

# Improving Social Skills of Early Childhood Through Modern Games

Setyo Utomo

Department of Early Childhood Teacher Education

Universitas Negeri Gorontalo, Indonesia

setyo.utomo@gmail.com

**Abstract:** The purpose of this research is to improve the social skills of early childhood through modern games. The subjects of this research were children of Group B TK Damhil Gorontalo. The study was conducted from October to December 2018. The method used in this study is classroom action research. The procedure of the research include: planning, implementation, observation, and reflection. The data were collected by observation, assessment, document analysis, and sound and image recordings. The data were analyzed using statistical descriptive analysis. The result showed that early childhood social skills has improved. The first cycle assessment was 70% and increased by 88% in the second cycle. The conclusion of this research was modern games can significantly improve early childhood social skills and the children can enjoy learning in accordance with their learning styles.

**Keywords:** improve social skills, modern games

## I. INTRODUCTION

Basically children born have not brought social traits. Children do not have the ability to interact with others. With increasing age, children need opportunities to learn, practice so that children have the skills to socialize with others. In addition, childhood is a very appropriate time to learn various skills, especially social skills. Childhood is also a suitable period to teach children in social skills according to the stages of their age

Child social skills are said to reach maturity if it is seen through the social behavior patterns shown by children in everyday life such as waiting their turn, cooperating, helping each other, and sharing. Basically, every child has the potential that can be developed by adults around children through appropriate stimulations, namely learning through play, especially the activity of playing with modern games.

Furthermore, if further studied that social skills in early childhood can be done through playing with the right modern games and supported by a conducive environment. In early childhood, especially kindergarten age (5-6 years) should be able to master the social skills of early childhood as in skills: listening to others, asking questions, establishing and maintaining friendships, collaborating and sharing. This is also in accordance with the opinion of Chaplin (2004) that social skills in the form of behavior, actions and attitudes displayed by individuals when interacting with others are harmonized with accuracy and speed so as to provide comfort for those around them.

But the reality in the field is the opposite, the existing teacher emphasizes the social skills of children not paying attention to the characteristics of child development in the learning process and stages of children's play. This is caused by the laying of the basis of inappropriate social skills in early childhood influences the development of social play.

Based on the findings from the interviews with the teacher of group B (Mrs. Rahmi Taha, SPd) TK Damhil Gorontalo on November 12, 2018, the writer found that many children have not developed their social skills, this

can be seen from the daily behavior and habits of children. This fact is also reinforced by the results when the researchers conducted an initial evaluation of the plan for the daily activities of the first semester of the 2018/2019 academic year, in group B which amounted to 20 children. The results obtained from 20 children were only 30% of the number of children whose social skills developed well while 70% of children had not developed as expected. This indication indicates that early childhood social skills are less encouraging.

The results of the research conducted by Dockett & Fleer (2000) "were a process in engaging in aimless activities, could not be defined by activities, rather that it was an attitude mind". Playing is a process in including participants in the goal, but more than forming attitudes in it. Doll and Habibi (2003) social skills are related to the readiness of children to plunge into social life with others that can be observed in the form of skills mastered and developed so that it will help later social maturity.

Based on this background, the researcher is interested in making further observations about the process of learning activities in early childhood, especially early childhood in kindergarten in order to recognize, behave and habituate in the field of early childhood social skills. Through action research in the process of early childhood social skills through modern games.

Modern games are carried out using technological tools that have developed in the community and are played by approximately two people, can even be done alone without a playmate. Modern games are seen in terms of the appearance of the image, the shape and manner of playing it is very diverse, so it attracts the attention of children to play it.

In modern games present the forms of children's video game games such as coloring games, drawing games, puzzle games, reading games and other modern games. Thus, it is expected that through action research it will be able to improve and improve social skills learning in early childhood to be more optimal

## II. THEORETICAL FRAMEWORK

### Social Skills

Social skills have an interpretation of their meaning and meaning. According to some experts who gave their opinions about social skills or social skills is as follows; Merrel (2008) provides an understanding of social skills (Social Skill) as specific behaviors, initiatives, leading to expected social outcomes as a form of one's behavior. Combs & Slaby (Gimpel and Merrell, 1998) provide an understanding of social skills is the ability to interact with others in a social context with special ways that can be accepted socially and values and at the same time useful for him and other people.

