

EFFORTS TO IMPROVE THE SOCIAL SKILLS OF ELEMENTARY SCHOOL STUDENTS THROUGH MODIFIED TRADITIONAL CRANK GAMES

Abdullah Efendi¹, Muh Muhaimin², Hamidaturrohmah³

Universitas Islam Nahdlatul Ulama^{1,2,3}

abdullahefendi@unisnu.ac.id¹, muhaimin@unisnu.ac.id², hamida@unisnu.ac.id³

Abstract

The social skills of today's youth are a problem that requires attention, as mobile phones and smartphones are now among the media on which kids spend their free time. The impacts of youngsters playing modern games frequently on handheld devices or other technology lead a child's social level to decline, therefore witnessing this phenomena worries us. The findings of the observations done at SD Negeri 3 Meganti show that children prefer independent activities, that they are challenging to control, that they like to quarrel, and other things. This study aims to determine whether modified versions of conventional hopscotch games might help kids develop their social skills. 20 students from class II of SD Negeri 3 Menganti participated in this study, which used the classroom action research method and the Kemmis & Taggart model. Four stages of research were carried out, including planning, activity, observation, and reflection. The outcomes demonstrated an improvement in the social skills of class II students at SD Negeri 3 Menganti. Average student learning results from Cycle I were just 15.5%, but after being exposed to the action of a modified classic crankshaft game in Cycle II, there was a notable improvement to average student learning outcomes of 25.5%.

Keywords: Social Skills; Traditional Games; Elementary Children

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Correspondence author: Abdullah Efendi, Universitas Islam Nahdlatul Ulama, Indonesia.

E-Mail: abdullahefendi@unisnu.ac.id

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INTRODUCTION

Traditional games in this millennial era are almost unheard of, most children today fill their free time by playing modern games such as mobile phones, smartphones and so on. Seeing this phenomenon makes us concerned because the effects resulting from children often playing modern games on cellphones, or gadgets make children's social levels decrease. This can be seen from the results of observations made at SD Negeri 3 Menganti, namely children prefer individual activities, children are unruly, like to argue and so on.

Social skills have a crucial role in everyday life. Social skills involve skills such as communicating effectively, interacting with others, working together in groups, managing conflict, and showing empathy. The importance of social ability lies in the fact that it allows individuals to build healthy and meaningful relationships with others (Arisman et al., 2021). Good social skills can help a person develop a strong social network, gain social support, and feel accepted by the surrounding environment. In addition, social skills are also needed in various contexts, such as in the workplace, in education, and society. Individuals with good social skills tend to be more successful in many aspects of their lives, whether in career, interpersonal relationships, or mental well-being. Therefore, it is important for individuals to develop and improve their social skills in order to interact effectively with others and achieve success in their lives.

Elementary school is a very important period in child development, where currently children are experiencing periods of very rapid growth and development. One important aspect of a child's development is social skills (Arisman & Agun Guntara, 2021). Children's social skills can be improved in various ways, one of which is by using traditional games. Traditional games can have a positive influence on children's development, both cognitively, emotionally, and physically. In addition, traditional games can also improve early childhood social skills.

Some types of traditional games such as engklek, grobak sodor, and fort can help children solve problems and improve their social skills. Therefore, it is important for teachers and parents to introduce traditional games to children as one of the ways to improve their social skills (Okilanda et al., 2021). Therefore, we apply traditional games in the learning process as an atmosphere to solve this problem. Many benefits are obtained when a child plays traditional games such as social and mental values (Nur, 2011). This was confirmed by Perdani (2014) stated that through traditional games children's social skills increase, this is because traditional games can hone the attraction between children such as togetherness, sharing and communicating. This is shown by the increase in post-intervention results from pre-intervention which was initially 42.5% of children's social skills to

54.1%. As well as Yufitsa and Efensi (2016) stated that by implementing traditional Acehese games to children can develop several aspects such as religion and morals, physical, motor, social-emotional, cognitive, language and art.

METHOD

This research is a class action research (action research) Classroom action research methodology (PTK) is a research approach used by educators to understand and improve learning practices in the classroom (Putra et al., 2020). This approach provides opportunities for teachers to become researchers in their own classroom contexts, implement planned changes, and evaluate their impact on student learning. This study used the model of Kemmis, S & MC Taggrat, R. (1992) which includes four stages: planning, action, observation, and reflection. This study was carried out as many as two cycles. Each cycle has four stages. The action given is a modified traditional crank game. Data collection techniques in this study are observation, interviews, and documentation. The sample in this study amounted to 20 grade II children of SD Negeri 3 Meganti.

DISCUSSION

Precycle

The initial conditions of learning in the classroom use a conventional method where the learning center is centered on the teacher, so that students experience difficulties in learning, lack of media and inappropriate learning models are one of the factors in improving the quality of learning. One of them is by using traditional games. Research by Garcia et al. (2021) shows that playing traditional games together can improve social skills and build positive relationships between students. Thus, traditional games not only provide entertainment, but also have great potential in improving students' physical, cognitive, and social abilities.

Cycle I

Based on the results of the study, the level of social skills of SD Negeri 3 Meganti grade II children in the first cycle obtained the lowest (minimum) score of 12, the highest (maximum) score of 19, and the average (mean) of 15.50.

