

**ENGRANG BATOK: THE INFLUENCE OF GAMES ON
CHILDREN'S SOCIAL DEVELOPMENT AT MIFTAHUL
JANNAH KINDERGARTEN, SOUTH ACEH**

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
DARUSSALAM, BANDA ACEH
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SOCIAL DEVELOPMENT AT MIFTAHUL JANNAH
KINDERGARTEN, SOUTH ACEH**

KARYA ILMIAH

Diajukan Kepada Fakultas Tarbiyah dan Keguruan (FTK)
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sebagai Beban Studi untuk Memperoleh Gelar Sarjana
dalam Ilmu Pendidikan Islam Anak Usia Dini

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MOTTO

“Hatiku tenang karena mengetahui bahwa apa yang melewatkanmu tidak akan pernah menjadi takdirmu, dan apa yang ditakdirkan untukmu tidak akan pernah melewatkanmu” (Umar bin Khattab)

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Engrang batok: The influence of games on children's social development at Miftahul Jannah Kindergarten, South Aceh

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Abstract

Background: Social relationships are a development that has an urgency to form good interactions from an early age. However, it was found that children at Miftahul Jannah Kindergarten in South Aceh still had difficulty making friends with their peers, often being alone and not gathering together.

Aim: Therefore, the engrang batok game aims to determine its effect on children's social relationships in kindergarten.

Method: This quantitative research with a pre-experimental design uses a one group pretest and posttest approach. The research sample consisted of 15 children from class A using a total sampling technique. Data was obtained through observation sheets and documentation and then analyzed using the SPSS 20 application to determine normality tests and hypothesis tests.

Results: The results showed that the normality test had a normal distribution, the t-test calculation had a value of 15.94, and the t-table had a value of 1.761. Based on these results, it can be said that $T_{count} > T_{table}$ means that H_a is accepted and H_o is rejected.

Conclusion: Therefore, it can be concluded that the engrang batok game can influence the development of children's social relationships at Miftahul Jannah Kindergarten, South Aceh.

INTRODUCTION

Early childhood, often known as the golden age, is a period where growth and development are most crucial in the early stages of a child's life. This period is unique and strategic for stimulating children's development. Children begin to learn to manage emotions and adapt to environments outside the home or family (Indrawati, 2017; Tatminingsih, 2019; Uce, 2025). It is also the most appropriate time to instill basic knowledge that aligns with the child's developmental stages. Early childhood is a phase of rapid growth and development, often described as a developmental leap (Muthmainnah & Nurma, 2019; Rijkiyani et al., 2022; Trenggonowati & Kulsum, 2018). Social development during this period requires special attention and depends heavily on the support and involvement of parents, adults in the community, and peers at school to foster good social relationships (Anggraini et al., 2023; Kaffa et al., 2021; Muzzamil et al., 2021).

Interactions between individuals, often referred to as social relationships, are personal interactions that elicit responses from those around them and influence the individuals themselves. Each person attempts to adapt to their social environment (Fitriani & Nurasyah,

2022; Henri Gunawan Risal & Alam, 2021; Kamaruzzaman et al., 2018). Social relationships involve interactions that influence each other, establishing a reciprocal relationship. If there is no response, a social relationship does not exist. Social relationships can occur within families, schools, and the broader community (Khamid & Supriyo, 2015; Subianto, 2013). Family relationships occur between children and parents or other family members, while school relationships can occur with peers, teachers, and other school staff, such as gardeners, security officers, janitors, etc.

Dynamic social relationships between a person and other people, both in small and large groups, can influence each other. Therefore, these relationships need to be fostered from an early age to form good social interactions from the beginning of a child's growth and development (Fernanda et al., 2012; Oktavianti & Setyowati, 2020; Rahmayani et al., 2023). Early childhood social development is the process of children learning to adapt and understand situations and feelings when interacting with various people in their environment, including parents, siblings, peers, or other adults. Good social interaction between children and their peers is crucial for forming feelings, experiences, and social and emotional learning, thereby enabling children to develop a high level of social-emotional skills (Andangjati et al., 2021; Fitriani & Nurasyah, 2022; Mardiana et al., 2022).

Social development is also considered an important factor in children's overall growth, especially in terms of school readiness. Social development encompasses the relationships a person has during various activities (Fitriya et al., 2022; Melinda & Izzati, 2021; Nurhasanah et al., 2021). It is emphasized that social development is a crucial factor in children's growth and development, particularly for preparing children to continue their education (Amelia & Sumarni, 2022; Damayanti et al., 2020; Munawwarah & Diana, 2022). Many factors can influence a child's social development, including health conditions, adaptability, and temperament. It can also be influenced by the surrounding environment.

