

The Effectiveness of Congklak Traditional Games on Students with Emotional and Behavioral Disorder

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Abstract: The purpose of this study was to determine the effect of traditional Congklak games on students with emotional and behavioral disorder social interactions in SLB E Bhina Putera. The study used a Single Subject Research (SSR) design. The person as a research subject is AS class III students. Based on the observation, AS shows some examples of its communication with the classmates that is sunken, rarely talk with friends, ignore the teacher's orders, always seen alone on rest hour. The results show an increase in social interaction through the traditional game of Congklak. With all that set, it can be concluded that the use of Congklak traditional games can have a positive effect on the social interaction of students with emotional and behavioral disorder in SLB E Bhina Putera Surakarta.

Keywords: congklak traditional game; social interactions; emotional and behavioral disorder

INTRODUCTION

Autism is derived from the word auto which means Children with special needs are children who have different characteristics from children in general. Children with special needs experience problems or obstacles in their growth and development. There are differences in children with special needs, so special approaches, services, and education are needed for children with special needs. The right to education for children with special needs is stipulated in Law No. 20 of 2003 concerning the National Education System Article 32 states that: "special education (special education) is education for students who have a difficulty level in following the learning process due to physical, emotional, mental and social disorders". With the provisions of the Law, children with special needs have a strong foundation to get the same opportunities as other regular children in education (Sha'arani & Tahar, 2017).

One type of child with special needs is a child with emotional and social behavior disabilities. Children with emotional and social behavior disabilities are children who experience emotional and behavioral disorders, which in everyday life are often called naughty children (Atmaja, 2018). The designation of children with emotional and social behavior disabilities is based on the reality that people with behavioral disorders experience extreme intrapersonal and/or interpersonal problems which result in difficulty in aligning their behavior with prevailing norms in society (Efendi, 2017).

Characteristics of children with emotional and social behavior disabilities include 1) lack of self-confidence, 2) suspicion of others, 3) always having feelings of inferiority or vice versa, 4) showing hostility towards others, 5) liking against authority, 6) like to shut themselves out of the environment, 7) excessive fear and anxiety, 8) some hyperactivity, 9) like to fight (Efendi, 2006). It was found that various behaviors of children with emotional and social behavior disorders were emotional, aggressive, hyperactive, and easily provoked (Ariffiani, 2017). Attuned behavior is often alone or embarrassed, especially with the opposite sex, it is difficult to complete tasks that have been given by the teacher and has low motivation. The behaviors of children with emotional and social behaviors disabilities cause the social interactions of children with disabilities to become worse (Indriyati, 2017).

If social interaction goes well, then the individual can live well in his environment. But in reality, social interactions that occur in children with emotional and social behavior disabilities cannot run well. This low level of interaction leads to indifference towards others. One child with emotional and social behavior disabilities at SLB E Bhina Putera Surakarta has problems with social interaction. The child has no friends in the class, behaves individually and during recess never plays with friends. A similar thing was found by Rahayu (2017), there are three children with emotional and social behavior disabilities who have not been able to interact socially, especially to follow values in society. These behaviors tend to be individuals, withdraw from their friends at school, and commit violence to other friends.

Table 1. Overall Data Baseline-1 (A-1)

Session	Score	Score Category
1	93	Less Capable
2	94	Less Capable
3	95	Less Capable
4	95	Less Capable

Table 2. Data on All Intervention Phase (B)

Session	Score	Score Category
1	102	Quite Capable
2	103	Quite Capable
3	105	Quite Capable
4	107	Quite Capable
5	109	Quite Capable
6	110	Quite Capable
7	110	Quite Capable

Efforts to increase social interaction can be done by using games. Many interesting and fun things happened and several parties will take part in it. The results of previous research show that educational games can develop various aspects in students, especially in social interaction (Ariffiani, 2017).

