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2. Outbound Games with Group B Children's Social Skills at TK ABA Karangkunti

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Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh permainan *outbound* terhadap keterampilan sosial anak kelompok B di TK ABA Karangkunti. Penelitian ini menggunakan desain pretest posttest. Sampel penelitian terdiri dari 10 anak. Pengumpulan data keterampilan sosial dilakukan dengan menggunakan pedoman observasi ceklist dalam skala interval. Perlakuan eksperimen diberikan dalam 10 permainan outbound. Hasil pretest dan posttest dianalisis dengan menggunakan teknis analisis *Wilcoxon* melalui *SPSS for windows*. Hasil penelitian menunjukkan bahwa kegiatan permainan *outbound* dapat meningkatkan keterampilan sosial anak kelompok B di TK ABA Karangkunti. **Temuan ini mendukung efektivitas permainan outbound bagi peningkatan keterampilan social anak usia dini.** Penting bagi guru di TK untuk meningkatkan frekuensi permainan outbound guna menstimulasi keterampilan social anak.

Keywords: keterampilan sosial, permainan outbound, anak usia dini

9. INTRODUCTION

10. Masa Anak usia dini berada dalam masa keemasan (*golden age*) yang artinya masa dimana otak anak berkembang dengan pesat. Masa ini merupakan masa dimana anak mampu meniru apa yang dilihatnya, sehingga penting bagi orang tua dan pendidik untuk meletakkan dasar-dasar pertama dalam mengembangkan kemampuan dasarnya (Poppyariyana & Wardana, 2018). Keberhasilan dalam pencapaian tugas perkembangan tersebut ditentukan oleh pengetahuan guru dalam menstimulus perkembangan anak ketika pembelajaran. Salah satu perkembangan yang penting dimiliki oleh anak ialah perkembangan sosial emosional. Perkembangan sosial emosional merupakan perkembangan dari perilaku anak dengan tujuan untuk dapat beradaptasi pada aturan dalam lingkup bermasyarakat (Indanah & Yulisetyaningrum, 2019: 221).

Comment [U1]: Memberikan pernyataan di akhir paragraf mengenai kesimpulan/implikasi penelitian

Comment [U2]: Berikan beberapa kalimat tentang alasan penelitian, analisis kesenjangan dari penelitian sebelumnya dan tambahkan kontribusi penelitian ini.

11. Perkembangan sosial salah satunya meliputi aspek keterampilan sosial. Keterampilan sosial adalah kemampuan individu dalam membentuk komunikasi dua arah terhadap orang lain guna memecahkan suatu permasalahan (Bali, 2017: 224). Sehingga, keterampilan sosial penting dimiliki anak usia dini (AUD) agar adanya penerimaan dari masyarakat yang berhubungan dengan tingkat sosialisasi pada lingkungannya. Menurut Cartledge & Milburn (dalam Hidayat & Wagino 2014: 6) keterampilan sosial terdiri dari empat aspek dengan dua diantaranya adalah pengembangan perilaku interpersonal behavior (perilaku interpersonal), dan self-related (perilaku pribadi).
12. Pembentukan keterampilan sosial anak membutuhkan proses yang sukar. Rendahnya keterampilan sosial anak dapat terlihat dari berbagai faktor penyebab. Berdasarkan hasil wawancara dengan guru TK ABA Karangunti pada studi awal menunjukkan bahwa faktor penyebab rendahnya keterampilan sosial anak ialah efek dari adanya pandemi yang melanda negara-negara dunia termasuk Indonesia. Adanya pandemi tersebut menyebabkan sistem pembelajaran menggunakan sistem daring. Lebih lanjut, dengan ditetapkannya sistem daring perlu adanya perhatian lebih dari orang tua, seperti pada aspek keterampilan sosial anak yang tetap diajarkan meskipun pandemi sedang berlangsung. Hal tersebut serupa dengan pendapat Intanuari (2020: 118) yang menyatakan bahwa faktor penyebab keterampilan sosial anak menurun karena adanya pandemi dengan diperparah oleh orang tua anak yang sukar membagi waktu, kurangnya keterampilan mendampingi anak, dan tidak adanya pemberian permainan anak secara interaktif.
13. Adapun faktor lain dari rendahnya keterampilan sosial anak yakni guru belum mengetahui metode pembelajaran yang tepat. Pasalnya guru merupakan pembina bagi anak usia dini dalam memunculkan dasar keterampilan sosial, namun permasalahannya ada pada kurangnya keterampilan dan wawasan yang dimiliki guru dalam menstimulus perkembangan anak (Khadijah & Zahraini, 2021: 4). Kemudian terdapat pengaruh dari gadget secara berlebihan pada anak yang menyebabkan anak menjadi tertutup, malas melakukan aktifitas, dan enggan bersosialisasi dengan orang lain. Hal tersebut terbukti dari pernyataan Rihlah et al (2021: 52) mengenai dampak negatif penggunaan gadget di era pandemi terhadap perkembangan sosial anak usia 5-6 tahun sebesar 25.3 %.
14. Beberapa upaya yang sudah dilakukan guru dalam meningkatkan keterampilan sosial anak, salah satunya penelitian yang dilakukan Kosanke (2019: 4) dengan hasil keterampilan sosial anak meningkat dengan diterapkannya permainan kooperatif, namun hal tersebut belum menampakkan hasil secara optimal. Serupa dengan penelitian tersebut, Amin (2022: 198) melakukan penelitian dengan guru melaksanakan serangkaian kegiatan baik strategi maupun evaluasi pengembangan keterampilan sosial terkait komunikasi dan interaksi, namun hasil dari penelitian tersebut menyatakan bahwa belum adanya capaian secara optimal dari apa yang dilakukannya. Kondisi seperti ini perlu untuk ditindaklanjuti dengan pemberian kegiatan permainan yang disesuaikan dengan prinsip perkembangan anak.
15. Kegiatan permainan yang dapat dilakukan AUD salah satunya ialah kegiatan belajar melalui bermain di luar ruangan. Model pembelajaran AUD untuk meningkatkan aspek sosial emosional anak salah satunya ialah dengan mengadakan kegiatan luar ruangan berupa *outbound* (Subiyanto & Hasibuan, 2014: 3). Alasan mengapa *outbound* dipilih menjadi model pembelajaran yang baik untuk meningkatkan keterampilan sosial anak adalah pembelajaran tersebut sesuai dengan usia anak (Hamzah, 2015: 59). Hal tersebut didukung oleh Rahmadiani (2020: 62) yang memaparkan bahwa *outbound* dapat melatih keterampilan sosial anak yaitu, menunggu giliran, patuh akan aturan, kerjasama, dan toleransi.

16. Susari (2016: 123) menjelaskan bahwa terdapat dampak positif dalam kegiatan *outbound*, yakni meningkatkan jiwa kompetisi, keberanian, percaya diri, dan mengembangkan aspek fisik motorik, serta sosial emosional anak. Penting dilakukannya kegiatan *outbound* bagi AUD karena aktivitas yang dilakukan tidak hanya bermain. Akan tetapi berisikan pembelajaran melalui pengalaman untuk pengembangan potensi bagi anak. Oleh sebab itu, dampak positif tersebut menjadikan keunggulan bagi pendengarnya.

17. Keterampilan social berdampak besar bagi perkembangan anak di masa remaja dan dewasa. Kontribusi keterampilan social tidak hanya dalam meningkatkan kemampuan anak dalam berinteraksi namun juga berdampak bagi kesuksesan akademik (DiPerna & Elliott, 2000), *wellbeing* dan perkembangan positif di masa berikutnya, serta menghindarkan perilaku negatif dan depresi pada remaja (Sancassiani, et al, 2015).

18. Pentingnya keterampilan bagi anak usia dini tersebut perlu ditindaklanjuti oleh guru dengan upaya meningkatkan keterampilan social anak. Masa anak sebagai masa bermain memberi keleluasan bagi guru untuk mengembangkan ragam main yang sesuai dengan kebutuhan dan minat anak. Penelitian ini bertujuan untuk mengetahui pengaruh permainan *outbound* terhadap keterampilan sosial anak kelompok B di TK ABA Karangunti terutama dipengaruhi oleh rendahnya pemanfaatan permainan *outbound* untuk meningkatkan keterampilan sosial anak usia dini oleh guru di sekolah. Penelitian sebelumnya cenderung lebih terfokus pada pendekatan klasikal dalam pengembangan keterampilan sosial anak, sementara peran permainan *outbound* masih kurang dipahami secara mendalam.

