



Traditional Games to Train Prosocial Attitudes In Early Childhood At Kb Annisa Cirebon City

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ABSTRACT

This research is motivated by the lack of integration of traditional games in the learning process at KB Annisa Playgroup in Cirebon City. To assess children's prosocial attitudes, at the beginning of the activities or pre-cycle, children were still engaged in activities such as playing with synthetic sand, weaving banana leaves, and playing with blocks. The achievement of prosocial attitude development at KB Annisa still rarely involves traditional games. Traditional games have a positive impact on children at KB Annisa. The traditional games included in this research were gobak sodor, bakiak, cat and mouse, and tug of war. The aim was to develop the prosocial attitudes of 15 children aged 4-5 years. This research employed Classroom Action Research with John Elliot's method through 2 cycles. The results in the pre-cycle showed a score of 20% which is still considered low, in cycle 1 it increased to 40%, and cycle 2 resulted in 80%. Based on the results of the research, it can be concluded that traditional games can develop children's prosocial attitudes including: being able to cooperate, being able to play with peers, obeying the applicable rules, having self-confidence, and being responsible.

Keywords: *Traditional Games, Prosocial Attitudes, Early Childhood*

INTRODUCTION

Early childhood, often referred to as the "golden age," is a crucial period in child development. During this period, children experience rapid growth and development, typically lasting from zero to six years of age. (Fauziddin; Mufarizuddin, 2018). Childhood is synonymous with play and play. Traditional games are games played by early childhood children to cultivate prosocial attitudes.

Traditional games have deep meaning and diverse functions, such as serving as a means of entertainment, fostering social relationships, and learning tools for children to explore their world. These games also contain knowledge passed down through generations and convey specific messages behind their activities. (Yusep Mulyana; Anggi Setia Lengkana, 2018). Traditional games have benefits and a positive influence on child development. Traditional games played in groups can foster a sense of tolerance, cooperation, and togetherness. Traditional games can stimulate child development, and attitudes of tolerance, cooperation, and togetherness are positive attitudes called prosocial behavior.

According to Vygotsky in Mutia Ulfa; Na'imah (2020) states that child development can be viewed as a process that begins in childhood and continues through school preparation. This is influenced by the child's strategies for interacting with their social and school environments, as well as the child's developmental tasks that must be achieved from the beginning. Prosocial behavior in early childhood has several benefits, including fostering cooperation, helping others, sharing, tolerance, and responsibility.

Research on traditional games to train children's prosocial behavior was conducted during observation, involving direct, thorough, and careful observation. Group A comprised 15 students. Based on these observations, researchers found that traditional games had not been integrated into the learning process at KB Annisa. Traditional games were rarely used in KB Annisa's developmental outcomes. The research findings indicate that traditional games have a positive impact on children at KB Annisa. Traditional games are one way to train children's prosocial behavior at KB Annisa. This study employed classroom action research conducted in the school playground. It involved two cycles, each consisting of planning, implementation, observation, and reflection. The study involved 15 students (9 boys and 6 girls). The study was conducted five days a week for one month.

Based on pre-cycle observations to develop prosocial behavior at KB Annisa, 12 out of 15 children were still unable to help friends, cooperate, and share in games. This percentage represents less than 25% of the children, indicating they are at the developmental milestone stage, meaning they have not yet developed. The research on traditional games to develop prosocial behavior is expected to achieve an 80% success rate, with the milestone stage showing very good development.

Based on the background of the problem, the following research focus can be formulated: Traditional games have not been integrated into the learning process at Annisa Kindergarten. The development of prosocial attitudes at

Annisa Kindergarten is still rarely used. Research findings indicate that traditional games have a positive impact on children at Annisa Kindergarten.

Based on this background, the research problem is formulated as follows: What are the initial pre-cycle abilities of children using traditional games to develop prosocial attitudes in the learning process at Annisa Kindergarten? How are the implementation of traditional games to develop prosocial attitudes in children aged 4-5 years at Annisa Kindergarten? What are the results of implementing traditional games to develop prosocial attitudes in children aged 4-5 years at Annisa Kindergarten?

Based on the research problem formulation, the objectives of this study are: To determine the initial pre-cycle abilities of children using traditional games to develop prosocial attitudes in the learning process at Annisa Kindergarten. To describe the implementation of traditional games to develop prosocial attitudes in early childhood at Annisa Kindergarten. To describe the results of implementing traditional games for early childhood at Annisa Kindergarten.

According to Piaget in Putri; Suryana (2022) defines games as activities undertaken for entertainment or enjoyment, whether using tools or not. These activities are passed down from previous generations and repeated repeatedly, resulting in enjoyment or satisfaction for the participants.

