

Modified Traditional Hide and Seek Game to Improve the Social Skills of Students with Mild Intellectual Disability

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Abstract—Mild intellectual disability children have barriers to social skills which include social interaction, cooperation, and obedience to rules so that it need to be improved. In this study the social skills of mild intellectual disability children can be improved through traditional games hide and seek modification. The purpose of this study was to examine the effect of traditional hide and seek modification on the social skills of mild intellectual disability students in grade 7 of Al-Falah School for Specific Purpose (SSP) Sembayat Gresik. The research design used pre experimental of one-group pre-test post-test. The subjects of the study were six mild intellectual disability students. Average pre-test results 53.12 and the average post-test results 81.24 by giving interventions 8 times in class and outside the classroom. The conclusion of the H zero (Ho) research results is rejected and the working hypothesis (Ha) is accepted, Z count (Zh) = 2.20 is greater than Z table (Zt) = 1.96. This means that there is the influence of the traditional game of hide and seek modification on the social skills of the students with the intellectual disability.

Keywords—game; modified hopscotch; social skills

I. INTRODUCTION

Intellectual disability are conditions in which the development of intelligence and experiences of the individuals are hampered; so they do not reach the optimal development stage. Students with intellectual disability have a level of intelligence below the average of normal student. The impact of this conditions causes students to be unable to understand social rules in family; school and society; [1].

The obstacle experienced by intellectual disability students in their daily lives is the difficulty of social interaction and cooperation with others. Obstacles experienced by intellectual disability students cause students to have low social skills. [2] states that social skills are the ability to behave in accordance with the demands of society. Social skills are needed by every individual in everyday life to connect with friends; family and other people around him/her. Social skills are needed when students are in the community.

Lack of social skills in students will affect the teaching and learning process that is in the classroom and outside the classroom. Students who lack social skills are very likely to be

rejected by other friends. Students who are not able to interact well; are unable to obey the rules and are unable to be invited to cooperate will greatly influence the development of other students; [3]. Conversely; if students have good social skills; acceptance from peers and others will be appropriate.

Based on the results of observations carried out on March 14-15 2019 at SSP Al-Falah Sembayat Gresik there are mild intellectual disability students; amounting to 6 students with ages between 13-18 years old who have low social skills. This can be seen when learning activities in the classroom and outside the classroom during exercising. There are students who lack of social interaction; lack of cooperation and there are also children who are less compliant with school rules. This is because learning on social skills is still lacking and not varied [4]. For example; teaching the concept are focussing on remembering and does not provide an opportunity for students to get learning while playing which results in students not getting the necessary supplies at a higher level of knowledge.

While playing for students is an absolute requirement that is needed in accordance with the characteristics of its development; it is necessary to provide a facility that can improve social skills in mild intellectual disability students. To improve social skills in mild intellectual disability students; the use of game is possible. The function of the game is to provide excitement and foster familiarity with fellow friends.

The game chosen to improve social skills is a modified traditional game of hide and seek. This modified traditional game of hide and seek is very suitable for mild intellectual disability students because with the steps that have been modified by shortening the steps so that it is easier for children to play; the playground is limited to only classrooms and fields; more playing time duration longer than usual; the rules of the game are used; as well as the purpose of the game to improve the social skills of intellectual disability children.

Hide and seek games including archipelago games that are popular in Indonesia. [5]; argues that the game of hide and seek is a game that can be played by finding friends who are hiding. Hide and seek game also has several

benefits including training students' memories; developing students' abilities in the cognitive field; training gross motor skills in students; and developing social skills in students [5]. Hide and seek game can be played well if you follow the rules of the game and how to play it.

In a previous study by Hananta (2016); entitled "the effect of the traditional game of hide and seek on the social emotional abilities of group B children at Roudlotul Jannah Al Huda Kindergarten in Mojokerto City. Regarding the result; it is shown that children's social emotional abilities tended to increase after being given treatment using hide and seek games. This is evident from the results of the pretest before the participants were given treatment showing the participants had low social skills and after being given treatment the participants' social skills increased. This means that traditional games are quite effective in improving social skills.