Children's abilities to build social relationships with their peers can be observed through indicators such as recognizing, expressing, and managing their own emotions, as well as building healthy social relationships. These indicators can be realized through play, as early childhood learning often involves learning through play. Initially, playing did not receive special attention from psychologists due to limited knowledge about child development psychology and a lack of focus on child development. Plato, a Greek philosopher, was instrumental in laying the foundations of play in learning, recognizing the practical value of play.

Plato, as cited in (M. Fadhilah, 2019), states that it is easier for children to learn to count by distributing apples to them. This idea was also emphasized by his student Aristotle, who believed that children need encouragement to play with activities they will pursue in the future. This perspective led to educational reforms by figures such as Comenius (17th century), Rousseau, Pestalozzi, and Froebel (18th and early 19th centuries). Eventually, educators accepted the idea that education for children needed to be adapted to their interests and developmental stages.

Gleave & Cole-Hamilton, as cited by (Astuti, 2022; Hartati, 2020; Ramdani et al., 2021), state that playing is a fun activity that can be enjoyed by everyone, from babies to adults, with examples including peekaboo, soccer, and hide and seek. Playing allows children to build relationships with their friends and become part of their social groups. Children who can play freely with their peers develop skills such as seeing things from other people's perspectives, working together, helping, sharing, and solving problems. Thus, games like batok games are essential for developing children's social relationships from an early age.

Engrang is a game that is very popular in the archipelago. It is a traditional Indonesian game whose exact origins are not yet known, but it can be found in various regions with different names, such as *tengkak-tengkak* (West Sumatra), *ingkau* (Bengkulu), *stilts* (Central Java), or *batungkau* (South Kalimantan). The engrang consists of two old coconut shells that have been split and connected with a rope. The game of engrang requires body balance and skills when climbing and holding onto the raffia rope tied to the engrang, which serves as a footrest, as stated by Murtafiatun in the research by (Okwita & Sari, 2019; Pratiwi & Z, 2020; Sungkari et al., 2024) in the study "The Existence of Traditional Stage Game Culture". However, recent research has shifted the focus from developing children's gross motor skills to using the engrang batok game to develop children's social relationships. Generally, when children play engrang batok, it builds social interactions between friends and also impacts their gross motor balance development.

Engrang batok games have a correlation with social relationships, as the game can develop children's social skills in interacting with friends. Apart from forming communication and social touch, many abilities are developed when children play this game. By playing engrang batok, children not only feel happy but also develop cognitive, psychomotor, social, and emotional functions due to the interactions and relationships with their peers during the game.

The study of engrang as a legendary game that must be preserved by the Indonesian people has been widely researched by scientists, highlighting various aspects that can be developed through this game. This game can foster social attitudes and positively impact children, including enhancing cooperation, discipline, perseverance, sportsmanship, honesty, creativity, physical fitness, and motor skills, as stated by (Ekawati & Rahman, 2021; Hasan et al., 2021; Rofi'ah & Rohman, 2023) in their research "Application of Traditional Games to Improve Children's Social Skills". (Novitasari & Nugraha, 2022; Sari & Purwadi, 2017), in their research "Socialization of Coconut Shell Stage Games", said that stage games can minimize the influence of online games on children. Many children today are addicted to and spend excessive time playing online games. Therefore, educators and parents must conduct thorough research on media or games that can stimulate children to achieve positive development. This way, children can grow and develop according to expectations and become valuable individuals for the nation.

Based on initial observations carried out at Miftahul Jannah Kindergarten in South Aceh on September 26, 2023, researchers found that children aged 4-5 years still had difficulty making friends with their peers. Some children did not want to play with their friends, were shy when invited to join in play, or isolated themselves and played alone. There were also some children who only played with specific friends and did not want to play with others. Teachers need help to develop attitudes that enable children to exhibit social behavior while playing with their peers. Researchers identified three children whose social interactions had not yet appeared and four children whose social attitudes had only slightly emerged.

Based on the problems above, researchers used the engrang batok game to develop children's social relationships. This traditional playing tool is made from coconut shells. For this research, a pair of coconut shells were cut in half, with a hole made in the middle to attach a rope, and a piece of wood was attached at the end of the rope as a handle. The part was covered with plywood to make it neater and maintain balance during play, focusing on the ground. The indicators used to develop children's social relationships include being able to play with peers, invite friends to play, and participate when invited to play with others. It i

hoped that this game will positively influence and develop children's social relationships at Miftahul Jannah Kindergarten, South Aceh.

METHOD

This study is a quantitative research using a pre-experimental design with a one-group pretest and posttest approach. The design involves administering a pretest, a treatment, and a posttest. Data collection techniques include observation and documentation, and the research data is collected using observation sheets to assess children's social connections before and after the treatment. The study population consists of 15 children from Miftahul Jannah Kindergarten in Pisang Village, Labuhanhaji District, South Aceh Regency. This research was conducted over five days, involving three stages: the pretest on Monday, May 13, 2024, the treatment sessions from Tuesday to Thursday, May 14-16, 2024, and the posttest on Friday, May 17, 2024.

