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Exploring the Power of Hide-and-Seek: A Promising Approach to Foster Social Skills Development in Children at TK Al-Fadlilah Yogyakarta

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Abstract
This scientific article investigates the potential of the game "Hide and Seek" in promoting children's social skills. While past research has extensively examined other facets of child development, the impact of "Hide and Seek" on children's social development remains underexplored and vaguely defined. Thus, this study aims to fill this knowledge gap. The research uses a quantitative experimental method, employing a "Pre-Experimental One Group Pretest Post-test Design" without a control group. A non-probability sampling technique with a saturated sample type is used. Findings reveal that "Hide and Seek" significantly enhances social skills among children at TK Al-Fadlilah, Yogyakarta, with teachers serving as essential facilitators in this process. Data analysis demonstrates a significant increase in social skills, represented by a Wilcoxon test score of 0.000, under the 0.05 threshold. However, the limitations of this study include a relatively small sample size and a single educational setting, restricting the generalization of the results. Future research involving larger, diverse samples and a focus on understanding the best ways "Hide and Seek" and similar activities can support early childhood social development is strongly recommended.

Introduction

Children are individuals with great potential for development, and one of the developmental tasks that children need to master is social skills to adapt to everyday life (Rudi Hartono, I Wayan Suastra, 2022). The decline in children's social abilities is often associated with increased exposure to technology (Downey & Gibbs, 2020). However, proving this claim empirically is challenging due to the difficulties in measuring "social abilities" with certainty and the need for nationally representative data from various cohorts. Comparative research evaluating teachers' and parents' assessments of children's social skills in the Early Childhood Longitudinal Study cohorts of 1998 and 2010 did not provide evidence that teachers or parents rated face-to-face social abilities as declining in newer cohorts (Amato & Anthony, 2014). Family characteristics, screen time usage, and other factors have been considered. Children with heavy screen exposure show similar trajectories of social skills compared to children with minimal screen exposure (Jennings & DiPrete, 2010). However, there is an important exception - lower social skills are found in children who access online games and social networks frequently (Rendiyawati & Lestari, 2021). These findings challenge the dominant narrative that social skills decline due to technological changes.

The most crucial period for stimulating the growth and development of children is early childhood, where children are more receptive to various stimuli provided by the environment, and their curiosity is greater. One aspect of development that educators can foster is the social

skills of young children. Social skills encompass a child's ability to communicate, cooperate, share, and participate in problem-solving according to the rules of society (Susetyowati & Ernawati, 2022). Meanwhile, according to Widyoko in Sudarmiani (2022), social skills are needed to live in a multicultural, democratic, and global society. Social skills include aspects related to oral and written communication and cooperation with others in large or small groups. Social competence enables children to express their opinions and emotions confidently. Furthermore, according to Hartup and Moore, if a 6-year-old child has not developed their social skills, they are at risk of problems (Sudarmiani & Dkk, 2022).

Social skills are crucial in a child's life and should be fostered early on. Children frequently interact with their environment, including their peers at school, and eventually with a wider range of individuals. Therefore, developing social skills is essential to help them effectively engage with others. In early childhood education institutions like TK Al-Fadlilah Yogyakarta, social skills can be cultivated through peer interactions, such as providing assistance and support to friends, demonstrating patience while waiting in line, and showing respect towards others. By developing good social skills, children also shape their character and cultivate positive social behavior for the future. Furthermore, strong social skills enable children to handle interpersonal issues more constructively, empathize with others' feelings, and collaborate effectively. To explore the power of hide-and-seek as a promising approach to fostering social skills development, TK Al-Fadlilah Yogyakarta aims to provide children with ample opportunities for meaningful social interactions (Kusumawati, 2022).

Hide and Seek is a popular traditional Indonesian game among children. This game involves a "seeker" who counts to ten and then tries to find the other hiding players. The first player found by the seeker becomes the next seeker (Goliah et al., 2022). The rules require the losing player to close their eyes and count while others hide. Additionally, there is a concept of a "home base" where players can be safe from being found if they touch it (Desmariani, 2020). Hide and Seek is not just a game but also a way for children to interact and learn about moral values (Lestiyanawati, 2017). This game trains social skills, makes children more active, helps them understand rules, and expands their knowledge of the surrounding environment. Furthermore, the game strengthens the body and mind, enhances memory and attentiveness, and develops cognitive and gross motor skills (Harahap & Dkk 2022). Playing Hide and Seek provides numerous educational benefits that support children's development in various aspects, such as physical, motor, cognitive, logical, mathematical, linguistic, religious, moral, social, emotional, and artistic domains (Yusti & Dewi, 2018).

