Socialization Skills and Cooperative Games During The Pandemic: An Experimental Study on Students Having Slow Development of Communication

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Abstract

Children are affected by the Covid-19 pandemic, which has lasted nearly three years. The pandemic condition, which requires everyone to stay at home and interact at home, has a negative impact on the development of children's social interactions, particularly their socialization skills. It was discovered that there was a delay in the development of children's socialization due to hampered social learning processes, lack of direct social interaction, lack of social stimulation, and so on, causing children to grow up as individuals who were shy, inferior, and lacked social confidence, necessitating an intensive effort to accelerate their socialization skills so that children's mental development is not hampered, and they can re-adapt to their peers. The experimental design used was a two-sample pre-test-post-test design, with all respondents divided into experimental and control groups. Purposive sampling was used in this study. A socialization skills questionnaire was used as the research instrument. Pearson's alpha was used for validity tests, and Cronbach's alpha was used for reliability tests. Multiple regression was used in hypothesis testing. The data analysis revealed that the difference between pre-test and post-test scores had a t-value of 5.079 and a probability value (sig. 2-tailed) of 0.000 (P0.01). This finding indicates a difference in socialization skills between KE and KK.

Keywords: Socialization Skills, Late Childhood, Cooperative Play

Abstrak

Anak-anak terdampak pandemi Covid-19 yang sudah berlangsung hampir tiga tahun. Kondisi pandemi yang mengharuskan setiap orang untuk tetap berada di rumah dan berinteraksi di rumah berdampak negatif terhadap perkembangan interaksi sosial anak, khususnya kemampuan bersosialisasinya. Ditemukan adanya keterlambatan perkembangan sosialisasi anak akibat terhambatnya proses pembelajaran sosial, kurangnya interaksi sosial secara langsung, kurangnya stimulasi sosial, dan sebagainya, menyebabkan anak tumbuh sebagai individu yang pemalu, minder, dan rendah diri. kurang percaya diri secara sosial, sehingga diperlukan upaya yang intensif untuk mempercepat keterampilan sosialisasinya agar perkembangan mental anak tidak terhambat, dan dapat kembali beradaptasi dengan teman sebayanya. Desain eksperimen yang digunakan adalah two-sample pre-test-post-test design, dengan seluruh responden dibagi menjadi kelompok eksperimen dan kontrol. Purposive sampling digunakan dalam penelitian ini. Kuesioner keterampilan sosialisasi digunakan sebagai instrumen penelitian. Alfa Pearson digunakan untuk uji validitas, dan alfa Cronbach digunakan untuk uji reliabilitas. Regresi berganda digunakan dalam pengujian hipotesis. Analisis data menunjukkan bahwa perbedaan antara nil ai pretest dan posttest memiliki nilai t sebesar 5,079 dan nilai probabilitas (sig. 2-tailed) sebesar 0,000 (P0,01). Temuan ini menunjukkan adanya perbedaan keterampilan sosialisasi antara KE dan KK.

Kata Kunci: *Keterampilan Sosialisasi, Masa Kanak-Kanak Akhir, Bermain Kooperatif*

INTRODUCTION

The nearly three-year-long Covid-19 pandemic has left serious problems, particularly for children. Children in elementary school should be in the stage of socialization development that results from social interaction and modelling of their surroundings. According to Knight and Lee (2008), the age range of 6–13 years is critical for the development of socialization in children. Children must learn how to interact socially from their social environment, as well as develop language skills and expand their vocabulary, in order to interact with the people around them.

The Covid-19 pandemic period gave birth to government policies requiring all people to refrain from doing activities outside the home and to limit social interaction with other people in order to break the chain of transmission of the Covid-19 virus and prevent it from spreading (Alkomari, 2020). The Covid-19 pandemic transformed face-to-face learning into virtual-based distance learning. This rapid change was a novel experience for educational institutions (Zakaria et al., 2022). Regardless of the policy's pros and cons, people prefer to stay at home and work or do activities from home via the internet. Similarly, since the implementation of the lockdown policy, PSBB, PPKM, and so on, all schools in Indonesia have implemented an online learning system in which learning continues as usual, but the process is carried out online via the internet.

