

EFFORTS TO DEVELOP HIDE AND SEEK GAMES ON EARLY CHILDHOOD SOCIAL-EMOTIONAL SKILLS

1stDhian Kurnia Kusumawati

dhiankurnia4@gmail.com

UIN Prof. K.H. Saifuddin Zuhri Jl.Jend.Ayani No 40.A Purwokerto

Abstract.

With hide and seek games Research is based on the results of experience and observation that early childhood who are sometimes ignorant continue to fight or fight because of lack of socializing. Finally, in getting along, it's boring so that children don't get along well or don't get along well with fellow friends. This study used an approach with early childhood subjects with a total of 14 children consisting of 5 boys and 9 girls. Research is carried out through observation. The conclusion of the results of this study is that the results of children in observation I get 55%, observation II get 70%, observation III get 90%, then with that there is an increase in each cycle in hide and seek games can improve social skills in emotional socialization of children in games. Based on the conclusions of the results of his research, namely: (1) The purpose of hide and seek games can develop social emotional skills in early childhood. Therefore, it supports the creation of a pleasant atmosphere. (2) It is still necessary to research continuously, to prove whether hide and seek games can improve early childhood social emotional skills.

Keywords : Hide and seek game, Social emotional skills, Early childhood

INTRODUCTION

To improve abilities and creativity in accordance with the stages of child development through development activities in the field of basic abilities which include physical, motor, cognitive, language, social-emotional abilities as well as religious and moral values. So that one of the basic abilities of children that must be optimized is social emotional skills. Children's social-emotional skills can develop well if children are able to understand the feelings of others when interacting in everyday life. Social emotional ability is a child's sensitivity to understand the feelings of others when interacting in everyday life (Suyadi, 2010: 109).

Social emotional skills that must be possessed by children aged 5-6 years according to Meggit (2013: 148) are able to interact with adults and other children, form and maintain friendships with other children, can be responsible for their duties, understand the rules that apply in different places, can cooperate with friends, want to share and queue, able to hide and manage feelings when in certain situations, and able to show empathy to others.

A group of individuals and unwilling to cooperate with other children. This can be seen when there are children who do not want to play together with their friends, children tend to do their own activities and do not want to be with their friends, there are also children who are willing to play or cooperate only with friends they like, so that the child tends to choose friends, there are children who already have enough social emotional skills, this is seen When children are willing to cooperate with their friends while playing, Seen from the aspect of lack of interest of children to be willing to play with friends, children feel less happy when playing with friends or children are less willing to interact with fellow friends. In addition, to develop children's social-emotional skills less interesting and less enjoyable, providing appropriate stimulation to children is very important to help child development.

Hurlock (in Susanto, 2011: 48) who said that the potential of children should be well stimulated and adjusted to the conditions of children's needs so that children's growth and development can be achieved optimally.

Referring to his opinion Sujiono (2009: 132) who said that through play children can develop all their potential optimally, both physical and mental, intellectual, and spiritual potential. Optimizing social emotional skills in children can use a game. One of the traditional games that can develop early childhood social skills where children really like play activities, with play children can immediately iterate with their friends, as parents must always remind by limiting safe play for early childhood, so that children can also be disciplined in time or always member the time for example (mealtime, prayer, rest, study), through play child development develops into an intelligent child In good social emotional, because at this age children will develop their creativity uniquely when with friends, the child in question is a child in the age of growth from 0-6 years, at this age early childhood is very enthusiastic when invited to play especially outdoor play or open places such as in the yard and park or garden. (Tasliyah et al., 2020).

In early childhood one of the developments can be developed is the social emotional aspect because children can show self-awareness, able to take responsibility for themselves and others through guidance, by motivating them also able to behave prosocially, with the game the child will learn how to carry out his role, whether the child is consistent with his choice or not, traditional games in Indonesia are the attraction of this hide and seek game is a game that is flexible and easy to play in early childhood, so it is very well applied to early childhood and early childhood education plays a role in determining how children will be in the future because at this age children are in the stages of growth and development, especially at the stage of socialemotional development, by always giving more attention, motivation and accompanying children so that children grow and develop optimally, through hide and seek games can develop early childhood social emotional well, that early childhood social emotional can be formed by playing (Sari et al., 2020)

METHOD

Research on the effect of hide and seek games on early childhood social emotional abilities was conducted with the research method used was an observation method in early childhood totaling 14 children, consisting of 5 boys and 9 girls. The type of research is research aimed at developing early childhood socialemotional skills through hide and seek games with observation and documentation methods. Early childhood observation research in an effort to develop

RESULT

For the results of his research, it can be seen that there is a difference in the results of early childhood social emotional abilities

Tables

Observation	Result	Information
I	55%	Unfinished
II	70%	Unfinised
III	90%	Tuntas

So it has been shown that there are changes in the results of children's social emotional abilities before and after doing hide and seek games

Information

early childhood social-emotional skills through hide and seek games, and observations to determine activeness in hide and seek games that need to be done in this study are comparing children in playing with friends (percentage who get 3 stars and 4 stars) between early childhood.

with formulas : $P = \frac{f}{N} \times 100\%$

P	: Percentage of children who get a certain star
F	: Number of children awarded a certain Star
N	: Total number of children

The subjects in this study were all population numbers, namely early childhood, for data collection used in this study, namely observation and documentation. The type of observation used is the participant, in this participant observation the researcher observes what is done by the child in doing a game of hide and seek and what will be studied is the subject studied, . While the documentation in this study in the form of photos of children's play activities is a complement that the planned activities have been carried out.

DISCUSSION

Children's social-emotional abilities experience positive changes after applying hide and seek games. This can be seen from the results of observations that have improved well. From the results show that the results obtained with the game through the application of the petakumpet game went well. Fun play activities are hide and seek games that are done repeatedly so that children can develop their social-emotional skills well. Children's social emotional skills include being able to cooperate with friends which is seen from the aspect of being willing to play with friends, happy when playing with friends, and willing to help each other fellow This hide-and-seek game agrees with Meggit (2013: 148) who said that the social emotional abilities possessed by early childhood are able to interact with adults and other children, form and maintain friendships with other children, can be responsible for their duties, understand the rules that apply in different places, can cooperate with friends, want to share and queue, are able to hide and control feelings when in situations certain, and able to show empathy to others. The above opinion is in line with his opinion (Suyadi, 2010: 109). That said, social emotional skills are children's sensitivity to understanding the feelings of others when interacting in everyday life. Hide and seek games are fun games that can help develop children's socialemotional skills. In line with his opinion, Achroni (2012: 69) who said that hide and seek games can train children's social-emotional skills in terms of training children to want to play together with others, train children's cooperation in terms of being willing to help fellow friends, and can provide joy to children when interacting with friends friends.

CONCLUSIONS

Based on the formulation of the problem, it can be concluded that the provision of treatment in the form of hide and seek games can affect the improvement of early childhood social emotional skills has been proven to be better than before doing hide and seek games that tend to be alone or have no friends, thus making children sometimes nosy, quarreling or fighting.

References

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