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Improving The Social Emotional Aspect Of Children Through Outbound Water Transfer Activities

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Pendidikan anak usia dini merupakan Pendidikan prasekolah yang memberikan berbagai stimulasi pada anak agar memiliki tumbuh kembang yang optimal dan siap memasuki dunia sekolah. Salah satu aspek perkembangan yang sangat penting untuk distimulasi adalah sosial emosional. Penelitian tindakan kelas dipilih dalam penelitian ini untuk mengatasi permasalahan yang ditemukan dalam perkembangan sosial emosional anak tersebut. Outbound merupakan kegiatan yang dapat melibatkan anak secara aktif untuk berkegiatan sehingga mereka akan menjalin interaksi dengan temannya, membangun kerja sama, berusaha menyelesaikan apa yang menjadi tugas dan tanggung jawabnya serta melaksanakan kegiatan tersebut dengan antusias dan bahagia. Anak yang mampu menjalin interaksi dan kerjasama yang baik akan membentuk mereka menjadi pribadi yang memiliki kecerdasan emosional yang baik. Hasil penelitian menunjukkan adanya perkembangan sosial emosional anak yang terus meningkat dari pra siklus, siklus I, dan siklus II. Hal tersebut membuktikan bahwa Outbound transfer water dapat meningkatkan perkembangan sosial emosional anak berdasarkan beberapa indikator penilaian dalam penelitian.

Abstract

Early childhood education is preschool education that provides children with multiple stimulations to ensure optimal growth, development, and school readiness. One component of growth that must be encouraged is social-emotional development. In this study, classroom action research was used to address the issues discovered in the child's social-emotional development. Outbound is an activity that may actively include children in activities so that they can interact with their peers, establish collaboration, accomplish their obligations and responsibilities, and carry out these activities gladly and pleasantly. Children who can develop positive relationships and collaboration will grow into adults with high emotional intelligence. The study's findings revealed that children's social and emotional development increased during the pre-cycle, cycle I, and cycle II. Based on various assessment markers in the study, this demonstrates that the outbound transfer of water can boost children's social and emotional development.

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INTRODUCTION

Early Childhood Education, as defined by Law Number 20 of 2003 governing the National Education System, is education provided to children from birth until the age of six. (Nurani Yuliani, 2019). Children are in the "golden age" at that age, a period when they encounter a phase of the rapid growth of brain cells (Akbar Sa'dun, 2019), and the development of numerous features; therefore, they require a lot of stimulation to develop properly. Early childhood is the best period to develop children's intellect and diverse potential, (Mulyasa, 2017) since it will serve as the basis for their preparation to start school and will affect their future.

The social-emotional element is one of six dimensions of development that are the focus of the content in early childhood learning. Children's social and emotional development refers to a range of changes connected to children's ability to form connections with themselves and others between the ages of 0 and 6 years (Ardy Wiyani Novan, 2014). Children's social and emotional development are two distinct characteristics that impact one another. Although each has unique characteristics, social and emotional development are inextricably linked. The social-emotional side must be addressed and developed from an early age (Nugraha & Rachmawati, 2014), because early childhood is a restricted age span for children, and the social-emotional part provides a way for children to interact in their social lives. The involvement of parents and teachers in PAUD is critical in determining how children grow and their social-emotional conduct later in life (Susanto, 2014). Good stimulation from educators will improve children's social and emotional development.

Children's emotional development occurs along with their social development. There is also a notion that children's emotional development is impacted by their social development because children's emotional development is a reaction to the social interactions they live in and determines whether or not those social ties will continue (Khulusinniyah & Farhatin Masruroh, 2019). Because both are intertwined in a larger psychological framework, discussing emotional issues entails discussing social aspects (Suyadi, 2010). Children must be prepared with emotional and social skills, including the capacity to detect, manage, and control their emotions, in order to respond appropriately to anything that excites their emotions, particularly when they interact with their surroundings (Nugraha & Rachmawati, 2014). One of the changes planned at early childhood education (PAUD) institutes is social-emotional development, which attempts to teach children how to regulate their emotions, discover alternate solutions to issues, be tolerant, respect others, and think critically.

Based on the foregoing explanation, it is possible to conclude that social and emotional growth and cognitive development are inextricably linked. In other words, discussing emotional development must be related to children's social development, because social-emotional development is the child's ability to establish relationships with other people and new experiences for children to communicate in the social situations and environment they confront.

Observations at Hasyim Asy'ari Selowogo Bungatan Kindergarten reveal several issues concerning children's social-emotional development, including a) less varied methods for developing children's social emotions; b) learning is more often carried out indoors, so children are less enthusiastic during the learning process; and c) indicators of social-emotional development in children who have not reached the minimum completeness target. Based on some of these issues, academics are interested in undertaking studies on children's social and emotional development using approaches not currently used at these institutions, Specifically, outbound activities The goal of this research is twofold: to explain the implementation of outbound activities in developing children's social-emotional aspects and to discover the outcomes of implementing outbound activities in developing children's social-emotional aspects.

