

Outbound as an Effective Method to Enhance Social Skills in Children Aged 5-6 Years

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ARTICLE INFORMATION	ABSTRACT
<p>Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024</p>	<p><i>Social skill is defined as the skills needed to life skill in a multicultural society, a democratic society and a global society full of competition and challenges. The level of achievement of social development for children aged 5-6 years according to Ministerial Regulation Number 58 of 2009 is being cooperative with friends, showing a tolerant attitude, expressing emotions in accordance with existing conditions. The aim of the research is to determine the effect of the method outbound on the social skills of children aged 5-6 years. This research uses an approach pre-experimental type design one group test. The research subjects were 18 children, and the object of this research was the influence of method outbound on children's social skills. The research instrument measures activities, namely peer relationship skills, self-regulation skills, social skills, obedience skills, and affirmation skills. The results of this research show that the outbound method has a positive influence on the social skills of children aged 5-6 years, and the outbound method is effective in improving the social skills of children aged 5-6 years, namely 65.89% in the medium category.</i></p>
<p>Keywords: <i>Outbound Methods; Social Skills; Learning Early Childhood; Social Competence</i></p>	

INTRODUCTION

Early Childhood (UUD NO.20, 2003) for children aged 0 to 6 years. At this time children try to control the environment and begin to learn to adapt socially because children are born not yet social. This shows that children do not yet have the ability to get along with other people. To achieve social maturity, children must learn how to adapt to other people. This ability is acquired by children through various opportunities or experiences in interacting with people in their environment, whether parents, siblings, peers or other adults (Salamiyah, 2023). Children cannot develop their own social abilities without the help of people around them who play a role in supporting the development of these abilities, which children can obtain through education.

Education now needs to be carried out in order to prepare for the future, because a person does not only learn knowledge, but attitudes and skills must be honed by a person in order to become a knowledgeable and moral human being. When someone enters the world of education, that person is ready to learn and also change themselves for the better. As technology develops today, social skills are also important to apply to students in particular. Because the problems currently occurring are mostly related to social problems. Social skills

according to Widoyoko (Panji, 2016) social skills (social skill) is defined as the skills needed for life (life skill) in a multi-cultural society, a democratic society and a global society full of competition and challenges. Social skills include communication skills and the ability to collaborate with other people both in small and large groups. According to Sudarmuani et al (2022), the characteristics of social skills that must be possessed are recognizing oneself, recognizing emotions, empathy, sharing, helping, cooperation and communication skills.

The level of achievement of social development for children aged 5-6 years according to Ministerial Regulation Number 58 of 2009 is being cooperative with friends, showing a tolerant attitude, expressing emotions in accordance with existing conditions, knowing good manners and manners in accordance with local social and cultural values, understanding rules and discipline, showing empathy, having a persistent attitude (not giving up easily), being proud of one's own work and appreciating the excellence of others.

Based on researchers' observations of the Kembang Harapan PAUD Pandau Permai Village, the social problem that is often found is that friendly relationships between children cause a tendency among children to form certain groups that suit the child's comfort. Then the teacher's role in the classroom and the learning methods they apply are less than optimal. The learning system developed by teachers lacks variety and seems monotonous. The classical learning model makes children passive, lacks exploration, and most importantly does not provide teaching related to social learning to children.

Talking about learning methods to develop the social skills of children aged 5-6 years, one of the PAUDs in Pandau Permai Village is Kembang Harapan, where this school still uses less varied learning methods. Apart from that, many children at PAUD Kembang Harapan still experience developmental obstacles in their social skills, especially in terms of collaborating with friends during the learning process. Many children still don't have good relationships with their friends, lack of control over their emotions when playing with friends, lack of initiative to join in playing with their friends, there are still children who don't obey their teacher's orders and lack of firmness in giving disapproving answers which puts pressure on children.

