



## Implementation of traditional *Engklek* games on social abilities of early children

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### Abstract

Social skills are competencies that a person has in dealing with the environment and people around him so as to achieve maximum development. Good social skills are one of the most important competencies in the stages of human development because when dealing with other people will involve communication skills, thinking skills, and many other abilities. When at school there are children who are still silent and do not play with other friends, when other classmates play toys together, children do not come with their friends and during learning activities in class children also rarely talk or play with friends. When the new child arrives at school with his parents, the child is enthusiastic when greeting the teacher. But after being abandoned by his parents, the child began to cry alone. In this research, the type of literature study is used or often also known as literature review. The sources of data in this study are journals, research reports, scientific magazines, newspapers, books, seminar results and so on that have relevance to the research topic. Traditional *engklek* games can stimulate children's social skills, because when children play *engklek* games, children can indirectly interact with other friends. When playing the game, children can laugh happily with other children so that children's social skills will develop by playing traditional *engklek* games.

**Keywords:** Social Ability, Traditional game, Engklek

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### Introduction

Social ability is a person's competence in dealing with the environment and people around him so as to achieve maximum development. Good social skills are one of the most important competencies in the stages of human development because when dealing with other people will involve communication skills, thinking skills, and many other abilities. Social skills, as the ability to interact effectively with others and manage emotions, serve as a determining factor in a child's life. Interacting with other people teaches children to be able to control themselves, not to be selfish, to be polite to others so that other people can show the same attitude to themselves. Brain development has a function of the interaction between biology and experience, social and emotional experiences that play an important role in the development of a child's brain. Social skills and brain development have an interrelated relationship that will be seen in social relationships and interactions with other people. According to Suryana (2018) <sup>[19]</sup>, there are several factors that influence socio-emotional aspects, namely from the family environment, the environment outside the home, the initial experience received by the child, and the mentality of the child. According to Sofyan (2015) <sup>[17]</sup> Social development is a skill in behaving according to social demands so that children can socialize with the surrounding environment.

In reality, in the field, learning and teaching activities are carried out online because the Covid-19 is very influential on children's social development because children's social development is getting less and less related to their peers. Children can also only interact with their friends through online only. Therefore, it will cause the child's lack of social sense to friends and the surrounding environment and the emergence of boredom and sadness because they cannot meet other people. When at school there are children who are still silent and do not play with other friends, when other classmates play toys together, children do not come with their friends and during learning activities in class children also rarely talk or play with friends.

When the new child arrives at school with his parents, the child is enthusiastic when greeting the teacher. But after being abandoned by his parents, the child began to cry alone. Social learning is a process by which children and others control and manage emotions, set and achieve positive goals, feel and display empathy for others, build and maintain positive bonds, and make responsible decisions. Based on the cases that have been described previously, the teacher needs to stimulate and strategize learning activities that can develop early childhood social skills with other friends at school, one of which is the traditional *engklek* game.

According to Dewi *et al* (2020) <sup>[23]</sup> stated that at the age of 5 to 6 years, children are in the stage of initiative versus guilt in Erikson's psychosocial theory. This stage takes place during the preschool period when children enter a large social world, they are faced with new challenges that require them to develop active behavior. Children are expected to be responsible for their behavior, bodies, animals, and so on. But feelings of guilt arise when they are considered irresponsible and will feel very anxious.

Socio-emotional learning is the process by which people develop the skills, attitudes and values necessary to acquire the ability to understand, manage, and express social and emotional aspects by forming relationships and problem solving. During early childhood children increasingly understand that a situation can cause certain emotions, facial expressions indicate certain emotions and emotions can influence behavior and can affect the emotions of others. According to Syah (2014) <sup>[22]</sup> the approach to social learning theory through the stages of social development is seen in conditioning (habituation to respond), and imitation.

At the age of 4 to 5 years, children show an increased awareness that they need to manage their emotions in order to meet social standards. Children continue to learn to regulate their emotions and social interactions. Some children, especially those who have attended preschool, are very confident, want to participate, and are willing and able to accept responsibility.

Children's social and emotional development is related to their capacity to develop self-confidence, trust, and empathy. Social and emotional development of children in early childhood or preschool age is influenced by biological factors (temperament, genetic influence), relationship (quality of attachment), dan lingkungannya (pre-natal, family community, quality of child care).