Hargie et al. (1998) provide an understanding of social skills as an individual's ability to communicate effectively with other people both verbally and nonverbally according to the situation and conditions at the time, where these skills are learned behaviors. Social skills will be able to express feelings both positive and negative in interpersonal relationships, without having to hurt other people.

Libet and Lewinsohn (Cartledge and Milburn, 1995) provide an understanding of social skills as a complex ability to show behavior that is either positively or negatively assessed by the environment, and if the behavior is not good it will be punished by the environment. Kelly (Gimpel and Merrel, 1998) provides social skills as learned behaviors, which are used by individuals in interpersonal situations in the environment.

Matson (Gimpel and Merrel, 1998) says that social skills, both directly and indirectly, help a child to be able to adjust to the expectations of the community in the prevailing norms around him. These social skills include communication skills, establish relationships with other people, respect themselves and others, listen to opinions or complaints from others, give or receive feedback, give or receive criticism, act according to the norms and rules that apply, and so forth.

Social skills are a form of behavior, actions and attitudes displayed by individuals when interacting with others accompanied by accuracy and speed so as to provide comfort for those around them (Chaplin in Suhartini, 2004). Social skills in this study are the ability of Age kindergarten children to perform an action smoothly accompanied by speed and accuracy so that it can be accepted socially and has a positive advantage for any party.

So it can be concluded that social skills are a form of behavior, actions and attitudes that can be displayed such as in the form of skills: 1) listening to others, 2) asking, 3) establishing and maintaining friendships, 4) cooperating, and 5) wanting to share, which someone uses to be able to behave according to what is expected by the social.

### Play

According to Gordon & Browne (1985) states that play brings hope and anticipation about the world that gives excitement, and allows children to fantasize like something or someone, a world that prepares for adventure and has held, a world of children (Soemiarti, 2003). In contrast to the opinion of Sigmund Freud which means playing as one of the ways that a child uses to overcome the problem at hand (Mayke, 1994). Freud's view of play

finally gave inspiration or inspiration to psychologists to use play as a diagnostic tool or to 'treat' troubled children.

It was also supported by Isbell who stated that: "In play children develop problem solving skills by trying different ways of doing things and deriving the best approach. When playing, they learn about other people as they try out different roles and adjust to working together" (Isbell, 1995). In playing, children develop problem solving skills through different ways and are good learning approaches. When playing, they learn about others when they try different roles and adjust themselves to working together. Playing is a socializing suggestion for children.

This is supported by Hartley's opinion that the play is the essential ingredient, the vehicle for children to communicate, socialize, and the word around them, understand themselves and others, deal with their problems, and practice some of the skills they will use in the future (Driscoll, 2005). Playing is an important element as a means of communicating, socializing, learning about the world around children, understanding themselves and others, overcoming children's problems, and practicing their skills that will be used in the future.

Based on the above explanation it can be concluded that play is a child's need, occurs spontaneously where play can also be used as a therapeutic tool, solving problems faced and releasing tension in the child so that after playing the child gets pleasure, excitement, and satisfaction. Through play children can adjust to the rules, practice collaboration in groups.

### Modern games

Freud and Erikson (2009) games are a very useful form of human self-adjustment, helping children master anxiety and conflict. Many games can be done by early childhood. From the age of 4 to 6 years the game is a very important interaction for children. In this era of globalization and disruption, digital technologies have developed that can bring up various kinds of technological games that we often know with modern games.

Modern games are games that come from industry or generally use technology in the making and playing. This modern game presents a variety of games such as video games, mobile phones, computers, and game tools that use batteries or remote controls to run them like remote cars, remote planes and more.

The new fact that is developing in the community is that it is very easy to play modern, accessed by children, so that the younger generation knows more about modern games than traditional games. According to the results of the study of Andrew Rollings and Ernest Adams, 2006, that modern online games are called technology, compared to a game genre; a mechanism for connecting players together, compared to certain patterns in a game.