One learning method that can be used to apply in the education of children aged 5-6 years in several aspects of the problems found in children's social skills at PAUD Kembang Harapan, the appropriate method to apply is the outbound learning method. Through outbound training, it is hoped that new individuals will be born who are full of motivation, courage, self-confidence, think creatively, have a sense of togetherness, responsibility, cooperation, mutual self-confidence, and so on. The outbound method can be used as a method for developing social skills in working together in children. By inviting children to study outdoors. Where is the type of outbound that researchers applied in this research, namely fun outbound/semi outbound, which is an outdoor activity that only involves light play, is fun and helps participants develop further, especially social development/interaction with others. Some examples of activities outbound that children aged 5-6 years can do, namely marble relays, clog races and balloon races. This is in line with research by Sarifah, Ade Agusriani and M Yusuf Tahir (2023), their research shows that Applying the outbound method can improve children's social skills in PAUD.

As for the novelty in this research study, researchers want to test the effectiveness of the outbound method in helping to optimize the social skills of early childhood. At preschool age, children have many kinds of skills that can be developed, because preschool age is the right age to provide stimulus to children. According to Leon (Mendo, 2018) social skills are behaviors that express ideas, feelings, opinions, affection, maintain or improve relationships with other people, in solving and strengthening social situations. A rapid increase in social

behavior occurs when children are in early childhood or pre-school due to the child's increasing social experience. Therefore, as early as possible, children must be trained and given appropriate conditioning and stimulation according to aspects of their development so that children grow into individuals who have maturity in thinking and acting. Meanwhile, according to Peterson L (Murtafiah, 2019) states that social skills are the ability to communicate, establish relationships with other people, respect oneself and others, listen to opinions or complaints from other people, give or receive feedback, give or receive criticism, act according to applicable norms and rules, and so on. Social skills are a primary need that children need to have as a provision for children's independence at the next stage of life (Kurniati, 2016). Furthermore, social skills are one aspect of emotional intelligence needed for social interaction in order to adopt moral values from culture and society, including honing interactions with older, younger people and peers. Discussions about how to start a conversation, giving compliments sincerely, being a good listener, sharing personal information appropriately, and being confident are ways to improve social skills (Nugraini & Ramdhani, 2016). It can be synthesized that social skills are the development for children to be able to interact and socialize well in accordance with existing norms in society.

According to Putri (2022), one of the factors that influence children's social development is factors outside the home, meaning it is a place for children to socialize. Outside the home, children will meet more people, such as peers, people who are younger than them, adults, so that their social life will run according to their role in that environment. From a dimensional perspective, Caldarella and Merrell (Gardis et al, 2021) provide 5 dimensions of social skills, namely (1) skills in relating to peers, these skills include the ability to encourage others to participate, (2) self-regulation skills, indicators of these skills are accuracy in loudness and emphasis in speaking, expressing opinions if necessary, commenting according to norms, asking for direction or help, (3) social skills, closely related to academic achievement in the form of understanding other people's understanding and referring appropriate questions, focusing on problem topics, offering themselves to explain and clarify, (4) compliance skills, compliance skills are closely related to students' ability to carry out tasks in accordance with the rules and regulations so as to create conducive teaching and learning activities. (5) assertion skills, indicators of assertion skills can be in the form of offering oneself to explain and clarify, criticizing ideas, not who is speaking, including everyone in decision making.

According to Sinta Dewi et al (2019) outbound is a learning program carried out in the open air based on the principle of experiential learning (learning through direct experience). According to Sari and Sagala (2015) outbound is a learning medium in the open that starts from a weakness and then turns it into an advantage, from students who lack courage to become more courageous and makes someone have a high social spirit. Activity outbound It starts with simple experiences like playing. Play is defined as a form of activity or behavior carried out individually or in groups with or without using certain tools to achieve certain goals (Trinova, 2019). Meanwhile, according to Humayrah and Watini (2022), the application of games outbound done in the open world of the game outbound What is done is: jumping on used tires, crawling through used tires, climbing on a 3 m long boardwalk, climbing and descending ropes, as well as a rope obstacle course crawling game. Game process outbound is an activity that can develop a child's talents and processes which is carried out in a fun environment where the child learns and gets to know the circumstances around life with all the problems, learning is based on experience and in the form of games that challenge Humayrah and Watini (2022).