After conducting an observational study at TK Al-Fadlilah in Yogyakarta, researchers identified issues with the social skills of early childhood students. Among the 28 children in group A, 20 continued to experience difficulties with social skills, such as playing with peers, sharing learning materials, and lacking cooperation during play. The primary reason behind these problems was the teachers' repetitive use of the same teaching media, which caused the children to become indifferent and bored. Additionally, the prevalent issue of gadget addiction in society has significantly impacted children's overall development. The rapid proliferation of technology exposes children to a wide range of new information and expands their view of the world. Although it is acknowledged that certain online games can be educational, gadgets have substantial effects on children's physical, social, and emotional well-being. In light of these findings, the researchers introduced an enjoyable game, Hide and Seek, as a potential solution. Hide and Seek is a well-known traditional game in Indonesia that involves searching for hiding friends. At least two people can play it, and it is typically played outdoors. This game has gained popularity in Indonesia and worldwide and continues to be enjoyed by individuals of all ages, including children, teenagers, adults, and even older individuals. Hide and Seek has become familiar to the general public through its depiction in digital games, dramas, movies, and even video games. (Nursyabani, 2021).

According to previous research conducted by Wardatun Nafisah, Hide and Seek can also shape students' democratic character, yielding a significant result of 2,301 (Nafisah, 2016).

Furthermore, Ana Istiana Yamani's research indicates that Hide and Seek can enhance gross motor skills in group B children, scoring 86.3% (Ana Istiana, 2016). Dian Puspita Sari et al. stated that Hide and Seek could improve gross motor skills. Meanwhile, according to Alif Laini, Hide and Seek can enhance the development of gross motor skills in children, obtaining a score of 82.14 (Laini, 2020). In another study, Hide and Seek assisted language learning for young children, indicating its significant benefits in supporting the development of various aspects in children, including physical, motoric, language, and social skills (Lestiyanawati, 2017). Another research conducted by Wahyuni et al. (2019) explored that the traditional game of Hide and Seek carries educational values that greatly contribute to character development in early childhood. These studies have shown the significant impact of Hide and Seek on students' development, particularly in the context of basic education. However, there is controversy regarding the extent to which Hide and Seek influences the development of children's social skills.

To date, no research explicitly explores the potential of Hide and Seek in advancing children's social skills. Previous studies have focused on other aspects of child development, such as motor skills and language. Nevertheless, the impact of Hide and Seek on children's social development remains insufficiently explored and well-defined, leaving a knowledge gap that needs to be addressed in this field of study. Furthermore, although previous research acknowledges the importance of Hide and Seek in shaping democratic character and promoting character education values, a more in-depth exploration of how this game can promote children's social skills has not been conducted. Therefore, this paper focuses on exploring the potential of Hide and Seek as a promising approach to foster the development of social skills in children at TK Al-Fadlilah, Yogyakarta.

Methods

This research employs a quantitative method with an experimental approach. Using a quantitative method with an experimental approach is necessary to test a hypothesis regarding the relationship between the traditional hide-and-seek game and early childhood social skills. The steps in this research include formulating the research objectives, determining the research design, selecting the sampling technique, determining the data collection technique, and finally, selecting the data analysis technique. The research design used is the Pre Experimental One Group Pretest Post-test Design without a control group. This design compares two data sets before and after the treatment (Ismail Fajri, 2018). The sampling technique employed in this study is non-probability sampling with a saturated sample type. Non-probability sampling is a technique that does not provide equal chances for all population members to be included in the sample.

