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Social Skill in Kaulinan Huhuian: The Story from Indonesia

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Abstract

The notion about social skill often was ignored in elementary school because many teachers thought that students' learning achievement was more important than skill development. This study tried to describe conceptually about social skill in kaulinan huhuian. The research method was case study. Six teachers of Elementary School from two different schools in Bandung City, West Java, Indonesia were selected as participant. Data was collected through semi structure interview and observation. Data analysis process by using grounding approach. The finding of this study showed that there were some social activities in kaulinan huhuian, namely deciding who become ucing, making formation like hui (sweet potatoes), sing kakawihan (song), and dialog between ucing and huiand. Social skill that can be developed was honesty, togetherness and the ability to interact with other people and the surrounding environment. This finding also can give solution to generate learning process whether model, strategy, technique which develop social skill in students.

Keywords: kaulinan, huhuian, social skill

Keterampilan Sosial dalam Kaulinan Huhuian: Kisah dari Indonesia

Abstrak

Gagasan tentang keterampilan sosial sering diabaikan di sekolah dasar karena banyak guru berpikir bahwa prestasi belajar siswa lebih penting daripada pengembangan keterampilan. Artikel ini mencoba menjelaskan secara konseptual tentang keterampilan sosial dalam kaulinan huhuian. Metode yang digunakan dalam penelitian ini adalah studi kasus. Enam guru sekolah dasar dari dua sekolah berbeda di Kota Bandung, Jawa Barat, Indonesia dipilih sebagai peserta. Data dikumpulkan melalui wawancara semi struktur dan observasi, Analisis data dengan menggunakan pendekatan landasan Temuan penelitian ini membahas aktivitas dan keterampilan sosial dalam kaulinan huhuian yang terdiri dari memutuskan siapa yang menjadi ucing, membuat formasi seperti hui (ubi jalar), menyanyikan kakawihan (lagu), dan dialog antara ucing dan huiand. Keterampilan sosial yang dapat dikembangkan adalah kejujuran, kebersamaan dan kemampuan berinteraksi dengan orang lain dan lingkungan sekitar. Temuan ini juga dapat memberikan solusi untuk menghasilkan proses pembelajaran baik model, strategi, teknik, yang mengembangkan keterampilan sosial pada siswa.

Kata kunci: kaulinan, huhuian, keterampilan sosial

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INTRODUCTION

Play or ulin for children is the most fundamental thing, because through play, children acquire and process information, learn about new things, and train existing skills, and through play children can understand, create and manipulate the symbols and conduct experiment with social roles. As revealed by [Dockett, and Marilyn \(1999\)](#) "Children's play is like work for adults," and "When children play, they work hard." Children's play also involve social interaction among those who are involved in that play. Everything done by children are the same with building a work together. This opinion also supported by [Alif \(2013\)](#) who said that play is the most important activity in children life, because basically play can train children who are playing through rule, agreement and system.

Majority of children in Millennial Generation grow in digital world. Today, children fond of playing gadget, Game online, Play station and various kinds of electronic games. It raise anxiety among parents, educators and children observers after they observe children behavior in play today, in which children now tend to become individualist ([Kosasih, 2013](#)).

It was also supported by [Seriati in Nugrahastuti \(2013\)](#), the pattern of children game starts to shift toward game pattern at home. Some forms of game which frequently done are watching television show, games station and computer. The games played at home is more individualist. Those games cannot develop children's social skill. Children can become smart and intelligent but lack of social skill.

West Java has various kinds of traditional games, which often called as kaulinan barudak. Kaulinan barudak offer the alternative which is rich of culture values, but today they are almost extinct if they are not preserved and developed. Whereas, kaulinan barudak play role in developing children potential as revealed by [Kurniati \(2016\)](#) that traditional games are believed to give the effect which is better in developing children potential. If modern games are individual in nature, then traditional games more give opportunity to children to socialize and cooperate in group.

In this study, the author take kaulinan huhuian, a traditional game from West Java which is accompanied by a song or kakawihan followed by dialog between ucing and hui. The value which can be developed from kaulinan huhuian is social skill, as said by [Musfiroh \(2004\)](#) that through play, children learn social behavior such as take turn in speaking, cooperation, sharing and help each other.

