

## **Effectiveness of "Sodong" Game as Technical Guidance to Develop Social Adaptation Development of Kindergarten Children**

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**ABSTRACT:** *This research related to behavior modification method through quasi experimental method. Experimental design used was "multiple time series". Experimental techniques used were "sodong" games. The study subjects were kindergarten students at level A ("zero") which showed low social behavior. Data analysis results showed significant differences in behavioral change between treatment groups and control groups. Based on data analysis results, it was concluded that "sodong" game was very effective as a counseling technique to help the social adaptation of child.*

**Keywords:** *sodong game, social adaptation behavior, kindergarten.*

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### **I. INTRODUCTION**

Every individual living within community faces a series of "developmental tasks" (Hurlock, 2001). These tasks were more of a psychological process that was naturally nature, but occurs in a sociocultural context. These tasks were viewed more social because they represent a representation of social expectations (Hurlock, 2001). Kindergarten children also face certain tasks to be learned. One of developmental tasks that children need to learn was learning emotionally related to others in their immediate surroundings, especially with peers (Berry, 1979), while Keller & Kärtner (2013) term them social matrices.

Education in kindergarten gives children the same opportunities as other children in completing the tasks. This was consistent with educational function as the development function, differentiation function, and integration function (Shertzer & Stone, 1981). Assistance to each child was guidance whose primary purpose was to facilitate the development of a child as a pupil (Shertzer & Stone, 1981), which was also associated with preventing behavioral patterns that inhibit the child development (Pietrofesa, et al., 1984). This was consistent with guidance function in kindergarten, as the development and prevention function (Berry, 1979).

Child activities naturally were performed in playing (Hetherington et al, 2013), both active and passive play (Hurlock, 2001). Brown (2002) states that child activities was playing. Play activities could be followed by children who were in transition if known by child. Hurlock (2001) said that kids were more likely to be able to memorize the types of games they already know or commonly used by previous generations in their community. Such games, although initially more functional as a reproducible tool, also have important learning values for child development (Hildebrand, 1986, Hetherington et al, 2013). Dubnoff also said that kindergarten children learn from mothers and from play (Glasscote, et al., 1974). Therefore, game form (active or passive) that has been known by child could be used as an educational aid for children who were undergoing transition from family to kindergarten environment.

Children who had difficulty to face the environment change needs assistance in order to cope the learning tasks. Assistance was provided to children who have difficulty to adapt to new social environment as group guidance, because it had the development and prevention function (Pietrofesa, et al., 1984). Both functions were emphasized in implementation of kindergarten guidance (Berry, 1979). Implementation of group counseling for children should take into account the involvement of children in group activities. It should not be much different from child activity before entering to kindergarten. It was largely done in play. The form of games used as educational tools in kindergarten must also be known by child.

The community at research site had the form of group games and listen to stories for children groups. The two forms of group activity were *sodoran* (group games to enter to striped space) and *dongeng* (listening to story). Both forms of play activity were combined. Furthermore, combination of two forms of game by researchers was named sodong. The merging of both game create a "living model" (the individual children

involved in the game) and "symbolic model" (fairy tale). This is based on the consideration that the way children learn behavior is "through observation".

Glanz (1974) said that children were very effectively involved in groups through techniques of playing or listening to imaginary stories. The emphasis on group games to help the child's social adaptation was important. Romanzyck said that normal children develop social skills through the playing interaction with peers (Roos, 1981). Thompson and Rudolph (1983) further add that group play activities and listening to stories were an effective method for teaching children socialization skills. This could happen by consider that a child's learning was "through observation" (Bandura 1977).

The research problem was formulated as follows. Do sodong games as group guidance techniques help the social adaptation of kindergarten children? The general objective of study was to examine the effectiveness of sodong games as a group counseling technique to assist in social adaptation of Kindergarten children. The findings obtained from this study were expected in a practical form of treatment to add group guidance techniques in kindergarten. Theoretically, the results of study could be used as a basis for further research, especially for researchers interested in similar research.

## **II. REVIEW LITERATURE**

The set of children changed into groups when they agree to a play activity. They could interact, agree on rules of game, and be willing to play the game voluntarily. All three had met the requirements of a group as proposed by Shertzer & Stone (1980). This group, according to Stewart & Warnath, was a natural group (Hill & Lucky, 1969: 242). In a play group, one child could have an opportunity to observe the behavior of another child. It was a major source of behavioral learning in children, as children learn behavior by "observation" (Bandura 1977), while Waismeyer & Meltzoff (2017) assert that observation was a central learning mechanism. Child's social interaction in play activities provided an opportunity for child to observe the model. Hetherington et al. (2013) said that in group play activities, other children act as models and amplifiers.

