

Social Emotional Development of Early Childhood Through Traditional Games in PAUD Terpadu Hauriyah Halum City of Padang

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ABSTRACT

This study was background by there are still parents who provide media for children's games using gadgets and other modern games. The factors that influence it are social emotional changes that are unstable and temperamental, and social status. The purpose of this study is to: (1) analyze the factors that cause changes in social and emotional development, (2) analyze the role of traditional games, (3) apply traditional games, (4) make traditional games the most preferred game, and (5) the impact of using traditional games on social and emotional development and finding the best solution. This study use a Mixed Method with a Concurrent Embedded design. The subjects of this study were 30 people consisting of classroom teachers and parents of TKA students, TKB PAUD Terpadu Hauriyah Halum. The selection of subjects is determined by the Purposive Sampling technique. Quantitative data using a questionnaire with a Likert scale. The results obtained are in the position of the range scale of "Sangat Setuju" with a percentage of 83.97%. Qualitative data were obtained through observation, interviews, and class actions using 3 cycles. The findings of the study showed that the achievement of early childhood social emotional development with traditional games was proven through the analysis of questionnaire intervals obtained.

Keywords: Social Emotional, Early Childhood, and Traditional Games

I. INTRODUCTION

Early Childhood Education aims to improve children's cognitive and socialization skills, a prerequisite for future success in school and as adults (Essa, 2003). To achieve this goal, according to Trianto (2011), building a foundation for the development of children's potential to become human beings of faith and devotion to Tuhan Yang Maha Esa, noble, healthy, knowledgeable, competent, critical, creative, innovative, independent, confident, and become democratic and responsible citizens, and develop the potential for children's spiritual, intellectual, emotional, and social intelligence in a golden age of growth in an educational and playful environment.

Children's education at an early age is a very important education, because the quality of experience gained by children at an early age will greatly determine their future development. Naturally children are active learners. Learning experiences at an early age can be increased higher through the care of parents, teachers in children, so that a positive attitude towards learning is formed (Suryana, 2013).

Early age is a unique phase of life, and is different in each process of change in the form of growth, development, maturation, and improvement, both in physical and spiritual aspects that last a lifetime, gradually and continuously. According to Nuraini (2013), early age or commonly called golden age is a sensitive period or a

sensitive period in children, which is a period when a particular function needs to be stimulated, and directed so that its development is not hampered.

According to Aisyah (2009) children have distinctive characteristics, namely: (1) Having great curiosity; (2) Children are unique individuals; (3) Like to fantasize and imagine; (4) The most potential time for learning; (5) Showing egocentric attitude; (6) Has a short concentration range; (7) As part of social beings. Whereas according to Suryana (2013) states early childhood has the following characteristics (1) children are egocentric; (2) children have curiosity; (3) children are unique; (4) children rich in imagination and fantasy; (5) children have short concentration power.

In order to stimulate and optimize children's development through early childhood education, educational programs for them should be adjusted to the child's characteristics and initial knowledge. The programs should be adjusted and arranged in such a way that contains stimuli/encouragement and support to children so that they remain enthusiastic in learning what is around them. According to Suyadi (2013), which states that through early childhood education, children are expected to develop all their potentials such as intellectual (cognitive), social, emotional, physical-motoric, and religious.

Early childhood cannot be far from things related to play and toys. Early age is the age where children spend every time to play and get to know everything around them, both living and inanimate objects. Playing for young children is learning and learning many things, getting to know the rules, socializing, putting oneself, managing emotions, tolerance, cooperation, upholding sportsmanship, and developing mental intelligence, spiritual, language, and motor skills of early childhood (Mulyasa, 2012). "Play is an important tool for children's social, emotional and cognitive development, and also reflects the child's development" (Suryana, 2013). By playing all aspects of children's development can develop better and more enjoyable for children. Early childhood can express what they want through the game they do, be it individually or in groups.

According to Mulyasa (2012), states that "playing as a learning approach should be adjusted to the development of the age and ability of students, which gradually needs to be developed from playing while learning (the playing element is more dominant) to learning while playing (the learning element is more dominant)". motivation, in Indonesia, there are many types of games used by young children (under 7 years), both traditional and modern games. Traditional games are games that have been carried down for generations since time immemorial and are always connected with the cultivation of the concept of norms/rules in socializing or interacting that apply in the area in each type of game. The tools used in traditional games are varied and easy to find in the surrounding environment, and the price is relatively cheaper. "Means and infrastructure of play by prioritizing the development of rough movements must be arranged so that they do not endanger children" (Mulyasa, 2012). Some examples of traditional games are the game Gasing, Marbles, Congkak, Kite, and Dore. Traditional games save a uniqueness, artistry and greater benefits such as teamwork, sports, sometimes also help improve brain power.

