



**OPTIMIZING THE LANGUAGE ABILITY AND SOCIO-EMOTIONAL
ABILITY OF CHILDREN AGED 3 - 4 YEARS THROUGH THE DUR
SALINDUR GAME**

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Article History:

Submitted:
January 2019
Approved:
February 2019
Published:
March 2019

Keywords:
competence,
optimization,
traditional game

Abstrak

Tujuan dari penelitian ini untuk mendeskripsikan bagaimana permainan tradisional dapat digunakan untuk mengoptimalkan kompetensi berbicara dan sosio emosional anak. Permainan tradisional yang digunakan dalam penelitian ini adalah permainan tradisional dari budaya Jawa yang bernama Dur Salidur. Karakteristik unik dalam permainan ini adalah adanya kegiatan berdialog antar pemain, yang mengomunikasikan alasan pemilihan kelompok yang akan dipilih. Metodologi dalam penelitian ini menggunakan Penelitian Tindakan yang berlokasi di Kelompok Bermain PAUD Labschool Yasmin Universitas Muhammadiyah Jember Jawa Timur. Pengujian data dilakukan dengan menggunakan *Serial Reaction Time (SRT)* yang dilakukan dua (2) siklus. Hasil penelitian menunjukkan bahwa permainan Dur Salidur mampu menjadi sarana bagi anak untuk mengembangkan kecerdasan sosial emosional yang pada siklus 2 (dua) anak dapat menerima pendapat orang lain, patuh pada aturan yang sudah disepakati dengan menunjukkan perilaku sabar, dapat menyesuaikan diri serta memiliki perilaku yang mencerminkan sikap ingin tahu. Demikian pula kemampuan berbahasa anak meningkat melalui aturan bermain yang memberi kesempatan pada anak berkomunikasi yang dialogis.

Abstract

The research aimed to describe how traditional games can be used to optimize speaking competence and children's social emotion. The traditional game used for this research purpose is from Javanese culture named Dur Salidur. The unique characteristic of the game is the existence of conversation among players for communicating reasons for the group choice. The research method used is action research located in PAUD Labschool Yasmin Playgroup. The data testing was done by using Serial Reaction Time (SRT) with two cycles. The research found that Dur Salidur game was able to be a means of the developing child's social emotional intelligence. Furthermore, in the second cycle, children could accept other people's opinion, comply with the agreed rules by showing patience, adjust themselves as well as have an action representing the attitude of curiosity. Besides, the children's language ability shows an increase through the game rules, giving them a chance to the children to communicate interactively and to keep the dialogue runs smoothly.

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ISSN 2579-7255 (Print)
ISSN 2524-004X (Online)

DOI: <http://dx.doi.org/10.24269/jin.v4n1.2019.pp75-87>

INTRODUCTION

Every child at an early age has a unique development and growth both physical, creativity, social emotion, intellectual and language. Through the right stimulus on the task of development, it will be a provision for children to successfully interact and adapt to other individuals.

Children's language skills show children's thinking skills. (Ministry of National Education; 2006: 2). Language ability is one aspect that allows one to communicate with others. Language becomes a tool for children to interact with others. The ability to communicate with others with children which includes answering questions, understanding commands or understanding the rules when playing, expressing ideas to other people with more complex vocabulary and repeating sentences well. The development of good communication skills needs to be balanced by the ability to process socio-emotional so that messages in communication will develop in accordance with the expectations of the messenger.

Through communication, a child also needs to know and be able to

handle his own feelings well and be able to effectively understand the feelings of others. This will provide benefits in every area of one's life, whether in friendship or in understanding unwritten rules because children pay more attention to manners and politeness in accordance with local socio-cultural values.

Playing is a means for improvisation, a combination and as the first means of a regulatory system through cultural controls replacing the nature of a child who is still mastered by Bruner's childish impulses (Hurlock 1993: 121). At the present time, there are fears that playing in an open place is identical to be dirty, a lots of germs, and the source of disease. In fact, by playing, all aspects of a child's development will be well honed, including aspects of social emotional development and language development. Through playing, children will be able to foster relationships and adjust to peers, behave according to the norms that exist in their environment and understand that every action has consequences so that sportsmanship in children will be established properly.

