# IMPROVING THE EFFECTIVENESS OF COOPERATIVE GAMES SOCIAL SKILLS EARLY AGE CHILDREN

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Abstract

The purpose of the research is to improve the social skills of children with cooperative games. The benefit is to test the effectiveness of cooperative games in improving social skills. This study uses experimental design pretest posttest control group whose purpose is to measure the condition of the experimental group and control group before and after treatment with the number of each child in a group of 22 people. Characteristics of the sample was aged 5-6 years, have low social skills, 13 men and women 9.Data collected by observation and interview. Analysis technique used is the analysis of variance. The results showed that the cooperative game affect the improvement of social skills of children. Based on these results it is suggested that teachers use cooperative games to improve children's social skills.

Keywords: Cooperative Games and Social Skills

## Introduction

Preschool period is a very important period in the development of children because of the social interaction that occurs in the future will determine the basic attitudes and behavior relating to other people, groups and the social life at large. Children at the preschool began entering formal environment that is different from the family environment, the child began to enter the school environment. Changes in the child's environment of family environment kelingkungan school course requires an ability to make adjustments to the new environment.

Statistical report presented by Alisyahbana (Ayahbunda 2010) that more than 13% of all children sit in class 1 elementary school, they suffer from learning difficulties with a high percentage for socialization and communication difficulties and the remaining 65.2% math and reading.

Many complaints from parents or teachers about children's attitudes lazy to go to school until separation anxiety with parents. Even the complaints do not like school not only in preschool children, but also in

elementary school through high school students in different levels. One of the factors that affect it are the low social skills that adversely affects the child's social skills and affect academic ability. Boyum and Parke (1995) summarize the results of research and concluded that social relations are problematic in childhood was found to predict problem behaviors such as school dropout, criminality and psychopathology in the later period.

From several studies proved that children who had low social skills rejected by her friends, they can not get along well even they do not have the ability to make friends with other people. These kids are in high risk of developmental disorders in older age.

In children aged 5-6 years can begin to be formed in the peer group. through the group began to develop a child's social activities; children learn to work together, get to know the rules of the group, understand others and develop friendships that will develop social skills. Contact that occurs with peers intensified and the children begin to affect each other. It can be used as a means for children to learn social skills through life friends or learn to work together by playing together. Kindergarten also prepare

children physically and psychologically so that he is able to tread new world of more convenient and make the kindergarten as a fun place for children to play and learn and develop themselves as social beings. One of the games that can be done is boy cooperative game where children learn to work together for a common goal, they are able to encourage each other and support.

Meanwhile, the fact that there are currently many emerging electronic game that is individualized, so it does not develop interactional patterns with peers or less able to develop personal and social adjustment of children. Often parents give the game more focused on cognitive development that does not require interaction with other friends and make a calm child being forced to think. The game, for example; video games, nintendo, play station and other types of the same game.

Based on the survey results and field observations on two kindergarten schools located in District Patumbak Deli Serdang there are things that indicate that the child's social skills are still low.

## Materials and methods

### Social skills

Moeslichatoen suggests a three-step development of social skills that children learn in kindergarten is related to skills; (1) build relationships with other children, there are several approaches that can be implemented with regard to the skills to get along. Children learn how to express ideas with other children, kids learn to defend themselves, demanding rights in a way that is acceptable, accept turn, communicate desires and negotiate in a way that is acceptable group, is defending her, asking to be able to use the tools of the game, waiting for their turn using the equipment, expressed a desire to do something to another child, (2) developing relationships with groups, children learn to be able to participate and improve group relationships, improving interpersonal relationships, to know the identity of the group and learn to work together in groups, including schedules and mantaati activities play together. Children also learn to respect the rights, feelings and property of others, and learn to be patient waiting for their turn to perform a deed (3) establish themselves as individuals, responsible child to help themselves and keep

themselves, children can work closely with other children without disruptive and unable to communicate, the child can receive a rejection or painful feelings and disappointment of the group, for example: do not win a game a friend, an agreement in the sharing game, children also learn to recognize the limitations of the other child's condition so that the child can understand the form of what can be given to the child