During the pretest, the researchers formed several groups and asked the children to weave rubber bands into a chain shape, followed by playing for a specified time. After collecting data from the pretest, the researchers introduced the engrang batok game and explained its rules. They demonstrated how to play and then allowed the children to take turns playing according to the specified time. In the second treatment, the teacher reiterated the game instructions and had the children take turns playing as taught the previous day. The third treatment repeated the previous day's activities, with the addition of a stilts competition at the end. For the posttest, the researcher conducted activities similar to those on the pretest day. A total sampling technique was used, including all 15 children in the study sample. The data were analyzed to test for normality to determine if the sample was normally distributed and a t-test was used to assess the impact of the treatment before and after its administration.

RESULTS AND DISCUSSION

A. Results

This research was carried out at Miftahul Jannah Kindergarten, South Aceh, in class A, with a total of 15 children using experimental methods. The research was conducted in three stages; The first stage involved administering a pre-test on children's social interaction skills on Monday, May 13, 2024. The second stage involved treatments based on the pre-test results, with three treatments conducted from Tuesday to Thursday, May 14-16, 2024. The final stage was the post-test, conducted on Friday, May 17, 2024. Children's abilities were assessed based on indicators from the Independent Curriculum assessment, as shown in the following table:

Table 1. Criteria for Achieving Learning Objectives

Percentage	Criteria	Conversion Value
0-40%	Hasn't appeared yet	1
41-60%	A Small Part Appears	2
61-80%	It has appeared in most activities	3
81-100%	Appears in all activities	4

Source: Learning and Assessment Guide. 2022

Based on the indicators above, at the first meeting, the researchers conducted a pre-test to assess the influence of children's social relationships. During this initial test, the researchers formed several groups and asked the children to weave rubber bands to form a chain. Social relationships during the pre-test activities were observed when the children weaved rubber bands into chains and played rubber jumping together. In treatments 1-3, the activity was the same: playing engrang batok. During treatment 1 and treatment 2, children played on stilts freely within the specified time so that all children had the opportunity to play. In treatment 3, the engrang game was still used, but at the end of the game, the researchers held an engrang batok competition. For the post-test, the rubber game was used again, as in the pre-test.

From these activities, there are 5 indicators assessed based on the collaboration of the Minister of Education and Culture Regulation ([Permendikbudristek, 2022](#)). These indicators are; 1) Children can play with 1-5 friends without help. 2) Children can accept invitations and join in playing with some of their friends. 3) Children can start the game, ask to be involved in the game, or invite their friends to play together. 4) Children can resolve conflicts when playing together with the help of the teacher. 5) Children express what they feel after playing and can express their feelings/emotions.

Based on the pre-test activities, the pre-test scores can be seen in the following table:

Table 2. Pretest Observation Results

NO	belongs to children Name	<u>Pretest Indicator</u>					Amount	Means
		I	II	I, I, I	IV	V		
1	alias	2	1	2	2	2	9	1.8
2	NH	1	1	2	2	1	7	1.4
3	AH	1	1	2	2	2	8	1.6
4	A A	2	2	2	1	1	8	1.6
5	MAK	1	1	2	1	2	7	1.4
6	AFF	1	1	1	2	1	6	1,2
7	AP	2	2	1	1	1	7	1.4
8	SAF	2	2	1	2	2	9	1.8
9	ZA	1	1	2	1	1	6	1,2
10	ZI	1	2	1	1	1	6	1,2
11	AR	1	2	1	2	2	8	1.6
12	KML	1	2	2	1	2	8	1.6
13	KA	2	1	1	1	1	6	1,2
14	M.F	2	1	1	1	2	7	1.4
15	KH	1	2	1	1	2	7	1.4
Amount							21.8	
Average							1.5	

Source: Documentation of 2024 Research Results

The pre-test table above shows that the criteria for completeness appear small, as evidenced by the total pre-test score of 21.8 with an average score of 1.5. Meanwhile, the posttest results can be seen in the following table:

Table 3. Posttest bservation Results

NO	Child's name	Post Post Indicators					Amount	Means
		I	II	I, I, I	IV	V		
1	alias	4	3	4	4	4	19	3.8
2	NH	3	2	3	3	3	14	2.8
3	AH	3	3	3	3	3	15	3
4	A A	4	4	4	3	3	18	3.6
5	MAK	3	3	3	3	3	15	3
6	AFF	2	2	3	3	2	12	2,4
7	AP	4	4	3	3	3	17	3,4
8	SAF	4	4	4	4	4	20	4
9	ZA	2	3	3	3	3	14	2.8
10	ZI	3	2	2	2	3	12	2,4
11	AR	3	4	3	3	3	16	3,2
12	KML	3	4	4	4	4	19	3.8
13	KA	4	3	3	4	3	17	3,4
14	M.F	4	2	3	3	3	15	3
15	KH	3	4	3	4	4	18	3.6
Amount							48.2	
Average							3,4	

