

THE INFLUENCE OF MACRO PLAY METHODS ON CHILDREN'S SELF-HELP SKILLS

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Abstract: *This study talked about children's self-help skills such as the ability to prepare things to go to school, wear clothes, eat by themselves, and soon. The problem in this study is many children cannot do the self-help skills yet. They still assisted by their parents to do it. So, this study is aimed to determine the effect of macro play method on children's self-help skills. This study was conducted in TK Amarta Tani, HKTI, Bandar Lampung. The method conducted in this study is quasi-experimental research using a non-randomized pretest-posttest control group design. The data was collected by observation of The children's self-help skills. The result of this study showed that there was a difference in values between the post-test experimental class and the pre-test control class ($\alpha = 0,00$; H_0 is rejected). The result concluded that there was an influence of macro play on children's self-help skills in TK Amarta Tani, Bandar Lampung.*

Keywords: *macro play, self-help skills*

A. Introduction

Self-help skills are skills that help children gain control over their bodies over time. Children will be fully responsible for themselves including meeting their own basic needs (Reinhart, 2006). These skills include taking care of bathroom needs, cleaning after eating and playing, and dressing with limited

assistance from adults. Self-help skills possessed by children will allow children to live life more independently. Which of course is expected to be able to make children not always fully dependent on the help of adults. This skill is very important for children because it will be useful for meeting their daily needs of children. Fulfillment of these basic needs certainly cannot be fully depended on by adults. However, many children are not skilled in helping themselves yet, such as not bringing their things to school. For example, the parents bring their bags until they come into the class. On the other hand, children also do not have the initiative to carry out personal hygiene and must wait for orders. In addition, there are some children who cannot wear their clothes and are used accompanied, assisted, and served to fulfill their own needs. The habit of being accompanied, assisted, and served by adults makes children less have the opportunity to train themselves in meeting their basic needs. This happens because children become accustomed to relying on help from adults in their daily lives.

Even though the fulfillment of his basic needs must also be familiarized at school. Therefore, the role of teachers in schools is especially important to train children's self-help skills. However, most teachers still prioritize reading, writing, and arithmetic skills. In fact, teachers also need to teach skills related to children's independence, starting with improving children's self-help skills. This skill needs to be taught because it allows children to complete tasks independently and not always depend on adults. These skills are also close to children's daily activities. So, it will be important for children to improve their self-help skills so they can fulfill their daily needs in life.

Since self-help skills are important in early childhood, these skills must be stimulated in children. A method that can be delivered to stimulate the skills is role-playing. Role-playing is one of the interesting and fun learning methods for children. The method is in accordance with children's development and world. Children learn about the world by playing. They establish knowledge and understanding; then make a foundation about the world through playing. So, children can be easier to learn new knowledge and skills by playing with them (Lester & Maudsley, 2006).

The role-playing method is divided into two methods, macro-play, and micro-playing. Both Macro and micro-playing place children as players, but, if the theme or storyline in the micro-playing is general, or imaginative, while in the macro-play method, the storyline contains social conflicts that are resolved at the end of the story (Halifah, 2010). It means that micro-playing is imaginative while macro-play is solving a real problem.

Thus, the researcher will discuss macro-play as a method to stimulate children's self-help skills. The macro-play method is considered suitable for training children's self-help skills because the macro-play method involves children to carry out activities and roles in accordance with the real life around the child. The macro-play method allows children to use tools of real shape and size. In addition, this method invites children to be able to solve problems or tasks for children. Of course also by determining the theme in the real life of the child. It is expected that children can perform real daily activities and complete children's tasks as they are in real life and with actual tools. By playing macro roles through themes that surround real life, they learn many pre-academic skills (Erikson, in Mutiah, 2010). This means that macro-play allows children to have direct experiences like those in real life. These experiences make children learn many skills. Therefore, with the macro-play method, it is hoped that it will train children's self-help skills for their daily lives.

