



THE EFFECTIVENESS OF THE TRADITIONAL GAME TUK-TUK GENI IN STIMULATING THE SOCIAL EMOTIONAL DEVELOPMENT OF CHILDREN AGED 5-6 YEARS AT TK RAUDHATUL HUDA, KEDAI RUNDING SOUTH ACEH

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ABSTRACT

Social-emotional skills are still lacking and still need improvement. These symptoms are evidenced by the presence of several children who are not yet able to interact well with themselves and their environment, and children are also unable to work together, control their emotions, and help fellow friends. The aim of this research is to determine the effectiveness of the traditional game Tuk-Tuk Geni to improve the social emotionality of children aged 5-6 years at TK Raudhatul Huda Kedai Runding South Aceh. This research uses a quantitative type of research with an experimental one group pre-test post-test design method. Sample of 15 children, data collection was carried out through observation and data was analyzed using statistics. The research results found that the Tuk Tuk Geni game was very effective in improving children's social and emotional well being. This is proven by the average value of the pre-test activity results obtained at 10.5 and the post-test obtained at 13. The results of this research indicate that the Tuk Tuk Geni game can improve children's social emotional development as intended by the hypothesis results t_{tabel} dapat dihitung dengan kriteria pengambilan keputusan nilai t_{hitung} -26.00 and the significant value (2-tailed) is ≤ 001 with the df value obtained from $15-1=25$, the value obtained t_{tabel} that is 1,761. So it can be concluded that the value $t_{hitung} \geq t_{tabel} = (-35.546 \geq 1,761)$ then H_1 is accepted and

Ho is rejected, so it can be concluded "there is significant effectiveness between the Tuk Tuk Geni game in improving the social emotions of children aged 5-6 years at TK Raudhatul Huda.

Keywords: *Tuk Tuk Geni Game, Social Emotional*

INTRODUCTION

Early childhood is a golden age, where stimulation of all aspects of development plays an important role in subsequent developmental tasks. During this period, brain growth experiences very rapid (explosive) development, as does physical development (Oktariana 2021). One aspect that must be developed from an early age is social emotional, physical motor and others (Adi, Irianto, & Sukarmin, 2022). Social emotional development is very important in overall individual development, because it makes it easier for children to get along with each other and learn better in other activities in the social environment.

A child's social maturity will lead to the child success in becoming more independent and skilled in developing their social relationships (Rahimah, & Koto, 2022; Sidiq, & Al Muairi, 2022). The social aspect of children is related to the child's relationship with the people around him. Meanwhile, emotional development is a complex reaction that involves a high level of activity and profound changes and is accompanied by strong feelings or states of affectivity. So emotional development is the child's sensitivity to understanding other people's feelings when interacting in everyday life. The child's level of interaction with other people starts from parents, siblings, playmates to the community.

Social emotional development cannot be separated from each other, in other words, discussing emotional development must be done by peers and the surrounding community. If the child's environmental conditions can facilitate and provide positive space, the child will be able to improve his cooperative abilities well, and vice (Muzzamil, 2021). However, children will have good cooperative abilities, if parents provide good parenting, not many parents do not notice that cooperative abilities are important to pay attention to in children's lives. This is because children will be able to learn it themselves later

when they enter school, even though children's cooperative abilities are also obtained in the family and surrounding environment (Lubis, 2019).

There are various kinds of games that can improve social emotionality, one of which is the traditional game Tuk Tuk Geni (Andriani, 2012). Tuk Tuk Geni or also often referred to as Tuk Tuk Ubi, this game is played in groups, one of the children becomes the old lady who will ask for sweet potatoes (from another player), the other members will become children or sweet potatoes. The way to play is that the mother and children sit and hug each other so that they don't get ripped off by the grandmother carrying them with the mother's position at the front. Grandmother will come and ask for sweet potatoes by plucking or pulling the children one by one, the child who has been plucked will help grandmother to pluck the others. Adi Setyo Banu et al. (2020) in the Betawi Cultural Institute explains that this traditional Betawi game provides entertainment and character building lessons such as cooperation, which is beneficial for children's social and emotional development. The traditional Betawi game Tuk Tuk Ubi is also cheap or free to play without any equipment.

Based on the results of observations carried out from 29 September to 10 December 2022, the problem was found that children in group B aged 5-6 years in Raudhatul Huda, Kedai Runding Village showed that out of 30 children there were 15 children whose social and emotional abilities were still lacking and still needs improvement. These symptoms are proven by the presence of several children who are not able to interact well with themselves and their environment, children are also unable to work together, control their emotions, and help their fellow friends. It is proven in the process of activities when children interact with their peers, there are children who are still unable to cooperate, control their emotions, help fellow friends, but this is only done with close friends and there are children who are a little shy, sometimes they can communicate something and dare to interact, but rarely done.