Outbound is an open learning program based on the notion of experiential learning (learning via direct experience), which is offered as a medium for delivering content in the form of games, simulations, conversations, and experiences. Children actively participated in all activities carried out with the notion of contact between children and nature through simulated activities in the open while conducting the outbound program. These activities are intended to provide a conducive environment for each child to develop creative and positive attitudes, ways of thinking, and perceptions in order to develop a spirit of leadership, togetherness (teamwork), openness, tolerance, and deep sensitivity, which, in the hope, will provide enthusiasm, initiative, and a new pattern of empowerment in an educational institution (Luluk Iffatur Rocmah, 2012).

Through this outdoor activity simulation, children are also expected to be able to develop their potential, both individually (personal development) and in groups (team development), by interacting in the form of effective communication, conflict management, competition, leadership, risk management, and decision-making. choices and initiatives (Luluk Iffatur Rocmah, 2012).

METHOD

This is a classroom action research project. Suhardjono defines action research in the classroom as a study performed to improve the quality of learning in the classroom. Meanwhile, according to Sanford and Johni Dimiyati , classroom action research is a thorough, cyclical activity that includes analysis, application, discovery, further facts, and assessment (Dimiyati, 2014).

In this study, classroom action research was used to conduct outbound activities and determine the effectiveness or failure of these activities in improving the social emotional components of children in group B Hasyim Asy'ari Selowogo Bungatan Kindergarten. This action study, like other classroom action research, has four stages: planning, implementing, observing, and reflecting.

Group B at Hasyim Asy'ari Selowogo Bungatan Kindergarten consists of 23 children, 12 boys, and 11 girls ranging in age from 5 to 6 years. In this study, the goal of classical completion was 80% of the total number of children who attained individual mastery. Individually, children are deemed to be complete if they meet 5 of the 8 preset evaluation indicators.

The assessment indicators (in the research instrument) for children's social and emotional development include the following:

1. Children are capable of displaying self-assurance.
2. The children can follow the teacher's instructions.
3. Children can be patient while waiting for their turn.
4. Children can interact effectively.
5. Children are able to collaborate in groups.
6. Children can actively participate in the play.
7. Children can complete the game according to the goal.
8. The tools that have been used can be cleaned up by the children.

RESULTS AND DISCUSSIONS

Outbound activities are particularly common with youngsters since they are similar to playing. Play is very vital to a child's existence (Isjoni, 2017). Direct activities and play will naturally drive youngsters to learn more thoroughly and will organically develop many parts of the child (Suryana Dadan, 2021). Playing while learning is a planned activity with certain objectives (Diana, 2017). The teacher will function as a facilitator in outbound activities, and children will actively participate in all stages of outbound activities. As a facilitator, the teacher will accompany children's learning and playing activities to ensure that learning objectives are met to the best of their abilities.

Outbound activities are carried out in accordance with the phases of the weakly lesson plan "RPPH" that the instructor has prepared. Before the activity begins, the instructor informs the children about the activities that will take place, including the name of the activity, the stages of the activity, the regulations that must be followed, and the advantages of these activities.

The activity phases for implementing the outbound transfer water approach to enhance social-emotional characteristics in children are as follows: Before the activity begins, the instructor encourages the children to line up according to their group, and then the teacher explains the principles of proper play, particularly if the kid is able to pour water from one container to another from above the head according to the criteria stated by the teacher, the kid then indicates to a buddy behind him to catch the water that he receives from his friend, and the child is able to cooperate with the group such that the water that is poured in turns is well gathered. Researchers gathered data from these activities depending on each child's achievements according to preset metrics. Cycle I implementation did not meet the minimal completeness goal for children's social-emotional components, so they are carried over to cycle II by developing outbound implementation strategies based on assessment findings from cycle I reflections.

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Based on the results of observations before the class action research procedure was carried out in the pre-cycle can be described as follows, The total overall score of 23 children only reached 110 and an average of 4.78 with a percentage of completion of 34.78%. Furthermore, when outbound activities were carried

out, the peak theme in the first cycle of children experienced an increase with an overall score of 113 and an average of 4.91 with a percentage of completion of 56.52%. Because it has not yet reached the completion target, it is continued in cycle II by using the same activities and different game techniques. In cycle II, there was an increase from the next cycle, namely with an overall value of 163 and an average of 7.08 with a completion percentage of 95.65%. Changes in children's social-emotional development in cycles I and II as shown in the following table:

Table 1. Children's Social-Emotional Development through Outbound Transfer Water

No.	Result	Cycle I	Cycle II
1	Total	113	163
2	Average Score	4.91	7.08
3	Percentages	56.52%	95.65%

Because there was a rise in development from cycle I to cycle II, it can be inferred that outbound activities help promote children's social and emotional intelligence in group B TK Hasyim Asy'ari Selowogo Bungatan. In other words, the classroom action research was successful in progressively developing the child's social-emotional characteristics. The proportion of classical completeness was achieved at 56.52% in cycle I and 95.65% in cycle II. Because it had met the minimal completion objective of 80%, the execution of these activities was said to be sufficient to carry out up to Cycle II.