19. Hasil penting permainan *outbound* dalam pengembangan keterampilan sosial anak kelompok B di TK ABA Karangunti diharapkan akan memberikan pemahaman yang lebih baik tentang bagaimana penggunaan permainan *outbound* di TK, serta memberikan landasan bagi pengembangan pendekatan pendidikan yang lebih holistik dan berorientasi pada anak.

20.

21. METHOD

22. Jenis penelitian menggunakan penelitian kuantitatif untuk menemukan pengaruh variabel dependen dalam kondisi terkendali. Menurut Heriyanto (2022: 78) syarat dari penelitian eksperimen murni adalah adanya perlakuan yang diberikan oleh kelompok kontrol dan tidak dilakukannya randomisasi, sehingga apabila tidak terpenuhinya syarat tersebut maka penelitian tersebut masuk kedalam rancangan eksperimen semu (*quasi-experiment design*). Oleh sebab itu desain penelitian eksperimen dengan rancangan penelitian digunakan eksperimen semu. Hal ini didasarkan pada subjek yang diambil hanya berjumlah 10 anak. Rancangan eksperimen semu tersebut tanpa menggunakan kelompok kontrol, yaitu *one-group pretest-posttest design*.

23. Populasi penelitian di TK ABA Karangunti pada kelompok B sebanyak 33 anak. Sampel penelitian berdasar hasil purposive sampling adalah 10 anak. Secara rinci, karakteristik sampel penelitian, yaitu anak kelompok B di TK ABA Karangunti Yogyakarta, anak dengan kondisi normal (sempurna fisik maupun mental), anak dengan keterampilan sosial rendah, dan memiliki catatan dari guru sebagai anak dengan permasalahan sosial (anak tidak mendengarkan perintah guru, tidak mau berbaur dengan teman, tidak ada rasa ingin berbagi, ingin selalu disamping orang tua, dan anak selalu mengekspresikan diri hanya

Comment [U3]: Harap berikan gambaran kepada peneliti tentang alur penelitian hingga analisis data

dengan tangisan). Adapun alur penelitian yang digunakan untuk mengetahui pengaruh permainan *outbound* untuk meningkatkan keterampilan sosial anak, yaitu:

24.



25.

26. Gambar 1. 1 Alur Penelitian

27. Data yang dikumpulkan dari responden dianalisis menggunakan perangkat lunak *SPSS for Windows*. Analisis data dilakukan dengan uji Wilcoxon. Kemudian teknik pengumpulan data yang digunakan berupa observasi dengan lembar pedoman ceklist observasi sebagai pendukung. Adapun keterbatasan observasi yang berasal dari perubahan perilaku anak ialah ketika anak mengetahui dirinya sedang diobservasi. Sehingga peneliti mengatasi keterbatasan tersebut dengan sudah dikenalkannya observer selama beberapa hari untuk melakukan pendekatan dan pembiasaan atas kehadirannya dalam kegiatan yang ada di sekolah setiap harinya sebelum pelaksanaan observasi.

28. Selain itu, peneliti memberikan penguatan dengan adanya peran *expert judgment* untuk menyatakan bahwa perilaku keterampilan sosial yang akan diamati dalam penelitian sudah tepat. Hasil tersebut merupakan validitas kontruk. Sedangkan menurut Hendryadi (2017: 172) *content validity* digunakan untuk memastikan aitem pada alat ukur sudah sesuai dan relevan.

29. Reliabilitas observasi menunjukkan konsistensi pengamatan (Pratama et al., 2017: 119). Peneliti menghadirkan rater dalam penelitian sebagai pemberi skor instrument observasi. Konsistensi antar rater dilakukan untuk menyamakan persepsi dalam mengamati perilaku. Oleh sebab itu, guna mengatasi bias observasi antar rater dalam penelitian, diberlakukan reliabilitas observasi sistem skoring yang spesifik, dan pedoman observasi dijabarkan secara mendetail mengenai berbagai perilaku yang dimaksud. Untuk menyamakan persepsi antar rater dan peneliti dilakukan uji *interrater reliability*, yaitu *Intraclass Correlation Coefficients (ICC)*. Hasil ICC ditemukan bahwa rata-rata kesepakatan antar rater sebesar 0,984, sedangkan satu orang rater memiliki konsistensi sebesar 0,969. Sedangkan hasil nilai ICC menurut kriteria statistic, $ICC \geq 0,75$ masuk kedalam kriteria *excellent reliability*. Sehingga konsistensi antar rater diketahui mendekati sempurna atau tidak terdapat bias pengukuran.

30.

31. RESULTS AND DISCUSSION

32. Penelitian ini menggambarkan keterampilan sosial anak sebelum dan sesudah dikenakan treatment. Sampel terdiri dari 10 anak dari total 33 anak yang dipilih berdasar kriteria keterampilan sosial yang rendah dan sangat rendah. Berdasarkan sampel tersebut, terdapat 6 anak laki-laki dan 4 anak perempuan. Perbedaan jumlah anak berdasar hasil observasi dan wawancara dengan guru mengungkapkan bahwa anak laki-laki cenderung memiliki tingkat keterampilan sosial yang lebih rendah dibandingkan dengan anak perempuan. Temuan ini sejalan dengan penelitian sebelumnya (Nurfazrina et al., 2020: 294; Gomes & Pereira, 2014: 102) yang menunjukkan bahwa anak perempuan memiliki kemampuan kerjasama dan interaksi sosial yang lebih baik daripada anak laki-laki, terutama dalam aspek kognitif dan afektif.

33. Keterampilan sosial merupakan hal yang penting bagi setiap individu, seperti berinteraksi, berkomunikasi, berkolaborasi, dan beradaptasi. Pandemi telah berdampak pada perkembangan sosial emosional anak, menyebabkan kurangnya kesempatan untuk bersosialisasi dan bermain (Jati & Sumarni, 2020: 780; Fairuz et al., 2021: 13). Hal ini tercermin dari skor pre-test yang rendah dan wawancara dengan guru pada awal proses observasi.

34. Keterampilan sosial anak kelompok B melalui 4 tahapan Boyett dan Boyett (dalam Yusriadi, 2022: 230) mengenai tahapan proses belajar efektif antara lain, *experience, reflect, form concept, test concept*. Tahapan tersebut dikemas dalam modul Experiential Learning To Social Skills "Outbound Fun Games For Kids". Tampak bahwa hasil *pretest* menunjukkan bahwa nilai mean sebesar 85,90, median 86,50 dan modus 87. Sedangkan nilai Std. deviasi ialah 5.801. Diketahui bahwa anak-anak memiliki perilaku keterampilan sosial rendah, karena rata-rata anak mendapatkan skor 1 dan 2 dengan kriteria anak tidak mau bersosialisasi atau cenderung berlebihan dalam berperilaku.

35. Selanjutnya pemberian treatment diberlakukan. Lebih lanjut tahap berikutnya ialah penghitungan hasil *posttest* keterampilan sosial anak kelompok B dimana mean yang diperoleh ialah 111,60, median 113,00, dan modus 104. Sedangkan nilai Std. deviasi ialah 10,791.

36.

37. Table 1. Hasil *Pretest* dan *Posttest* Keterampilan Sosial Anak Kelompok B

38.

Comment [U4]: Menambah pembahasan akhir mengenai implikasi penelitian, keterbatasan penelitian sehingga memperoleh saran penelitian untuk masa yang akan datang

Deskripsi	<i>Pre Test</i>	<i>Post Test</i>
Mean	85.90	111.60
Median	86.50	113.00
Modus	87	104
Std. Deviasi	5.801	10.791
Max	96	127
Min	77	96

39.