It turns out that the government's policy of imposing a learning system on children causes quite serious problems, particularly for elementary school children, who face barriers to the development of their socialization skills. Children's online policies are in place long enough to deprive children of social stimulation. As a result, children's socialization skills suffer, and they are delayed. The child's behaviour indicates that he or she is not used to talking and communicating with others. The child becomes shyer, easily self-conscious, and afraid to engage in conversation with others. According to Goldstein (2005), this social skill barrier only affects elementary school-aged children because elementary school students are still developing social and language skills. This is not the case for junior and senior high school students whose social and language skills have already developed to the point where they are unaffected even if they are at home for an extended period.

According to Knight and Lee (2008), childhood begins after passing through a highly dependent preschool, which is around four years old, and continues until the child is sexually mature, which is around thirteen years old for girls and fourteen years old for boys. Childhood is broadly divided into two periods: the early period (from the age of four to six years) and the late period (from the age of six years until the child is sexually mature). Childhood begins near the end of dependent preschool and ends when the child achieves independence.

Keenan et al. (2016) state that children's social development occurs from the time they begin school until puberty when the desire to be accepted by the group grows stronger and reaches its peak. One of the most important developmental tasks when starting school is becoming social. When a child joins a peer group, the family's influence on his or her behaviour gradually diminishes.

Socialization skills are closely related to the success or failure of social development. Berk (2013) defines socialization skills as a person's ability to adapt to other people in general and groups in particular. Meanwhile, according to Schwarzer and Frensch (2010), socialization skills are the ability to adapt to a specific social group, understand roles in groups, and adhere to the norms that apply in that group. If the child can adjust to his or her group friends, he or she will almost certainly have no trouble interacting and getting along, both with his or her group and with other people in general. As a result, the developmental task in late childhood is simple to complete.

The socialization process is more difficult than expected. Especially during the Covid-19 pandemic, when the entire community was subjected to a slew of new government regulations and policies. As a result, many children are less able to adjust socially and personally, making childhood unpleasant, and

if they do not learn to overcome these challenges, they will grow up to be maladjusted individuals (Berk, 2013). Failure in the socialization process in late childhood, according to Derek (Schwarzer & Frensch, 2010), can result in an introverted personality. It can also make children fearful of attempting to form social relationships, making them feel unable to engage in activities with others.

In reality, the impact of the policy during the Covid-19 pandemic was that many children had difficulty socializing and interacting with children their age at school. At this point, schools have begun to apply face-to-face, and students have returned to school. According to the findings of researchers' observations of second and third-grade students at Elementary School X in Cikarang, quite a few children struggled with socializing and interacting with their peers. Children prefer to be alone, become passive observers when other children are actively playing together, and are uninterested in following their friends' games. According to the findings of a brief interview conducted by researchers with Linda, the principal of SD-X, many children lacked confidence when they first started school, particularly in second and third graders. Linda also confirmed that this could be due to the impact of the online school policy, which was implemented in the last two years in response to the Covid-19 pandemic's effects.

Hood and Eyberg (2003) mention childhood as a period of play. As a result, the game can be used as an alternative learning method to stimulate children's socialization skills, in addition to behaviour practice. Play is a child's world and one of the characteristics of a healthy child. Through play, children gain a great deal of understanding. If the child does not play, there must be something wrong. According to Hood and Eyberg (2003), playing is any activity that is done for the pleasure of doing it without regard for the end result, is done voluntarily, and there is no coercion/pressure from outside. Furthermore, Hartmann and Pelzel (2005) believe that play is a symbolic language that children can use to express themselves.

Based on the developmental psychologists' statements, the researchers chose games as one of the methods discovered to be capable of improving the socialization skills of elementary school children who faced obstacles and slowed down in terms of socialization skills. The game method is also expected to be effective in accelerating the development of socialization skills in children who face the obstacles.

The chosen game is a cooperative game. Cooperative games are games that are played in groups, with the goals of cognitive skills, socialization skills, language, interpersonal communication, and team cohesiveness. This study employs four cooperative games: 1) bingo games, 2) puzzle games, 3) word-connection games, and 4) storytelling games.

