Improving Self-Control Through The Traditional Clock Game Method In Children Aged 5-6 Years At Darussalam Pansor Kindergarten In 2024/2025

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Article Info	Abstract
   	This study aims to improve the quality and effectiveness of learning activities conducted in the classroom and assist teachers in identifying issues within learning activities and finding effective solutions, particularly in enhancing self-control among children aged 5–6 years using the traditional bakiak game method at Darussalam Pansor Kindergarten, Pansor Village, Pansor Lauk Hamlet, Kayangan Subdistrict, North Lombok Regency. The sample consisted of 20 children, including 7 girls and 13 boys. Self-control is an essential skill that should be developed in children from an early age to help them manage their emotions effectively, thereby enabling them to socialize well with others. The research method employed was a classroom action research design based on the framework proposed by Kemmis and McTgart.The results of the study showed that children's self-control abilities using the traditional bakiak game method reached 20% in the pre-action phase, then reached 65% in cycle I, and finally reached a good score in cycle II, which met the researcher's expected classical completion criteria of 85%.

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1. INTRODUCTION

Early childhood is a group of children aged 0-8 years who have various genetic potentials and are ready to grow and develop through various stimulations (Sujiono, 2016).

According to *The National Association of Children* (NAEYC), That early childhood is a group of people who are in the age range of 0-8 years (Susanto, 2011) Therefore, from this opinion, children who are still under 6 years old are classified as children who are still in the womb and are at the stage of growth and development of physical motoric, psychological, personality, and intellectual or those who receive services or who have not been reached in a development center for early childhood can also be grouped as children who are at an early age.

According to Hurlock (M. N. Lubis, 2023) social emotional development is the development of behavior that is in line with social guidance and direction, where social emotional development is a stage where children can practice all social stimuli or stimulation, especially those obtained from group guidance and learn to socialize and behave with others (Musafir, 2023).

One of the ways and efforts we make to develop social emotional development, namely in controlling emotions in early childhood, is by using clog games.
According to Piaget in (M. Y. Lubis, 2019) playing is an activity that is done repeatedly and creates pleasure and satisfaction for a person.

Media serve as tools for communication procedures, such as film, printed materials, diagrams, computers, and instructors. Learning media are tools or aids used to convey messages and can stimulate thoughts, feelings, attention, and the desire to learn, thus driving the learning process in an orderly manner (Septy, 2021).

So this media is a tool where it will be able to facilitate us as parents or teachers in providing learning to children, and also children will be able to understand quickly what we convey when we show them in real life.

One way or effort to improve children's social-emotional abilities in self-control is through the application of a medium or game of clogs (Imtikhani Nurfadilah, 2021). This clog game can stimulate order, including stimulating children's social interactions with others. This clog game is a type of sandal whose bottom is made of simple wood and the foot adhesive is made using used tire rubber nailed to both left and right sides (Anggraeni & Aprianti, 2021). In the clog game, cooperation is required with a team/squad to be able to reach the designated and determined location. Therefore, this clog game is one effort to develop aspects of development in children, one of which is their social-emotional development, especially to train children's self-control in their social-emotional development (Lestari, 2021). Self-control/self-regulation is the process or ability in personality to control one's behavior, emotions, thoughts, desires, and impulses from external stimuli in accordance with one's ideals and guidance (Nugraheni Anidia, 2021). However, in reality, in the field, the development of children in this school is related to the child's ability to control their emotions which is still very low. Researchers saw problems when conducting observations, during the teaching and learning process and also when playing with their friends. When they are playing with their friends, most children are not yet able to control themselves such as when their friend accidentally makes a mistake, they immediately want to get back at them and if they are not able to repay their friend's actions, they will rebel.

So we can see that the efforts of the teaching staff to improve the social emotional self-control of their students are still very low and also the strategies in their learning to stimulate children's development are still very less interesting to their students so that the development of self-control is still lacking in their development.

Based on the results of observations conducted on February 17, 2025, researchers saw problems in students at Darussalam Pansor Kindergarten, that their self-control was still very lacking/still low. Researchers saw this when they were doing learning activities and also when they played together with their friends. When they were given an activity, for example, the teacher gave a worksheet there, the children started fighting over it, then when their friend took it first, they would get angry and even hit their own friend and it continued to retaliate until the teacher was exhausted to calm them down, when they were not given the worksheet that had been taken by their friend first, they would rebel until they got what they wanted.

So from the problems obtained from the results of the observations above, the researchers obtained a solution to this problem by using traditional media such as clog games to stimulate the development of children in the Darussalam Pansor Kindergarten, and also so that they can help the performance of teachers to be able to utilize traditional media to stimulate their development and also to be able to exchange ideas between researchers and teachers at the school related to information and also solutions in order to develop all aspects of the development of children in the Darussalam Pansor Kindergarten institution, because according to researchers, the clog games distributed to students in this kindergarten can train children's self-control and also train cooperation in children with their fellow friends. Their teachers can develop social emotional skills towards their students and also so that they are able to control themselves in managing their emotions when socializing or socializing with their peers and also with people who are older or more mature than themselves.

