

THE EFFECTIVENESS OF TRADITIONAL PLAYS IN DEVELOPING SOCIAL SKILL

(An Experimental Study in B1 and B2 Class
in UPI Laboratory Kindergarten 2006)

by

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Abstract

Early childhood is a crucial and fundamental phase in individual life. In this phase, a variety of stimuli are considered necessary for a child to improve its innate potential. In order to this, preschool educational institution, including kindergarten, needs to make useful of this potential to help maximizing the learner's development. One of potential that needs developing is playing activity – in this case traditional plays as a media that can assist the development of social skill on a child. This study is aimed at revealing the effectiveness of traditional plays in developing social skill. The study employs quasi-experiment method with one control group and experimental group that will be analyzed based on pre and post test from both groups. The result of this study shows that traditional plays give considerable influence in developing child social skill. This means that traditional plays, such as *sorodot gaplok*, *bebentengan*, *tetemute*, *anjang-anjangan*, and *ucing beunang*, are proven to be effective in developing child social skill. These five traditional plays employed in experimental group show a positive influence in developing child social skill. Traditional plays that give the highest influence respectively are 1. *Sorodot gaplok*, 2. *Bebentengan*, 3. *Tetemute*, 4. *Anjang-anjangan*, and 5. *Ucing beunang*. Based on the result on this study, it is recommended that policy maker, curriculum and school developer make use of these traditional plays – tested or untested plays – in increasing learning quality in kindergarten.

Keywords: effectiveness, traditional plays, social skill

The heart of learning in kindergarten is to enable children to socialize with their school environment that will be faced in their elementary school. In fact, a number of children are facing problems in developing various social skills especially when attending kindergarten in the first year. These problems are also faced by students in UPI Laboratory Kindergarten in which the students find it

difficult to make adjustment to their new environment and are being dependent to their parents. To overcome the problems, the organizer can utilize playing activities as media to develop children social skill.

Playing is the most important activity and is the core of entire activity since playing is wholeness for a child and it is appropriate to child development. The implementation of playing in early childhood education, however, needs to be put right and developed to avoid the chance of erroneous in the accomplishment with the suggested playing concept in early childhood education.

Kurniati (2006) proposes that modern playing phenomena characterized by high technology model have given an immense influence on child development. Beside their positive effects, these plays can also provide negative effects to child development, such as creating an anti social individual because the plays are passive plays that minimize the child opportunity to interact and develop other social skills. On the other hand, traditional plays are considered as high touch plays – plays with full social touch – that enable children to interact and to improve social experience to one another.

This is the rationale to reveal traditional plays that are recently being ignored by children, especially in city. These traditional plays are proven to be very helpful in developing child's potential, such as gross motor, fine motor, social, cognitive, and other developmental aspects. In addition, interaction among children during the plays may enable them to develop their social, language, and emotional skill.

Kurniati (2006) identifies 30 traditional plays that are commonly found in our society. Some of these plays are *Anjang-anjangan*, *Sorodot Gaplok*, *Ucing Beunang*, *Tetemute*, and *Bebentengan*. These traditional plays will provide better effect in expanding child's potential. Her study shows that traditional plays are able to increase child social skill – cooperating, self-adjustment, interacting, self-control, emphatic, obeying rules, and respecting others. Bordova & Leong (2003) emphasizes that 'Nowadays young children spend less time playing with their peers and more time playing alone, graduating from educational toys to video and computer games'.

Traditional plays from West Java are such plays that contain cultural values and Sundanese norms. These plays provide young children an opportunity to develop their potential, to gain worthy experience, to be able to create relationship with peers, to increase new vocabularies, and to throw away their stressful feelings while maintaining cultural values.

However, one question arises in how effective these traditional plays, especially *anjang-anjangan*, *sorodot gaplok*, *ucing beunang*, *tetemute*, and *bebentengan*, provide in child's social skill development. To answer the question, a try out should be accomplished to identify the influence of traditional plays toward child social skill. Therefore, the theme of the study raises "The Effectiveness of West Java Traditional Plays in Developing Young Children Social Skill".

This study is aimed at identifying whether there are changes in social skill on children in experimental class after joining the traditional plays, finding whether there are changes in social skill on children in control class, discovering whether the difference in social skill occurs to the students in control and experimental class, and identifying the effectiveness of traditional plays – *anjang-anjangan*, *sorodot gaplok*, *ucing beunang*, *tetemute*, and *bebentengan* – in developing child's social skill.

Method

The study utilizes quasi-experimental method and is accomplished to identify the influence of traditional plays used by students in experimental class toward their social skill development. The data is analyzed based on pre and post test score in experimental class, then compared to control class. Control class is a class that has no treatment as experimental class.

In this design, a group of subject is not chosen randomly because the researchers find it impossible to change the class in determining the subject of experimental group. Therefore, the subject is not selected randomly. The design is drawn as follow:

Group	Pre Test	Treatment	Post Test
B1 (Experimental)	Y1	X	Y2
B2 (Control)	Y1	---	Y2

In collecting the data, indirect communication technique is employed by using instruments developed by Kurniati (2006) in the form of social skill questionnaire. The questionnaire is filled out by the teacher to observe the changes in social skill before doing the play (pre) and after doing the play (post).

Meanwhile, the data processing is done statistically by using SPSS 12.0 program. To reach an accurate conclusion on the study, the result of the data processing will be analyzed using comprehensive description to gain the data about the effectiveness of traditional plays in developing child's social skill.

