

THE DEVELOPMENT OF BARGAIN CIRCUIT GAME MODELS IN IMPROVING THE ABILITY TO SOCIALIZER CHILDREN OF GROUP B IN TK SOUTH LUWUK DISTRICT

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ABSTRACT:

The objectives of this study were 1) To determine the initial conditions of the obstacle circuit game model on the social skills of Group B children in Kindergarten in South Luwuk District. 2) To know the design of the obstacle circuit game model design in improving the social skills of Group B children in Kindergarten, South Luwuk District. 3) Knowing the implementation of the obstacle circuit game model can improve the social skills of Group B children in Kindergarten, South Luwuk District. The research method used is development research with the Four-D Model. Data collection techniques in this study were: 1) observation sheets, 2) expert validation. The results showed that the pretest results for the socialization and obstacle aspects were 35, the maximum score was 50, the average score was 43.75 and the standard deviation was 4.74. While the minimum score for the posttest results

in the socialization and obstacle aspects is 40, the maximum score is 60, the average score is 49.1 and the standard deviation is 5.45. Based on the statistical test in the table. It can be interpreted that the Asymp.Sig value is 0.000 or <0.05. In other words, reject H0 or accept H1. Based on the data, the highest percentage of children's activeness is in doing the Obstacle Circuit Game Model in Increasing Social Ability This is because children tend to be interested in the early part of the activity so that this activity has a high percentage value.

Keywords; socialization, circuit games

INTRODUCTION:

Based on Permendikbud 146/2014 on the 2013 Curriculum, early childhood education must be prepared in a planned and holistic manner so that in the golden age of children's development they get complete stimulation, so that they can develop the

various potentials of children. This curriculum aims to encourage the optimal development of students so as to provide the basis for becoming an Indonesian human being who has

Ability to live as individuals and citizens who believe, be productive, creative, innovative, and affective and are able to contribute to the life of society, nation, state and world civilization.

The indicators for the achievement of the development of socialization skills in children are taken from the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014, including: a) Patiently waiting for their turn, b) Want to share, help and help friends, c) Want to join in playing with friends, d) Obey the rules that apply in a game, e) Want to work with friends.

Based on observations made in group B, TK South Luwuk sub-district, totaling 10 kindergartens with 185 children. Researchers made observations at TK SATAP km 8 with 20 children. Researchers made observations at TK AIR Mambual with 20 children. of some children, there are children who still have difficulty socializing with their peers, children have not shown an independent attitude in activities such as still wanting to be helped by the teacher, children do not want to share toys or food with friends, children do not want to help friends when asked for help, children do not want to collaborating such as in group activities to fill patterns, not being able to control feelings, usually crying suddenly, angry at friends, likes to bother friends, children do not usually show self-confidence when hanging out with other friends while playing together or when at rest the child just sits looking his friends play, and want to play when the teacher is guarded, there is no self-awareness in inviting friends to play together.

This problem arises because it is based on several inhibiting factors, namely the lack of teacher creativity to create interesting and varied activities for children, besides the selection of learning models that do not facilitate children to be able to interact with their friends resulting in minimal opportunities for children to explore themselves which then inhibits self-confidence. Children and their social skills.

The solution is to develop the social skills of kindergarten children, the teacher can develop a learning model, namely the learning model of the "Halang Rintang" circuit game.

Identification of problems

- 1) Teachers' low creativity in creating interesting and varied activities for children
- 2) Children who still have difficulty socializing with their peers.
- 3) The child has not shown an independent attitude in activities such as still wanting to be helped by the teacher.
- 4) The child has not been able to share toys or food with friends
- 5) The child has not shown helping a friend when asked for help,
- 6) Children cannot wait their turn or queue
- 7) Children are not able to work together in group activities.

