

The Influence of "Bakiak Beregu" Traditional Game to The Social-Emotional and Motoric Motor Ability Children Age 5-6 Years In Kindergarten

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Abstract- The purpose of this research to (1) Analyze the Influence of traditional "*bakiak beregu*" games on the socio-emotional ability of children aged 5-6 years at Kindergarten and (2) Analyze the Influence of traditional "*bakiak beregu*" " games on the gross motor ability of children aged 5 -6 years at kindergarten.

The research design uses the "quasy experimental design" research method which divides the experimental group and the control group. The experimental group was treated with the traditional "*bakiak beregu*" game while the control group was without treatment. Both groups were analyzed based on the post-test scores of children's social-emotional and gross motor ability. The study was conducted at Kindergarten in group B1 as an experimental class with 24 children and B2 as a control group of 24 children. Data collection techniques using the method of observation. The analysis used is a simple linear regression analysis.

The results of the study are based on the SPSS output table, it is known that the calculated F_{count} is 853,373 because the F_{count} value is $853,373 > F$ table 4,279, it can be concluded that the hypothesis is accepted or in other words the game "*bakiak beregu*" (X) the Influence social-emotional ability (Y_1) and based on the SPSS output table, it is known that the calculated F_{count} is 48,363 because the F_{count} value is $48,363 > F$ table 4,279 so it can be concluded that the hypothesis is accepted means the game "*bakiak beregu*" (X) the Influence gross motor ability (Y_2)

Index Terms- Traditional Game "Bakiak Beregu", Social-Emotional Ability, Gross Motor Ability.

I. PRELIMINARY

Education is the right of all children because education is a capital that must be owned by every individual to achieve success in his life. As the responsibility of the government to provide care, education and early childhood development embodied in policies and agreements both national and international scope (Sujiono, 2010: 2).

Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

The above was also stated by Feez, (2010: 8) who emphasized that the age of birth to six years is a sensitive period, which is a good time to develop the potential of the child, so that children need stimulation in accordance with the child's growth and development needs.

Naturally the development of children varies both intelligence, talent, interest, creativity, emotional maturity, personality, independence, physical and social. In research on the brain shows that if a child is stimulated early on, superior potentials will be found in him. Every child is unique, different and has unlimited abilities in learning (limitless capacity to learn), children can think creatively, productively and independently. For this reason, if the potential that exists in a child is not stimulated properly, it will have an impact on the child losing opportunities and important momentum in his life (Yamin and Sanan, 2013: 2).

The implementation of Early Childhood Education, which is carried out in the form of a kindergarten program and other equivalent forms for children aged 4-6 years, at this age is very important to stimulate children's development so that it is achieved optimally. For children aged 5-6 years, the stimulus for social-emotional and gross motoric aspects can be done through various ways of play, because playing is the activity most favored by every early childhood and is a fun activity for children.

As Froebel said (Morrison, 2000: 66) activities given to young children should be activities that are ready to be done by children. Meanwhile, according to Hasibuan Rachma (2016) states playing is the best way for children to develop their abilities. In principle, children are very fond of playing, because they contain pleasure and are more concerned with the process than the outcome. By playing children will get pleasure and satisfaction for themselves. Parents and educators should provide more opportunities for children to explore, because play is a child's need to acquire knowledge that can develop their abilities.

In kindergartens to develop the potential abilities of children, a variety of ways to play and play both using tools and not using tools, in play can stimulate children to move, be creative and choose their own activities so that children are able to find things new things and can cause children to think and can face also solve problems faced by children later.

It can be concluded that in essence the world of children is playing, by playing it can stimulate children to develop into children who are active, independent, agile, responsible and able

to become problem solvers for themselves. Meaningful play will give satisfaction because children will gain new experiences.

Williams (2007) also states that children's social-emotional development is largely determined by the quality of physical health, nutrition, motor and intellectual and psychological conditions of the family environment. Therefore, the teacher's role as a facilitator can design games that can develop the child's social-emotional aspects. Likewise with motor development both gross motor and fine motor motor abilities can be seen when playing with peers at school, in this study specializing in gross motor abilities. Morisson (2000) revealed that gross motor development is children's learning which focuses on body movements, where body movements play an important role for children's lives, especially related to their social behavior and life. According to Hasibuan Rachma, and Jannah (2017) gross motor is the movement of parts of the body that are instructed by the brain to regulate the movements that require and use large muscles such as hand muscles, leg muscles of parts of the body. Motor development has an important role in children, from a number of research results show there is an influence between gross motor abilities and social-emotional abilities of children (Dunn et al., 2007). So that children do not have problems with social-emotional life and gross motor abilities of children, it is necessary to guide early on children both done by teachers at school and by parents at home.