Based on the above description, the researchers posed one problem formulation: can the cooperative games provided have a significant effect on accelerating children's socialization skills, which have been hampered by the Covid-19 pandemic?

If this research is validated, cooperative games can benefit all parties, including schools, teachers, and student parents. Schools can use cooperative games to help students adapt and overcome social barriers in the school environment, not just those affected by the Covid-19 pandemic. Teachers can use cooperative games in the classroom to increase student cohesiveness and foster student togetherness. They are particularly useful in lessons involving teamwork or group cohesion. Parents can also use cooperative games at home to develop and enhance their children's socialization skills, giving them the confidence to go to school and easing the transition process for children at school and at home. Therefore, the following are the research hypotheses:

There are differences in socialization skills between students who receive cooperative game treatment and students who do not receive cooperative game treatment. Students who play cooperative games have better socialization skills than those who do not play cooperative games.

LITERATURE REVIEW

Understanding socialization skills

Guest (2007) defines socialization skills as "the ability to adapt to other people in general and to groups in particular." Meanwhile, Keenan, Evans, and Crowley (2016) define socialization skills as the ability to adjust oneself when interacting with a specific social group, understand one's role in the group, and appreciate the norms that apply in that group.

Knight and Lee (2008) define socialization skills as an effort that has positive social consequences, specifically a skill that provides physical and psychological well-being for others. Furthermore, according to Goodwyn, Acredolo, and Brown (2000), socialization skills are a person's ability to adapt to other people and groups. Furthermore, Grossman et al. (2003) define socialization skills as the ability to appropriately respond to reality, situations, and social relationships. Socialization skills, according to Guest (2007), are a method of learning socialization skills that will make it easier for a person to interact and establish more meaningful interpersonal relationships throughout his or her life. According to Hartmann and Pelzel (2005), someone with good socialization skills will exhibit several characteristics such as emotional maturity, socialization skills, moderate behavior, and no emotional abnormalities.

Factors Affecting Socialization Skills

According to Keenan, Evans and Crowley (2016), several factors that can affect socialization skills for children include:

a. **Motivation**

Motivation is an internal factor that originates in children. If children are motivated, they will learn how to socialize with demands from within, according to Keenan, Evans, and Crowley (2016). They will be motivated to stimulate and change themselves in order to relate to others.

b. **Family**

The family, as the first social order in which children grow and develop, plays an important role in socialization. Hill, Bush, and Roosa (2003) discovered that an emotional attachment between a mother and her children can teach social roles that are fun-

damental to children's socialization skills. Everything that happens in a family is studied by children and used as the foundation for developing the children's socialization with other people in their environment. This is because the family is the smallest community unit and is the first to teach socialization. Children must be taught not only to communicate in words that others can understand, but also to discuss topics that others can understand (Keenan, Evans & Crowley, 2016).

c. **School**

Knight and Lee (2008) argue that school gradually affects children's socialization skills in every process that occurs while children are in school over time. When children enter school for the first time, they encounter strangers and must interact with teachers and new friends. This is a valuable learning opportunity for children. Barker and Gump argue further (Keenan, Evans & Crowley, 2016) that the size of the school influences children's socialization, which is related to the shape of the school building and extracurricular activities organized by the school.

d. **Peer groups**

Peer groups are used to teach different patterns of relationships, perspectives, thinking, and cooperation. Children can learn to understand their peers' perceptions of them so that their behavior is accepted by others. Children are expected to develop self-confidence when dealing with others because they have an equal relationship with their friends (Keenan et al., 2016). Children cannot learn to live in society if they spend the majority of their time alone, according to Desmita (2007). Children must have friends in order to communicate.

e. **Mass media**

Knight & Lee (2008) note that children do not yet have the ability to distinguish right-wrong, good-bad, real, and not. So that whatever is heard and seen by children will be the best example for them to behave. In

this regard, children's behavior when forced to socialize with other children will be influenced by the mass media, both print and electronic, that describe or tell about the relationship between children and their peers.

f. Effective learning method

It will be easier for children to digest and understand something if they are taught using a method that is accompanied by real-life practice. Learning methods are not always the formal methods taught in schools but can also be non-formal methods that are entertaining and enjoyable for children (Knight & Lee, 2008). The method can be played as a game. Because they are accompanied by real practice in the form of games, cooperative games can be used as an effective learning method for the development of children's socialization skills. Play provides stimulation for children, which can have a positive impact on their social development.

