

IMPROVING CHILDREN'S SOCIAL DEVELOPMENT THROUGH SUNDA MANDA GAMES

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Abstract. The social development of children is an important aspect in the growth and development of children. Educators must create an environment that supports children's social development, one of which is by introducing games that support and familiarize themselves with behaviors that develop children's social. This study aims to explain the benefits of Sunda Manda games for improving children's social development. This research is a type of literature research with data collection techniques using documentation techniques. The results of the study stated that children's social skills can be improved, especially when following the rules, namely disciplinary attitudes that need to be trained and familiarized. The second social attitude is the habit of waiting for their turn, patience in socializing, a societal norm that must be learned by every child. The third is cooperation, a form of social interaction in order to achieve a common goal. And the last thing is honesty, which is a person's attitude to say and act in accordance with reality. Sunda manda games provide habituation that improves the good character of children.

Keywords: Sunda manda game, social development

INTRODUCTION

The ability to learn new skills, accept new approaches, and face ongoing social change is important in the Industrial Revolution 4.0. (Gleason, 2018). It is in line with the government's aim to build the "Indonesian Golden Generation 2045" by equipping students with 21st-century skills (Kemendikbud, 2016)—namely, character, citizenship, critical thinking, creativity, collaboration, and communication. Learning in class no longer only emphasizes mastery of the material but also focuses on humanist aspects that focus on values and character (Kemendikbud, 2022).

To find out the students' initial level of Cultural Intelligence abilities and the need for learning media, researchers distributed research questionnaires. Interviews were also conducted to determine media use at SMA Negeri 2 Sumenep. The results of the initial media needs questionnaire distributed to students found that out of 20 respondents, 40% of students were in a low category. Namely, teachers rarely used learning media. On the other hand, in the third point, around 73% of students stated that they were happy when teachers used media, which shows that students are very enthusiastic about using learning media. Then, in the third aspect, namely learning methods, 73% were produced in the Medium category, namely that the learning methods used so far were lectured and were teacher-centered. Furthermore, the third aspect related to students' needs for learning shows that 75% of students need more interesting learning media and technology-based learning media. Meanwhile, the results of the Cultural Intelligence questionnaire showed an average total of 57%, which is still relatively low. It can be concluded that students really need learning media, namely infographics, to improve their cultural intelligence attitudes..

According to Djoko Suryo (in Aman, 2011), history learning is intended to encourage students to think critically and analytically, build intellectual abilities to understand changes in life and the consequences of these changes and increase awareness of changes in society over time. However, the reality is that there are still obstacles in the transferring knowledge process, which is very unfortunate. (Prasetya, 2022) explains that one of the very common problems faced by history teachers is the problem of using conventional learning approaches, which causes history lessons to become monotonous and boring. This represents teachers' low pedagogical competence (Rasto, 2013). Therefore, there is a need for innovation and renewal of learning both in terms of learning materials and tools.

The flow of globalization has brought very rapid development of Science and Technology (*Ilmu Pengetahuan dan Teknologi, IPTEK*), not only in the field of education but almost every aspect of human life is directly related to the development of science and technology. In the world of education, digital technology is used to support the implementation of learning, namely as a conveyor of information or as a support for teaching and learning activities (Selwyn, 2011). Since the 1970s, developments in computer technology have caused digital devices to become increasingly smaller, faster, cheaper, and more interconnected. In line with these developments, the production and consumption of digital learning media (learning ebooks, infographics, applications, etc.) is increasing (McLean & Kulo, 2013). Based on this explanation, the development of science and technology is an important means for progress in education.

However, with all the flashes of development, practicality, and fast-paced processes that are produced, if they are not used properly or are unbalanced, they will lead to national integration. The development of science and technology has influenced the process of managing diversity in all countries, which has led to social conflicts and horizontal conflicts that threaten national integration. As a result, attitudes of dependency have increased, causing society to devalue the country's work and cultural riches increasingly. The nation's ability to handle diversity, which is an objective characteristic of the Indonesian nation, is another factor that causes nationalism to decline (Suharli, 2018). Therefore, students are required to have the skills set out in the Independent Curriculum. This can be realized through cultivating Cultural Intelligence (CQ) because this skill will make it easier for individuals when facing conditions characterized by cultural diversity (Earley & Mosakowski, 2004).

