

## The Use of Playing Strategy through Movements and Songs in Dealing Hypersensitivity Problems for Early Childhood

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### ABSTRACT

*This study aim is to solve the problems of hypersensitivity at an early age by using the playing strategy through movements and songs. This study was conducted in order to describe the use of playing strategy through movements and songs to overcome social emotional problem of children with hypersensitivity, which can be formulated as a playing strategy implementation. The data were collected by using observation and documentation. The results of this study showed that playing through movements and songs can give a positive social emotional treatment to child with hypersensitivity. They indicated that through playing in movements and songs, children who experience hypersensitivity can control themselves, adapt, interact positively, work together, and to be able appreciate others.*

**Keywords:** playing strategy, movements and songs, hypersensitivity

### A. INTRODUCTION

Education is an attempt to improve and promote a nation. Education in Indonesia starts from pre-school to college. According Seefeldt and Wasik (2008:6) pre-school is a comprehensive expression for embedding education for children between two and four years, 70% of all children around three and four years join pre-school program with more or less formal form. Pre-school period is a period when important development process of emotions is going on (in Nugraha and Rachmawati, 2013: xi).

One aspect that is important in the development of preschool children is social emotional development. Social development, according to Muhibin (in Nugraha and Rachmawati, 2005), is the formation process of social self (personality in community) as personality in the family, culture, and nation. The Hurlock (1995) describes social development as the acquisition of the ability to behave in accordance with social demands which include: learning to behave which socially acceptable, plays acceptable social role which and demonstrate proper social attitudes.

The problem faced by one of the group B children in the Muhajirin Kindergarten is hypersensitivity. Based on the observations, the child is often made other children cry, unable to stay silent, hit a friend to bleed, speak rude and blustering when teachers noticing other children. Nugraha and Rachmawati (2005: 11.5) stated hypersensitivity children show with drawal, shame, anger, sadness, and others negative emotions. Children social emotional development is important because of the increasing number of problems that occur around

children, such as children unsuitable environment, lack of social relations and self issues that unresolved. Social emotional is developed in the purpose of building self awareness that the child is the successor, the creator, evaluator and future investments which is needed to be prepared to the fullest, in both aspects of the development of emotional and social skills.

Social-emotional skills in early childhood will be the foundation for children to become responsible adults, care for others, and productive. Goleman (1995) even stated that emotional and social intelligence have very important role in determining a person's success. In children who lack social development emotional stimulation, based on research Hurlock (in Nugraha and Rachmawati, 2005), many are experiencing thirst or hunger of emotions (emotional starved). This condition was later developed into an unstable, inadaptatable and unhappy personality at the next stage of development.

Children are lack in stimulation affection from their social environment also affected on their physical, become weaker, less developed and helpless individual. It can be concluded that the stimulation of social and emotional development determines the individual physical and mental development later.

Based on the previous statements, social emotional problems can hinder a child's mental and physical development and their environment. Social emotional concerns in child with hypersensitivity need to treated using a proper strategy. The suitable strategy for children with hypersensitivity is using playing strategy through movements and songs. As in previous studies conducted by Taha (2014), which increased its emotional intelligence of children through movements and songs to the children in group B. Through these games the particular child can learn to socialize with friends, learn to cooperate, learn self-control or control their emotions and learn to develop language skills. Therefore, the implementation of playing strategy through movements and songs in addressing social emotional hypersensitivity problem faced by one of the group B children in the Muhajirin Kindergarten is needed.

## **B. RESEARCH METHODS**

This research is a case study, in which subject in this study is a child who experience social emotional issues in group B, Muhajirin Kindergarten Surabaya. The research was conducted in November 2015.

Social emotional issue that will be resolved at this research is child with hypersensitivity. The strategy that implemented by the researcher is the playing strategy

through movements and songs. The steps of the implementation of the strategy are: (1) Teacher provides guidance or direction; (2) Children play the movements and songs learning materials; (3) Teacher gives evaluation; and (4) Researcher ratings the agility and social skills of children in following movements and songs learning material.

Data collection methods used the observation and documentation. This study used data collection instruments, such as filling the table in the form of numbers and letters.

The analysis in the form of tables of research that has the details of behavior, that are smile, laugh, saying the cue words (“Alhamdulillah”, “Yeah!” or “Yes!”), sharing, helping friends, cheer, hug, confidently going forward, raising a finger (raising hands), follow the instructions of the teacher obediently, work well, unfussy, diligent, in order, and etc. Further details about the time, it was a multiple of ten minutes within two hours. From the details conclusion showed a total sum of the available column in the table and a note taken to make the statement. For example, on the part of students X laughing, he/she laugh as much as five times during minutes twentieth until minute seventieth. Furthermore, it can be drawn with the total number of five times laughs in one hour and fifty minutes. The same procedure was done on the other children.