Cooperative Games: Defined

Based on the mechanism, Goldstein (2005) divides the game into two parts: games played alone (solitaire) and games played in groups (cooperative). Cooperative games are games that can stimulate both the cognitive and social abilities of children. A cooperative game, according to Grossman et al. (2003), is a game whose goal is to develop tolerance, respect for other people's points of view, and hone empathy skills.

Guest (2007) defines cooperative play as a type of play that allows children to explore social sensitivity and ways of adapting to their surroundings, and it has the potential to shape children's personalities based on their playing environment. Cooperative games, according to Arina et al. (2014), are shared games with a common goal, implying that cooperative games are played in groups. According to Guest (2007), the group is a microcosm of children's social lives, complete with rules and social norms that children are expected to follow and obey. As a result of this process, children's socialization skills will be honed and stimulated.

Cohen (Grossman et al., 2003) claims that through cooperative games with other children, children learn to be aware of the existence of other children and to moderate their egocentric attitudes and perspectives. Children learn to collaborate to achieve common goals, to share, to defend their rights, and to respect the rights of others.

Cooperative Game Types

This study will look at four different types of cooperative games.: 1) bingo games, 2) puzzle games, 3) word-connection games, and 4) storytelling games.

Bingo games are designed to teach children how to communicate with their peers and to encourage them to strike up conversations with strangers. The child is asked to fill in his or her identity and select ten statements from the bingo game statement sheet that is relevant to him or her. The child is then instructed to locate another child who has selected the same statement as himself/herself. The child is then told to get to know and record the identity of the other child who has the same statement on the provided sheet.

The puzzle game's goal is to teach children the value of cooperation and to train them to work together in groups. All participants were divided into five small groups of three children each via puzzle games. In this game, each group must solve the puzzle by collecting the instructions given by the facilitator in the form of short statements that are related to one another. The puzzle game employs the concept of reward and punishment.

The purpose of this Word Connection Game is to practice teamwork, cohesiveness, and interpersonal closeness with others. The child is asked to repeat the stimulus in the form of a sentence given by the facilitator to a group of friends in a row until all group members have a turn in the word connection game. The last member of the group to be prompted with the sentence must complete the answer sheet provided.

The goal of storytelling games is to teach children to understand other people's points of view and feelings, to erode egocentrism, and to teach children to accept differences.

Through storytelling games, children are given a stimulus in the form of picture paper and then asked to talk about what the characters in the picture are feeling. The child's response is then compared to the responses of other children. The child is then taught the distinction between the feelings of the characters in the pictures as perceived by themselves and the feelings of the characters in the pictures as perceived by other children.

METHOD

Research approach

This research strategy combined quantitative and experimental methods. Sugiyono (2010) defines quantitative research as "research that uses numerical data as a data source and analyses it to see a description of a phenomenon, the symptoms of relationships and influences, and to make comparisons between the variables studied." According to Sugiyono (2010), quantitative research results are typically used for generalisation, whereas experimental research is research conducted to determine the consequences of a treatment given intentionally by researchers.

The "Two Group Pre-test-Post-test Design" was used, which is an experimental research design involving two groups, one of which served as the experimental group, namely the group that received treatment, and two measurements: pre-test and post-test. The second group was the control group, which received no treatment. To avoid bias, the experimental and control groups did not interact because they were from different elementary schools.

Group	Pre-test		Treatment		Post test
Experimental Group	√		√		√
Control Group	√		—		√
Two Groups in Pre-Test & Post Test Designs					

During the pre-test stage, the socialization skills of both groups were assessed. The experimental group was then given treatment over time in the form of four cooperative games. Following that, the post-test stage of the two groups' socialization skills was re-measured and compared. If the measurement value changes, it is possible to conclude that the treatment/treatment provided has an effect/influence on other measuring variables, which in this case is the dependent variable.

