

Enhancing Social-Emotional Skills through Traditional Bakiak Games in Group B Children at KB. Raudhatul Jannah

Delpiyani¹, Yuwan Fijar Anugrah², Nadia Tiara Antik Sari³, Gilang Rajasa⁴

¹ STAI DR. Kh.EZ Muttaqien Purwakarta; delpiyaniadel@gmail.com

² STAI DR. Kh.EZ Muttaqien Purwakarta; yuwanfijar@gmail.com

³ Pendidikan Indonesia University, Purwakarta; nadiatiara.as@upi.edu

⁴ SDS Labschool Pendidikan Indonesia University, Purwakarta; gilang.rajasa07@gmail.com

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Abstract: Social emotional abilities are one of the supporters of multiple intelligence. This skill is absolutely necessary for every individual to face the surrounding community. So it is better if this ability is trained from an early age. aspects of emotional side development, because this aspect has a fairly large role in the child's life in the future. Therefore, this research aims to improve social emotional skills in young children through playing the traditional game of clogs originating from West Sumatra. This research is classroom action research (PTK) which was carried out in 2 cycles, including the planning stage, action stage, observation stage and also reflection. The aim of this research is to determine whether there is an increase in the social emotional abilities of young children through clog playing activities in group B at KB Raudhatul Jannah, Jatiluhur subdistrict, Purwakarta district. The research subjects were 20 children consisting of 6 girls and 14 boys. The data collection techniques used are observation and documentation. Results from observing the social emotional abilities of group B children in KB. Raudhatul Jannah after quantitative and qualitative descriptive analysis. Achievement target or maximum value is 75%-100%. In the pre-cycle or before the action, the social emotional skills achievement value was 39,5%. Implementation of cycle I increased to 54%. Then in cycle II it became 89%. This means that using the traditional clog game playing method can improve the social emotional abilities of group B children in KB. Raudhtul Jannah.

Kata Kunci:

Anak usia dini, Kemampuan sosial
emosional, Permainan tradisional

Abstrak: Kemampuan sosial emosional merupakan salah satu dari pendukung multiple intelligence. Skill ini mutlak diperlukan bagi setiap individu untuk menghadapi lingkungan masyarakat di sekitarnya. Sehingga lebih baik jika kemampuan ini di latih sejak usia dini. aspek perkembangan sisial emosional, dikarenakan aspek ini memiliki peran yang cukup besar bagi kehidupan anak di masa mendatang. Oleh karena itu penelitian ini bertujuan untuk meningkatkan keterampilan sosial emosional pada anak usia dini melalui bermain permainan tradisional bakiak yang berasal dari Sumatera Barat. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilaksanakan dalam 2 siklus , meliputi tahap perencanaan, tahap tindakan, tahap pengamatan dan juga refleksi. Tujuan dari penelitian ini yaitu untuk mengetahui adanya peningkatan kemampuan social emosional anak usia dini melalui kegiatan permainan bakiak pada kelompok B di KB Raudhatul Jannah kecamatan Jatiluhur kabupaten Purwakarta. Subjek penelitian sebanyak 20 anak terdiri dari 6 anak perempuan dan 14 anak laki-laki. Teknik pengumpulan data yang digunakan adalah observasi dan dokumentasi. Hasil dari observasi kemampuan social emosional anak kelompok B di KB. Raudhatul Jannah setelah dianalisis secara deskriptif kuantitatif dan kualitatif. Target ketercapaian ataupun nilai maksimal 75%-100%. Pada pra-siklus atau sebelum adanya tindakan nilai ketercapaian keterampilan sosial emosional sebesar 39,5%. Pelaksanaan siklus I meningkat menjadi 54%. Selanjutnya pada siklus II menjadi 89%. Ini berarti menggunakan metode bermain permainan tradisional bakiak dapat meningkatkan kemmapuan social emosional anak kelompok B di KB. Raudhtul Jannah.