According to Fakhriyani (2018) <sup>[9]</sup> Social skills are the individual's ability to socialize in the surrounding environment. This relates to how the individual's ability to interact with other individuals. Social skills require knowledge and practice to be able to carry out social activities well, so that later they have high social skills. Social skills are closely related to how individuals behave or social behavior. Social behavior develops rapidly at an early age, namely childhood or pre-school age. This is due to the increased social experience of children. Therefore, children's social skills need to be developed so that children can play their roles in the surrounding community.

Social skills are contained in social competence and social responsibility, both of which include knowledge, skills and social attitudes. Social attitude is a child's ability to feel what other people feel, including prosocial behavior which reflects that children have high social skills.

Social skills are the ability to communicate from one

individual to another, such as; Task-oriented behavior, namely the ability to take responsibility for work and work together in groups, be creative in collaboration, and strive for quality in collaboration. In essence, social skills can be developed and manifested in interaction.

Children who withdraw in group activities can be indicated that the child has low social skills. Social skills are part of the developmental task that must be completed and formed from the habituation process carried out during childhood. In order to complete developmental tasks and so that children subsequently have high social skills, it is necessary to carry out training and development in improving early childhood social skills. Teachers strive so that children can explore experience, knowledge, and understanding of the learning experience by observing, imitating and experimenting repeatedly and involving all the potential intelligence that exists in children through playing activities (Suryana & Nurhayani: 2022) <sup>[4]</sup>.

According to Sukadariyah, Fatimah, and Maryani (2020) <sup>[18]</sup> Play is important because playing activities help develop children's imagination, creative thinking, problem solving abilities, improve social skills and can relate events that have been experienced. According to Lestarinigrum and Handini (2017) <sup>[11]</sup>. The strategy of learning activities in early childhood using traditional games is a way for children to learn to learn, especially in children's social skills activities. rarely played by children, because most children play gadgets more often, such as watching YouTube, Mobile Legends, Instagram, TikTok and watching soap operas on television, so that children play more often in the house than at home. In playing outside the home with their peers so that without realizing it can slowly dull the child's ability to socialize. Therefore it is necessary as a teacher to create activities for children that have positive values so that they can interact directly with their friends. According to Aqobah *et al* (2020) <sup>[3]</sup> early childhood learning activities can be done in various ways, one of which is by playing traditional games in open areas, open nature because the open area is an ideal place to carry out the process of experiential learning activities.

Nowadays, many children rarely know about traditional games, even though traditional games are one of the regional cultures (Cendana & Suryana: 2022) <sup>[4]</sup>. Traditional games are games that were played by ancient children without using sophisticated tools such as those used by children today (Buadanani & Suryana: 2022) <sup>[4]</sup>.

The traditional game that was often played by children in ancient times was the *engklek* game. The traditional *engklek* game comes from the Javanese language, which is a traditional game of jumping on a flat plane that was previously painted on the ground (Salamah & Miftahillah: 2018) <sup>[15]</sup>. By making pictures in the boxes, then the other leg is lifted and jumps into the box that has been provided until it is finished. The tool used in this game is called *gaco*, which is in the form of a small stone or other small object to be thrown into one of the new boxes, then the child is asked to jump through the city image that has been made to the end of the box.

## Method

In this research, the type of literature study is used or often also known as literature review. The sources of data in this research are journals, research reports, scientific magazines, newspapers, books, seminar results and so on that have

relevance to the research topic. That is, in this study the sources came from relevant documents that were used to explain the implementation of the traditional *engklek* game on the social skills of early childhood.

## Results and Discussion

After conducting a literature review on the implementation of the traditional *engklek* game on the social skills of early childhood, the following results were obtained:

According to Pardede, Supena, and Fahrurrozi (2018) [13] Social abilities can express positive and negative feelings in an interpersonal context without any forced social reinforcement. According to Ulfah (2019) [24], social skills that must be possessed by early childhood include the ability to establish relationships with other people, the ability to play activities and use free time and the child's ability to cope with social situations encountered.