Social skill is very important to be developed in children, as social creature children should learn to be able to overcome the problem as a result of interaction with social environment. According [Purnamaningsih \(2014\)](#), social skill is very needed in life in society in order that each individual know where his/her position and function in social order he or she live. A child who possess social skill can place him or herself appropriately in the right place and understand how to behave in his or her position. Therefore, this study try to fill the gap in research and literature by exploring the topic about developing social skill through kaulinan huhuian in Indonesia. Particularly, this study try to find out perception and understanding among Elementary School teachers in lower class about the importance of developing social skill and to what extent they incorporate it learning activity.

METHODS

This article adopted qualitative research by using case study approach. In this study, the researcher treated each subject as analysis unit. This study was conducted in West Java. People in West Java is well-known as Sundanese, with culture diversity particularly its traditional games which contain meaning and value.

Participants in this study were teachers of Elementary School in lower class (1st, 2nd, and 3rd grade) with total of six teachers (1 male, 5 females) and 25 students (13 boys, 12 girls) in Bandung City, West Java, Indonesia. To protect subjects' privacy and anonymity, each teacher and student were given the fictive names.

Data collection process was done through interview and observation. Observation was done in 5 times. Whereas each interview took 1 until 2 hours. After data was collected, the next step done was Focus Group Discussion (FGD) which aimed to check and recheck observation result in field and interview. Next, data was transcribed and the transcript of interview and observation result were returned to participants to ensure its originality. Participants also were given the opportunity to change or omit the statement from transcript.

The next step was data analysis. Data was analyzed by using ground constructivist theory. The coding process consisted of two main stages: line-by-line coding and accidental coding. The first step was data analysis stage in which the result of data transcript was coded and compared to each code and combined with similar code, then the theme result appeared from that coding result was identified.

FINDINGS AND DISCUSSION

The finding of this study showed to what extent of kaulinan huhuian capable to develop students' social skill. When all teachers are asked "what is social skill?", most teachers answered, "it is one social behavior emerges." Teachers assumed that social skill means social attitude possessed by each child. However, teachers seemed still confused with social skill. One factor which contribute to teachers' confusion is their inability to distinguish between skill and behavior. Most teachers in this study define social skill as social behavior. It is seen from the interview result cited as follow:

Ehmmm.....child's social behavior was is reflected when he or she helped his or her friend who is in trouble (Interview with IP, a teacher of 2nd Grade of Elementary School on 3 March 2018).

Regardless of the fact that teachers thought social skill as social attitude exist in child, teachers less understand the importance of social skill developed since early age. They thought that social skill can develop by itself without stimulation. Whereas, social skill was very important to be developed since early age in school. Development of social skill can be done through various activities in school, one of them is through traditional game. Traditional game in each region almost the same and the difference was only in its name. Based on that, one traditional game which capabled to develop social skill is Kaulinan huhuian game.

The observation result in children who are playing kaulinan huhuian showed that the first step done in this game is

deciding who become ucing. Every children can become ucing voluntarily . But if there was none who want to become ucing, then two of them will be drawn by lot by fighting their fingers to decide who is win. And the loser who become ucing....(The Note of Observation, 12 April 2017).

The children who become hui or sweet potatoes sat lined up while holding waist of their friend who sat in front of them, whereas the child who become ucing sing the song/kawih (while holding their friends' head who become hui):

*"Klenang kleneng samping koneng
Kledat kledut samping kadut"*

And the dialog occurs between ucing and hui as follow:

Ucing: Aya nini jeung aki?

Hui: teu aya

Ucing: Nuju kamana?

Ka kebon, rek naon?

Ucing: Rek ngala hui

Hui: can asak

Ucing sing kakawihan again

Kleneng kleneng samping koneng

Kledat kledut samping kadut (while holding the head of their friends who become hui)

Ucing: Aya nini jeung aki?

Hui: teu aya

Ucing: Nuju kamana?

Ka kebon, rek kanaon?

