



RESEARCH ARTICLE

THE EFFECT OF TRADITIONAL GAMES AND SELF CONFIDENCE OF THE KINDERGARTEN
TOWARD INDEPENDENCE (EKSPERIMENTAL STUDY IN GRUP B KINDERGARTEN IN WEST
CELEBES 2016)

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ABSTRACT

An investigation on the effect of the *Azadirachta indica* on the gills of *Heteropneustes fossilis* was carried out in the laboratory. fishes were exposed to sub-lethal concentrations of *Azadirachta indica* for 24, 48, 72 and 96 hrs. The LC₅₀ values of *Azadirachta indica* calculated for *Heteropneustes fossilis* for 24, 48, 72 and 96 hours are 10.5, 8.5, 7.0 and 6.5 ml/L respectively. The gills were removed for histological examination. The results showed that in normal gills of *Heteropneustes fossilis* shows Primary gill lamella, secondary gill lamella, Inter lamellar space and epithelial cells were observed but with increase exposure, the damage or separation of secondary gill lamellae, epithelial cell hyperplasia, fusion of secondary gill lamella, swelling of secondary gill lamellae and edema, necrosis, hyperplasia, degeneration of cartilaginous bar was observed.

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INTRODUCTION

To create qualified Indonesians, the education system should strive to control equal, harmonious, balanced and lasting equalization of educational opportunity and life. This indicates that education must be done from an early age. The state ready to advance because it has qualified and intelligent human resources in accordance with the fourth paragraph of the 1945 Constitution (b) educate the life of nation and state (2008: 20). The intelligent nation is more independent and does not depend much on other countries, because an intelligent nation can solve its own problems even can read the future and anticipate it. The role of preschool education one of the goals is to prepare the child to be able to reach the readiness to learn at a later stage. One of the attitudes and behaviors implanted through the school environment is independence. Child independence is closely related to the child as an individual who has self-confidence, social skills that affect the ability of children to understand the demands of the environment against him and adjust his behavior is manifested in disciplinary behavior. The results of interviews with teachers-Kindergarten teachers Dikbud Sulbar Province revealed that teachers have tried to develop independence of children in group B by telling stories while playing.

But the way is not maximal, in because there are still many children who have not shown independent attitude (Dikbud Sulbar: 2015-17) even though the teacher has done a kind of appreciation for the child who for example want to stay at school by his parents, but only lasted briefly, because some children start looking for their mother again if in live. Independence is strongly influenced by self-confidence. Of course independence of early childhood is different from the independence of adolescents or adults. Like daily activities in terms of removing and wearing shoes, wearing and removing socks, buttoning clothes, pulling zippers, washing hands, toilet training, brushing teeth, eating and drinking, opening and wearing clothes or pants, picking up toys place and other things. In this case the necessary intervention and training so that children are able to independently so as not to experience obstacles during the next stage of development. Playing with several types of games, especially traditional games for children aged 5-6 years in the province of West Sulawesi is commonly done, as well as congklak game, engrang, gasing, playing gundu, game cat and mouse, jump rope, crank, hide and seek, and playing yo-yo and home-from-home games. Played by Sue Docket (2002: 63) trained rough and smooth motor in children by playing muscle growth stimulation when children jump, throw, or run. In addition children play by using all emotions, feelings and thoughts. But over time, this traditional game, began to erode little by little with the modern game with a digital all.

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This is what encourages the author to examine the traditional game as a cultural heritage that should be preserved, but also can be developed in the type of play activities in early childhood primarily aims to influence self-confidence and independence of children aged 5-6 tahun. Traditional games children in kindergarten B in Sulbar conducted at TK Wahana subdistrict Banggae by playing the gasing in kindergarten PGRI 04 Luor by playing cats and rats. Many variables that can contribute to the independence of children, both internal inherent in the child, as well as external variables that exist outside the self child. Not all contributing variables are concentrations in this research, therefore it is necessary to limit the main variables to focus: self-reliance research as dependent variable, traditional game and self-confidence as independent variable. The purpose of this study is to know: 1) the difference of independence between groups of children who play gasing and playing cat and mouse. 2) the interplay between play type and self-confidence in autonomy. 3) groups of students who have high confidence, whether there is a difference of independence between groups of children who play tops and groups of students who play cat and mouse. 4) In groups of students who have low self-esteem, is there any difference in independence between groups of children who play the top and groups of students who play cats and rats.