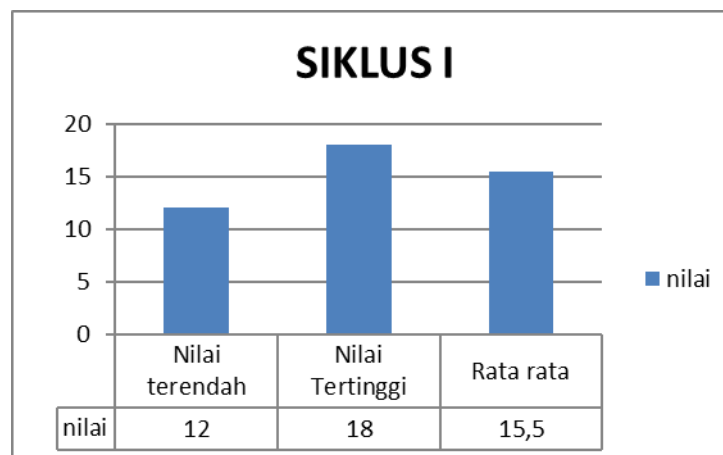


Figure 1. Cycle I student value data

Based on the data obtained in the first cycle, it shows that there is an inability of students to solve social problems. Social skills are important abilities for elementary students in interacting with peers, teachers, and adults around them. One factor that can affect a student's social skills is the school environment that supports the development of this ability. Research by Smith and Jones (2020) shows that students who attend school in environments that encourage cooperation, communication, and empathy tend to have better social skills. In addition, the role of teachers is also very important in building students' social skills. According to research conducted by Brown et al. (2019), teachers who provide inclusive learning and encourage social interaction between students can improve their social skills. In addition, participation in extracurricular activities such as clubs, student organizations, and sports can also strengthen students' social skills.

The results of a study by (Johnson et al, 2021) show that students who are actively involved in activities outside of class hours have better social skills than students who only focus on academic learning. Thus, a supportive school environment, an active role of teachers, and participation in extracurricular activities can have a positive impact on the development of social skills of elementary school students.

Cycle II

In cycle II of the modified traditional crank game, the lowest score (minimum) was 18, the highest score (maximum) was 34, the average (mean) was

25.35. For more details, you can see the chart below:

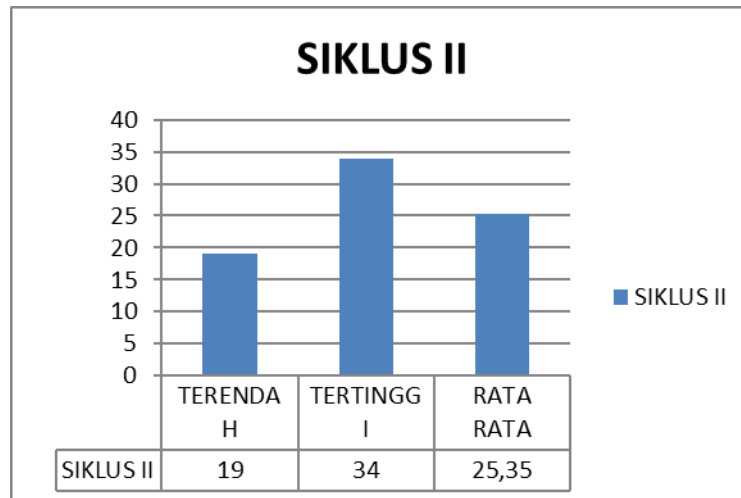


Figure 2. Student Value Data in cycle II

This data provides an idea of the extent of students' ability to follow the modified crank game. In this discussion, we will look at the meaning of the lowest score, highest score, and average and the implications for student ability.

The lowest score obtained in this game is 18. The lowest score reflects the weakest performance of students in participating in a modified crank game. The possibility of the lowest score occurring can be due to several factors, such as lack of motor skills, poor coordination, or lack of understanding of the rules of the game. In these cases, it is important for the teacher or facilitator of the game to provide special attention and additional assistance to the student with the lowest score. An individualized approach and special exercises can help students in overcoming the obstacles experienced and improving their abilities (Dewi, 2018).

On the other hand, the highest score achieved in this game is 34. The highest score indicates the best performance of the students in participating in the modified crank game. Students with these highest scores may have good motor skills, high coordination abilities, and a good understanding of the rules of the game. Their success can be an inspiration to other students and can be used as an example in developing other students' skills that still need to be improved (Johnson et al., 2020). Through observation and learning from students who have the highest scores, other students can gain motivation and guidance to improve their own abilities. Thus, the

selection of the student with the highest score as a positive example can encourage the development of other students' skills that still need to be improved.

The average or mean of modified crank play is 25.35. The average is the average of all scores obtained by students. The average obtained from the data gives an idea of the average performance of students in the game (Yusmawati et al., 2020). In this case, an average of 25.35 indicates a fairly good level of ability overall. However, this average score can also be used as a reference to identify students who still need further assistance and skill development. Students with below-average scores may be given special attention and additional practice to help them achieve better levels of ability.

These modified traditional games have the potential to improve students' physical abilities, coordination, and understanding. In addition, these games can also develop social skills such as cooperation, interaction, and communication between students. Therefore, it is important for the teacher or facilitator of the game to constantly monitor and evaluate the progress of students in this game. By paying special attention to the students with the lowest scores and providing additional challenges for the students with the highest scores, these traditional games can be an effective means of improving students' overall abilities

CONCLUSION

A child's world is basically the world of play, so in a learning make or use games as a medium to deliver learning material, because by playing, especially traditional games, children will have social interaction with each other. It has been proven from the results of this study that there is an influence of modified traditional crank games on the social abilities of elementary school children. The outcomes demonstrated an improvement in the social skills of class II students at SD Negeri 3 Menganti. Average student learning results from Cycle I were just 15.5%, but after being exposed to the action of a modified classic crankshaft game in Cycle II, there was a notable improvement to average student learning outcomes of 25.5%

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