**Cooperative game**

Cooperative game is a game in which children share the goods during a certain period, follow the rules made, resolve disputes, to help each other and share a group role (Craig & Kermis, 1995). It is a real social interaction as children play with other children together. As the maturity of the child, then the game is really a cooperative game, in a game that children learn to work together for a common goal, was able to give encouragement and support, assumes responsibility either to themselves or others, and use social skills associated with the group, further that the cooperative game may be useful to promote social interaction and things that need to be considered in the game; (1) involving children alone or

abandoned, start the game and invite other children to play, (2) share and take turns, (3) other children with a gentle touch, help other children who have difficulty falling or, (4) sweet talk with classmates, calling a classmate by the name they love, attention and commenting on classmates advantages than disadvantages (Cartledge & Mailburn, 1995). Examples of cooperative game is musical chairs (Harrison, 1976 & Orlick 1982) and rabbit relay (Fullerton, 2000)

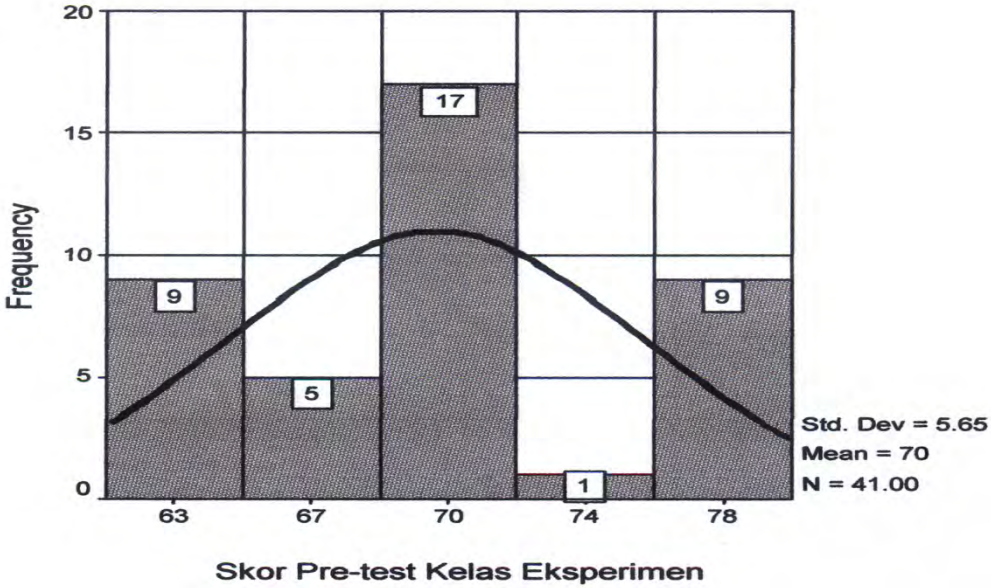
**Result and discussion**

**Results of pre-test**

Data grader experimental social skills are as follows: maximum value of 80, a minimum of 62 with an average of 70.146, standard deviation 5.6406 and variance 31.87. Frequency distribution can be seen in the table below:

Table 1: The frequency distribution of data in social skills pre-test experimental class

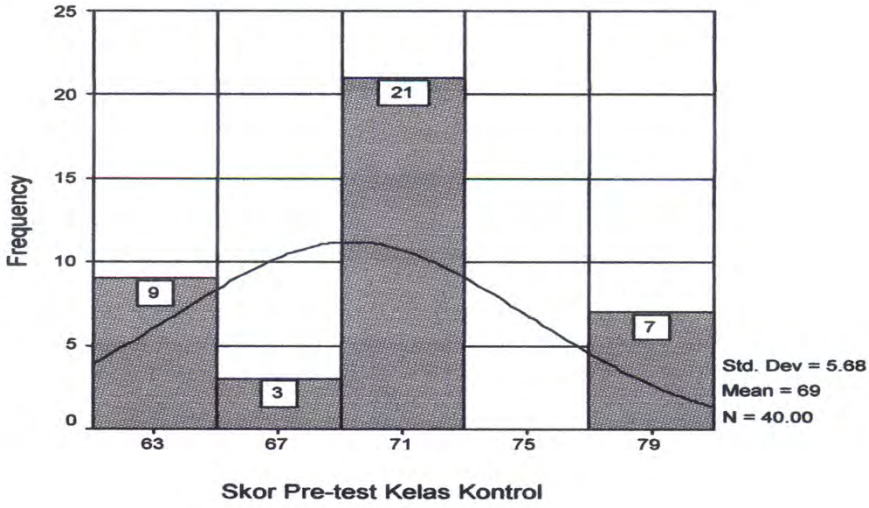
| Kelas Interval | Frekuensi | Persen |
|---|---|---|
| 61 – 64 | 9 | 21.95 |
| 65 – 68 | 5 | 12.20 |
| 69 – 72 | 17 | 41.46 |
| 73 – 76 | 1 | 2.44 |
| 77 – 80 | 9 | 21.95 |
| Jumlah | 41 | 100 |