FORMULATION OF THE PROBLEM:

- 1) What is the initial condition of the obstacle circuit game model on the social skills of Group B children in Kindergarten in South Luwuk District?
- 2) How is the design of the obstacle circuit game model in improving the social skills of Group B children in Kindergarten, South Luwuk District?
- 3) How can the implementation of the obstacle circuit game model improve the social skills of Group B children in Kindergarten in South Luwuk District?

LITERATURE REVIEW

According to Hasan (2009: 15) states that the level of education before basic education is a coaching effort aimed at children from birth to 6 years of age which is carried out through providing educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter education further organized in formal, non-formal and informal channels.

Games are tools for children to explore their world, from those they do not recognize to those they know and from what they cannot do to being able to do them. So playing has important values and characteristics in the progress of the development of everyday life. (Badu, 2011: 39)

Functions and Benefits of Play for Kindergarten Children

There are several functions of play for children according to Darunnajah (2012). 1). Mimicking what adults do, 2). To perform various roles that exist in real life, 3) To reflect relationships in the family and real life experiences, 4) To channel strong feelings such as banging a can, 5) To release unacceptable urges, 6) For flashback of messages that are usually done. Reflects growth, 7). To develop children's social.

According to Montolalu et al (2009: 1.18), playing can not only be beneficial for physical, cognitive, social emotional, and moral development, play can trigger creativity, educate the brain, overcome conflict, train empathy, hone the senses, media therapy, and can make discoveries. Playing is not just playing, playing provides opportunities for children to develop their emotional, physical, social and logical abilities.

Scholist states that "Circuit training is a method of fitness training that is designed to develop general, all-round physical and cardiovascular fitness" which means, circuit

training is a fitness training method designed for general development, all about physical ability and cardiovascular fitness. Furthermore, Morgan Adamson at the University of Leeds in 1950 expressed his opinion on the development of the training circuit, namely "It is versatile training method as it can be adapted for

Many different situations, sections of the population and fitness requirements, and can be used at any time of the year. While the exercises are normally laid out in a circular pattern, the pattern can be varied for motivational purposes to that of a star, square, semi-circle, V-shape, line or zigzag. (Tom. 2013)

The circuit is a measure of success in completing several different series of exercise items (Sukadiyanto, 2011: 30). The quotation above can be explained that in one series consists of several kinds of exercises which all have to be completed in one series. The outline of the objectives of circuit training is to increase strength, endurance, speed, power, and flexibility (Sukadiyanto, 2011: 112).

a. Pros and Cons of Circuit Training

1) Advantages of Circuit Training.

According to Komari (2008: 77-78) circuit training has several advantages, including:

a) Each exercise will know how long it takes to complete the specified dose. Because each exercise is recorded while the dose is fixed, it can be compared with the past training time, getting faster or slower, b) each exercise can be seen that the participant's fitness condition increases or decreases. Because doing the same exercise dose, if the time is slower it means that the condition is lower than the previous exercise, c) Exercise can be classical because the tool is easy to get (accessible) so that if needed in large quantities it is still easy to suffice, d) Exercise

dosage is in accordance with individual ability, this is in accordance with the principle of individualized training, e) The weight of the intensity of the exercise is relatively the same, because each participant is working on a dose of the exercise with more repetitions and vice versa for the weaker the repetitions the dose is also lower.

2). Disadvantages Circuit training

Although circuit training is very suitable for developing local muscle strength or endurance, it is not suitable for building muscle mass. Despite some of the potential strength gains, circuit training will help me

Circuit training will produce results that are less in the way of maximum strength than direct weight training. The duration of several stations of a training sequence can be in the region of 45 to 60 seconds, and in some cases as long as two minutes. This circuit usually means that the number of repetitions performed at each station is relatively high, placing each exercise further towards the end endurance of the continuum intensity.

According to Zaden (Damsar, 2011: 66) the definition of socialization is a process of social interaction in which the person will acquire essential knowledge, attitudes, values, and behaviors for effective participation in society.

Process of Socializing

The social process is a social learning process regarding the behavior expected by the community. The socialization process begins with the family, through the child's family learning to adapt in the middle of community life.

