

The Effect of Traditional Game of Magoak-Goakan To The prosocial Behavior Among Preschool Children (5-6 Years Old) At Maria Fatima Kindergarten Jembrana Bali

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Abstract: Prosocial behavior is one type of social-emotional development that is important for preschoolers and can influence at a later stage of development¹. Unresolved social-emotional development can lead to aggressive, shy, timid, destructive, powerful behavior, violent behavior, negativism and selfishness². An important factor for optimizing and stimulating the behavior of preschool children is through play. The purpose of this study was to identify the effect of traditional games on the prosocial behavior of preschoolers (5-6 years old) at Maria Fatima Jembrana Kindergarten Bali. This type of research uses the Quasi non equivalent control group design approach. Sampling was conducted with probability sampling: simple random sampling: technical lottery, which obtained 52 samples consisting of 26 in the intervention group and 26 in the control group. Data analysis used t-dependent test and t-independent test. The study results showed that there was a difference in the mean score of the development of prosocial behavior between the control group and the intervention group (p value = 0,000) so that there was an effect of traditional game of Magoak-goakan on the development of prosocial behavior among preschool children (5-6 years old). The author recommends that nurses can improve nursing care through efforts to stimulate the development of prosocial behavior using traditional games.

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I. Introduction

Children are individuals who are in a range of developmental changes starting from conception to adolescence. The optimal growth and development process will affect the quality of the child. Development is a pattern of change that begins at the time of conception (conception) and continues throughout the life span. The period of preschool children becomes the golden age, where the child's development takes place quickly and affects the development of the next period until the child becomes an adult. According to Bloom in (Musarafah, 2011) children in the age range 0-4 years of intelligence development increased by about 50%, and ages 4-8 years developed to 80%. However, delays in achieving this development task will hamper further development. The incidence of developmental delays is generally around 10% of children around the world (Suwarba, Widodo and Handryastuti, 2008). Various child development problems such as motoric delay, language, autism, hyperactivity and behavior, have increased in recent years. The incidence in the United States is around 12-16%, Thailand 24%, Argentina 22%, and in Indonesia between 13-18%. The number of early childhood (0-6 years) in 2011 in Bali Province was 25,130 people out of this number as many as 13,010 people (51.8%) of them aged 4-5 years and about 1,054 people (8.1%) children experienced delays development.

The unresolved problems of psychosocial development of preschoolers can lead children to social behaviors such as aggressive behavior, shyness, cowardice, damage, powerful behavior, violent behavior, negativism, and selfishness. According to Brauner and Stephens (2006) shows that around 9.5% to 14.2% of children under the age of five years experience delays in emotional social development will appear negative on the function of their development and school readiness. The development of prosocial behavior is one type of social-emotional development that is important for preschoolers. Prosocial behavior is a large group of voluntary behaviors that have the purpose of benefiting others (Bierhoff, 2002). According to Havighurst (1978, in Hapsari, 2016) said that developmental failure caused unhappiness, disagreement with the community, and difficulties in the implementation of the next task. Preventive efforts are needed against problems through

optimizing social development in preschool children, including through stimulation. Various forms of stimulation that can be given to children's social development are by playing (Wiyani, 2014).

Playing is the most important element for child development including work, pleasure and a method of how they know the world. Playing in preschoolers does not matter the final result of the game, but more importantly in the playing process itself, how children are trained to think, socialize with peers, share, work together, help and so on (Soetjningsih, 2014).

Traditional games are a game of ancestral heritage that is mandatory and needs to be preserved because it contains the values of local wisdom, can sharpen, sharpen, grow the brain, generate empathy, and build social awareness. Through traditional games can be used as a means to stimulate various aspects of child development, one of which is aspects of prosocial behavior (Mulyani, 2016). The Magoak-Goakan game is a traditional game from the island of Bali that is fun, entertaining and educational. This game tells of a crow who is eyeing its prey and describes the process of interaction between players. The game Magoak-Goakan has religious values, harmony, socio-cultural, leadership and solidarity (Supada, 2013). research by Qoyyimah, Tegeh and Magta (2016) about the application of traditional games to improve the emotional and social development of children in group A in RA. Baitul Muta'allim, shows that the traditional Magoak-Goakan game can improve children's social emotional development, the game Magoak-Goakan can improve motoric development, cohesiveness and social emotional. research by Ermiyanti, Putra and Kristiantari (2015) on the application of direct learning models through traditional Balinese Magoak-goakan games to improve the gross motoric development of children in group B4, indicating that there was an increase in gross motor development with the application of direct learning (direct instruction) through traditional Balinese Magoak-Goakan games. The results of research conducted by Lestari and Prima (2017) found that the application of traditional games can improve children's social emotional development through assignments of around 27.27%. Through traditional games children learn together in groups of peers, engage in communication and communication activities, and work together in groups effectively.