Source: Documentation of 2024 Research Results

The post-test table above shows the criteria for completeness in several activities, as evidenced by the total post-test score of 48.2 with an average score of 3.4. This indicates that some children's abilities have begun to improve. This improvement occurred after treatment was given to the children at Miftahul Jannah Kindergarten. Therefore, it can be concluded that the traditional game of engrang batok can develop children's social relationships at Miftahul Jannah Kindergarten, Pisang Village, South Aceh.

The researchers conducted a normality test on the values above using Kolmogorov-Smirnov to determine whether the values were normally distributed. The p-value obtained is 0.200, where $\text{sig} > \alpha$ or $0.200 > 0.05$, indicating that both variables are normally distributed. Then, a test was conducted to see the effect of playing engrang batok on children's social relationships. The t-table value was determined based on the significance level (0.05) with degrees of freedom ($df = n-1$).

Based on the results of the t-test, the t-count value is 15.94, and the t-table value obtained with $df = 14$ is 1.761. This shows $t\text{-count} > t\text{-table}$, namely $15.94 > 1.761$, leading to the rejection of H_0 and acceptance of H_a . This means there is a significant difference between the pre-test scores (before treatment) and post-test scores (after treatment). The hypothesis

results indicate that the engrang batok game has a significant influence on developing the social relationships of children aged 4-5 years at Miftahul Jannah Kindergarten, South Aceh.

Based on the analysis above, it is proven that the engrang batok game positively influences the development of social relationships in children at Miftahul Jannah Kindergarten, South Aceh. This is also demonstrated by the average score of children's social relationship abilities, which shows a difference between the pre-test and post-test. Children's social relationships have been proven to develop after receiving treatment. According to the Independent PAUD Curriculum assessment criteria, there has been an increase in children's abilities from performing in small parts to performing in most activities. This can be seen in the diagram below:

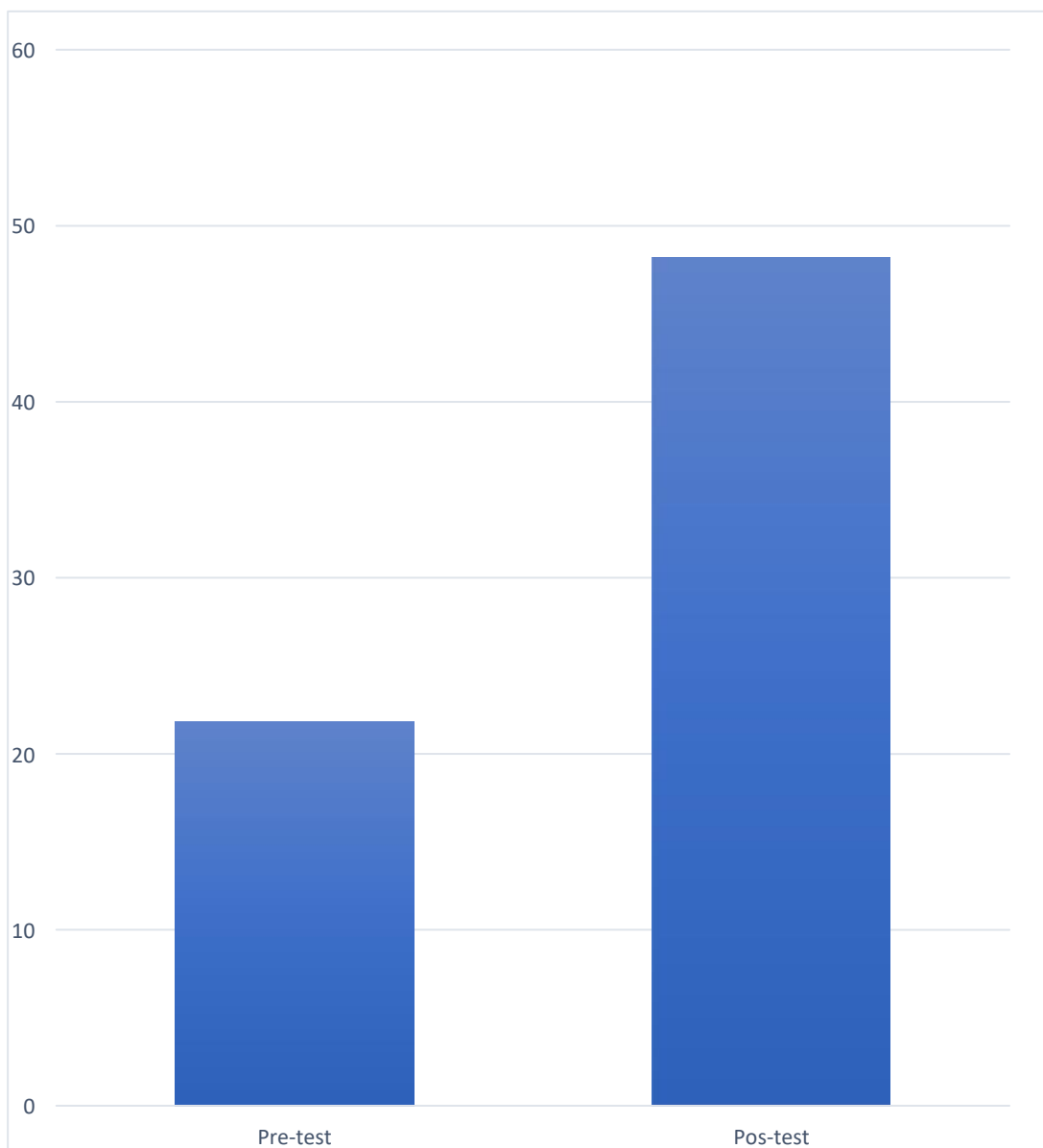


Diagram image 1. Difference in 2024 Pretest and Posttest Score

B. Discussion

This research aims to investigate the influence of children's social relationships through the use of the engrang batok game at Miftahul Jannah Kindergarten. Based on the analysis results, the proposed hypothesis is confirmed: the engrang batok game positively affects children's social relationships at Miftahul Jannah Kindergarten, South Aceh. This is evidenced by the sample t-test analysis, which shows significant differences between the pre-test and post-test scores. The mean score increased from 21.8 to 48.2, indicating the impact of the engrang batok game on developing children's social relationships.

These findings demonstrate the positive influence of the engrang batok game on children's social relationship development. The results are consistent with previous research titled "Engrang Batok Playing Activities Can Develop Children's Prosocial Behavior." In that study, which included 14 children, the results showed that playing on stilts could develop prosocial behavior in early childhood (Ridwan et al., 2023). Another related study, "Implementation of Prosocial Behavior in Children: Traditional Game of Snakes and Ladders Clogs to Stimulate Children's Social and Emotional Development," involved 15 group B children and demonstrated an increase in social-emotional development using the snakes and ladders clog game (Ramdani et al., 2021).

Similar results were also found in a study titled "Improving Social Skills in Early Childhood Through Traditional Bengkulu Games." The research showed an increase in social skills through traditional Bengkulu games among group B children at PAUD Yasporbi, Bengkulu City. The average social skills score increased from 49.79% pre-intervention to 64.79% after the first cycle, and further to 79.79% after the second cycle (Widiyanti & Sari, 2018). These findings align with the results of other studies that used the engrang batok game to develop children's social relationships. Developing children's social relationships from an early age is crucial as it influences their future lives, and the engrang batok game is one effective method to achieve this.

In the game of engrang batok, children play alternately. The aim is to train children's social relationships and their patience in waiting for their turn. Through traditional games, children can experience the joy of play that involves their emotional aspects, rather than being lost in solitude. Traditional games can improve children's social and emotional abilities (Ria & Musyaddad, 2019). Therefore, it can be said that batok games are an effective way to develop social relationships in early childhood.

Apart from fostering social relationships, the engrang batok game is also useful for developing and controlling children's motor skills, and improving the muscle abilities of the legs, feet, arms, and hands, which helps train balance and body flexibility. The results of this research have significant implications for early childhood education by demonstrating the influence on children's social relationships. This research suggests that the development of social relationships must always be a focus in children's lives. The contribution of this research is to highlight the influence of the engrang batok game in developing children's social relationships. It shows that the game not only enhances children's gross motor skills but also their social skills. One of the limitations of this research is the lack of information regarding children's social barriers when conducting the research at school.

The result of this study have significant **implications** the findings of this research demonstrate the positive impact of traditional games, specifically the engrang

batok game, on the social development of children. This suggests that incorporating traditional games into early childhood education can enhance social interactions among children, helping them build better relationships with peers, develop cooperation skills, and improve their emotional intelligence. Educators and parents should consider integrating such games into their activities to foster children's social and emotional growth. **This research contributions** enhancement of Social Skills: The study provides evidence that traditional games like engrang batok can effectively improve children's social relationships, promoting better interaction and cooperation among peers, promotion of Traditional Games: This research highlights the importance of traditional games in modern education, offering a method to preserve cultural heritage while enhancing educational outcomes, empirical Data: The study adds to the body of knowledge with empirical data supporting the benefits of traditional games on social development in early childhood, providing a foundation for future studies.