In contrast, a saturated sample type involves including all population members in the sample. This approach is employed when the population is small, typically less than 30 individuals. (Fijra & Rosyidah, 2021). The respondents in this study consist of 14 girls and 14 boys aged 4-5 years. The research subjects are 28 children from Group A at TK Al-Fadlilah Yogyakarta. The one-group pretest-posttest design can be illustrated as follows:

O_1 X O_2

Explanation :

O_1: Pretest Scorez

O_2: Post-test Score

The assessment instrument grid for the pretest and post-test of early childhood social skills, according to Permendikbud 137 of 2014, is as follows:

Table 1. Research Instrument Grid According to Permendikbud 137 of 2014

No.	Indicator	Question	Answer	
			YES	NO
1.	Self-awareness	1. Can the child share a game (learning media)		
2.	Self-responsibility and responsibility toward others	1. Can the child patiently wait for their turn 2. Can the child cooperate in a hide-and-seek game		
3.	Prosocial behavior	1. Can the child play hide-and-seek together based on established rules 2. Can the child play with peers		

The assessment scale used in this study is the Guttman scale. This scale seeks definite answers, such as true-false or yes-no. The Guttman scale only has two answer intervals. The scoring criteria for this scale are as follows: if the respondent chooses "Yes," they receive a score of 1, whereas if the respondent chooses "No," they receive a score of 0 (Muljono & Djaali, 2018).

The data collection techniques in this research include questionnaires, interviews, and observations. The data analysis in this study involves content validity, reliability, normality, and the Wilcoxon Signed Rank Test as a hypothesis test. The Wilcoxon Signed Rank Test is a non-parametric test that does not assume a normal distribution. It serves as an alternative to the t-test (Endra Febri, 2014)

The decision criterion for the Wilcoxon Signed Rank Test is as follows: if the p-value exceeds the critical value r_{table}, the null hypothesis H_o is rejected. Conversely, if the p-value is smaller than the critical value r_{table}, the null hypothesis H_o is accepted (Santoso Singgih, 2018).

Result

3.1. Content Validity

To assess the content validity of the study, an expert in the field of Psychology performed a content analysis at Al-Fadlilah Kindergarten in Yogyakarta on November 25, 2022. Test instruments were used to evaluate the content validity, ensuring that the instrument's content aligns with the curriculum or daily learning implementation plan (Ekowati & Dkk, 2021). n this case, the research instrument was provided by Dr. Raden Rachmy Diana, S.Psi., M.A., Psi, an educational practitioner specializing in Educational Psychology.

The research instrument presented indicators related to the development of children's social skills in the context of a hide-and-seek game at Al-Fadlilah Kindergarten in Yogyakarta. These indicators include self-awareness, personal and social responsibility, and prosocial behavior. The questions in the table allowed the researcher to evaluate the children's ability to share the game, wait patiently for their turn, cooperate in the hide-and-seek game, play with peers, and follow the game's rules. Analyzing the responses with "YES" or "NO" to each question provided valuable insights into assessing the effectiveness of the hide-and-seek game in developing children's social skills at Al-Fadlilah Kindergarten in Yogyakarta.

The analysis results can validate the game's effectiveness as an efficient approach and guide designing a more targeted social skills development program. Therefore, the analysis results from the table can be used as a basis for developing interventions and activities that meet the needs of children in developing social skills at the school.

3.2. Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,444	6

Figure 1. Results of the Research Instrument Reliability Test

Based on the output from SPSS 25, it can be concluded that the research instrument for early childhood social skills can be considered reliable. According to Suharsimi cited in (Rukajat, 2018), a reliable instrument will produce reliable data. The decision criterion is that if the calculated value r_{count} is greater than the table value r_{table}, it is considered reliable. In this case, the calculated value r_{count} is 0.4, greater than 0.3 (Rukajat Ajat, 2012).

3.3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		PRE_TEST	POST_TEST
N		28	28
Normal Parameters[a,b]	Mean	1,96	4,82
	Std. Deviation	,189	,390
Most Extreme Differences	Absolute	,539	,498
	Positive	,425	,324
	Negative	-,539	-,498
Test Statistic		,539	,498
Asymp. Sig. (2-tailed)		,000[c]	,000[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 2. Results of the Normality Test

The normality test results for the pretest and post-test values obtained a significance value of 0.000. Since 0.000 is smaller than 0.05, it can be concluded that the data in this research does not follow a normal distribution and falls into the category of non-parametric statistics. The evaluation criterion for the normality test is that if the asymptotic significance (2-tailed) value is greater than 0.05, then the data is normally distributed; otherwise, if it is smaller than 0.05, the data is not normally distributed (Teofilus & Febry, 2020).