Variables in research

This study includes two research variables, namely: *An independent variable* is a cooperative game (bingo, puzzle, word association, or storytelling) and socialization skills are the *dependent variable*.

Unit of Analysis

a) **Population**

This study's population consists of all elementary school students who have encountered difficulties socialising at SD Negeri "XX" Bogor Municipality.

b) **Sample**

This study's sample size reached 30 people, based on the following criteria:

1. Students in the third grade. In this case, Knight and Lee (2008) note that the reason for selecting grade III students is that the first three years of a child's socialization are critical.
2. Ages between 8 and 9 years. The reason for this is that the average age of grade III elementary school students is around 8–9 years old.
3. Having difficulties socializing with moderate to low social skill scores
4. Students do not indicate an organic speech disorder.

Subjects with moderate to low socialization skills were given treatment in the form of cooperative games.

RESULTS AND DISCUSSION

Data Description

Data analysis was used to produce the results. The lowest possible score was 0 x 30 = 0. The highest possible hypothetical score was 1 x 30 = 30. (30 - 0): 6 = 5 was the standard deviation (SD). In contrast, the hypothetical mean was (30 + 0): 2 = 15. Pre-test and post-test data from the control and experimental groups were obtained for empirical data. Table 1 shows a summary of the empirical data description of socialization skills.

Socializat ion skills	Experimental Group (n = 15)			Control Group (n = 15)			
	Average	Score	SD	Average	Score		SD
		min	max			min	max	
Pre-test	14, 80	8	19	2,88	15, 67	13	19	1,76
Post-test	23, 53	17	30	3, 60	19, 27	13	24	3, 37
Gaps/D ifferenc es	8,73	9	11	0, 72	3, 6	0	5	1, 61

Table 1. Statistical Empirical Data Description

Subject Categorization

The subjects chosen had moderate to low levels of socialization skills. Following the pretest, 30 people were chosen, 29 of whom fell into the category of medium socialization skills and one of whom fell into the category of low socialization skills. There were 56 subjects who scored highly on socialization skills. The subject's undefined formulation is shown in table 2 below.

Guidelines	Score	Category	Amount	Percentage
x + 1 SD s/d x + 3 SD x − 1 SD s/d x + 1 SD x − 3 SD s/d x − 1 SD	X > 20 10 < X ≤ 20 X ≤ 10	High Middle Low	56 29 1	65, 116 % 33, 721 % 1, 163 %
Amount			86	100 %

Description:
x = average (mean)
SD= standard deviation

Table 2. Subject Categorization

Assumption Test

Normality test

The normality test was conducted to determine whether the data of the subjects in this study followed the distribution of the normal curve. The normality of the data distribution was tested using the parametric Kolmogorov-Smirnov method (KS-Z). The normality test results for the distribution of post-test (KE, KK) and pre-test (KE, KK) data were normal with $p > 0.05$ normality criteria. Table 3 shows the results of the complete data distribution normality test.

Gap in Socialization skills between Pre-test and Post-test	KS-Z	p
KE	0, 191	0, 148
KK	0, 167	0, 200

Table 3. Normal Distribution Test Results

The normality test results can indicate qualitatively that socialization skills have a normal data distribution. Thus, the prerequisite test for the normality of the data distribution of the difference in socialization skills pre-test and post-test (KE, KK) is met, and the requirements for further analysis are met.

Homogeneity Test

To determine whether the research subjects were from the same group, a homogeneity test was performed. The Levene's Test of Equality of Error Variances method was used to test for variance homogeneity between groups.

The homogeneity test of the distribution of data on the difference in socialization skills pre-test and post-test data (KE, KK) yielded homogeneous results with $p > 0.05$, indicating that the subjects belonged to the same group. The detailed results of the homogeneity test are shown in table 4 below.

Socialization skills Gap	Levene's Statistics	Sig.	Description
Pre-test post-test (KE, KK)	1, 148	0, 293	Homogeneous

Table 4. Homogeneity Test Results

Following the normality and homogenity tests, an independent sample t-test was performed to determine whether there were differences in socialization skills between KE who were treated with cooperative games, and KK who were not treated with cooperative games. However, before testing the hypothesis, the KE and KK pre-test scores were t-tested. The t-test resulted in a score of t = 0.994. This result indicates that there was no difference in socialization skills between EC and KK, with a probability value (sig. 2 tailed) of 0.329 (p > 0.01). Table 5 shows a summary of the KE and KK pre-test t-test results. and KK's post-test and pre-test scores.

