



## The Influence of Boy-Boyan Games on the Social-Emotional Abilities of Children Aged 5-6 Years at TK Siaga Muda, Percut Sei Tuan District

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### ABSTRACT

This study aims to find out the influence of boy-boyan games on the social-emotional abilities of children aged 5-6 years in TK Siaga Muda. This research was conducted at TK Siaga Muda, with a population of 20 children which made a sample of 10 children. In this study, the method used is the One Group Pre-Test Post-Test research method. Based on the results of Wilcoxon calculations, the number of steps marked positive = 45, and the number of steps marked negative = -10. So,  $J_{count} =$  ie the number of smaller levels. If  $J_{count}$  is compared with  $J_{table}$  N 10 with  $\alpha$  0.05 then  $J_{table} = 8$ . From the results of the above analysis, it can be said that  $J_{count} > J_{table}$  where  $>$ , thus the hypothesis is accepted. It means "There is a significant effect of Boy-boyan Games on the Social Emotional Ability of Children Aged 5-6 Years in TK Siaga Muda".

## **INTRODUCTION**

Education is a conscious effort to prepare students through guidance, teaching, and/or training activities for their roles in the future. Early Childhood Education (PAUD) is a form of early childhood education that is organized essentially to advance children's growth and development. In general, or to emphasize the development of all aspects of the child's personality. PAUD is education that functions to help the physical growth and development, as well as the mental development of students, both inside and outside the family environment (Anwar and Ahmad, 2003).

Social and emotional development is an important aspect of child development which is related to the child's capacity to develop self-confidence, trust, and empathy. Positive or good social-emotional development is a predictor of success in academic, cognitive, social, and emotional areas in a child's later life. According to Waltz in Christiana (2018), children's emotional and social development in early childhood is influenced by biological factors (temperament, genetic influences), relationships (quality of attachment), and the environment (prenatal, family community, quality of child care). According to Santrock in Christiana (2018), emotional and social development cannot be separated from the role of family factors, children's relationships with their peers, and the quality of play they play with their peers.

According to Nugraha in Darmiany (2014) states that the characteristics of the social-emotional development of children aged 5-6 years include: Having the willingness to tell something to their friends, being able to play and collaborate with their friends in groups, showing a friendly attitude, enjoy playing with other children, help and defend friends. Meanwhile, the facts in the field are that there are still children who like to be alone, so friends who ask them to talk don't respond to them, children don't want to share and don't want to cooperate in the classroom, such as tidying up the toys in the classroom.

The initial observations that researchers have carried out at TK Siaga Muda are that there are still several children whose social behavior is not yet optimal, so the researchers found that the existing problems are not as expected, including there are children who still like to be alone, cannot control their actions and feelings, do not want to share and does not want to cooperate in class, such as rearranging the arrangement of toys in the class. This doesn't need to happen if interactions with peers can be implemented well so that children's social behavior is always well maintained. What can be concluded from the explanation above for educators is the importance of socializing and working together, because during development children can process their emotions, and children are also able to get along with fellow friends and can empathize or help each other with their friends and their environment to develop the child's personality. Therefore, it is important to have socialization or interaction with people around you so that children's social-emotional development develops more optimally.

One of the activities to optimize the social and emotional emotions of early childhood is playing boy-boyan games. Boy-boyan is a traditional

game originating from West Java province. This game is usually played by boys, but some girls play. This game has different names in several places. For example, in the Pati area of Central Java, this game is known as "gaprek kempung". In the Sundanese area, some call it "boy-boyan", others call it "bebencanaan", and in other areas, this game is known as "gebokan".

The benefit of this game is that it can train children's intelligence and strategy. how the child must think to put the broken pieces back together, without being hit by a ball from the guard group. Vice versa, children who are in the guard group must think about making sure the ball hits the throwing group. And in this game, teamwork is needed in this boy-boyan game, so that children know the importance of working together with fellow friends.

The relationship between boy-boyan games and social emotions is an activity that is attached to the child and has a big influence on the child's growth. Suryani in Reni Afriani (2020, p. 2) explains that bringing play activities prepares children for social experiences. One game that can develop children's social skills is the boy-boyan game. As explained by Rodziyah in Reni Afriani (2020), this boy-boyan game is considered to be able to improve the social skills of children aged five to six years, and foster cooperation, cohesiveness, and respect for other people's opinions.

Siti Rodziyah (2019) conducted research with the title "Efforts to Improve Early Childhood Social Skills Through Traditional Boy-Boyan Games in Social Emotional Development" with research results. In cycle I, children's social skills increased by 7 children out of 17 children or 41.17% is in the criteria of developing according to expectations. Meanwhile, in cycle II, children's social skills increased by 14 children out of 17 children, or 82.34%, who were in the criteria of developing very well and developing according to expectations. The research was stopped until cycle II because it had met the success criteria for minimum indicators of development as expected, namely 75% of 17 children.