Naturally children really like activities associated with playing outside the classroom (outdoor learning) or often called learning outside. Learning outside the classroom can be designed through traditional games, one of which can develop children's gross motor abilities, through this traditional game also needs to be introduced to children to preserve the nation's culture that has been abandoned and unknown to children because of the emergence of modern games. For this reason, teachers need to provide traditional games that can develop two aspects of development, namely aspects of children's social-emotional and gross motor abilities.

Introducing traditional games, especially in this research, the game "bakiak" is necessary for early childhood, because at this time children are not familiar with traditional games because of the emergence of modern games and play tools such as one example of the game "gejet" / HP so that children are engrossed in play individuals without knowing their social anymore. Traditional games need to be introduced to children so that children know and know how rich the Indonesian people will be to a variety of traditional cultures and games.

The gross motor characteristics of children aged 5-6 years can express movements with varying rhythms, therefore, teachers can introduce games that can train dexterity, speed, strength, flexibility, and accuracy of the coordination of the muscles of the hands, feet and eyes, and one of which can be introduced through traditional games.

While developing children's social-emotional abilities are needed so that children can get to know the environment around the child. Both of these abilities, namely social-emotional and gross motoric abilities of children are needed to develop other aspects of children's abilities.

Problems in the field, especially in traditional kindergarten institutions, games are only used as games that are specifically displayed in competitions, so that it is rarely encountered in

today's digital era, children can play traditional games in their schools. From these conditions the researchers wanted to further examine, analyze more deeply about the Influence of traditional "bakiak beregu" games on the socio-emotional ability of children aged 5-6 years at Kindergarten.

Based on the background of the problem above, then the problem can be formulated as follows: (1) is there the influence of traditional "bakiak beregu" games on the social-emotional ability of children aged 5-6 years in kindergarten?, and (2) is there any influence of the game traditional "bakiak beregu" on gross motor abilities of children aged 5-6 years at kindergarten?

II. RESEARCH METHODS

This research is included in the experimental research design, which uses a quasi experimental. Experimental research, according to Arikunto (1992: 31) is "a way to find a causal relationship between two factors that are intentionally caused by researchers by reducing other factors that can interfere". Meanwhile, according to Sugiyono (2012: 4) argues that "Experiment is a research that seeks to find the effect of certain variables on other variables under tightly controlled conditions". According to Cresswel (2008: 60) states that: Experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or material makes a difference in results for participants.

The conclusion of the above opinion that the experimental design is a series of experimental activities with the aim to investigate a matter or problem to obtain results, with the aim to measure the influence of independent variables, namely the traditional game of "bakiak beregu" (X) on the dependent variable, namely social-emotional ability (Y₁) and gross motor ability (Y₂). Can be described as follows:

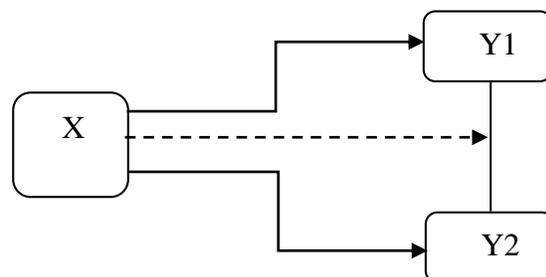


Figure 1. Relationship Between Variables Free And Bound Variables

Information :

X (Independent Variable) Free Variable,
namely: Traditional "Bakiak beregu" Game

Y (Dependent Variable) Bound Variable
that is ;