3.4. Hypothesis Test

Test Statistics[a]

	POST_TEST - PRE_TEST
Z	-4,917[b]
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Figure 3. Results of the Hypothesis Test

The hypothesis was tested using the Wilcoxon Signed Rank Test, and the result was 0.000. Since 0.000 is smaller than 0.05, it can be concluded that the traditional hide-and-seek game can enhance the social skills of young children.

The hypothesis test in this study utilized the Wilcoxon test with a pre-experimental one-group pretest-posttest approach. The test results obtained through SPSS 25 were 0.000, below 0.05. Therefore, it can be concluded that the hide-and-seek game has a positive impact on improving children's social skills.
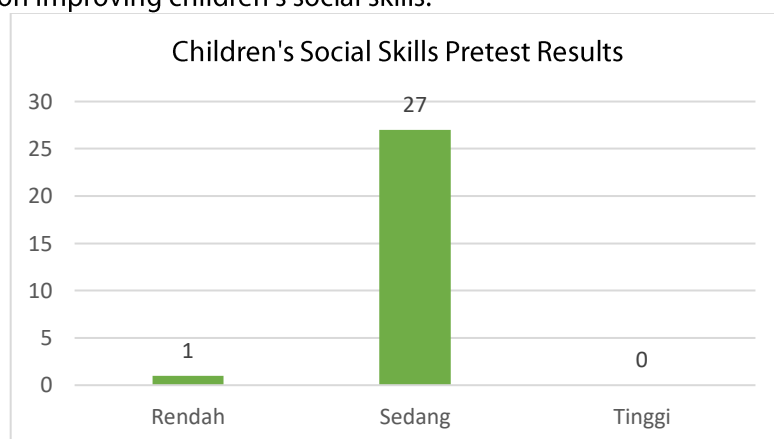
Children's Social Skills Pretest Results

Level	Value
Rendah	1
Sedang	27
Tinggi	0

Figure 4. Pretest Results of Social Skills

The pretest results of social skills at TK Al-Fadlilah Yogyakarta indicate that the majority of children (27 out of 28) are at the "moderate" level, with only one child at the "low" level. These results suggest that there is room for improvement in social skills among the children, which motivates the implementation of new approaches, such as playing hide-and-seek, in their learning.

Playing hide-and-seek not only involves physical activity but also communication and social interaction. Children need to discuss and agree on rules, cooperate, and interact with each other in various ways. They also need to understand the feelings and perspectives of others, such as understanding how and why someone might hide in a particular place. Therefore, through playing hide-and-seek, we can help children develop a range of social skills.

To develop children's social skills at TK Al-Fadlilah Yogyakarta, the game of hide-and-seek can be introduced as an interactive learning tool. The process begins with introducing the game and its rules, stimulating group discussions, and exchanging opinions. Subsequently, the teacher supervises the game, allowing children to interact, share, and develop empathy through hiding, seeking, and dealing with winning or losing. After the game, a post-game discussion session allows for reflection on their experiences, feelings, and learning while allowing the teacher to provide further feedback. Finally, evaluation is conducted to measure the improvement of children's social skills, both through observation and discussion.
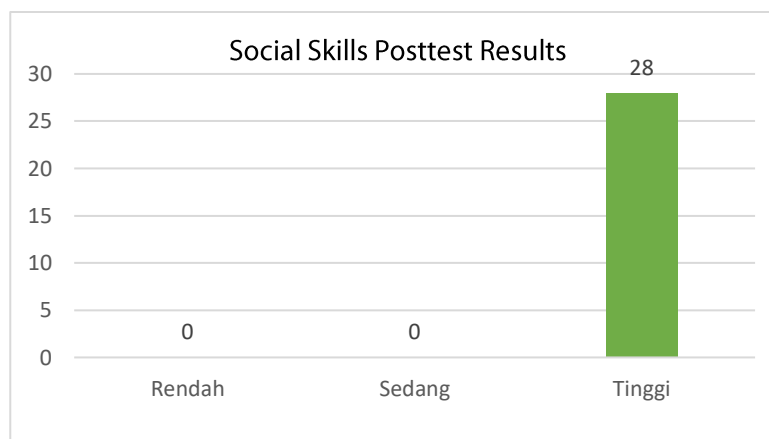
Figure 5. Post-test Results of Social Skills

The post-test results of social skills in TK Al-Fadlilah Yogyakarta students show a significant improvement. This improvement is crucial, as social skills are critical to early childhood development. The 28 students demonstrated a high level of social skills, indicating the effectiveness of the hide-and-seek game in helping develop these skills.

