

The Effect of Skillastics Game on the Elementary School Students' Social Skills

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Keywords: Skillastics Game, Social Skill, Elementary School.

Abstract: The research was conducted because of the low social skill in children at elementary school level today. This is shown by the observed behavioral disorders such as lack of confidence, academic failure, shyness, and violent conduct. Skillastic game can help social skill development at elementary school children (lynxleisure.com). Skillastic game can be used because it is not quite popular in Indonesia. The research was aimed at finding out what is the effect of skillastic games on students' social skill development at elementary school level. To this end, true Experimental Design using The Randomized Pretest-posttest design was used to solve the problem. The sample was two fifth grader classes. The sample was divided into two groups; experimental and control group consisting of 42 students of each group. The research was conducted in SD Padasuka 5 Bandung and SD Rancaekek II Kab. Bandung. Cluster sampling technique was used to choose the sample. The instrument used was a test Social Skill Assessment Elementary School Age by Ellen McGinnis and Arnold R Goldstein. The Analysis of the data in this research using SPSS with the test equipment used include: test for normality with Shapiro Wilk, test homogeneity with Lavene statistic. And F test or Anova for to see the difference the average score sample group. The result of this research is obtained an average score of the experimental group and control in urban and rural areas for the development of social skill (3.3810: -0.1429; 1.1905; 1.6429) with a value of $F= 6.251 (0.000) (P<0.05)$. This means that there is a significant difference from the average score of the development of social skill between the experimental group and control group in urban and rural areas. In other words, that skillastic game have a significant influence on the development of social skill of students with demonstrated presence of cooperation, interaction with other students, and sense of responsibility compared with the control group.

1 INTRODUCTION

Students with low social skills can be observed through behaviors such as lack of confidence, school failure, feelings of shame, and violent behavior (Samanci, 2010).

Furthermore, Samanci (2010) stated, "One of the main objectives of basic education is to help students to adapt to healthy social life, as a foundation in the process of socialization, from birth and during human life".

The ability to behave socially must be owned as early as possible as a foundation for the development of the ability of the children to interact with their environment more broadly. The inability of children to behave socially as expected can result in the children isolated from the environment, have no self-confidence, exclude themselves from the

environment, and so on. As a result, the child will experience obstacles in his development.

Basically students at the elementary school level have a strong desire to be accepted in their group. He will try to join and be recognized by his peer group. If the student is not recognized by his or her group, he will find another way to be accepted in his group.

Suprobo (2008) stated that the full opportunity to socialize is important for children, because he cannot learn to socialize if opportunities are not optimized. Year after year they increasingly need the opportunity to mingle with many people, so not only with children of the same age and developmental level, but also with adults of different ages and environments. In Shared states, the child should not only be able to communicate in words that other people can understand, but also be able to talk about

topics that can be understood and can tell them interestingly to others.

Elliot and Busse (1991) argue that students will continue to show a decline in social skill experiences that are negative impacts, both in the short and long run, and the possible negative impacts as research cues have an indication that the decline in student social skills is relatively stable over time, is associated with poor academic outcomes and perhaps predicted serious social and psychopathic problems at the adolescent level.

Elliot and Busse (1991) said that behaviors such as sharing, helping, starting relationships, asking for help from others, giving praise and saying "please" and "thank you" are social behaviors that are expected to be approved as examples of social skills.

Skillastic game, which is a new approach to Physical Education developed by Sandy (2010), students at the elementary school level are accustomed to hearing the word monopoly game. Skillastic game is almost the same as the monopoly game only difference students will make the movement in accordance with the image on the sheet of monopoly. In this skillastic game the emphasis is on participation instead of winning or losing, fun skillastic games and challenging students will ask to play again.

According to Sandy (2010) explains the skillastic game offers a new approach to help physical fitness in students. Skillastic game is designed to help students in both physical and social development, in this game the students are allowed to move regardless of their skill level, the philosophy of these games aims to make students think that this exercise is fun, and hopefully improve fitness and health become better. Furthermore, it is said that skillastic game can improve the 4 components of fitness include: flexibility, heart resistance, endurance and muscle strength. In addition to improving the four physical components, in this game students can learn social values such as communication, cooperation, coordination.

2 METHODS

The research method is using experimental method with True Experimental Design. The main characteristic of true experimental is that the samples used for the experiment as well as the control group are taken randomly from a specific population. So the characteristic is the existence of the control group and the sample is chosen randomly.

The form of experimental design used in this study is to use the research descriptions of the randomized Pretest-Posttest Control Group Design.

2.1 Research Sample

The sample in this study was primary school located in urban and rural areas, based on the location of urban and rural demographics. From this statement, the state primary school Padasuka 5 Bandung and elementary school Rancaekek II Kab Bandung can be the subject or population and the sample of the research is the 5th grader.