THEORETICAL STUDY

Independence

In building and educating children's independence is not an easy task, especially when the child is still early, the most important and the main is how to make children feel happy to do their activities with madndiri without fear or because there is a sense of pressure from the outside. Therefore, in establishing children's independence, appropriate methods and activities are needed. To be able to develop naturally, one needs the help of others to guide and direct the development of that potential. Such other assistance can come from families, educational institutions, and the wider community. The knowledge, skills, values and attitudes of the majority are obtained through the process of interaction with the environment. In further development, humans can not rely solely on the help of others. The success of a person is determined by the individual concerned, at least determined by the strength, desire and will of each individual self. According to Steven and Book (2000: 105) states that independence is the ability to direct and control yourself in thinking and acting, and not feel dependent on others emotionally. Independence in children will affect the ability of children to act and think so that children are able to control themselves, with the child will be less dependent on others. Supported by Erikson's opinion (Santrock: 2011) emphasizes that independence is an important issue in the second year of life. Ericson describes the second stage of development as an autonomy versus shame and hesitation stage. The autonomy of the child is built along with the development of mental and motor abilities. When the caregiver is impatient and does what the child is actually capable of doing himself, then the developing one is shy and hesitant. With the initiative itself without the need of others so as to influence the environment with confidence so that the child get satisfaction with what he does and when he was in the environment outside the home is not dependent on the parents. For example when the child has started school, parents can not always accompany them everyday.

They have to study independently in the search for friends, play, and learn. The activity of eating can also help children become independent, according to Hendricks (1996: 74) not only the activity of eating alone, but can also be trained to provide food, to serve, options, clearing tables and so on. One way to help children have self-reliance associated with eating is to give them confidence that they do not have to wait to be fed. To train children's independence, in addition to providing opportunities appropriate to the age of the child (completing their own tasks, making decisions), it is also necessary to provide assistance only if they ask. Sometimes children ask for help when they actually only ask for company or attention. Children need to be encouraged to do something themselves that they can do. It can be concluded that from the outset the child already has the capacity to develop self-reliance. Therefore, parents should provide opportunities for children to develop their independence by trying new skills. Feeling successful in doing something will ultimately bring a sense of pleasure and confidence, so the child is not afraid to try another new skill.

Traditional Games

Playing is a natural and instinctive process that serves as a medium or a means to stimulate the child's physical and psychic development. In play activities, all activities that children do is an effective learning process, because by playing children can organize various experiences and cognitive abilities in an effort to rearrange brilliant ideas. Vygotsky suggests (Mc Naughton: 2003), play can help the child's cognitive development directly, not just as a result of cognitive development. Play can be defined as the way in which children in the context of culture, family and society organize and do one or all among the following: 1) Try to solve the problem that they have set themselves. 2) Explore something that catches their attention or that makes them worry or that makes them excited. In this play activity, children already understand and willing to obey the rules of the game. Game rules are initially followed by children based on what others are taught. Slowly the child will understand that rules can and can be changed according to the agreement of the person involved in the game, as long as it does not deviate far from the general rule. Parten (2010: 249) sees play activities in children as social participation or social play, as for types of social play, among others: 1) Unoccupied play where, children are not involved in the game, They make random movements and without clear goals. If there is nothing interesting the children will only occupy themselves with playing his limbs. 2) Solitary Play, meant children play with their own toys, do not join and are not influenced by the children around it. The child focuses more concentration on play to his own toys, and will realize the presence of other children if the toys are disturbed or taken away. 3) Onlooker Play, where the child only watches others play, but is not directly involved in it, the child's involvement is only in the form of social interaction, such as conversation about play, without actually joining in play activities. 4) Parallel Play, Is a play activity conducted by a group of children using the same game tool, but each play individually. The child is independent of the other child. When playing they usually talk to each other, but when someone leaves the place, the others continue their activities. 5) Associative Play Play is characterized by the interaction between children who play, conversing exchange of game tools, but when observed it would seem that each child is not actually involved in cooperation. 6) Cooperative Play is