Limitations sample Size and Diversity: The study was conducted with a small sample size of 15 children from a single kindergarten, which limits the generalizability of the findings to broader populations, short Duration: The research was conducted over a brief period, which may not fully capture the long-term effects of the engrang batok game on children's social development, lack of Control Group: The study employed a one-group pretest-posttest design without a control group, which limits the ability to attribute changes solely to the intervention. **Future research** larger and diverse samples: Future studies should include larger and more diverse sample sizes across different regions to validate the findings and enhance generalizability, longitudinal Studies: Conducting longitudinal research to assess the long-term impacts of traditional games on children's social development would provide deeper insights, comparative Studies: Comparing the effects of different traditional games and modern play activities on social and emotional development to identify the most effective methods, controlled Experiments: Implementing controlled experimental designs with control groups to better isolate the effects of traditional games on social development.

CONCLUSION

This research demonstrates the influence of the engrang batok game in developing social relationships among children aged 4-5 years at Miftahul Jannah Kindergarten, South Aceh. The data shows a clear improvement from pre-test to post-test. The results of the normality test using the p-value indicate that the significant value of $t\text{-count} > t\text{-table}$, leading to the rejection of H_0 and acceptance of H_a . Many studies show that traditional games have numerous positive impacts on children, including fostering cooperation, perseverance, sportsmanship, creativity, and developing motor skills. It is recommended that future research be conducted with larger and more diverse populations and that experiments be more controlled to yield more comprehensive results.

AUTHOR CONTRIBUTIONS STATEMENT

RU conceptualized the research, designed the study methodology, and oversaw data collection. M conducted the data analysis and interpreted the findings. LA was responsible for literature review and drafting the manuscript. All authors contributed to the writing, review, and revision of the manuscript. RU ensured the integrity of the research process and provided critical feedback throughout the study. M managed the statistical analysis and ensured

accurate data representation. LA coordinated with the research participants and facilitated the fieldwork. All authors have read and approved the final manuscript, ensuring the accuracy and integrity of the work presented.

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SURAT KEPUTUSAN DEKAN FTK UIN AR-RANIRY BANDA ACEH
NOMOR: B-10036/Un.08/FTK/Kp.07.6/09/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY BANDA ACEH

DEKAN FTK UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu Menunjuk pembimbing Skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan.
b. bahwa saudara yang tersebut namanya dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang Perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
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9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan istitusi agama islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang Kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Surat Sidang/Seminar Proposal Skripsi Prodi Pendidikan Islam Anak Usia Dini FTK UIN Ar-Raniry Banda Aceh Tanggal : 05 September 2023

MEMUTUSKAN

PERTAMA : Menunjukkan Saudara :
1. Muthmainnah, MA Sebagai Pembimbing Pertama
2. Lina Amelia, M. Pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi

Nama : **Rauzatul Ulvia**
NIM : 190210042
Program Studi : Pendidikan Islam Anak Usia Dini (PIAUD)
Judul Skripsi : Pengaruh Permainan Engrang Batok Dalam Mengembangkan Hubungan Sosial Anak di TK Miftahul Jannah Desa Pisang Aceh Selatan

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut di atas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023

KETIGA : Surat Keputusan ini berlaku sampai akhir Semester Ganjil Tahun Akademik 2023/2024

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 06 September 2023

An. Rektor
Dekan,


Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry di Banda Aceh sebagai laporan;
2. Ketua Prodi PIAUD FTK;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Kepala Sekolah TK Miftahul Jannah Desa Pisang Aceh Selatan

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Rauzatul ulvia / 190210042**

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Alamat sekarang : Jeulingke, Kecamatan Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Pengaruh Permainan Engrang Batok dalam Mengembangkan Hubungan Sosial Anak di TK Miftahul Jannah Desa Pisang Aceh Selatan**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 Mei 2024

an. Dekan

A R - R A N I R Y

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 14 Juni 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.



PEMERINTAH KABUPATEN ACEH SELATAN
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Email : Tkmidtahuljannah783@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 015/TK/MJ/MEI/2024

Berdasarkan Surat Izin Penelitian Nomor: B-3622/Un.08/FTK.1/TL.00/5/2024 Tanggal 08 Mei 2024 dari Prodi Pendidikan Islam Anak Usia Dini, dengan ini menerangkan bahwa:

NAMA : Rauzatul Ulvia
NIM : 190210042
Semester/Jurusan : X / Pendidikan Islam Anak Usia Dini

Telah selesai melaksanakan Kegiatan Penelitian Skripsi dengan judul **“Pengaruh Permainan Engrang Batok Dalam Mengembangkan Hubungan Sosial Anak di TK Miftahul Jannah Desa Pisang Aceh Selatan”**.