Each person has their own goals that they often want to achieve from an activity outbound. According to Artobatama (2019) game outbound has various objectives according to the subject and object. The purpose of holding the activity outbound including: recreational and adventure activities. With this goal, it is hoped that students will be more enthusiastic, enthusiastic and proactive when carrying out the learning process. According to Indriana (Umayrah and Watini, 2022), there are several benefits of outdoor games, namely establishing effective communication, being able to develop teams (Team Building), learn to do problem solving (Problem Solving), foster self-confidence (Self confidence), learning leadership (Leadership), establish cooperation in teams (Synergy), playing entertaining games (Fun games), learn to concentrate or focus attention, practice honesty and sportsmanship. Furthermore, Pratiwi and Pani (2018) explained the benefits outbound, namely: (1) increasing feelings of trust and self-confidence, (2) fostering courage in making decisions and all the risks involved, (3) fostering creativity and innovation in generating new ideas, (4) increasing power and ability to adapt to new environments. (5) increasing sensitivity and a sense of mutual understanding between group members, (6) growing motivation to take an active role in achieving the group's vision and goals, (7) developing a sense of confidence to change something that is considered difficult to do.

Sianturi et al (2020) explain various types of games outbound, namely (1) storing and retrieving the ball according to the color of the basket held, (2) duo clogs, (3) flayingfox, (4) rope crawling, (5) tire tunnel, (6) water relay, (7) walking on a catwalk, (8) zigzag running, (9) stick relay game, (10) water reservoir with paralon. The synthesis of the explanation above shows that outbound games have very diverse goals and benefits, both in the context of recreation, adventure, and development of social and personal skills.

METHOD

Quantitative research using methods Quasi-experimental type design one group test. Research activities that provide initial tests (pretest) before being given treatment, after being given treatment then give the final test (posttest). The results of the treatment can be known more accurately because it can be compared with the situation before the treatment was given. The research sample was 18 people. Data collection techniques using an observation sheet containing weights with measurements based on an interval scale of good, sufficient, poor. The data analysis techniques start from Validity Test, Reliability Test on research instruments. Data analysis was followed by simple linear regression to determine the direction of the relationship and how big the influence of the method was outbound on the social skills of children aged 5-6 years, hypothesis testing using a test to test the influence between the independent variable (X) and the dependent variable (Y) under study. To test effectiveness it is used Gain Score, a test that can provide a general idea of the increase in learning outcome scores between before and after the implementation of a treatment.

RESULTS AND DISCUSSION

The experimental group was given learning using the learning method *outbound* such as marble relays, clog races and balloon races which are participated in by each student and given learning using conventional methods such as telling or giving direct examples of how to use each activity carried out.

Validity Test Results

Shows the validity of the data obtained by comparing the calculated r value of the r table for *degree of freedom* ($df = n - 2$) with alpha 0.05 in this case n is the number of samples, then ($df = 30 - 2$) is 28 with an r table of 0.3061.

Table 2. Validity Test Results

No.	Dimensi	Indikator	Pernyataan	R Hitung	R Tabel	Keterangan
1	Keterampilan berhubungan dengan teman sebaya	Kemampuan Berinteraksi	Saya senang bermain dengan teman-teman	0.383	0.3061	Valid
			Saya tidak suka marah dengan teman	0.378	0.3061	Valid
			Saya peduli dengan teman	0.552	0.3061	Valid
			Saya berteman dengan siapapun	0.622	0.3061	Valid
2	Keterampilan Pengaturan diri	Memiliki Perilaku Hormat	Saya membuang sampah pada tempatnya	0.331	0.3061	Valid
			Saya membereskan alat-alat tulis pada tempatnya setelah selesai pelajaran	0.348	0.3061	Valid
			Saya meminjamkan alat tulis apabila ada teman yang lupa membawa alat tulis	0.551	0.3061	Valid
3	Keterampilan Sosial	Memiliki Hubungan yang baik dengan teman	Saya disukai banyak teman	0.423	0.3061	Valid
			Saya bekerjasama dengan teman kelompok saya	0.406	0.3061	Valid
			Saya peduli dengan teman yang sakit ketika sedang belajar	0.513	0.3061	Valid
4	Keterampilan kepatuhan	Menaati tugas dan perintah	Saya selalu mengerjakan tugas dari guru	0.614	0.3061	Valid
			Saya selalu menuruti perintah guru	0.452	0.3061	Valid
			Saya meminta maaf kepada teman apabila saya melakukan kesalahan	0.379	0.3061	Valid
5	Keterampilan penegasan	Inisiatif dan tanggung jawab	Saya memberitahu teman saya jika mereka melakukan kesalahan	0.409	0.3061	Valid
			Saya siap diberi hukuman jika melanggar peraturan sekolah	0.394	0.3061	Valid
			Saya siap diberi hukuman jika melawan guru	0.383	0.3061	Valid

