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Increasing Socio-Emotional Competence of Children through *Boy-boy* Traditional Games with the Experiential Learning Method

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Abstract. *Socio-emotional competence is important in children's development, because it can help the children to solve their problems, increase prosocial behavior, form good relationships, and adapt to growing and complex demands. Lack of socio-emotional competence in the early stages of development is associated with bullying, low problem solving, social isolation, rejection of relationship with peer, lack of skill in taking responsibility, and involvement with crime. A total of 60 male and female subjects aged 9-12 years were divided into three research groups, namely the experimental group 1 who received the boy-boy game method with experiential learning, the experimental group 2 who played only boy-boy, and the control group. Method used is a quasi-experimental with a pretest-posttest subject design. Data analysis used Kruskal Wallis and Mann-Whitney, and the scale used was the Socio-Emotional Competence Questionnaire which was measured at the pretest and posttest. The results showed that there were significant differences between the three groups ($P < 0.000$), and there was an increase in three aspects of socio-emotional competence in children through boy-boy with the experiential learning method compared to those only playing boy-boy. Therefore, in order to increase the competencies that children need for the future, boy-boy become an alternative learning media through experience. With feedback from the games, children will get new knowledge to be applied in daily life.*

Keywords: *children ; socio-emotional competence ; traditional play*

INTRODUCTION

Childhood holds an important stage for building socio-emotional competence. Since development aspects, such as social, are considered sufficient to complete a task and have various ways to initiate, form, and maintain social relationships. Socialization ability is also indicated by the emotional aspect of which the impulsivity begins to decline due to the attention distribution which is not only given to family but also other people. Therefore, they are considered capable of planning and a process to control others and have skills in regulating their behavior (Colins, 1984). Changes in the aspects of social, emotional, and cognitive development will occur from adolescence to adulthood. Along with developmental age, they also gain broader communication experience from peers and adults around them in various social contexts. This interaction should be improved during childhood so that they achieve not only socio-emotional competence, but also academic competence. Research conducted by Coplan et al. (2015) found that children who were more involved in social interactions had positive perceptions of peer relationships and had lower levels of

anxiety, depression symptoms, and loneliness. Lack of stimulus in socializing will lead to shyness, which is a feeling of doubt and discomfort in social relationships and in situations of receiving social evaluation (Karevold et al., 2012).

Building positive relationships in social interactions have an impact on developing positive emotional perceptions. It will affect the ability to understand other's emotions and emotion regulation (Eisenberg, 2014). Understanding the emotions of oneself, others, and the cause and effect of the contexts creating emotions are important in evaluating social situations. Understanding emotions will facilitate children to shape prosocial behavior, healthy relationships with peers, and be accepted by their surroundings.

Expression of appropriate and positive emotion based on the interpretation of social situations leads children to maintain good relationships compared to those who exhibit feelings of anger or complaining. It may affect social abilities and a lack of emotional understanding of oneself and the environment (Wells et al., 2020). Research conducted by Mohoric and Taksic (2016) found that children with problems in understanding emotions had an aggressive tendency, as a consequence problems appeared in their academic and social environment.

Understanding the reasons and consequences of feelings that arise can prevent children from a misperception of emotions of others and themselves that may prompt negative emotions. The existence of emotional labeling in children is an indicator of the ability to control emotions over their anger, to calm themselves when disappointed, to learn to plan strategies in dealing with emotional situations, to develop appropriate ways to express their feelings and reasons upon emotions appearing (Kress & Elias, 2007).

Lack of development of socio-emotional competence in the early stages of development is associated with aggressive tendencies, bullying, low problem solving, social isolation from others, related to peer rejection, lack of responsibility sense, involvement with crime, drug use, economic difficulties in adulthood (Sabol & Pianta, 2012).

Establishing self-regulation, reflecting on behavior occurring, and showing a prosocial character, is a process to prevent mental health risks and problems in a school setting. It can be achieved by creating fun and free activities which have intrinsic motivation. During the development stage of children, an activity that has frequently done besides learning is playing. Playing can prevent various risks that may arise at the beginning of their life development transition. Goldstein (2012) argues that during childhood, playing is a part of life that provides many opportunities for later development.