The social emotional problems of children at pre-school age will be the pressure felt by pre-school children which is the age of preparation for formal schooling. In the process of education, children need exemplary, motivation, protection/protection, and supervision on an ongoing basis. According to Mulyasa (2012), states that social behavior is an activity associated with others, both peers, teachers, parents, and relatives. In the early age phase, children spend a lot of time playing and hanging out with peers or people who are bigger than him. In the process of playing, children interact with each other, tell stories, or help with their playmates. Children who like to play with many friends, the social soul will rapidly develop. They will be loved by many people, and have many friends to play with.

According to Ni Luh Made (2018), states that pro-social behavior is one type of social-emotional development that is important for pre-school children and can influence at any stage of its development, such as; 1) Unresolved social-emotional development can cause aggressive, shy, shy, destructive behavior, strong, violent

behavior, negative and selfish behavior, 2) Important factors to optimize and stimulate pre-school children's behavior is through traditional games.

The phenomenon found in the field during observations on April 2-5, 2019 in PAUD Hauriyah Halum is generally parents who distract children with gadgets and other modern games. Other problems that are often found are the emotional changes of children who are unstable and temperamental, and social status that makes them tend to use play equipment that is mostly expensive

The community environment is a forum for young children to start interacting with neighbors or others. "Social development is obtained by children through maturity and learning opportunities from various stimuli from their environment" (Mulyasa, 2012).

II. METHOD

The type of research used is Classroom Action Research (CAR) with the research method of Mixed Method / Mixed Method. Classroom Action Research (CAR) uses action research from Kurt Lewin in the form of a spiral from one cycle to the next.

The research design used was concurrent embedded, data analysis was carried out simultaneously (qualitative and quantitative) in order to compare the results of the two methods and formulate them into one final result. This study focuses on discussing the Emotional Social Development of Early Childhood Through Traditional Games in the Integrated PAUD Hauriyah Halum Padang City. In qualitative research conducted by observation, interviews, and classroom action research. Whereas quantitative research is conducted by giving questionnaires to students' parents when class action research takes place.

The selection of informants is done by Purposive Sampling, namely the technique of taking informants with certain considerations, for example the person who is considered to know the most about what the author expects in exploring the subject or social situation under study (Sugiyono, 2012). As for who is the subject or informant in this study are as follows.

Table 1. Research Informants

No	Informant	Amount	Information
1	GA, S.Pd	1	Teacher TKA
2	NHT	1	Teacher TKA
3	FF, S.Pd	1	Teacher TKB
4	Parents of TKA and TKB	27	
Total		30	

This class action research was carried out in TKA and TKB classes in the 2019-2020 school year at the Hauriyah Halum Integrated PAUD, Kota Padang, Prov. West Sumatra. As for the dependent variable in this study is the traditional game, and the independent variable is the child's social emotional development. This study uses classroom action research according to Kurt Lewin using

three cycles. Each cycle is applied to a different type of traditional game and each development is analyzed.

III. FINDINGS AND DISCUSSION

Findings A

Cycle I

Cycle I with the theme of My Environment was planned for three meetings. Each meeting is implemented based on the existing lesson plans. The research process in the first cycle was carried out by observation and analysis during the cycle. Traditional types of games that are applied in the first cycle are the game Unload and the game Dore.

In the first cycle assessment it can be seen that five assessment points are declared "yes", where one point has a weighting of 10% which means 50% of the results of implementing this cycle have been successfully carried out. Although there are still 50% of the implementation that has not been achieved. There are two points which state that the child cannot accept victory/defeat in a sporting manner and the child cannot accept / respect the advice of his friend. At this early stage the child already has a good interest and enthusiasm when introduced to the game Disassemble and the game Dore. They are also excited in doing the games that have been taught.

Cycle II

Cycle II with the theme of My Environment was planned for three meetings. Each meeting is implemented based on the existing lesson plans. The research process in cycle II was carried out by means of observation and analysis during the cycle. Traditional types of games that are applied to the second cycle are the Congkak game and the Rope game.

In the second cycle assessment it can be seen that seven assessment points are declared "yes", where one point has a weighting of 10% which means 70% of the results of implementing this cycle have been successfully carried out. Although there are still 30% of the implementation that has not been achieved. There are three points that have not yet received a good rating. At this second stage the child already has a good interest and enthusiasm when introduced to the game Congkak and Tali games. They also remain enthusiastic in playing the games that have been taught and begin to control their emotions in playing together.

