

IMPROVING THE CHARACTER OF COOPERATION THROUGH THE TRADITIONAL GAME BAKIAK FOR CHILDREN OF GROUP A IN TK AISYIYAH BUSTANUL ATHFAL PANJUNAN

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh permainan tradisional bakiak dalam meningkatkan karakter kerjasama pada anak kelompok A di TK Aisyiyah Bustanul Athfal Panjunan dengan menggunakan media permainan tradisional bakiak, juga faktor pendukung dan penghambat karakter kerjasama pada anak. Penelitian ini merupakan jenis penelitian tindakan kelas (*Classroom Action Research*) dengan pendekatan kuantitatif dengan deskripsi kualitatif. Subjek Penelitian ini yaitu anak Kelompok A TK Aisyiyah Bustanul Athfal Panjunan yang berkisar di usia 4 sampai 5 tahun. Metode pengumpulan data yang digunakan adalah observasi dan dokumentasi. Instrumen yang digunakan adalah lembar observasi. Penelitian ini dilaksanakan dalam 2 siklus. Dimana masing-masing siklusnya terdiri dari 2 pertemuan. Indikator keberhasilan dalam penelitian ini adalah apabila perhitungan persentase rata-rata menunjukkan nilai 80%. Adapaun hasil penelitian menunjukkan bahwa terjadi peningkatan pada karakter kerjasama anak secara signifikan. Indikator yang digunakan dalam penelitian ini yaitu kesamaan tujuan, tolong menolong, tanggung jawab, dan saling menghargai.

Kata Kunci : Anak Usia Dini, Kemampuan Kerjasama, Permainan Tradisional

ABSTRACT

This study aims to determine the effect of the traditional game of bakiak in growing the character of group cooperation A children Aisyiyah Bustanul Athfal Panjunan school by using traditional bakiak game media, as well as supporting and inhibiting factors for the character of cooperation children. This research is a type of classroom action research with a quantitative approach with a qualitative description. These are the children of Group A Aisyiyah Bustanul Athfal Panjunan school who range in age from 4 to 5 years. The data collection method used is observation and documentation. The instrument used is an observation sheet. This

research was conducted in 2 cycles. Where each cycle consists of 2 meetings. The indicator of success in this study is if the calculation of the average percentage shows a value of 80%. There is an increase in the cooperative character of children significantly. The indicators used in this study are the similarity of goals, please help with responsible, and respect for each other.

Keywords: *Early Childhood, Cooperation Ability, Traditional Games.*

INTRODUCTION

Early childhood is the period of childhood starting from the age range of 0 to 6 years, at this time is a golden period or an important period for child development. At this time the unique characteristics of early childhood begin to emerge from curiosity, enthusiasm, and enthusiasm. Learning carried out at the early childhood education level is based on play and learning activities.

Emotional social development plays a role in how children can adapt to their environment and society. The ability to cooperate is part of skills in aspects of social and emotional development. Stimulation of the ability to cooperate needs to be done from an early age because it affects the psychological condition of children in the future.

Suryadi in Cici explains that cooperation, empathy and sympathy, competition, desire to be accepted, competition, generosity, surrender, attachment behavior, and imitation are patterns of social behavior during childhood. (Cici Fadilah Putri, 2020) The lack of habituation of cooperation from an early age is feared to have an impact on the lack

of a child's adjustment process in his social life, both in the academic and non-academic fields. Children are in an egocentric phase at the age of 2-6 years, where children only see through their point of view and have not been able to understand the thoughts and feelings of others. Children think that they are always right and those other people should follow what they want. If it continues, the process of self-adjustment and social in children will be disrupted.

Children will develop into individuals who are indifferent to their surroundings, and become individualistic, shy, and quiet individuals. In addition to affecting the child's psyche, playing games on gadgets in excess also affects the child's physical. Children are less mobile and it affects their growth and physical motor development. (Nur, 2013) Apart from being part of preserving the nation's culture, traditional games such as Bakiak also support children to be physically active. Most traditional games are types of games that are played in groups or groups.

Games that are done in groups

will increase social interaction between players and if done on an ongoing basis can help in increasing children's ability to work together. Traditional game activities contribute to children developing cooperation, interacting positively with each other, developing empathy towards friends, and making children learn to obey the rules in the game. Based on the results of observations made by researchers in September 2021 on Group A children in 'Aisyiyah Bustanul Athfal Panjunan Kindergarten, the ability to cooperate has not been developed optimally and is still lacking. Efforts to develop cooperation capabilities that have not been carried out optimally are one of the causes. The inculcation of cooperative skills carried out by teachers during the learning process is only through short stories and also questions and answers, activities that involve direct collaboration have not or are rarely given.