Besides as a fun medium, playing in childhood can provide opportunities for them to learn and influence their social, emotional, cognitive, and personality aspects. Types of games that promote cooperation, problem solving, and improve interpersonal relationships can be found in traditional games. Traditional games can be easily played in open spaces and do not require expensive tools (Petrovska et al., 2013).

Traditional games are voluntary activities, can foster the ability to build interrelationships with other people, behave according to applicable norms and conditions so that one can have direct interaction with others (Purwaningsih, 2006). Traditional games allow children to learn to master their feelings so that games can be proceeded accordingly and avoid conflict (Isenberg & Quisenberry, 2012). Various benefits obtained through this traditional game are being able to control oneself, respect other members' perspectives, behave according to social norms, be independent, learn positive relationships, and build self-confidence (Kurniati et al., 2017).

Research conducted by Kovačević and Opić (2014) found that implementing traditional games at school showed an increase in the relationship among students in class and socialization

outside the classroom. Encouraging playing outside a class hour and having friends to play within spare time could promote close relationships and reduce irritating habits that are commonly found in children. Besides, the socialization during playing increased outside the classroom. It indicates that there was a set of norms and goals in their activities, helping them to connect with the group and keeping them together.

A traditional game used in this study is *boy-boyan*. *Boy-boyan* game that is usually played is a ball and several plates/flat clay (*kreweng*), then one of the group members becomes a pitcher and attempts to hit the pile of *kreweng*. Meanwhile, the guard must deceive the opponents and prevent them from piling up *kreweng* that has been hit by the ball. Values in the traditional games *boy-boyan* in relation to socio-emotional competence in children are cooperation, empathy, problem-solving, and self-control. *Boy-boyan* is a cooperative game, in which it provides forms of social interaction, such as cooperation, interaction with peers, emotion control, and sportsmanship in the game (Halawa, 2017).

Research conducted by Hamidi (2017) shows that traditional games performed by children contribute to the social competence aspect, which is cooperation. Cooperation is the foundation for social relations with children so that they can be accepted by their friends and prevent rejection. Doing activities that can improve children's development will become more meaningful if they share experiences from the activities they do together. In the process, they consider various information they obtain to achieve new experiences so they are prepared to face social situations. Thus, they experience the learning process through experience. This is an experiential learning process. Experiential learning is a method that establishes learning through experience. Children are encouraged to reflect so that they have an understanding and benefits of the games and can be applied in everyday life (Iswinarti, 2017).

Through reflection on the set of values contained in the traditional game *boy-boyan*, children will gain experiences that contribute to socio-emotional competence. Therefore, they will easily understand the experiences used in modifying and selecting new experiences that will be applied in everyday life. Research conducted by Iswinarti et al. (2016) found that groups receiving traditional games using the experiential learning method experienced an increase in social competence aspects, which are problem-solving, self-control, cooperation, and empathy. Compared to the group without the application of the experiential learning method, which only improved the aspects of problem solving and cooperation.

Based on the above explanation, the purpose of this study is to determine the improvement of children's socio-emotional competence through traditional game *boy-boyan* with experiential learning method and to determine the socio-emotional competency aspects that are noticeable. The hypotheses in this study are (H1) there is an increase in children's socio-emotional competence through traditional games *boy-boyan* with experiential learning method; (H2) there is an increase in children's socio-emotional competence through traditional games *boy-boyan* without experiential learning methods; (H3) the increasing in socio-emotional competence is higher in children exposed to the experiential learning method than those who are not exposed to the experiential learning method.

METHOD

The research method used is a quasi-experiment without randomization yet including a control group. The quasi-experimental method used is a comparison of experiment effect which aims to determine the effectiveness of the intervention given to subjects. This method is commonly

called the non-randomized pretest-posttest control group design (Latipun, 2010). The design of this study measures the variables at the beginning and the end of the study. The variable measured is the socio-emotional competence of children. Measurements in this research were carried out quantitatively with the Socio-Emotional Competence Questionnaire scale and an evaluation and reflection towards the games were conducted through interviews in the experiential learning group with the facilitator.

The experimental procedure was completed in 6 sessions. The participants with experimental group 1 were given a game in each session and evaluated in every aspect. Meanwhile, participants in experimental group 2 were only given *boy-boyan* games in each session.