This modern game is not only because of the appearance, shape and way of playing that can attract the attention of the general public, modern games also have other advantages that traditional games do not have. As modern games do not require a large place to play, it is different from traditional games which most of the games require a very large place such as terrain, then modern games do not have to be played with two or more people, played with one person can also be played, different things with traditional games that must be played in pairs or in

groups. These advantages are one of the more popular factors of modern games than traditional games, especially in urban communities.

### III. METHOD

The method used in this research is classroom action research. By using the model developed by Kemmis and Taggart in the form of a spiral cycle. Kemmis and Taggart model stages, namely: 1) Planning (planning), 2) Actions (acting), 3) Observation (observation), 4) Reflection (reflection). The subjects in this research were 20 children of group B in TK Damhil Gorontalo.

The techniques of data collection in this study used observation assessments that measured the achievement of early childhood social skills. Observer assessment was carried out to measure the improvement of early childhood skills before and after the intervention. Assessment of designer's observation refers to the aspects of social skills achievement of early childhood and abattoirs used in schools. Research data is collected using observation notes, documentation and field notes on the results of monitoring actions.

Qualitative data analysis is guided by the interactive models of Milles and Huberman, while quantitative data analysis is obtained from discrete statistical calculations by using formulas to determine the percentage of completeness and incompleteness in classics using the following formula:

$$P = \frac{X}{N} \times 100\%$$

### IV. RESULTS AND DISCUSSION

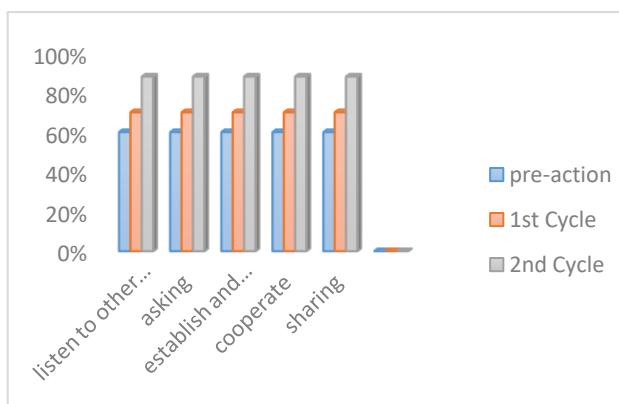
The results of this study were to look at the achievements of early childhood social skills, the elaboration of conclusions about early childhood social skills such as listening to others, asking questions, establishing and maintaining friendships, working together, and sharing. Modern games are in the form of games that use technology such as children's video games, by paying attention to the techniques and rules in the game, children's interest and enthusiasm in the game, interaction with friends and play groups, and habituation in making the game more maximal and enjoyable.

Social skills in early childhood can be done through modern games, namely by operating video game games. In game play it is equipped with software that involves social activities so that video game play can simultaneously train the mind, social and movement as well as exercising, as well as puzzle game. Game games involving social and motoric activities such as coloring, puzzle, drawing, reading and other games that require moving hands and limbs according to the theme of the video game being played. From this game, children can foster social relations and interact well with other contestants.

So that children will feel comfortable and happy and interested in participating in these activities, with conditions like this will facilitate children in absorbing new information about their social skills. As for modern games, there are 4 games developed by every cycle including: (1) coloring games, (2) drawing, (3) puzzle games, and (4) reading games

Modern games could be played through this game, in addition to the social skills of children can be trained, also the skills and attitudes of children can be developed simultaneously. Skill here can be the ability to think and make decisions in real life and motor skills and even the attitude of children can be instilled early. Attitude of this child can be seen in the form of how children are able to obey the rules in activities, mutual respect in group activities, sensitivity to others or sympathy, and how the child behaves to accept defeat and victory in the game, besides that modern games can reduce stress on the game then there will be an extraordinary feeling of pleasure in the hearts of the players.

The results of the implementation of research from pre-action to cycle one and cycle two there was an increase obtained by children in activities to improve early childhood social skills through modern games can be seen from the graph below (Figure 1).