40. Selanjutnya, berdasarkan data pretest dan posttest tersebut dilakukan uji Wilcoxon dengan bantuan SPSS for windows, sebagai berikut:

41.

42. Table 2. Hasil Uji *Wilcoxon* Keterampilan Sosial Anak Kelompok B (Ranks)

43.

Ranks				
		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	5.50	55.00
	Ties	0 ^c		
	Total	10		

44.

45. Table 3. Hasil Uji *Wilcoxon* Keterampilan Sosial Anak Kelompok B (Test Statistic^a)

Test Statistics ^a	
	Post Test - Pre Test
Z	-2.803 ^b
Asymp. Sig. (2-tailed)	.005

46.

47. Gambaran keterampilan sosial anak memperlihatkan peningkatan pretest ke posttest sesudah diberikan treatment. Adanya perubahan skor pretest ke posttest menunjukkan adanya perbedaan yang signifikan setelah diberikan treatment berupa permainan fun outbound yang dikemas dalam bentuk modul *Experiential Learning To Social Skills "Outbound Fun Games For Kids"*. Sejalan dengan penelitian Safitri et al., (2020: 99) yang menyatakan bahwa fun outbound adalah kegiatan yang tepat digunakan untuk meningkatkan perkembangan sosial. Permainan fun outbound dimaksudkan untuk memfasilitasi anak dalam memperluas pengetahuannya melalui aktivitas bermain yang melibatkan experiential learning. Konsep dasar dari experiential learning dalam pandangan John Dewey bahwa pembelajaran terjadi melalui pengalaman langsung yang melibatkan pemahaman konsep dan pengetahuan yang diperoleh melalui tugas-tugas nyata (Sugiyanto, 2013: 47). Kemudian penelitian yang dilakukan Boyett dan Boyett (dalam Yusriadi, 2022: 230) mengenai tahapan belajar *experience, reflect, form concept, test concept*, menjadi alasan yang mendukung pula bahwa permainan outbound dapat membantu meningkatkan pemahaman pengalaman anak melalui serangkaian tahapan. Kegiatan outbound membantu anak menjadi lebih percaya diri, berinteraksi, bekerjasama, dan berkomunikasi (Ardho, 2019).
48. Anak kelompok B diberikan sepuluh permainan dalam treatment yang dirancang untuk mencapai dua variabel sesuai tujuan penelitian, yakni *interpersonal behavior* dan *self-related behavior*. Setiap permainan dirancang untuk mengembangkan berbagai keterampilan sosial anak. Permainan pertama ialah "kabar angin", bertujuan untuk meningkatkan kemampuan anak dalam menjaga kerahasiaan informasi pribadi orang lain. Permainan ini dilakukan dengan meminta anak untuk berbagi beberapa kata secara rahasia dengan seorang teman tanpa didengar oleh orang lain. Konsep permainan ini didasarkan pada teori Garden yang menggambarkan pentingnya kecerdasan interpersonal dalam memahami dan mengelola emosi serta membangun hubungan yang baik dengan orang lain (Zeniarti et al., 2015).
49. Permainan kedua merupakan permainan *interpersonal behavior*, yakni melibatkan pengumpulan bola warna dengan tujuan memperkuat kemampuan anak dalam memecahkan masalah dengan bantuan teman. Anak diajak untuk berkolaborasi membawa bola bola dari satu tempat ke tempat lain menggunakan media kertas. Hal ini menuntut mereka untuk mencapai kesepakatan dengan pasangan dalam mencari titik imbangnya. Sejalan dengan pandangan John Dewey tentang pentingnya *problem solving* sebagai bagian dari pembelajaran. *Problem solving* tidak hanya meningkatkan kemampuan kognitif, tetapi juga meningkatkan keterampilan sosial apabila dilakukan dengan melibatkan orang lain (Utami et al., 2017: 176; Lestari, 2020: 2).
50. Permainan ketiga yaitu mengisi air dalam botol yang mengacu pada *interpersonal behavior*, bertujuan untuk mengajarkan anak tentang konsekuensi dari tindakan mereka. Anak-anak diminta untuk memindahkan air menggunakan sendok ke dalam botol. Sehingga anak dipaksa untuk membuat pilihan dimana anak bisa bergerak cepat dengan resiko air yang bergolak dan tumpah atau bergerak lambat dan air tenang, namun kalah cepat dengan anak lainnya. Konsep tersebut sejalan dengan pandangan Skinner tentang bagaimana respon terhadap lingkungan membentuk kepribadian seseorang tentang pentingnya penghargaan dan hukuman sebagai respon atas perilaku yang dilakukan (Isti'adah, 2020: 78).
51. Permainan keempat, tanya sepatu yang mengacu pada *interpersonal behavior*. Tujuan permainan tersebut ialah menggiatkan anak untuk memulai percakapan dengan orang lain dengan mencari tahu pemilik sepatu yang mereka pegang. Permainan ini menegaskan pentingnya berbicara dan berbahasa sebagai alat

untuk berinteraksi sosial. Sejalan dengan pandangan (Etnawati, 2022: 131) dan teori Vygotsky tentang peran bahasa dalam mengelola perilaku dan interaksi sosial.

52. Permainan kelima mengacu pada *interpersonal behavior* yakni, bola hindar yang bertujuan untuk mengajarkan anak dalam menjaga dan merawat tubuh mereka dengan menghindari bola yang dilempar oleh lawan. Menjaga dan merawat tubuh merupakan bagian dari pembiasaan yang dilakukan oleh abak. Stimulus perilaku pembiasaan tersebut dilakukan sejak dini guna mencegah penyakit dan masalah kesehatan (Ulfadhilah et al., 2021).
53. Permainan keenam mengacu pada *self-related behavior* yaitu, sendok sehat dengan tujuan anak bersikap baik kepada diri sendiri. Permainan ini mengharuskan anak untuk dapat mengambil makanan sehat bagi tubuhnya. Menurut Borba (dalam Agusniatih & Monepa, 2019: 86) hal tersebut dapat menuntun anak dalam bertanggung jawab atas dirinya sendiri, misalnya menjaga kebersihan, merapikan diri, dan lain sebagainya.
54. Permainan ketujuh mengacu pada *self-related behavior*, yakni *speak with action* dengan tujuan untuk membantu anak mengekspresikan perasaannya dengan memerankan gerak dan atau suara binatang, tanpa menggunakan kata-kata yang merujuk pada binatang tersebut. Hal ini didasari oleh teori Hurlock tentang pola perilaku sosial anak yang menyoroti kecenderungan anak prasekolah untuk menirukan dan menyukai dramatisasi (Virgiana, 2017).
55. Permainan kedelapan yakni balap kelereng mengacu pada *self-related behavior*. Tujuan dari permainan ini untuk melatih sopan santun. Anak diminta membawa kelereng dengan sendok di mulut, dan menunduk saat melewati botol sebagai simbol orang tua. Hal ini dilakukan untuk mengembangkan keterampilan sosial yang disebut sebagai perilaku prososial. Teori Piaget menunjukkan bahwa anak prasekolah memiliki keterbatasan atas pemahamannya terhadap perspektif orang lain, aspek perkembangan kognitif anak yang berada dalam tahap praoperasional dengan karakteristik egosentrisme menurut Santrock (dalam Prima, 2018: 193).
56. Permainan kesembilan yaitu mencari harta karun mengacu pada *self-related behavior*. Permainan ini bertujuan melatih anak dalam membantu orang lain. Anak harus mencari huruf-huruf sebagai harta karun sesuai dengan clue card yang mereka dapatkan. Sementara teman mereka membantu dengan mengingatkan clue card tersebut. Penelitian menunjukkan bahwa kehadiran teman sebaya membantu meningkatkan hubungan sosial dan kemampuan beradaptasi anak terhadap lingkungannya (Melinda & Izzati, 2021: 129; Andangjati et al., 2021: 171).
57. Permainan terakhir, ialah opposite yang mengacu pada *self-related behavior*. Tujuan dari permainan ini adalah untuk melatih anak patuh pada perintah dan peraturan yang diberikan oleh orang dewasa. Teori Vygotsky menyoroti pentingnya bahasa dalam membantu perkembangan sosial anak, termasuk kemampuan menerima perintah dan pembelajaran baru (Khosibah & Dimiyati, 2021: 1865).
58. Peningkatan keterampilan sosial anak paling tinggi ada pada indikator anak dapat berkerjasama, sedangkan paling rendah pada indikator anak menemukan solusi apabila terdapat temannya yang berkelahi. Faktor eksternal seperti introvert dan ekstrovert turut mempengaruhi tingkat keterampilan anak (Zubaidah, 2017: 3; Istichori et al., 2020: 23).
59. Hasil penelitian ini memberikan pandangan dalam meningkatkan keterampilan sosial anak kelompok B. Suasana pembelajaran yang menyenangkan dan bervariasi seperti diadakannya outbound dapat memberikan kesempatan bagi anak untuk berinteraksi, bergerak aktif, dan berpikir memecahkan masalah.