School permission was done using research subjects sampled through purposive sampling, which is a sampling technique with particular considerations and goals. The subjects in this study were 60 students of grade 4 and 5 elementary schools with inclusions: aged 9 to 12 years and not those with special needs. Participants consisted of several students sampled out from 4 elementary schools in Malang.

The research instrument utilized a socio-emotional competency scale for children to adolescents in grades 3 to 12, adapted from the Zhou & Ee (2012) referring to the theory of Kress & Elias (2006). There were 25 statement items covering 5 aspects to reveal with internal consistency in each aspect, namely self-awareness ($\alpha = 0.72$), social awareness ($\alpha = 0.77$), relationship skills ($\alpha = 0.73$), self-management ($\alpha = 0.71$), and responsible decision making ($\alpha = 0.76$). This scale has alternative answers ranging from 1 (very not appropriate) to 6 (very appropriate).

The data analysis used was nonparametric since the data were not normally distributed. Testing was done with Mann-Whitney and Wilcoxon. The Mann-Whitney analysis technique was used to determine the treatment comparison between experimental group 1 treated with *boy-boyan* game accompanied by experiential learning method, and experimental group 2 treated only with *boy-boyan* game, and control group. Further, the Wilcoxon analysis technique was employed to determine the comparison of each aspect through the pretest and posttest data in the experimental group 1, experiment 2, and control group.

RESULTS AND DISCUSSION

Based on the subject and data collection techniques, the categorization criteria will be described based on the results of the socio-emotional competency pretest data in Table 1. Based on the results of the categorization, as a unit, it was found that the socio-emotional competence of children favored the moderate category, which is described as follows: 4 subjects in the experimental group 1, 5 subjects in the experimental group 2, and 5 subjects in the control group. In the low category, there were 16 subjects in the experimental group 1, 15 subjects in the experimental group 2, and 15 subjects in the control group.

Table 1.
Subject Category

Category (%)	Score Range	Experiment Group 1 (N)	Experiment Group 2 (N)	Control Group (N)	Percentage
Low	< 3,955	4	5	5	24%
Moderte	3, 955 < X > 5, 271	16	15	15	72%
Low	> 5,271	0	0	0	-

Hypothesis testing

Furthermore, researchers tested the comparison of pretest and posttest scores to determine the differences in the experimental group 1, experimental group 2, and control group using the Wilcoxon analysis technique.

Based on the results of the analysis, there was a significant difference in the pretest and posttest scores ($P < 0.05$) in the experimental group 1 with a value of $Z = -3.366$ and the experimental group 2. It indicates that there was an increase in socio-emotional competence in children using traditional games *boy-boyan* with experiential learning method and without experiential learning method. altogether, the pretest and posttest scores in each group are displayed by a chart in Figure 1.

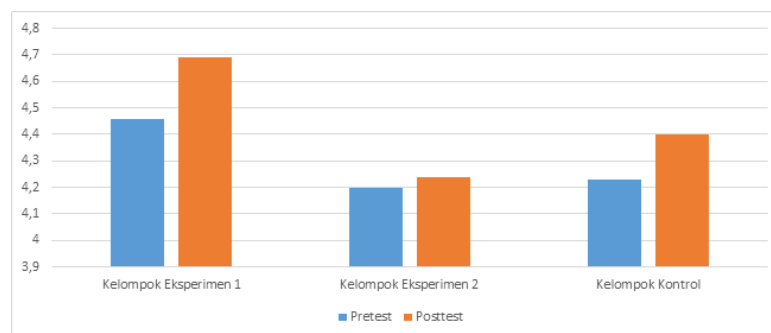


Figure 1.
 Results of Pretest and Posttest Score Analysis

Table 2.
 Test Results of Mann-Whitney among Groups

Group	Z	p	Percentage
Experiment 1 & Control	-3,510	0,000	Significant
Experiment 1 & Experiment 2	-2,658	0,008	Significant
Experiment 2 & control	-2,064	0,039	Not Significant

Furthermore, researchers tested the differences in treatment between groups using the Mann-Whitney analysis technique. The results of the analysis can be seen in Table 2 . Based on the results of the analysis, there was a significant difference between the experimental group 1 treated with traditional game *boy-boyan* with the experiential learning method and the control group ($P < 0.01$) as well as the experimental group 2 which was only treated the traditional game *boy-boyan* ($P < 0.05$). Likewise, experimental group 2 showed a difference from the control group ($P < 0.05$).

