

INCREASING SOCIAL DEVELOPMENT OF CHILDREN AGED 5-6 YEARS THROUGH TRADITIONAL MAKASSAR GAMES SONGKOK-SONGKOK JANGANG

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ABSTRACT

The purpose of this study is to demonstrate an improvement in the social development of children aged 5-6 years through traditional Makassar Songkok-songkok Jangang games at Nurul Falah Kindergarten in Bontomarannu Village, District Bontotiro, Bulukumba Regency. This study employs a quantitative approach to quasi-experimental research, with a one-group pretest-posttest design. The sample size was 12 children aged 5-6 years. The study's instrument was an observation sheet, which was analyzed using non-parametric statistics and the Wilcoxon-signed ranking test. The p-value of 0.002 indicated that there was a difference in the average value of children's social development before and after playing the traditional Makassar Songkok-songkok Jangang game ($p < 0.05$). This is demonstrated by an increase in the average score before (28.75) to the average value of children's social development after (50.17) playing the traditional Makassar Songkok-songkok Jangang in Nurul Falah Kindergarten, Bontomarannu Village, district. Bontotiro, Bulukumba Regency. An increase in the social development of children aged 5-6 years through traditional Makassar games, songkok-songkok, does not imply that teachers or parents of children will continue to traditionalize traditional games in children and develop them to meet the needs of the times.

Keywords: children's social development, traditional games, Songkok-songkok Jangang

1) INTRODUCTION

Early childhood is often referred to as the "golden age" because it is a sensitive period in terms of receiving stimuli (Fadillah, 2012) that only occurs once until the end of human life (Novan Ardi Wiyani, 2013). It is very appropriate in this golden age to stimulate religious values, physical, language, cognitive, socio-emotional, and artistic abilities (Fatimah, 2006; Ministerial Regulation No. 58 of 2009). The social development of children is one of the most important aspects to develop because it is the foundation for children to interact with their environment. Aspects of

social development include having fun while working in groups, learning while interacting and working together (Jasmine, 2012), and being able to blend in with the environment through various events in interacting with the environment and peers (Nurhabibah et al., 2016).

However, the fact is that there are still some teachers or parents who ignore the use of the play method in stimulating children's social development, as stated by Darminiasih et al., (2014) that the social development of children aged 5-6 years in Sevana Sari Kindergarten is experiencing obstacles, one of the triggering factors is the lack of teacher attention in utilizing play activities. Likewise, the research of Dewi et al. (2017) found that children have difficulty interacting with their peers because teachers at school only apply group learning methods so they still need varied play methods to stimulate children's social development. The same thing was also explained by Suriyati et al. (2019) that children in Keranjik Kindergarten, Tanah Pinoh Subdistrict are still quite low in interacting with peers because to stimulate social development the teacher does not use varied methods and the environment for playing outside of school in this case the home environment does not give children space to play. The case findings in this study were also supported by the results of the researchers' own observations (conducted on Monday, March 2, 2020, at Nurul Falah Kindergarten, Bontomarannu Village). It was found that children's social skills were still low. This is marked by low cooperation between children, sometimes there are children who do not want to play together with their friends, always withdraw, do not follow the teacher's orders, and are less accepting when they experience defeat. In learning activities, it appears that teachers are still lacking in utilizing appropriate game media for children's social development, especially not using existing traditional games.

The type of stimulation used should be tailored to the child's characteristics; for example, at this age, children prefer to play, so learning is accomplished through play (Hasan, 2010). Children can be taught to think, reason, make decisions, and solve problems in this manner, thereby stimulating their development. So, one method for developing children's social skills is through media games.

A game is an activity that produces a sense of pleasure, satisfaction, and play is a very fun thing that can be applied in learning to develop children's knowledge (Sujiono, 2009) and can increase children's learning motivation (Akour et al., 2020), thereby developing children's potential (Kurniati, 2016).

The game is divided into several types throughout its development, one of which is a traditional game. Traditional games, according to Kurniati (2016), support the condition that children can interact directly with their peers. When playing traditional games, children can be required to identify their peers. The ability of children to interact with other people, such as peers, parents, and teachers at school (Mulyasa, 2016), and even the ability of children to establish relationships with themselves (Novi Ardi Wiyani, 2014) is referred to as social development. This is also supported by the findings of Afshordi & Liberman (2021) study, which found that the concept of children's friendship, namely closeness, prosocial interaction, and similarities through games, can improve children's social development.

Songkok-songkok Jangang, a traditional Makassar game, is one type of game that can be used to establish children's social skills. The Songkok-songkok Jangang game is derived from the Makassar language, specifically from the two syllables Songkok-songkok, which means cage, and Jangang, which means chicken. Some refer to this game as Ra'bang Jangang, after the Konjo tribe from the eastern part of South Sulawesi. This game is frequently used because it is thought to foster children's cooperation. According to Marisson (2016), the use of traditional games Songkok-songkok Jangang in early childhood learning, particularly to advance children's understanding so that they can adapt to the environment, work together, solve problems, make friends in fellow teams or other teams, and accept defeat.