60. Kendati begitu, penelitian ini memiliki beberapa keterbatasan yang perlu diperhatikan, antara lain sampel penelitian yang terbatas hanya 10 (sepuluh) anak yang dianalisis datanya, mengakibatkan keterbatasan metodologis dalam analisis statistik menggunakan analisis nonparametric sehingga hasil penelitian ini tidak dapat digeneralisasikan pada populasi di luar sample penelitian. Dalam proses pengukuran keterampilan social, peneliti hanya menggunakan checklist observasi. Keterbatasan dalam mencari observer yang memiliki kemampuan observasi keterampilan social membutuhkan waktu cukup lama untuk proses pengumpulan data dan proses interrater yang reliabel. Faktor lingkungan kurang dipertimbangkan dalam penelitian, sehingga mempengaruhi optimalisasi pemberian *treatment*. Keterbatasan penelitian ini perlu diatasi dalam penelitian dengan tema serupa melalui penambahan jumlah subjek, triangulasi dalam pengumpulan data keterampilan social anak, dan peningkatan jenis eksperimen tidak hanya kuasi eksperimen namun dapat direncanakan menggunakan eksperimen murni agar hasil dapat lebih digeneralisasikan pada populasi yang lebih luas.

61.

62. CONCLUSION

63. Berdasarkan uraian hasil dan pembahasan dapat disimpulkan bahwa keterampilan sosial anak kelompok B di TK ABA Karangunti masuk kedalam kategori rendah. Rendahnya keterampilan sosial anak tersebut dikarenakan berbagai faktor yang kerap terjadi disekitar anak. Pemberian permainan outbound melalui modul *Experiential Learning To Social Skills "Outbound Fun Games For Kids"* terhadap keterampilan sosial anak dalam penelitian ini menunjukkan adanya peningkatan. Dengan demikian, permainan outbound ini dapat digunakan sebagai satu cara dalam meningkatkan keterampilan sosial anak yang rendah.

64.

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66. Kami mengucapkan terima kasih kepada TK ABA Karangunti dan semua pihak yang terlibat dalam penelitian ini,

67.

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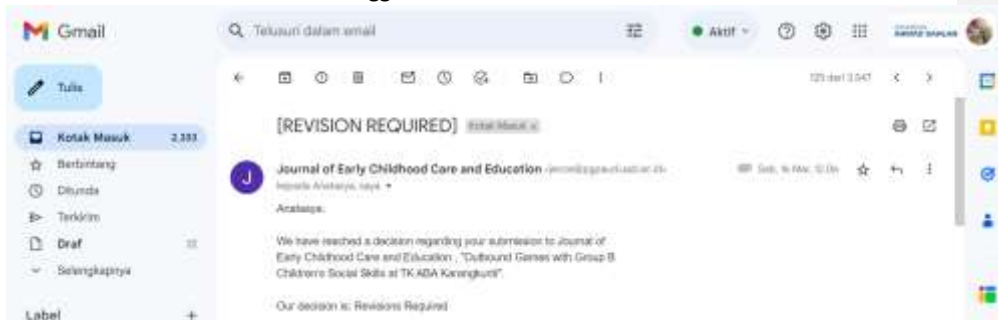
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109. Implementation of Outbound Games as a Method of Developing Social Skills in 5-6 Year Old Children at TK ABA Karangkunti

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Abstract

Social skills play an important role in the academic and social success of early childhood, but teachers are still not stimulate optimally. This study investigated the impact of outbound games on the social skills of group B children at TK ABA Karangkunti. A pretest-posttest design was used with a sample of 10 children. Social skills data were gathered using an observation guide with an interval scale. The experimental treatment involved 10 outbound games, and data from pretests and posttests were analyzed using the Wilcoxon technique in SPSS. This study found that outbound games can improve the social skills of children at TK ABA Karangkunti, suggesting that this method is effective. However, the study is limited by a small sample size and specific context. Further research with a broader scope is recommended to validate these results and examine the long-term effects of outbound games on children's

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social skills.

Keywords: social skills, outbound games, early childhood

117. INTRODUCTION

118. Early childhood is in the golden age, which means the period when the child's brain develops rapidly. This period is a time when children are able to imitate what they see, so it is important for parents and educators to lay the first foundations in developing their basic abilities (Poppyariyana & Wardana, 2018). Success in achieving these developmental tasks is determined by the teacher's knowledge in stimulating children's development during learning. One of the important developments owned by children is social emotional development. Social-emotional development is the development of children's behavior with the aim of being able to adapt to the rules within the scope of society (Indanah & Yulisetyaningrum, 2019).

119. Social development includes aspects of social skills. Social skills are the ability of individuals to form two-way communication with others to solve a problem (Bali, 2017). Thus, social skills are important for early childhood (AUD) so that there is acceptance from the community related to the level of socialization in the environment. According to Cartledge & Milburn (in Hidayat & Wagino 2014) Social skills consist of four aspects with two of them being the development of interpersonal behavior, and self-related behavior.

120. The formation of children's social skills requires a difficult process. The low social skills of children can be seen from various causal factors. Based on the results of interviews with ABA Karangunti Kindergarten teachers in the initial study, it shows that the factor causing children's low social skills is the effect of the pandemic that has hit world countries including Indonesia. The pandemic has caused the learning system to use an online system. Furthermore, with the establishment of an online system, there needs to be more attention from parents, such as on aspects of children's social skills that are still being taught even though the pandemic is ongoing. This is similar to the opinion of Intanuari (2020) which states that the factors causing children's social skills to decline due to the pandemic are exacerbated by parents who find it difficult to divide time, lack of skills to accompany children, and the absence of interactive children's games.

121. Another factor in the low social skills of children is that teachers do not know the right learning methods. The reason is that teachers are coaches for early childhood in bringing up basic social skills, but the problem lies in the lack of skills and insights that teachers have in stimulating children's development (Khadijah & Zahraini, 2021). Then there is the influence of excessive gadgets on children which causes children to become closed, lazy to do activities, and reluctant to socialize with others. This is evident from the statement of Rihlah et al (2021) regarding the negative impact of using gadgets in the pandemic era on the social development of children aged 5-6 years by 25.3%.

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122. Several efforts have been made by teachers in improving children's social skills, one of which is research conducted by Kosanke (2019) with the results of children's social skills increasing with the application of cooperative games, but this has not shown optimal results. Similar to this research, Amin (2022) conducted research with teachers carrying out a series of activities both strategies and evaluations of social skills development related to communication and interaction, but the results of the study stated that there was no optimal achievement of what he did. Conditions like this need to be followed up by providing play activities that are tailored to the principles of child development.
123. One of the game activities that AUD can do is learning through outdoor play. One of the learning models for AUD to improve children's social-emotional aspects is by organizing outdoor activities in the form of outbound (Subiyanto & Hasibuan, 2014). The reason why outbound is chosen as a good learning model to improve children's social skills is that the learning is appropriate for the age of the child (Hamzah, 2015). This is supported by Rahmadianti (2020) who explained that outbound can train children's social skills, namely, waiting for their turn, obeying the rules, cooperation, and tolerance.
124. Susari (2016) explains that there are positive impacts in outbound activities, namely increasing the spirit of competition, courage, self-confidence, and developing the physical motor and social-emotional aspects of children. It is important to do outbound activities for AUD because the activities carried out are not just playing. However, it contains learning through experience for the development of potential for children. Therefore, the positive impact makes an advantage for the audience.
125. Social skills have a major impact on children's development in adolescence and adulthood. The contribution of social skills is not only in improving children's ability to interact but also in impacting academic success (DiPerna & Elliott, 2000), wellbeing and positive development in later life, and avoiding negative behaviors and depression in adolescents (Sancassiani, et al, 2015).
126. The importance of skills for early childhood needs to be followed up by teachers with efforts to improve children's social skills. Childhood as a period of play provides flexibility for teachers to develop a variety of play that suits the needs and interests of children. There are many kinds of play, Mashar (2020) concluded that metaphorical stories can improve children's social character. Beside story, play in outdoor setting can be used to stimulate children social skills. This study aims to determine the effect of outbound games on the social skills of group B children at TK ABA Karangkunti, especially influenced by the low utilization of outbound games to improve early childhood social skills by teachers at school. Previous research tends to focus more on the classical approach in developing children's social skills, while the role of outbound games is still not understood in depth.