Based on the background described above, the author is interested in conducting research with the title "The Influence of Boy-Boyan Games on the Social Emotional Abilities of Children Aged 5-6 Years, TK Siaga Muda, Percut Sei Tuan District"

## **LITERATURE REVIEW**

### ***The Influence of Boy-Boyan Games on the Social-Emotional Abilities of Children Aged 5-6 Years***

#### *Social Emotional Abilities of Children Aged 5-6 Years*

Social abilities are the abilities or strategies used to initiate or maintain a positive relationship in social interactions which are obtained through the learning process and aim to gain reinforcement in interpersonal relationships which is carried out according to Sarwono and Meinarno in Neni Sintia (2019).

According to Yusuf in Yopa Taufik Saleh (2017) states that children's socialization abilities are obtained through various opportunities or experiences of socializing with people in their environment, whether parents, siblings, peers, or playmates, as well as other adults. Social abilities are a child's ability to socialize or interact with other people in a social context in certain acceptable ways and to avoid behavior that would be rejected by the environment. Therefore, social abilities that influence early childhood must be developed optimally for further development, because social abilities have a big influence on early childhood.

Talking about development, of course, cannot be separated from the factors that influence this aspect so that the development process occurs. Likewise, children's social and emotional development is influenced by several factors. According to Hurlock in Farida Mayar (2013): Family Environmental Factors, Factors from Outside the Home, and Influence Factors on Children's Social Experiences.

There are five indicators of social-emotional abilities according to Novita Tandry (in Understanding Child Development Stages and Problems, 2011) explains that the stages of social-emotional development are as follows: 1). can be cooperative with friends, 2). able to show a tolerant attitude, 3). collaborate with peers, 4). socializing with peers, 5). can express emotions in various situations, whether happy, happy, enthusiastic, and so on, 6). children can understand rules and discipline, 7). Children can recognize good manners by existing socio-cultural values.

According to Suyadi (2013), there are several indicators to stimulate children's social-emotional abilities, namely: 1) listening to each other's opinions, 2). being a good example, teaching emotional recognition, 3) understanding and responding to children's feelings, 4) training self-control and managing emotions, 5) applying discipline with the concept of empathy, 6) training social communication skills, 7) not getting angry, sad, and anxious, 8) practicing empathy and caring for others, 9) teaching the consequences of behavior.

### *Traditional Boy-Boyan Game*

Boy-boyan is a traditional game originating from West Java province. This game is usually played by boys, but some girls play. This game has different names in several places. For example, in the Pati area of Central Java, this game is known as "gaprek kempung". In the Sundanese area, some call it "boy-boyan", others call it "bebencanaan", and in other areas, this game is known as "gebokan". Some people call this game breaking plates/breaking glass, this game will be even more exciting if played with lots of people.

According to Kurniati in Mawaddati (2022, p. 5) states that traditional children's games such as Boy-boyan can stimulate children to develop cooperation, help children adapt, interact with each other positively, can condition children to control themselves, develop an empathetic attitude towards friends, obey the rules, and respect others. This game is played by five

to six people. Like most other games, this game starts with a hompimpa. Whoever loses, he will be the keeper.

The tools used in this boy-boyan game for young children are: Using thick cardboard that has been shaped into a square and a plastic ball/kasti ball. The place to play this boy boyan game is in a large area because children will run, jump, and do other physical activities. This game is suitable to be played in the field or school yard.

The social-emotional benefits of early childhood from the traditional boy-boy game are that children can foster a sense of togetherness and encourage children to be more sensitive to their playing group of friends, children can exchange ideas with their team and children can adapt to understand situations and emotions in interacting with their playing team. Traditional boy-boyan games are a medium that can train children in all aspects of social development. The traditional boy-boyan game is a traditional game that consists of 5 or more children. Therefore, it is hoped that the traditional boy-boyan game can help children develop their social skills as optimally as possible and according to their developmental stages.

The traditional boy-boyan game has contributed to improving social skills in social-emotional development, namely through the traditional boy-boyan game children not only develop body abilities, muscles, and movement coordination but also the ability to plan strategies, train cooperation between players, train accuracy and intelligence, learning sportsmanship, namely playing honestly, respecting other players, accepting victory with a reasonable attitude or accepting defeat openly, increasing self-confidence, training physical abilities because children are required to move actively, children will learn to manage emotions, train responsibility and hard work, as well as social interactions that occur with their playmates.

## **METHODOLOGY**

The type of research carried out is quantitative research (experiment), research using Pre-Experimental Designs in the form of One-Group Pretest-Posttest Design.

This research will be carried out at TK Siaga Muda located on Jl. Sudirman Dusun I Cinta Rakyat Village, Percut Sei Tuan District from January to June 2023.

The population in this study were all students at TK Siaga Muda consisting of 2 classes totaling 20 children, class A totaling 10 children, and class B totaling 10 children. The population in this study were all students at TK Siaga Muda consisting of 2 classes totaling 20 children, class A totaling 10 children, and class B totaling 10 children.

The research design used in this research is an experiment with a one-group pretest-posttest design. The steps consist of the preparation stage, implementation stage, and final stage.