Social skills are also called prosocial behavior which includes behaviors such as:

- a) Empathy in which children express feelings of emotion by paying attention to someone who is under pressure because of a problem and expressing the feelings of others who are experiencing conflict as a form that children are aware of other people's feelings,
- b) Generosity or generosity in which children share and give one's possessions to someone,
- c) Awareness in which children take turns or take turns and can fulfill orders voluntarily without causing fights,
- d) Providing assistance in which children help others to complete a task and help others who need it.

According to Wahyuni (2020) [25] Developing social aspects in early childhood can be done in various ways, one of which is through a game. If the social aspects of children are developed through games and coupled with the use of appropriate media, it will be more effective and fun. According to Noviarti and Ismet (2021) [12] the traditional *engklek* game is a game that is done by jumping using one leg. Jumping with one leg forward, backward, jumping while walking, and standing on two legs in a balanced way are gross motor development (one-legged jumping).

According to Djuanda and Suryani (2021) [8] the *engklek* game is a game that uses calculations and there is an agreement on rules that must be obeyed by players regarding its implementation. This is also in line with the research of Wardani and Suryana (2022) [4] that the use of the *engklek* game can make it easier for teachers to convey learning activities and increase children's interest and motivation in learning through play.

Aspects of development that can be developed in the *engklek* game are cognitive, physical, motor and social emotional aspects. According to Salamah and Miftahillah (2018) [15] the benefits of traditional *engklek* games are to train children's physical strength to be strong and can also develop children's ability to socialize.

According to Deno (2019) [6], there are various ways or rules in playing the *engklek* game depending on the existing agreement and adapted to the *engklek* field image made, but in principle the way to play is the same, namely jumping into boxes or *engklek* field. According to Sintia, Kuswanto, and Meriyati (2019) [16], social skills are abilities or strategies used in maintaining positive relationships in social interactions that are obtained through the child's learning process.

According to Hotimah, Kamila, and Endang (2017) [10] traditional games are games inherited from ancestors that need to be preserved because they contain cultural values. In addition, traditional games can stimulate aspects of child development. According to Rozana (2020) [14] the *engklek* game is carried out by two or more people or in groups and usually the place used to play *engklek* is the field or yard or playground.

In Trismahwati and Sari' research (2020) the *engklek* game has a positive impact on cooperation between groups, and children can interact with other friends during the game. And in peer-to-peer communication, if there is a child who loses, the child will express his opinion directly. In Adi and Muthmainnah's research (2020) [2] traditional games are proven to be able to develop children's characters such as patience, honesty, sportsmanship, discipline, persistence, independence, confidence, and cooperation. In applying traditional games, especially the traditional *engklek* game, it can be useful for children in terms of social skills.

In Wahyuni, Muazimah and Misda's research (2020) [26] Learning activities that contain cultural elements for early childhood can be carried out in innovative, creative, effective and very fun learning activities, because it will provide opportunities for children to develop their potential both individually and in groups. Based on the results of relevant research, it can be concluded that traditional *engklek* games can stimulate children's social skills, because when children play *engklek* games, children can indirectly interact with other friends. When playing the game, children can laugh happily with other children. In fact, if you play with friends, you will definitely feel happy and rejoice, especially if your child wins. Because playing can develop various kinds of intelligence that exist in children (Abdiana & Suryana: 2021) [4].

## Conclusion

Socio-emotional learning is the process by which people develop the skills, attitudes and values necessary to acquire the ability to understand, manage, and express social and emotional aspects by forming relationships and problem solving. During early childhood children increasingly understand that a situation can cause certain emotions, facial expressions indicate certain emotions and emotions can influence behavior and can affect the emotions of others. Social skills are the ability to communicate from one individual to another, such as; Task-oriented behavior, namely the ability to take responsibility for work and work together in groups, be creative in collaboration, and strive for quality in collaboration. Developing social aspects in early childhood can be done in various ways, one of which is through a game. If the social aspects of children are developed through games and coupled with the use of appropriate media, it will be more effective and fun. The traditional *engklek* game is a game that is done by jumping using one leg. The traditional *engklek* game can stimulate children's social skills, because when a child plays the *engklek* game, the child can indirectly interact with other friends. When playing the game, children can laugh happily with other children.

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