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127. The important results of outbound games in the development of social skills of group B children at ABA Karangkunti Kindergarten are expected to provide a better understanding of how to use outbound games in kindergarten, as well as provide a foundation for the development of a more holistic and child-oriented educational approach.

128.

129. **METHOD**

130. This type of research uses quantitative research to find the effect of the dependent variable under controlled conditions. According to Heriyanto (2022) the requirements of pure experimental research are the treatment given by the control group and the absence of randomization, so that if these conditions are not met, the research is included in the quasi experiment design. Therefore, the experimental research design with the research design used a quasi-experiment. This is based on the subjects taken only amounted to 10 children. The quasi-experiment design is without using a control group, namely a one-group pretest-posttest design.

131. The study population at TK ABA Karangkunti in group B was 33 children. The research sample based on the results of purposive sampling was 10 children. In detail, the characteristics of the research sample, namely group B children at TK ABA Karangkunti Yogyakarta, children with normal conditions (perfect physically and mentally), children with low social skills, and have records from teachers as children with social problems (children do not listen to teacher commands, do not want to mingle with friends, there is no sense of wanting to share, want to always be next to parents, and children always express themselves only by crying). The research flow used to determine the effect of outbound games to improve children's social skills, namely:

132.



133.

134. Figure 1. 1 Research flow

135.

136. Data collected from respondents were analyzed using SPSS for Windows software. Data analysis was carried out with the Wilcoxon test. Then the data collection technique used was observation with a checklist observation guideline sheet as support. The limitation of observation that comes from changes in children's behavior is when children know they are being observed. So that researchers overcome these limitations by introducing observers for several days to approach and familiarize themselves with their presence in activities at school every day before the observation.

137. In addition, the researcher provides reinforcement with the role of expert judgment to state that the social skills behavior to be observed in the study is appropriate. These results constitute construct validity. Meanwhile, according to Hendryadi (2017) content validity is used to ensure that the items on the measuring instrument are appropriate and relevant.

138. Observation reliability shows the consistency of observations (Pratama et al., 2017). Researchers present raters in the study as the scorers of the observation instrument. Consistency between raters is done to equalize perceptions in observing behavior. Therefore, in order to overcome inter-rater observation bias in the study, a specific scoring system observation reliability was applied, and the observation guidelines were described in detail regarding the various behaviors in question. To equalize perceptions between raters and researchers, an interrater reliability test was conducted, namely Intraclass Correlation Coefficients (ICC). The ICC results found that the average agreement between raters was 0.984, while one rater had a consistency of 0.969. While the results of the ICC value according to statistical criteria, $ICC \geq 0.75$ is included in the excellent reliability criteria. So that the consistency between raters is known to be close to perfect or there is no measurement bias.

139.

140. RESULTS AND DISCUSSION

141. This study describes children's social skills before and after treatment. The sample consisted of 10 children from a total of 33 children who were selected based on the criteria of low and very low social skills. Based on the sample, there were 6 boys and 4 girls. The difference in the number of children based on observations and interviews with teachers revealed that boys tend to have lower levels of social skills compared to girls. This finding is in line with previous research (Nurfazrina et al., 2020; Gomes & Pereira, 2014) which showed that girls have better cooperation and social interaction skills than boys, especially in cognitive and affective aspects.

142. Social skills are important for every individual, such as interacting, communicating, collaborating and adapting. The pandemic has impacted children's social-emotional development, causing a lack of opportunities to socialize and play (Jati & Sumarni, 2020; Fairuz et al., 2021). This is reflected in the low pre-test scores and interviews with teachers at the beginning of the observation process.

143. Group B children's social skills go through 4 stages of Boyett and Boyett (in Yusriadi, 2022) regarding the stages of the effective learning process, among others, experience, reflect, form concept, test concept. These stages are packaged in the Experiential Learning To Social Skills module "Outbound Fun Games For Kids". It appears that the pretest results show that the mean value is 85.90, median 86.50 and mode 87. While the Std. deviation value is 5.801. It is known that children have low social skills behavior, because on average children get scores 1 and 2 with the criteria that children do not want to socialize or tend to be excessive in behavior.

144. Furthermore, the treatment is applied. Furthermore, the next stage is the calculation of the posttest results of group B children's social skills where the mean obtained is 111.60, median 113.00, and mode 104. While the Std. deviation value is 10.791.

145.

146. Table 1. Pretest and Posttest Results of Social Skills of Group B Children

Deskripsi	Pre Test	Post Test
Mean	85.90	111.60
Median	86.50	113.00
Modus	87	104
Std. Deviasi	5.801	10.791
Max	96	127
Min	77	96

148.

149. *Furthermore, based on the pretest and posttest data, the Wilcoxon test was conducted with the help of SPSS for windows, as follows:*

150.

151. Table 2. Wilcoxon Test Results Social Skills of Group B Children (Ranks)

Ranks				
		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	5.50	55.00
	Ties	0 ^c		
	Total	10		

153.

154. Table 3. Hasil Uji *Wilcoxon* Keterampilan Sosial Anak Kelompok B (Test Statistic^a)

Test Statistics ^a	
	Post Test - Pre Test
Z	-2.803 ^b
Asymp. Sig. (2-tailed)	.005

155.

156. *The picture of children's social skills shows an increase from pretest to posttest after treatment. The change in pretest to posttest scores indicates a significant difference after being given treatment in the form of fun outbound games packaged in the form of an Experiential Learning To Social Skills module "Outbound Fun Games For Kids". In line with research Safitri et al., (2020) which states that fun outbound is an appropriate activity used to improve social development. Fun outbound games are intended to facilitate children in expanding their knowledge through play activities that involve experiential learning . The basic concept of experiential learning in John Dewey's view is that learning occurs through direct experience which involves understanding concepts and knowledge gained through real tasks (Sugiyanto, 2013). Then the research conducted by Boyett and Boyett (in Yusriadi, 2022) regarding the stages of learning experience, reflect , form concept, test concept, is also a supporting reason that outbound games can help improve understanding of children's experiences through a series of stages. Outbound activities help children become more confident, interact, cooperate, and communicate (Ardho, 2019).*
157. *Group B children were given ten games in the treatment designed to achieve two variables according to the research objectives, namely interpersonal behavior and self - related behavior. Each game was designed to develop various social skills. The first game, "hearsay", aims to improve children's ability to keep other people's personal information private. The game is conducted by asking children to share some words in secret with a friend without being heard by others. The concept of this game is based on Garden's theory which describes the importance of interpersonal intelligence in understanding and managing emotions and building good relationships with others (Zeniarti et al., 2015).*
158. The second game is an interpersonal behavior game, which involves collecting color balls with the aim of strengthening children's ability to solve problems with the help of friends. Children are invited to collaborate to bring the ball from one place to another using paper media. This requires them to reach an agreement with a partner in finding the draw point. In line with John Dewey's view on the importance of problem solving as part of learning. Problem solving not only improves cognitive abilities, but also improves social skills when done by involving others (Utami et al., 2017; Lestari, 2020).
159. The third game, filling water in a bottle, which refers to interpersonal behavior, aims to teach children about the consequences of their actions. Children are asked to move water using a spoon into a bottle. So the child is forced to make a choice where the child can move quickly with the risk of turbulent and spilled water or move slowly and calm water, but lose quickly to other children. This concept is in line with Skinner's view of how responses to the environment shape a person's personality about the importance of rewards and punishments in response to behavior (Isti`adah, 2020).
160. The fourth game, ask the shoe, refers to interpersonal behavior . The aim of the game is to encourage children to start conversations with others by finding out the owner of the shoes they are holding. This game emphasizes the importance of speech and

language as a tool for social interaction. In line with the view of (Etnawati, 2022) and Vygotsky's theory of the role of language in managing behavior and social interaction.