Y₁: Social-Emotional Ability
Aged 5-6 years

Y₂: Gross Motor Ability
Aged 5-6 years

→ Relationship of Free Variables and

Bound

This experimental method is used with considerations in accordance with the research objectives to analyze the Effect of Traditional "*Bakiak beregu*" Games on the Social-Emotional and Gross Motor Ability of Children Aged 5-6 Years at Kindergarten. This study uses a static group design that divides research participants into two experimental and control groups. The division of groups is not done by randomization, matching, or blocking, but directly using 2 groups that already exist (Jannah, 2016). So in this study conducted in two groups namely; (1) the experimental group, and (2) the control group. The two groups were treated differently, the experimental group used the traditional "*bakiak beregu*" game, while the control group (used conventional learning as programmed in kindergarten),

Based on the experimental research design the static group design of the researcher determines which group is the experimental group and which will be the control group. The experimental group was given treatment using the traditional game of "*bakiak beregu*" to measure social-emotional and gross motor abilities.

Based on the research design above, the research steps to be carried out by the researcher are as follows;

a) Preparation Stage

- 1) Arranging the steps of the traditional "*bakiak beregu*" game
- 2) Instrument adaptation process
- 3) Trial of research instruments

b) Implementation Stage

Doing learning using the traditional game "*bakiak beregu*" on the experimental group. The steps taken are as follows:

- 1) traditional "*bakiak beregu*" game in the experimental group to observe children's social-emotional and gross motor abilities
- 2) the control group observed children's social-emotional and gross motor abilities
- 3) analyze differences in social-emotional and gross motor abilities of children, with the treatment of traditional "*bakiak beregu*" games (using statistical tests)

c) Implementation of Posttest

Provide posttest for the experimental and control class to find out the differences in children's social-emotional and gross motor abilities

d) Data Processing Stage

- 1) Analyze research data.
- 2) Draw conclusions from the influence of traditional "*bakiak beregu*" games on children's social-emotional and gross motor abilities.

A. Research Variables and Operational Definitions

1. Research Variables

Variables are anything in the form of what is determined by researchers to be studied in order to obtain information about the results of the study, then drawn conclusions. Variables in the study are:

- 1) Free Variable (X) = Game
Traditional "*bakiak beregu*"
- 2) Bound Variable (Y) =
Y₁: Social-Emotional Ability

Y₂: Gross Motor Ability

2. Definition of Variable Operations

According to Nazir (2009) states that the operational definition of a variable is a definition that is given to variables by giving meaning, or specifying activities. The operational definitions of the variables in this study are:

1) Traditional game "*bakiak beregu*", is an alternative to traditional games played by children in teams with their friends using "*bakiak*" or also called "*klompen*" or "*sandals*" made of wood which are played by 3 children by walking and stepping together.

2) Social-emotional ability, to get used to socializing children with their peers, the process when children learn values and behaviors that can be accepted by the environment, which specializes in; (1) cooperative attitude with friends, (2) understanding the rules of the game and (3) showing sportsmanship in carrying out the game of "*bakiak beregu*".

3) Gross motor ability that is measure gross motor abilities that specialize in indicators; (1) coordinate body movements to train flexibility, (2) balance and agility, abilityfully changing body position when walking by using the clogs together with friends and (3) coordinating eye-foot-hand-head movements when carrying out game activities "*bakiak beregu*".

Below is described the tool game "*bakiak beregu*" and the way children walk using the tool "*bakiak beregu*" (see figure 1) below;

Figure 2. Game tool "*bakiak beregu* for 3 children players



Figure 3. The "*bakiak beregu*" game with 3 children players

B. Research Subjects

The subjects of this study were children of Group B aged 5-6 years in Kindergarten as many as 24 children (B1) as the

experimental group and as many as 24 children (B2) as a control group. The subjects of this research are explained below:

Table 1. Research Subjects

THE INSTI TUTI ON	GROU P	NUMBER OF CHILDR E N	INFORMAT ION
Kinder garden	B.1	24 children	Experimental Group
	B.2	24 children	Control group
AMOUNT :		48 children	

1) Research Instruments

The research instrument is a tool chosen by researchers in data collection. Margono (2010) defines an instrument is a data collection tool that must be designed and made in such a way that it produces empirical data as it is. In line with Margono (2010), Sugiyono (2012) also defines the meaning of the instrument is the assessment used to measure the value of the variables studied with the aim of producing accurate quantitative data.

a. Test Instrument

1) Test the Validity of Instruments

The instrument is said to be valid if the instrument can be used to measure what should be measured (accuracy), according to Maolani and Cahyana (2015) validity is a quality that shows the suitability of the measuring device with the objectives measured / what is measured. According Siregar (2015) states that the validity or validity is to show the extent to which a measuring instrument is able to measure what you want to be measured.