characterized by cooperation between spouses or groups of children, in which there is a division of tasks and the division of roles between children involved in the game to achieve a certain goal. Playing cooperatively is a play activity between two or more individuals, in which each part of the play activity is aimed at achieving goals that have previously been agreed or negotiated. In individual cooperative play becomes part of a group, where individuals share their goals and activities, participate, face challenges for fun rather than have a goal to beat each other. With centralized authority, participants learn how and when to work with other participants, and the most fun of the game is when the participants have their own roles. . The basic characteristic of traditional games is the product of the folk culture (not from the official culture), the traditional game is transformed in the creative business process, no known author, not copyrighted, and not a commercial product. Achroni (2012: 12) some of the traditional forms of play that may play the children of Indonesia include: (a) crashes / Dengkleng, (b) Scourges / dragons, (c) Congklak, (d) Meows / cats and rats, (e) Gobak Sodor / Megala-gala, (f) Sacking Race, (g) Rugs Umpet, (h) Jumps, (i) Marbles / Guli, (h) Enggrang / Ta / ogKai /. There are also other traditional games such as: Musical instruments with banana stem, marakas, bamboo phones, Paper Boats, Kites, and tops. The development of the times to make the traditional game marginalized, but in fact the game in the present age is less developing aspects of child development. According to Muliawan (2009: 35) the big difference between today's games with traditional games is that in ancient times traditional games not only train the brain, feelings, emotional person, but also train the balance of motion and agility of the body. This is, very much different from the modern game. Many games are now made to train the child's physical abilities. In fact, called the perfect educational element should at least include 5 elements, namely: motorik (physical motion), affection (feeling), cognitive (intelligence), spiritual (understanding), and balance (perfection of life). There have been many studies that develop traditional games in the learning process, this is supported by a journal Dipartimento in Informatica, Universita di Bari Aldo Mom, Italy as where cited authors are:

This paper describes a study that shows how more traditional learning carried out at school may be integrated with educational games that employ advanced technology, namely large multi-touch displays. To perform this integration, a new educational format is proposed, which is inspired by the Discovery Learning technique defined by Bruner in his Constructivism theory (Bruner, 1990) dalam Ardito, C., Lanzilotti, R., Costabile, M. F., & Desolda, G. Bruner defines learning as an active process in which new information goes through three different types of representation: symbolic (based on language), active (based on action), and iconic (based on images). The educational format indicates how to provide pupils information by integrating formal learning activities, as performed in traditional school settings, with more informal and technology-based learning activities, in order to facilitate knowledge acquisition and also consolidating it.

According to Danandjaja in Achroni (2012: 14) the traditional game is a form of children's play, which circulates verbally among certain collective members, traditional and inherited, and has many variations. The nature or character of the child's traditional game is old age, some of it is unknown origin, who the creator is, and where it came from. Traditional games are usually spread by word of mouth and sometimes

undergo a change of name or form though essentially the same. When viewed from the roots, traditional games are nothing but activities that are governed by a rule of the game which is the inheritance of previous generations by humans or (children) in order to gain excitement.

Confidence

Confidence is one of the most important aspects of personality in human life. In order to prepare qualified human beings for his future, education is one of the most important things to be given from an early age. One of the goals of early childhood education is to develop a self-esteem or self-respect attitude. The term self-confidence about how people think about themselves about the concept of self / identity or identity, so that there are some terms that are identical with the confidence according to James Neil (2010: 11) which has an understanding, among others 1) Self-concept: how someone concluded herself as a whole, how to look at self-portrait as a whole, how to conceive of self as a whole. 2) Self-esteem: the extent to which a person has a positive sense of self, the extent to which a person has something that is valued or valuable of his own, the extent to which believe in something valuable and valuable inside. 3) Self efficacy: the extent to which a person has confidence in the capacity to be able to carry out the task or handle the problem with good results (tosucceed). 4). Self-confidence: the extent to which a person has a belief in the judgment of his or her ability and the extent to which he / she can feel the "rightness" to succeed. Confidence is a belief in a person to be able to respond to everything well in accordance with the ability of self-owned.

RESEARCH METHODOLOGY

The experiment was carried out by using experimental method with 2×2 level treatment design to compare two different types of play, that is, the type of traditional game of gasing as well as playing cat and mouse, the type of play played on the traditional game that is for individual or parallel and cat mice to play group or cooperative. According to Sujana that the experimental method aims to obtain or collect as much information as necessary and useful in conducting research on the issues to be discussed. This research was conducted at Kindergarten Kindergarten Kindergarten 04 PGRI Luaor Pamboang District and TK PAUD Integrated Wahana Nature Sub Banggai Timur, Majene Regency of West Sulawesi Province. The study was conducted from May to July 2016. This study involves two independent variables with two types of play and self-confidence that includes low and high confidence, and involves one dependent variable that is independence