161. The fifth game refers to interpersonal behavior, namely, dodge ball, which aims to teach children to take care of their bodies by avoiding balls thrown by opponents. Maintaining and caring for the body is part of the habituation carried out by children. The stimulus for habituation behavior is carried out from an early age to prevent disease and health problems (Ulfadhilah et al., 2021).
162. The sixth game refers to self - related behavior, namely, healthy spoons with the aim of children being kind to themselves. This game requires children to be able to take healthy food for their bodies According to Borba (in Agusniatih & Monepa, 2019) this can lead children to be responsible for themselves, for example maintaining cleanliness, tidying up, and so on.
163. The seventh game refers to self - related behavior, namely speak with action with the aim of helping children express their feelings by acting out the movements and or sounds of animals, without using words that refer to the animals. This is based on Hurlock's theory of children's social behavior patterns which highlights the tendency of preschoolers to imitate and like dramatization (Virgiana, 2017).
164. The eighth game, marbles racing, refers to self - related behavior. The purpose of this game is to practice good manners. The child is asked to carry the marbles with a spoon in the mouth, and look down when passing the bottle as a symbol of parents. This is done to develop social skills referred to as prosocial behavior. Piaget's theory shows that preschool children have limitations on their understanding of other people's perspectives, aspects of cognitive development of children who are in the preoperational stage with egocentrism characteristics according to Santrock (in Prima, 2018).
165. The ninth game, looking for treasure, refers to self - related behavior. This game aims to train children in helping others. Children must find the letters as treasure according to the clue card they get. While their friends help by reminding the clue card. Research shows that the presence of peers helps improve children's social relationships and adaptability to their environment (Melinda & Izzati, 2021; Andangjati et al., 2021).
166. The last game is opposite which refers to self - related behavior. The purpose of this game is to train children to obey commands and rules given by adults. Vygotsky's theory highlights the importance of language in helping children's social development, including the ability to accept orders and new learning (Khosibah & Dimiyati, 2021).
167. The highest increase in children's social skills is in the indicator of children being able to cooperate, while the lowest is in the indicator of children finding solutions if there are friends fighting. External factors such as introverts and extroverts also affect the level of children's skills (Zubaidah, 2017; Istichori et al., 2020).
168. The results of this study provide insight into improving the social skills of group B children. A fun and varied learning atmosphere such as outbound can provide opportunities for children to interact, move actively, and think about solving problems.

169. However, this study has several limitations that need to be considered, including a limited research sample of only 10 (ten) children whose data were analyzed, resulting in methodological limitations in statistical analysis using nonparametric analysis so that the results of this study cannot be generalized to the population outside the research sample. In the process of measuring social skills, researchers only use observation checklists. Limitations in finding observers who have the ability to observe social skills require a long time for the data collection process and a reliable interrater process. Environmental factors were not considered in the study, thus affecting the optimization of treatment delivery. The limitations of this study need to be overcome in research with similar themes through increasing the number of subjects, triangulation in collecting data on children's social skills, and increasing the type of experiment not only quasi-experiments but can be planned using pure experiments so that the results can be more generalized to a wider population.

170.

171. CONCLUSION

172. Based on the description of the results and discussion, it can be concluded that the social skills of group B children at TK ABA Karangkunti are in the low category. This decrease in social skills can be caused by various environmental factors, such as lack of social interaction with peers, and lack of outdoor activities. In this study, the provision of outbound games through the Experiential Learning To Social Skills module "Outbound Fun Games For Kids" has successfully improved the social skills of these children. The findings suggest that outbound games can be an effective way to help overcome low social skills in children. However, this study has some weaknesses. First, the scope of the study was limited to only one kindergarten, so the results may not be generalizable to a wider population. Secondly, the time period of the study was relatively short, so the long-term effects of this method cannot be confirmed. Finally, this study did not consider other factors that may contribute to the development of social skills, such as family environment or parenting.

173. For future recommendations, studies with a wider scope and longer duration are needed to confirm the long-term effectiveness of this method. Future studies also need to explore the interaction between other factors, such as family support and school environment, to understand their contribution to children's social skills. In addition, it would be beneficial if future studies compare the effects of various other methods to determine the most effective approach in improving children's social skills.

174.

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177.

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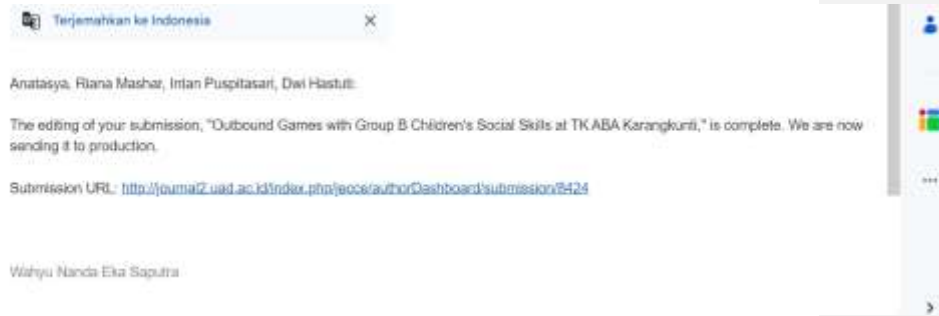
Comment [H14]: Provide the weakness of this research and some recommendation based on the discussion

Comment [U15]: It has been corrected

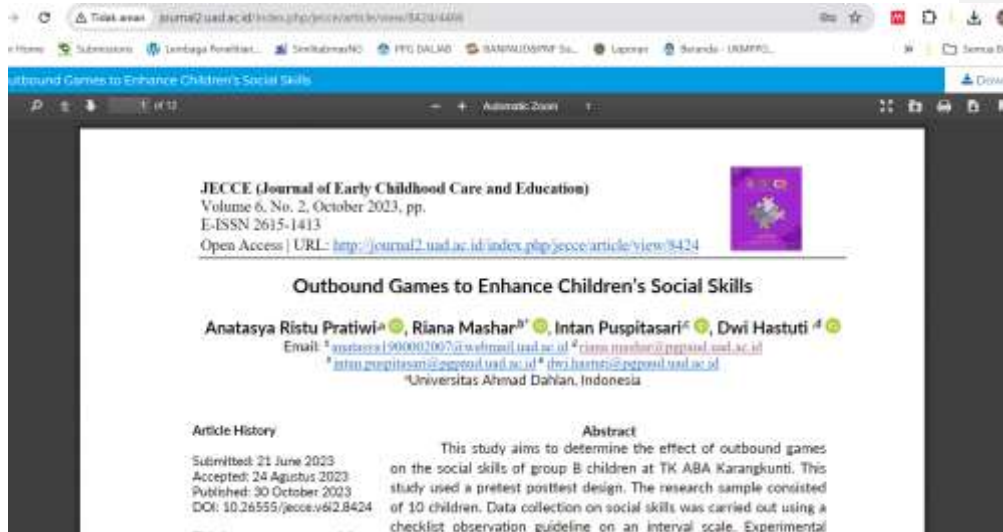
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Outbound Games to Enhance Children's Social Skills

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Abstract

This study aims to determine the effect of outbound games on the social skills of group B children at TK ABA Karangkunti. This study used a pretest posttest design. The research sample consisted of 10 children. Data collection on social skills was carried out using a checklist observation guideline on an interval scale. Experimental treatment was given in 10 outbound games. The results of the pretest and posttest were analyzed using Wilcoxon analysis technique through SPSS for windows. The results showed that outbound game activities can improve the social skills of group B children at TK ABA Karangkunti. This finding supports the effectiveness of outbound games for improving early childhood social skills. It is important for kindergarten teachers to increase the frequency of outbound games to stimulate children's social skills.

