



Implementation of Cooperative Games: Strategies to Increase Children's Social Intelligence at an Early Age

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Abstract

Children's social abilities can be improved by various methods or by various types of play activities. One thing that can be used is cooperative play activities. The social abilities of early childhood children at RA Taslim Payakumbuh are not yet optimal and still need to be improved. There are still children who are not able to take responsibility when putting back bags that have been taken in their place, there are also children who are not able to follow the rules and are not able to organize themselves when lining up on the school field. This research aims to determine children's social development through cooperative play. The type of research is classroom action research (PTK). The results of this research show that there is an increase in social abilities through cooperative games. In cycle I 59%. In cycle II 89%. Meanwhile, teacher observations carried out in cycle I were 56%. In cycle II 94%. From the cycle improvements carried out, it can be concluded that this research was successful in improving children's social skills through cooperative play.

INTRODUCTION

Education is a basic need for humans, because when humans are born they do not know anything, as in the word of Allah in the Qur'an: The Word of Allah in Surah An-Nahl verse 78 which means:

"And God brought you out of your mother's womb in a state of ignorance, and He gave you hearing, sight and heart, so that you may be grateful!"

Education is an inseparable part of human life and existence. No matter how simple the human community is, it requires education. Early childhood education is a very fundamental educational vehicle in providing the basic framework for the formation and development of basic knowledge, attitudes and skills in children (Sholichah, 2018; Saihu, 2019; Qowim, 2020).

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Early childhood learning methods are more varied, anywhere, anytime and not fixed at a certain time. Learning by forcing children to sit on a bench listening to the teacher, memorizing, and threatening harsh discipline is no longer the time. Sitting on the ground while watching the movements of caterpillars, stacking blocks, climbing, walking on catwalks, lining up in queues, giving bread to friends are ways of learning for early childhood.

Learning for children is an effort to gain experience, if children have enjoyable experiences, their self-confidence will grow. Learning for early childhood is not only related to intellectuals but also gross and fine motor skills, emotions, language and social aspects (Zaenab & Sueca, 2018).

This social skill is one of the skills that can influence a child's social life in the future. Low social skills can affect children's social abilities. Therefore, the development of social skills plays a very important role in children's welfare and development (Zaenab & Sueca, 2018; Rahman et al., 2023). This has also been stated in the Qur'an which contains Allah's command to be able to socialize well with the environment. As he said in Surah An-Nisa verse 1, the meaning is:

"O people, fear your God who has created you from a single person, and from him God created his wife; and from both of them God raised many men and women. and fear God by (using) whose name you ask each other, and (maintain) friendly relations. Indeed, God always takes care of you and watches over you. (an-nisa' [4]: 1)

Based on this verse, it can be understood that Islam teaches humans to establish friendly relations with each other. This is because as social creatures humans certainly have a need to be able to interact with the environment. Apart from that, Allah made humans as His servants who have the ability to communicate with other people as one of the tools used to socialize. Therefore, the social skills of young children must be helped to develop so that they live as servants who are able to interact and socialize well. One of the main goals is to carry out God's commands and establish social interactions in their environment (Juminem, 2019; Pasaleron et al., 2023).

According to Osland, social skills are the skill of maintaining relationships by building networks based on finding common ground and building good relationships. According to Fatimah social skills (*social skill*) is the ability to overcome all problems that arise as a result of interactions with the social environment and present oneself in accordance with applicable rules and norms (Hasanah & Asikin, 2022).

Based on the explanation above, the researcher concluded that social skills have an important meaning in forming positive friendship relationships. Social skills are part of human life skills, so that proper education and care are guidelines for the formation of children's social skills. Social skills are individual skills in starting or maintaining positive relationships in social interaction (Machmud, 2019).

Social development can be developed by children if they carry out play activities that are able to develop children's social behavior and emotional control. This development can be developed using various methods or with various types of play activities. One thing that can be used is cooperative play activities. Through cooperative play activities, children learn to work together for a common goal, they are able to encourage each other, control each other's emotions, and respect each other themselves and

others (Afrianti, 2018).