Based on the findings of observations and reflections in cycle I, the researcher investigated answers to the difficulties that arose in cycle I in order to make the learning process more effective and efficient in order to meet the minimal completion objective. Outbound water transfer activities were meant to be more appealing during cycle II deployment. The teacher explains how to play before the action begins, interspersed with clapping and singing. The teacher instructs the students to constantly be enthusiastic and to play the game according to the rules that have been presented. This exercise is completed in phases. The first stage was completed by 11 children, while the second stage was completed by 12 youngsters. The pupils form a clean line before pouring the water alternately according to the guidelines stated by the instructor.

During outbound activities, the children appeared to be passionate about engaging in each level of the activity, and they actively communicated and worked with their group companions to successfully complete the game. This is consistent with Abdul Syani's thesis that cooperation is a type of social process in which specific acts are targeted at accomplishing common goals by assisting and understanding one another (Abdul Syani, 2007). Developing parts of children's independence via harmonious and personal interactions with others is one method (Khulusinniyah & Masrurah, 2021). This independence is one feature that can help children develop their social and emotional skills, so children must constantly be encouraged to cooperate in the learning process.

Outbound games are classified into numerous categories, including:

1. Games for Children

Fun Games are games that require coordination, focus, and teamwork while being packaged in a reactive and enjoyable environment. This outbound activity is in the form of a game that does not require any tools, and the presentation is brief.

2. Low-impact sports

Low-impact games are a fun way to expose friends to ideas like planning, strategizing, time management, task delegation, honesty, and social responsibility. Low-impact is a low-risk activity that prioritizes materials received from the school environment or created by instructors (Samik & Rohita, 2014).

3. High Impact Games

High-impact games are activities that emphasize self-control, courage, strength training, growing self-confidence, and never giving up. This activity has a low risk and necessitates the use of safety equipment in line with approved safety standards (Indriana Yeniari & Windarti Tri, 2008).

Outbound activities are further divided into two types: true outbound and fun outbound or semi-outbound. Real Outbound is a fascinating and hard experience that needs considerable physical endurance and challenges from participants. Entertaining outbound or semi-outbound activities, that is outside activities that simply comprise light, fun, and beneficial games to establish connections amongst outbound participants (Asti, 2009). There are numerous gaming activities that may be done out for the implementation of outbound for children, namely:

1. Walk in a zigzag with water in a plastic cup.
2. Walk on the footbridge.
3. Move the ball with the palm of the table.
4. Run the obstacle course and move the ball.
5. Crawling under the net.
6. Blow a plastic ball.
7. Alley winding.
8. Transfer water (Samik & Rohita, 2014) .

Some examples of these outbound activities must take into account the availability of facilities and infrastructure, the condition of the children, activity facilitators, and prioritizing safety considerations for children in order to fulfill the stated learning objectives.

Outbound activities are enjoyable activities to engage in during early childhood education. This game has numerous goals, including (1) identifying children's shortcomings and talents; (2) allowing children to express themselves in their own unique style; and (3) teaching children to recognize and comprehend the feelings, opinions, and differences of others. (4) to generate enthusiasm and motivation so that children continue to be involved in various learning activities while playing; (5) to teach children to be more independent and able to act as they wish. (6) to train children to have empathy and be sensitive to the feelings of others; (7) to teach children to communicate well; (8) to provide an understanding of the

importance of good character; (10) to provide a decent life for a child with character; (12) to apply and set a good example for the environment (Luluk Iffatur Rocmah, 2012).

Outbound, as an outdoor activity based on the idea of experiential learning (learning by direct experience), includes children actively in a sequence of activities (learning by doing), so that children receive instant feedback on the effect and advantages of the activities they are doing. This will allow youngsters to grow physically, motorically, socially, emotionally, and intellectually. This outbound activity will teach youngsters to coordinate their motor skills, be leaders, interact with others, develop methods of thinking, solve issues, and create positive personalities that will help them construct a bright and happy future.

CONCLUSION

Outbound activities in group B at Hasyim Asy'ari Selowogo Bungatan Kindergarten were implemented in two cycles. This exercise begins with the teacher explaining the actions to be performed, and then the students are requested to follow the instructions and alternatively pour water on their peers. Outbound activities have been shown to promote children's social and emotional development. This can be observed in the children's passionate attitude toward cooperating to finish their tasks and in the outcomes of attaining indicators, which demonstrate an increase from cycle I with a percentage of 56.52% to 95.65% in cycle II. Social and emotional development is a crucial part of growth that should be encouraged. This development element will allow youngsters to positively interact with others and care about their surroundings. Educators (parents and teachers) have an important role not only in giving stimulation via various techniques but also in establishing a positive example as *uswah hasanah*, since children are imitative, that is, they quickly copy what they receive through their senses.

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