The following table shows the research design

Table 1. Experimental research design factorial 2 X 2

Treatment attribute		Traditional game	
		Gasing A ₁	›Cat and mouse A ₂
Confidence	High B ₁	A ₁ B ₁	›A ₂ B ₁
	Low B ₂	A ₁ B ₂	‹ A ₂ B ₂

Adjective:
 Dependent Variable : independence
 Treatment Variabel A : traditional game
 A₁ : gasing
 A₂ : cat and mouse
 Variabel atributte B : confidence
 B₁ : high
 B₂ : low

The population in this research is all students of class B Kindergarten located in the region of West Sulawesi Province. The sample determination is done by using multistage stratified sampling technique. Before the meeting will be held to socialize ways and techniques of play to the teacher, then will be socialized to the students.

Table 2. Sample composition and treatment

Atributte		Traditional game		T o t a l
		Gasing A ₁	Cat and mouse A ₂	
confidence	HighB ₁	10	10	20
	LowB ₂	10	10	20
T o t a l		20	20	40

The research is done by performing traditional games with the gasing as well as playing cat and mouse, the same treatment given to students: Techniques and rules of playing and cats playing and mouse Before the data analysis is done first, the requirements test that includes the normality test by using the Liliefors test and the homogeneity test of the population using Bartlett test. Analysis of data as statistic to test hypothesis using analysis technique of Variance (ANOVA) two lane with F test of significance level 0,05. Furthermore, for further tests done with Tukey test.

RESEARCH RESULTS

This research data using three types of variables, namely dependent variable, free variable / treatment, and variable attribute. The dependent variable in this study is the independence obtained by the child after the play process. The independent variable / treatment in this research is the type of traditional play that is playing the gasing and playing cat and mouse. Variable attribute in this research is self confidence which consist of high confidence and low confidence.

Testing Data Analysis Requirements

First test data requirement that is test of normality is performed to determine whether the sample is from a normally distributed population. Then a normality test is performed using the Lilliefors test. The normality data test condition ie H₀ is accepted if Lcount <Ltable and H₀ is rejected if Lcount > Ltable.

The formulation of the hypothesis is as follows:

H₀ = The sample is from a normally distributed population

H₁ = The sample is from an abnormally distributed population

Based on the calculation of data normality in all study groups it is known that Lcount for all groups is smaller than Ltable, this means that in all study groups normal distribution. The result of normality test with Lilliefors test as a whole can be seen in the following table:

Mean while, in Homogeneity Test, in this research the variant using Bartlett test conducted on two groups of data of treatment variable that is homogeneity test of variance in group A₁ and A₂ (play type), two groups of attribute variable data that is homogeneity test of variant in group B₁ and B₂ self) and four groups of cell data in the experimental design were homogeneity test of variance from group A₁B₁, A₁B₂, A₂B₁ and A₂B₂ Homogeneity test between Group A₁B₁, A₁B₂, A₂B₁ and A₂B₂. The homogeneity test of the variants of the four groups of groups A₁B₁, A₁B₂, A₂B₁ and A₂B₂ using the test criteria H₀ (H₀: σ²A₁B₁ = σ²A₁B₂ = σ²A₂B₁ = σ²A₂B₂) is accepted and H₁ (H₁: not H₀) is rejected if X²count < X² table which means the data in the group tested is homogeneous. Conversely, if H₀ is rejected H₁ is accepted when X²count > X²table which means the data in the tested group is not homogeneous.

Table 3. Summary Data research results

confidence	Type of play		Total
	Gasing (A ₁)	Tikus dan kucing (A ₂)	
High (B ₁)	$\sum nA_1B_1 = 10$ $\sum Y = 935$ $\sum Y^2 = 87685$ $\sum y^2 = 262.5$ $\bar{y} = 93.5$	$\sum nA_2B_1 = 10$ $\sum Y = 790$ $\sum Y^2 = 63042$ $\sum y^2 = 632$ $\bar{y} = 79$	$\sum nB_1 = 20$ $\sum Y = 1725$ $\sum Y^2 = 2975625$ $\bar{y} = 86,25$
Low (B ₂)	$\sum nA_1B_2 = 10$ $\sum Y = 797$ $\sum Y^2 = 64441$ $\sum y^2 = 920.1$ $\bar{y} = 79.7$	$\sum nA_2B_2 = 10$ $\sum Y = 769$ $\sum Y^2 = 59615$ $\sum y^2 = 59615$ $\bar{y} = 76.9$	$\sum nB_2 = 20$ $\sum Y = 1566$ $\sum Y^2 = 2452356$ $\bar{y} = 78,3$
Total	$\sum nA_1 = 20$ $\sum Y = 1732$ $\sum Y^2 = 2999824$ $\bar{y} = 86,6$	$\sum nA_2 = 20$ $\sum Y = 1559$ $\sum Y^2 = 2430481$ $\bar{y} = 77,95$	