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At the age of pre-school, children have begun to be interested in the types of games that spend a lot of energy such as chasing, playing fighting games (Patmonodewo: 2000, 108). With the increase of maturity in children, the type of game chosen is not too dependent on the games' tools. Children's games are also influenced by local culture known as a type of traditional game which is a cultural heritage. Traditional games have started to be forgotten a lot by people who are shackled with gadgets that are very influential for children's health and growth.

One traditional game that is still often played by children in Jember is Dur Salidur. The traditional game Dur Salidur has its own meaning in instilling attitudes, behavior, and skills in children. It contains educational values, norms, ethics, language, all of which will be useful in the life of the child. This game was later adopted into the Snake Dragon game by using the accompaniment of the Snake Dragon song when children are playing.

When playing Dur Salidur, children are taught to be patient waiting for their turn because children

cannot choose to be trapped by two friends who act as friend seekers, by acting as tunnel/cave for the their friends in line. The child in the backmost position in the row will be captured. When a child is caught, there will be a dialogue so he chooses the preferred group. This means that at that time the child tries to convey the message, understands the message and responds.

Besides, children learn to take decisions as a form of self-efficacy, learn to follow rules and create rules of the game; learning to respect shared decisions. Respecting others is part of the values that are important for stimulating children's social abilities. .

This research aimed to describe traditional play activities to optimize the language and socio-emotional development of children aged 3-4 years. In order to improve the ability of children to communicate and develop the socio-emotional development of children, an effort to make designed actions by creating dialogs which are developed able to stimulate children to dialogue and practice behaviors that come with mutual agreement to play settings.

LITERATURE REVIEW

Children aged 2-5 years gradually learn to become part of social groups. The process of socialization is influenced by parenting styles, relationships with siblings and extended family, as well as interactions with the environment around the child. Wortham (2006: 90) states that in order to succeed in adapting to the environment, and therefore children must learn about the right actions.

Studying in Early Childhood Education (hereinafter referred to as ECE) allows children to learn various characters and actions from friends. In conducting activities in ECE, children learn to develop self-control and adapt to the environment. Forst - Wortham develops a number of indicators of children's social emotional development through playing as follows: a) being involved in the game independently, b) being involved in parallel play, c) playing with regulations, d) understanding the needs of others, e) being able to show sympathy, f) being engaged in activities for a minimum of 10-15 minutes.

Language is a communication tool for children to express thoughts, feelings and needs in interacting with their environment which are expressed in the form of oral, written, gesture and gestures. Hurlock (1993: 113) suggests that to be able to communicate with other people children must understand what is conveyed by others.

In developing children's language, it will be enriched by the environment, from family, peers, to schools. For this reason, the environment is expected to be able to provide support and stimulation from childhood.

Forst - Wortham (2009: 92-93) developed indicators of language development in children aged 3 years into two major groups, as follows: first is oral language, including: a) producing words that can be understood, b) being able to recognize and name a number of object, c) responding precisely to the simple commands given, d) making simple sentences consisting of 4 - 5 words, e) being able to ask to find problem solving. The second indicator is the ability to communicate in the games, including: a) expressing feelings of frustration in the game, b) creating

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fantasy friends, c) using various tools to express media functions, d) being able to name the symbolic function of the object being played.

Playing is a fun activity as Piaget (Sujiono 2010: 34) states that playing is an activity that is carried out repeatedly and can make people happy. Playing activities can develop various potentials in children, not only on physical aspects but also on cognitive, language, social, emotional, and creative aspects (Eckhart and Leavitt in Sujiono 2010).

In this research, the type of game used to develop emotional intelligence and language intelligence is the traditional game of Dur Salidur. Dur Salidur game is done in a wide open place, the number of members in this game is around 5-10. The number can also be added in accordance with what the children want. The game is played by having children to line up holding the ends of their clothes or shoulders in front of them. Children in front are considered as a leader. Then, two other children play as gates, standing face to face and holding hands above their heads. The leader and gates are usually chosen from children who are adroit at

speaking, because one of the attractions of this game is dialogue.