Cycle III

Cycle III with the theme of My Environment is planned for three meetings. Each meeting is implemented based on the existing lesson plans. The research process in cycle III was carried out by means of observation and analysis during the cycle. The traditional type of game that is applied in cycle III is the Cak Mimin (Leng Kuleleng) game and ends with a tug of war between groups.

In the third cycle assessment it can be seen that the nine assessment points are declared "yes", where one point has a weighting of 10% which means that 90% of the results of implementing this cycle have been successfully

carried out. Although there are still 10% of the implementation that has not been achieved. There is one point that has not yet received a good rating that might be influenced by unexpected external factors. In this third stage the child has a good interest and enthusiasm when introduced to the game Cak Mimin (Leng Kuleleng). They are also excited in playing the games that have been taught and begin to control their emotions in playing together. The children are already open to telling stories and chatting with their friends, let alone talking about the game they just did. Even many of them repeat the traditional games that are their favorite.

Findings B

Data for quantitative analysis was obtained from a questionnaire that had been distributed to parents and class teachers in PAUD Hauriyah Halum. Following is the description of the questionnaire that has been distributed using a Likert Scale measurement.

Formula used:

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

Information :

P = Percentage

n = Frequency that appears

N = Overall frequency

The average results of the interval data can be analyzed based on the scoring of each answer from the respondent. The scores from the interval data above are:

- Sangat Setuju (SS) = 5
- Setuju (ST) = 4
- Ragu-Ragu (RG) = 3
- Tidak Setuju (TS) = 2
- Sangat Tidak Setuju (STS) = 1

Percentage of items:

$$P_{SS} = \frac{1831}{4500} \times 100\% = 40,6\%$$

$$P_{ST} = \frac{1493}{3600} \times 100\% = 41,4\%$$

$$P_{RG} = \frac{387}{2700} \times 100\% = 14,3\%$$

$$P_{TS} = \frac{66}{1800} \times 100\% = 3,6\%$$

$$P_{STS} = \frac{2}{900} \times 100\% = 0,1\%$$

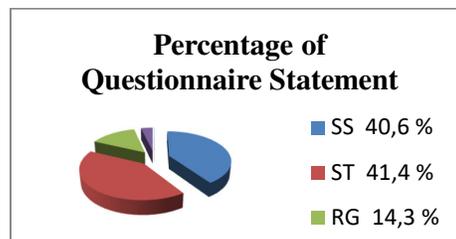
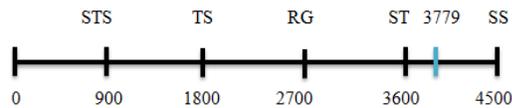


Figure 1. Percentage Questionnaire Diagram

The ideal number of scores if all respondents fill in the "Sangat Setuju" (SS) column is 4500. While the total score obtained from the results of the study is 3779. This can be made continuously as follows categories.



Based on data obtained from 30 respondents, an average of 3779 lies in the "Sangat Setuju" area.

Percentage obtained:

$$P_{Tot} = \frac{3779}{4500} \times 100\% = 83,97\%$$

So, the percentage of the questionnaire interval is 83.97%

IV. DISCUSSION

From the qualitative and quantitative data analysis that researchers have done, it was found that there was a significant social emotional development in early childhood through traditional games that have been implemented in PAUD Hauriyah Halum. The results of this study are also supported by research conducted by Putu Indah Lestari (2017) in her journal entitled The Implementation of Traditional Games to Improve the Social Emotional Early Childhood. In that study stated that "the application of traditional games can improve children's social emotional development" (the application of traditional games can improve children's social emotional development). So that the level of achievement in this study is quite significant and tested.

V. CONCLUSION AND SUGGESTION

Based on the findings and discussion of qualitative and quantitative research results, the following conclusions can be made.

1. The application of traditional games can develop social emotional early childhood in the Integrated PAUD Hauriyah Halum.
2. Through traditional games can hone the gross motor nerves and fine motor children.
3. The role and support of teachers in introducing and accustoming children to implementing traditional games in schools is very important.
4. The role and support of parents in directing play patterns and the types of games children use are very influential.

Based on the results of research, scavenging, conclusions, and implications that have been stated previously, there are some suggestions that researchers propose as follows.

1. It is suggested that class teachers be more intensive in introducing traditional games and applying them to the routines of children while at school. In addition, teachers are advised to monitor children's activities while at home or playing outside the home.
2. It is recommended that the Head of the Office of Education consider decisions in improving the quality of education related to the cultivation of the concept of

Minangkabau culture (local wisdom) in Early Childhood Education (PAUD).

3. To further researchers, it is recommended to study other aspects as well as other factors related to children's social emotional development and traditional play in early childhood. Furthermore, it is hoped to be able to use different methods or approaches so that they can deepen, clarify, and provide the latest findings on the refinement.

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