Source	df	Mean difference	t	Sig.
KE and KK pre-test t-test Results	28	0, 876	0, 994	0, 329

Table 5. KE and KK Pre-Test T-Test Results

Hypothesis Testing

The t-test of equality of means method was used to test hypotheses in this study, with a significance level of 5%. The data analysis revealed that the difference in pre-test and post-test scores (KE, KK) had a t = 5.079 value with a probability value (sig. 2 tailed) of 0.000 (p 0.01). This result indicates that there was a social skill difference between KE and KK.

Table 6 shows the results of the detailed hypothesis testing.

Source	df	Mean difference	t	Sig.
Difference Between Pre-Test and Post-Test Scores	28	5, 13	5, 079	0, 000

Table 6. Hypothesis Testing Discussion

According to the results of statistical tests, the experimental group that was treated in the form of cooperative games made a significant contribution to the subject's socialization skills when compared to the control group that was not treated in the form of cooperative games. This evidence suggests that cooperative games can improve the socialization skills of children who face social barriers as a result of the Covid-19 pandemic.

The findings of this experimental study support Khojanazarova's (2022) belief that socialization skills are closely related to a potential environment that can support and stimulate individual socialization skills. Khojanazarova (2022) also stated that the process of improving socialization skills necessitates situations that allow someone to compete. Individuals will be challenged to improve their quality as a result.

Cooperative games with a variety of games can actually improve children's socialization skills. This is due to the presentation of the material provided in the form of games being interesting and not boring for children. The four games in cooperative game materials have an impact on aspects of children's socialization skills.

The first game, Bingo Game, has a significant impact on children's ability to initiate conversations with others. This is consistent with the purpose of the Bingo Game, which is to teach children how to communicate with others, as well as with one aspect of socialization skills, namely the ability to initiate conversations with others. According to Mayumi (2021), one way to encourage children to dare to speak and communicate with strangers is to play games with rules that require children to converse with their opponents. When the subject plays the game Bingo, the child is forced to communicate by following the game's rules. Children are tasked with gathering information about their opponent. As a result, in order to play the game, the child must communicate with his opponent. The Bingo Game has been shown to be effective in encouraging children to communicate with one another. This is evidenced by each child's increased active communication following the Bingo Game.

The second game is a matching puzzle. In this game, children are required to think about problem solving in groups. This game necessitates collaboration. This game emphasises aspects that will help children learn to cooperate with others. According to Markus (Suprihatiningsih, 1998), children will be encouraged to cooperate with other children if there is a clear division of tasks in a group or community with no ambiguity of responsibility. There is a clear division of tasks among each group member in storytelling games, so that each task is carried out by the subject concerned. Puzzle games are very effective at improving children's cooperation skills. This is demonstrated by the cohesion of each subject group in completing the game's task.

The third game is a game of word association. This game emphasises aspects that help children learn to cooperate with others and to practise personal closeness with others. Children are required to communicate with other children more closely in this game. This has been shown to increase children's familiarity with other children. They dared to converse more intimately and closely.

The fourth game is a storytelling game. The goal of this game is for children to be able to understand other people's points of view and feelings, thereby eroding their egocen-

trism. According to Scassellati et al. (2018), if children are taught to develop empathy and understand the feelings of others, their ego-centric nature will be diminished. This game has been shown to be effective in eroding children's egocentrism, and children are able to understand their friends' points of view and feelings. This is demonstrated by actual e-vents that occurred after the game activities were completed. When one of the children's shoes went missing, all of the children who played the game pitched in to help find the shoes until they were found. This demon-strates that the child was able to comprehend his friend's emotions.

Environmental factors also have an im-pact on the development of children's socia-lization skills. The environment in which chil-dren typically interact with other people is the most important place for children to imitate and adapt when interacting with others (Pennazio, 2017). In terms of socialization, the environment used during the activity is very supportive of the learning process for child-ren. This was demonstrated by the absence of shyness in one group of boys and girls during cooperative games.

