



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

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Abstract

This study aims to determine the effect of outbound games in the Experiential Learning To Social Skills module "Outbound Fun Games For Kids" on the social skills of group B children in TK ABA Karangkunti. This study used a pretest posttest design. The research sample consisted of 10 children. Social skills data collection was carried out using a checklist observation guideline on an interval scale. Experimental treatment was given in 10 outbound games. The pretest and posttest results were analyzed using Wilcoxon technical analysis through SPSS for windows. The results show that the use of the Experiential Learning To Social Skills module "Outbound Fun Games For Kids" can improve the social skills of group B children in ABA Karangkunti Kindergarten.

Keywords: social skills, post pandemic, outbound games

INTRODUCTION

Early childhood is in a golden age, which means a period when the child's brain develops rapidly. This period is a period 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 when learning. One of the important developments that children have 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 social sphere (Indanah & Yulisetyaningrum, 2019: 221).

Social development includes aspects of social skills. Social skills are individual abilities in forming two-way communication with other people in order to solve a problem (Bali, 2017: 224). Thus, it is important for early childhood (AUD) to have social skills so that there is acceptance from the community which is related to the level of socialization in their environment. According to Cartledge & Milburn (in Hidayat & Wagino 2014: 6) 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 factors. Based on the results of interviews with ABA

Karangkunti Kindergarten teachers in the initial study it was shown that the factor causing the low social skills of children was the effect of the pandemic that hit world countries including Indonesia. The existence of this pandemic has caused the learning system to use an online system. Furthermore, with the establishment of an online system, parents need more attention, such as aspects of children's social skills that are still being taught even though the pandemic is ongoing. This is similar to Intanuari's opinion (2020: 118) which states that the factors causing children's social skills have decreased due to the pandemic which has been exacerbated by children's parents who find it difficult to share their time, lack of skills accompanying children, and not providing interactive children's games.

The other factor is the low social skills of children, namely the teacher does not know the right learning method. The reason is that teachers are coaches for early childhood in raising 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: 4). Then there is the excessive influence of gadgets on children which causes children to become closed, lazy to do activities, and reluctant to socialize with other people. This is evident from the statement by Rihlah et al (2021: 52) 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 to improve children's social skills, one of which is research conducted by Kosanke (2019: 4) with the result that children's social skills increase by implementing cooperative games, but this has not shown optimal results. Similar to this research, Amin (2022: 198) conducted research with teachers carrying out a series of activities, both strategies and evaluating the development of social skills related to communication and interaction, but the results of the research stated that there had not been optimal results from what he was doing. Conditions like this need to be followed up by providing game activities that are adapted to the principles of child development.

One of the game activities that AUD can do is learning activities through outdoor play. One of the AUD learning models to improve the social emotional aspects of children is by holding outdoor activities in the form of outbound (Subiyanto & Hasibuan, 2014: 3). The reason why outbound was chosen as a good learning model for improving children's social skills is that learning is appropriate to the child's age (Hamzah, 2015: 59). This is supported by Rahmianti (2020: 62) who explained that outbound can train children's social skills, namely, waiting their turn, obeying rules, cooperation, and tolerance.

Susari (2016: 123) explains that there is a positive impact on outbound activities, namely increasing the spirit of competition, courage, self-confidence, and developing the

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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 to develop potential for children. Therefore, this positive impact makes the audience superior.

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 for pure experimental research are the treatment given by the control group and no randomization, so that if these conditions are not met, the research will enter into a quasi-experimental design. Therefore the experimental research design with the research design used quasi-experimental. This is based on the subject taken only amounted to 10 children. The design of the quasi-experiment without using a control group, namely the one-group pretest-posttest design.

The research population at TK ABA Karangkunti in group B was 33 children. The research sample based on the results of purposive sampling was 10 children. Then the data collection technique used is in the form of observation with an observation checklist guide sheet as a support. The data analysis technique uses the Wilcoxon test with the help of SPSS for windows.

RESULTS AND DISCUSSION

The social skills of group B children by going through the 4 stages of Boyett and Boyett (in Yusriadi, 2022: 230) regarding the stages of the effective learning process include, 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, the median is 86.50 and the mode is 87. Meanwhile the value of Std. deviation is 5,801. It is known that children have low social skill behavior, because on average children get scores of 1 and 2 with the criteria that children do not want to socialize or tend to overdo it in behavior.

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

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

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

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

Table 2. Wilcoxon Test Results for Group B Children's Social Skills (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		
a. Post Test < Pre Test				
b. Post Test > Pre Test				
c. Post Test = Pre Test				

Table 3. Wilcoxon Test Results for Group B Children's Social Skills (Test Statistics)

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

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

In accordance with the Wilcoxon test results table, it can be concluded that there was an increase from the pretest to the posttest data. This is proven in table 2 that the positive rank value of social skills pretest and posttest with 10 positive data (N) has increased social skills. Then in table 4. Based on the statistical test output, it is known that Asymp.Sig. (2 tailed) has a

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value of $0.005 < 0.05$, so it can be concluded that there is an effect of outbound games on the social skills of group B children.

The description of children's social skills shows an increase in pretest to posttest after being given treatment. The change in pretest to posttest scores showed that there was a significant difference after being given treatment in the form of fun outbound games packaged in the form of the Experiential Learning To Social Skills module "Outbound Fun Games For Kids". In line with research by Safitri et al., (2020: 99) which states that fun outbound is an activity that is appropriate for enhancing social development. Then the research conducted by Boyett and Boyett (in Yusriadi, 2022: 230) regarding the stages of learning experience, reflect, form concept, test concept, also supports the reason that outbound games can help improve understanding of children's experiences through a series of stages.

Based on this description it can be concluded that the fulfillment of social skills is something that needs to be fulfilled, because every human being will still need interaction with other human beings in order to adapt and keep up with the times. In line with Jati & Sumarni's research (2020: 780) the impact of the pandemic on children's social-emotional development can be seen, where children are required to study at home causing children to become less social. This is in accordance with research conducted by looking at the low pretest scores conducted by researchers, and supported by interviews in the initial observations.

CONCLUSION

Based on the description of the results and discussion, it can be concluded that the social skills of group B children in Karangkunti ABA Kindergarten fall into the low category, that is, some of the children's social skills after the pandemic did not develop optimally. The low social skills of these children are due to various factors that often occur around children due to pandemic conditions. Providing 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 a way to improve low social skills in children.

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