Based on this background; this research aims at knowing the effectiveness of modified traditional game hide and seek on the social skills of grade VII mild intellectual disability students in SSP Al-Falah Sembayat Gresik.

II. METHOD

This research applied the quantitative research approach. The quantitative approach was chosen because the data in this study examined a particular population or sample; the use of data and using research instruments; quantitative / statistical data analysis; with the aim to test the prepared hypotheses [6].

This research included the study of pre-experimental. This type of research was chosen because in the study there were still external variables that influence the dependent variable. This is because there is no control variable and the sample are not randomly chosen [6].

This research used one group pretest-posttest design because the absence of control variables and the subjects are not taken randomly. In addition; observations were held twice; namely before the experiment / pre-test or before being given treatment and after the experiment / post-test or after being given treatment; [7].

The data analysis technique was classified into 2 types [8]. Data obtained from the acquisition of the pre-test and post-test using scores on the assessment points. In this study; non parametric data is used; namely statistical tests carried out because one assumption of normality cannot be fulfilled. This is caused by the number of samples less than 30; namely 7 samples or so-called small samples. The formula used to analyze is nonparametric statistics using Wilcoxon Match Pairs Test [6]. The reason for using the level test marked Wilcoxon Match Pairs Test because to look for differences in the ability of mild intellectual disability students in grade seven SSP Al-Falah Sembayat Gresik in social skills before and after being treated with modified traditional games hide and seek. Then the appropriate data analysis technique in this study used a level test marked Wilcoxon Match Pairs Test. The interpretation of the data in this study is as follows.

- If $Z \text{ count } (Z_h) \leq Z \text{ table } (Z_t)$ then H_0 is accepted and H_a is rejected; meaning there is no effect of the modified traditional game of hide and seek on the

social skills of mild intellectual disability students in Al-Falah SLB Sembayat Mayar Gresik.

- If $Z \text{ count } (Z_h) \geq Z \text{ table } (Z_t)$ then H_0 is rejected and H_a is accepted; meaning there is the influence of the modified traditional game of hide and seek on the social skills of mild intellectual disability students in SSP Al-Falah Sembayat Mayar Gresik.

III. RESULT AND DISCUSSION

Based on the results of the study; it was shown that after being given the modified traditional game of hide and seek the social skills of mild intellectual disability students were seen by the differences in scores obtained from the pre-tests and post-tests that had been carried out. The implementation of the pre-test and post-test to determine the social skills of mild intellectual disability students before and after the modified traditional game of hide and seek.

The positive findings on the research obtained in this study were students who were enthusiastic in playing activities. Previously; students had never been given social skills with modified traditional game of hide and seek; so initially students felt confused and did not know the rules of the game. After being given 8 times the treatment of students began to show interest in traditional hide and seek games. However; the negative side is that there are still mild intellectual disability students who have difficulties to cooperate with their peers. The next finding is that there are mild intellectual disability students who are accustomed to playing hide and seek games so that giving social skills interventions is not too much trouble.

The results of the pre-test treatment showed that 6 children before being treated with modified traditional hide and seek to the social skills of mild intellectual disability students were still low at the pretest with an average gain of 53.12 and after being given the modified traditional game of hide-and-seek treatment on social skills average scores the post-test score increased to 81.24

DTH is one of the most enthusiastic students in participating in modified hide and seek games [9]. This is indicated by the number of questions; invitations; and requests to always be the child in charge of maintaining activities from the first meeting to the end. This means that children feel happy when invited to play. In the first pre-test results; 68.75 were obtained after getting treatment eight times; the post-test results increased with an average post-test score of 93.75

