

The Influence of the Congklak Lidi Game on Social Problem Solving Abilities in Preschool Children

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ABSTRACT

The traditional congklak lidi game in Indonesia is a type of thinking game that requires a strategy to solve problems, apart from that this game also requires physical dexterity and perseverance. This research was conducted to find out how much influence the traditional game congklak lidi has on improving social problem solving skills. This research uses a quasi-experimental type of research with a between-subjects research design with a pretest-posttest control group design model for measurements on different subjects and situations. The analytical method in this research uses quantitative to see changes in children's social problem solving abilities. The data that will be presented in this research is the result of observations through interviews with children to see their responses in solving problems, by presenting pictures to stimulate children. Based on the results of the Wilcoxon test, shows differences between the experimental group and the control group, indicating that there is an influence of the traditional game congklak lidi on social problem solving abilities, with a significant comparison in the experimental group $>0.05 = 0.002$ and in the control group $<0.05 = 0.138$ which indicates there is no significant. It is hoped that the implications can become reference material for learning methods for educators and parents, apart from that, traditional games are not abandoned and can be preserved so that they become a characteristic of culture in Indonesia.

Keywords: Pre-School, Social Problem Solving, Traditional Game, Congklak Lidi

Early childhood becomes the foundation for later life and one begins to learn the challenges of establishing relationships between individuals and social rules. According to Çubukçu & Gültekin 2006 (Sakar, 2022) Development and social skills in supporting children to produce appropriate behavior. According to Vygotsky's sociocultural theory, children's cognitive development is developed through interactions with the people around them and the relationships between them. Cognitive development is interrelated with problem solving abilities in children in preparation for entering elementary school (Dewi & Reza, 2020). Preschool age is a time when children are still experiencing socialization which forms the basis of social relationships between individuals for each child (Ozbey & Gozeler, 2020).

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KPAI once received a report from one of the kindergartens regarding bullying cases, where children tend to instigate their friends not to be friends with friends they don't like (Syahrifah, 2014). A similar thing happened at a kindergarten in Lampung, where someone stole a friend's lunch and then trampled him (Sulis, 2016). KPAI noted that in 2014 there were 5,066 cases of bullying and in 2015 this decreased to 3,820 cases, however, child abuse in 2014 was 461 cases and in 2015 there were 478 cases (Sulis, 2016). Indonesia ranks 5th out of 78 countries regarding cases of bullying that occur in early childhood (Ambarini et al., 2019). It was also explained by (Maghfiroh & Sugito, 2021) that in 2019 PISA (Program for International Students Assessment) in Indonesia still had a lot of unpleasant behavior in early childhood at 41%. In the STPPA in the 2014 Minister of Education and Culture Regulation Number 14 Appendix 1, it is explained that children aged 5-6 years are expected to be able to solve their problems related to simple problems in their daily lives (Dyah & Saraswati, 2019).

The need to train social problem solving skills in preschool children for children's cognitive development to develop well. According to Vygotsky's sociocultural theory, children's cognitive development is developed through interactions with the people around them and the relationships between them. Cognitive development is interrelated with problem solving abilities in children in preparation for entering elementary school (Dewi & Reza, 2020). Conflicts also often occur in early childhood, even though they are small things, they can be an opportunity for children to develop problem solving. Children need to have problem-solving abilities because they will create logical, critical, and systematic thinking abilities (Syaodih et al., 2018). Social problem solving abilities can influence all aspects of early childhood, one of which is influencing children's achievement at school. Social problem solving abilities will influence children's behavior in responding to events they encounter. Key problem-solving abilities in facing life, there is a relationship between individuals and the social or environment (Amiliya & Dryas, 2020).

Playing for children is something fun to pass the time, nowadays parents give them video games because they feel practical. So traditional games are threatened with decline, apart from that, games by introducing traditional games can preserve culture. According to Iswinarti (2005) Iswinarti et al (2020) explain that in early childhood traditional games have benefits for children's physical-motor, intellectual, social, emotional, and personality development.

At the age of 4-6 years, children play games that are organized and cooperative and have rules that occur frequently. Children will identify their surroundings, emotions will emerge as characteristics of their character, and they will do things without thinking. (Suryani et al., 2022). Therefore, every individual must be ready to face problems that occur, even from an early age they must be trained to solve problems, especially problems in social environments. Every individual has a different perspective and character, every individual born will experience growth and development simultaneously (Santrock, 1997).