Behavioral change, a term originally popularized by Ullman and Krasner (1961) based on idea of Watson (Redd, 1979), was the application of proposition that individual behavior was the result of learning. The focus was on overt behavior with aim of reducing or developing rather than eliminating the behavior itself (Ullman & Krasner, 1961, Redd, 1979). According to Bijou, one approach to behavior change was through social learning (Redd, 1979). Changing behavior through social learning could be pursued through the application of modeling techniques. Modeling itself could be interpreted as teaching a person about a new way of behaving by observing someone who was capable to show the desired behavior (Krumboltz, 1972).

Modeling events involved four stages that intertwined each other. The four stages were: (1) process of paying attention; (2) process of remembering; (3) behavioral process; and (4) process of motivation (Bandura, 1977). Recent developments indicated that cognitive processes had a very big role in process of mastery and remembering new behavior patterns. This was related to theory of self efficacy as proposed by Bandura (1977) and also Zimmerman (2000). In behavior, self-efficacy factor plays a central role. Confidence would do an action was an action that comes from four sources of information, namely (1) performance accomplishment; (2) vicarious experience; (3) verbal persuasion; and (4) emotional arousal (Bandura, 1977).

Humans studies at all ages proved that early social experiences were not only important for childhood, but also for later life (McDavid & Garwood, 1978). Therefore, important social behavior in children was their interaction with others in their social environment. Social adaptation was defined as the a person success to adapt to others in general and to his or her group in particular (Hurlock, 2001). The behavior of child's social adaptation was occurred as a result of interaction with others (Levin, 1983), relationship between the child and adult and so on (Hurlock, 2001) and with its social group situation (Levin, 1983). Children at school defined other people as friends and teachers (Hurlock, 2001). Therefore, behavior of child's social adaptations during school should be approached from interaction with other children, with teacher, as well as its relationship with child's social group at school.

Hurlock (2001) said that magnitude of social adaptations among them was characterized by absence of behavioral deviation. Therefore, attempts to alter unwanted social behavioral behaviors were a matter of concern (Israel & Weicks-Nelson, 2003; Redd, 1979). The appearance of unwanted social adaptation behavior could determine the level of social adaptation of child, ie from its frequency, intensity, or duration (Israel & Wicks-Nelson, 2003). Lower frequency of unwanted social behavior adaptations also means enhancing the desired behavior.

Group games always provided opportunities for other children to act as models and reinforcer (Hetherington et al, 2013). Reinforcement was an important element in learning (Skinner, 2014). Such social interactions encourage the occurrence of "imitation of reciprocal behavior" (McEwen, F. et al., 2007; Tomlinson-Keasey, 1985; McDavid & Garwood, 1978). The reinforcement provided by child tends to be directed towards other social-behaviors (Hurlock, 2001; Tomlinson-Keasey, 1985). The basis of child's social behavior was interpersonal and friendship attractions (McDavid & Garwood, 1978). Strengthening always

creates behavioral improvements. In this game, reinforced behaviors were the children behavior who comply with rules of play. Such events provide the opportunity for other children to look vicarious (Denrell, 2003; Rosenthal & Zimmerman, 2014).

Children learn through observation or direct experience (Bandura, 1977). The learning experience would be changed (or retained) by consequences of that behavior (LaFramboise, 1985). However, most child behaviors were learned from observing other people's behavior or models. Children's opportunities to observe the behavior of others were likely to take place in group play activities. The immediate involvement of children in group play activities provides a socially relevant learning experience with other children. The modeling process could take place in this game. The social interaction of child groups provides opportunities for children to observe other behaviors. Interpersonal relationships in game were likely to provide behavioral learning experiences in relation to others. Bandura (1977) asserted that there was no difference in child learning behavior of what he saw, read, or heard. The models of social behaviors desired in group games were likely to teach social behavior to children. The unwanted behavior of social adaptations by child was likely to gradually weaken.

### III. METHODS

This research was conducted in a rural Islamic kindergartens at Mojowarno Subdistrict, Jombang District. This study used two classes of TK-A (small zero) as research objects. The study subjects were kindergarten children A (small zero) who showed social-behavioral difficulties. The difficulty was characterized by frequent occurrence of unwanted social behavioral in multiple observations.

