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BAKIAK GAMES IN DEVELOPING SOCIAL - EMOTIONAL CHILDREN IN EARLY CHILDHOOD

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Abstract

Traditional clog games are traditional games and are a cultural heritage that can be used as a medium of play in early childhood institutions. The traditional clog game is one of the games that can help the social-emotional development of early childhood. The purpose of this study is to help develop children's motor and social-emotional skills so that they can find solutions to problems that occur in the field. The method in this study is a qualitative approach method that is descriptive because it must include the phenomena and problems experienced by researchers and how to solve them. Conducting observations with interview techniques in research that aims to gain knowledge from information in Developing Social - Emotional. This research method uses observation, pre test and post test. Which involves teachers and students from the Kumara Santhi Kindergarten Unit (SPS) totaling 3 teachers, 18 children. This research recognizes the form of emotions possessed, increases the ability to control emotions, fosters harmonious relationships and communicates well with others.

Keywords: Traditional clogs, Social-emotional development, Early childhood

INTRODUCTION

Traditional games are a cultural heritage that should be preserved, traditional games are activities that can help the process of child development when playing them. Traditional games are often underestimated because they look less fun than modern games, each region has its own traditional games and has cultural values and values in society so that it will be taught down to the next generation. Through this traditional game, children will be able to learn so that they can develop their abilities, through this activity they can develop social-emotional skills possessed by children such as being able to cooperate with their friends, besides that they can preserve traditional games and local culture so that they do not become extinct.

According to ainna Amalia (2018: 100) clog game is a game played by children who develop in the community and then introduced to the next generation. When children will play group games without realizing it, children can develop the six aspects of development they have in addition to traditional games that foster a sense of joy

when playing them. Traditional games are often played in groups, requiring concentration, teamwork and mutual trust with friends. Clog game or often known as Terompah is a game made of wood cut into a square or similar to a skateboard and then given a slop (rope like sandals) (Irwan P. Ratu Bangsawan 2013: 85). Traditional games have many benefits for children, for example clog games have the benefit of helping children to develop socially where this game prioritizes cohesiveness and mutual cooperation to play clogs. This game can teach children not to prioritize their ego.

Traditional games can foster happiness so that children can express their emotions while playing, besides that this game can train the coordination and balance of the limbs because when playing clogs the child must concentrate in order to move the clogs in harmony. According to Law Number 20 of 2003 concerning the National Education System Chapter 1, Article 1, Item 14 states that: Education provided to Early Childhood is a coaching effort aimed at training children from birth to 6 years of age which is carried out to provide stimulation in order to help the child's body develop further in order to have both physical and spiritual readiness to take further education (Law 20 of 2003). So that providing stimulation to early childhood is very important because it can determine its further growth and development, as well as a means of increasing its potential so that children can increase learning potential and productivity. Through play activities, children can channel the interests and talents possessed by each child. The learning received by children must be able to optimize the potential of children according to their interests and talents, each child has their own world and characteristics so that the role of parents and teachers is very influential in the process of child development.

The reason why Kumara Santhi Kindergarten Unit (SPS) as a place to conduct research is that the kindergarten is still implementing Kuriulum 13 and every week there will be sports that take the theme of traditional games. In addition, this school does not really introduce regional culture but rather what benefits are obtained in the games played. After conducting observations and interviews with teachers, it can be proven from the enthusiasm of children to participate in indoor and outdoor play activities. In playing activities, children patiently wait for their turn and maintain cohesiveness while playing, through information about clogs and other traditional games held every Friday in the morning. The traditional clog game has a rule that each group consists of 2 - 3 children, so that every child has the opportunity to play. However, this play activity does not always run smoothly because there are children who do not want to mingle with their friends so that the need for activities that involve all children to plunge into activities besides the importance of a teacher to make a learning strategy to help make these activities successful.