The purpose of this study is to demonstrate an improvement in the social development of children aged 5-6 years through traditional Makassar songkok-songkokjangang games at Nurul Falah Kindergarten in Bontomarannu Village, Bontotiro District, Bulukumba Regency.

2) METHODS

This research is a quantitative study that employs an experimental method with three stages: (1) conducting an initial assessment of the respondents prior to treatment (pre-test); (2) administering treatment (X); and (3) conducting an assessment to determine the condition of the respondent after treatment (post-test).

Table 1. One Group Pretest Post Test Design

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O ₁	X	O ₂

Description:
 O₁ = pretest value (before given treatment)
 O₂ = posttest value (after being given treatment)
 X = given treatment

The sample consisted of 12 children aged 5-6 years, five boys and seven girls, all of whom belonged to Group B. The instrument used was a great point sheet that had been validated by experts. Non-parametric statistics were used to describe and analyze the resulting data, which included the Wilcoxon-signed ranking test.

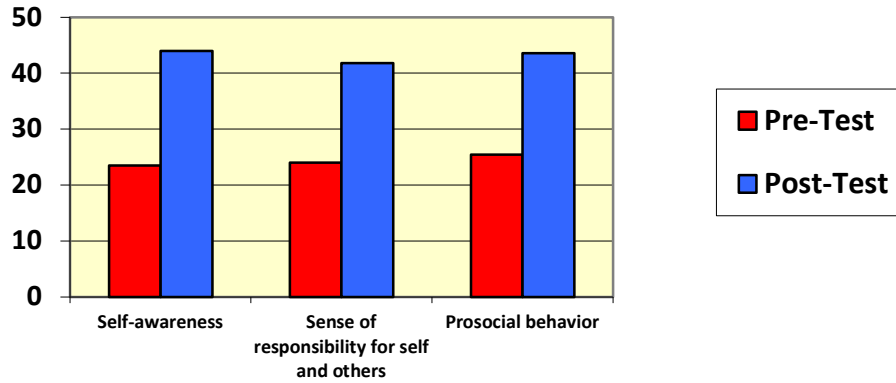
3) RESULTS

Prior to actually performing the Wilcoxon test, the latest results were analyzed using descriptive statistics. The results show that the social development of children in Nurul Falah Kindergarten, Bontomarannu Village, Bontotiro District, before being given treatment (pretest) in the form of traditional Makassar games, Songkok-songkok Jangang, was 45, 22, and the average score for the pretest was 28.75. The average posttest score is 50.17, with the lowest posttest score of 47 and the highest posttest score of 56. In the existing data, the difference between pretest and posttest appears to be 21.42 (posttest 50.17 > pretest 28.75). This means that children's social development has improved as a result of playing the traditional Makassar Songkok-songkok Jangang game.

Table 2. Data on Observation of Children's Social Development Before and After Performing Traditional Makassar Games Songkok-songkok Jangang

Class	Early Childhood Social Skills					
	<i>Pre-Test</i>			<i>Post-Test</i>		
	Lowest	Highest	Average	Lowest	Highest	Average
<i>Pretest- Posttest Songkok- songkok Jangang</i>	22	45	28,75	47	56	50,17

The graph below shows the difference in scores before and after playing the traditional Makassar Songkok-songkok Jangang game, based on the results of the average value of each indicator of the observation assessment instrument:



The graph earlier in this section depicts an increase in children's social development prior to and after playing the traditional Makassar Songkok-songkok Jangang game. The chart displays the rise in each of the indicators observed before and after the study's implementation using the traditional Makassar Songkok-songkok Jangang game. The self-awareness indicator resulted in an average score of 23.5 on the pretest, and a score of 44 on the posttest, an uptick of 20.5 from before playing the traditional Makassar Songkok-songkok Jangang game. The second indicator of a sense of responsibility for oneself and others had an average pretest value of 24 and a posttest average value of 41.8, indicating a 17.8 increase. Throughout the third indicator, prosocial behavior, a score of 25.43 was obtained prior to actually playing the traditional Makassar Songkok-songkok Jangang game, and a score of 43.57 was obtained after playing the traditional Makassar songkok-songkok jangan game, representing an increase of 18.14. Overall, the traditional Makassar Songkok-Songkok Jangang can improve the social development of children aged 5-6 years in Nurul Falah Kindergarten, Bontomarannu Village, Kec. Bontotiro.