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INTRODUCTION

Early childhood social emotional skills need to be developed because social emotional is an early ability for children to interact with their wider environment. This is in accordance with the opinion of Rita Eka et al that many families and early childhood educators emphasize the importance of social emotional development during early childhood or preschool years. The importance of aspects of emotional social development in early childhood is because children are expected to be able to become human beings who understand the emotions they experience and are able to be accepted by the social environment (Rohimah et al., 2022). Social development is intended as the development of children's behavior in adjusting to the rules that apply in the community where the child is. Socialization behavior is something that is learned, not just the result of maturity. A child's social development is obtained in addition to the maturation process also through learning opportunities from responses to children's behavior. (Octavia, 2011)

Early childhood is often referred to as the golden period because at this stage the brain develops very rapidly and plays an important role in controlling various activities and shaping the quality of one's life in the future. The first two years of life are a crucial phase for children's growth, where they begin to explore the world through movement, sight, hearing and other senses. This development is greatly influenced by the stimulation they receive from their surroundings. From infancy until entering primary school, children experience an important phase that forms the basis for their social and emotional development. At this stage, they begin to learn to interact, understand feelings, and manage emotions better. This is the perfect time to instill social and emotional values that will help them face future developmental challenges (Nurmalitasari, 2015). Social emotional development can include social competence (establishing relationships with social groups), social skills (behavior used in social situations), social cognition (understanding of the goals and behavior of oneself and others), prosocial behavior (willingness to share, help, cooperate, feel comfortable and safe, and support others) and mastery of human values and morality (development in determining good and bad standards). The development of socialization and emotions in children is inseparable from the emotional condition and ability of children to respond to their environment at an earlier age. Children's socialization skills and emotions will develop along with the addition of age and

experience gained. Cognitive aspects also play an important role in this matter where with maturity in cognitive terms, children can distinguish good and bad things based on the values that exist in society. (Nugraha & Dkk, 2010).

The achievement level of social-emotional development of children aged 5-6 years according to Ministerial Regulation Number 58 of 2009 is, being cooperative with friends, showing a tolerant attitude, expressing emotions in accordance with existing conditions, recognizing manners and manners in accordance with local socio-cultural values, understanding rules and discipline, showing empathy, having a persistent attitude (not giving up easily), being proud of one's own work, and appreciating the excellence of others. Based on this, which includes the level of achievement of child development at the age of 5-6 years in social aspects such as being cooperative with friends, showing a tolerant attitude, and showing empathy. Being cooperative is shown by the child's willingness to cooperate in doing activities with his friends. Showing a tolerant attitude is seen when children are willing to share with their friends without differentiating from one another. Meanwhile, showing empathy can be seen from the child's willingness to help their friends who need help or show their concern by being involved in play activities or other activities. Cooperative attitudes in early childhood can be seen from several aspects including children participating in group activities, helping friends when doing group activities, doing activities together with group friends, fostering good relationships with their group friends, and willing to play with their group friends (Makmud, 2013)

Play is an activity that is carried out anywhere, either using materials or tools that can develop talent or imagination in children, in Permendikbud 137 of 2014 Standard Levels of Child Development Achievement (STPPA) where at the age of 5-6 years children should be able to play with peers and be able to share with others and have a tolerant attitude, but what is found is that child development has not developed. Through play, children can satisfy the demands and satisfaction of the development of motor, cognitive, language, emotional, social, value and attitude dimensions (Hasanah, 2016). The use of play activities in the implementation of educational programs in kindergarten is an essential aspect that cannot be ignored. For children of kindergarten age, the learning process takes place through play activities, where they gain new understanding and experience in a fun and interactive way (Holis, 2016). Therefore, play activities in children can develop creativity, for example doing play activities that contain

flexibility, utilizing imagination or self-expression, problem-solving activities, and finding new ways. One type of game that can support children's development in various aspects, such as cognitive, language, social-emotional, religious and moral values, and physical-motor skills, is traditional games. These games are not only developed in one country, but are also found in various parts of the world, with each culture having a typical traditional game that is passed down from generation to generation (Sulistyaningtyas, 2019). Clogs are a traditional game that is often played in outdoor or outbound activities. The game involves several players in a team, usually consisting of 3 to 5 people, according to mutual agreement. Each participant uses special footwear in the form of a long wooden board equipped with a rope as a foothold. The clog design resembles a skateboard, but is adapted for land games. There are no fixed rules in this game, so it can be played by various groups, both children and adults. The flexibility and fun of clogs make them an effective tool for practicing coordination, cohesiveness and social skills in a group (Hartanto, 2021).

Based on observations made by researchers on children, it turns out that the social emotional development of children in KB. Raudhatul Jannah there are still children whose social emotional development has not developed optimally, especially in prosocial behavior. It can be seen that children have not been able to play with peers, cannot vary with others, cannot show a tolerant attitude to peers. One of the obstacles to children's social emotional development has not developed according to the level of developmental achievement is in the school environment when the learning process is mostly carried out in the classroom. The school yard can support as a facility for children to play outside the classroom, for example playing clogs. Based on the results of the research, it was found that so far children have focused on activities in the classroom only, so that when children are invited to play outside the classroom there are children who like to push, hit, impatient and all games cannot share and the attitude of tolerance is not owned by children, so researchers want to overcome the problems possessed by children, namely with traditional games.