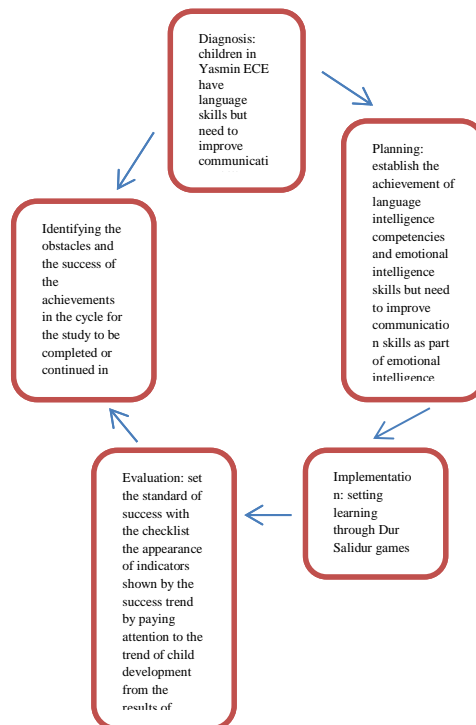
The children in line will move around and around and walk around the gate while singing a song. At the last moment when the song runs out, the child in the back row will be captured by the gate. After the leader along with all the members of the ranks lined up behind him in dialogue and arguing with the gate regarding the child who is arrested, it often takes place excitingly. Finally, the child who is caught is told to choose to be placed behind one of the gates consisting of two people. The songs sung in the game Dur Salidur while moving in circles here and there: "*Dur Salidur montra mantri dahar bubur lek gak entek digowo mabur*". Meanwhile, the dialogue between the leader and the two gates may vary from one place to another.

RESEARCH METHODS

This research used a class action research model designed by Susman. A little difference in Susman PTK model with other PTK models is in Susman model. The problem identification process is part of the cycle that will be used. The PTK

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design series in this research are illustrated by the following flow:



Action research was carried out in two cycles and analyzed using the Serial Reaction Time based on the results of the average assessment of indicators of the development of language skills and socio-emotional abilities with the provisions of the success of the average class > 2.85. The indicators of the development of abilities observed are as follows:

Tabel 1 Indicator of the Observed Abilities

No	Language Skills	Socio-Emotional Skills
1	Mentioning objects around	Demonstrating concern for regulations
2	Using short sentences with	Having behavior that reflects an

- more vocabulary to express what is seen and felt
- attitude of curiosity
- 3 Distinguishing commands, questions and invitations (receptive language)
 - Having behavior that reflects a patient attitude, which includes:
 - wanting to wait your turn
 - wanting to hear when other people talk
 - practicing self-discipline
- 4 Speaking with simple sentences in a tone that matches the purpose
 - Having self-adjusting behavior

To obtain data about these abilities, the researcher used the instrument:

1. Field Observation

In order to know the condition of the child's abilities and mental atmosphere when playing, a checklist sheet is used by giving a score of 3 (indicating the appearance of indicators) and a score of 1 (not showing the appearance of indicators).

2. Interview

Interviews were carried out in the form of structured interviews that used interview guidelines with classroom teachers to obtain an overview of children's development before the activities of playing Dur Salindur and

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after the action were carried out. Children's development includes children's emotional and language. Unstructured interviews were conducted with children, to find out the child's socio-emotional picture when and after playing thoroughly.

The results of data analysis are used as material to determine the achievement of the situation. There were also subjects in this research who were children aged 3 - 4 years who were recorded as group students playing at Yasmin Labschool ECE, Universitas Muhammadiyah Jember.