2.2 Research Instrument

The research instrument used is a Social Skill questionnaire created by McGinnis and Goldstein (2006) on Social Skill Assessment - Elementary School Age. The instrument was developed and modified by first experiments on respondents who have the same characteristics with the sample research.

3 RESULTS AND DISCUSSION

3.1 Results

3.1.1 Description of Data of Pre-test Result of Social Skill in Elementary School Students

For the city and rural experimental group given the Skillastic Game treatment, the sample is 42 students. The average preliminary test results of Social Skill questionnaire in the city obtained 24.00 and standard deviation 4,367 and variance 19,073 and in rural obtained 25.16 and standard deviation 4,411 and variance 19,459. While the lowest score in urban areas was 14 and the highest score was 35 and the lowest score in rural area 13 and the highest score was 33.

In the control group in both urban and rural areas of 42 people, the pre-test result for the urban area was averaged 25.47 with the standard deviation of 5,124 and the variance 26,255 for the lowest score in the control group obtained score of 15 and the highest score was 36. While for the rural areas an average of 24.11 with standard deviation of 3,589 and variance 12,888 for the lowest score in the control group obtained 17 and the highest score 32. From these results it can be seen that the average pre-test of social skills in school students for the two

sample groups is no different. Similarly, the lowest scores and the highest scores did not differ significantly between the sample groups treated with those not treated.

3.1.2 Description of Data of Post-test Result of Social Skill in Elementary School Students

The post-test social skill data on primary school students was obtained from the second test result in both the experimental and control groups in both populations. In the group given skillastic game treatment, the questionnaire test was performed after the sample was given treatment for 12 meetings. As for the control group, the tests were performed simultaneously with the experimental group but were previously given no treatment.

The average post-test result of social skill in elementary school students of experimental group in urban area given treatment is 27,381 with standard deviation 5,244 and variance 27,509. The lowest score of the treated group was 16, and the highest score was 36. And experimental group in rural area is 26,357 with standard deviation 4,858 and variance 23,601. The lowest score is 13 and the highest score is 35. While the average score of post-test result of social skill for urban control group in elementary school students is 25,333 with standard deviation 5,317 and variance 28,276. For the lowest score obtained by the control sample group was 11 and the highest score was 35. As well as for control groups in rural areas is 25.761 with a standard deviation of 4.241 and variance 17.991. For the lowest score obtained is 18 and the highest score is 37.

The difference in the influence of skillastic game on social skill development is better than the effect of learning without skillastic game on social skill development in elementary school students.

To test this hypothesis used F or Anova test, because the data to be tested comes from four different samples.

From the statistical analysis it was revealed that F observed is 6.251 and the critical value is 2.60. Since F observed is higher than F critical ($6,251 > 2,60$), H_0 was rejected.

The analysis showed that sig or probability value is 0,000. Because sig. or probability value is lower than 0,05 ($0,000 < 0,05$), H_0 was rejected. This means that there is a significant difference from the average score of social skill development between the experimental group and the control group in urban and rural areas.

3.2 DISCUSSION

This research was conducted to get answers from four problems: What is the influence of skillastic game on social skill development in both urban and rural areas.

The result of the research shows that the influence of skillastic game on social skill development in elementary school students shows better result is marked by the enthusiasm of the students in the game, fun, interaction with each other compared to the influence of less skillastic game learning. The results are in accordance with opinions in the lynx leisure (2010) which says that "skillastic games teach coordination, cooperation, and communication.

From the results of field observations in terms of application of skillastic games in urban and rural areas. In general both students in urban as well as rural students have similarities in performing skillastic game games, all students are enthusiastic, happy and not a few of the students want to re-skillastic games, because skillastic games are new for students in physical education lessons and are new experiences for students. The results is relevant to the opinion of Sandy (2010) who said that

Skillastic game games let every child do physical activity without seeing right or wrong in performing every move. The philosophy of the game is that students feel good about skillastic activity, and get used to healthy lifestyle, and provide benefits especially for children's fitness and health.

4 CONCLUSIONS

In practice there are differences between students in urban and rural areas. Students in urban areas do not take long to understand the motions contained in the picture. If it is associated with social development there is a significant increase from before skillastic game treatment, it is seen from the absence of students who do not participate, remain silent. All students work together in their group to complete the game, compared to the treatment given by many students who show low social skills such as solitude, not easy to associate with their friends and feel the problem when grouped with non-friends. The results of the study in accordance with the opinion of the National Association of Sport Psychologists (2002), "the consequences of students with bad social skills will show: will have difficulty in interpersonal relationships with parents, teachers, peers, depressed, aggressive and anxious behavior.

In addition, the results of this study can show that students rarely do games that involve many people, this is shown by the students are very enthusiastic to do the game. The conclusion is that skillastic games in urban and rural schools can influence as a medium to help the development of social skills from the beginning till its completion

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