This is certainly less effective considering the child is an active learner. The use of traditional games for learning in schools is also still lacking. Teachers have an important role in schools in developing and

creating a learning atmosphere that supports the development of cooperative character in children. The availability of infrastructure and facilities, as well as providing direct experience through constructive games, one of which is the traditional game of Bakiak.

Wahyu Hidayati's Thesis "Efforts to Improve Cooperation Ability Through Traditional Games in Group A Children of Kindergarten ABA Ledok I Kulon Progo" Department of Pre-School and Elementary Education, Faculty of Education, UNY, March 2014. The research in this thesis uses the type of classroom action research. Efforts made by researchers in improving collaboration skills are by introducing traditional games. (Hidayati, 2014)

Aprilia Dian Kusumastuti's research, "Improving Cooperation Ability Through Constructive Games in Group B Children in Kindergarten ABA Plosokerep Bunder Patuk Gunungkidul", UNY, 2017. The type of research is classroom action using a qualitative approach and quantitative analysis. Data were collected through observation and

documentation techniques. The results of this study indicate that with constructive play, the ability to cooperate in children increases gradually. With different learning methods and media than usual, children gain direct experience in learning what collaboration is through the types of constructive games carried out by researchers. (Kusumawati, 2017)

Endah Prayanti's Thesis, "Improving Cooperation Ability Through Playing Method in Group B at TK PKK 54 Pucung Pendowoharjo Sewon Bantul" Faculty of Education UNY 2014. The research in this thesis uses the type of classroom action research, with data analysis in the form of descriptive qualitative, and quantitative. Data were collected through observation and documentation techniques. The research was conducted in 2 cycles. The result is that the child's cooperation ability increases through the cooperative game method. (Prayanti, 2014)

Dahlia Nasution's research "Developing Social Attitudes for Children Age 5-6 Using Cooperative

Learning Methods" This study used classroom action research, and data collection was carried out using observation techniques carried out in cycle II. (Nasution, 2016)

Mohammad Fauziddin's research "Improving Cooperation Ability through Group Work Activities in Group A Children of Kartika Salo Kindergarten, Kampar Regency" PAUD Tambusai Journal 2016. The type of collaborative classroom action research is the method used in this study. Observation, interview, and documentation are the data collection techniques. (Moh. Fauziddin, 2016)

Research Methodology

This study uses a quantitative approach and a qualitative description. This research was conducted at Aisyiyah Kindergarten Bustanul Athfal Panjunan with research subjects namely Group A children, totaling 12 children, consisting of 4 boys and 8 girls. The research location is TK Aisyiyah Bustanul Athfal Panjunan which is located at Jalan Inpres No. 235 Panjunan Village, RT 008 RW 001 Hamlet Sokorojo Panjunan Village Petarukan District Pematang

Regency. This research was conducted from November to December 2021 and consisted of 2 cycles. Where each cycle consists of 2 meetings. Data collection techniques in this study are using observation and documentation.

This study uses the type of classroom action research (Classroom Action Research) with the research design of Kemis and MC Taggart. In this classroom action research consists of various stages. These stages include planning, action, observation, and reflection. At the planning stage, researchers and collaborators work together in preparing the RPPH and the media or conditions to be carried out in the research. The observation phase is carried out from the beginning of the activity to its completion. The reflection stage is carried out at the end of the cycle or meeting to review the activities that have been carried out. The observation technique in this study uses four indicators of cooperative abilities in children which include common goals, help, responsibility, and mutual respect. The data analysis technique in this study is quantitative analysis with

quantitative description, namely the data obtained in the form of numbers to find out the percentage of children's ability to work together. The percentage of children's cooperative abilities is divided into 4 criteria, namely the Very Good Developing Criteria, that is, if the value obtained by the child is between 80-100%. Criteria for Developing According to Expectations, namely if the value obtained by the child is between 60-79%. Criteria Begin to Develop, ie if the value obtained by the child is between 30-59%. Undeveloped Criteria, ie if the value obtained by the child is between 10-29%. Analysis of observational data (observations) obtained in each action to assess the activities carried out on each child against the activities given by the researcher in each cycle. The indicator of the success of the results of this classroom action research is indicated by the increased ability to cooperate after the clog playing method is carried out. The increase in success can be said to be successful if the child gets an average percentage of the child's

ability with a value of 80%.