Table 3.
 Results of Wilcoxon Test with Competence Aspect of Socio-Emotional in Experiment Group 1

Competence Aspect of Socio-Emotional	Pretest	Posttest	Z	p	Information
Self-Awareness	4,98	5,01	-0,223	0,823	Not Significant
Social Awareness	4,49	4,81	-1,950	0,051	Not Significant
Self-Management	3,91	4,43	-2,296	0,036	Significant
Relationship Skill	4,40	4,88	-2,296	0,022	Significant
Responsible Decision Making	4,56	5,13	0,001	0,001	Significant

Based on the results of the analysis (see Table 3), the experimental group 1 treated with traditional game *boy-boyan* with the experiential learning method experienced a significant increase in the pretest and posttest scores in several aspects, including aspects of self-management, relationship skills, and the aspect of responsible decision making after the treatment was applied in the form of traditional game *boy-boyan* with experiential learning methods. In experimental group 2, which was only treated with traditional game *boy-boyan*, a significant increase was indicated in the pretest and posttest scores on the self-awareness aspect (see Table 4). Furthermore, the control group without treatment given showed no significant change in the pretest to posttest scores.

Table 4.
Results of Wilcoxon Test on Socio-Emotion in Experiment 2

Competence Aspect of Socio-Emotional	Pretest	Posttest	Z	p	Information
Self-Awareness	4,64	4,97	-2,548	0,011	Significant
Social Awareness	4,29	4,14	-0,787	0,431	Not significant
Self-Management	3,78	3,75	-0,649	0,516	Not significant
Relationship Skill	4,64	4,78	-0,770	0,441	Not significant
Responsible Decision Making	4,68	4,84	-1,665	0,096	Not significant

Based on the results of the study, it shows that the increase found in children's socio-emotional competence through *boy-boyan* with the experiential learning method and without the experiential learning method was due to the presence of concrete experiences learned through active interactions among children within groups. It is an effective process in finding meaning and organized new knowledge through environment-based learning such as traditional games. Through *boy-boyan* with the experiential learning method and without the experiential learning method children will pay attention, follow agreed rules, and learn to maintain good and healthy relationships with friends and adults surroundings (D. A. Kolb, 2014).

Boy-boyan game which was not performed along with experiential learning method in the control group, when viewed from the pretest to posttest scores, was able to improve children's socio-emotional competence. However, this improvement does not contribute to a real/meaningful effect on children's socio-emotional competence (Kraft, 1990).

In this study, the traditional game *boy-boyan* with the experiential learning method was only able to improve several aspects of socio-emotional competence, including self-management, relationship skills, and responsible decision making. It can be explained through the results of observations during playing. When defeated by an opponent, there was a participant who expressed inappropriate words and after reflection, the subject did not express it again in the next game. Based on the results of observations, prior to reflection, some subjects tended to be emotional (angry) when expressing opinions to others. However, after reflection, the subject revealed a change that they were able to control emotions. Besides, when one team suspected that there was cheating, some members cheered up others, reminded each other that there were rules that should not be broken, not be angry in any situation, since it was all just a game. This state signifies that there was an internalization of values in the learning process with the traditional game *boy-boyan*.

The process of change is a sign for children to be accepted by their friends, they must behave following their roles and be responsible for the decisions made. The participation of children in carrying out their roles will get an evaluation shown by the group. Thus, they will learn to have the ability to regulate their behavior and emotions (Chen, 2012).