Traditional Game Congklak Lidi

The traditional congklak lidi game is a type of thinking game that requires a strategy to solve problems, apart from that, this game also requires physical dexterity and perseverance. The traditional game medium of congklak lidi uses sticks, where the way to play is to hold the stick and then scatter it. After that, the players take the sticks one by one using the stick hoe without touching the other sticks. Each player holds a stick hoe one by one, the shape of the stick hoe has a pointed, slightly bent tip and is not colorful, with black being the dominant

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color. However, this study did not apply general rules to congklak lidi, because subjects aged 5-6 years did not fully understand verbal instructions. Therefore, researchers modified the congklak lidi game with rules that are easy to understand without eliminating the benefits and functions of the congklak lidi game itself. The value of social problem solving development that can be obtained from this game is when children can take the sticks one by one and patiently wait their turn, apart from that when they discuss strategies with their group friends.

The congklak lidi game is a game that uses sticks, where you play by scattering the sticks held in your hand. The rule of the congklak lidi game is to collect as many sticks as possible with the help of a stick hoe and not touch other sticks. In the congklak lidi game, children are faced with self-control, strategy coordination, sportsmanship, and several problems related to solving. In the congklak stick game, children are asked to be honest, admitting mistakes when playing with the hoe and touching other sticks. Another lesson expected in the congklak lidi game is social problem solving skills.

There are 3 classifications of traditional games according to Mulyana & Lengkana (2019), among others:

1. Games for free time (recreative), the aim of the game is not to win or lose but to find excitement, joy and fun with friends to fill your free time. There is no target to bring down your opponent/friend so you can gain physical and spiritual health.
2. Games for competing (competitive) games played by at least 2 people where the aim is to find out who the winner is and have rules that must be accepted by all participants. Usually, when someone wins, they will get a reward according to the previous agreement. In competitive games, this can usually also be done in groups and contains the value of (a) a game of strategy, (b) focusing on physical abilities, (c) a game of chance.
3. Games that are educational in nature, have an educational element in the game so that children can recognize various skills and abilities for later life when in a social environment, apart from that it can make children learn to position themselves when in a social environment.

Social Problem Solving Ability

Social problem solving abilities are defined as competencies obtained from complex interactions between children and the environment (Kaya & Bonner, 2004). Developing social problem solving abilities can train children to face environmental problems independently (Rahmawati et al., 2023). Social problem solving is related to how individuals respond to surrounding conditions because they are not by their wishes. By improving social problem solving, children can think critically to find strategies, so that they can stimulate cognitive development in children. Social problem solving is the process of solving problems faced by each individual in social life, finding effective solutions to these problems, or adapting to problem situations (D'Zurilla & Nezu, 1999).

According to Nezu (2004) social problem solving is a cognitive and behavioral process used to find successful solutions to everyday problems. In D'Zurilla & Goldfried's theory developed by D'Zurilla et al (2009) problem solving abilities consist of two general, independent components as components of problem orientation and problem solving skills. Where problem-oriented solving is described as a metacognitive process that involves the operation of a series of cognitive and emotional schemes, both of which must be stable, consisting of beliefs, feelings, judgments, and how to solve problems in oneself. The

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cognitive process can be reduced to a behavior or problem solving skill which refers to cognitive and behavioral activities, where a person attempts to understand a problem or find an effective solution to solve a problem. (D'Zurilla et al., 2004).

Problem solving skills are a person's style of solving problems related to positive orientation, through the mechanism of problem solving skills. In its application, social problem solving is divided into rational problem solving and dysfunctional social problem solving. Dysfunctional problem solving is detailed, namely Problem definition and formulation (problem definition and formulation) understanding the problem by collecting evidence of the problem and also identifying the sources and obstacles of the problem, so that you can determine how to solve the problem effectively. The generation of alternative solutions at this stage will appear when someone is faced with a problem, so they will focus on finding a way out and identifying solutions that are considered to be able to solve the problem. Decision-making at this stage is creating decisions and considering various solutions that have been made previously, determining the most effective solution to solve the problem. Solution implementation and verification in this final stage looks at the results of previous solutions that have been determined and implemented in solving the problem.

Social Behavior

According to Hartati (2004), having social skills in individuals will facilitate daily life, because they can minimize or resolve disputes and conflicts that occur. Social skills are very important for every individual because social relationships are the way individuals interact with their surroundings. Social behavior is an activity related to other people, which has meaning to shape character (Suryani et al., 2022).