Table 4. The descriptive results are consistent with the Wilcoxon-signed ranking test results obtained with the SPSS for Windows 16.0 program, as shown in the table below:

Group	Z	Asymp. Sig. (2-tailed)	Description
Post Test - Pre Test	-3.062	0.002	There is a difference

The probability test obtained the Asymp sig (2-tailed) value of 0.002 ($p < 0.05$) based on the statistical test results from the Wilcoxon-signed test data analysis, indicating that there was a substantial difference, namely an improvement, between before and after being given the game. The social development of children aged 5-6 years in Nurul Falah Kindergarten, Bontomarannu Village, Kec. Bontotiro is influenced by Makassar traditional Songkok-songkok Jangang. Because the average value upon treatment is higher than before treatment, it can be concluded that the traditional Makassar Songkok-songkok Jangang game can improve the social development of children aged 5-6 years.

4) DISCUSSION

The descriptive and inferential results indicate that playing the traditional Makassar Songkok-songkok Jangang game risen children's social development. Instead of realizing that as well, the children in Nurul Falah Kindergarten, Bontomarannu Village, Kec. Bontotiro directly trained their social skills through the traditional Makassar songkok-songkok don't play. Data from research findings demonstrate an increase in the average value of social development on each

indicator of social development. According to Misbach (2006), traditional games are generally played in competitive groups that require cooperation, sportsmanship, and cohesiveness from the players. In his research, Waluyo (2017) discovered that traditional games for children aged 5-6 years can have a positive impact on aspects of children's social development. Furthermore, Hazriyanti & Nasriah (2019) discovered that the social development of children on indicators of a sense of responsibility towards themselves and others who were given treatment with the experimental method had a higher average value than children who were given traditional games. Achroni (2012), in particular, explains how traditional games can support early childhood social development by: (1) developing children's social skills because traditional games are played together, (2) developing cooperative attitudes, (3) increasing tolerance, and (4) teaching discipline and courtesy. Blanié et al. (2020) discovered that after being given traditional games, early childhood social development on indicators of prosocial behavior increased significantly compared to before being given treatment.

While playing the songkok-songkok game in this research, each child positions himself and is responsible for the role he plays; for instance, the team leader and team members assigned to confinement perform well. Kasim (2017) discovered the same thing: the traditional Makassar songkok-songkok game lacks patterns or values that can improve: (1) children's social development, including peer interaction, (2) learning to respect the opinions of others, (3) building emotional relationships, (4) increasing cooperative attitudes, and (5) increasing tolerance and politeness behavior. The child's ability to interact with others, including being able to play with friends, becoming prepared to take turns as well as queue, following the teacher's orders and instructions, being able to make friends, communicating and helping friends, the ability to understand oneself, such as being able to express oneself, be confident, independent, and others, is divided into several aspects of early childhood social development. (Mulyasa, 2016) Traditional Makassar games, such as songkok-songkok, can encourage early childhood social development because they are generally played in groups or by more than one person and are competitive. In addition to requiring physical agility and skill in managing strategies, this traditional game also requires cooperation, sportsmanship, and cohesiveness of the players. The results obtained are under the research conducted by Sari et al. (2019) that traditional games are effectively used as learning to improve children's social behavior.

Children's social development is enhanced after playing traditional Makassar games, songkok-songkok, according to the findings. This is because when playing traditional Makassar songkok-songkok, the children do not play the game directly, but rather adjust to the group, show confidence when playing the game by imitating the sound of a chicken, communicate in setting strategies who will be the leader of the team and who will be placed in confinement first. Similarly, Novita Ambaryani, Ngadino Yustinus, and Yudianto Sujana discovered differences in children's social skills before and after playing traditional games. The average value obtained after playing traditional games was higher than before playing traditional games (Ambaryani et al., 2014). Songkok-songkok dang, a traditional Makassar game also has a pattern or atmosphere that can improve children's behavior so that they can adapt to others, including when they are grouped with other children, and illustrate a confident attitude, such as when asked to imitate the sound of a chicken. When children play the traditional Makassar songkok-songkok jangan game, they are also encouraged to be aware of their rights, such as when they have become leaders or members.

Children are also taught to accept defeat while playing, whereas there is no winning or losing in the traditional Makassar songkok-songkok game. This game could also prepare children to follow the rules of the game. This is supported by Gil-Arias et al. (2021).s research findings, which state that through game activities, children can be trained to obey the rules in carrying out activities directly. When children play traditional Makassar songkok-songkok games, they engage in a variety of social skill activities, allowing them to see how they appear when they interact with

their peers. As a result, it is possible to conclude that traditional Makassar games, Songkok-songkok Jangang, can improve the social development of children aged 5-6 years in Nurul Falah Kindergarten, Bontomarannu Village, Kec. Bontotiro thus has a positive influence on children's social development.

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