The subjects were selected purposively, purposive sampling method, with following the requirements: a) Children kindergarten grade A (small zero); b) aged 4-5 years; c) had a complete parent (father and mother); d) came from a farming family; and e) exhibit undesirable social adaptation behavior during several observations. These conditions was effort to control research subject. Subjects who met the requirements were 10 children. The number of subjects of each class group was follows: a) TK A-1 were 6 children, as the treatment group; and b) TK A-2 were 4 children, as a control group

This was a quasi-experimental study to modify individual behavior. Researchers used behaviorism approach. Individual groups who were subjected were individuals who exhibit undesirable behavior (Shaffer & Galinsky, 1974). The focus attention was on subject with characteristics mentioned above. This follows the advice of Firestone (Ross, 1981).

The behaviors indicated by subject must be "visible" behavior (Krumboltz, 1970; Shaffer & Galinsky, 1974; and Goodwin & Coates, 1976). Measurement of behavior was done through observations that could base on frequency of occurrence, intensity or duration (Israel & Wick-Nelson, 1984). The measurement technique used in this research was using Bijou technique (Osipow & Walsh, 1970) because it only based on frequency of occurrence of undesirable behavior. It was because the research related to application of a guidance technique to change the behavior of subject.

Guidance techniques applied in study was tested the effectiveness. Therefore, in addition to basing on behavioral changes, there was also a need for a comparison group, other forms of treatment or unfettered conditions (Shaffer & Galinsky, 1974). In this study, comparison was "no" treatment.

The study variables include independent and dependent variables. The independent variable was the usage of sodong game, and dependent variable was social behavior. This independent variable consists of two types, because the study used a control group. Both types of independent variables were "no treatment" and "no treatment". Both types of independent variables were compared the results of influencing social adaptation behavior (dependent variable). The behavior of child's social adaptation was measured as a result of independent variable. Measurements were made by observing the behavior of subjects at time before and after the presence of independent variable in this study.

The treatment design used was multiple time series. The use of this design was given in study also using the control group. The design diagram was in table 1 below.

**Table 1. Design Diagram**

Group	Pre-treatment measurement	Treatment	Post-treatment measurement
Treatment	0 <sub>1</sub> 0 <sub>2</sub> 0 <sub>3</sub> 0 <sub>4</sub> 0 <sub>5</sub> 0 <sub>6</sub>	X	0 <sub>1</sub> 0 <sub>2</sub> 0 <sub>3</sub> 0 <sub>4</sub> 0 <sub>5</sub> 0 <sub>6</sub>
Control	0 <sub>1</sub> 0 <sub>2</sub> 0 <sub>3</sub> 0 <sub>4</sub> 0 <sub>5</sub> 0 <sub>6</sub>	-	0 <sub>1</sub> 0 <sub>2</sub> 0 <sub>3</sub> 0 <sub>4</sub> 0 <sub>5</sub> 0 <sub>6</sub>

Description:

0 = measurement at day -

X = "Sodong" game usage for 1 week

- = no treatment

The treatment designs usage also was aimed to control interference with internal validity. Repeated measurements at time before and after the treatment was used to control the influence of other variables (Kerlinger & Howard, 2013). The treatment applied was sodong game. It was applied to set treatment group. The implementation of fixed treatment involves other children besides the subject. The researchers tried to control the influence of other variables that could influence the treatment result by: a) treatment material was determined by researcher; b) practitioner was given training; and c) instructor was also an observer in subject measurement.

The treatment implementation was at break time. The classmates of subject was brought to kindergarten yard. The treatment involved the other classmates, but the subject become the focus of attention. Treatment time was set for 1 week (6 days). Every day was done 1 treatment for 30 minutes (15 minutes for sodoran game, and 15 minutes to listen to stories or fairy tales). Meanwhile, subjects in control group received no treatment. The teacher's involvement in control group was only on subject's measurement.

Measurements were made by observing the social adaptation behavior of subject. Bijou observation technique (Osipow & Walsh, 1970) was used only based on frequency of occurrence of undesirable social adaptation behavior at time before and after treatment. The focus of attention on observation was only on undesirable behavior related to efforts to modify the social behavior of children (Redd, 1979). Observers were 2 teachers who had been trained to meet student observation ethics and maintain natural conditions (Crawford, 1960) and adjust the use of formula agreement (Good & Brophy, 1987).