Test the validity of each item using an item analysis, which correlates the score of each item with a total score, items that have a positive correlation with criteria (total score) and high correlation show that the item has a high validity. Sugiyono (2012) states that the observation item is declared valid or meets the requirements if $r = 0.3$ and if less than that value (<0.3) is declared invalid.

2) Instrument Reliability Test

The instrument is said to be reliability if the instrument is used several times to measure the same object producing the same data or constancy (Creswell, 2016). Maolani and Cahyana (2015) define reliability is a quality that shows the consistency of the equivalence or stability of a measurement made.

This instrument is said to be reliable if the reliability coefficient obtained is at least 0.6 or 0.6 and above using the alpha cronbach method and is calculated using the help of SPPS software version 20.

C. Data Analysis Techniques

According to Maolani and Cahyana (2015) in quantitative research, data analysis is an activity after the research is completed. According Siregar (2015) suggested when doing the data analysis process the thing to remember is knowing the exact analysis tools (statistical tests).

Data analysis in quantitative research is an activity carried out after collecting data from research subjects (Sugiyono, 2012). The statistical data used in this study are parametric statistics, mostly used to analyze data. Furthermore, after getting the data the researcher analyzes it with the following steps:

1. Normality Test

Normality test aims to determine whether the data taken is normally distributed data or not. This normality test uses one sample Kolmogrov test with calculations using SPSS version 20 software.

2. Homogeneity Test

Homogeneity test is a test of whether or not the variances of two or more distributions are equal. Homogeneity test is performed to determine whether the data in variables X and Y are homogeneous or not

3. Linearity Test

This Linearity Test aims to determine whether two variables have a significantly linear relationship or not. This linearity test uses the test of linearity with its calculations using the help of SPSS software version 20.

4. Hypothesis Testing

a) Independent sample t-test

The selected data is normally distributed and the variance is homogeneous, so to test the hypothesis the independent sample t-test is used. This test is used to find out whether there is a difference in the average value between two groups of data that have been explicitly separated, meaning that there is no member of group B1 to be group B2. The calculation of the two independent sample tests is presented in the form of SPSS software version 20. By conducting an independent sample t-test, the researcher wants to see the difference between the experimental and control groups. T value compared with the table value at 5% significance level ($db = n-2$). If the price of t is $<t_{table}$, then H_0 is accepted. $t_{count} > t_{table}$ then H_0 is rejected.

b) Simple Linear Regression

Analysis

Simple Linear Regression is a statistical method that functions to predict the extent of the causal relationship between variables that underlie predictions or predictors of predicted variables called Criteria Variables. The Cause Factor is generally denoted by X or also called Predictor while the Variable Effect is denoted by Y or also called Response. When there is only one predictor variable, the prediction method is called Simple Regression.

Simple Linear Regression or often abbreviated as SLR (Simple Linear Regression) is also one of the statistical methods used in production to make predictions or predictions about the characteristics of quality and quantity. Regression analysis as a prediction tool will find a regression equation that is used to determine the magnitude of variation that occurs in the variable Y (criteria) based on data contained in the variable X (predictor). Simple regression analysis is used to predict or test the effect of one independent variable or independent variable on the dependent variable or dependent variable. If the score of the independent variable is known then the score of the dependent variable can be predicted in magnitude. Regression analysis can also be done to determine the linearity of the dependent variable with its independent variable.

Simple linear regression analysis consists of one independent variable (predictor) and one dependent variable (response), with the equation:

$$Y = a + bX$$

Information

Y : dependent variable
a : regression constant
bX : Derived value or increase
in independent variable

Basis for Making Simple Regression Test Decisions; Decision making in a simple regression test can refer to two things, namely by comparing the value of t arithmetic with the value of t table, or by comparing the significance value with a probability value of 0.05, as follows;

a) Compare t arithmetic with

t_{table} :

- 1) If the value of t arithmetic $>$ than t_{table} , meaning that the independent variable (X) affects the dependent variable (Y).
- 2) If the value of t is calculated $<$ instead of t_{table} , it means that the independent variable (X) has no effect on the dependent variable (Y).