DISCUSSION

Based on the results of the research conducted, in the pre-cycle data obtained from 12 children the ability to cooperate is still in the developing stage this is due to not getting used to or being stimulated by activities related to cooperation. In the implementation of the first cycle of action which was carried out in 2 meetings, in the first cycle of the 1st meeting, it was found that there were still some children who had difficulty playing this game. Some children only want to play when they are put together with their classmates. As well as some children who still have to be persuaded first to want to join and play in the traditional game of bakiak and there are children who are still confused about what to do. In the first cycle of the second meeting, it was found that the children had started to understand the rules and how to play the traditional game of bakiak, although there were still some who were passive or had difficulties in carrying out this group game.

In the implementation of the same cycle II action carried out in 2 meetings, it was found that the

children looked very enthusiastic and enthusiastic to play the traditional game of bakiak. Children can easily understand the rules and how to play through the demonstration method that the teacher provides. Most indicators of children's cooperative abilities have been seen. As for the indicators of the similarity of goals, the children have started whispering and negotiating so they can play bakiak without falling to the finish line. At the end of the second cycle, the researcher did the reflection stage. Based on data from observations in cycle II, children's cooperation skills through traditional clog games have shown an increase, most of the children have shown cooperative abilities according to existing indicators, which include common goals, mutual help, responsibility, and mutual respect. In addition, because there are rewards given to children as a form of appreciation in cycle II, it makes children more enthusiastic and motivated in collaborating with friends through the traditional game of bakiak.

By using the traditional clog game media, there was an increase in

the ability to cooperate in the children of Group A Kindergarten Aisyiyah Bustanul Athfal Panjunan. The increase occurred significantly. Furthermore, regarding indicators of help, most of the children were willing to help their friends who were having trouble and needed help. Like when playing the traditional game of bakiak when a group of friends is about to fall, the child behind him quickly grabs hold of his friend's shirt or headscarf and holds him so he doesn't fall.

Then the indicator of responsibility, the behavior that appears is that the child does not act arbitrarily and consistently follows the game according to the rules agreed upon at the beginning. At the beginning of the first cycle, even though they were reminded, some children still played according to their own will. The child will walk according to the mutually agreed command such as shouting the right, then the right foot will step. Vice versa.

Then regarding the indicators of mutual respect, the behavior that appears is that children are not picky about friends when they want to play

the traditional game of bakiak. Children playing with their classmates. In the implementation of cycle I, children only want to be in one group with their close friends or at their desks. This shows that there is progress in the development of cooperation indicators of mutual respect.

There were 2 children (16.6%) in the very well-developed category before the action, after being given the first cycle of action, it increased to 3 children (25%), and after being given the second cycle of action, it increased again to 5 children (41.7%).

There were 2 children (16.6%) who got the category of developing as expected before the action. Then it increased after the first cycle of action was 4 children (33.4%). After the second cycle of action, children with the category developed as expected to 5 children (41.7%).

The children with the category starting to develop before the action were 4 children (33.4%). Then after the action in the first cycle, the number became 4 children (33.4%). However, after taking

action in cycle II, the number decreased to 2 children (16.6%).

4 children got into the undeveloped category before the action (33.4%). Then it decreased after the action in the first cycle, which became 1 child (8.2%). And after the action in cycle II was carried out, the children in the undeveloped category were 0 children (0%).

The cooperative ability of group A children in Aisyiyah Bustanul Athfal Panjunan Kindergarten is increasing gradually. Observation data on pre-action shows that the average cooperation ability of children only reached 54.16%. Then after being given the first cycle of action, it increased to 61.46%. Furthermore, after being given the second cycle of action, it increased again with the average cooperation ability of children through traditional games reaching 88.54%. The implementation of learning to improve cooperation skills through traditional clog games was stopped in cycle II and was not continued to the next cycle because it had reached the predetermined success indicator of 80%.

CONCLUSION

The traditional clog game activity carried out at Aisyiyah Bustanul Athfal Panjunan Kindergarten is a type of cooperative game that supports increasing cooperation skills. Children can learn to work together through hands-on experience. The teacher arranges and forms the children into 2 groups where each group consists of 3 children. At the next meeting, the children's ability to work together with increased, where the division of groups was carried out by the children themselves, not teachers or researchers. Giving rewards or awards also has an important role to increase the enthusiasm and motivation of children. Based on the results of the study, it can be concluded that the cooperative ability of group A children in TK Aisyiyah Bustanul Athfal Panjunan can be improved through the traditional game of Bakiak. This study succeeded in increasing children's cooperative abilities which include indicators of common goals, mutual help, responsibility, and mutual respect between friends. The

results of the implementation of learning through the activity of playing traditional games of Bakiak can be seen through the average score of children's cooperation abilities in each cycle which has increased.

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