Therefore, this study focuses on improving self-control through the traditional Bakiak game method in children aged 5-6 years at Darussalam Pansor Kindergarten in the 2024-2025 academic year.

2. MATERIALS AND METHOD

This type of research is Classroom Action Research (CAR) using the Kemmis and MC Taggart model research design. The research was conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. The subjects in this study were group B children aged 5-6 years at Darussalam Pansor Kindergarten, totaling 20 children consisting of 7 girls and 13 boys.

The data collection techniques used observation, interviews, and documentation. And the data collection tools used observation guidelines, interview guidelines, and also observation guidelines for activities carried out by students. According to (Sugiyono, 2020). Data collection techniques are the most strategic techniques in conducting research, because the main goal in this research is to obtain data. (Parnawi, 2020). The data analysis techniques carried out with non-statistical data or called qualitative data and statistical data or called quantitative data. The formula/reference used to determine individual completeness is according to (Ratnawulan, 2013) as follows:

$$NA = \frac{SA \ X \ 100}{SMI}$$

Information:
NA: Final grade
SA: Score achieved
SM: Ideal maximum score
The formula used to determine classical completeness is as follows:

$$NK = \frac{NA \ x100 \ \%}{PD}$$

Information:
NK : Classical value
NA: Completed child grades
PD: Number of students

As for the performance indicators, namely for individual child completion according to the KKM of 70, while classical completion reaches 80%.

3. RESULTS

The research conducted at Darussalam Pansor Kindergarten was conducted in two cycles, each with three meetings. The research was then tailored to the learning theme at the institution. Each cycle consisted of planning, action, observation, and reflection. Throughout the research, the results showed improvements in the learning process, aimed at enhancing the self-control skills of children in class B.

Table 01. Recapitulation Results of Class B Children from Pre-Action, Cycle I, and Cycle II

No	Student name	Assessment		Assessment		Assessment		Completion criteria
		Score	Individual completion	Score	Individual completion	Score	Individual completion	

1	THERE IS	22	39,2	40	71,4	47	83,9	BSB
2	AM.Z	23	41	39	69,6	42	75	BSH
3	AA	25	44,6	42	75	49	87,5	BSB
4	AZD	21	37,5	45	80,3	50	89,2	BSB
5	ON	40	71,4	49	87,5	51	91	BSB
6	AR	21	37,5	30	53,5	39	69,6	BSH
7	AND	341	73,2	48	85,7	50	89,2	BSB
8	DN	20	35,7	38	67,8	40	71,4	BSH
9	ISN	23	41	39	69,6	41	73,2	BSH
10	JS	15	26,7	29	51,7	34	60,7	MB
11	KAH	28	50	41	73,2	49	87,5	BSB
12	M.GA	32	57,1	37	66	42	75	BSH
13	GREAT	27	48,2	40	71,4	50	89,2	BSB
14	PN	26	46,4	41	73,3	47	83,9	BSB
15	MRP	43	76,7	50	89,2	53	94,6	BSB
16	PH	25	44,6	44	78,5	48	85,7	BSB
17	ON	34	60,7	42	75	49	87,5	BSB
18	RKA	20	35,7	29	51,7	30	53,5	MB
19	RM	45	80,3	49	87,5	51	91	BSB
20	ZF	30	53,5	42	75	48	85,7	BSB
Classical Completion		20 %		65 %		85 %		

Based on the observation data on the pre-cycle children's self-control abilities, the children's abilities before an action was carried out could not be said to be well developed, showing a class percentage of only 20%. of the 20 children before the implementation of activities using traditional clog game media in this pre-cycle, there were no assessment criteria at the very well developed stage (BSB), there were 4 children in the criteria for developing according to expectations (BSH), and 10 children in the criteria for starting to develop (MB), and there were 6 children in the criteria for not yet developing (BB). Based on the observation results obtained by researchers related to the children's self-control abilities at Darussalam Pansor Kindergarten in the pre-action, the children's abilities still could not be said to be well developed because the percentage of classical completeness obtained from the observation activities showed only 20%.

Graph 01. Recapitulation of Self-Control Ability Values of 5-6 Year Old Children from Pre-Cycle to Cycle II