b) Compare the significance value with a probability of 0.05

- 1) If the significance value $<$ of the probability value is 0.05, it means that the independent variable (X) significantly influences the dependent variable (Y)
- 2) If the significance value $>$ probability value is 0.05, it means that the independent variable (X) does not significantly influence the dependent variable (Y).

c) Compare F_{count} and F_{table}

- 1) If the value of $F_{count} > F_{table}$, then the hypothesis is accepted. This means that the independent variable (X) affects the dependent variable (Y).
- 2) If the value of $F_{count} < F_{table}$, the hypothesis is rejected. This means that the independent variable (X) does not affect the dependent variable (Y).

d) Compare the significance value (Sig.) Of the ANOVA output

- 1) If the Sig. $<$ 0.05, then the hypothesis is accepted. This means that the independent variable (X) affects the dependent variable (Y).

- 2) If the Sig. $>$ 0.05, then the hypothesis is rejected. This means that the independent variable (X) does not affect the dependent variable (Y).

In this study, multiple linear regression test to determine the effect of traditional game "*bakiak beregu*" (X) on social-emotional ability (Y_1) and gross motor ability (Y_2) Significance test determines the significance level of 5% significance level ($\alpha = 0.05$), if $-t_{table} \leq t_{count} \leq t_{table}$, then H_0 is accepted, whereas if $t_{count} > t_{table}$, then H_0 is rejected.

III. RESULTS AND DISCUSSION

Results of research on "The Influence of "*Bakiak Beregu*" Traditional Game To The Social-Emotional And Gross Motor Ability Children Age 5-6 Years In Kindergarten", the results of this study are fully described as follows:

A. The Effect of Traditional "*Bakiak beregu*" Games on Social Capabilities of Children 5-6 Years

In this study there are two groups namely the experimental and control groups, in both groups have the same characteristics both in terms of age and the same class / group.

The experimental group is a group that is given treatment (treatment) traditional game "*bakiak beregu*" as much as 8 times during the research process of the traditional game "*bakiak beregu*" as a treatment action given by the experimental group to be investigated during the research process. The duration of the game in one day is 2 hours for the entire experimental group from the initial activity to the closing activity, while the control group (follows the learning according to the schedule set by the teacher). The game steps carried out at the time of the study were described as follows:

- 1) Initial activity (30 minutes) begins with the child making a large circle (crycle time) while holding hands.
- 2) Praying activities before playing and learning
- 3) The teacher submits the material and rules of playing the traditional game "*bakiak beregu*".
- 4) Core activities (60 minutes) which include the teacher demonstrating the procedures for playing the traditional "*bakiak beregu*" game from beginning to end, the teacher chooses 3 children to be volunteers in the group game while the other children as spectators,
- 5) Children stand in their respective groups by forming a vertical row, after that the game starts according to the rules of the game that have been agreed upon together.

This study uses the traditional "*bakiak beregu*" game designed for children aged 5-6 years to improve children's social-emotional abilities. Activities that can develop children's social-emotional abilities can be seen in the results of this study: (1) children are able to play with peers, (2) children can find out their friends' feelings and respond appropriately, (3) show sportsmanship, share with others, (4) understand the rules of the game when playing, and (5) are cooperative with friends.

Children are part of social creatures, social attitudes that often arise in early childhood in the presence of friends with peers who are comfortable for children. but it is not enough to just

introduce and stimulate the social-emotional abilities of children from friends alone, the traditional game "*bakiak beregu*" can stimulate aspects of children's social-emotional abilities optimally through various activities as varied as children do when playing traditional games "*bakiak beregu*". These activities include training sportsmanship through shaking hands before playing, orderly in line, following the rules of the game and giving rewards for completing. Once the importance of aspects of the child's social-emotional ability to be stimulated early on. Social-emotional attitude is very important to connect with others, which requires socialization in terms of behavior.

In this study, the importance of making social emotional development programs for children from an early age is structured through a variety of traditional games, one alternative is the traditional game "*bakiak beregu*". Children are facilitated with fun games. Opportunities to play with others can be contained and can optimally stimulate social-emotional attitudes that have not yet emerged through the traditional game of "*bakiak beregu*".