This concept is parallel with former studies about role-playing that given the positive impact to children's self-help skill and independency in children. Such as, the study of the impact of role-playing in Jakarta to children aged 4 - 5 years old showed that there was significantly improvement in the children's self-help skill, before and after did role-playing activity (Zakkiyah, 2020). Besides, Martianawati et al (2017) also state through her study that role-playing can effectively improve the independency of children aged 5 - 6 years old in Semarang. The two studies have shown similar result and method. But the method used in these two studies is more likely to be micro-playing.

The difference between this study with other studies is this study will focus on using macro-play to improve

children's self-help skills. In this method, the children truly do the real activities like they do in real life. Macro-play in this study will be delivered in games where children demonstrate self-help skills and activities such as wearing clothes, eating by themselves, buttoning and unbuttoning their shirts, and making sure about their own safety. This study will discuss three dimensions of self-help skills such as eating skill, dressing skill, and general self-help skill.

Habituation in school and home can establish the self-help skills. Because of that, parents and teachers need to cooperate and coordinate to stimulate the skills. According to the pre-research study showed that children with a good self-help skill are given chance by their parents to train their self-help skills at home. For example, doing the dishes after they eat, choosing their clothes by themselves, and dressing by themselves. It is showed us that a habituation can improve children's skill, especially in self-help skills.

In connection with the above problems, the researchers wanted to investigate further about the effect of the Macro-play Method on the children's self-help skills in TK Amarta Tani, HKTI, Bandar Lampung.

B. Method

This study is a Quasi Experimental research design using a non-randomized pre-test posttest control group design. This design compares two groups, the experimental group, and the control group (Sukardi, 2005). The selection process for participants in control and experimental groups was randomly selected. The selection process also has been discussed with the head room teacher and considering the children's self-help skills ability.

This research was conducted at Amarta Tani Kindergarten, HKTI, Kampung Baru Raya Village, Labuhan Ratu District, Bandar Lampung. The population in this study is the children of Group B in TK Amarta Tani HKTI totaling 65 children. The children are divided by three classes. Then the sample in this study is selected by simple random sampling technique. The technique that used to random the sample is through lottery. The result of the lottery is class B1 as experimental class and

Self Help Skill	Equal variances assumed	.836	366	11.322	40	.000	9.095	.803	7.472	10.719
	Equal variances not assumed			11.322	39.896	.000	9.095	.803	7.472	10.719

In table 1 it is shown that sig. (2-tailed) of 0.000 which means <0.05 , then H_0 is rejected, and H_a is accepted, meaning that the hypothesis which states that there is an effect of the macro-play method on the self-help skills of Group B children is accepted.

The description of the data from the pre-test results between control class and experiment class can be explained in the table below.

Table 2. Description of Self-Help Skills Pre-Test Data

Num	Data Criteria	Pre-Test Value	
		Control	Experiment
1	Total Students	21	21
2	Average	39.35	41.20
3	Median	39.75	41.50
4	Minimum Value	33.25	37
5	Max Value	45	46

The control class has 21 children who have an average score of 39.35, a median of 39.75, a minimum score of 33.25, and a maximum score of 45. In the experimental class there are 21 children who have an average score of 41.20, a median of 41.50, a minimum score of 37, and the maximum value of 46.

In addition, this study also presents post-test data using the macro-play method. The description of the data from the pre-test results can be explained in the table below.

Table 3. Description of Self-Help Skills Pre-Test Data

No	Data Criteria	Post-Test Value	
		Control	Experiment
1	Total Students	21	21
2	Average	40.29	49.39
3	Median	40.50	48.75
4	Minimum Value	34	45.25
5	Max Value	45	54

The table 3 showed that there is also an improvement between pre-test and post-test in both classes. Meanwhile, the improvement in experiment class is higher than control class. This is evident in the results of the study which showed that the difference in the average pre-test and post-test scores for the experimental group was 8.19, while the difference in the average pre-test and post-test scores for the control group was 0.94. In addition, the average post-test result in the experimental class was 49.39, while the average result in the control class was 40.29.

This shows that the treatment carried out in the experimental class was able to bring about greater positive changes than the control class. Which means that this macro-play method influences children's self-help skills. So, it can be said that there is an effect of the macro-play method on the self-help skills of group B children in Amarta Tani Kindergarten HKTI.