WHO (2014) states that an estimated 4 out of 10 children experience developmental delays. In addition, children who experience delays are on average vulnerable children aged 4-5 years, developmental delays generally include motor, language, socioemotional, and cognitive development (Ministry of Health, 2016), so parents and teachers need to pay full attention so that children can develop according to their age. So it is necessary to provide appropriate stimulation to children in order to develop the abilities that children already have. In the results of observations in the field, the situation at SPS Kumara Santhi is that some children still have negative social emotions such as not wanting to play with their friends, lack of confidence, excessive fear and have not been able to interact well with the people around them, so that social emotional development needs to be improved there. In line with this, it was also found

that 1 teacher at SPS Kumara Santhi still showed negative social-emotional behavior such as not having strong self-confidence and feeling afraid to make decisions in the learning process, besides that the introduction of traditional games was still lacking because most of the games there were modern. After making initial observations, the problems that can be formulated are: how the application of Traditional Clog Games in Developing Social - Emotional in Early Childhood

If children learn motor skills simultaneously, especially when using the same set of muscles, it will make them confused and the skills acquired by children will not be as expected, including a waste of time and energy. The development of motor skills provided through traditional games, the development possessed by the child, especially developing the muscles owned by the child, must be in accordance with the age stages so that there is no waste of time because the development received by the child is too fast. So the development must be gradual or step by step.

METHODOLOGY

This research is a qualitative approach with descriptive research methods. According to Denzin & Lincoln (1994) in a qualitative approach is research that uses natural properties by looking at phenomena that occur in the field. According to Erickson (1968) states that qualitative research seeks to find and describe events that exist in the field clearly, qualitative research is descriptive so that researchers must describe objects, phenomena that occur and what impact they will feel after carrying out an activity.

This research is descriptive because researchers must be able to describe every object, phenomenon that occurs and what problems are encountered then poured into narrative form. From each report writing must have quotes that actually occur in the field then take a design in order to solve the problems of the obstacles encountered by the researcher. In addition, through interviews is a process of extracting information from sources by means of conversation - conversation, conversation activities are usually carried out by more than 3 people by raising a topic of discussion, still requires a library review as a reference review to draw an opinion. This research results in children can develop social-emotional through traditional clog games and children have both physical and spiritual readiness to take higher level education. The conclusion of this research is that children can develop their social-emotional with traditional clog games..

Conducting observations in research that aims to find out phenomena and gain knowledge from the information obtained about clog games in Developing Social - Emotional AUD at SPS Kumara Santhi. Interview is a process of extracting information from sources by means of conversation, data sources obtained through conversations with 2-3 children and 2 teachers by raising a topic of discussion. The conversation consists of the interviewer (the questioner) and the source (the one who answers the question), through the interview activity above still requires a library review as a reference review to draw an opinion.

RESULT AND DISCUSSION

According to the National Association For The Education of Young Children (NAEYC) states that early childhood is a child whose age is still in the range of 0 - 8 years, where children at this time are often called the golden age and will get pre-school

education in kindergarten (TK), RA and TPA and then will enter the formal school level of SD, SMP, SMK so that when children take education in kindergarten their development must be considered because when children experience delays in their development then the child cannot follow the development according to their age.

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System regarding education received by early childhood is a coaching process from the child's birth to the age of six years given to help in the process of child growth and development both mentally or bodily besides that providing the right stimuli can help develop the potential possessed by the child so that it can be developed even better. Play is an activity that is often carried out by making a strategy that has been carefully prepared and structured. Simply put, play activities are the application of a strategy that has been made to help the development process owned by the child. Through outdoor play, it serves the health and development of children. So that children will have experience and stimulation, when children play outdoors children can run, jump and play with their friends freely. There are several games that can be played by children outdoors such as individual games or group games, one of which is a clog game that must be played in groups.

Gross Motor Development of Children Physical motor development is an activity related to muscles, brain and nerves. All three perform their respective roles interrelated so that they will be able to help the process of growth and development owned by children, gross motor development is a very important aspect for growth and development in early childhood. The aspects of children's gross motor development that must get more attention are first strength, which is the ability to use muscles to hold and lift weight. Second is endurance, which is a person's skill in doing activities and working for hours without feeling tired, for example running. Third is speed, which is a person's skill to make movements and movements in a short time. Fourth is balance, which is the ability to maintain body position. Fifth coordination, which is combining various movements.

Children's gross motor development is very important because when children's gross motor development is delayed, this can affect children's social life, because children will experience a decrease in self-confidence which results in children closing themselves off from the social environment and not wanting to hang out with their friends because they feel they have differences from their friends. The importance of developing locomotor activities in children's gross motor physical learning aspects such as cognitive, physical motor, social emotional aspects. Early childhood children often experience obstacles or difficulties in coordinating between the left and right parts of the body. Locomotor basic movements require guidance and training so that children can do it correctly, because the formation of motion does not occur by itself but rather movements that are repeated or often trained, where locomotor movements or movements that use large muscle muscles in the child's body must often be trained or moved. The more often the child moves, the better the locomotor movements possessed by the child. Locomotor movements have assessment standards that can be used when the learning process is carried out such as:

First, on the indicator of performing coordinated body movements to train flexibility, balance, and agility. Where during play the child will be given directions to walk straight and run, to see if the child can train the balance and agility of his feet when walking and running.