Cultural Intelligence (CQ) skills cover most of the established 6Cs. CQ is a specific form of intelligence that focuses on the ability to understand, reason, and act well in situations that exhibit cultural diversity (Ang et al., 2007). These skills include acceptance of some degree of cross-cultural difficulty (Earley & Peterson, 2004), suspension of judgment regarding cultural values (Earley & Mosakowski, 2004), and a desire to understand cultural differences (Brislin et al., 2006). Cultural intelligence is considered a breakthrough in the medium-sized clashes that are prone to occur due to globalization (Dayne & Tan, 2011). Based on the explanation above, if students have cultural intelligence skills, then the tendency for national integration caused by the negative impact of the unbalanced use of science and technology will be overcome. Efforts to develop CQ skills can be realized through implementing classroom learning. One effort to shape students' attitudes is to source material from around the students (Hasan, 2019). This skill will be obtained if students are directly imagined with conditions related to the locality, namely through internalizing local historical content into learning. Based on the Learning Outcomes in the independent curriculum, which is analyzing and broadcasting historical events within a local, national and global scope as stipulated in the material scope of Phase E of X class because direct contact with local historical heritage will help students develop their knowledge about historical events (Winarti, 2012).

To create a balance between the use of technology and Cultural Intelligence skills, in the field of education, it is very important to utilize the development of learning media that will help students in their learning process. The significant development of technology and information forces people to change styles and techniques in teaching and learning (Senjaya et al., 2019). According to (Rosida & Jalmo, 2007), learning media is part of the classroom that can motivate students to learn. Research shows that humans can remember hundreds to thousands of images even if they only look at them for a few seconds (Dunlap & Lowenthalb, 2016). Media is said to be a tool to motivate students to start the learning process. In this research, researchers developed infographic media. Infographics is an approach to presenting information in visual and graphic form (Hadiprawiro, 2015). Infographics help visualize complex data and information to make it easy to read and understand, especially with long text information, important images, and important numerical data (Ozdamli et al., 2016). Based on the opinions above, it can be ascertained that infographics are the right media to be developed and used in students' history learning. The ability to learn new skills, accept new approaches, and face ongoing social change is important in the Industrial Revolution 4.0. (Gleason, 2018). It is in line with the government's aim to build the "Indonesian Golden Generation 2045" by equipping students with 21st-century skills (Kemendikbud, 2016)—namely, character, citizenship, critical thinking, creativity, collaboration, and communication. Learning in class no longer only emphasizes mastery of the material but also focuses on humanist aspects that focus on values and character (Kemendikbud, 2022).

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RESEARCH METHOD

The research to be used is a type of literature research or commonly known as *Librar Research* research. This research is a type of research that is identical to library-based data, reading, writing, and managing research materials. Literature research focuses a lot on reading and understanding literature related to the research to be carried out then analyzed. The steps used by researchers in conducting literature review research are: finding literature both books and journals that are relevant to the problem. Data collection techniques use documentation techniques. The data processing is carried out through 3 stages, namely data reduction, data presentation, and data verification.

RESULT AND ANALYSIS

Sunda manda game is a game that cannot be played alone, but requires friends as opponents to play. How to play the Sunda Manda game first we have to make a Sunda Manda plot pattern on flat land or land, there are several forms of Sunda Manda game patterns, then give numbers 1-9 from the bottom box to the top, then prepare it *Gacuk* from tile fractions or coins then Make a deal between players with Hoimppa to determine who is the first player and the next. After selecting the player, the player mailcentrifugal *Gacuk* On tiles that have been drawn, sequentially from the smallest number until the player experiences DIS/makes a mistake. Each player must not step on the box contained *Gacuk*, by jumping one foot to the next until the last tile, the player who has completed one round of the tile, has the right to have one tile that he chooses to be his "rice field" and the plot can only be stepped on with the owner's two feet. The winner of the Sunda Manda game is the player who has the most "rice fields" plots.

1.1 Following the Rules

Following the rules is a disciplined attitude that can be done by early childhood. Kostelnik and friends in the book Developmentally Appropriate Practise, self discipline is the Voluntary, internal regulation of Behavior, according to Kostelnik and friends, discipline is a voluntary behavior (without coercion) that shows internal order of existing rules. In the same book, according to Charles Schaefer discipline is something that includes teaching, guidance or encouragement carried out by adults that aims to help children learn to live as social beings and to achieve their optimal growth and development.

When the Sunda Manda game will be held, the players must determine who the players will play first. So it needs to be agreed using hopimpa or other determinations so that the order of players

can be agreed. After agreeing, then all players must follow the rules that have been set. Furthermore, in the implementation of the game, all players must follow the rules of the game, such as placing gacuk in place, jumping according to the order, not stepping on the line, choosing rice fields that are not owned by other friends.

The many rules in the Sunda Manda game provide good habituation for children's social development, children will get used to following rules that have been known and mutually agreed. Because if the child does not follow these rules, then the child will be declared dead or dis and is no longer allowed to participate in the Sunda Manda game until the game is over.

Discipline in children does not form by itself, but needs habituation by adults around them. Factors that influence discipline include school environment, family, socioeconomic level, education level and personality (Hartini, 2013). Discipline in pre-school children really needs to be instilled in managing their behavior because children will later face all influences from the outside environment (Martha Efirlin, 2014).