Table 4. Recapitulation of Sample Normality Test Result with Lilliefors Test on the level α = 0.05

category	number of samples	Lcount (L ₀)	Ltable (L _t : α=0,05)	conclusion
A ₁	20	0,153	0,19	Normal
A ₂	20	0,127	0,19	Normal
B ₁	20	0,106	0,19	Normal
B ₂	20	0,116	0,19	Normal
A ₁ B ₁	10	0,142	0,25	Normal
A ₁ B ₂	10	0,128	0,25	Normal
A ₂ B ₁	10	0,184	0,25	Normal
A ₂ B ₂	10	0,113	0,25	Normal

Table 5. Recapitulation of Homogeneity Test in groups using Bartlet Test

No.	Grup sampel	X^2_{count}	$X^2_{table} (\alpha=0,05)$	conclusion
1	grup A1 dan A2	1,88	3,84	Homogen
2	grup B1 dan B2	0,43	3,84	Homogen
3	grup A1B1, A1B2, A2B1 dan A2B2	1,35	7,82	Homogen

Table 6. Variance Analysis Results Using Two Way ANAVA

Source varians	JK	Db	RJK	F_{count}	F_{table} $\alpha = 0,05$ $\alpha = 0,01$	
Antar A	748.225	1	748.22	11.74	4,11	7.39
Antar B	632.025	1	632.02	9.92	4,11	7.39
Interaksi AXB	342.225	1	342.23	5.37	4,11	7.39
Dalam	2293.5	36	63.71			
Total	4015.975	39				

Adjective:

db: degrees of freedom

JK: sum of squares

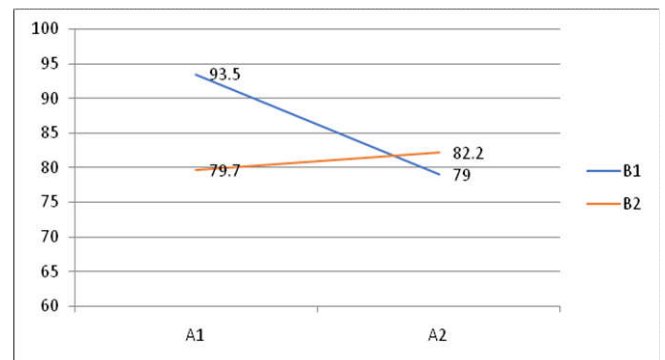
RJK: the average number of squares

Table 4. Recapitulation of Tukey Test Calculation Results

comparison groups	N	Q_{count}	Q_{table}	Conclusion
A ₁ B ₁ dan A ₂ B ₁	10	5,7	4,26	there is a difference between the independence of groups of students who play parallel gasing and groups of students who play cats and mice that have high confidence
A ₁ B ₂ dan A ₂ B ₂	10	1,02	4,26	there is a difference between the independence of the students group playing the top and groups of students who play cats and mice that have low confidence

Calculation testing of both groups at the level of significance $\alpha = 0.05$ presented summary table below: Hypothesis testing in this research is done by using analysis of variance (ANAVA) two way. Analysis of two way variance is used to test main effect, interaction effect, and simple effect between play type and confidence to independence in Class B Kindergarten. Furthermore, if the calculation results show the interaction between the type of play and self-confidence of independence, then performed calculations with Tukey test formulation. Based on calculations that have been done manually using ANAVA two paths obtained the analysis as in the table below: The test criterion used is reject H_0 if $F_{count} > F_{table}$. Based on the result of analysis of variance (ANAVA) of two paths above, hence hypothesis testing can be explained as follows: Main Effect (Main Effect) from result of analysis known value of $F(OA) = 0$. Based on F_{table} pada db (A) / db (D) = 1/36 and $\alpha = 0.05$ known value $F_{table} = 4.11$. Because $F(OA) = 11.74 > F_{table} = 4.08$ or H_0 is rejected, so there is an average difference in initial independence between the group of children playing and the group of children playing cat mouse.