In relation to implementation of measurement, researcher attempts to control the bias on measurement results. Observers were given an exercise first before taking measurements. The observers used were 2 persons for each class. The involved observers had relatively same characteristics, namely as the criteria of treatment giver.

Researcher also consider the internal sampling factor in observation. Measurements were focused on appearance of undesirable social adaptation behavior (event sampling). In addition, measurements were made for 6 days before and 6 days after treatment, with daily observation details of 15 minutes at teaching time and 15 minutes at time sampling. Measurements, based on appearance of behavioral forms with certain patterns of behavior and measurements made repeatedly in different situations to meet the topography and functional behavior. The instrument used to collect data was a check list. The preparation of check lists and their usage takes into account the observed variables, namely behavioral, stimulus and organismic variables (Edward, 1964). The research instrument was developed by researchers themselves. Research instruments was calculated the reliability with following formula:

$$r = 1 - \frac{(A - B)}{(A + B)}$$

(Good & Brophy, 1987)

A = observer results I

B = observer results II

The reliability (agreement) level of check list was 0.6 or 60%, as shown in table 2. It means reliable (Good & Brophy 1987).

**Table 2. Percentage of agreement / reliability**

Subject	Percent of Agreement/ reliability		
	1	2	3
1	96	93	64
2	94	100	89
3	83	90	-
4	100	90	89
5	96	82	94
6	89	100	89
7	100	-	93
8	89	89	77
9	87	-	89
10	67	-	100
Average	90	64	78

The data analysis was based on occurrence frequency of undesired social adaptation behavior of subject. The analysis was directed to examine the effects of treatment on behavior changes of individual subjects and subject groups. The steps of data analysis were below.

1. The measurement results of two observers were calculated on average for each day of each individual subject during the measurements before and after the treatment.
2. The result of calculation number 1 was searched the base rate and post rate for each subject.
3. Calculating the percentage change of each individual subject by the formula

\*) Base rate was the average behavioral frequency before the treatment.

\*) Post rate was the average behavioral frequency after the treatment.

#### IV. RESEARCH RESULT

The data was measured from subjects behavior conducted before and after treatment, as shown in table 3 and table 4 below.

**Table 3. Subject Behaviors for 6 Days Before Treatment**

Group	Subject	Day (Frequency)						Base- rate
		1	2	3	4	5	6	
Treatment	01.B	11,5	12,5	15	12,5	12	15	13,08
	02.B	16	11,5	14,5	13	10,5	14,5	13,33
	03.B	10	13	11	13,5	10	12,5	11,67
	04.B	13	13	11	13	13,5	12	12,58
	05.B	17	14,5	12,5	14	14,5	15	14,58
	06.B	15	14,5	12,5	14	13	13	13,67
Control	01.b	12,5	13	15	11,5	14	14	13,33
	02.b	14	12,5	12	11	13	13	12,58
	03.b	13	12,5	13	12	13	14,5	13,00
	04.b	13,5	15	12,5	10,5	13,5	12,5	12,92

**Table 4. Subject Behaviors for 6 Days After Treatment**

Group	Subject	Day (Frequency)						Post- rate
		1	2	3	4	5	6	
Treatment	01.B	3,5	6	4,5	3,5	6	5,5	4,83
	02.B	5	3,5	4,5	7	3,5	6,5	5,00
	03.B	4,5	5,5	4	4,5	3,5	6,5	4,75
	04.B	4	5,5	5,5	4,5	7	5	5,25
	05.B	6,5	7	5,5	5	6	5	5,83
	06.B	5	3,5	5	5,5	4,5	3	4,42
Control	01.b	7	7,5	11,5	6	11	5,5	8,08
	02.b	8,5	8	8,5	6	9	5,5	7,58
	03.b	9,5	9	7,5	5	12,5	8	8,58
	04.b	6,5	6	9,5	9,5	8	7,5	7,83

Data analysis consists of two stages, namely the analysis of individual subject and group subject. This data analysis was aimed to obtain change percentage of unwanted social adaptation behavior of each subject, as shown in table 5 below.