## **C. RESEARCH RESULTS AND DISCUSSION**

### **Result**

Based on the observations of the researcher was in assessing the subject's everyday life through activities during the school day, information from teachers and friends as well as tables of observations the subject's problem verified. In the description of the teacher and fellow students express that the subject laugh and smile even speak without restraint.

At the time before the implementation of the strategy, the subject has a social emotional issue that it is hypersensitivity. Student R, the subject, is a cheerful and active child. This subject always be talkative and playing at time, often disturbing and hit a friend and tend to avoid in engaging group activities. When learning takes place in the classroom from the beginning to the end of the session, the subject continuously talking with the other friends, teasing, and walking around.

Based on the explanation above, the subject signified of experiencing social emotional hypersensitivity problems. Also shown in the table, the subject does not fully meet the required description in the tables.

After analyzing the problem of students R of group B at Muhajirin Kindergarten, Surabaya, the hypersensitivity issue, subject experiencing self-control problems in talking,

behaving, accepting opinions from others, and so on. R's can be categorized as child with hypersensitivity to group B class environment.

At the time of implementing the strategy, researcher gives directions or guidance of movements and songs material to all the students. All students follow the given activity as well as subject. At the beginning of activities the subject following the direction disobediently and interfering the other friends, but then the subject regaining self-control and not interfering others. The previous attitude of hypersensitivity now is being controlled. The negative emotions, such as over-talking, anger, intrusive and so forth are decreasing.

### **Discussion**

This study is about overcoming hypersensitive problem on one of children in-group B of Muhajirin Kindergarten by using the method of playing strategy through movements and songs. The student R, the subject of this case study, is experiencing social emotional problem of hypersensitivity. The purpose of this study is using the method of playing strategy through movements and songs to overcome the hypersensitive problem on the subject.

This research was conducted on November 2015 at week sixteenth with the allocation of four meetings with two hours each meeting. Researcher in this case acted as a supervising teacher and was also involved in the activities, assisted by teacher tutors in group B Muhajirin Kindergarten, Surabaya.

By the problems on subject's hypersensitivity, student R shows the attitude in continuously talking during the hours of learning session, disobedient and interfering others. That is why the researcher provided playing strategy activities through movements and songs to overcome this problem.

During the activity, subject began to follow the activities provided. At first the subject followed the activity disobediently and disturbed the others. But then the subject began to gaining self-control and stopping interfere others. Previously the subject has the attitude of hypersensitivity, is now able to control himself in talking, managing anger, behaving and so on.

The use of playing strategy through movements and songs can solve the child's social emotional problems. Several previous studies referenced as a research by Kusumastuti (2009) who is able to implement the strategy for improving emotional intelligence education of children through the art of dance and similar study conducted by Taha (2014) were also successfully increased the emotional intelligence of children through movements and songs to the children in group B. As well as research conducted by Seriasi and Hayati (2011: 2) to

successfully perform javanese traditional games for the movements and songs in order to stimulate the social skills of young children.

This research result supports the theory of Swanson (in Mutiah, 2010:168) that movements are a means of expression and divert fear, sadness, anger, pleasure, and so on. The movements are also an expression of liberation from the shackles of helplessness, symbolic, displacement or catharsis. Especially on children, they express themselves directly and effectively through the movements. In this way they can recognize themselves and realize that the "mood" and specific feelings can be removed through expressive movements. By learning through movement, the children can learn about themselves and their world (Piaget in Mutiah, 2010: 168). According to Boyden (in Mutiah, 2010:169) music can be described as the language of emotion. According Paynter (in Mutiah, 2010:169) music may give pleasure both to those who hear it and who play it. Music play is stimulating (spirit), relieving tension and providing a comfortable atmosphere. Music also has the effect of channeling feelings (Hibert in Mutiah, 2010:170).

The linkage between research had been done and opinions above proves that playing through movements and songs emotionally able to cope with social problems in children, especially children with hypersensitivity problems.

#### **D. CONCLUSION AND SUGGESTION**

##### **Conclusion**

Based on the analysis results, it can be concluded that the subject, student R, has already had self-control. The subject, who initially disorderly followed any instruction given by the teacher, now begin an orderly behavior in following the activities provided by teacher and researcher in engaging playing strategy through movements and songs. R students seemed enthusiastic in doing the activities and begin to gaining self-control toward the surrounding environment.

##### **Suggestion**

Parents should not be too overprotective towards their children and provide more opportunities for children to play in order to support learning activities, and parents should give the children freedom to socialize. And teachers should improve the ability and knowledge in order to properly solve the problems of children with hypersensitivity.

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