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Banda Aceh, 17 Mei 2024

Kepala Sekolah TK Miftahul Jannah

Ruhul Fajriah, S.Pd.

Lembar Observasi
Pengaruh Permainan Engrang Batok
dalam Mengembangkan Hubungan Sosial Anak
di Tk Miftahul Jannah Desa Pisang Aceh Selatan

Nama anak :
 Kelompok/Usia : A/4-5 tahun
 Hari/Tanggal :
 Pertemuan : *Pretest*

Petunjuk Pengisian

1. Amatilah dengan seksama aktivitas anak selama pelaksanaan pembelajaran dengan penilaian belum muncul, muncul sebagian kecil, sudah muncul disebagian besar dan muncul pada keseluruhan
2. Isilah dengan tanda ceklis (✓) pada penilaian mengembangkan hubungan sosial yang paling sesuai dimiliki anak dengan kriteria:
 Skor 1: 0-40% (belum muncul)
 Skor 2: 41-60% (muncul sebagian kecil)
 Skor 3: 61-80% (sudah muncul disebagian besar kegiatan)
 Skor 4: 81-100% (muncul pada keseluruhan kegiatan).

No	Kriteria Ketuntasan	Konteks	Aspek yang dikembangkan	Skor
1.	Anak dapat bermain bersama 1-5 dengan teman	Anak dapat bergabung (kelompok) dengan teman sebaya saat melakukan permainan lompat tali di sekolah	Anak belum mampu bergabung (kelompok) dengan teman saat melakukan permainan lompat tali di sekolah tanpa bantuan guru	1
			Anak mulai mampu bergabung (kelompok) dengan teman sebaya saat melakukan permainan lompat tali di sekolah dengan guru	2
			Anak sudah mampu bergabung (kelompok) dengan teman sebaya saat melakukan permainan lompat tali di sekolah dengan guru	3
			Anak belum mampu bergabung (kelompok) dengan teman sebaya saat melakukan	4

			permainan lompat tali di sekolah tanpa bantuan guru	
2.	Anak dapat menerima ajakan dan ikut bermain bersama beberapa teman	Anak ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah	Anak belum mampu ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah tanpa bantuan guru	1
			Anak mulai mampu ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah dengan bantuan guru	2
			Anak sudah mampu ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah dengan bantuan guru	3
			Anak sudah mampu ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah tanpa bantuan guru	4
3.	Anak dapat menginisiasi permainan, meminta terlibat dalam permainan atau mengajak teman bermain bersama	Anak dapat bekerja sama dalam melakukan permainan lompat tali di sekolah	Anak tidak mampu bekerja sama dalam melakukan permainan lompat tali di sekolah tanpa bantuan guru	1
			Anak mulai mampu bekerja sama dalam melakukan permainan lompat tali di sekolah dengan bantuan guru	2
			Anak sudah mampu bekerja sama dalam melakukan permainan lompat tali di sekolah dengan bantuan guru	3
			Anak sudah mampu bekerja sama dalam melakukan permainan lompat tali di sekolah tanpa bantuan guru	4
4.	Anak dapat menyelesaikan konflik ketika bermain bersama dengan bantuan guru	Anak dapat menyelesaikan permainan lompat tali sampai permainan selesai	Anak tidak mampu menyelesaikan permainan lompat tali sampai permainan selesai di sekolah tanpa bantuan guru	1
			Anak mulai mampu menyelesaikan permainan lompat tali sampai permainan	2

			selesai di sekolah dengan bantuan guru	
			Anak sudah mampu menyelesaikan permainan lompat tali sampai permainan selesai di sekolah dengan bantuan guru	3
			Anak sudah mampu menyelesaikan permainan lompat tali sampai permainan selesai di sekolah tanpa bantuan guru	4
5	Anak menyebutkan apa yang dia rasakan setelah bermain dan mampu mengekspresikan perasaan/emosi	Anak dapat mengekspresikan perasaannya setelah melakukan permainan lompat tali di sekolah	Anak tidak mampu mengekspresikan perasaannya setelah melakukan permainan lompat tali di sekolah tanpa bantuan guru	1
			Anak mulai mampu mengekspresikan perasaannya setelah melakukan permainan lompat tali di sekolah dengan bantuan guru	2
			Anak sudah mampu mengekspresikan perasaannya setelah melakukan permainan lompat tali di sekolah dengan bantuan guru	3
			Anak sudah mampu mengekspresikan perasaan setelah melakukan permainan lompat tali di sekolah tanpa bantuan guru	4