According to Dockett (in Siti Nur Hayati; Khamim Zarkasih Putro, 2021), games are essential because they can increase knowledge and help develop oneself. Through play, individuals can gain new experiences and skills that are beneficial for their development.

Based on the descriptions of play and games by experts, it can be concluded that play for early childhood is a repetitive activity, as exemplified by ancestors, which creates a feeling of pleasure. Children who play can absorb and learn from their surroundings, so play can be a learning experience, thus increasing children's knowledge.

According to Anggita; Mukarromah; Alic, 2018, traditional games are a national cultural heritage that must be preserved. As part of cultural identity, traditional games possess important cultural values and elements. Therefore, the socialization and preservation of traditional games are necessary to prevent extinction and maintain their existence in Indonesia.

According to Alfiyah; Afridha; Kholik (2024), traditional games play a crucial role in shaping children's character, such as honesty, tolerance, and responsiveness, through the educational values they contain. Therefore, traditional games can be an effective means of developing positive character traits in children.

According to Hikmah; Pambudi (2020), the importance of traditional games for Indonesian children lies in their ability to maintain traditional games, which contain deeply embedded cultural elements and must be continuously preserved. Games teach cooperation, mutual assistance, and other positive values.

This explanation leads to the conclusion that traditional games must be maintained and preserved as a cultural heritage, containing cultural values and elements that must be practiced frequently to prevent loss and extinction. Games can help children develop language skills, communication skills, community awareness, and social behavior. Furthermore, playing in open areas allows children to explore their surroundings and learn about the world around them. (Dede Nurul; Siti, 2022).

In this era of globalization, Indonesian education experts are striving to preserve traditional games to preserve cultural richness and develop children's abilities, including gross motor skills such as jumping, climbing, running, and so on. This can be achieved through traditional games that involve physical activity throughout the child's body. (Indriyani; Muslihin; Mulyadi, 2021).

According to Diajeng Aulia; Sudaryanti, 2023, traditional games have benefits for children, such as stimulating self-development, interaction, socialization, and communication skills. They can also improve children's thinking skills, self-confidence, imagination, language skills, morality, and social skills, as well as foster creativity and innovation.

Games play a role in supporting children's development in: (1) vocabulary development and connecting with objects; (2) object development; (3) concept schemas and scripts; (4) problem solving; (5) critical thinking; (6) flexible thinking. (Andik Matulesy; Ismawati; Abdul Muhid, 2022).

Traditional games can teach the values of tolerance, honesty, leadership, strategy, cooperation, and responsibility. (Azhar; Arifin; Riri, 2020).

Traditional games, as part of the nation's cultural heritage, are rich in values that can develop children's potential, particularly in social and emotional development. Through play, children can develop positive character traits such as independence, responsibility, self-confidence, empathy, and the ability to work together. Games also help children interact, socialize, and control their emotions, allowing these character values to be internalized. (Banu Adi, Sudaryanti; Muthmainnah, 2020).

The benefits of traditional games include: (1) fostering children's creativity; (2) stimulating social and emotional intelligence; (3) fostering character values; and (4) developing children's motor skills through movements such as jumping, running, and walking. (5) promoting health; (6) stimulating

cognitive abilities; and (7) fostering joy and cheerfulness. (Yeni Rahman Al Ningsih, 2021).

The conclusion from the above description is that traditional games have benefits and a positive influence on child development. Traditional games played in groups can foster a sense of tolerance, cooperation, and togetherness. Traditional games can stimulate child development; attitudes of tolerance, cooperation, and togetherness are good attitudes called prosocial behavior.

Factors influencing traditional games include advantages and disadvantages. According to Yustika Irfani Lindawati (2019), the factors contributing to the existence of traditional games are as follows: (1). Can be supported by the role of parents who motivate children to play. (2). Practical and economical because materials and tools are easy to find in the surrounding environment. (3). Economical because the cost of equipment is cheaper than modern toys. (4). Help preserve culture by keeping traditional games alive in the community. (5). Become a means of cultural transformation from the older generation to the younger generation. (6). Provide positive benefits for children's mental development. (7). Encourage community efforts and cooperation in preserving traditional games.

Some factors that cause traditional games to disappear or be abandoned include: lack of playmates, conflicts or differences of opinion during play, lack of interest or fascination, prohibitions from parents or local residents, fatigue during play, and fear of injury or being hurt. These factors can cause children to abandon traditional games and switch to other forms of play. (Edhy Rustan & Ahmad Munawir, 2020). One important developmental factor in playing traditional games is motor development. Each individual experiences different levels of development. (Nurwahida, Sri Maryati, Wulan Nurlaela, Cahyana 2021).