Broom and Markoem (Nasution, 1994: 126) suggest several ways that can be taken so that socialization can be done:

1) Socialization by means of convention or conditioning created by parents or other family members such as rewards or punishments. In

that way the child learns to maintain a certain behavior when what he does is rewarded. Conversely, a certain behavior is avoided if it turns out that what he did is punished

2) Socialization is carried out by means of imitation or identification (modeling) is a learning process for children when they see a model or character whose actions can or want to be imitated consciously. If the child only wants to imitate only the outer aspects of the idealized character or model and takes place in a short time, this method is called the imitation process. Likewise, on the other hand, if the child wants to make himself the same (identical to the idealized character), then the imitation will occur more deeply (not only the aspect of the behavior that is imitated, but the totality of the character or model), this process is called identification. Identification is a way of socializing that requires children to know the characters or a model that fits in depth and it takes a long time

3) Socialization is carried out by means of internalization, which is a way of socialization that requires children to learn to master and realize (without pressure or threats from outside) that norms, values, or behavior have a certain meaning that is valuable for themselves and for their community to become a role models, guidelines, or also an action.

CHARACTERISTICS OF SOCIAL DEVELOPMENT:

In particular, social children can be done through the characteristics included in these developmental achievements. Sujiono (2009) explains that the characteristics of early childhood social development are as follows: at the age of 5-6 years (1) Expressing a rigid notion of gender roles, (2) Having good friends, even though for a short period of time, (3) Frequent quarrels but in a short time, (4) Can share and take turns, take part in every

experiential activity at school, (5) Pay attention to teacher attitudes is very important, want to be number one, (6) Become more possessive against his belongings. This characteristic can actually be traced normatively as a category when the achievement has been mastered by the child or not. (Iswantiningtyas, 2019).

RESEARCH METHODS:

This development research was carried out in the Kindergarten of South Luwuk District. The researcher took the research location because it was the target school for the development of the circuit game model

Development style

The research method used is the method of research and development (Research and development / R & D). R & D research method. This research is a development research with 4-D or Four D models. This model was suggested by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974). This model consists of 4 development stages namely Define, Design, Develop, and Disseminate.

Small group and large group trials. The small group trial was carried out on 10 children of Group B in TK Satap Km 8, totaling 20 people.

Data Analysis Techniques

Data analysis is the process of systematically searching and compiling data obtained from interviews, and other materials, so that they can be easily understood, and the findings can be shared with others. Data analysis is done by organizing data, breaking it down into units, synthesizing it, arranging it into patterns, choosing which ones are important and what will be studied, and making conclusions that can be shared with others.

RESEARCH RESULTS AND DISCUSSION:

Results of observations and interviews

At this stage the researcher made observations to find out how the description of learning desired by the teacher to develop the Obstacle Circuit Game Model in improving children's social skills, facts in the field, hopes and alternative solutions to problems faced by the teacher in improving social skills. Several observation items were arranged to obtain this information. Found the following.

1) Games that are used to achieve children's developmental levels within the scope of socializing are still playing APE inside and outside.

2) The games that were there before have flaws. For example, the teacher only allows children to play without paying attention, there are children who only play alone do not want to share.

3) The game is only limited to games that are known to the teacher without any modification or other games

4) Games that should be used are games that are more fun, challenging and make children happy and train children to socialize with their friends.

Other information about kindergarten children aged 5-6 years was obtained from interviews with teachers at TK AIR Mambual. Researchers obtain information that:

1. Each child's character is different. Some paid attention to the teacher's ongoing instructions after receiving a warning. However, there are also those who do not look away when paying attention to the teacher in front of the class. There are those who are enthusiastic when participating in learning activities, others must be supervised to ensure that learning activities are carried out by children.

2. The achievement of social development that is owned by children aged 5-6 years at TK AIR Mambual is that children can patiently wait their turn when playing activities, when washing their hands, children are willing to

share with other friends be it food, toys or whatever, help and help friends, obey the rules that apply in a game, want to cooperate with friends.