the results of the preliminary study conducted by researchers through interviews with principals and classroom teachers in Maria Fatima Jembrana Kindergarten obtained data including; This type of game adapts to the learning theme such as knowing the animals that are nearby, mentioning a few colors, mentioning numbers etc. The types of games that are done such as coloring, blocking, drawing, swing, playing ball, hide and seek, slides, meow, etc. The characteristics of children in kindergarten vary among those who are shy, some who are sociable. When learning there is something cool with itself, some are attentive to listening to the teacher, and there are those who play alone without knowing time. There are children who want to interact with their friends and there are also children who are busy with themselves. The purpose of this study was to identify the Influence of Traditional Game of Magoak-Goakan on the Development of Prosocial Behavior of Preschool-aged Children (5-6 years) in Maria Fatima Jembrana Kindergarten Bali.

II. Material And Methods

This type of research is quantitatively conducted on kindergarten B Maria Fatima Jembrana Bali children, starting on July 16 to 28 2018. The total sample in this study uses 52 children (male and female) aged 5-6 years

Study Design: Quasi experimental research

Study Location: This research was conducted at Maria Fatima Jembrana Bali Indonesia Kindergarten

Study Duration: 16 to 28 July 2018

Sample size: 52 respondents consisting of 26 control groups (13 men, 13 women) and 26 intervention groups (13 men, 13 women).

sample size calculation: this study uses a different hypothesis test formula for the two mean pairs (Ariawan, 1998) with a significance level of 5% and a test strength of 90%, a standard deviation of 7.5 in the previous study and a desired average difference. Respondents who were unable to complete the study, the researchers added that the estimated drop out sample as an anticipation was 10%, so the number of samples became 26 respondents each in the intervention group and the control group.

Subject & method of selection: the population of this study was taken from Kindergarten B Maria Fatima Jembrana Bali Indonesia students aged 5-6 years with a total of 52 respondents. Respondents were divided into intervention groups as many as 26 respondents (13 men, 13 women) and the control group as many as 26 respondents (13 men, 13 women).

III. Procedure methodology

After obtaining written informed consent from the respondent's parents, then carried out collecting data on the characteristics of the respondents using questionnaire A covering age, sex and religion, while the questionnaire B observes the prosocial behavior of respondents. Researchers and numerators conduct interreter tests to equate perception. Furthermore, the division of the intervention group and the control group was done. Researchers and numerators pre-tested for 3 days in the intervention group and control group. Then in the intervention group were given traditional games Magoak-goakan for 6 meetings (30 minutes each meeting), while in the control group were given watching activities. Furthermore, post test was carried out for 3 in the intervention group and the control group). After the research process was completed the control group was given traditional games Magoak-goakan to fulfill the principles of justice in the study.

Statistical analysis

Data were analyzed using the SPSS program. Univariate analysis is used to identify the characteristics of respondents based on age, gender and religion. Before conducting a bivariate analysis, the researcher tested the normality of the data using the Shapiro-Wilk test, and the data homogeneity test used an independent t test. In addition, the t-dependent test was used to determine the difference in mean scores of prosocial behavior in each intervention group and control group, while using t-independent test with alpha 5% to determine the difference in mean scores of prosocial behavior between the intervention group and the control group.

IV. Result

Table 1. Characteristics of respondents based on age, gender and religion

Based on table 1 the results of research in TK Maria Fatima obtained data that most respondents both in the control and intervention groups were 5 (five) years old in the control group as many as 17 children (65.4%) and the intervention group were 18 children (68.2%), while respondents aged 6 (six) years in the intervention group were 8 (eight) children (30.8%) and in the control group there were 9 (nine) children (34.6%). Based on male and female sex, each intervention group 13 people (50%) control group 13 people (50%) and based on religion most of the religions adopted by respondents in both groups (intervention and control) are Hinduism. In the intervention group, respondents who were Hindu were 18 children (69.2%), Islam were 1 (one) child (3.8%), Protestant 1 (one) child (3.8%), Catholicism 5 (five) children (19.2%), Buddhists 1 (one) child (3.8%), while in the Hindu control group there were 17 children (65.4%), Islam as many as 1 (one) child (3, 8%), Protestant 2 (two) children (7.7%), Catholic 4 (four) children (15.4%), Buddhist 2 (two) children (7.7%).