In terms of the environment's contribu-tion to the improvement of socialization skills, Kumazaki et al. (2018) state that the process of forming socialization skills cannot be sepa-rated from the individual and social learning process. Individual experiences are obtained reciprocally from the environment as part of the individual process. While the social lear-ning process is obtained through various ac-tivities as a result of a person's personality in-teracting with the environment.

According to Fernandes (2019), socializa-tion skills are not an innate trait that has existed since humans were born. Rather, it is a component of the personality that emerges from interaction and development through individual and social learning processes. Direct interaction provides information about one-self, whereas social experience allows indivi-duals to evaluate and compare themselves to others. This self-evaluation helps a person un-derstand and know who he/she is, which lead-s to the development of a personal personali-ty that supports socialization skills.

According to Bharatharaj (2017), sociali-zation skills are developed through interaction rather than being innate. Attawibulkul (2018) adds that self-confidence has a significant impact on socialization skills. People differ in their level of self-assurance. Some people are completely confident, while others are not. This can have an indirect impact on a person's socialization skills. The increase in socializa-tion skills obtained by experimental subjects has actually been reinforced by Cheung and Vijayakumar (2016)'s opinion, which states that the factors that influence children's socialization skills are family, school, peers, and mass media. These four factors are extremely powerful in the development of the fundamentals of children's socialization skills because they are where children learn how to socialize.

Elflein (2020) adds that aspects of langu-age development, such as connectedness, information exchange, establishing common ground, conflict resolution, positive recipro-city, and self-disclosure, are closely related to the development of children's socialization. Children can obtain all of this by interacting with their surroundings. In general, one of the drivers of child development is a stimulating social environment (Hurlock, 1991). This sti-mulating environment will encourage physical and mental growth. Meanwhile, a lack of sti-mulation causes children to perform below their abilities (underachievement).

According to some of the above opinions, Tedjasaputra (2001)'s concept of play, which states that playing is a type of activity that can develop three aspects in children, namely social aspects, emotional aspects, and cog-nitive aspects, is appropriate because playing allows children to communicate and socialize with their playmates. Children can exchange information with one another in order to ex-press their thoughts and feelings. By playing, children will also get to know themselves in their surroundings and recognise their own strengths, which will help them develop a positive self-concept and grow up with good self-confidence, which will aid in the develop-ment of their socialization skills.

Children can also learn from their experiences while playing. When children learn through games, they do not feel compelled to learn. They will feel even more at ease when they play games that provide new knowledge and experiences. This game will encourage children to interact with their peers. This will boost the child's confidence and courage, which will serve as the foundation for improving the child's socialization skills. As a result, it is appropriate if the game can be used as an alternative by educators to improve children's socialization skills.

The games chosen to improve socialization skills were chosen based on the changes that occurred in children as evidenced by their increasing socialization skills scores. This increase was influenced not only by the game's material factors but also by factors from within them, specifically the subject's enthusiastic motivation to participate in the game. This was demonstrated by their seriousness in participating in the games provided. This is consistent with Burns' (Tedjasaputra, 2001) belief that effort, discipline, and the encouragement of a conductive environment will propel individuals to success. The game method will teach the child to strike up a conversation with others and to socialize. This is evident from their demeanour and the acknowledgment that they were very pleased with the game provided. As a result, if they are asked to come forwards and speak in front of the class, it is no longer a frightening experience for them.

CONCLUSION

Based on the discussion above, it is possible to conclude that the use of cooperative games has an impact and is appropriate for improving socialization skills in children who have social barriers as a result of the Covid-19 pandemic. They will be stimulated to start talking and communicating with other children through games because they will need to set strategies and apply game rules that must be agreed upon and require cohesiveness to win the game.

This is due to the fact that playing allows children to communicate and socialize with their peers. Children who learn through games do not feel obligated to learn and do not perform below their abilities (underachievement). Playing games that provide new knowledge and experiences will boost children's confidence and courage. This game method will teach the child to strike up a conversation and socialize with others. As a result, coming forward and speaking in front of the class is no longer a terrifying experience for them.

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