Ucing: Rek ngala hui

Hui: sok

When hui answered sok (go ahead), then ucing will pull the children who are lined up as hui, one by one until there was none left. It was continued until the children end the game voluntarily.

Based on interview result on the format of kaulinan huhuian, there was no agreement about the numbers of children who can play this game.

This huhuian game depended on children agreement on how many persons who can play it, it can be girls, or only boys or the mixture of boys and girls. As for the equipment needed in this game is a strong pole in which the children can hold tight on it in order not being pulled by ucing(Interview with ST, a teacher of Elementary School in 3rd grade on 12 April 2018).

The observation result showed the similar thing. It can be seen clearly from the observation result as follow.

.....the children agreed that kaulinan huhuian game consist of 6-7 persons who are divided into two groups namely boys group and girls group...(The Note of Observation, 3 March 2017).

The equipment needed in kaulinan huhuian is only a strong pole. The numbers of player can be five or more as agreed by the children. According to interview result, kaulinan huhuian not only limited as game but it contain many values in it, among others are:

.....the value of cooperation or mutual help, ngajak barudak hirup babarengan, how one child with another child built cooperation in order to win the game. It was not done with individualistic but with togetherness among peers. Besides, the value of togetherness emerges when the children held each other hand, making the formation of hui. (Interview with AA, a teacher on 18 April 2018).

The value of honesty in kaulinan huhuian was showed when there was a child who cheated. When the child got punishment, he or she should be willing to accept it, or when the child became become ucing there is logical consequence, namely dare to risk taking. As for communicative skill, it was seen from the dialog between ucing and hui.

The value of togetherness was showed by feeling that none who is higher than the others, they are willing to join, no matter they're poor or rich. love each other, test patience, and involve empathy among peers. This game can build the feeling of joy together, how children in this game can express their joy together. There was psychological expression reflected by this game. And finally, there was value of responsibility in which children are responsible for the game rule.

Social skill is the crucial skill to be possessed by students, and it needs to be inculcated since early age. According to Beaty in [Purnamaningsih \(2014\)](#), the learning need for children with social development including:

- a. Learn to build relation and play with another children.
- b. Learn to interact with peers in order capable to give and take.
- c. Learn to mingle with another children and interact harmoniously.
- d. Learn to see something from another children's perspective about something from another children's viewpoint.
- e. Learn to be patient in taking turn.
- f. Learn to share with the others.
- g. Learn to respond to something true.
- h. Learn to solve interpersonal problem.

In interacting with the others and surrounding environment, the children should be able to self adjust, try to be accepted by their environment, capable to cooperate with the others, capable to respect the others, empathize the others, admit the others' strength, and posses ability to solve the problem proficiently. These abilities should be possessed by children in order that they can maintain social relation positively with family, peers, community and broader environment.

School as educational institution should facilitate social development in children. It is in accord with The Act No.20 of 2003 about the national educational system which sound: "education is a conscious and planned effort to create learning atmosphere and learning process in order that students can actively develop their self potential to have spiritual and religious power, self control, personality, intelligence, good moral, and skill needed by them, community, nation and state.

The school's task as educational institution not only develop children potential in academic field but another potentials including their social development. Children who are able to be accepted in their social environment and posses good social skill will give safety, security and calm for themselves as well as the others ([Kurniati, 2016](#)). Besides, social skill is very important to be developed in order that one can succeed in pursuing his/her career whether to become entrepreneur or work in an institution or company. If someone posses social intelligence then he is able to build cooperation, has empathy, or proficient in building communication ([Oktavianti, 2018](#)). School can develop social skill in children by using method, strategy, learning model and habituation in order that children posses good social skill.

CONCLUSION

The finding of this study showed that kaulinan huhuian contain social skill. This social skill can be seen from the activity of kaulinan huhuian which consisted of deciding who become ucing, making formation like hui (sweet potatoes), sing kakawihan (song), and dialog between ucing and hui. Social skill that can be developed was honesty, togetherness and the ability to interact with other people and the surrounding environment. For further study, the others researcher can develop method, strategy or learning model of kaulinan huhuian to develop social skill in children.

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