In this study, it was found that children who play by getting treatment from traditional "*bakiak beregu*" games will be better than children who play without treatment. This can be proven from the results of the research in the SPSS output table, it is known that the F_{count} value is 835,373 because the F_{count} value is $835,373 > F_{table}$ 4,279, it can be concluded that the hypothesis is accepted meaning that the traditional game of "*bakiak beregu*" (X) affects social-emotional ability (Y_1).

Based on these results, that the traditional game of "*bakiak beregu*" can develop aspects of children's social-emotional abilities. early on, especially in activities. Activities carried out by children in traditional "*bakiak beregu*" games, which specialize in; (1) cooperative attitude with friends, (2) understanding the rules of the game and (3) showing sportsmanship in carrying out the traditional "*bakiak beregu*" game, through play that is fun and meaningful for children can optimize all aspects of the social-emotional abilities that exist in each child.

B. Effects of Traditional "Bakiak beregu" games on Rough Motor Ability of Children 5-6 Years

The traditional game of "*bakiak beregu*" influences the gross motor abilities of children aged 5-6 years at Kindergarten, in this study there are two groups namely the experimental and control groups that have the same characteristics both in age and in groups / classes. This is proven based on the SPSS output table, it is known that the F_{count} value is 48,363 because the F_{count} value is $48,363 > F_{table}$ 4,279, so it can be concluded that the hypothesis is accepted meaning that the traditional game of "*bakiak beregu*" (X) affects the gross motor ability (Y_2).

A child's gross motor abilities are body movements that use large muscles or most of the muscles in the body and all parts of the body.

The gross motor in this study is devoted to; (1) coordinating body movements to train flexibility, (2) balance and agility, (3) skilled at changing the position of the body when walking using "*bakiak*" together with friends and (4) coordinating eye-foot-hand movements - head when carrying out the game activities "*bakiak beregu*".

This game is played outside the classroom (out door learning) because playing outdoors can motivate children to be more active, energetic, and physically and psychologically

healthy. Outdoor games will encourage children to be healthy and influential in developing children's behavior patterns for life.

This research is one alternative to develop gross motor abilities of children aged 5-6 years. Children are facilitated with fun games. Play opportunities to move freely, actively and energetically as the main activity of children.

So that the child's gross motor abilities are increasingly optimal because the child will explore all members of the body through play that is fun. Children gain experience in developing gross motor abilities.

Based on the description above it can be concluded that through the traditional game activities of "*bakiak beregu*", children are increasingly active in developing gross motor abilities and provide opportunities to be able to play with the traditional game of "*bakiak beregu*" in a fun way. Because playing fun can optimize all aspects of child development.

Besides playing directly affects all aspects of child development and children learn about themselves, others, and their environment.

IV. CLOSING

A. Conclusions

Based on the results of research on "The Influence Of "*Bakiak Beregu*" Traditional Game To The Social-Emotional And Gross Motor Ability Children Age 5-6 Years In Kindergarten", it can be concluded and suggestions from the results of this study are as follows:

1. Traditional "*Bakiak beregu*" games significantly influence the social-emotional abilities of children aged 5-6 years. This is evidenced by the existence of a significant difference between the social-emotional abilities of children from the experimental and control groups, namely the social-emotional abilities of the experimental group are better than the control group.

2. Traditional "*Bakiak beregu*" games significantly influence the gross motor abilities of children aged 5-6 years. This is evidenced by the existence of a significant difference in the gross motor abilities of children from the experimental and control groups, namely the gross motor abilities of the experimental group better than the control group, it can be concluded that there is a significant difference in the post-test scores between the experimental and control groups

B. Suggestions

Based on the conclusions from the results of the study with the title "The Influence Of "*Bakiak Beregu*" Traditional Game To The Social-Emotional And Motoric Motor Ability Children Age 5-6 Years In Kindergarten", then the following suggestions can be made:

Proving the traditional game "*bakiak beregu*" as an alternative to traditional games to develop aspects of social-emotional and gross motor abilities of children aged 5-6 years, then this activity can be programmed even more varied.

So that the child does not get bored and will certainly have an impact the child likes to go to kindergarten. Teachers can combine more challenging activities to stimulate other aspects needed in children aged 5-6 years from an early age.

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