Keywords: early childhood; outbound games; social skills

INTRODUCTION

Early childhood is in the golden age, which means the period when the child's brain develops rapidly. This period is a time when children are able to imitate what they see, so it is important for parents and educators to lay the first foundations in developing their basic abilities (Poppyariyana & Wardana, 2018). Success in achieving these developmental tasks is determined by the teacher's knowledge in stimulating children's development during learning. One of the important developments owned by children is social emotional development. Social-emotional development is the development of children's behavior with the aim of being able to adapt to the rules within the scope of society (Indanah & Yulisetyaningrum, 2019).

Social development includes aspects of social skills. Social skills are the ability of individuals to form two-way communication with others to solve a problem (Bali, 2017: 224). Thus, social skills are important for early childhood (AUD) so that there is acceptance from the community related to the level of socialization in the environment. According to Cartledge & Milburn (in Hidayat & Wagino, 2014) Social skills consist of four aspects with two of them being the development of interpersonal behavior, and self-related behavior.

The formation of children's social skills requires a difficult process. The low social skills of children can be seen from various causal factors. Based on the results of interviews with ABA Karangkunti Kindergarten teachers in the initial study, it shows that the factor causing children's low social skills is the effect of the pandemic that has hit world countries including Indonesia. The pandemic has caused the learning system to use an online system. Furthermore, with the establishment of an online system, there needs to be more attention from parents, such as on aspects of children's social skills that are still being taught even though the pandemic is ongoing. This is similar to the opinion of Intanuari (2020) which states that the factors causing children's social skills to decline due to the pandemic are exacerbated by parents who find it difficult to divide time, lack of skills to accompany children, and the absence of interactive children's games.

Another factor in the low social skills of children is that teachers do not know the right learning methods. The reason is that teachers are coaches for early childhood in bringing up basic social skills, but the problem lies in the lack of skills and insights that teachers have in stimulating children's development (Khadijah & Zahraini, 202). Then there is the influence of excessive gadgets on children which causes children to become closed, lazy to do activities, and reluctant to socialize with others. This is evident from the statement of Rihlah et al (2021) regarding the negative impact of using gadgets in the pandemic era on the social development of children aged 5-6 years by 25.3%.

Several efforts have been made by teachers in improving children's social skills, one of which is research conducted by Kosanke (2019) with the results of children's social skills increasing with the application of cooperative games, but this has not shown optimal results. Similar to this research, Amin (2022) conducted research with teachers carrying out a series of activities both strategies and evaluations of social skills development related to communication and interaction, but the results of the study stated that there was no optimal achievement of what he did. Conditions like this need to be followed up by providing play activities that are tailored to the principles of child development.

One of the game activities that AUD can do is learning through outdoor play. One of the learning models for AUD to improve children's social-emotional aspects is by organizing outdoor activities in the form of outbound (Subiyanto & Hasibuan, 2014). The reason why outbound is chosen as a good learning model to improve children's social skills is that the learning is appropriate for the age of the child (Hamzah, 2015). This is supported by Rahmadiani (2020) who explained that outbound can train children's social skills, namely, waiting for their turn, obeying the rules, cooperation, and tolerance.

Susari (2016: 123) explains that there are positive impacts in outbound activities, namely increasing the spirit of competition, courage, self-confidence, and developing the physical motor and social-emotional aspects of children. It is important to do outbound activities for AUD because the activities carried out are not just playing. However, it contains learning through experience for the development of potential for children. Therefore, the positive impact makes an advantage for the audience.

Social skills have a major impact on children's development in adolescence and adulthood. The contribution of social skills is not only in improving children's ability to interact but also in impacting academic success (DiPerna & Elliott, 2000), wellbeing and positive development in later life, and avoiding negative behaviors and depression in adolescents (Sancassiani, et al, 2015).

The importance of skills for early childhood needs to be followed up by teachers with efforts to improve children's social skills. Childhood as a period of play provides flexibility for teachers to develop a variety of play that suits the needs and interests of children. This study aims to determine the effect of outbound games on the social skills of group B children at TK ABA Karangunti, especially influenced by the low utilization of outbound games to improve early childhood social skills by teachers at school. Previous research tends to focus more on the classical approach in developing children's social skills, while the role of outbound games is still not understood in depth.

The important results of outbound games in the development of social skills of group B children at ABA Karangunti Kindergarten are expected to provide a better understanding of how to use outbound games in kindergarten, as well as provide a foundation for the development of a more holistic and child-oriented educational approach.

METHOD

This type of research uses quantitative research to find the effect of the dependent variable under controlled conditions. According to Heriyanto (2022: 78) the requirements of pure experimental research are the treatment given by the control group and the absence of randomization, so that if these conditions are not met, the research is included in the quasi- experiment design. Therefore, the experimental research design with the research design used a quasi-experiment. This is based on the subjects taken only amounted to 10 children. The quasi-experiment design is without using a control group, namely a one-group pretest- posttest design.

The study population at TK ABA Karangkunti in group B was 33 children. The research sample based on the results of purposive sampling was 10 children. In detail, the characteristics of the research sample, namely group B children at TK ABA Karangkunti Yogyakarta, children with normal conditions (perfect physically and mentally), children with low social skills, and have records from teachers as children with social problems (children do not listen to teacher commands, do not want to mingle with friends, there is no sense of wanting to share, want to always be next to parents, and children always express themselves only by crying). The research flow used to determine the effect of outbound games to improve children's social skills, namely:



Figure 1. 1 Research flow

Data collected from respondents were analyzed using SPSS for Windows software. Data analysis was carried out with the Wilcoxon test. Then the data collection technique used was observation with a checklist observation guideline sheet as support. The limitation of observation that comes from changes in children's behavior is when children know they are being observed. So that researchers overcome these limitations by introducing observers for several days to approach and familiarize themselves with their presence in activities at school every day before the observation.

In addition, the researcher provides reinforcement with the role of expert judgment to state that the social skills behavior to be observed in the study is appropriate. These results constitute construct validity. Meanwhile, according to Hendryadi (2017) content validity is used to ensure that the items on the measuring instrument are appropriate and relevant.

Observation reliability shows the consistency of observations (Pratama et al., 2017). Researchers present raters in the study as the scorers of the observation instrument. Consistency between raters is done to equalize perceptions in observing behavior. Therefore, in order to overcome inter-rater observation bias in the study, a specific scoring system observation reliability was applied, and the observation guidelines were described in detail regarding the various behaviors in question. To equalize perceptions between raters and researchers, an interraterreliability test was conducted, namely Intraclass Correlation Coefficients (ICC). The ICC results found that the average agreement between raters was 0.984, while one rater had a consistency of 0.969. While the results of the ICC value according to statistical criteria, $ICC \geq 0.75$ is included in the excellent reliability criteria. So that the consistency between raters is known to be close to perfect or there is no measurement bias.

RESULTS AND DISCUSSION

This study describes children's social skills before and after treatment. The sample consisted of 10 children from a total of 33 children who were selected based on the criteria of low and very low social skills. Based on the sample, there were 6 boys and 4 girls. The difference in the number of children based on observations and interviews with teachers revealed that boys tend to have lower levels of social skills compared to girls. This finding is in line with previous research (Nurfazrina et al., 2020; Gomes & Pereira, 2014) which showed that girls have better cooperation and social interaction skills than boys, especially in cognitive and affective aspects.

Social skills are important for every individual, such as interacting, communicating, collaborating and adapting. The pandemic has impacted children's social-emotional development, causing a lack of opportunities to socialize and play (Jati & Sumarni, 2020; Fairuz et al., 2021). This is reflected in the low pre-test scores and interviews with teachers at the beginning of the observation process.

