



## Outbound Games to Enhance 5-6 Aged Children's Social Skills

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### Abstract

Social skills play an important role in the academic and social success of early childhood, but teachers are not stimulated optimally. This study investigated the impact of outbound games on the social skills of group B (5-6 years old) 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 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) 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 all, 2015).

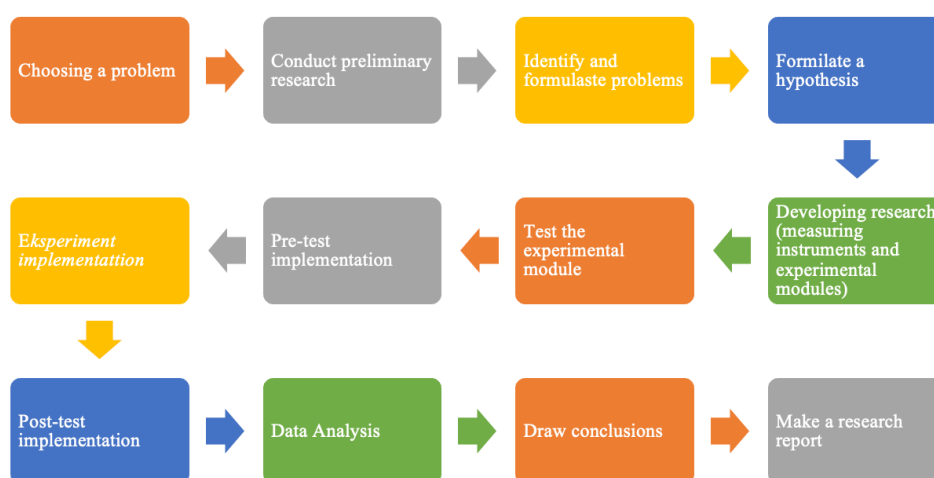
The importance of skills for early childhood needs to be followed up by teachers with efforts to improve children's social skills. Childhood as a period of play provides flexibility for teachers to develop a variety of play that suits the needs and interests of children. This study aims to determine the effect of outbound games on the social skills of group B children at TK ABA 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.

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.

## **METHOD**

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.

The study population at TK ABA Karangunti 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 Karangunti 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 in **Figure 1.** is used to determine the effect of outbound games to improve children's social skills.



**Figure 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) 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 5-6 Years Old 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

Furthermore, based on the pretest and posttest data, the Wilcoxon test was conducted with the help of SPSS for windows, as following **Table 2.** and **Table 3.:**

**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 <sup>a</sup>	.00	.00
	Positive Ranks	10 <sup>b</sup>	5.50	55.00
	Ties	0 <sup>c</sup>		
	Total	10		

**Table 3. Wilcoxon Test Results of Social Skill Children Aged 5-6 (Statistic<sup>a</sup> Test)**

Test Statistics <sup>a</sup>	
	Post Test - Pre Test
Z	-2.803 <sup>b</sup>
Asymp. Sig. (2-tailed)	.005

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. Thus, 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 & Dimyati, 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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