One of the educational games is a traditional game. The traditional games have several aspects, including 1) physical aspects consisting of strength and endurance and flexibility, 2) psychological aspects which include elements of thinking, counting, intelligence, making strategies, memory, and creativity, 3) social aspects which include cooperation, order, mutual respect, and reciprocation (Andriani, 2012). Congklak traditional game media has benefits to strengthen children's character, one of which is social interaction, because congklak games require players to make social contact and communication. From the results of this study, it can be concluded that the traditional game of Congklak can increase children's social interaction (Lacksana, 2017)

However, congklak games have never been applied to increase social interaction in children with emotional and social behavior disabilities. Based on this description, the researchers chose congklak games as an effort to increase social interaction in children with disabilities. When children play with arrogance, there will be communication and social activities between the players. Based on this description, a research was conducted on the Effect of Traditional Congklak Games on the Social Interaction of Children with Emotional Disabilities and Social.

METHOD

This study used an experimental method with a single subject or Single-Subject Research (SSR) with the A-B-A design. According to Runtukahu (2013: 172), the A-B-A design is a development of the A-B design and can show cause and effect between the independent and dependent variables in research.

The subjects in this study were one class III child at SLB E Bhina Putera. Data collection was carried out in 14 sessions (days). The implementation consisted of sessions in the baseline-1 phase, 7 days in the intervention phase, and 3 days in the baseline-2 phase.

Researchers used data collection techniques in the form of observation. Observation is a data collection technique by observing ongoing activities. This observation was carried out using social interaction behavior instruments. The instrument observes the communication activities and social contacts of the subject in the school environment.

The collected data is then analyzed using descriptive statistical techniques, namely statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to general or generalizations (Sugiyono, 2015). The data collected is then presented in The visual form of the graph is then analyzed in two stages, namely the analysis of conditions and analysis between conditions.

FINDINGS & DISCUSSIONS

Findings

This research was conducted in 14 sessions, with details of 4 baseline-1 sessions, 7 sessions of the intervention phase, and 3 sessions of baseline-2 phases. The target of this research is to improve the subject's social interaction skills. The following is a table 1 of data from baseline-1 observations.

Based on table 1. which was carried out for four sessions, the score for session 1 was 93, the second session was 94, the third session was 95 and the fourth session was 95. These data can show that the US subject's social interaction skills are classified as underprivileged.

The intervention phase consisted of 7 sessions. This is because the intervention data can be stable after seven sessions. The overall research data in the intervention phase (B) are presented in the table2.

Based on table 2., the score obtained in session 1 is 102, session 2 is 103, session 3 is 105, session 4 is 107, the session is 109, session 6 is 110, and session 7 is 110. Baseline phase-2 (A2) is carried out in as many as three sessions. The overall research data in the baseline-2 (A2) phase are presented in the table 3.

Table 3. Data Fase Baseline-2 (A2)

Session	Score	Score Category
1	114.5	Quite Capable
2	115	Quite Capable
3	115.5	Quite Capable

Table 4. Data Phase A1-B-A2)

Session	Score	Score Category
1	93	Less Capable
2	94	Less Capable
3	95	Less Capable
4	95	Less Capable
5	102	Quite Capable
6	103	Quite Capable
7	105	Quite Capable
8	107	Quite Capable
9	109	Quite Capable
10	110	Quite Capable
11	110	Quite Capable
12	114.5	Quite Capable
13	115	Quite Capable
14	115.5	Quite Capable

Table 5. Summary of Results of Data Analysis in Conditions

Conditions	A-1	B	A-2
Long condition	4	5	4
Estimates inclination directions	(+)	(+)	(-)
The tendency of stability	100% Stable	100% Stable	100% Stable
Trace data	(+)	(+)	(-)
Level stability and range	Stable 67% -71%	Stable -96%	Stable 84% 85% -91%
Level changes	71% -69%	96% -84% (+12)	87% -91% (-4)

Based on table 3, the score obtained in the first session is 114.5, the second session is 115, the third session is 115.5. AS subjects experienced an improvement from the baseline-1 (A1) phase.