Table 1 Characteristics of Respondents Based on Age, Gender and Religion group

No	Characteristics	intervention		Control	
		Amount (person)	Prosentase (%)	Amount (person)	Prosentase (%)
1.	age				
	5 years	18	68,2	17	65,4
	6 years	8	30,8	9	34,6
2.	Gender				
	Man	13	50	13	50
	Women	13	50	13	50
3.	religion				
	Hindu	18	69,2	17	65,4
	Islam	1	3,8	1	3,8
	Protestant	1	3,8	2	7,7
	Catholic	5	19,2	4	15,4
	Buddha	1	3,8	2	7,7
	Kong Hu Cu	0	0	0	0

Table 2. Average Distribution of Development of Prosocial Behavior in Control Groups

Based on Table 2 shows that the average development of early prosocial behavior in the control group was 28.00 in the low category, while the average development of the final prosocial behavior in the control group was 27.69 in the low category. Statistical results with t-dependent test obtained $p = 0.088$. So it can be concluded that there is no significant difference in the average development of prosocial behavior between measurements before and after without being given intervention in traditional Magoak-goakan games

Table 2 Average Distribution of Development of Prosocial Behavior in Control Groups

Variabel	N	Mean	SD	p. value
The mean score of pre test prosocial behavior		28,00	2,786	
The mean score of post test prosocial behavior	26			0,088
		27,69	2,665	

Table 3. Average Distribution of Development of Prosocial Behavior in Intervention Groups

Based on table 3 shows that the average development of prosocial behavior in the intervention group before being given the traditional game Magoak-goakan intervention was 28.15 in the low category and after being given the traditional game Magoak-goakan intervention was 36.31 in the medium category, there was an increase in the average prosocial behavior. The increase in the mean value of the development of prosocial behavior was 8.16 after being given the Magoak-goakan game intervention. Statistical results with t-dependent test obtained $p = 0,000$. So it can be concluded that there are significant differences in the average development of prosocial behavior between measurements before and after the intervention of traditional Magoak-goakan games.

Table 3 Average Distribution of Development of Prosocial Behavior in Intervention Groups

Variabel	N	Mean	SD	p. value
The mean score of pre test prosocial behavior		28,15	2,378	
The mean score of post test prosocial behavior	26			0,000
		36,31	1,644	

Table 4. Distribution of the Average Development of the Prosocial Behavior of Intervention Group and Control Group Respondents

Based on table 4 the mean of the development of behavior in the intervention group was 36.31 in the moderate category, while the control group was 27.69 in low categories, there were differences in prosocial behavior in the intervention group. There is a difference in the mean value of the development of prosocial behavior between the intervention group and the control group of 8.62. Statistical results with the t-independent test obtained $p = 0,000$, it can be concluded at alpha 5% with both measurements there are significant differences in the development of respondents' social behavior between the intervention group and the control group

Table 4 Distribution of the Average Development of the Prosocial Behavior of Intervention Group and Control Group Respondents

Kategori Kelompok	N	Mean	SD	SE	p. value
Intervention group	26	36,31	1,644	0,322	0,000
Control group	26	27,69	2,665	0,523	

V. Discussion

The period of preschool children becomes the golden age where child development takes place quickly and influences the development of the next period until the child becomes an adult. Psychosocial development of preschoolers is at the stage of initiative vs. guilt (initiative vs. guilt), relatives begin to interact with the surrounding environment, cause curiosity, and children try to take the initiative from their curiosity (Papalia et al, 2008). According to BNSP preschool children have a level of social-emotional development including; cooperating with friends, showing tolerance, expressing emotions in various situations, understanding the rules and discipline, knowing the courtesy and social values of local culture (Wiyani, 2014).

According to Deaux (2007, in Sarlito & Eko, 2009) boys tend to be more willing to engage in activities to help endanger emergency situations. Boys are seen to be stronger and have more skills to protect themselves, while girls appear to be more helpful in situations that provide emotional support, care and care. The role of gender in a person's tendency to help is very dependent on the situation and assistance needed (Sarlito & Eko, 2009). Children aged 5-6 years begin to be in pre-group time, the time to imitate and play according to the stage of development. In this age child needs to be given behavioral stimulation that leads to positive things and prepares for the next stage of development.

