

# IMPROVING CHILDREN'S SOCIAL DEVELOPMENT THROUGH PICENG TRADITIONAL GAMES FOR CHILDREN AGED 5-6 YEARS

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## ABSTRACT

Stimulation in early childhood development is crucial, especially in social development. There are various ways to stimulate children's social development optimally, one of which is using traditional 'piceng' game media. The study aimed to see if traditional games improved children's social development in children aged 5-6 years. Six children aged 5–6 years were studied using quantitative, descriptive, and qualitative research methods. The sampling technique used was purposive sampling with certain limits or criteria. The instrument used was a rating scale observation sheet, and the data analysis technique used was quantitative descriptive analysis. The phases of the research involved observation (before, during, and after the treatment) and data analysis. Based on the findings, before and after using the traditional piceng game, the average pre-test score was 34.33, and the average post-test score was 51.16, with an average hypothetical value of 40. It appears that the post-test score has increased compared to the pre-test value. So, there is an increase in children's social development through the traditional piceng game. The findings imply that, to develop children's social skills, educators or parents can use the traditional Piceng game.

**Keywords:** Social development; traditional games; early childhood

## 1. INTRODUCTION

Stimulating aspects of early childhood development, especially social development, is essential and should be carried out by the child's closest family or teachers. There are many cases where children experience developmental delays due to a lack of stimulation by adults around the child. Lack of stimulation, according to Ridwan Fatoni (2010) uses children not to have the initiative to interact (be afraid, anxious, and passive). Meanwhile, according to Hasanah, Jimatul, Yani Achdani, and Widiaty (2018), children who lack stimulation can experience behavioral problems, for example,

not being able to adapt, having difficulty getting themes, not having self-confidence, not having the motivation to learn, and blaming themselves if they fail to achieve the aim.

Social development is a positive change experienced by children in interacting with their environment, having an interest in interacting, adapting, and following applicable rules. According to Endah Astuti (in Indrijati, 2016), social development is the achievement of individual maturity in social relations and can also be a place. According to Farida Mayar (2013), social development is a process that starts in infancy, at first, the child only knows a few people (closest to them) and will continue to grow as it is trained to adapt to a changing environment. wider. Therefore, several factors affect the increase in children's social development. According to Farida Mayar (2013), children's social development is influenced by individuals, their family environment, their community environment, and kindergarten. According to Dewi Retno Suminar (2019) what can hinder children's social development are the following: (i) the family; if the family environment cannot provide good stimulation and examples to children, then children will imitate what they see and have an impact in the future; (ii) maturation, or the maturity that makes individuals able to accept opinions and social processes in environment; (iii) socio-economic status; (iv) the community.

There are several methods for developing children's social development. One that can be done is using traditional game media because one of the principles of child development is learning while playing so that it can impress the child's mind (Suhadad, 2016). Traditional games include elements of cultural wisdom, characteristics derived from the surrounding environment and active players, and specific noble values and moral messages (Rahmawati, 2010). Traditional games have various types and names that are unique to each region and have benefits that can stimulate children's development. Based on the research results by Widhi Adyanita (2017), traditional games can improve children's social development, namely cooperation, sympathy, and sportsmanship. In this study, researchers used the traditional 'piceng' game to determine the increase in children's social development.

The traditional game of 'piceng' is made of iron bottle caps that are played by picking or pushing with fingers. Piceng is a term used by the Bugis people of Bulukumba to refer to this game (Nirwan, 2018). The game can be found in many places; for instance, it is known as "datte' datte'" in Maros Regency because it is played by "datte'," or pushing with your fingers. This game is also present in Malaysia, but it goes by the name of the flat folk game there. Because of the short shape

of the bottle cap, this game is called "Ceper" in Malaysia. The name of the game, piceng, varies in each area; some call it the form of the game, and some call it the way it is played. As a result, researchers used the traditional piceng game to assess the increase in social development in children aged 5 to 6.

## **2. METHODS**

This research used a descriptive quantitative approach. Six children aged 5-6 years were sampled in Bonto Jammu Village, Rilau Ale District, Bulukumba Regency. The sampling technique used was purposive sampling with the following criteria: (1) children aged 5–6 years; (2) easily accessible researchers; and (3) capable of playing with fine motor skills.

The research instrument used was the rating scale observation sheet, filled in after conducting structured interviews with educators and observing the sample's behavior when carrying out traditional Piceng playing activities with their peers. The behavior shown by the sample when interacting in the Piceng game became the basis for researchers to fill out a 16-item observation sheet on children's social development spread over 3 indicators, namely self-awareness, a sense of responsibility for oneself and others, and prosocial behavior. Data analysis was performed using quantitative descriptive analysis.