The overall ability of US social interaction from baseline-1 (A1), intervention (B), and baseline-2 (A2) phases can be presented in tables and graphs. Table 4 of the overall research data.

Analysis In Conditions

The results of the analysis are summarized in Table 2. Data explains the length of conditions carried out at baseline-1 as many 4 sessions, intervention as many 5 sessions, and baseline-2 as many 4 sessions.

Discussion

Based on the results in the baseline-1 phase, the score obtained by the US has an average of 94.25. The score results are in the underprivileged category range. These results are in the form of the subject’s initial conditions before being given intervention. Based on the results of observations made by the US, they are not able to play with classmates and other friends in the school environment. US subjects often don’t do the assignments assigned by the teacher. The low score obtained in the baseline-1 phase is because AS has not received treatment to increase social interaction at school. After the data obtained is stable, it will be continued with the provision of interventions. The stability of the data obtained in the baseline-1 phase is 100%.

The intervention phase consisted of seven sessions. The results of the intervention obtained an average AS score of 102, this score falls into the quite capable category. The data obtained in the intervention phase showed 100% stability. There is an increase in the AS score because it has been given treatment or intervention in the form of a traditional game of congklak. The US subject was very enthusiastic when given the intervention and the response of other US friends showed the same enthusiasm for playing supercilious. At the time of intervention, AS showed increased behavior in social interactions. This behavior is like AS always resting outside of class and wanting to call and invite friends to play. In addition, the US can wait patiently for its turn. Based on the observations of this behavior, it can be seen that there is an increase in the ability of US social interaction when receiving interventions in the form of congklak traditional games. This improvement can be seen from the US’s communication skills with classmates and other classmates, during the US baseline-1 session often spent free time alone and rested alone.

After receiving the intervention AS was able to call names and spend time off with other classmates. In addition, in the US classroom, we can pay attention to the teacher during class hours, although not all teachers. This can be proven by an increase in the average baseline-1 phase with an average value of 94.25 and the intervention phase with an average value of 102. These results indicate an increase of 7.75 points. The intervention phase was terminated after obtaining stable results, namely at sessions six and seven with an average score between the raters of 110.

The last phase is the baseline phase-2, this phase is carried out to measure the final ability of social interaction of US subjects. The measurement of the final ability of AS subjects was carried out by observation using the social interaction ability instrument. Based on the results of these observations, an average score of 115 was obtained. The stability of the data in the baseline-2 phase was 100%. Based on the data analysis carried out in the baseline-2 phase, it is known that the social interaction ability of AS subjects increased after being given intervention in the form of a traditional game of arrogance. The increase in the average gain from the intervention phase to the baseline-2 phase was 13 points.

Based on previous research, traditional games are a means to stimulate children's development. These aspects of child development are motor, cognitive, emotional, language, social, spiritual, ecological, and moral aspects (Saputra & Ekawati, 2017). Traditional games lead children to become stronger physically, mentally, socially, emotionally and can foster a spirit of leadership (Nurhayati, 2012). The traditional game of congklak is one of the traditional games that can build the social aspects of students. The traditional game of Congklak has implications as a reinforcement for character education, one of which is to train and improve social skills.

Based on the analysis of the research data, it can be concluded that the traditional game of Congklak can improve the social interaction skills of students with emotional and social behavior disabilities at SLB E Bhina Putera Surakarta. The effect of the traditional game of congklak can be proven by the results of the mean level for each phase. At baseline-1 (A1) the mean level was 94.25, the intervention phase (B) increased to 102, and the baseline-2 (A2) phase increased again to 115.

CONCLUSSION

Based on the results and discussion above, the interaction of the subject-subject interaction increases. Therefore, it can be ignored that the traditional game of Congklak has a positive effect on the subject's social interactions. With the average score obtained for each baseline-1 (A1) phase of 94.25, the intervention phase (B) increased to 102, and the baseline-2 (A2) phase increased again to 115.

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