Data grader control social skills are as follows: maximum value of 81, a minimum of 61 with an average of 69,3250, standard deviation 5,68122 a nd variance 32,2762. Frequency distribution can be seen in the table below:

Table 2: The frequency distribution of data in social skills pre-test control class

| Kelas Interval | Frekuensi | Persen |
|---|---|---|
| 61 – 64 | 9 | 22.5 |
| 65 – 68 | 3 | 7.5 |
| 69 – 72 | 21 | 52.5 |
| 73 – 76 | 0 | 0 |
| 77 – 81 | 7 | 17.5 |
| Jumlah | 40 | 100 |

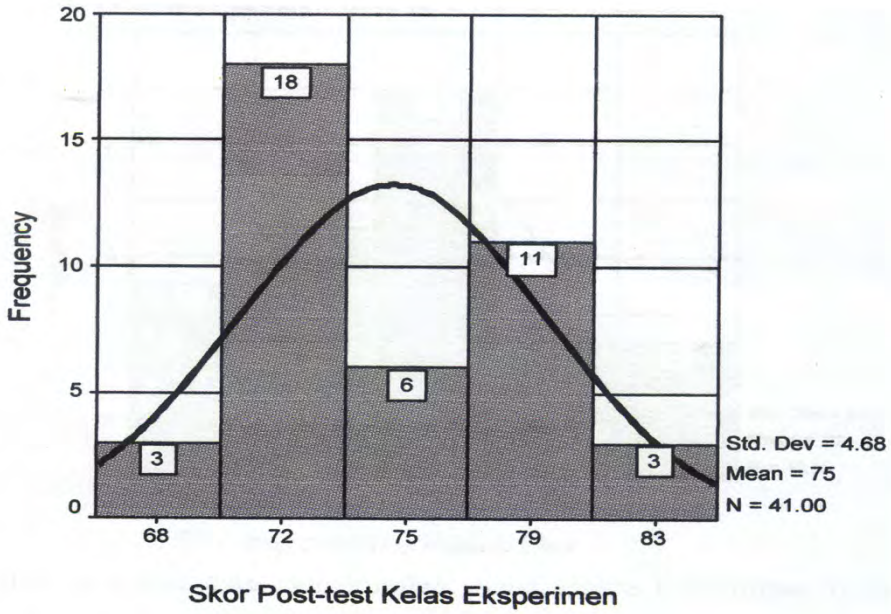



**Result Post Test**

Data grader experimental social skills are as follows: maximum value of 85, a minimum of 67 with an average of 75,0588, standard deviation 4,67948 a nd variance 21,89756. Frequency distribution can be seen in the table below:

Table 3: The frequency distribution of data in social skills pre-test experimental class