Second, the indicator of coordinating eye-foot-hand-head movements in

imitating dance or gymnastics. This second indicator is carried out through jumping, jumping and running exercises, besides that games that must be played in groups are also suitable to be applied because when playing with groups children can practice uniformity of movement with their groups.

Third, the last indicator is skillful use of hands and feet both right and left. Through clog games, children can coordinate and use both legs to move forward, besides that children can train the uniformity of movement between their friends.

Outdoor games are games or activities carried out outside the classroom or school environment with tools or objects that can be used to play with the aim of stimulating and improving all aspects of child development in a pleasant and non-monotone situation that children will unwittingly gain knowledge, experience and children can socialize with friends their age which will later affect their social life.

The purpose of implementing outdoor games is to train aspects of the development aspects possessed by children such as:

1. Demonstrating social skills by participating in games with peers.
2. Conferring and cooperating with fellow friends in using the equipment in the play area.
3. Expresses creativity by making various art objects, developing new games.
4. Increasing self-confidence, with outdoor games carried out will foster self-confidence in children where previously children only saw their friends in playing then children will try to do the game by themselves.
5. Adding independence, with outdoor games the child's independence will increase which initially the child plays with the teacher's guidance, then the child will try and keep trying to do the game.

The benefits of outdoor games are that children can train social, emotional and self-awareness development so that children can do activities comfortably and pleasantly. Through outdoor games children can feel the change in learning atmosphere because they will learn and get to know the environment around them. Traditional games are a cultural heritage that should be preserved, traditional games are activities that can help the process of child development when playing them. Traditional games are often underestimated because they look old-fashioned and inferior to modern games that process, each region has its own traditional games and has cultural values and values in society so that it will be taught down to the next generation.

In addition, traditional games are not only a means of entertainment or activities that are carried out to fill the time between study breaks, but traditional games can observe the value of togetherness with friends, cooperation with groups, perseverance when playing and a sense of brotherhood regardless of race, ethnicity and language owned by each child. Because they have to learn to coexist with a society that has differences between one person and another. Another benefit of traditional games is to reduce the habit of children using excessive cell phones because it can damage vision and make children away from community life.

Through this traditional game, children will be able to learn in order to develop the abilities possessed by them, through this activity can develop social-emotional skills possessed by children such as being able to cooperate with their friends, besides that they can preserve traditional games and local culture so that they do not become extinct. In addition, children will have a sense of love for the land and still play traditional games which are a cultural heritage passed down by their ancestors.

So that the Clog Game or often known as Terompah is a game made of wood cut into squares or similar to a slide board and then given a slop (rope like sandals) (Irwan P. Ratu Bangsawan 2013: 85). Traditional games have many benefits for children, for example clog games have the benefit of helping children to develop socially where this game prioritizes cohesiveness and mutual cooperation to play clogs. This game can teach children not to prioritize their ego.

In addition, clog games can train children's language development, where language is an important tool to convey information owned by informants or speakers to their listeners. Through language children can train and develop social-emotional (social) abilities, through language children can express their thoughts and then convey them to the people around them so that others understand what they are thinking. In developing AUD language that is still pre-operational so that children can imitate what they hear and see even though it is still egocentric. Therefore, educators or people who provide information must use language that is easy to understand and use the right intonation, pronunciation so that later children do not use bad language or sentences so that later this will become a habit that will be brought into society.

The traditional game of clogs is very interesting to play. Simply by utilizing wood with rubber tires that resemble slop sandals that can be used by 3 to 4 people in a pair of sandals (clogs) as a medium to play. If examined the traditional game of clogs is enough to explore the physical abilities of children. Where the clog game requires physical activity to play it. And the activity in question is walking hand in hand by harmonizing movements with the group. Children's agility will be trained, especially agility in the legs when walking, besides that, this game can increase self-confidence and cooperation with other players.

In the traditional clog game, of course, it must adjust to the developmental theory that has been reconciled by experts in order to achieve the goals of child development.

Application of clog games in cognitive theory.