At the beginning of the study in the experimental class, the researcher held a pre-test in the form of observations about the children's self-help skills for four consecutive days which would be accumulated into a pre-test score for the experimental class. This pre-test is guided by the observation assessment sheet based on the instrument grid that has been prepared. At the time of the pre-test, some children were still less capable in terms of their self-help skills. After conducting the pre-test, the researchers gave treatment for four consecutive days in the experimental class. At the initial stage, the researcher gave directions to children regarding self-help skills through video footage and gave directions for the rules of the game to be carried out.

The researcher has also divided the children into several groups so that each child gets the opportunity to play macro roles regarding self-help skills. After that, the children are guided to do some of these self-help skills which are packaged in a macro-play method. These activities include drinking alone, wearing clothes without reinforcing materials such as wearing their own pants or skirts and wearing their own hats, removing clothes without reinforcing materials such as taking off their

own shirts, and taking off their own socks, wearing clothes with reinforcing materials such as wearing their own shirts, removing clothes with reinforcing materials such as unzipping their own shirts, unzipping their own jackets, opening their own belts, doing personal grooming such as combing and tidying their own hair, as well as safety such as using their own scissors properly, climbing the stairs themselves, going down the stairs themselves, playing on the swing alone, and playing seesaw alone. These activities encourage children to complete their own tasks and are carried out using real equipment. In this method, children are more interested because the child is still in the playing atmosphere. In addition, when doing this activity, children are better able to explore themselves to complete their own tasks because each child gets their own opportunity to do a certain task in turn.

The control class was not given any treatment and only carried out conventional learning as usual. While the experimental class was given treatment in the form of a macro-play method. The macro-play method in the experimental class was applied for 4 days in each lesson in one day. The theme applied in learning is also related to the theme of "My Needs" in accordance with the agreement that has been discussed between the researcher and the experimental class teacher. This method guides children to actually do an activity like in the real world by using tools or objects with their original form. This is in line with the theory which reveals that macro-play is children playing into characters using real-sized tools that children use to create and play roles (Latif, 2014). Children are guided to practice activities that children usually do in everyday life, especially regarding "my needs". This method indirectly guides children to get used to doing a task and completing the task. This is also in line with the theory which reveals that when children have daily experiences with macro-play (through themes that surround real life), they learn many pre-academic skills such as: listening, staying on task, solving problems, and playing with cooperate with others (Mutiah, 2010).

Role playing is an activity that focuses on dramatization activities, where children play to act out the duties of family members, procedures and habits in the family with various

household equipment and activities in the surrounding environment (Nuraini, 2010). So role playing is a simulation technique that invites children to do tasks according to their role in an activity that exists in the world around the child. With sociodramatic play, the highest level of symbolic play, young children create their own events based on their experiences. They imitate the actions and people they experience in their play. They repeat, solve problems, and relive these experiences (Raines, 2007). That way, role playing can encourage children to repeat an action and solve a problem. This will give birth to a new experience for children in solving a problem.

Macro-play is one part of role playing, because essentially role playing is divided into two types, namely micro and macro-play (Latif, 2013). However, this research will only focus on macro-play. Macro-play is an activity that provides opportunities for children to develop their understanding of the world around them, language skills, skills to take perspectives and empathy through roles that transmit knowledge to children (Latif, 2013). Macro-play provides an opportunity for children to develop their understanding of the world around them which includes language and perspectives that produce knowledge in children. The macro-play method is playing a real role with real-sized play tools. Children can use it to create and play roles, for example playing the role of a doctor's profession, the tools used are stethoscopes, replica syringes, prescription books and pens (Khoiruddin, 2010). The point is that children directly play into characters to play certain roles according to the theme.