Because early childhood is a time of play, forms of play must be able to stimulate positive developments in children's lives, and one of them is cooperative play (Saripudin & Faujiah, 2018; Wanti, 2023). Cooperative games are characterized by cooperation or assigning tasks and roles in the game that have begun to be implemented to achieve certain goals. Based on the results of observations and several interviews with center teachers at RA Taslim Payakumbuh, namely:

During school activities in group B RA Taslim Payakumbuh, children's social development can be seen in terms of adapting to situations and other people, solving problems that occur, being tolerant, responsible, being towards rules, being independent, managing yourself and respecting other people's opinions. others, it is still not optimal and needs improvement. This was proven during the process of activities in the class, there were children, one of whom had the initials "H", who was unable to take responsibility when putting back the bag that had been taken to its place.

When playing freely outside the classroom, there are also children with the initial "A" who are not able to follow the rules and are not able to organize themselves when lining up on the school field. During the learning process, there were children who were not able to respect their friends' opinions, one child with the initial "R" was angry with his friend because his friend colored the bridge using blue crayons. During the learning process in the classroom, a child with the initial "S" disturbed his friends while listening to the theme presented by the teacher.

Therefore, researchers are interested in implementing cooperative games in an effort to improve children's social abilities, because in cooperative games the activities are arranged in such a way that the teaching and learning process can take place more enjoyable, so the authors are interested in conducting research with the title "Improving Children's Social Development Through Cooperative Games "In Group B Children at RA Taslim Payakumbuh". Based on the description above, this research aims to determine the extent to which children's social abilities increase through the use of cooperative games in early childhood.

METHODS

In accordance with the problems to be researched, this research is categorized as PTK research. The definition of PTK research is an observation that applies PTK in the classroom using rules in accordance with research methodology carried out in several periods or cycles (Dewi et al., 2017; Susilowati, 2018). The place used as the research object was set at RA Taslim Payakumbuh, precisely on Jalan Teuku Umar, South Payakumbuh District. Carried out in the first semester of the 2022/2023 academic year on 01 – 22 August 2022, while the subjects of this research are children at the RA Taslim Group B Preparation Center, totaling 12 children in the even semester of the 2022/2023 academic year, consisting of 7 girls and 5 man.

This PTK research consists of 2 cycles. Each cycle is carried out in accordance with the objectives to be achieved. Each cycle consists of 3 meetings. Apart from that, reflection was also held by the observer, namely a class teacher, to discuss things encountered in the learning activities in that cycle (Juniarti & Renda, 2018; Tutu, 2019; Anwar, 2020).

Furthermore, the results of the reflection were used as material for improvement in the next cycle. In this research, the data analysis technique used is descriptive analysis using the Percentage Formula. This analysis is used to get a picture of data that explains children's social development with Cooperative Games.

Analysis is carried out during reflection, to carry out further planning in the next cycle. The results of the analysis are also used as material for reflection in improving learning designs, which are used as material for consideration in determining the appropriate learning model to improve children's social development with cooperative games (Asmara, 2020; Irwan & Hasnawi, 2021; Arif, 2022).

RESULT AND DISCUSSION

By nature, humans are born as social creatures. Hurlock believes that social development is the acquisition of the ability to behave in accordance with social demands. Meanwhile, Erik Erikson saw that social development in children is related to their ability to overcome crises or conflicts that occur at each stage of change, so that they are ready to face various problems that they will encounter in future life (Jamilah, 2019).

Social development is the achievement of maturity in social relationships. It can also be interpreted as a learning process to adapt to group norms, morals and traditions, to merge oneself into one unit and communicate with each other, and work together. Children are born not yet social. In a sense, he doesn't have the ability to get along with other people. To achieve social maturity, children must learn how to adapt to other people. This ability is acquired by children through opportunities or experiences of socializing with people in their environment, whether parents, siblings, peers or other adults (Dewi et al., 2022).

At the age of 2-6 years, children are very happy if given the opportunity to determine their own desires, because they need independence and attention. During this period, curiosity also arises and demands fulfillment. They are encouraged to learn new things and really like asking questions with the aim of finding out something. Teachers and parents should give reasonable answers. At this age, children still like to imitate everything their parents do (Sabani, 2019).