Moral and religious development of preschoolers can be interpreted as psychological changes experienced by preschoolers in their ability to understand and perform good behavior and understand and avoid bad behavior based on religious teachings that they believe in (Wiyani, 2014). There are at least three aspects

that must be developed in the moral and religious development of preschool children including; cognitive aspects, affective aspects and behavioral aspects. The level of achievement of moral and religious development in preschool children 5-6 years based on BNSP standards (Wiyani, 2014) including; get to know the religion that is embraced, get used to worship, understand mulya behavior (honest, helpful, polite, respectful, etc.), get to know good and bad behavior, get to know rituals of religious holidays, and respect other religions.

In the control group the t-dependent test results showed no difference in the value of the development of the control group's prosocial behavior before and after without the intervention of the traditional game Magoak-goakan, it was obtained the value of $p > 0.05$ ($p = 0.088$) on both measurements which means no influence without giving intervention to traditional games magoak-goakan. Statistical test results from each aspect obtained mean development of prosocial behavior in the control group pre test 28.00 and post test 27.69, this value illustrates that the problem of development of prosocial behavior is on aspects of sharing, cooperation, contributing, helping, honesty and generosity does not experience an increase in the value of the development of prosocial behavior and can be categorized as low. Desmita (2005) adds that there are several factors that influence the development of prosocial behavior, namely parents, teachers and peers. Parents or families are the first step in teaching and giving examples of altruistic behavior. The parenting style applied by parents in educating has an impact on children's behavior. The role of the teacher has an influence on the prosocial behavior of children. At school teachers can use several techniques or methods in the form of various types of games according to the development stage to improve prosocial behavior. Peers can indirectly facilitate the development of prosocial behavior through the use of reinforcement, modeling and direction. Residential Factors where people living in rural areas tend to be more helpful than people living in urban areas. According to Deaux (2007, in Sarlito and Eko, 2009) people who live in cities get too much stimulation from the environment, so that people are busy with their own lives. The results of research conducted by Wijirahayu, Krisnatuti and Muflikhati (2016) say that the mother-child attachment to the social emotional development of preschoolers shows a positive influence. Children feel happy and laugh when they are with mother, children like to hug or hug mom spontaneously, children feel safe and comfortable when they are near mother, children greet mothers with smiles. This confirms parents or families play a role in the development of pre-school age children. The results of research conducted by Susanti, Siswati, and Astuti (2013) show that teachers can influence the prosocial behavior of preschoolers, namely learning done by teachers and parents as well as environmental situations that affect a lot of children's opportunities to develop prosocial behavior. Schools through the role of teachers are directed to be facilitators and supported by learning environment conditions to be able to provide stimulation for child development. The presence of educational media is a medium / intermediary that is very effective in stimulating early childhood development. The use of media in education is one of the learning resources that can channel messages so that it helps teachers to increase children's potential. According to Dr. Vernon A Magnesen (1983 in Suwarno article, Republika.co.id) states that our percentage of success absorbing information and storing it in memory when learning is 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we say, and 90% of what we say and do. This shows that learning through what is said and done is believed to be 90% can improve learning goals, while learning through what is seen is believed to be only 30% can improve learning goals. The more senses involved in learning, the more optimal learning objectives. Traditional game media besides having many positive values in child development, especially preschoolers, traditional games are also more effective in providing stimulus, because children who play games tend to use more of their five senses than conventional methods, one of them is watching. Watching is seeing (shows, live images, etc.) (Big Indonesian Dictionary, 1998), so watching the Cendrung activity only involves the five senses. Researchers argue that the development of children's prosocial behavior is generally influenced by situational and personal factors, the selection of appropriate methods or media and the involvement of the five senses can have an important role in achieving stimulation. Based on the results of the above statistical tests, theories and several research results prove that the development of prosocial behavior of preschoolers is influenced by situational factors and personal factors, watching activities do not have an impact on improving the development of prosocial behavior.