The study is accomplished at UPI laboratory kindergarten for 3 months (July – September). The try out session is done for two weeks during the time of the study. The students in control class are called B2 group consisting 18 students. Meanwhile, students in experimental class are called B1 consisting 14 students. During try out session, students in B2 class are measured by using the same instrument as experimental class, but no treatment is given to B2 class. Meanwhile, students in experimental class are given treatment by playing five traditional plays, such as *sorodot gaplok*, *bebentengan*, *tetemute*, *anjang-anjangan*, and *ucing beunang*. Pre and post test score is then calculated by using social skill instrument when students are playing the plays.

Research Findings

Cumulative Data from Experimental Class

NO	SUBJECT	PRE	POST
1	Renaldi	11	20
2	Rendra	6	20
3	Kiki	3	8
4	Rajasa	8	14
5	Fabian	6	20

Cumulative Data from Control Class

NO	SUBJECT	PRE	POST
1	Nida	20	20
2	Amalia	10	17
3	Melati	20	20
4	Mia	20	20
5	Dina	19	20

6	Ramdani	10	18	6	Fitrika	20	19
7	Tiara	8	20	7	Abellya	20	20
8	Vanya	7	20	8	Aliya	17	20
9	Kalina	7	20	9	Anisa	20	20
10	Zilli	3	19	10	Tazkiya	19	19
11	Rexy	5	14	11	Riza	14	14
12	Aulia	9	18	12	Raihan	19	19
13	Yuta	7	17	13	Kevin	7	13
14	Zulfan	6	12	14	Andika	5	8
				15	Dhika	12	15
				16	Rifqi	19	20
				17	Ariq	10	15
				18	Vizky	15	13

Based on the above data, Wilcoxon test in experimental class shows that when one side testing is at $n = 14$ and level of significance (α) = 5%, the Wilcoxon table statistic is 26. Because calculation statistic < table statistic, H_0 is rejected. On the other words, POST is higher than PRE. Meanwhile, paired test sample testing shows that probability (Sig 2. tailed) is 0.000. Because the probability < 0.05, H_0 is rejected. This means that both average population are not identical (PRE Average < POST Average).

In control class, it can be seen from the output that from 18 data, 2 of the data have difference in negative, 8 positive, and 8 ties. In Wilcoxon test, the sum of the lowest difference, and in this case, the negative differences are taken out. Then, the sum of rank column shows 6, and this mark is the used as Wilcoxon test statistic. Seeing Wilcoxon table, one side testing at $n = 18$ and level of significance (α) = 5%, the Wilcoxon table statistic is 48. Because calculation statistic < table statistic, H_0 is rejected. On the other words, POST is higher than PRE. Meanwhile, paired test sample testing shows that probability (Sig 2. tailed) is 0.000. Because the probability < 0.05, H_0 is rejected. This means that both average population are not identical (PRE Average < POST Average).

When pre score in experimental and control class are compared by using Mann-Whitney Test, the result shows that because Z score (-4.106) lies in H_0

rejection area, PRE control class is different from experimental class. Meanwhile, post score in experimental and control class show that because Z score (-4.620) lies in H_0 rejection area, the difference in control class is similar to the difference in experimental class, but the difference in experimental class is higher than control class.

Based on the data above, the result shows that;

1. The development of child social skill in experimental class shows significant changes. Post score in experimental class is higher than pre score. Another data shows that the average score in pre and post test in experimental class is clearly different. It means that students show changes in their social skill after joining the traditional plays. The students in experimental class show ability in cooperation, self-adjustment, emphatic, interacting, obeying the rules, self-controlling, and respecting others.
2. Basically, based on the result of pre and post test, the development of child social skill in experimental class shows significant changes. Post score in control class is higher than pre score. Another data shows that the average score in pre and post test in control class is clearly different. It means that students in control show changes in their social skill though they are not playing the traditional plays. The students obtain the changes through various activities such as learning, playing, maturity, and so on. It indicates that the development of child social skill is not only gained through traditional plays but also other factors.
3. Both experimental and control class show differences in social skill development. It suggests that during the research, both groups show changes in social skill development but the difference in experimental class is much higher than control class. Whereas, pre score in experimental class is much lower than control class. This happens because students in experimental class are new students who have not got learning experience before. After they involve in the plays, they show similar post score as control class who have got a year experience earlier. Based on this data, it can be concluded that traditional plays provide immense influence in developing child social skill. It

suggests that traditional plays (*anjang-anjangan, sorodot gaplok, ucing beunang, tetemute, and bebentengan*) are effective in developing child social skill.

4. The five traditional plays utilized in the research provide positive influence in developing child social skill. The plays that gives highest influence respectively are:

- I. Sorodot Gaplok*

- II. Bebentengan*

- III. Tetemute*

- IV. Anjang-anjangan and Ucing Beunagn.*

Such competitive plays, like *sorodot gaplok* and *bebentengan* are able to facilitate child social skill higher than cooperative plays like *tetemute, anjang-anjangan, and ucing beunang*. In competitive plays, students learn to cooperate, to create self-adjustment, to be emphatic, to respect, to interact, to create self-control, and to obey the rules. They also learn how to manage strategy to win the play, which does not occur in cooperative plays. A higher role in competitive plays is because the children at the age of 5 – 6 years are on transitional from young children to children. In this period, they tend to love playing competitive plays.

Conclusion

The result shows that traditional plays are proven to be effective in developing social skill in kindergarten students. Though the plays are not the only factor that can develop child social skill, the plays can play significant roles in the development of child social skill. These findings imply that policy makers need to provide real support in increasing education quality through teacher training program in developing knowledge and skill, whether in class management or empowering play in developing learning activity. Curriculum developer can also reutilize cultural potential (traditional plays) in arranging curriculum to meet the needs and characteristics of child development by making use of traditional plays as a media in developing child social skill. Schools can utilize traditional plays as

potential methods in developing learner developmental aspect, including development of child social skill that can be integrated in learning activity.

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