Traditional games can not only develop children's social-emotional skills, but also other aspects of development, namely, moral religion, cognitive, social-emotional, language, sensorimotor and art. Based on the above problems, researchers are interested in conducting research with the title "Improving Social

Emotional Skills Through Traditional Clog Games for Group B Children at Kb. Raudhatul Jannah".

RESEARCH METHODS

The method used in this research is Classroom Action Research (PTK) which is focused on classroom situations, or commonly known as classroom action research, the procedures used are in the form of cycles .(Wardhani, 2013) Classroom action research is research conducted by teachers in their own classrooms through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes increase. In this PTK, the researcher uses the Jhon Elliot model so that each cycle consists of four main activities, namely: planning, acting, observing, and reflection (Sugiyono, 2017). In this class action research are students of group B KB. Raudhatul Jannah with a total of 17 students consisting of 6 girls 11 boys and carried out in the first and second semester with 2 school years 2023-2024.

This study was conducted to solve the problem of learning in the classroom conducted by the teacher, which aims to improve social-emotional skills through traditional clog games for Group B children of KB. Raudhatul Jannah to be even better. Data collection techniques are ways to obtain data in research activities that meet the standards applied. The data collection technique used in this study is an observation sheet. Observation or observation is carried out by researchers to children by observing and recording the implementation of learning in the classroom, and children's participation shown during the process.

The data obtained in this study were collected and analyzed. All data obtained through observation and documentation were summarized in one summary of child development and analyzed by comparing the child's development that should be achieved. In addition, the analysis was carried out by looking at the level of developmental progress or expected behavioral changes to what extent the improvement of children's abilities was achieved in learning and increasing interest in activities using the formula:

$$P = \frac{\text{Total Score}}{\text{Highest Score}} \times 100\%$$

Children's social emotional abilities are said to increase if the percentage of the final results of the indicators that have been determined reaches the following criteria:

0% - 25%	: Undeveloped (MB)
25% - 50%	: Starting to Develop (MB)
50% - 75%	: Developing as expected (BSH)
75% - 100%	: Developing Very Well (BSB)

Data analysis in this study was also carried out using quantitative research. The data collected in each observation activity from each cycle implementation was analyzed descriptively quantitatively using the percentage technique to see the trends that occurred in learning activities. The data obtained was described in narrative form so that the data was easy to understand and well organized. Next, making conclusions based on data descriptions, the extent of improvement in children's fine motor skills achieved in learning.

RESULTS AND DISCUSSION/HASIL DAN PEMBAHASAN

Based on the reflection results of 20 children in group B at KB. Raudhatul Jannah Purwakarta Regency, the overall success percentage of the observed indicators is 89% (BSB). From the results of the reflection of children's Social Emotional Development through traditional clog games after the action in cycle II shows that it has improved well, it can be seen that 18 children from the observed indicators show the assessment criteria Developing Very Well (BSB), while 2 of them show the assessment Developing As Expected (BSH).

The results of research in cycle I from 39.5% - 54% with the criteria developing as expected. The final results obtained in cycle I have not been able to reach the final percentage of 75-100% with Very Good Developing (BSB) criteria, so the researchers continued in cycle II.

The results of research in cycle II, it can be seen that children's social emotional abilities through traditional clog games have gradually increased. The improvement achieved in cycle II was able to achieve the predetermined success indicators. The final results of the achievement in cycle II successfully achieved the criteria for developing very well (BSB) with an increase in percentage ranging from 75%-89%. The implementation of

actions in Cycle I, meeting I, the percentage of acquisition of 54% (BSH criteria) has not yet reached the expected criteria so that it needs to be done in cycle II. In cycle II showed an increase compared to the actions in Cycle I, the percentage of achievement results in Cycle II was 89% (BSB criteria). Based on the percentage of achievement results in Cycle II, there was an increase in children's social emotional abilities through traditional clog games in group B at KB. Raudhatul Jannah.

CONCLUSION

Based on the results of research and discussion, the researcher draws the conclusion that through traditional clog games can improve children's social emotional abilities in group B at KB. Raudhatul Jannah, can increase well the increase can be seen from the increase in percentage after the implementation of actions in cycle I and cycle II. Implementation of action in cycle I, the percentage shown from cycle I amounted to 54%. The implementation of actions in Cycle II showed an increase compared to the actions in Cycle I. The percentage of achievement results in Cycle II amounted to 89% in the criterion of Developing Very Well, meaning that it reached the criteria for research success of 75% - 100%

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