Santrock explains the forms of social relationships with peers:

1. Individual changes, have the benefits of togetherness, physical support, ego support, social comparison, attention, and familiarity.
2. Crowds, a form of peer interaction with large numbers, due to the same activity
3. Click, a form of interaction with small amounts involving cohesive familiarity

According to Sujiono in Suryani et al (2022), several reasons for the importance of social behavior in early childhood include children being able to learn to interact and behave so that they are accepted by the environment, children can play a healthy social role in their environment to prepare for future life, for development. nature and character formation, being able to adapt to the environment.

During childhood, relationships with peers play an important role in the character and social formation of children. Children who have low social problem-solving abilities tend not to be able to protect themselves independently or become perpetrators who like to disturb their friends. Apart from that, some children who have low social problem-solving abilities will withdraw from society because they feel afraid or embarrassed. Children who have low social problem solving abilities will be given the congklak stick game. In the congklak lidi game there are social values, communication, and decision-making.

METHODOLOGY

Sample

The subjects of this research were 24 students from kindergartens in Malang. The characteristics of children who are 5-6 years old, do not have physical disabilities or mental disorders, and are male or female who gets low, medium, and high pretest results based on

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hypothetical norms. The research was divided into an experimental group that would be treated with the congklak stick game and a control group that would not be given treatment. Apart from that, interviews are conducted with a minimum of 3-5 minutes.

Instruments

Measurements using pre-test and post-test using semi-structured interviews refer to the theory of D' Zurillah & Nezu (1999) with aspects of problem definition, alternative solutions, decision making, solution implementation, and verification. This research uses a scale or rating scale as a measurement for children. Measurements are carried out by providing picture stimuli about problems that often occur in the school environment, such as children fighting over each other, children teasing their friends, children bullying, and waiting in line. Apart from that, the researchers also asked age-appropriate questions. with 8 items with assessment categories 1. Low, 2 medium, 3 high.

1. Let's see what is happening in this picture.
2. What is the reason why this problem occurs?
3. What should we do when we see a friend like in that picture...right?
4. What do you choose to help your friend?
5. Why you choose (optional with the selected image) to complete problem ?
6. Are you sure about the one you chose?
7. Can you give an example of the image you chose?
8. What are the benefits of solving the problem from the image you chose?

Procedure

A. Preparatory stages

1. Researchers observe and explore data until they find phenomena that are occurring that can be researched.
2. Researchers explore and review literature through journals, books, and theses from previous researchers until they can determine variables that are appropriate to the phenomena that arise.
3. Prepare a research design and study material related to social problem solving skills and the traditional game congklak lidi. Literary sources are obtained and are in accordance with journals, books, ebooks, theses.
4. Preparing a proposal begins with compiling a title, background, in-depth theory, looking for aspects of the dependent variable so that a research instrument is prepared in the form of an observation rating scale and an interview guideline that refers to aspects of social problem solving skills.
5. The interview used was a semi-structured interview, interview questions were obtained from indicators of each aspect D'Zurilla (2004).
6. Carrying out a feasibility test on 24 students aged 5-6 years who are in Kindergarten B.
7. Validity and Reliability Test.
8. Expert judgment was carried out by the supervisor, Prof. Dr. Iswinarti, M.Sc., Psychologist, and interviews were conducted with the class teacher in a semi-structured manner.

B. Implementation Stages

1. Introduce the game first and make an approach.
2. Subject selection is carried out according to the criteria stated. Researchers only intervened in the experimental group.

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3. Pretest, initial measurements were carried out on both groups.
4. Intervention or treatment using the traditional congklak lid game in the control group. The treatment given was not in accordance with the module, because every session the child asked to repeat the game. There were 6 sessions during the treatment, where in session 1 there was an introduction to the rules when playing and each child tried to play. In sessions 2,3,4,5,6 the researcher made observations using a rating scale. At the end of the activity the researcher provides feedback and reflections on the subject.
5. Posttest: The posttest was given to the control and experimental groups who had previously obtained low pretest results, using the same questions and images as during the pretest.
6. Give gifts to subjects and homeroom teachers as a sign of gratitude.

C. Data Analysis

1. Analyzing the data obtained from the pretest results using non-parametric analysis because the subjects were <30 people.
2. Analyze the Wilcoxon test in both groups to see the differences.
3. Mann Whitney test to see the effect of the game.

