

# The Effect of Small Games of Emotion Ability in Elementary School Students

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## Abstract

This study aims to obtain empirical data on the effects on the ability of small game early elementary grade children's emotions. The research method used was experimental, with the design of post test only control group. The population in this study were all is a second grade elementary school students in Ciputat South Tangerang. The study sample was grade II in Serua Indah Elementary School, amounting to 30 students, with 15 students as the experimental class and 15 students as classroom control. Samples were taken by using a multi-stage random sampling technique. Method of data collection was conducted using questionnaires emotional abilities grader 2, data analysis technique used is the t-test, at the significance level  $\alpha = 0.05$ . The test results showed  $t = 2.56 > t_{table} = 1.70$ ; meaning  $H_0$  is rejected and  $H_1$  is accepted. Thus the conclusions reached is a small game significant positive effect on children's emotional skills in student of early elementary classroom.

Keywords: *Small game, children's emotions*

## INTRODUCTION

Children develop naturally along with environmental conditions and experience in its path. One part in children is an important aspect of emotion. Children's emotions play an important role in the formation of character and life skills in the future.

Generally emotion has a function to achieve self-satisfaction or protection of personal well-being or even when dealing with a particular environment or object. Emotions color the whole feeling of the turbulent and affect the individual physically and psychologically. Emotional maturity of someone so influential on their skills in life. Getting better emotions, it will better the life skills to suit all conditions.

On the age of 7-10 years, emotional condition the child has begun to mature and have started to concerned about the condition of the surrounding environment. Increased sensitivity to mutual respect for differences and an understanding of the responsibility that should always be performed in life has begun to understand the simple. In this period the child is in the period of self-conceptualization, and its time for the children to show their existence to the surrounding environment. Children want to be recognized as a part of a community and trying to attract attention with a more sensitive attitude towards appearance and maintain self-esteem in order to be accepted in the environment, especially on the environment peers.

But in fact the child's emotional maturity can not be measured simply by the age factor. Many things affect the child's level of emotional maturity. Negative emotions as if be more dominant than the child self-control positive emotions. This period is a difficult time for children, as well as for parents. The slump children's ability to manage emotions is influenced by various factors. Of the above factors, the child needs to grow and develop physically, psychologically and intellectually. Children have the opportunity to play, get along with peers and maximize its potential in the absence of pressure and compulsion. Fun activities in particular playing more than just providing fun and entertainment, but it so important for emotional and intellectual development, and teaches a variety of things from social skills to analytical thinking.

Children can play freely in the reveal and express thoughts and feelings. Sometimes children looked frustrated, creative response, tolerated and showed great curiosity in play activities. This is an important learning process for children include patience, empathy, sympathy, support and honesty in the process of the development of social interaction and management of positive emotions in their life. The basic principle is to play with intelligent play, where children gather experiences that are important to mental and social development completely.

In an effort to train the ability of children's emotions, a small games can be selected play activities. When young children play a game, all the expressions and the expression of feelings that emerge can vary freely. In addition, through a small game, children will easily find expression when angry, happy, sad and other emotional expressions are the actual social interaction will be perceived by the child in the future. Small game is a means for children to distribute and management of emotional control and social interaction are complex practice, but in the form of a simple and fun activity.

In fact, small game as one of the media in children's emotional skills training, is starting to undermined. Although the state has guaranteed the full extent of the right of children to play, but a lot of factors that cause the activity of small game is no longer played by the children. Such factors such as the unavailability of large play area for children and the increasing development of the modern game. Formulation of the problem is whether there is a positive effect on the ability of small game emotions early childhood elementary school grade?

## RESEARCH METHODS

The method used is an experimental method. Design The design of this study posttest-only control group. In this design there are two groups chosen at random (R). The first group was given treatment (X) and the other group did not. On the experimental group, the treatment was given in the form of small game activities. When treatment is completed, then the experimental group and the control group were given a post-test to fill out a questionnaire that has been provided by the researcher. Post-test results will be compared and analyzed to test the hypothesis.

Researchers collected data by providing a questionnaire to measure the ability of emotions children aged 7-8 years, which is a second grade elementary school students.

## RESULTS AND DISCUSSION

Through hypothesis testing, the test results are known to count table 2.56 and 1.70. On condition  $t > t$  table, proving that the  $H_0$  (null hypothesis) which states that there is a significant positive effect on the ability of small game, emotionally refused children aged 7-8 years, whereas  $H_1$  (alternative hypothesis) which states that there is a significant positive effect on the game little effect on the ability of children aged 7-8 years emotionally be accepted.