Source: Processed SPSS Data

Reliability Test Results

Table 3. Reliability Test Results

Variabel	Koefisien Alpha	Taraf Signifikan	Keterangan
Social Skills	0,831	0,6	Reliabel

Source: Processed SPSS Data

Hypothesis Test Results

Table 4 Hypothesis Test Results

	One-Sample Test					
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
Keterampilan Sosial	52,747	18	,000	63,867	61,39	66,34

Source: Processed SPSS Data

Based on the table above, it can be seen that the calculated t value is $52,747 > t$ table 1.73406 and a significance value of $0.000 < 0.05$, it can be concluded that H_a is accepted, which means the Outbound Method (X) has a positive and significant influence on Social Skills (Y) in Children Aged 5-6 Years.

Results Gain Score

Normalized gain or N-gain score is designed to determine the effectiveness of a method or treatment. If the N-gain value is > 0.7 then it is categorized as a high score, the N-gain value is between 0.3 to 0.7 then it is categorized as medium and if the N-gain value is < 0.3 then it is categorized as low (Sugiyono, 2017). The formula for calculating the N-gain score is:

$$N \text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

Table 5. Kategori Gain Ternormalisasi

Gain Ternormalisasi	Kategori Penilaian
$G < 30\%$	Rendah
$30\% < G < 70\%$	Sedang
$G > 70\%$	Tinggi

Source: Sugiyono, 2017

Table 6. Result N-Gain Score

N	N-Gain Score
1.	0,94
2.	0,75
3.	0,75
4.	0,43
5.	0,56
6.	0,27
7.	0,29
8.	0,89
9.	0,80
10.	0,85
11.	0,93
12.	0,73

N	N-Gain Score
13.	0,71
14.	0,33
15.	0,83
16.	0,29
17.	0,69
18.	0,82
Jumlah	11,86
Rata-Rata	0,65889
Kategori	Sedang

Sumber: Olahan Data Excel

Based on the table above, it shows that the average N-gain score for the experimental class is 0.65889 or 65.89%, which is in the medium category. So it can be concluded that the influence of the outbound method is effective in improving children's social skills.

At preschool age, children have many kinds of skills that can be developed, because preschool age is the right age to provide stimulus to children. Social skills are one aspect of emotional intelligence needed for social interaction in order to adopt the moral values of culture and society, including honing interactions with older, younger people and peers. The outbound method can be used as a method for developing social skills in working together in children. By inviting children to study outdoors. Where is the type of outbound that researchers applied in this research, namely fun outbound/semi outbound.

For young children, playing is something that is very fun because by playing children are able to express themselves in various ways, and by playing children will be able to explore or hone the abilities of their participants. When implementing the outbound method, media or tools must be included to support the success of carrying out the outbound activity. Children play to gain something by exploring and experimenting with the world around them in order to build their own knowledge (self knowledge). Play is carried out on the child's initiative, on the child's decision, and with the support of teachers/adults (scaffolding). To be able to support children in exploring with their toys, teachers need to pay attention to the density and intensity of play (Sarifah, 2022:68).

The results of this research are in line with research conducted by Nur Shintya Isbayani et al (2015) stating that the application of outbound methods can improve the social emotional skills of children in group A. Furthermore, research conducted by Akhmad Riandy Agusta (2019) with research results shows that the application of outdoor learning strategies and outbound methods based on local wisdom in the form of various traditional games is able to develop children's cooperation gradually until more than 80% of children achieve the criteria of "developing very well"

CONCLUSION

Based on research that the author has conducted on children aged 5-6 years, the outbound method has a positive and effective influence in improving the social skills of children aged 5-6 years. Every student who has been given the outbound learning method provides an increase in skills relating to peers such as the ability to interact, self-knowledge skills such as having respectful behavior, social skills such as having good relationships with friends, obedience skills such as obeying tasks and orders and assertion skills such as initiative and responsibility.

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