to bullying behaviour. The policy should incorporate appropriate preventative measures, establish reporting protocols for bullying incidents, and impose penalties on individuals who engage in bullying. Moreover, it is crucial to offer aid and reinforcement to pupils who have undergone bullying and victimisation at the hands of their classmates. Through cultivating a collaborative approach among educators, parents, and communities, and implementing pertinent policies, it is feasible to establish a setting that is favourable for the prevention and resolution of bullying incidents. Integrating conventional games and music within a comprehensive approach can be a beneficial method of cultivating a perception of community, collaboration, and unity among pupils.

## Declaration of Conflicting Interest

The authors must state that there is no conflict of interest concerning the publication of this paper.

## References

- Andheska, H., Suparno, S., Dawud, D., & Suyitno, I. (2020). Writing motivation and the ability in writing a research proposal of generation Z students based on cognitive style. *Journal for the Education of Gifted Young Scientists*, 8(1), 87–104. <https://doi.org/10.17478/jegys.651436>
- Anggita, G. M., Mukarromah, S. B., & Ali, M. A. (2018). Eksistensi Permainan dan music tradisional Sebagai Warisan Budaya Bangsa. *JOURNAL OF SPORT SCIENCE AND EDUCATION (JOSSAE)*, 3(2), 56–59.
- Ekayati, I. A. S. (2015). Pengaruh permainan dan music tradisional “gobag sodor” terhadap kecerdasan intrapersonal dan interpersonal pada anak usia dini. *Didaktika*, 13(3), 1–10.
- Hadi, P., Sinring, A., & Aryani, F. (2018). Pengaruh Permainan dan music tradisional Dalam Meningkatkan



- Keterampilan Sosial Siswa SMP. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, 4(1), 32. <https://doi.org/10.26858/jpkk.v4i1.4474>
- James, A. (2014). *School bullying*.
- Kurniawan, A. W. (2019). *Olaraga dan Permainan Tradisional*. Wineka Media.
- Kusmiati, A. M., & Sumarno, G. (2018). Pengaruh Permainan dan music tradisional terhadap Kemampuan Perseptual Motorik Anak di SDN Margawatu II Garut Kota. *TEGAR: Journal of Teaching Physical Education in Elementary School*, 1(2), 17. <https://doi.org/10.17509/tegar.v1i2.11934>
- Kusumawati, O. (2017). Pengaruh Permainan dan music tradisional Terhadap Peningkatan Kemampuan Gerak Dasar Siswa Sekolah Dasar Kelas Bawah. *Jurnal Pendidikan Dan Pembelajaran Dasar*, 4(2), 124–142.
- Maryelliwati, M., Rahmat, W., & Kemal, E. (2018). A Reality Of Minangkabau Language And Literature And Its Transformation To A Creation Of Performance Works. *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia*, 4(1), 62-70.
- Maryelliwati, M., Rahmat, W., & Anwar, K. (2019). Maintenance of Minangkabau culture in randai at mungka based on education and tourism pemertahanan Budaya Minangkabau Dalam Kesenian. *Magistra Andalusia*, 1(2), 44-54.
- Nur, H. (2013). Membangun Karakter Anak Melalui Permainan Anak Tradisional. *Jurnal Pendidikan Karakter*, 4(1), 87–94. <https://doi.org/10.21831/jpk.v0i1.1290>
- Nur, H. A., Ma'mun, A., & Fitri, M. (2020). *The Influence of Traditional Games on Social Behavior of Young Millennials*. 21(Icsshpe 2019), 251–255. <https://doi.org/10.2991/ahsr.k.200214.066>
- Nurdiansyah, D. (2018). Pengaruh Permainan dan music tradisional Hadang Terhadap Agility. *JUARA : Jurnal Olahraga*, 3(2), 77. <https://doi.org/10.33222/juara.v3i2.238>
- Nurhayati. (2012). Peran Permainan dan music tradisional Dalam Pembelajaran Anak Usia Dini. *Jurnal EMPOWERMENT*, 1(2252), 39–48.
- Putra, A. A., Rahmat, W., & Tatalia, R. G. (2021). The Language Of Narcissistic Tendencies In Youtube Users A Psycopragmatic Analysis. *Journal of Pragmatics and Discourse Research*, 1(2), 54-63.
- Rahmat, W. (2016). Penerapan kaba Minangkabau sebagai media pelestarian bahasa amai (ibu) dan kesusastraan dalam pendidikan literasi di Minangkabau. *Jurnal ipteks terapan*, 10(4), 236-241.
- Suhra, S., Djubaedi, D., & Haji Mail, A. A. Bin. (2020). The Contribution of Bugis' Traditional Games in Strengthening Students' Character Education at Madrasa. *Jurnal Pendidikan Islam*, 6(2), 233–244. <https://doi.org/10.15575/jpi.v6i2.9753>
- Sultan, Rofiuddin, A., Nurhadi, & Priyatni, E. T. (2017). The effect of the critical literacy approach on pre-service language teachers' critical reading skills. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 2017(71), 159–174. <https://doi.org/10.14689/ejer.2017.71.9>
- Yalmiadi, Y., Yanti, R., Indrayadi, T., & Rahmat, W. (2021). Diagnosing Effect of English Novels on Augmenting EFL Learners' Language Skills and Competencies. *Journal Polingua: Scientific Journal of Linguistics, Literature and Language Education*, 10(2), 31-41.
- Yudiwinata, H., & Handoyo, P. (2010). Ritzer, 2010:50. *Permainan dan music tradisional Dalam Budaya Dan Perkembangan Anak*. <https://core.ac.uk/download/pdf/230700406.pdf>
- Yusuf, H., & Fahrudin, A. (2012). Perilaku Bullying: Asesmen Multidimensi Dan Intervensi Sosial. *Jurnal Psikologi*, 11(2), 10. <https://doi.org/10.14710/jpu.11.2.10>
- Yusutria, Y., & Rahmat, W. (2019). Foreign Language Examination Techniques (Case Study Of Santri In Pondok Pesantren Harakatul Qur'an Padang Sumatera Barat). *Curricula: Journal of Teaching and Learning*, 4(3), 128-135.
- Yuyarti. (2018). Mengatasi Bullying Melalui Pendidikan Karakter. *Jurnal Kreatif*, 9(1), 52–57
- Wincana, G., Rahmat, W., & Tatalia, R. G. (2022). Linguistic Tendencies of Anorexia Nervosa on Social Media Users Facebook (Pragmatic Study). *Journal of Pragmatics and Discourse Research*, 2(1), 1-9.

#### About the author

**M. Halim** is a lecturer at Institut Seni Indonesia Padangpanjang, West Sumatera, Indonesia, Email: [halimmarajo872@gmail.com](mailto:halimmarajo872@gmail.com)

**Rafiloza** is a lecturer at Institut Seni Indonesia Padangpanjang, West Sumatera, Indonesia, Email: [rafoza1963@gmail.com](mailto:rafoza1963@gmail.com)

**Yunaidi** is a lecturer at Institut Seni Indonesia Padangpanjang, West Sumatera, Indonesia, Email: [yunaidi2011@gmail.com](mailto:yunaidi2011@gmail.com)

**Syafniati** is a lecturer at Institut Seni Indonesia Padangpanjang, West Sumatera, Indonesia, Email: [syafniati1961@gmail.com](mailto:syafniati1961@gmail.com)

**Muhammad Zulfahmi** is a lecturer at Institut Seni Indonesia Padangpanjang, West Sumatera, Indonesia, Email: [julmedankar@gmail.com](mailto:julmedankar@gmail.com)