1.1 Waiting for Your Turn

Waiting for your turn is a positive attitude that applies everywhere. Indonesian culture teaches us to stand in line, which is to wait patiently for our turn. In every sphere of life, we are met with queuing activities. The attitude of queuing is a reflection of the discipline of a person. Children are imitators who if often met with positive things waiting in line waiting for their turn, then children will learn patience. But many children are not used to seeing, experiencing queuing activities, then children will feel impatient and feel upset.

Patience waiting for your turn is also developed in the traditional game of Sunda Manda. After hopimpa as the determination of the player who will play first, then the other players must stand in line, patiently wait for their turn to play after the previous player dies or discharges, and the matter will continue until the game ends. Children should not cheat to play first because there is an agreement at the beginning.

In waiting for their turn, children are required to be responsible in their positions, children are required to persist in maintaining their positive attitude. There are three main aspects of queuing culture that need attention because they are the cornerstone of that culture. First, the components of interests and needs, both need each other and have interests to satisfy them. Second, time and resource constraints, which result in queues and require everyone to follow the service rules in turn. Third, agreement in this case, queuing culture requires that queue members agree that they must understand and abide by this agreement, even if it is not written.

1.2 Work Together

According to Poerwadarminta (2007: 578) cooperation is an act of mutual help, help or that is done together to achieve an action. According to Santosa (2004: 22) kejuj. Hurlock (1978: 268), wrote that cooperation is the ability to work together to complete a task with others. According to Charles H. Cooley (in Sugiharyanto, 2007: 49), cooperation is a joint effort between individuals or groups to achieve common goals.

In Sunda Manda games children can improve the ability to work together when children prepare tools for games. In preparing the game there are two things that can be done, namely making lines forming a pattern of sunda manda plots and preparing gacuk. Making the Sunda Manda plot pattern must be agreed on what kind of pattern will be used because there are several kinds of Sunda Manda game patterns. Making the grid pattern requires many lines and is given numbers. Children work together to prepare patterns to then be ready to play together.

Cooperation in preparing sunda manda games is needed so that children feel together and there is satisfaction in playing. Children are able to balance the will of others for the sake of togetherness. Able to seize opportunities for togetherness. In Sunda Manda games involve many players, thus making children interact with each other. This togetherness helps them develop social skills, such as communicating in player determination, collaborating with their team, and learning to work together.

Cooperation that exists in children will require them to interact with each other. These interactions teach children to communicate, respond, give and take, reject or agree with other children's ideas and behaviors. This will gradually reduce the child's egocentric sense and develop his social skills (Santoso, 2005: 121).

1.3 Honesty

According to Kesuma (2011: 16) honesty is a person's decision to express in the form of feelings, words, and deeds in accordance with existing reality and not manipulate by lying or deceiving for his benefit. Honesty is one of the positive characteristics that must be introduced and familiarized in early childhood. The importance of instilling honest character in children from an early age is expressed by Schiller in Yaumi (2014: 65) that only with honesty can develop living conditions in a better direction, without honesty will have an impact on the decline of all efforts made.

Honesty is needed in the Sunda Manda game. Every player must be honest and sportsmanlike when jumping on each box. When the foot accidentally steps on the line or grazes the line, then as a rule the player dies or dis and must stop playing. So when a player experiences this, even though it is not known by other players, it cannot continue the game.

In every game there are rules that bind all players and become a mutual agreement. In children's games, usually the rules and agreements are not revealed again because they understand each other. But the honest words of each player will be very important.

Honesty is a character that must be introduced and familiarized to children. The Curriculum Center of the Ministry of National Education (2010) formulated 18 character values, namely 1) Religious; 2) long; 3) Tolerance; 4) Discipline; 5) Hard work; 6) Creative; 7) Independent; 8) Democratic; 9) Curiosity; 10) National spirit; 11) Love of the motherland; 12) Reward achievements; 13) Friendly/communicative; 14) Peace loving; 15) Fond of reading; 16) Care for the environment; 17) Social care; 18) Responsibility. According to the Directorate General of Nonformal and Informal Early Childhood Education in 2012 there are several indicators of honest character values, namely: 1) Children understand which private property and which belong together, 2) Children care for and guard common property, 3) Children are accustomed to telling the truth, 4) Children are accustomed to returning objects that do not belong to them, 5) Respect common property, 6) Willing to admit mistakes, 7) Apologize if wrong, and forgive friends who make mistakes, 8) Appreciate the excellence of others, 9) Do not pile toys or food for yourself

CONCLUSION

Sunda manda game is a traditional game commonly played by children. But with the development of the times, children now prefer to play gadgets rather than traditional games. Actually, there are many benefits obtained from traditional games, especially Sunda Manda. By playing Sunda Manda, the child's social skills will develop. Social improvement of children developed through Sunda Manda games include: Attitude of following rules, accustomed to waiting for turn, cooperation and discipline.

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