**Figure 1**  
**Childhood Social Skills**

In the above cycle it can be seen that this study has increased in results. Preliminary assessments carried out on pre-action showed that early childhood social skills were still low so researchers conducted action research to improve early childhood social skills through modern games. This study uses two cycles, the first cycle of success rate of children reaches 70%, which means that they have not reached the completeness value agreed upon by the teacher and researcher, so the second cycle is needed to improve the first cycle by looking at the results of the first cycle which shows that the five aspects of early childhood social skills have not been encouraging or gained sufficient value.

This is because in practice the child's play does it impatiently or the child is afraid to do it, and not paying attention to the rules of the game and the results are not optimal. From the conclusion of the reflection above, the second cycle was held to improve the results obtained by the child so that this study was said to be successful. In the second cycle the social skills of early childhood increased to 88% because in this cycle children already understood the way of playing and had felt the fun and enthusiasm in the game according to their learning style.

So, the discussion of early childhood skills carried out can be achieved according to the target because modern game learning is a game that is suitable to be used to improve the social skills of early childhood learning in

kindergarten. With games performed, children are very enthusiastic and happy to participate in activities, not only that children are also challenged to complete all stages of the game in accordance with the rules set together in the activity. Besides that, strategies with games not only have an impact on improving social skills, but other important aspects are also able to be developed simultaneously such as, social relations and developing child interactions, physical activity, learning ability, reducing stress and improving language and developing mind power.

This is as stated by Reggio (2008) that social skills are an important component of social intelligence, including the ability to express themselves in social interactions, the ability to read and understand different social situations, knowledge of existing social roles and norms, ability problem solving is related to interpersonal relationships and the ability to play roles in the social environment. And the results of research by Kurniati (2006) prove that the use of games in guidance can develop social skills. Thus through the modern game is one strategy that is suitable for use in improving child social skills in early childhood

## V. CONCLUSION

Based on the results of the study it can be concluded that the average percentage in the pre-action only shows social skills of early childhood abilities of 60%, after taking action in the first cycle the social skills of early childhood increased to 70% but have not reached the expected target. It was continued in the second cycle with the results increasing according to the targeted target of 88%. Improvement of early childhood social skills can be seen from the item score as well as from the score results of the social skills of each child. Thus proving that effectively modern games can improve the social skills of early childhood.

## REFERENCES

- [1] Cartledge, G and Milburn, JF (ed). 1995. *Teaching Social Skills to Children and Youth: Innovative Approaches*. Allyn and Bacon: Massachusetts.
- [2] Combs, M.L. & Slaby, D.A (1997) *Social Skill Training with Children*, New York: National Press.
- [3] Chaplin, J.P. 2004. *Complete Dictionary of Psychology*, (Translation of Kartini and Kartono). Jakarta: Raja Grafindo Persada.
- [4] Doll, Ronald C (1974), *Curriculum Improvement, Decision Making and Process*, Boston: Ally and Bocon, Inc.
- [5] Dockett, Sue & Fleer, Marilyn. (2000). *Play and Pedagogy in early Childhood (Bending the Rules)*. Australia: Harcourt
- [6] Gordon and Browne. 1985. *Emotional Social Development of Early Childhood*. Bandung: Rineka Cipta
- [7] Gimpel, G.A. & Merrel, K.W. 1989. *Social skill of children and adolescent: conceptualization, assessment, and treatment*. New Jersey: Lawrence Erlbaum associates' publisher.
- [8] Kemmis, Stephen and Robin McTaggart, 1988, *Action Research Planner*, Victoria: Deakin University Press.
- [9] Moleong, Lexy J. 2007. *Qualitative Research Methodology*. Bandung: Teenager Rosdakarya
- [10] Merrel, K. W. (2008) *Helpng Students Overcome Depression and Anxiety: A Practical Guide* (2nd Ed), New York: The Guilford Press.
- [11] Patmonodewo, Soemianti, 2003, *Pendi-ikan Preschool Children*, Jakarta: Rineka Cipta
- [12] Reggio R.E and R.J Reichard, (2008) the Emotional social intelligences of effective leadership: An emotional and social skill approach. *Journal of Mgerial Psychology*, 23. 169-185.
- [13] T, Mayke Sugianto. *Playing, Toys and Games*, Jakarta: Ministry of Education and Culture, 1994.