Hide-and-seek, in this case, is more than just a game. It is a powerful and effective pedagogical tool that can be used to facilitate the development of social skills in children. Furthermore, this game provides a supportive environment for children to interact and communicate with each other, which in turn helps them understand and appreciate the perspectives of others. Playing hide-and-seek can strengthen social skills such as cooperation, negotiation, empathy, and nonverbal communication. For instance, in this game, children need to collaborate to find the most effective hiding spots, and negotiation is often required when determining who will be the "seeker" and who will be the "hider."

Empathy and sensitivity towards others are also enhanced as children must understand and respond to their friends' feelings during the game. For example, they may need to comfort a friend who feels disappointed for being found too quickly (Weisz & Cikara, 2021). Nonverbal communication is also heightened through this game. Children need to pay attention to their friends' movements and facial expressions to understand what they are thinking and feeling (Ouherrou et al., 2019). Additionally, they must effectively use their body language to avoid being found.

Overall, playing hide-and-seek is a promising approach to facilitating young children's social skills development. Therefore, further research and practical applications of this game in early childhood educational settings would greatly support children's holistic development.

Discussion

Early childhood social skills are a child's ability to communicate, cooperate, share, and participate in problem-solving according to societal rules. These skills can be enhanced through a game of hide-and-seek, which several children play. In this game, the teacher is a facilitator, providing guidance and examples to the children. The emphasis is placed on the active participation of the children in developing early social skills. This game was implemented at TK Al Fadlilah and resulted in noticeable improvement. The post-test results indicate that each child increased their scores, demonstrating the effectiveness of hide-and-seek in fostering social skills development. Data analysis shows that out of 28 children, 27 obtained an average score, while one obtained a low score.

The repeated implementation of hide-and-seek as a treatment has been found to effectively facilitate children's social skills development, as stated by Jarolimek in Agusniatih's (2022) citation. According to Jarolimek, children should possess the following social skills: 1)

living and cooperating with others, 2) taking turns, 3) respecting the rights of others, 4) being socially aware, 5) learning self-control and self-regulation, and 6) sharing experiences or stories with others. (Manoepah & Agusniatih, 2019). Additionally, social skills for 4-5-year-old children include: 1) the ability to cooperate, 2) waiting in line, 3) developing friendships with peers, and 4) helping others (Zahriani & Khadijah, 2020). Apart from being an enjoyable game, hide-and-seek brings several benefits, such as: 1) making children more active, 2) teaching children to socialize, 3) helping children learn to count, 4) enhancing children's creativity, 5) training children to follow the rules, and 6) promoting sportsmanship (Wardana, 2016).

Hide-and-seek is a fun game that can improve early childhood social skills because it requires children to communicate and search for their friends, fostering cooperation among them (Nafisah, 2016). According to research by Yuli Pujianti et al., hide-and-seek provides various techniques that encourage children to communicate and cooperate, supporting the development of these important skills (Pujianti & Dkk, 2022). Furthermore, hide-and-seek also contributes to developing togetherness, independence, self-confidence, joy, physical skills, and player creativity (Rosa & Retnaningsih, 2022).

These findings are consistent with the research conducted by Joan Peskin et al. (2003), which demonstrates that games like hide-and-seek and activities involving keeping secrets play a crucial role in children's social and cognitive development. Such games and activities require children to understand that their knowledge and perceptions may not be accessible to others, a fundamental concept in the theory of mind (Peskin & Ardino, 2003). Adamowich et al. (2013) discuss the importance of critical self-reflection and reflective use of self in social work practice (Adamowich et al., 2014). In this context, teachers who act as facilitators in hide-and-seek games at TK Al-Fadlilah may need to critically reflect on how they support and guide children's social skill development through this game.