Based on this explanation, researchers draw the conclusion that social development is the ability of children to behave in accordance with applicable norms and rules, so that children can interact with other people well, be accepted in society and their environment. Children's social development is greatly influenced by the process of parental treatment or guidance towards children in various aspects of social life, or the norms of social life as well as encouraging and giving examples to their children on how to apply the norms that apply in everyday life.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education, indicators of social development for children aged 5-6 years are: Showing one's ability to adapt to situations, Showing caution towards people you don't know (fostering trust). to the right person), Know your own feelings and manage them appropriately (control yourself appropriately), Know your rights, Obey class rules (activities, rules), Manage yourself, Be responsible for your behavior, Play with your peers, Know your friends' feelings and respond appropriately,

Share with others, Respect the rights/opinions/work of others, Use socially acceptable methods to solve problems (use your mind to solve problems),

Be cooperative with friends, Show a tolerant attitude, Express emotions in accordance with existing conditions (happy, sad, enthusiastic and others), Get to know manners and manners in accordance with local social culture (Junita & Anhusadar, 2021).

These social skills are used as a basis for socializing in the social environment, both at school where the child studies and at home where the child lives. To improve children's social skills, this can be done through play activities. Playing is an activity that is very necessary in improving children's development. Playing must be fun so that it makes children happy, comfortable and enthusiastic. Through play, children learn things necessary for their development. Both in the form of development in religious and moral, physical-motor, cognitive, language, social emotional and artistic aspects.

One play that can be done to improve children's development is cooperative play. Cooperative play means that each child has a certain role to achieve the goal of playing. According to Ali Nugraha and Yeni Rachmawati, cooperative play is a game that involves a group of children, where each child has their own role and tasks that must be carried out to achieve a common goal.

Then according to Craig and Kermis in Anindya Purnama, cooperative play is a game where children share things over a certain period of time, follow the rules made, resolve disputes, help each other and share roles.

Cooperative play is characterized by cooperation or division of tasks and division of roles between the children involved in the game to achieve a certain goal. By playing cooperatively children can develop their abilities in socializing without leaving their world, namely the world of play (Shalehah et al.,2020).

Based on the opinions above, it can be concluded that cooperative play is an activity carried out by children involving a group of children, where each child has their own role and tasks and depends on each other to achieve certain goals.

Below are several examples of Cooperative Games

Look for My Friends: The aim of this game is to practice cooperation and build friendship. Cooperation is built when children match together or look for partners that match the cards they get (Devana, 2018).

*My Smart Finger Relay:*The index finger is the finger used for pointing, its position is between the thumb and middle finger. Smart means smart, capable, cunning and resourceful. Relay is a team competition by dividing the distance between the participants, at the end of each part each handing over an object to the next participant. It is called "My Pintar Pintar Relay" because in this game children use their index fingers to move rubber bands from one child to another.

*Cute Ants:*Cute ants. I was interested in the name ants because I saw the fact that ants often work together when they carry food by working together, when ants walk and meet other ants they stop for a moment. It was as if they were greeting each other and shaking hands. Meanwhile, said *tiny* This is because young children are children who are still cute, innocent and adorable.

*Chained Bamboo:*In achieving a goal or objective, we often need the cooperation of other people and need to use a strategy that works for children.

*Ball Relay:*This activity is carried out in groups so that children will practice working together to get to the linefinish.

*Run On Cardboard:*The philosophy of this LAPAK game is anything. So, facilitating needs in total, with the hope that students will take advantage of these facilities.

Based on this description, the researcher can conclude that to train children to learn to cooperate, learn to interact with other people, be able to communicate with other people and others, this can be done or trained through games that are fun for children, one of which is through cooperative games that can train abilities or social skills. child.

Discussion of the results of this research can be guided by the table below, namely:

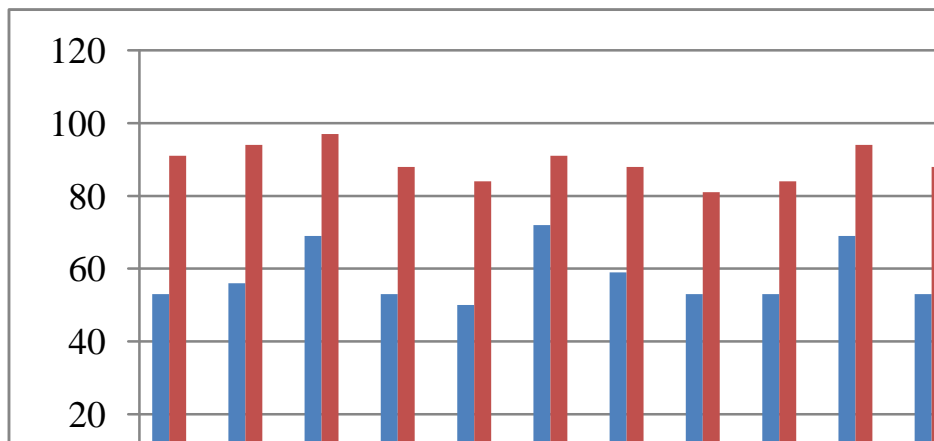
Table 1. Observation Results and Average Children's Social Abilities Through Cooperative Play