REKAPITULASI NILAI KEMAMPUAN KONTROL DIRI ANAK USIA 5-6 TAHUN DARI PRA SIKLUS-SIKLUS II
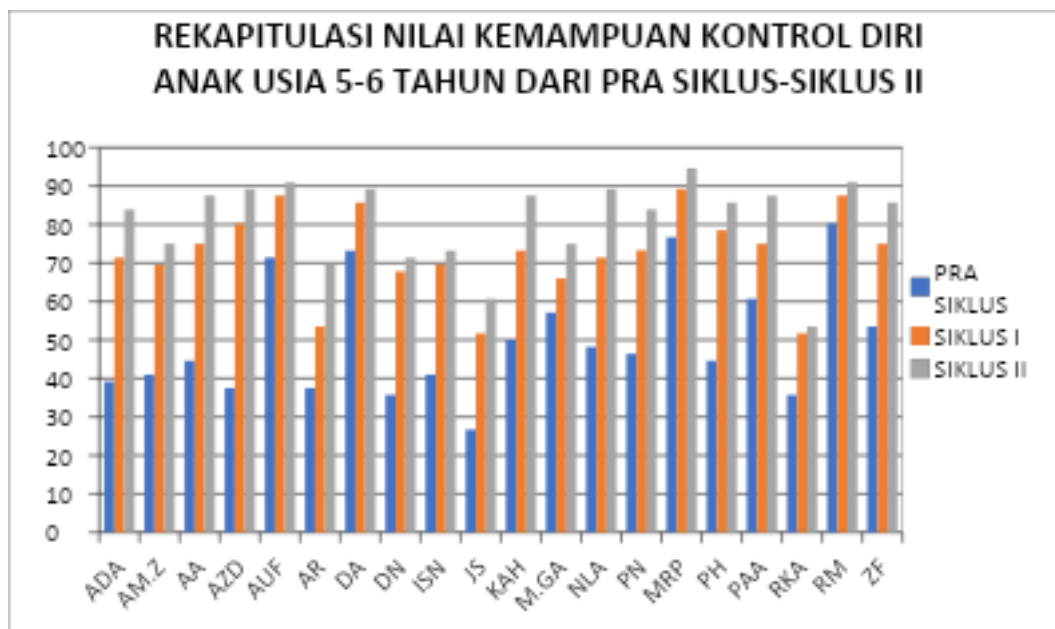
From the implementation of actions and observation results related to children's self-control using the traditional clog game method in the action in cycle I, it shows that the number of 20 children in Darussalam Pansor Kindergarten after carrying out learning activities using the traditional clog game media at the Cycle I meeting is that there are 12 children who have reached the criteria for developing according to expectations (BSH), 3 children who are still in the criteria for starting to develop (MB), and there are no children who are still in the criteria for not developing (BB) and there are 5 children who can reach the criteria for developing very well (BSB). So from the results of the research carried out in Cycle I, the classical completeness achieved was 65%.

In the implementation of activities in cycle II, observations or observations during the implementation of learning activities have the same structure as the activities in cycle I. Starting from the RPPH and the observation sheet, it focuses on the development and improvement of children's self-control abilities by using traditional clog game media. From there, researchers see the assessment indicators that have been achieved by children, such as children being able to control their emotions when they lose in the game, children being able to cooperate with their fellow playgroups, and so on. So that from the implementation in cycle II, researchers obtained good results or scores, namely achieving the classical completeness success indicator of 85%. in the actions in cycle II, namely the achievement of the criteria for developing very well as many as 13 children (BSB), the achievement of the criteria for developing according to expectations as many as 5 children (BSH), and children who reached the criteria for starting to develop as many as 2 children (MB) then there were no children who were still in the criteria for not developing (BB) / 0 children. So the total value of the classical completeness reached a value of 85%. So it can be said that it is complete and there is no need to carry out actions in the next cycle because the actions in cycle II have been declared successful.

In line with the above description, this aligns with Hurlock's opinion in (Mulyani, 2013), which states that self-control develops with age. Based on this theory, an individual's self-control will develop according to their age level. Therefore, the level of self-control in children of this age is certainly very different from that of adults. Therefore, the method of stimulation will be much more difficult to do with children compared to adults because they are much more aware of what is positive and negative. Therefore, there is a need for games that can stimulate children's self-control, one of which is the traditional game of clogs. This is clarified by Esnoesanoesi's opinion in (Fauni, 2020), who stated that clogs are included in traditional games that prioritize solidarity and togetherness

among participants. Players must walk in an orderly or compact manner to maintain balance to avoid falling during the game. Of course, this requires proper self-control in early childhood.

4. CONCLUSION

The conclusion of the research results is that by using traditional clog game media to improve the self-control ability of children aged 5-6 years in group B, there are 13 children who achieved completeness in the application in cycle I with a range of 41-78.5 with the assessment criteria developing according to expectations (BSH), However, the child has not achieved the classical completeness that has been determined, namely 80, then 7 children who have not achieved completeness consist of 1 person with the criteria not yet developed (BB) with a value of 0-26.7 and 6 people with the criteria starting to develop (MB) with a value of 41-60.7. Furthermore, 17 children achieved completion in the actions carried out in cycle II with a value range of 62.5-82.1. This is in the assessment criteria of developing very well for 1 child and the criteria for developing according to expectations for 16 children, and 3 children are still in the assessment criteria of starting to develop (MB) with assessment achievements of 41-57.1.

So from the use of traditional clog game media to improve the ability of self-control of children in Darussalam Pansor Kindergarten in the 2024/2025 academic year, the media is able to help children in the development of their self-control. This can be seen from its achievements through increasing classical completeness, namely from pre-action only achieving completeness of 20%, continued with action in cycle I with completeness of 65%, then in the action stage in cycle II achieving completeness of 85% so that from the achievement of completeness in cycle II, the researcher ended the research because it can be said to have succeeded in achieving the completeness desired by the researcher.

5. ACKNOWLEDGEMENTS

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