Mengetahui Aceh Selatan 26 April 2024

Pembimbing I,

Pembimbing II

Muthmainnah, M.A
Nip. 198204202014112001

Lina Amelia, M. Pd
Nip. 198509072020122010

LEMBAR OBSERVASI
PENGARUH PERMAINAN ENGRANG BATOK
DALAM MENGEMBANGKAN HUBUNGAN SOSIAL ANAK
DI TK MIFTAHUL JANNAH DESA PISANG ACEH SELATAN

Nama anak :
 Kelompok/Usia : A/4-5 tahun
 Hari/Tanggal :
 Pertemuan : *Pos-test*

Petunjuk Pengisian

1. Amatilah dengan seksama aktivitas anak selama pelaksanaan pembelajaran dengan penilaian belum muncul, muncul sebagian kecil, sudah muncul disebagian besar dan muncul pada keseluruhan
2. Isilah dengan tanda ceklis (✓) pada penilaian mengembangkan hubungan sosial yang paling sesuai dimiliki anak dengan kriteria:
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No	Kriteria Ketuntasan	Konteks	Aspek yang dikembangkan	Skor
1.	Anak dapat bermain bersama 1-5 dengan teman	Anak dapat bergabung (kelompok) dengan teman sebaya saat melakukan permainan lompat tali di sekolah	Anak belum mampu bergabung (kelompok) dengan teman sebaya saat melakukan permainan lompat tali di sekolah tanpa bantuan guru	1
			Anak mulai mampu bergabung (kelompok) dengan teman sebaya saat melakukan permainan lompat tali di sekolah dengan guru	2
			Anak sudah mampu bergabung (kelompok) dengan teman sebaya saat melakukan permainan lompat tali di sekolah dengan guru	3
			Anak belum mampu bergabung (kelompok) dengan teman sebaya saat melakukan	4

			permainan lompat tali di sekolah tanpa bantuan guru	
2.	Anak dapat menerima ajakan dan ikut bermain bersama beberapa teman	Anak ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah	Anak belum mampu ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah tanpa bantuan guru	1
			Anak mulai mampu ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah dengan bantuan guru	2
			Anak sudah mampu ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah dengan bantuan guru	3
			Anak sudah mampu ikut bergabung dalam satu kelompok dalam permainan lompat tali di sekolah tanpa bantuan guru	4
3.	Anak dapat menginisiasi permainan, meminta terlibat dalam permainan atau mengajak teman bermain bersama	Anak dapat bekerja sama dalam melakukan permainan lompat tali di sekolah	Anak tidak mampu bekerja sama dalam melakukan permainan lompat tali di sekolah tanpa bantuan guru	1
			Anak mulai mampu bekerja sama dalam melakukan permainan lompat tali di sekolah dengan bantuan guru	2
			Anak sudah mampu bekerja sama dalam melakukan permainan lompat tali di sekolah dengan bantuan guru	3
			Anak sudah mampu bekerja sama dalam melakukan permainan lompat tali di sekolah tanpa bantuan guru	4
4.	Anak dapat menyelesaikan konflik ketika bermain bersama dengan bantuan guru	Anak dapat menyelesaikan permainan lompat tali sampai permainan selesai	Anak tidak mampu menyelesaikan permainan lompat tali sampai permainan selesai di sekolah tanpa bantuan guru	1
			Anak mulai mampu menyelesaikan permainan lompat tali sampai permainan	2

			selesai di sekolah dengan bantuan guru	
			Anak sudah mampu menyelesaikan permainan lompat tali sampai permainan selesai di sekolah dengan bantuan guru	3
			Anak sudah mampu menyelesaikan permainan lompat tali sampai permainan selesai di sekolah tanpa bantuan guru	4
5	Anak menyebutkan apa yang dia rasakan setelah bermain dan mampu mengekspresikan perasaan/emosi	Anak dapat mengekspresikan perasaannya setelah melakukan permainan lompat tali di sekolah	Anak tidak mampu mengekspresikan perasaannya setelah melakukan permainan lompat tali di sekolah tanpa bantuan guru	1
			Anak mulai mampu mengekspresikan perasaannya setelah melakukan permainan lompat tali di sekolah dengan bantuan guru	2
			Anak sudah mampu mengekspresikan perasaannya setelah melakukan permainan lompat tali di sekolah dengan bantuan guru	3
			Anak sudah mampu mengekspresikan perasaan setelah melakukan permainan lompat tali di sekolah tanpa bantuan guru	4

Mengetahui Aceh Selatan 26 April 2024

Pembimbing I,

Pembimbing II

Muthmainnah, M.A
Nip. 198204202014112001

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Nip. 198509072020122010

DAFTAR RIWAYAT HIDUP

Nama Lengkap : Rauzatul Ulvia
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SMP : SMP Muhammadiyah Kampung Pisang
SMA : SMA 1 Labuhanhaji
Perguruan Tinggi : Universitas Islam Negeri Ar-Raniry