From the research that has been carried out, describe the differences in the ability of emotion experimental group and the control group. The ability of the group treated emotionally a small game (experimental group) is better than the emotional ability untreated group in the form of small game (control group). This is evidenced by the enthusiastic children in the following activities during any given treatment. Children can identify, manage and control his emotions so as not disrupt activities of interaction with others. This is consistent with the function of play is expressed by Roopnarine and Johnson, which states that the play is an activity that is initiated by the child himself or herself. Children can play freely and, in a rich play environment, make choices for themselves.

During the child play a small game, children can be patient waiting for their turn, be able to accept defeat in the play, working in groups and be able to express all the emotions he had. For example, children cry when feeling sad because losing yelling happy when playing or winning the game. The process of interaction with other people is better established, because the small game every game in groups and require solid teamwork.

Based on the analysis above research, the provision of treatment in the form of small game shown have a positive influence on the ability of children aged 7-8 years old emotions that are grade 2 elementary school This is because small game according to the stage of playing children at age 7-8 years are at a stage games with rules. At this stage of the game with the rule, the play activities of children have come to know the rules. Type of game most of a game that involves participants in the form of a team or group. This allows the child to be able to work in teams, mutually tolerance, and obey the rules that have been agreed. Thus, at the time of child's play used to train his emotion which includes recognizing, organizing and motivating emotions that affect social interaction with others.

In small games, kids move on and no silence. Free children running and screaming. Thus all the energy channeled properly. Small game will give you satisfaction in children after playing. This is consistent with the theory of emotional catharsis. After doing a small game, children can focus on doing other activities because of their need for play are met. In small games activities, children are actively involved in the game, children learn a variety of things such as obeying rules of the game, make decisions, set strategy sportsmanship, spur motivation to not despair and learn to lead a group. Children who play can express feelings in a controlled manner, and to repeat the experience in a variety of symbolic activity can help a child get through problems and painful feelings that are being felt. Accordance with the opinion of Minett (1995) states that emotions are feelings such as fear, excitement, love, happiness, worry, sorrow, anger, contentment, pride, Jealousy, shyness, and frustration. From these statements, a gust of emotion such as fear, need for recognition, love, happiness, anxiety, grief, anger, pride, jealousy, sadness, and frustration is in the heart that can be shown through facial expression, gesture or treatment. Emotion is defined as the volatility adjustment that comes from within involves almost of the whole person. According to Santrock (1997), Affect emotion as that involves felling of as mixture of physiological arousal (fast heartbeat) and overt behavior. In addition small game is very efficient because it does not need to be expensive. Media in the small game use comes from materials easily found. In *Galasin* game does not require medium or tool. In the game of hopscotch, the medium used was broken tile or often also called *bete*. And in the game of *Boy - Boyan* used is a ball made of paper crumpled and broken tile or cranky. Playing is one effective way to develop the potential of every child, because the child's play activities will be easier to absorb every piece of information and experience. James and Brownsword (1994) stated that many of behavioral problems that arise in the playground occur because there are insufficient actives for the children. Play activities are also able to help the basic needs of children in the process of development, namely physical needs, emotional needs and the needs of affection and educational stimulation. By doing it right, the benefits of play will be very important for the child to life in the future. Ellis (1998) states that the

play is especially beneficial Because It affords the child oportunities to experience rules, language, norms of behavior, leadership and followership, joy, frustration, winning and losing, and so on.

Playing really useful, because of the play activities give children the opportunity to gain experience about the rules, the language, norms of conduct, leadership, enjoyment, frustration, triumph and defeat, and others.

The game is an active game that maximizes the energy delivery positive parenting. Thus the child will feel fulfilled playing needs. Because the play is an essential requirement for the the child, so that when those needs can be properly fulfilled it will affect a child's emotional well anyway. This is related to emotional functions as self-motivation.

## CONCLUSION

Based on the calculation results of hypothesis testing research, obtained  $t = 2.56$  and  $t$  table = 1.70 at significance level  $\alpha = 0.05$  with  $n = 30$ , then  $t$  is greater than  $t$  table so that  $H_0$  (null hypothesis) which states that there is no a significant positive effect on the ability of small game emotionally refused children aged 7-8 years, whereas  $H_1$  (alternative hypothesis) which states that there is a significant positive effect on the ability of small game emotions children aged 7-8 years which is a second grade elementary school be accepted.

Based on these results, it can be concluded that there is a significant positive effect on the ability of small game emotions children aged 7-8 years. It is shown that children who were subjected over a small game can work in teams, mutually tolerance, and obey the rules that have been agreed compared with children who did not receive treatment in the form of small game. During children are accustomed to playing practice includes the ability to recognize emotions, manage emotions and self-motivating effect on social interaction with others.

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