Group B children's social skills go through 4 stages of Boyett and Boyett (in Yusriadi, 2022: 230) regarding the stages of the effective learning process, among others, experience,

reflect, form concept, test concept. These stages are packaged in the Experiential Learning to Social Skills module "Outbound Fun Games for Kids". It appears that the pretest results show that the mean value is 85.90, median 86.50 and mode 87. While the Std. deviation value is 5.801. It is known that children have low social skills behavior, because on average children get scores 1 and 2 with the criteria that children do not want to socialize or tend to be excessive in behavior.

Furthermore, the treatment is applied. Furthermore, the next stage is the calculation of the posttest results of group B children's social skills where the mean obtained is 111.60, median 113.00, and mode 104. While the Std. deviation value is 10.791.

Table 1. Pretest and Posttest Results of Social Skills of Group B Children

<u>Deskripsi</u>	<u>Pre Test</u>	<u>Post Test</u>
Mean	<u>85.90</u>	<u>111.60</u>
Median	<u>86.50</u>	<u>113.00</u>
Modus	<u>87</u>	<u>104</u>
Std. Deviasi	<u>5.801</u>	<u>10.791</u>
Max	<u>96</u>	<u>127</u>
Min	<u>77</u>	<u>96</u>

Furthermore, based on the pretest and posttest data, the Wilcoxon test was conducted with the help of SPSS for windows, as follows:

Table 2. Wilcoxon Test Results Social Skills of Group B Children (Ranks)

		<u>Ranks</u>		
		<u>N</u>	<u>Mean Rank</u>	<u>Sum of Ranks</u>
<u>Post Test - Pre Test</u>	<u>Negative Ranks</u>	<u>0^a</u>	<u>.00</u>	<u>.00</u>
	<u>Positive Ranks</u>	<u>10^b</u>	<u>5.50</u>	<u>55.00</u>
	<u>Ties</u>	<u>0^c</u>		
	<u>Total</u>	<u>10</u>		

Table 3. Hasil Uji *Wilcoxon* Keterampilan Sosial Anak Kelompok B (Test Statistic^a)

<u>Test Statistics^a</u>	
	<u>Post Test - Pre Test</u>
<u>Z</u>	<u>-2.803^b</u>
<u>Asymp. Sig. (2-</u>	<u>.005</u>

<u>tailed</u>	
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The picture of children's social skills shows an increase from pretest to posttest after treatment. The change in pretest to posttest scores indicates a significant difference after being given treatment in the form of fun outbound games packaged in the form of an Experiential Learning to Social Skills module "Outbound Fun Games for Kids". In line with research Safitri et al., (2020) which states that fun outbound is an appropriate activity used to improve social development. Fun outbound games are intended to facilitate children in expanding their knowledge through play activities that involve experiential learning. The basic concept of experiential learning in John Dewey's view is that learning occurs through direct experience which involves understanding concepts and knowledge gained through real tasks (Sugiyanto, 2013). Then the research conducted by Boyett and Boyett (in Yusriadi, 2022) regarding the stages of learning experience, reflect, form concept, test concept, is also a supporting reason that outbound games can help improve understanding of children's experiences through a series of stages. Outbound activities help children become more confident, interact, cooperate, and communicate (Ardho, 2019).

Group B children were given ten games in the treatment designed to achieve two variables according to the research objectives, namely interpersonal behavior and self - related behavior. Each game was designed to develop various social skills. The first game, "hearsay", aims to improve children's ability to keep other people's personal information private. The game is conducted by asking children to share some words in secret with a friend without being heard by others. The concept of this game is based on Garden's theory which describes the importance of interpersonal intelligence in understanding and managing emotions and building good relationships with others (Zeniarti et al., 2015).

The second game is an interpersonal behavior game, which involves collecting color balls with the aim of strengthening children's ability to solve problems with the help of friends. Children are invited to collaborate to bring the ball from one place to another using paper media. This requires them to reach an agreement with a partner in finding the draw point. In line with John Dewey's view on the importance of problem solving as part of learning. Problem solving not only improves cognitive abilities, but also improves social skills when done by involving others (Utami et al., 2017; Lestari, 2020).

The third game, filling water in a bottle, which refers to interpersonal behavior, aims to teach children about the consequences of their actions. Children are asked to move water

using a spoon into a bottle. So the child is forced to make a choice where the child can move quickly with the risk of turbulent and spilled water or move slowly and calm water, but lose quickly to other children. This concept is in line with Skinner's view of how responses to the environment shape a person's personality about the importance of rewards and punishments in response to behavior (Isti'adah, 2020: 78).

The fourth game, ask the shoe, refers to interpersonal behavior. The aim of the game is to encourage children to start conversations with others by finding out the owner of the shoes they are holding. This game emphasizes the importance of speech and language as a tool for social interaction. In line with the view of (Etnawati, 2022) and Vygotsky's theory of the role of language in managing behavior and social interaction.

The fifth game refers to interpersonal behavior, namely, dodge ball, which aims to teach children to take care of their bodies by avoiding balls thrown by opponents. Maintaining and caring for the body is part of the habituation carried out by children. The stimulus for habituation behavior is carried out from an early age to prevent disease and health problems (Ulfadhilah et al., 2021).

The sixth game refers to self - related behavior, namely, healthy spoons with the aim of children being kind to themselves. This game requires children to be able to take healthy food for their bodies According to Borba (in Agusniatih & Monepa, 2019) this can lead children to be responsible for themselves, for example maintaining cleanliness, tidying up, and so on.

The seventh game refers to self - related behavior, namely speak with action with the aim of helping children express their feelings by acting out the movements and or sounds of animals, without using words that refer to the animals. This is based on Hurlock's theory of children's social behavior patterns which highlights the tendency of preschoolers to imitate and like dramatization (Virgiana, 2017).

The eighth game, marbles racing, refers to self - related behavior. The purpose of this game is to practice good manners. The child is asked to carry the marbles with a spoon in the mouth, and look down when passing the bottle as a symbol of parents. This is done to develop social skills referred to as prosocial behavior. Piaget's theory shows that preschool children have limitations on their understanding of other people's perspectives, aspects of cognitive development of children who are in the preoperational stage with egocentrism characteristics according to Santrock (in Prima, 2018).

The ninth game, looking for treasure, refers to self - related behavior. This game aims to train children in helping others. Children must find the letters as treasure according to the

clue card they get. While their friends help by reminding the clue card. Research shows that the presence of peers helps improve children's social relationships and adaptability to their environment (Melinda & Izzati, 2021; Andangjati et al., 2021).

The last game is opposite which refers to self-related behavior. The purpose of this game is to train children to obey commands and rules given by adults. Vygotsky's theory highlights the importance of language in helping children's social development, including the ability to accept orders and new learning (Khosibah & Dimiyati, 2021).

The highest increase in children's social skills is in the indicator of children being able to cooperate, while the lowest is in the indicator of children finding solutions if there are friends fighting. External factors such as introverts and extroverts also affect the level of children's skills (Zubaidah, 2017; Istichori et al., 2020).

The results of this study provide insight into improving the social skills of group B children. A fun and varied learning atmosphere such as outbound can provide opportunities for children to interact, move actively, and think about solving problems.

However, this study has several limitations that need to be considered, including a limited research sample of only 10 (ten) children whose data were analyzed, resulting in methodological limitations in statistical analysis using nonparametric analysis so that the results of this study cannot be generalized to the population outside the research sample. In the process of measuring social skills, researchers only use observation checklists. Limitations in finding observers who have the ability to observe social skills require a long time for the data collection process and a reliable interrater process. Environmental factors were not considered in the study, thus affecting the optimization of treatment delivery. The limitations of this study need to be overcome in research with similar themes through increasing the number of subjects, triangulation in collecting data on children's social skills, and increasing the type of experiment not only quasi-experiments but can be planned using pure experiments so that the results can be more generalized to a wider population.

CONCLUSION

Based on the description of the results and discussion, it can be concluded that the social skills of group B children at TK ABA Karangunti are in the low category. The low social skills of these children are due to various factors that often occur around children. The provision of outbound games through the Experiential Learning to Social Skills module

"Outbound Fun Games for Kids" on children's social skills in this study showed an increase. Thus, this outbound game can be used as one way to improve children's low social skills.

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