



EFFECTIVENESS OF TRADITIONAL ENKLEK GAMES TO IMPROVE SOCIAL SKILLS OF GROUP B CHILDREN AT TK AL-FATH PRESCHOOL BANDA ACEH

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ABSTRACT

The background in this study is that children have low social skills such as not wanting to cooperate with groups, and not wanting to socialize with other children. Therefore the problem formulation of this study . "Is the application of traditional cricket games effective for improving the social skills of group B children at Al-Fath Preschool Banda Aceh?". So that the purpose of this study is to determine whether the application of traditional cricket games is effective for improving the social skills of group B children at Al-Fath Preschool Banda Aceh. Then, the research approach is quantitative and the type of research is experimental research. The sample used in this study was group B with a total of 10 children. Furthermore, the instruments used are observation and documentation. From the results of data analysis by calculating the t-test, the research results show that $t \text{ count} \geq t (1-\alpha)$ is $26.75 \geq 1.83$, then H_0 is rejected and H_1 is accepted. Therefore It can be concluded that the application of traditional cricket games is effective for improving the social skills of group B children at Al-Fath Preschool Banda Aceh. Therefore, traditional cricket games can be applied at school so that children are able to cooperate, be generous, desire for social acceptance, friendly attitude, and selflessness.

Keywords: Traditional Game of Cricket, Social Skill

INTRODUCTION

Education is always associated with developmental efforts. Therefore, the success of education heavily relies on its human elements, which determine whether education will be successful or not. Schools are the second party involved in educational matters, and they are inseparable from education at home and in the community. In school education, teachers are the responsible components in the general and specific educational processes and missions. Teachers can play roles as educational actors, including being observers, motivators, facilitators, and evaluators in the learning process.

However, building early childhood education is not the same as building primary school education. Early childhood education, known as preschool education, involves providing opportunities for children to enjoy their world, the world of play. According to Hartati as cited in Trisniwati (2011: 4), play is an activity that can enhance joy. Games can develop a child's potential for active and enjoyable learning, thereby improving their learning abilities.

Play is an activity designed to help children enhance their abilities through learning experiences. It serves as a tool for exploring the child's world, turning the unknown into the known and enabling them to do what they previously couldn't (Conny as cited in Trisniwati, 2011: 15).

Based on Froebel as cited in Wasik and Seefeldt (2008: 22), children's play is a vehicle for social, emotional, and cognitive development, reflecting their overall progress. Moreover, play is a means for children to develop skills in using symbols and understanding their environment. Children acquire knowledge when they play with objects in their surroundings. Social skills involve the ability to maintain relationships by building networks based on the ability to find common ground and establish good relationships (Osland as cited in Perdani, 2013: 337). Social skills can be effectively realized when carried out in a group setting, emphasizing the need for methods to enhance social skills and encourage interaction among children.

Based on information obtained from observations at TK Al-Fath Preschool Banda Aceh during the Field Experience Practice (PPL), it was observed that children lacked social skills such as unwillingness to cooperate with a group (playing according to their own desires/opinions) and reluctance to socialize with other children (playing only with classmates). Therefore, the importance of implementing games to train and enhance children's social skills becomes evident. This implementation aims to enable children to collaborate, be generous, have a desire for social acceptance, exhibit friendly attitudes, and avoid selfishness. From the above observations, it is noted that there are 5 children who have not developed (ND), 4 children who are beginning to

develop (BD), and 1 child who is developing as expected (DE). This can be observed from the children's play activities at the TK.

One of the games that can enhance social skills is traditional games. Traditional games, often referred to as folk games, are cultural products originating from ancient times, which have grown and survived until today.

METHODS

The research conducted is of the experimental type, specifically using a pre-experimental design. The instruments utilized for data collection include observation sheets and documentation. The sample size consists of 10 children, comprising 7 males and 3 females. Data analysis is performed using the formula for one-group pretest and posttest.

RESULTS AND DISCUSSION

A research was conducted on Group B at TK Al-Fath Preschool in Banda Aceh regarding the implementation of the traditional game "engklek" to enhance children's social skills. The study took place over three days, consisting of: 1) pre-test, where the researcher assessed the children's social skills before implementing the engklek game; 2) treatment phase, where the researcher applied the engklek game to the children or taught them how to play it according to agreed-upon rules; and 3) post-test as the final stage to evaluate the children's social skills when they played engklek with their respective group of friends. During the assessment, the researcher used an instrument sheet, checking the developmental progress of each child in each aspect of their social skills.

From these aspects, the developmental outcomes of the children can be observed by assigning scores of 1 (Not Developed Yet), 2 (Starting to Develop), 3 (Developing as Expected), and 4 (Developing Very Well).

a. Data Processing for Pre-test (Initial Test)

The following are the results of the children's social skills during the pre-test (initial test) without implementing the traditional engklek game, but with a different game.