In the intervention group the results of the analysis using the t-dependent test showed there were differences in the value of the development of prosocial behavior of the intervention group before and after being given the intervention of the traditional game Magoak-goakan, obtained the value of $p = 0,000$ on both measurements which means that there is an influence of the intervention of traditional games magoak-goakan . Statistical test results of each aspect obtained mean development of prosocial behavior in the intervention group pre test of 28.15 and post test of 36.31, this value illustrates that the problem of prosocial behavior in aspects of sharing, cooperation, contributing, helping, honesty and generosity experienced an increase in value and entered the medium category, not only statistically meaningful but the observation results based on each aspect of prosocial behavior had increased. The results of the researcher and numerator's assessment when pre-test post-test were carried out by the intervention group respondents showed that there was a change in prosocial behavior attitudes after being given the Magoak-goakan game intervention as evidenced by the increase in scores in the

post test. The results of research conducted by Fadillah, Syukri, Rahmah (2014) showed that children aged 5-6 years given the sociodrama method could improve prosocial behavior including sharing behavior increased by 53%, children had willing to help behavior increased by 87% and children having helpful behavior increased by 53%. According to Misbach (2006 in Mulyani, 2016) said that traditional games can stimulate among them aspects of social development by conditioning so that children can establish relationships, work together, train social maturity and peers.

Misbach's opinion is supported by the results of Thompson et al. (2014) with the title ".it not just a game": Connecting with Culture through Traditional Indigenous Games ", it was found that traditional TIGs games became a means of teaching life skills to school students aged 5-6 years. All students can describe the nature of traditional games as a means of learning life skills, encourage active involvement in social practices in society. This is supported also by the research of Asiyah, Untari and Anggraini (2016) on strengthening people's games to improve children's social emotional competence in the Bermainan Group of Mother Fathers, concluding that folk games can significantly improve children's emotional competence and stimulate peer relationships. According to Havighurst in the task of developing preschool children, where they continue the developmental tasks in certain phases or periods of life. Children begin to learn about differences and rules, learning to form simple concepts about social reality, learning about the true development of conscience (Soetjningsih, 2012). Hapsari (2016) said that learning through play will create a fun and no-load atmosphere for children. Playing is a form of core learning and is important in preschool. According to Santrock (2007) a pattern of social nuance can improve prosocial behavior through traditional games. Preschoolers of psychosocial development are at the stage of initiative vs. guilt (initiative vs. guilt). Children begin to interact with the surrounding environment, cause curiosity, and try to take the initiative out of curiosity. Children begin to develop self-concept (self concept), looking at themselves related to the abilities and characteristics of children will determine feelings and guide children to behave. Children aged 5-6 years have a level of achievement of psychosocial development such as cooperating with friends, showing tolerance, being able to express emotions, understanding rules and discipline (Wiyani, 2014). Attitudes to share, contribute, help, cooperate, aim, and generosity of preschoolers in preparation for life in the community at the age of pre-school children have begun to appear clear, because at this age children begin to interact with peers, when interacting with others will usually social conflicts arise for children, so children are required to be able to solve them. Magoak-goakan game is a traditional game that has many values including the values of affective, cognitive, psychomotor, ethics, religious, harmony, social culture and solidarity (Supada, 2013). The process of traditional game magoak-goakan starts from gathering, interacting, choosing a role so that it demands creative children and initiatives to self-actualize (Suarka, 2011).

Comparison of the Average Development of Prosocial Behavior in Respondents of the Intervention Group Between the Control Groups obtained the results of statistical tests (t-independent test) obtained the value of $p = 0,000$ at alpha 5% so it can be concluded that there are significant differences in the development of the prosocial behavior of respondents between the intervention group and the control group meaning that the traditional game Magoak-goakan has a positive influence on the development of respondents' prosocial behavior in shaping the character and social-emotional abilities of children from an early age. The results of post-test assessment in the intervention group were 36.31 and in the control group was 27.69. There was an average difference between the intervention group and the control group of 8.62. These results are interpreted that the group given the intervention has a mean difference of 8.62 compared to the group without being given the Magoak-goakan game intervention. Intervention groups that have higher mean scores in categorization including moderate and control group social behavior have lower mean scores. This proves categorically and on average there are differences, where each difference in numbers has meaning. Other factors that influence the effectiveness of playing games in the intervention group include; children know and can do new games Magoak-goakan because it adds another collection of games, children can play with more friends and introduce one of the traditional games of their own area. The biggest benefit factor shown by children is seen from changes in social behavior in socializing with others. In addition, the game Magoak-goakan requires mutual recognition and self-confidence in children with peers, games that do not require much equipment, costs and are done in an open space.

VI. Conclusion

1. Characteristics of respondents showed that most of respondents were at the age of 5 years, the number of male and female children was equal, and most of them were Hindu
2. There was a difference in the average development of prosocial behavior in the intervention group before and after being given magoak goakan game (p value was 0.000)
3. There was no difference in the mean development of prosocial behavior in the control group (p value was 0.088)
4. There was a difference in the average development of prosocial behavior in the intervention group with the control group (p value was 0.000).

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