DATA FROM OBSERVATION:

Observations made by an observer resulted in the percentage of children's activeness in carrying out the Obstacle Circuit Game Model activity. The data were analyzed so that the percentage of activity for 40 children was obtained as in the data below

The minimum score of the pre-test results for the socialization and obstacle aspects is 35, the maximum score is 50, the average score is 43.75 and the standard deviation is 4.74. While the minimum score of the posttest results for the socialization and obstacle aspects is 40, the maximum score is 60, the average score is 49.1 and the standard deviation is 5.45.

The difference in pretest and posttest scores on the conceptual test above, if visualized in graphic form, then the difference in scores will be in the following graph:

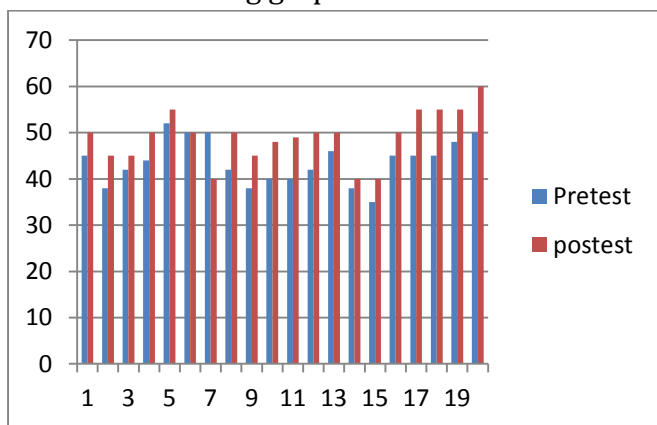


Diagram 1. Diagram of Difference in Score of Pretest and Posttest of Socialization and Trial Obstacles 2

The statistical test used was the Wilcon Match Pair Test. The test was conducted to determine the difference between two paired data, namely pretest data and posttest data. Use of the Wilcon statistical test using the help of SPSS. With the following test criteria:

Ho: there is no difference between the two paired data

H1: there is a difference between the two paired data

With decision making, if Asymp. Sig. <0.05, then Ho reject or accept H1, and if Asymp. Sig. > 0.05, then accept Ho or reject H1. The test results can be seen in the following table:

Wilcoxon Signed Ranks Test Ranks

	N	Mean Rank	Sum of Ranks
Post Test - Pre Negative Ranks	1 ^a	17.50	17.50
Positive Ranks	18 ^b	9.58	172.50
Ties	1 ^c		
Total	20		

a. Post Test < Pre Test

b. Post Test > Pre Test

a. Post Test = Pre Tes

Test Statistics^b

	Post Test - Pre Test
Z	-3.126 ^a
Asymp. Sig. (2-tailed)	.002

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on the statistical test in the table. It can be interpreted that the Asymp.Sig value is 0.002 <0.05. In other words, reject H0 or accept H1. This means that there is a significant difference in the scores between the post-test and pretest on the aspects of socialization and obstacles.

The minimum score for the posttest on the socialization and obstacle aspects is 40, the maximum score is 58, the average score is 47.98 and the standard deviation is 5.34. While

the minimum score of the posttest results on the socialization and barrier aspects

The latitude was 45, the maximum score was 60, the mean score was 54.83 and the standard deviation was 6.79

The difference in the pretest and posttest scores in the conceptual test above, if visualized in graphic form, then the difference in scores will be in the following graph:

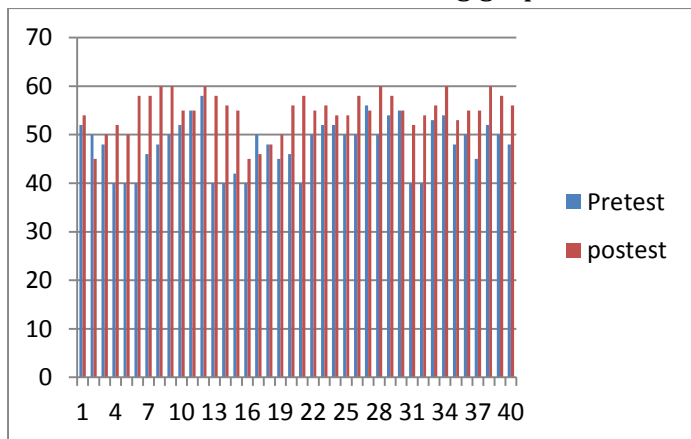


Diagram 2. Diagram of Difference in Score of Pretest and Posttest of Socialization and Trial Obstacles 2

The statistical test used was the Wilcon Match Pair Test. The test was conducted to determine the difference between two paired data, namely pretest data and posttest data. Use of the Wilcon statistical test using the help of SPSS. With the following test criteria:

Ho: there is no difference between the two paired data

H1: there is a difference between the two paired data with decision making, if Asymp. Sig. <0.05, then Ho reject or accept H1, and if Asymp. Sig. > 0.05, then accept Ho or reject H1. The test results can be seen in the following table.

Wilcoxon Signed Ranks Test Ranks

	N	Mean Rank	Sum of Ranks
Post Test - Pre Negative Ranks	3 ^a	8.33	25.00
Positive Ranks	34 ^b	19.94	678.00
Ties	3 ^c		
Total	40		

- a. Post Test < Pre Test
- b. Post Test > Pre Test
- c. Post Test = Pre Test

Test Statistics^b

			Post Test - Pre Test
Z			-4.933 ^a
Asymp. Sig. (2-tailed)			.000

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

Based on the statistical test in the table. It can be interpreted that the Asymp.Sig value is 0.000 or <0.05. In other words, reject H0 or accept H1. This means that there is a significant difference in the scores between the post-test and pretest on the aspects of socialization and obstacles.

Based on these data, it can be seen that the highest percentage of children's activity in doing the Obstacle Circuit Game Model in Improving Social Ability is in activities this is because children tend to be interested in the early part of the activity. So that

These activities have a high percentage value. However, this does not mean that other activities are as low as that has been presented

a. Game Expert Validation Results

The following reviews reviews and suggestions from circuit game experts

Table 4.2 Criticism and Expert Game suggestions

Ahli PAUD	Kritik dan Saran
Dr. Pupung Puspa Ardini, M.Pd	a. use your own image b. enlarge image c. theory is added to the material d. is feasible

After the product is revised, a second validation or product review is then carried out. In the second review or validation, there is

no suggestion or revision of the material stated that it is in accordance with the sub-theme that has been taken and is worthy of being tested.

b. the results of material expert validation

The following is a review of criticisms and suggestions from early childhood teachers

Table 4.1 Criticism and Suggestions of the Paud Teacher Material Experts

PAUD expert	Criticism and suggestions
1. Completeness and suitability of the material	
Suriati hamunta S.Pd	a. Image caption completed b. clarity of material for children c. application of the material
2. Quality level of attractiveness of material presentation	
Nurjana kuewa, S.Pd	1. Interesting 2. Game instructions clarified

Table 4.2 Criticism and Expert Material Suggestions

PAUD expert	Criticism and suggestions
Dr. Setiyo Utoyo, M.Pd	a. material is clarified b. cover design is more attractive c. implementation d. assessment indicators, continuous rubric

b. Product Trial (Implementation)

1) Small Group Trial

This stage is carried out after the game is declared feasible to be tested by game expert lecturers and material experts. At this stage trials are carried out. The trial was carried out on small groups of 10 children. This trial was conducted to determine the assessment, comments and suggestions from PAUD teachers.

2) Revision

In the small group test the instructions on the game were clarified to make it easier for children to carry out activities, and at the game stage the teacher first gave clear instructions because there were still some mistakes in the posts that had been provided.