This shows that social-emotional abilities experience obstacles in their social-emotional development because children are not yet willing to play with peers in a group, children still show an attitude of ego or winning alone, children are unable to collaborate between members of their group, they still show an attitude of fighting over each other in playing, and children are not responsible in carrying out their duties. Based on the background, the author feels it is important to understand the problems of early childhood with the title "The effectiveness of the traditional Tuk Tuk Geni game in improving the social

emotionality of children aged 5-6 years at TK Raudhatul Huda, Kedai Runding, South Aceh".

METHODS

This research is quantitative research with a quasi-experimental method. The design of this research was to see how effective the independent variable, namely the traditional game Tuk-Tuk Geni, was on the dependent variable, namely Social Emotional, before being given treatment and after being given treatment. The research design uses a pretest and posttest in one group with a pre-experimental design research method in the form of a one-group pretest-posttest design (Sugiyono, 2016).

In this study, the research subjects focused on children aged 4-5 years. The subjects in this study were Group B aged 5 to 6 years at Raudhatul Huda Kindergarten, Kedai Runding South Aceh, totaling 15 children. Data collection is used as a tool to measure research. The data collection technique used in this research is data collection techniques using interviews and observation. Data analysis techniques in this research vary according to the assessment process carried out and the instruments used. The data analysis used in this research is qualitative descriptive analysis and quantitative descriptive analysis methods. The effectiveness test is carried out using a normality test with a T Hypothesis test to find out whether there is a difference between the estimated value and the value resulting from statistical calculations.

RESULTS AND DISCUSSION

The instrument used to determine the completeness of the results of whether children's social emotional development has increased or not is a test instrument resulting from the Tuk Tuk Geni game activity, namely, for class B children, the pretest scores from a total of 15 students have not yet been completed, while the posttest scores from a total of 15 students have not yet been completed. There were 10 students who had completed and 5 students who had not completed. Tuk tuk geni traditional game activities to improve the social emotional development of group B children at Raudhatul Huda Kindergarten. Tests are given before and after the entire material is taught regarding game procedures. The game is adapted to the learning objective of

measuring social emotional improvement in children by tabulating children's pretest and posttest results data into tabular form to make it easier to process data obtained from the field, namely as follows:

Table 1. Pretest Result Data

No.	Child's Initials	Number of Indicators and Scores				Total Score	Average	Information
		1	2	3	4			
1.	MAA	3	2	3	3	11	55	TT
2.	AA	2	2	2	2	8	40	TT
3.	AI	3	2	2	2	9	45	TT
4.	MA	3	2	3	3	11	55	TT
5.	AN	2	2	2	2	8	40	TT
6.	FA	3	2	3	2	10	50	TT
7.	FA	3	2	3	3	11	55	TT
8.	IA	3	2	3	2	10	50	TT
9.	IN	3	2	3	2	10	50	TT
10.	MS	3	2	2	2	9	45	TT
11.	NZ	3	2	2	3	10	50	TT
12.	NA	2	3	3	2	10	50	TT
13.	KN	3	2	2	3	10	50	TT
14.	SA	2	3	3	2	10	50	TT
15.	AA	2	3	3	3	11	55	TT

Table 2. Postest Result Data

No.	Child's Initials	Number of Indicators and Scores				Total Score	Average	Information
		1	2	3	4			
1.	MAA	4	3	4	3	14	70	T
2.	AA	3	3	3	3	12	60	TT
3.	AI	4	3	3	3	13	65	TT
4.	MA	4	3	4	4	15	75	T
5.	AN	3	3	3	3	12	60	TT
6.	FA	3	2	3	2	14	70	T

7.	FA	3	4	4	4	15	75	T
8.	IA	4	3	4	3	14	70	T
9.	IN	4	3	4	3	14	70	T
10.	MS	4	3	3	3	13	65	TT
11.	NZ	3	3	3	4	13	65	TT
12.	NA	3	4	4	3	14	70	T
13.	KN	4	3	3	4	14	70	T
14.	SA	3	4	4	3	14	70	T
15.	AA	3	4	4	4	15	75	T

From the table above, it can be seen that of the 15 experimental class students who took the final test, 10 students completed their learning results and 5 students did not complete their learning results because the students achieved the minimum completeness score (KKM), namely ≥ 70 .

Table 3. Pretest and posttest initial data

No.	Child's Initials	Number of scores and items	
		<i>Pretest</i>	<i>Posttest</i>
1.	MAA	11	14
2.	AA	8	12
3.	Ai	9	13
4.	MA	11	15
5.	AN	8	12
6.	FA	10	14
7.	FA	11	15
8.	IA	10	14
9.	IN	10	14
10.	MS	9	13
11.	NZ	10	13
12.	NA	10	14
13.	KN	10	14
14.	SA	10	14
15.	AA	11	15
Jumlah		158	196
Rata-Rata		10,5	13

Source: 2023 Research

After getting the tabulation of data results from the pretest and posttest scores, the next step is to calculate the average pretest and posttest scores. The results of calculating the average pretest and posttest scores are as follows:

Table 4. Average Pretest And Posttest Scores

No	Pretest Average	Posttest Average
1	158	196
2	1.053	1.306

Before testing the hypothesis, you must first test the normality test. The aim is to test the normality of research with a normal distribution or not. The significance level is > 0.05 , then the data is normally distributed, but if the significance level is < 0.05 , then the data is not normally distributed. The normality test uses IBM SPSS 26 for Windows calculations, which are as follows:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Hasil Pretest	.287	15	.002	.847	15	.016
Hasil Posttst	.284	15	.002	.866	15	.029

Based on the results of the normality test data using IBM SPSS 26 for Windows with the Shapiro Wilk test, there is a significant value between the pretest and posttest values, the pretest value is 0.16 and the posttest value is 0.29 where both values are greater than 0.05. Based on decision making criteria, H_a is accepted, and it can be concluded that the pretest and posttest data are normally distributed.

The results of the hypothesis test data processing can be seen in the following table:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
	Hasil Pre	9.8667	15	.99043	.25573

Pair 1	Hasil Post	13.6667	15	1.11270	.28730
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Paired Samples Test										
	Paired Differences					t	df	Significance		
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p	
				Lower	Upper					
Paired 1	hasil pre - hasil post	-3.80000	.41404	.10690	-4.02929	-3.57071	-35.546	14	<.001	<.001

Based on the results of the *paired t-test sample t-test* calculated t-value of -35.546 with a significance level (2-tailed) $0.01 \leq 0.05$, showing a significant difference between the data on the treatment given to each variable. The table t hypothesis can be calculated by the decision-making criterion of the calculated t value of -26.00 and the significant value (2-tailed) of ≤ 001 with the df value obtained from $15-1 = 25$, obtained the table t value of 1.761. So it can be concluded if the t value is $\text{calculated} \geq t_{\text{table}} = (-35,546 \geq 1,761)$ then H1 is accepted and Ho is rejected, so it can be concluded "there is a significant effectiveness between Tuk Tuk Geni games to improve social emotions of children aged 5-6 years in TK Raudhatul Huda.

After it is known that both data are distributed, then a hypothesis test is carried out. Hypothesis test conducted using the Paired Sample T-Test method on the IBM SPSS Statistics 26 program. Use of the Paired Sample method The T-Test was performed on the same group with two different data. If sig. > 0.05 and the calculated value $>$ the table t value, then H0 is rejected and H1 is accepted. For the results of the t-test analysis of this study can be seen in the following tabel

Paired Sample T-Test Results

Variable	T	Df	Sig(two-sided p)	Information
Pretest and posttest	-35.546	14	<.001	There is a change

The table shows that the comparison of variables at significant values is $0.01 < 0.05$ which is in accordance with the requirements of the Paired Sample T-Test test, namely H_0 rejected and H_1 accepted, meaning that there is an influence of traditional Tuk Tuk Geni games to improve social emotional for children aged 5-6 years at Raudhatul Huda Kindergarten, Kedai Runnego, South Aceh. The use of t table can be calculated by looking at the calculated t value which is -35,546 and the sig value. (two-sided p) i.e. $t_{table} = -35.546 > 1.761$). So it can be concluded that H_0 was rejected and H_a was accepted, namely the influence of the traditional game Tuk Tuk Geni to improve the social emotional of children aged 5-6 years in South raudhatul Huda Ace hkindergarten. Various efforts can be made to improve children's Social Emotion and one of them is by using traditional Tuk Tuk geni games that are applied in schools. Tuk Tuk geni games can attract children's attention in the learning process to improve children's social emotional at school and students will also be more active and able to socializewith other friends.

Yahya Andi Saputra (2019) stated that the Tuk Tuk Geni game is a game that has advantages that can be used to improve children's emotional sociality. Tuk Tuk geni is one example of a more interesting form of play, the use of traditional games during learning can provide the center of attention and improve children's social emotional.

From the explanation above, it can be concluded that the tuk tuk geni game requires steps in playing so that the game is achieved from beginning to end, based on the results of research that the author has done, social emotional development can be applied with the Tuk Tuk Geni game for children aged 5-6 years so that it can improve children's social emotional development. Then researchers found difficulties in dealing with children aged 5-6 years TK Raudhatul Huda.

CONCLUSION

Based on data analysis and research results on the Effectiveness of Traditional Games to improve social emotional in children in Raudhatul Huda Kindergarten, it can be concluded that the results of the t-test analysis through the help of SPSS version 26 prove the results of research that has been carried out previously $t_{calc} > t_{table}$, namely $-35,546 > 1,761$, then H_a is accepted and H_0 is rejected, so it can be concluded that PergameTuk Tuk Geni is effective in improving social emotional, namely children of age 5-6 years, data analysis showed that the average score of each child with the indicators that had been

designed reached 75 with the category of child success Developing According to Expectations (BSH)..

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