RESULTS

Table 1. Differences in Pretest and Posttest Group K.E & K.K

Groups	W	P	Mean		SD		SE		Keterang an
			Prete st	postte st	Prete st	postte st	Prete st	postte st	
Experime ntal	0.0 0	0.00 2	18.5	24.5	2.02	3.15	0.58 4	0.909	Significa nt
Control	29. 0	0.13 8	20.1	18.9	2.35	2.02	0.67 9	0.583	Insignific ant

The Wilcoxon test results showed that there were differences between the experimental group and the control group, indicating that there was an influence of the traditional game congklak lidi on social problem solving abilities.

Table 2. Posttest Comparison of Experimental and Control Groups

Groups	N	Mean Difference	p	Information
KE & KK	24	600	0.001	Significant

The results of the Mann Whitney test of the overall number were $P=0.1$ which indicates $P<0.05$ which means it is significant. It can be concluded that there is a significant comparison in the posttest of the experimental and control groups.

In indicator [1] there are 4 children in the medium category and 8 children in the high category, indicator 2 there are [2] children in the medium category and 10 children in the high category, indicator [3] there are 2 children in the low indicator 7 children in the medium indicator 3 children in high indicator, indicator [4] there are 8 children in medium indicator and 2 children in high indicator. Indicator [5] there are 2 children in the low category, 8 children in the medium category, and 2 children in the high category, indicator [6] There are 12 children in the medium category and there are neither the highest nor the lowest, indicator [7] there are 8 children in the low indicator, 4 children in the medium

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indicator, indicator [8] there are 10 children in the low indicator, 2 children in the medium indicator.

There are two dimensions to social problem solving, but this research focuses more on a person's behavior when faced with social problems. Before entering behavior in solving problems, you must first pay attention to cognitive function. Social problem solving skills need to be trained so that children are ready to face the problems they encounter every day, especially in the social environment. The theory put forward by Dzurillah et al (2002) states that social problem solving is the most basic way used by everyone to overcome social problems faced in everyday life (Chang et al., 2020). There are two dimensions to social problem solving, but this research focuses more on a person's behavior when faced with social problems. Before entering behavior in solving problems, you must first pay attention to cognitive function. Research conducted by (Izzaty, 2021) shows that they understand what to do when faced with a social dilemma situation, but they do not always realize the same behavior as what they have in mind.

According to Piaget, resolving problems or conflicts is an important development for children. When there is an imbalance between cognitive and behavioral behavior, it does not mean that something is wrong. So, it is necessary for parents to play a role in supervising and accompanying children's growth and development, because age does not affect children's ability to solve problems. Research conducted by Mulfiani et al., (2022) also found that children experienced social problems because parents were too free about their children's wishes and pleasures, without telling them about mistakes and the impact that would occur on children.

This research uses games as a method to improve social problem-solving abilities in students. Traditional games are simple games played together that have simple rules and ways of playing. Traditional games utilize the natural surroundings. Research conducted by Nurwahidah et al (2021) shows that traditional games can stimulate children's development, besides that traditional games can shape children's most basic to most important needs.

This old game is no longer known and played by today's children, children's cognitive and social skills will be trained when they play congklak lidi. Research conducted by Iswinarti (2017) explains that the congklak lidi game plays a role in self-control, controlling emotions, and training patience. In the congklak lidi game, children are asked to try to focus by just moving their fingers and the stick they want to take, apart from that, children will take turns playing with their friends. Children must also be patient in waiting for their turn and must be honest when playing.



When children are treated, they will naturally start fighting and fighting for their turn with their friends or partners. Researchers asked questions about the impact of the actions they had committed, the children initially did not understand the impact of the actions they had

taken. However, as time goes by, children begin to understand the impact of their actions on their friends, which can lead to quarrels and fights. Children were given intervention more than once per session.

CONCLUSIONS AND IMPLICATIONS

Based on the results of research conducted on 12 experimental groups and 12 control groups, the pretest and posttest results were different, in the experimental group which was treated with the traditional game congklak lidi, showing a significant comparison and in the control group indicating no significance. A comparison of the two groups indicates that there are significant differences between the two groups.

It is hoped that the implications can become reference material for learning methods for educators and parents, apart from that, traditional games are not abandoned and can be preserved so that they become a characteristic of culture in Indonesia. For future researchers who wish to conduct the same research, it is hoped that they will develop independent variables or use other media so that their research results can further develop. Apart from that, researchers can create learning in the form of more innovative games, and researchers must also consider distance, time, and completing the pretest and posttest. Provide a longer distance between treatments so that there are significant changes after the treatment is given.

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Conflict of Interest

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