3) Large Group Trials

In the large group test, it was carried out in group B with 20 children being tested. The trial was conducted in October according to the school schedule. Before the implementation of the game implementation trial was carried out, the researcher prepared everything that was needed during the learning process. Then after everything is ready, the implementation trial is carried out. Before entering the material, the researcher explained to the child participants verbally how to use the game. After all the data was collected, the researcher then revised the final circuit game based on the results of filling out the evaluation sheet by the teacher.

c. Assessment (Evaluation)

At this stage, the researcher analyzed the data on the results of filling out the evaluation sheet obtained from game experts, material experts, and teachers. Besides that, at this stage, data analysis that has been developed can also be carried out. Analysis of the response to product criteria in the validation assessment also uses a value in the form of a percentage. The following is the percentage used to measure product feasibility: 90% - 100% has very good criteria and there is no need for product revisions. 80% - 89% have good criteria and do not need

product revisions. 70% - 79% have good enough criteria and do not need revision. 60% - 69% have poor criteria and need revision. <60% have very poor criteria and need product revisions.

d. Development test

The development test was carried out to determine the effectiveness of the Obstacle Circuit Game Model which has been validated and revised to Improve Social Ability for children aged 5-6 years. At this stage, the researcher carried out trials in the class with 40 children. The next activity at this stage is to analyze the data from the trial results to ensure that the Obstacle Circuit Game Model that has been developed has effective criteria to improve the social ability of children aged 5-6 years. These data are: a) observation data on children's activities playing games, b) observation data c) teacher response data. The following is a description of the final test results.

B. Discussion

One of the interesting games is the obstacle course game. Because through obstacle course the child will know the activities of running, walking, jumping. Obstacle game activities are one of the game activities that children can do to develop the abilities of the developmental aspects, especially in children's gross motor skills. Playing obstacles can also develop the ability to recognize colors, concentration, language development and other social skills.

Circuit Training is a versatile training because it can be adapted for many different situations and conditions. Circuit exercises are usually laid out in a circular pattern, this pattern can be used a variety of for motivational purposes and can be performed with a star, square, semicircle, V shape, straight line or zigzag pattern.

Another thing that is the advantage of this circuit game compared to games in general is that it uses different inside or outside APE where in circuit games there is training through posts that have obstacles, not only for social skills, but for language cognitive abilities.

The results of the validation of the Obstacle Circuit Game Model from Paud and learning experts have an average rating of 54.83. If connected with the validity criteria according to Arikunto, this figure shows that the Obstacle Circuit Learning Model is quite valid and can be used with a little revision, meaning that the circuit game is suitable for use in developing children's social skills. Apart from the validity criteria, circuit games are also effective and practical. .

CONCLUSION:

The social skills of children aged 5-6 years can be developed through the Obstacle Circuit Game Model. This can be seen from the average percentage of children's activities in playing games. The children's activity is categorized as very good. In line with this, the level of achievement of the social development of children aged 5-6 years is also very good because in these activities, according to the indicator of the level of achievement of children's development according to their age, namely through children starting to patiently wait their turn, want to share, help and help friends, want to join in playing with friends, obey the rules that apply in a game, want to cooperate with friends

The supporting thing that makes the game of the obstacle course circuit feasible to develop children's social skills is the assessment of game experts and PAUD experts who state that the game is quite valid and can be used with a few revisions. Another thing that supports the game of the haling obstacle circuit is feasible to use is the response of

children at Kindergarten Mambual and Satap Km 8. The children's responses shown to this game are positive, thus it can be concluded that the obstacle course game is feasible to use in developing social skills for children of age 5-6 years.

SUGGESTION:

This research was conducted with a modified 4D model. For further researchers who want to develop children's social skills through obstacle course games, it is better to do it at the distribution stage so that the appropriate criteria are consistent for use in learning widely. This needs to be paid attention to by the teacher and later so that it can be tackled early.

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