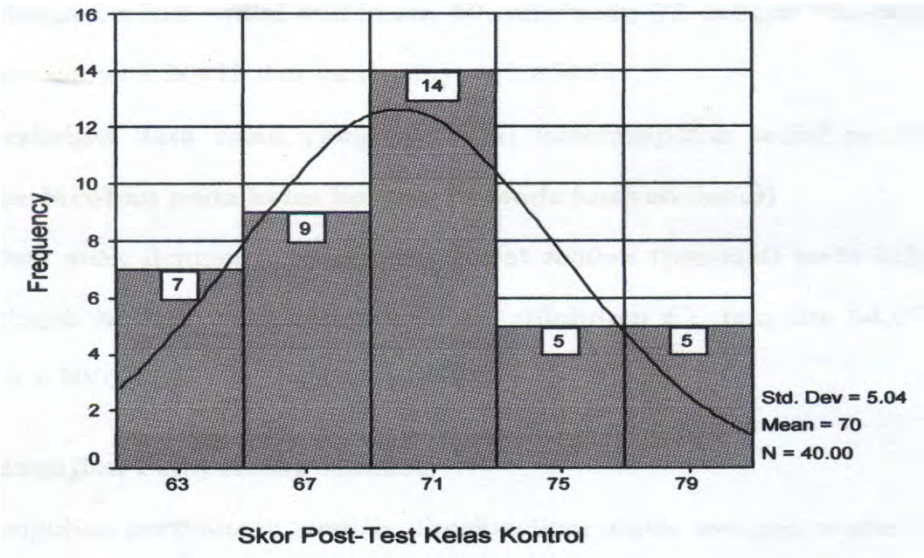
| Kelas Interval | Frekuensi | Persen |
|---|---|---|
| 66 – 69 | 3 | 7.32 |
| 70 – 73 | 18 | 43.90 |
| 74 – 77 | 6 | 14.63 |
| 78 – 81 | 11 | 26.83 |
| 82 – 85 | 3 | 7.32 |
| Jumlah | 41 | 100 |




Data grader control social skills are as follows: maximum value of 80, a minimum of 62 with an average of 69,90, standard deviation 5,04238 and variance 25,42564. Frequency distribution can be seen in the table below:

Table 4: The frequency distribution of data in social skills pre-test control class

| Kelas Interval | Frekuensi | Persen |
|---|---|---|
| 61 – 64 | 7 | 17.5 |
| 65 – 68 | 9 | 22.5 |
| 69 – 72 | 14 | 35.0 |
| 73 – 76 | 5 | 12.5 |
| 77 – 81 | 5 | 12.5 |
| Jumlah | 40 | 100 |




Social skills of children who perform cooperative game is higher than the social skills to children who do not perform cooperative game, based on t he results of the analysis can be concluded that there is an interaction between cooperative games with social skills. Children with high social skills increasingly able to interact well thus improving their social skills, while for students who have low social skills, game koopertif very appropriate to encourage the development of social skills so that they can acquire social skills that are not much different from the students who have high social skills not perform cooperative game. This cooperative games provide a social interaction in which the individual with all the potential and personality dispositions influence and are influenced by the environment. Vice versa, this is because the game is able to foster the establishment of cooperative social skills such as

teamwork positive because negates individual competition. This is in accordance with the opinion of Slavin (1995) which states that the three concepts in cooperative game, namely; (1) appreciation group, (2) be responsible for themselves and (3) have the opportunity to work together.

Award; success of the group is the responsibility of each individual. Support group for each individual to determine the success of the group. All individuals will be rewarded based on the criteria they specify when they make mistakes. Responsibility of each individual to refer to the group's success and progress of the group is dependent on the intensity of involvement in the study individually or the entire group.

Be responsible to yourself; in this case accountability is a sense of responsibility that focuses on the members of the group to develop a relationship of mutual help and convince everyone in the group in the development of the material that has been given. Mutual support and self-belief in every individual that they have the potential developed, with this providing the freedom and confidence of individuals,

Having the opportunity to work together; children are able to contribute to the group. In this case the child's

ability is recognized both for children who have a high or low cooperative capability. Each child is motivated to develop ideas and concepts that have been possessed by each individual. Sense of appreciation for the ability to strongly support the children cooperate in achieving a higher social skills, and the support to make improvements that make them more productive, creative and innovative.

**Conclusion**

Based on the data that has been obtained from experimental studies with data processing was done by using the t test and statistical analysis of variance (ANOVA), which aims to see the effect of the application of cooperative game described in the form of steeper and low social skills and interactions between the application of cooperative games and social skills conducted found that the results of children who perform cooperative game has a higher social skills than children who do not perform cooperative games, cooperative games thus very well done on children who have problems in their social skills.

The results obtained in this study can be used as input for teachers, especially kindergarten teachers that by performing cooperative games can improve social skills of

children who ultimately can improve the effectiveness and efficiency of learning.

Conduct cooperative games make children to be creative, children feel a sense of responsibility in achieving a higher social skills and children learn through direct experience so that the interaction between method and cooperative abilities.

It is therefore recommended to the kindergarten teachers to implement cooperative game, because this method is proven to improve the social skills that can make a child be interactive, communicative and responsible.

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