- a. Jean Piaget's cognitive theory: children experience stages of cognitive development until the end of child development (adulthood), according to Jean Piaget children do not learn about new things but learn to practice and coordinate their abilities.
- b. Lev Vygotsky's cognitive theory: play is a self help tool or it can be said that when children include themselves in play it can help their own development.
- c. Plato's cognitive theory: every child will experience social development that differs from one child to another.

Every child will experience development both physically and mentally in addition to the development that needs to be considered by a teacher and parents is the development of several aspects, namely: cognitive, social, language, morals, emotions and religion.

Kumara Santhi SPS has a way or strategy in developing children's social-emotional, namely by inviting children to play traditional clog games, through clog games children are taught to be patient, train cohesiveness, want to cooperate with their group friends. Children's social development through playing clogs, through interview activities that have been carried out by researchers. After conducting observations, interviews and research, it can be determined what strategies are suitable so that the development of children who are still experiencing delays can develop like their friends.

Socio-emotional development refers to the changes in behavior caused by the emotions a child has that surround early life and are experienced through interactions with others. Social-emotional growth is a change in behavior that is accompanied by certain emotions that originate from the heart or mood. Social development is the growth of one's ability to interact with others, while emotional development is the representation of one's emotions through behavioral words such as facial expressions and actions (verbal or non-verbal), managing moods, and expressing them to others.

1. Social Development of Children in Clog Game at Kumara Santhi Kindergarten

Based on interviews and observations, researchers can conclude that children's social emotional development can be trained through group play activities. Humans are social creatures because humans cannot live alone, through socialization to children about the importance of cooperation and training confidence when in the school environment or in the community. As an individual, children will be given the opportunity to train stimuli that train their development, so that children are expected to behave in accordance with their morals and religion.



The traditional clog game is a game played by 3 children in 1 group, clogs are used like using long slop sandals with 3 pairs of straps on 1 pair of clogs. The way to play it is that the child is given directions to put a foot on each slop of the clog rope then the front child must give the command to step on the first foot such as: "right, left, right". Then the child who is in the back row must follow his friend's command so that when moving they will not fall until the finish gars for the group that falls can start the game with his nausea position in that place, which group is more cool to reach the finish line is the winner. However, when the race begins the teacher can train concentration, language and cooperation between groups, the most important thing is that children must be trained in sportsmanship by not mocking their friends who lose.

The ability to interact and respond to things and behave according to societal norms is called social-emotional development. This development goes according to the age of child development that is obtained both from informal education, formal

education and non-formal education. From this development process, teachers and parents can see the behavior or response of children to the outside world so that they can make the right decisions in preventing bad behavior by children.

The social development that the child gets will be applied in the child's daily life, besides that the child will have social experience in order to adjust himself in society. The social development of clogs can train children's social-emotional skills, which will be taught to train emotions and patience in playing.

1. Supporting and inhibiting factors in traditional clog games

a. Internal Factors

Internal factors are factors that come from the child such as psychology where he has talent or potential that he can develop, besides that the child's interest is very important where if the child has no desire to play the child will tend to be alone and not want to hang out with his friends. So that the role of a teacher is to provide motivation and support for children so that the development process can be carried out properly.

b. External Factors

External factors are factors that come from outside or community links, such as teachers where the role of the teacher in helping children's development is very important because the teacher is a facilitator for children because the teacher is the one who conveys information to children. In addition, facilities and infrastructure are very important for children in supporting development and helping children to develop their potential.

The positive effect of traditional clog games on children's gross motor development is that when children are often invited to play by using their gross motor skills, the better their motor development. Where this clog game will indirectly train the balance of the feet and the coordination of the movements they have to do during the game process such as having to move the right and left feet in unison with the movements of their friends so that when the movement does not fall due to different foot movements. Clog games have a significant influence on gross motor development in children aged 5-6 years. This is because clog games can train large muscles in children so that they can stimulate gross motor so that there is an increase in gross motor development.

CONCLUSION

Through this traditional game, children will be able to learn so that they can develop their abilities, through this activity they can develop the social-emotional skills possessed by children such as being able to cooperate with their friends, besides that they can preserve traditional games and local culture so that they do not become extinct, one of which is the traditional clog game. So that providing stimulation for children of early age is very important because it can determine their further growth and development, as well as a means of increasing their potential so that children can increase their learning potential and productivity. Through play activities, children can channel the interests and talents possessed by each child. The learning received by children must be able to optimize children's potential according to their interests and talents, each child has their own world and characteristics so that the role of parents and teachers is very influential in the process of child development.

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