## **3. RESULTS AND DISCUSSION**

### **Social Development of Children Before Giving Traditional Piceng Game Treatment**

The results of the research data analysis showed that before giving the traditional piceng game to a sample of six children aged 5–6 years, consisting of two girls and four boys, the children had not yet reached social development according to their age, based on Minister of Education and Culture Regulation No. 137 of 2014 concerning Early Childhood Education Standards.

Based on the results of the hypothesis test, it was found that the sample obtained the highest score of 37 and the lowest score of 31, with an average overall score of 34.33. Based on the empirical value obtained, it will become a benchmark value after the sample is given a treatment, namely the traditional piceng game, to measure the social development of children aged 5–6 years.

Table 1. Pre-test research data

No	Initial Name	Pre-test scores
1	AAN	37
2	AAAI	37
3	MF	34
4	GCK	37
5	AAA	31
6	AMA	30
<b>Average</b>		<b>34,33</b>

After determining the empirical value, determine the hypothetical mean. The hypothetical mean value is the value that will be used as the standard or ideal value based on the research instrument used. The hypothetical mean obtained from the number of observed behaviors amounts to 16 points, resulting in a value of 40; this value becomes the standard value for the sample achieving or not achieving social development according to their age.

There are three assessment indicators, namely indicators of a sense of responsibility for oneself and others, for example, the behavior of children who have not been able to follow the rules of the game, which causes children to experience rejection by their playmates when playing because they are used to the behavior of their friends who do not want to follow the rules of the game.

Children playing together and having their own toys are two examples of prosocial behavior indicators. Some samples do not play with their friends and are therefore deemed stingy because they do not want to share toys even though their friends are willing to lend them their toys.

Based on the explanation above and the data from the pre-test research results, it can be seen that the empirical value is lower than the hypothetical mean value, namely a value of  $34.33 < 40$ , which means that the value of the research results is lower than the ideal standard value of child development achievement. As a result, it can be concluded that the child had not reached social development for his age prior to treatment.

### **Social Development of Children After Giving Traditional Piceng Game Treatment**

After giving treatment in the form of traditional piceng games to measure the increase in children's social development using observation sheets, the social development of children aged 5–6 years showed different results. There was an increase in the average value before treatment.

When giving treatment for the first time using the game, the researcher gave an example of how to carry out the traditional piceng game to children, then told the rules that had to be obeyed when carrying out the game, namely completing the game until it was finished when starting to play, choosing the first player to the last, and completing the challenge given by the opponent. play. After explaining how to play and the game's rules, the researcher observed and gave directions during the game. The game is played in two stages, namely, completing challenges from the opponent using the pickaxe by pushing the pickaxe using the finger according to the target provisions of the opponent and selecting the upper or lower surface of the pickaxe to score points.

Table 2. Post-test research data

No.	Name	Post-test scores
1	AAN	62
2	AAAI	59
3	MF	55
4	GCK	51
5	AAA	52
6	AMA	60
<b>Average</b>		<b>54,16</b>

Based on the explanation above, it can be concluded that the social development of children after being given treatment in the form of the traditional piceng game resulted in an empirical value of 54.16 > the hypothetical mean of 40, which means that the social development of children experiences positive changes because the empirical value is greater than the hypothetical mean, which is the standard value of a child's social development.

### **Improving Children's Social Development Through Piceng Traditional Games For Children Aged 5-6 Years**

After carrying out the pre-test observation activities and giving the treatment carried out using the traditional piceng game, the following are the results of the research data on the pre-test and post-test values:

Table 3. Pre-test and post-test research data

No	Name	Pre-test scores	Post-Test Value
1	AAN	37	62
2	AAAI	37	59
3	MF	34	55
4	GCK	37	51
5	AAA	31	52
6	AMA	30	60
<b>Average</b>		<b>34,33</b>	<b>54,16</b>

Based on the table above, shows the research data before and after giving the traditional piceng game treatment to the social development of children aged 5-6 years in Bonto Jammu Village, Rilau Ale District, Kab. Bulukumba, sample 1 has increased + 25, sample 2 has increased + 22, sample 3 has increased + 21, sample 4 has increased +14, sample 5 has increased + 21, and sample 6 has increased +30 with an average of all values pre-test 34.33 and post-test 54.16 experienced an increase after giving +18.5 treatment.