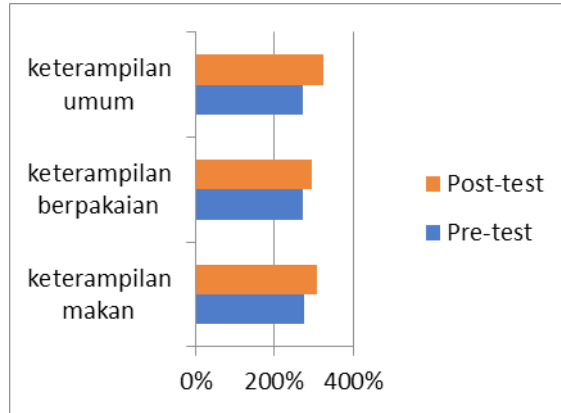
"Self-help skill are those skills that help child gain control over his/her body over time. Those skills include performing simple two and three step tasks, taking care of personal bathroom needs, cleaning up after snack and play, dressing oneself with limited help from adults." (Reinhart, 2006). The opinion expressed by Reinhart explains that self-help skills are skills that help children gain control over their bodies over time. When children achieve control over their bodies, children are fully responsible for themselves, including meeting their own basic needs. These skills are performing simple tasks and steps such as, taking care of personal bathroom needs,

cleaning after eating and playing, dressing themselves with limited assistance from adults. These simple things must be owned by children so that children are able to meet their needs. Self-help skills are the capabilities, competencies or ability of a person's brain to solve problems related to daily care routine viz.: dressing, grooming, meal time activities etc. When there is any lacking in this capability this is termed as self-help skill deficit. (Ajita, 2012).

Completion of the task in question is the child's way to meet his own needs or commonly referred to as self-help skills. This repeated treatment also makes children feel capable and accustomed to doing things to fulfill their needs in real life. In this activity, children are very excited and very interested in trying it because it is packaged in a game. After doing the treatment for four days, the researcher conducted a post-test which was also guided by the observation assessment sheet based on the instrument grid that had been prepared. This post-test is also carried out for four consecutive days which will also be accumulated into the post-test scores for the experimental class. At the time of the post-test, the children had begun to look much more capable of performing their self-help skills than during the pre-test, so that there was a significant change in the experimental class. In the control class, the study also started with a pre-test in the form of observations about children's self-help skills for four consecutive days which would be accumulated into a pre-test score for the control class.

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In each dimension there is a difference between the pre-test and post-test scores. In eating skills, the pre-test score was 2.76 and the post-test score was 3.09. In dressing skills, the pre-test score was 2.73 and the post-test score was 2.96. In general skills, the pre-test score was 2.71 and the post-test score was 3.26. From these data, it can be seen that there is always an increase from pre-test to post-test in each dimension. These changes indicate that macro-play activities are truly capable of bringing about positive changes, including in each of its dimensions.



Picture 1. Diagram of the recapitulation of the results of the pre-test and post-test of the experimental group children's self-help skills

The macro-play method can affect children's self-help skills because through the macro-play method, learning can attract children's interest more. This happens because children demonstrate an activity for real and by using real tools like those in the real world so that indirectly, children's self-help skills are trained through play activities. If this activity is done repeatedly, the child's self-help skills will be more mature. So, it can be concluded that the macro-play method has an effect on children's self-help skills.

Based on the result of the study we could say that there is an effect of the macro-play on the children's self-help skill especially in TK Amarta Tani, Bandar Lampung. However, since the sample of this study is very limited so it can be generalized in another area or district. Habituation at home also can be affected to improved self-help skill in children. From the discussion between researcher, teacher, and some of parents, the children who has a high score in pre-test and post-test are gave the opportunity to do the skill at home. So, in other research parent's role can be deeply explored.

D. Conclusion

This study proves that Macro-play gave an effect significantly on self-help skill of children in Amarta Tani,

Bandar Lampung. This is proved by the results that showed the difference between post-test in both classes ($\alpha = 0,00$; H_0 is rejected). The differences also showed in the average between pre-test and post-test scores for the experimental group was 8.19, while the difference between the pre-test and post-test mean values for the control group was 0.94. It can be said that the macro-play method brought greater positive changes. It is because macro-play gave the children opportunity to demonstrate self-help skill and done repeatedly. So, children used to do the skill and can be the habit. This method of play is suggested to do also at home so the children can be more usual to do the skill. Based on the result, the cooperation between parents and teacher became a must to make the skill become a habit for children. The parent's role not explored yet in this study, so it can be a limitation for this study, and it can be another topic to study self-help skill in children.

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