Experiential learning, in which a facilitator is in presence, plays an important role in facilitating the learning process through experience. The facilitator guides the children by providing feedback that aims to realize and discover what is obtained through the experience of the games they play. Thus, learning involving the interaction between social and personal knowledge can establish an experience and can achieve maximum goals (D. A. Kolb, 2014). Discussion and linking it with aspects of socio-emotional competence will form knowledge and understanding of the consequences of attitudes and behavior during playing. It can help them to apply what they have learned in everyday life (Kolb & Kolb, 2019)

There are several stages in the experiential learning process. First, concrete experience is a stage that emphasizes the personal experience. Activities that stimulate concrete experience can be established through the traditional game *boy-boyan*. Through this game, the experiences that contribute the most to the learning process are those that emphasize a sense of belonging to the experience. Furthermore, there is a reflective observation stage, at this stage, children are allowed to reflect on their experiences with the games with the assistance of a facilitator to provide an objective opinion about the activities they play (Kolb, 2014)

In the next stage, there is an abstract conceptualization, which is the existence of experience and reflection, providing opportunities for children to find meaning in the activities that have happened. There is analogical reasoning therein so that they consider information that comes from the facilitator as well as from peers and adults around them with respect to what is allowed and what is forbidden. Positive feedback on their ability to socialize and express their feelings appropriately will strengthen their behavior, while bad behavior will be amended during this stage (Zigmont et al., 2011). After children are able to gain new knowledge through discussion, they are required to try out this knowledge in *boy-boyan*. Through these trials, they will increase new knowledge about applicable social norms. Furthermore, it is expected that there will be changes over time in different social settings, this stage is called active experimentation (Iswinarti, 2017).

The aspects of self-awareness and social awareness did not show a significant increase from the pretest to posttest scores. Based on the results of observations during playing, some children remained confused about the role of the defense team. When the member of the offense team hits kreweng, then the members of the defense team must pass the ball to each other to defeat the team of players. However, some children helped the offense team to pile up kreweng. When this happened, some of them from the defense team complained about the actions of their friends until the perpetrator cried. Nonetheless, this conflict reflects that some children had no clue that their friends were still confused about the rules of the game.

Research conducted by Van et al. (2018) shows that when children did mistakes, the feelings arising at that time could be recognized by others but they were more likely confused in identifying these emotions. Learning through experience in the form of feedback can sharpen children's emotions. When children spend most of their time establishing relationships with various ages and various social contexts, it provides a broad experience of the feelings, cues, and strategies they use (Low & Hymel, 2020).

Traditional games are an alternative fun learning media to improve socio-emotional competence. In this study, a group that played *boy-boyan* without an experiential learning method could increase self-awareness. Self-awareness is the ability to recognize emotions, individual thoughts, differentiate between oneself and others, and the ability to represent oneself. Possessing this intrapersonal ability will enable children to control emotions, be aware of self-independence in their physical and cognitive abilities (Astawa, 2019). Self-awareness of the activities carried out and the impact that the children have can become experiences in self-reflection of good and bad

attitudes and behavior (Basile et al., 2018).

The values contained in traditional games have an influence on the character development of children in coping with their limitations and strengths (Ngazizah et al., 2019). It is in accordance with the research conducted by Nur et al. (2020) that, besides as a fun medium, *boy-boy* can shape children to behave well in an academic setting, such as being prepared to learn, actively participating in class, and able to complete assignments on time. Based on the results of research conducted by Husna and Sutoyo (2016), group guidance with the game technique could train in expressing feelings appropriately, responding to and accepting opinions, and behaving according to social norms. Through this, they can develop their potential and adapt to the dynamics of their group to support their personal and social development as group members.

Some aspects of children's socio-emotional competence that did not improve are the limitations of this study. This, researchers, have not been able to control unexpected variables that can affect the results of the study, such as the conditioning of children who are considered not optimal due to reflection so there is an influence of some students who do not follow the treatment in the study.

CONCLUSION

Children's socio-emotional competence through traditional games *boy-boy* with the experiential learning method increased significantly in the aspects of self-management, relationship skills, and responsible decision making. Meanwhile, the traditional games *boy-boy* without the experiential learning method was only able to increase the self-awareness aspect. This is inseparable from the active role of the facilitator and the children who were actively involved in the process of reflecting on the social and emotional values of the games they played.

Providing fun activities such as modifying traditional games in schools can be a variety of learning media for each learning outcome. Traditional games are a medium that can foster children to be involved in the values taught in everyday life. Its application to children with a variety of characteristics also contributes to its development. Also, learning to reveal children's experiences from the activities carried out helps them to learn through experiences in everyday life.

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