The following are the differences in the results of the observations before (pre-test) and after giving treatment (post-test) for Piceng Traditional Games based on indicators

Table 4. Assessment data for each pre-test and post-test indicator

Social Development of Children Aged 5-6 Years			
The Average Score of Each Indicator			
Class/Treatment	Self-awareness	A Sense Of Responsibility To Themselves And Others	Prosocial Behavior
Pretest	13	13	13.5
Posttest	19,6	20	20,6

Based on the presentation of the research data above, it shows that there are differences in the scores achieved by research subjects for each indicator: the self-awareness indicator was initially only 13 and increased to 19.6 with a difference of +6.6; an indicator of a sense of responsibility for oneself and others reached 13; the post-test score was 20 with a difference of +7; and indicators of prosocial behavior, which were originally 13.5, became 20.6 with a difference of +7.1.

Based on the explanation of the results of the quantitative descriptive analysis above, it can be concluded that the treatment in the form of traditional piceng games led to an increase in the social development of children aged 5–6 years, consisting of 3 indicators, namely self-awareness, a sense of

responsibility for oneself and others, and prosocial behavior. Stimulation in the form of traditional Piceng games can stimulate children's social development because in games there is interaction and a process of cooperation between children. According to Jean Piaget (in Suminar, 2019), when children are playing, they display behavior through their developmental achievements as well as contributing to the development of various aspects of child development. Therefore, researchers make observations when children are playing so they can see the behavior displayed by children naturally and according to their stage of development.

Researchers observed three indicators of children's behavior, including self-awareness, a sense of responsibility for oneself and others, and prosocial behavior, and 16 observed behavior items. One example of an indicator of self-awareness is when, during observations, samples show certain behaviors. For example, when children are playing, some of the children cannot control their emotions properly. The opinions of Agnafors, Barmark support this said that children who have externalization of social disorders have an impact on the behavior shown by other children in the class, and these problems can make children experience social exclusion in the school environment. As a result, providing children with stimulation and stimulation for their social development is critical.

When the sample did the playing activity for the first time, many of the game rules were not carried out by the sample, for example, not completing the game until the end because it could not score points like the opponent playing, disturbing the opponent while playing until a fight broke out because the player felt cheated by the opponent when completing the challenge, not following the order of play or fighting over each other, not playing sportsmanship, and not being able to accept defeat and ending up withdrawing from the game. The above is in line with the opinion expressed by Dewi Retno Suminar (2019) who said that traditional games are a form of activity that can be renewed and carried out again, the meaning of the word renewed is that if play activities are carried out properly then it will show behavior or consequences of good social behavior and change the child's behavior. It uses it as the aim of the traditional piceng game: to change children's behavior towards better development and achieve development according to their age.

When the sample was playing the traditional piceng game, at first the child was still stiff in playing, for example not criticizing his friend when he was wrong in playing the game, not talking much when he was playing at the beginning of playing the traditional game, but after several times.

Still, afteras played the child started to reprimand his friend when playing not follow the rules of the game. This is because when the child reaches adulthood, the shame that is owned by the child begthe child ownsvelopment of his age, this is because more and more time is spent by the child socializing in the family, home, and school environment, but embarrassment sometimes appears due to an attitude of doubt or fear of getting critics (Eggum-Wilkens, Lemery-Chalfant, Aksan, & Goldsmith, 2015).

The above opinion is very much in line with the results of the sample observations when playing the pickaxe game, sometimes some children have a high chance of winning so they are full of confidence, but if the child on other occasions cannot score points like his opponent makes the child despair and even doubt in finish the game because they feel insecure in completing challenges from their opponents.

The second time the game was held, the rules of the game were first reminded to improve the course of the game, unlike the first time by hearing the players' promises to keep finishing the game until a player reached 15 points. In the second game, the players start carrying out the rules of the game, even though there is one child who tries to the end to finish the game because he has little value and is not good at solving challenges given by his opponent, this can train children's social skills, namely in terms of managing emotions when interacting with peers.

There was a time when the sample had the lowest points and always felt unable to complete the challenge given by the opponent, the opponent who gave the challenge to him gave the easiest challenge so that the opponent could also score points. This indirectly teaches children to empathize with friends when other children feel unable to complete the game. The same thing was said by Nurul Afrianti (2014) that traditional games are a very effective medium for developing children's competencies, namely the ability to obey rules, be cooperative, help each other, and have high self-confidence.