The average grade of the students who played the top (A1) with the group of students playing cat and mouse (A2) was $\bar{X}_{A1} = 86.6$ and $A2 = 77.95$. Hypothesis testing showed that the average value of independence in the group of students who play the top is $\bar{X} = 86,6$ higher than the average value of independence of the group of students who play cat and mouse $\bar{X} = 77.95$. Thus it can be said that the independence of the group of children who play with the top is higher than the group of students who play cat and mouse. In testing the second hypothesis Influence Interaction), from the analysis results known value of $F(OA) = 5.37$. Based on F_{table} pada db (A) / db (D) = 1/36 and $\alpha = 0.05$ it is known that $F_{table} = 4.11$. Since $F(OA) = 5.37 > F_{table} = 4.11$ or H_0 is rejected, so there is an interaction effect between factor A (traditional game) and factor B (self-confidence) on independence. The interaction between play type and confidence in self-reliance can be seen in the following graph:

**Figure 1. Graph of Interaction Type of Play and Self Confidence Against Independence**

Based on the results of further test calculations by Tukey test for the third hypothesis and the fourth hypothesis can be seen as follows: Based on the results of data analysis that has been described previously and followed by hypothesis testing, there are a number of research findings discussed further. The findings of the study include: With two games that are done that is playing with the children who play the cat and mouse. The results show that the stubbornness of the children who play the top is higher than the children who play cat and mouse. Based on this difference can be explained that by playing the child's gasing can be easier to develop independence because in playing by Parten participated by playing independent play, independently, but play activities are performed among other children who have the same toys, and do not try to influence or alter the activities of children nearby. In playing the gang of children do more activities independently, and less get intervention from others. Playing tops more on self-playing, Playing the tops allows children to quietly watch others and explore new ideas, words, sounds, ideas, and play actions, in contrast to playing cats and rats that rely more on cooperation between children playing, children will be more likely to expect each other, affect each other when playing.

Interaction implies that there is cooperation between two independent variables in influencing the dependent variable. The significance of this interaction will affect the form of interaction that occurs. In other words the effect of interaction will have significance if tested from every level of treatment. Basically every child must have an interest in playing, whoever he is, wherever they are, playing is their activities and world. It also requires self-esteem of the child that is a self-belief in the form of feelings and assumptions that he is in good condition that allows the individual to appear and behave with confidence to do something based on the ability they have, including the willingness to play. An independent child is a child with high self-esteem and motivation. So that in every behavior is not much rely on others, usually in his parents. Activity play that is the world of children can be used as a media that can support and stimulate the independence of children, of course more challenging game of children's creativity, and challenging games of course requires the child's confidence to try to do so.

The existence of a belief someone to be able to behave according to his wishes and expectations. Thus, to develop an attitude of independence of children then that needs to be considered is his confidence. From the findings obtained in this study, it can be explained that there is interaction between the type of play and self-confidence to independence .. The results obtained show that independence in the group of children who play the top is higher than the group of children who play cats and rats that have high confidence .The self-confident attitude that shows the self-worth and the value of self-esteem. From an early age needs to be instilled self-confidence, through methods that are fun for the child so as not to make children become bored. Mainly using a variety of games that are implemented in early childhood learning activities. Traditional games just like there are gasing and playing cat and mouse in it to be the right play media and build the character of children and competitive.

For the results of subsequent research it was found that independence in the group of students who play the top is lower than the group of students who play cats and mice that have low confidence. Found that playing cat and mouse is a game that prioritizes socialization and interaction between children who play, the game is very thick will the process of cooperation, very precisely with children who have confidence lace hyang have the characteristics and character of the more needed other people in the activity. While the game of gasing that prioritizes the work independently and the individual felt less suitable and fit with children with high confidence. The independence of children with low self-esteem can be directly stimulated by playing together through the game of cat and mouse. Based on the findings obtained from the results of this study can be concluded independence in the group of students who play less gasing than the group of students who play cats and rats in groups of students who have low confidence.

Conclusion

The conclusions in the study as follows:

- Independence in the group of children who play the top is higher than the independence of groups of children who play cat and mouse.

- There is an interaction effect between the type of play and confidence in the traditional game that is playing the gasing and playing cat and mouse.
- Independence in the group of children who have high confidence who play topping higher than the group of children playing cat and mouse.
- Independence in the group of children who have low self-confidence who play less than lower the group of children who play cat and mouse.

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