The data collection technique in this research was carried out by observation by providing a list of types of activities/behaviors that might arise and would be observed by the researcher. To give a child's Social-Emotional Skills score, put a checklist in the column for the score that you think is most appropriate.

- Score 1 = If descriptor 1 appears
- Score 2 = If descriptor 2 appears
- Score 3 = If descriptor 3 appears
- Score 4 = If descriptor 4 appears.

The procedural techniques in this research start from the preparation stage, implementation stage, and final stage and the research design starts from the preparation, implementation, and evaluation stages.

The data analysis technique used by researchers in the research is the Wilcoxon test. To test the hypothesis above the level  $\alpha = 0.05$  compared to  $J$  obtained from the Wilcoxon Test. If  $J_{count} < J_{table}$  then  $H_0$  is rejected and vice versa, if  $J_{count} > J_{table}$  then the hypothesis is accepted meaning that there is an influence.

The data analysis technique steps used in carrying out this research include: tabulating data, calculating averages, and interpreting data on children's letter recognition abilities.

## RESEARCH RESULTS

Hypothesis testing was carried out using the Wilcoxon signed-rank test. The form of data analysis calculations can be seen in the following table:

Respondent	Pre-Test	Post-Test	Score Difference		Rank	Rating Mark (+)	Rating Mark (-)
			Xi-Yi				
A1	4	10	6	6	9	+9	
A2	3	8	5	5	6.5	+6.5	
A3	6	12	6	6	9	+9	
A4	7	6	-1	1	1		-1
A5	5	3	-2	2	3		-3
A6	4	9	5	5	6.5	+6.5	
A7	6	4	-2	2	3		-3
A8	5	11	6	6	9	+9	
A9	6	10	4	4	5	+5	
A10	5	3	-2	2	3		-3
<b>Total</b>						<b>45</b>	<b>-10</b>

Table 1. Wilcoxon Test Results

From the table above, the number of levels with a positive sign = and the number of levels with a negative sign =. So,  $J_{count} =$  namely the smaller number of levels. If  $J_{count}$  is compared with  $J_{table}$   $N = 10$  with  $\alpha = 0.05$  then  $J_{table} = 8$ . From the results of the analysis above, it can be said that  $J_{count} > J_{table}$  where  $10 > 8$ , thus the hypothesis is accepted. This means "There is a significant influence of Boy-boy Games on the Social Emotional Abilities of Children Aged 5-6 Years at TK Siaga Muda.

## DISCUSSION

The findings of the hypothesis test results, show that there is a significant influence of the traditional Boy-Boyan game on children's social-emotional abilities at TK Siaga Muda. This is supported by the opinion expressed by (Kurniati (2022) who supports the concept that traditional boy-boyan games can help children develop their social and emotional abilities. There are indicators of social-emotional abilities according to Novita Tandry (in Understanding Children's Growth and Development Stages and Problems, 2011) explains that the stages of social-emotional development are as follows: 1) can be cooperative with friends, 2) able to show tolerant attitude, 3) collaborate with peers, 4) socialize with peers.

The results of this research indicate that the research hypothesis is accepted. This means that there is an influence of boy-boy games on the social-emotional abilities of children aged 5-6 years at TK Siaga Muda. This has been shown by the results of the Wilcoxon calculation, namely that  $J_{count} > J_{table}$  where  $10 > 8$ . At the beginning (pre-test) an average of 5.1 was obtained in the category starting to develop (MB) and after being given treatment in the form of the traditional game Boy-boyan (post-test) obtained an average of 7.6 with the category developing as expected (BSH). However, there was still one respondent who had a slight change where the pre-test results obtained a score and the post-test score with a difference of 1 score. This is influenced by the factor of children's lack of seriousness when playing traditional boy-boyan games, they mostly play alone and do not want to follow the rules and directions given by researchers. Apart from these factors, it is also influenced by teachers who provide stimulus and closeness to optimize children's social and emotional abilities.

## CONCLUSIONS AND RECOMMENDATIONS

### *Conclusions*

The results of this research indicate that the research hypothesis is accepted. This means that there is an influence of boy-boyan games on the social-emotional abilities of children aged 5-6 years at TK Siaga Muda. This has been shown by the results of the Wilcoxon calculation, namely that  $J_{count} > J_{table}$  where  $10 > 8$ . At the beginning (pre-test) an average of 5.1 was obtained in the category starting to develop (MB) and after being given treatment in the form of the traditional game Boy-boyan (post-test) obtained an average of 7.6

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#### *Recommendations*

Based on the discussion and conclusions presented above, this research suggests the following:

- a. For PAUD teachers, teachers can create facilities or media for learning or games such as boy-boyan that are good for the social-emotional skills of early childhood.
- b. School principals as input and consideration to provide facilities that support learning and provide opportunities for teachers to take part in training to improve the teaching skills process so that teachers strive to be more professional.
- c. For other researchers, the results of my research can be used as a reference or reference material so they can make better reports.

#### **ADVANCED RESEARCH**

For advanced research, we hope to be able to see or better analyze data related to the influence of boy-boyan games on the social-emotional abilities of children aged 5-6 years.

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