When while playing the game, sometimes some samples always don't get points when playing well when they can't complete challenges from opponents so they don't get points when in the second stage or score points, this can provide an indirect lesson to the players both in training the ability to speak and control children's emotions both in feelings of joy, sadness, and emotion.



Traditional games have many benefits when carried out. They contain cultural values, cooperation, cooperation, and sportsmanship because in their implementation they involve many people and compete with each other. According to Afshordi and Liberman (2021), the ability to form an environment of friendship and establish relationships is the basis of being human, which leads to social skills. Social skills from an early age provide an easy way for individuals to adapt to the future. Therefore, the use of traditional game media is one of the most effective means of developing children's social development.

The results of the observations above are supported by the statements of Yusria and Khalid (2019) that traditional games are an effective way to develop children's social development because traditional game-play activities emphasize children's ability to interact and communicate well, so that children learn about how to manage and express emotions naturally. Various factors result in children's social development experiencing obstacles, one of which is due to the level of stress in parenting (Crnic & Low, 2002), factors that cause children's social development to experience obstacles to social development, namely the parenting pattern provided by parents, Parents who lack knowledge about parenting become stressed, which has an impact on child development. The same thing was said by (Briggs-Gowan, Carter, Skuban, & Horwitz, 2021) who said that the stress of parenting has an impact on the actions shown by children, for example, being rude when talking and being rebellious. This happens because the examples or behaviors seen by parents who are unable to provide more positive parenting make children imitate the behavior of what they see and feel; parents who have cognitive readiness show a slower rate of change (Huang, Roberts, Costeines, & Kaufman, 2019).

In addition to inhibiting factors, some factors support children's social development, including the influence of peers. According to Baardstu, Coplan, Karevold, Laceulle, and Von Soest (2020) the influence of peers on improving social-emotional development is very important for the future of children. The role of peers in improving children's social-emotional learning makes children learn to develop their behavior when interacting with people around them, exploration that is obtained from an early age develops according to age and prevents children from becoming shy individuals and always withdrawing from the environment.

According to Bronfenbrenner (1979), the provision of lessons and experiences from the family environment is an important foundation for children in shaping the child's personality,

including socialization. Parenting is also one that forms a child's character, according to Gunarti Dwi Lestari (2017) an authoritarian parenting style results in children having weak characteristics and personalities, having anxiety, and withdrawing from the social environment, this happens because children do not have the opportunity to express and develop themselves because they have to be guided by directions and rules from parents.

In addition to parenting factors that affect the development and personality of children and are influenced by cultural factors from the surrounding environment, according to Bornstein and Cheah (in Rubin & Chung, 2006), culture plays an important role in shaping the ecology of parents and childhood. The above opinion is in line with the opinion expressed by Benedict, (1938); Bornstein, (1991), Erikson, (1950) in Rubin & Chung (2006), which says that part of the culture that influences parents is giving freedom to their children to do new things, giving parenting patterns that are influenced by their culture and behaviors that must be emphasized to children. The use of traditional game media is considered better for developing children's social development, apart from the results of research showing that children's social development increases after giving traditional piceng games because, in addition to developing children's interactions with their environment, they also develop various other aspects of development such as language, motor, and cognitive development. The results of the observations above are supported by the statements of Yusria and Khalid (2019) that traditional games are an effective way to develop children's social development because traditional gameplay activities emphasize children's ability to interact and communicate well, so that children learn about how to manage and express emotions naturally.

#### **4. CONCLUSION**

Based on the results of the research and discussion, it can be concluded that before giving social development treatment, children have not reached social development according to their age, namely, 5 to 6 years, because the data from the pre-test research results in the highest score being 37 and the lowest score being 30, with an overall average score of 34.33 < the hypothetical mean value of 40, so it can be concluded that the child has not achieved social development before giving treatment. After giving the treatment, the highest post-test score obtained was 62 and the lowest score was 51, with an average overall score of 54.16, which means the empirical value > the hypothetical mean value of 40. Based on this exposure, it can be concluded that children experience increased social development after receiving treatment in the form of traditional piceng games for

the social development of children aged 5–6 years in Bonto Jammu Village, Rilau Ale District, Bulukumba Regency.

Several influences cause children to experience changes and increases in social development when playing traditional piceng games. The first is when they play with many people of the same age, which indirectly teaches children how to interact well with peers so that they are accepted in their environment. The second is teaching children how to naturally train their emotions through small game media that train their fine motor skills and patience in solving challenges from opponents. The last are the rules of the game that bind children to obey the rules of the game so they can play together to train children to follow the rules that apply in the environment where they are.

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