RESULTS

The overall results of a child's success at pre-cycle (day 1), cycle I (days 2-5) and cycle II (days 6-7) are shown by the following Serial Time graph:

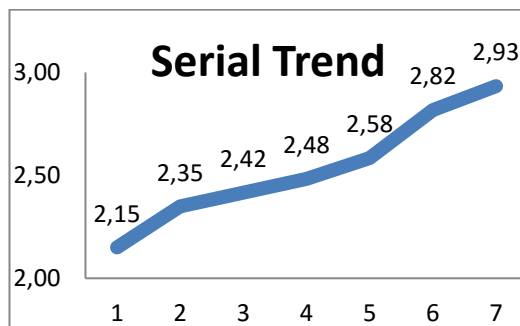


Figure 1 Increased Language Ability and Socio-emotional Ability of Children

In pre-cycle (day 1) language skills and social abilities of children

were approximately 2.15. This shows that children have simple communication skills but not all trained children have the ability to deliver messages when communicating. Likewise in socio-emotional abilities, children have the knowledge of rules that limit the space for movement based on mutual agreement. But in general, children have not developed self-control abilities.

This condition was seen during the introduction of playing Dur Salidur in the pre-cycle. In applying the language, it appeared when a child was captured by a friend who acted as a gate, some children seemed not to answer according to the specified gate name, following a dictated statement by a friend who acted as a gate. Meanwhile, in the socio-emotional development of children, it is seen that most children have not been able to control themselves or are difficult to obey the rules.

The design of the first cycle of action is to modify the learning activities in the game Dur Salidur, which emphasizes the rules of the game and the development of communicative dialogue between the

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gate actors and children caught by the gate.

On the first two days, the children who become the gates and the child arrested need to be directed after the training to memorize the dialogue. But at the turn of the gate on the second day, the designated child became the gate has the ability to communicate the answer choices. On the fourth day, the variety of answer choices given was increasingly diverse and became an idea for children to answer. However, at the end of the first cycle the development of children's socio-emotional language reached an average score of 2.58, still below the established success criteria.

The results of the reflection at the end of the first cycle underlie the modification in choosing the theme name for the gate to be selected through brainstorming activities, discussing with the teacher's mother to determine the name of the gate to be used. So children decide for themselves the name to be used. This is different from during cycle 1, where the name of the gate is determined by the agreement of the teacher and researcher based on the theme of the week.

Another modification in cycle 2 is to build rules that are agreed to be followed by children who play. The rule is that children play in an orderly manner, do not jostle or push each other. The two modifications in cycle 2 went well so that on the second day of cycle 2 the achievements of the language development and socio-emotional of the child had exceeded the criteria of success (2.93).

DISCUSSION

The success of children in a fairly short period of time relates to the opinion of Vigotsky-Leont Ev El 'konin, which was reconceptualized by Van (2013), who state that playing activities pay attention to three play parameters (i.e. rules when playing, the level of freedom of players and involvement of actors). Actually, the game of Dur Salidur is quite often played in Yasmin ECE. However, the development of playing rules does not involve much communication between children. Games tend to be played fast so they only emphasize physical activity so the child moves.

At the beginning of the first cycle, the children played Dur Salidur game happily but not orderly. Some children

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did not obey the rules to walk in the line or hold on not in the proper part. The habituation of obeying the rules and paying attention to the teacher's words is the basis for the child to develop an understanding to follow the rules in the game. Learning approaches by habituation and applied modeling help children understand how to behave appropriately.

Prosocial behavior is a follow-up action in the process of social interaction that children learn. Paying attention, sharing, pleasing others, and working together are part of prosocial behavior. Friends who act as gates help children who have difficulty expressing opinions. They also learn how to be patient when their friends caught think of reasons for the questions that are conveyed. The development of prosocial attitudes into socio-emotional intelligence can be done by always giving direction before and after activities. The rules conveyed before the activity becomes a corridor for evaluating at the end of the activity. Thus, the child understands the concrete meaning of actions that are in accordance with the rules and which are not appropriate.

The results of observations in the first cycle showed that the process of determining the gate theme which was then determined as the name of the gate by discussing between children and children who decided are able to stimulate the activity of children to communicate and harmonize attitudes with the rules set before playing. Dialogue is conducted by two children who becomes the gate and the children caught is developed into a rather long dialogue and stimulates children to establish communication.

In order to establish a long dialogue, children chosen to be the gates in the first cycle were children who are above average in language skills, which are characterized by the ability to convey ideas with more complex structured sentences, more vocabulary, and talk more actively. (talkative). However, the achievement of the development of language and socio-emotional abilities of children has not reached the criteria of success.