Table 4.3 Pre-test Scores of Children's Social Skills

No	Initial Names	Indicator					Total Scores
		1	2	3	4	5	
1	AL	1	1	1	2	1	6

2	FYD	1	2	1	1	1	6
3	JNN	1	1	1	1	2	6
4	KYL	1	2	2	1	1	7
5	NIL	2	3	1	1	1	8
6	NSY	1	2	1	2	2	8
7	NJD	2	2	1	2	2	9
8	OWA	2	2	1	1	1	7
9	SYR	2	3	2	2	2	11
10	ZYN	1	2	1	1	1	6

Based on Table 4.3 above, it is known that the scores obtained by the children in the pre-test (initial test) for each aspect are numbers 1 (Not Developed Yet) and 2 (Starting to Develop). Therefore, the children's skills are very low as the expected assessment is 3 (Developing as Expected) and 4 (Developing Very Well). Consequently, the researcher proceeded to the next stage by taking action or implementing the traditional engklek game to enhance the children's skills in Group B at TK Al-Fath Preschool in Banda Aceh.

b. Data Processing for Post-test (Final Test)

The following are the results of the post-test (final test) conducted after implementing the traditional engklek game:

Table 4.4 Post-test Scores of Children's Social Skills

No	Initial Names	Indicator					skor
		1	2	3	4	5	
1	AL	3	3	4	4	2	16
2	FYD	4	4	3	4	4	19
3	JNN	4	2	3	4	4	17
4	KYL	4	4	4	4	3	19
5	NIL	4	4	4	4	3	19
6	NSY	2	3	4	4	4	17
7	NJD	4	4	3	4	4	19
8	OWA	4	4	2	4	3	17
9	SYR	4	4	4	4	4	20
10	ZYN	3	4	4	4	3	18

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Implementation of the Traditional Engklek Game

From Table 4.4 above, it can be observed that the children's skills have improved in each aspect, with assessments ranging from 3 (Developing as Expected) to 4 (Developing Very Well). Although there are still some children receiving a score of 2 (Starting to Develop), it is evident that there has been an overall improvement in the children's skill development.

c. Data Processing for Pre-test (Initial Test) and Post-test (Final Test)

From the results of both tests, the analysis of the Pre-test (Initial Test) and Post-test (Final Test) Scores of Children's Social Skills is as follows:

Table 4.5 Analysis of Pre-test (Initial Test) and Post-test (Final Test) Scores of Children's Social Skills

No	Initial	Pre-test	Post-test	d (Post-test -Pre-test)	xd (d-md)	x ² d
1	AL	6	16	8	-0,7	0,49
2	FYD	6	19	13	2,3	5,29
3	JNN	6	17	11	0,3	0,09
4	KYL	7	19	12	1,3	1,69
5	NIL	8	19	11	0,3	0,09
6	NSY	8	17	9	-1,7	2,89
7	NJD	9	19	10	-0,7	0,49
8	OWA	7	17	10	-0,7	0,49
9	SYR	11	20	9	-1,7	2,89
10	ZYN	6	18	12	1,3	1,69
	Total	74	181	107		16,1
	R	7,4	18,1	10,7		

Next, the subsequent step is to find the t-test or t-value using the predetermined formula. The obtained results are based on the criteria for rejecting the null hypothesis (H_0) with a significance level of α 0.05 and degrees of freedom (df) = $(n-1)$. The probability $(1-\alpha)$ from the student t-distribution table is determined as $t(0.95)(9) = 1.83$. Therefore, since the calculated t-value (t-hitung) is greater than or equal to $t(1-\alpha)$, which is $26.75 \geq 1.83$, H_0 is rejected, and H_1 is accepted. Consequently, it can be concluded that the implementation of the traditional game "engklek" is effective in

improving the social skills of Group B children at TK Al-Fath Preschool in Banda Aceh.

DISCUSSION

In instilling social skills in children, a method that consistently involves interaction among the children is necessary. Playing is one of the methods that teachers can choose. Children and teachers are not merely playing or engaging in activities; rather, every play and activity are carried out to achieve learning objectives.

Playing is a recreational activity frequently undertaken by children. Playing is crucial for children, as it helps them adapt to their living environment. According to Triharso (2013: 1), playing is an activity performed with or without tools, generating information, providing enjoyment, and fostering children's imagination.

Through playing, children can develop their social abilities, such as building relationships with other children, behaving according to societal demands, adapting to peers, understanding their own behavior, and comprehending the consequences of their actions (Moeslichatoen, 2004: 33). Thus, playing can contribute to the growth and development of children in channeling social skills for the future.

Engaging in enjoyable, challenging games has a positive impact on participants. Coupled with increased intensity, it can enhance and develop children's social skills according to their age. Traditional games are forms of play and sports activities that have evolved from specific cultural practices. In addition to introducing the cultural heritage of the archipelago to children through traditional games such as Engklek, they can practice to enhance their social skills.

CONCLUSION

Based on the results of the research conducted on Group B children at TK Al-Fath Preschool in Banda Aceh, it can be concluded that, according to the criteria for rejecting the null hypothesis (H_0) with a significance level of $\alpha 0.05$ and degrees of freedom ($df = (n-1)$), and the probability $(1-\alpha)$ from the student t-distribution table, where $t(0.95)(9) = 1.83$, the calculated t-value (t_{hitung}) is greater than or equal to $t(1-\alpha)$, which is $26.75 \geq 1.83$. Therefore, H_0 is rejected, and H_1 is accepted. Hence, it can be concluded that the implementation of the traditional Engklek game is effective in improving the social skills of Group B children at TK Al-Fath Preschool in Banda Aceh. Thus, the traditional Engklek game can be applied in schools to enable children to cooperate, be generous, have a desire for social acceptance, exhibit

friendliness, and display a selfless attitude.

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