**Table 5. Percentage of Behavior Changes of Each Subject**

Group	Subject	Base-rate	Post-rate	% Change	Conclusion
Treatment	01.B	13,08	4,83	63,07	++
	02.B	13,33	4,83	63,77	++
	03.B	11,67	4,75	59,30	++
	04.B	12,58	5,25	58,27	++
	05.B	14,58	5,83	60,01	++
	06.B	13,67	4,42	67,67	++
Control	01.b	13,00	8,08	37,85	--
	02.b	12,58	7,58	39,75	--
	03.b	13,00	8,58	34,00	--
	04.b	12,92	7,83	39,40	--

Data analysis in subject group was based on average calculation of occurrence frequency of subject behavior in each group. The subject groups referred to here were the subjects who were members of treatment group and control group, as shown in table 6 below.

**Table 6. Recapitulation Percentage of Unwanted Social Adaptation Change**

N.	Group	Behavior	% Change	Description
1	Treatment	Social adaptation	> 50%	Success
2	Control	Social adaptation	< 50%	Not success

The average frequency calculation was based on measurement data of Table 3 (before treatment) and table 4 (after treatment). The mean calculation was shown in table 6.

**Table 6. Average Frequency of Every Day Behavior on base phase and post phase**

Group	Phase	Measurement at Day						Rate
		1	2	3	4	5	6	
Treatment	Base	13,8	13,2	12,8	13,3	12,2	13,7	13,17
	Post	4,8	5,2	4,8	5,0	5,1	5,3	5,03
Control	Base	13,3	13,3	13,1	11,3	12,9	13,5	12,9
	Post	7,9	7,6	9,3	6,6	10,1	6,6	8,02

## V. DISCUSSION

Based on data analysis results, percentage of subject behavior change for treatment group was larger than 50%, while in control group was smaller than 50%. Minimum limit of percentage change behavior considered success was 50% (Goodwin & Coates, 1976). Based on analysis results, it could be concluded that treatment group more successful to reduce the frequency of undesirable social adaptation behavior. Based on analysis results, it could be concluded that "sodong" game was effective.

The "sodong" games was effective to reduce the occurrence frequency of unwanted social adaptation behaviors. It shown the subjects had the social behavioral behavior learning. Research subjects were children. The main way of learning behavior in children was "through observation" (Bandura, 1977). Such learning methods require the model to be observed.

"Sodong" game provided opportunities to get model, either life or symbolic. The model of his life was the other children's playmate. The symbolic model was the character told in fairy tale. The presence of these models was very likely observed by child. Child involvement in Sodong game activity establishes a relationship pattern between the child and model. The relationship pattern was crucial for a person to observe the model.

The "sodong" game was a group game. It was social interaction between children. In such interactions, other childhood playmates have the opportunity to become models and simultaneously as strengthener (Hetherington et al, 2013). Such social interaction could lead to "reciprocal imitations" (Tomlinson-Keasey, 1985; McDavid & Garwood, 1978). Such imitative behavior was usually a child-pleasing behavior. Children tend to imitate the social behavior of other children (Hurlock, 2001). The strengthening of other children was a consequence of child's behavior. These consequences serve to guide the child behavior to manage his behavior, reward or punish (Bandura, 1977, LaFromboise, 1985). In social interaction of children, they tend to provide reinforcement only on social behavior. This would create higher frequency of social behavior in group. Changes

in groups frequency would ultimately affect the behavioral changes of individuals. The environment was very influential to change the behavior of children (Berry, 1979). This could happen given the relationship between the individual child, created behaviors, and playing environment as interrelated relationships. Bandura (1977) called this relationship as "reciprocal determinism".

## VI. CONCLUSION

It could be concluded that "sodong" game improve the social adaptation of kindergarten children. Measurements of undesirable social adaptation behavior to each subject at treatment time, between the treatment group and control group showed significant differences. Percentage success rate of occurrence frequency of undesirable behavior in social adaptation between treatment group and control group showed significant difference. Therefore, "sodong" game helps to reduce the undesirable social adaptation behavior. The subjects in treatment group were successful to reduce the undesirable social adaptation behavior. It showed a sharper decrease than control group. The research subjects in treatment group succeeded to reduce the undesirable social adaptation behavior > 50%, whereas the controls in control group <50%.

The research findings should be used by further researchers as a basis for similar research. For kindergarten teachers, this treatment ("sodong" game) could be used as an additional repertory of group guidance techniques to assist in social adaptation of kindergarten children. School counselors for kindergarten teachers includes this treatment ("sodong" game) as an alternative game for group guidance techniques.

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Effectiveness Of "Sodong" Game As Technical Guidance To Develop Social Adaptation Development

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