No	No	Cycle I	Cycle II
1	A	53	91
2	B	56	94
3	C	69	97
4	D	53	88
5	AND	50	84
6	F	72	91
7	G	59	88
8	H	53	81
9	I	53	84
10	J	69	94
11	K	53	88
12	L	59	88
Rata-rata		58	89

Table 2. Observation Results and Average Researcher Activities in Children's Learning Through Cooperative Games

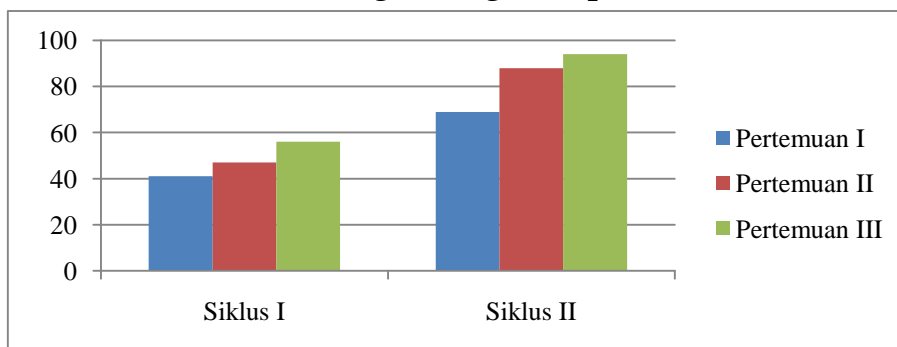
Cycle	Researcher Activities		
	Meeting I	Meeting II	Meeting III
I	41	47	56
II	69	88	94

Graph 1. Observation Results and Average Social Abilities of Children Through Cooperative Play



Note: Horizontal line = Research period (Cycle I and Cycle II)
 Vertical line = Observation results and average of children's social abilities through cooperative play

Graph 2. Observation Results and Average Researcher Activities in Children's Learning Through Cooperative Games



Description: Horizontal line= Research period (Cycle I and Cycle II)
 Vertical line (0-100)= Results of observations of researchers' activities in learning. Based on table 4.12 and graph 4.13 it can be analyzed as follows:

The results of the research showed that there was an increase in children's social skills through cooperative play from cycle I to cycle II, namely in cycle I, the third meeting, 58%. In cycle II it increased to 89% at the third meeting.

The results of the research showed that there was an increase in teacher activity in learning cycles I to cycle II, namely 41% at the first meeting to 47% at the second meeting, and 56% at the third meeting. In cycle II the first meeting increased to 69% at the first meeting, 88% at the second meeting, and 94% at the third meeting.

The child's ability to play cooperatively indicates the child's interest when the teacher explains, and the child becomes increasingly interested in doing it. In carrying out activities, the teacher continuously provides stimulation and guidance to children on how to play cooperative games, look for my friend, my index finger is smart, relay, cute ants, chained bamboo, ball relay, and running on cardboard. In this way, children's social skills are increasingly trained through cooperative play.

CONCLUSION

Based on the research data above, it can be analyzed that the application of cooperative games can improve children's social abilities, this cooperative game is suitable for use in solving problems that researchers face. Children's social abilities can be seen from every meeting when children play through cooperative games. As well as recording and collecting data from teacher evaluations. This is shown by the percentage of student success per cycle where the results obtained in the initial condition before taking action were 23%. Then in cycle I, the second first meeting and third meeting experienced a change of 58%, in cycle II, the first meeting, social improvement began to increase, namely 67%, in cycle II, the second social meeting of children increased again to 76%. The success in cycle II of this second meeting did not reach the desired target. For this reason, teachers continue to strive to improve social skills by carrying out learning activities through cooperative games. In cycle II, the third meeting increased well to 89%. In cycle II, satisfactory results were obtained.

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