Character and actions both positive and negative can be learned by children from their friends while studying in ECE. Erikson (Wortham, 2006: 91) states that children at this age are at the stage of socio-emotional

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development with initiative versus guilt. Children in the search process of finding their identity develop self-awareness, have initiative and enthusiasm for the outcomes of their efforts (which can be in the form of reward or punishment). With effective control of adults to strengthen children's curiosity, children can develop with the ability to have positive self-control.

In the first cycle, after playing four times in Dur Salindur game, there was an increase in ability. By paying attention to the strengths and weaknesses of the assessment carried out each time playing, an improvement of the step was done before playing in cycle II. It seems that planning by involving children to communicate and develop regulations can optimize children's language and socio-emotional abilities.

According to the game category, Dur Salidur can be said to be an associative game, namely the type of game that involves the existence of social interaction with little or no organization (Parten in Santrock. 2002; 272). During this game, Dur Salidur tends to be played quickly so that it only emphasizes physical

development, children are not invited to communicate to determine the choice of group names.

Language development of children can be trained through play activities that have been designed by the teacher. Action design by emphasizing the rules of the game and the development of communicative dialogue between gate actors and children caught gives children the opportunity to offer themes that can be chosen. As a longitudinal ethnographic research on children named Fransisca by Mi (2014. Vol. 22. Issue.2), it is indicated that the results of children's language skills develop when they are pretending or role playing.

The use of simple sentence structures when delivering answers does not mean that children have knowledge of the rules of language syntax. Simple sentence structure that is owned by a child is a sentence that can answer the message that is understood and the response sentence delivered has a relationship with the previous sentence. Berko mentions the above ideas (Santrock. 2002; 239) because children are subject to rules. It's different when the child answers

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the question on the basis of sufficient rules of knowledge, for example because it tastes sweet (answering the question why choosing wine), the child without, he has used the wine pronoun with “*nya*” in the sentence of response.

Likewise in the development of socio-emotional, children begin to be able to leave an egocentric attitude through learning activities that are set to involve other or cooperative learning settings. This trains the child to develop his socio-emotional abilities by paying attention to the needs and interests of others in this matter obeying the teacher's orders and sharing with friends in the group. This habituation is important to train children's socio-emotional development which still tends to be egocentric.

Playing, according to Erikson (Hughes. 2010; 25) provides functions as a means of building ego, as the beginning of the formation of self-concept. Greenspan adds (Wortham, 2006: 91) that emotional development is the basis of intelligence development, the ability to negotiate in social relationships can be obtained by children through interaction with

peers, or friends who are younger and with adults in children's daily lives.

Child socio-emotional development is formed when children play with peers. Games that are more open to children's involvement give children the possibility to understand culture and social roles. Learning to accept other people's opinions, obey rules, be able to control themselves or frustration/fear can be learned by children through playing with friends.

3-year-old children develop emotional intelligence through the opportunity to interact with their peers. As a result of social interaction, children learn to control themselves, play together, and can solve their own problems similar to those they have experienced. Therefore, an activity is needed for children to play, collaborate, discuss with their friends, and get the opportunity to imitate or the strength from adults.

When children play, the skills and abilities of all aspects of development can develop including emotional social intelligence. Children learn to build relationships with other children, behave according to the demands of the community, adjust to their peers, understand their own behavior and the

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child understands that every action has consequences. The language ability of children develops by listening to various sounds, pronouncing syllables, expanding vocabulary, speaking according to correct grammar, and so on.

This appears after several meetings, Hasanudin class children were able to behave according to the rules of the game rules that have been set and agreed together beforehand.

CONCLUSION

Dur Game Salidur could develop children's socio-emotional abilities and language skills with the following indicators:

1. Efforts to develop language into language intelligence could be done by building interactive learning processes through dialogical activities, one of which is by building dialogue about rules of playing.
2. Dur Game Salidur was able to become a means for children to develop prosocial actions as an initial step in socio-emotional intelligence. At the end of the cycle 2, children could show concern for regulations, have behaviors that

reflect an attitude of curiosity, have behaviors that show patience, and have behaviors that can adjust.

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