MSH is not much different from DTH which has high enthusiasm during the modified game of hide and seek. Huda did not have much difficulty in participating in the modified game of hide and seek because when given an explanation students had a lot of understanding. This is indicated by the results of the pre-test 62.5 After getting the treatment 8 times; the post-test results have increased post-test 90.62

ISPs are students who are able to participate in the modified traditional game of hide-and-seek; except that children sometimes lack initiative in participating in activities. In terms of obeying the rules and children being able to work with others. This is indicated by the results of the pre-test

59.37 After getting the treatment 8 times; the post-test results have increased post-test 87.5

MR includes students who are quite passive; less obedient to the rules and less cooperative when learning activities take place. This causes students to be less optimal in the modified game of hide and seek. At the pretest results with a value of 53.12 After getting the treatment 8 times; the post-test results experienced an increase in post-test 84.37

MRA is a student who is quite shy and lacks understanding of the rules given so that children are still lacking in understanding the rules of the game. But in socializing with friends; greeting friends and teachers; and getting along well with others is good enough. This is indicated by the pre-test results 46.87 After getting the treatment 8 times; the post-test results have increased post-test 68.75

Aza has initiatives but has the lack socialization and lack of cooperation with others; but students become friends who are liked by their friends because they never interfere. This causes children to be less than optimal in participating in traditional hide and seek games. In the pre-test results 28.12 After getting the treatment 8 times; the post-test results have increased post-test 62.5.

Mild intellectual disability students are also called morons or debilitating; [1]. According to the Wechsler Scale (WISC) individuals with mild intellectual disability have an IQ between 69-55; while according to the Binet Scale this group has an IQ between 68-52. [10] argues that mild intellectual disability students have the ability to be educated like typically developing students. They are able to be independent; can learn various skills and life skills and are able to be educated to learn a number of lightweight theories that can be useful for their lives. These obstacles can be overcome by improving skills.

In accordance with the above theory; research by Rosalia Widya Hananta (2016) with the title "the influence of hide and seek games on the social emotional abilities of group B kindergarten children". It was concluded that students' social emotional abilities tended to increase after being given treatment using hide and seek games. From the research; if it is associated with the results of the research; the researchers prove that the game of hide and seek modification can also be given to mild intellectual disability students with the right steps and adapted to the child's abilities. The increase in social emotional abilities in the group B kindergarten on the results of the above research shows that social emotional abilities can be improved by maximizing the potential that is tailored to the child's condition.

Moreover; [5] explains in general some of the benefits of playing hide and seek; that it can develop social and emotional abilities; train memories; and train cooperation. This is also reinforced by the results of research by [3] with the title "guidance program to develop students' social skills through traditional games". With the results of research that social skills in students in grades 1-3 elementary school have

increased through traditional games. Traditional games provide a positive role towards the formation of social skills in students.

The implications of the results of the study of the influence of modified traditional hide and seek games in addition to being able to improve the social skills of mild intellectual disability students; modified traditional games of hide and seek can also make individuals who are liked by others. The results of the research that have been carried out show that the implementation of modified traditional game hide-and-seek to the social skills of mild intellectual disability students is obtained Z value in (Zh) is 2.20 greater than the crisis value of Z table (Zt) 5% = 1.96 (Zh > Zt) thus it can be interpreted that there is the influence of the modified traditional game of hide and seek the social skills of students with mild intellectual disability. But this study also has the limitation; namely when the implementation of activities there are students who lack understanding of the concept of playing rules so that the game is less organized; the presence of students who are rarely fulfilled and students who are still unable to work together.

IV. CONCLUSION

Based on the research findings it can be concluded that modified hide and seek game is effective in improving the social skills of the students with mild intellectual disability. Moreover; social skills activities using modified traditional hide and seek games are more maximized in the application of compliance with rules and cooperation so as to produce students who have a good understanding of the concept of social skills. This research can be used as a reference for further research; taking into account the needs and conditions of students. In addition to this; further research can use more research subjects and research locations than this research.

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