Sacha Powell (2010) discusses how early childhood education and care environments in the UK and the professionals working in them significantly influence children's development. She emphasizes the absence of certain values and dispositions expected from early years practitioners in official policy documents, despite the clear expectation for practitioners to develop and promote certain 'universal' values in their work (Powell, 2010).

In the context of TK Al-Fadlilah, this could mean that teachers and other facilitators play a crucial role in shaping children's values and character through their approaches and activities, such as hide-and-seek. Harapan et al. (2022) demonstrate how hide-and-seek can impact children's social and emotional development. They found that this game can help develop various social characteristics such as honesty, love for peace, discipline, tolerance, hard work, curiosity, love for the homeland, and responsibility (Salamiyah Nur Hakim Harahap et al., 2022). These findings support the previous notion that hide-and-seek can effectively support children's social skill development in early childhood education.

However, as mentioned by Powell, early childhood education also faces challenges and dilemmas, including balancing individualistic and collectivist values. In this regard, educators need to find ways to support individual development while promoting cooperation, sharing, and participation within a broader social context.

In their research, Mbadhi et al. (2018) found that the traditional hide-and-seek game significantly influences the social adaptation of primary school students. This research suggests that the game not only impacts young children but also older children. These findings indicate that games like hide-and-seek, which involve cooperation, honesty, and understanding others' perspectives, support social development and individual adaptation across various age groups (Valentina Mbadhi, Maria Finsensia Ansel, 2018). Lee (2014) further supports this by citing a teacher's experience, Rui, who found that musical games (like hide-and-seek) and role-playing can indirectly influence children's behavior and are often more successful than direct conversations about honesty. This demonstrates how games and interactive activities can teach and influence behavior and moral values (Lee, 2016). In the context of TK Al-Fadlilah, these findings indicate that games like hide-and-seek can be used to support children's social skill

development and help them understand and internalize moral values such as honesty. However, it is crucial that this approach is applied appropriately and sensitively, considering each child's individual needs and development.

Hypothesis testing using SPSS 25 yielded a p-value of 0.000. Since this p-value is smaller than the significance level of 0.05, we can conclude that hide-and-seek has a significant influence on improving early childhood social skills. Play activities are essential for children as they fulfill their needs and desires. Through play, children feel happy and enthusiastic about their learning activities. Additionally, play serves as a valuable source of learning for children. As the saying goes, "A child's play is their learning." In other words, children can learn many things through play. Play fosters children's creativity, such as engaging in puzzles and Legos (Fadlilah, 2019). This aligns with the assertion made by Fadlilah (2019) that play is a source of learning for children because it allows them to freely express themselves and unleash their desires and imaginations.

Additionally, through play, children can acquire lessons that contribute to various aspects of development. For example, in hide-and-seek, children develop social skills such as playing with peers, waiting patiently for their turn, cooperating in the game, and playing by established rules. These indicators can be observed during the implementation of hide-and-seek. Furthermore, hide-and-seek can also develop cognitive, language, and physical-motor aspects.

Hide-and-seek has been proven effective in supporting the development of early childhood social skills. This game promotes increased interaction and communication among children, helps them understand others' perspectives, and reinforces social values. The role of teachers as facilitators in guiding children's interactions and promoting the development of social skills is crucial in this activity. In the context of TK Al-Fadlilah, the implementation of hide-and-seek has shown positive results, significantly improving early childhood social skills. These findings align with other research conducted in various contexts, indicating that hide-and-seek can be a valuable tool in early childhood education for developing social skills. In conclusion, hide-and-seek is an effective method for supporting the development of social skills in early childhood. It can be used as a tool in preschool and primary education to enhance children's social interaction, understanding, and social values.

Conclusion

The game of hide and seek has proven effective in enhancing social skills among children at TK Al Fadlilah, Yogyakarta, with teachers playing a key role as facilitators in the process. Data analysis indicates a significant improvement in social skills, with a Wilcoxon test score of 0.000, below the 0.05 threshold. These results support the integration of games like hide and seek into preschool educational curricula to facilitate children's social development. However, limitations of this study include a relatively small sample conducted in a single educational setting, constraining the generalization of the results. Further research with larger and more diverse samples and studies exploring how hide-and-seek and similar activities can optimally support early childhood social development would be highly beneficial.

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