Traditional games are becoming increasingly rare. Rapid technological advancements are one factor contributing to the decline of traditional games as children's favorite pastimes. The lack of play facilities for children is also a reason children no longer play them. (Zuhut Ramdani; Rohyana Fitriani; Rabihatun Adawiyah, 2021).

From the above description, it can be concluded that traditional games have two factors influencing their play: advantages and disadvantages. The advantages are: parents and teachers who encourage children to play traditional games, they are economical, practical and easy to obtain, preserve culture, and have positive benefits and influences.

The disadvantages are: rapid technological development, lack of playmates, disagreements and differences of opinion with playmates, lack of

play equipment, lack of interest, prohibitions by parents or local residents, fatigue while playing, fear of injury and being hurt. Based on the above descriptions, from the definition to the factors that influence traditional games to remain a culture and stimulate development for early childhood, it is concluded that the solution to developing traditional games for children is: (1). Traditional games are used as learning activities in the school environment (2). Traditional games are used as teaching modules for learning activities. (3) There is encouragement or motivation from teachers and parents to play traditional games. (4). Facilitating traditional play equipment as learning media. (5). Providing a sense of comfort and pleasure when playing traditional games. (6). Providing a comfortable space and place so that children can play happily.

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According to Vygotsky in Mutia Ulfa; Na'imah, (2020), child development can be viewed as a process that begins in childhood and continues through preparation for school. This is influenced by the child's strategies for interacting with their social and school environment, as well as the child's initial developmental tasks that must be achieved.

According to Hurlock in Fitria; Budi Utomo; Dwiyanti, (2020), during early childhood, namely ages 2-6, children begin to try to control their environment and learn to adapt socially, which is an important stage in their development.

According to Hurlock in Yusep Mulyana; Anggi Lengkana, 2019, social development involves the process of an individual becoming part of a group by adapting and changing their behavior to be accepted by that group.

According to Hurlock in Aqobah; Ali; Decheline; Raharja (2020), social development is the process of acquiring the ability to behave in accordance with social demands. According to Hurlock, socialization involves three aspects: learning to behave socially according to societal norms, playing expected social roles, and developing social attitudes and behaviors toward other individuals and community activities. Individuals can be categorized into

two groups: those with prosocial behavior (positive and caring for others) and those with nonsocial behavior (less caring or lacking positive social interactions). (Aqobah; Ali; Decheline; Raharja, 2020).

Experts' explanations conclude that children must be trained in social attitudes from an early age because social skills are one of the developments that early childhood children must achieve to thrive in the school environment and their surroundings. Social attitudes can be divided into two groups: prosocial and nonsocial. Prosocial attitudes are positive attitudes possessed by each individual. Prosocial attitudes are stimulated through traditional games. The social aspect of child development is crucial because it relates to interactions and relationships with others, where humans need each other and cannot live independently without the help of others. (Erik Erik; Mela Sari Dewi, 2021).

Prosocial attitudes are crucial in various environments, such as home, school, and community, as they can shape positive child behavior. The experience and insight of parents, teachers, and caregivers also play a crucial role in overcoming the challenges of developing positive prosocial attitudes in children. (Cici Hifni; Masganti Sit, 2024).

Moral and prosocial values play a crucial role in early childhood education through: learning moral values and prosocial character, strengthening moral values in early childhood education (PAUD), and integrating prosocial values into learning. (Silmi Kapatan Inda Robby; Tetty Ekasari; Putri Wulandari, 2024).

Prosocial behavior, which is positive social behavior with beneficial consequences for others, is an important character trait that children must possess and needs to be developed throughout the learning process as part of affective competence. (Rina Lusiana; Narendradewi Kusumastuti; Octavian Dwi Tanto, 2024).

Children's prosocial behavior is crucial because it can encourage positive interactions with friends and others and reduce the potential for future antisocial behavior. Therefore, prosocial behavior is an important part of the social competencies that children must possess. (Lita Ariani; Ceria Hermina; Fikrie, 2023).

The above description can be concluded that prosocial behavior is a positive attitude that must be stimulated in children from an early age so that they can be accepted in their environment as adults and become individuals with prosocial attitudes, for example, doing good, cooperating, and helping each other.

The benefits of children's prosocial behavior include sharing, helping, cooperating, and considering the rights and welfare of others. (Sevi Wahyuni; Putu Aditya Antara; Mutiara Magta, 2020).

The development of prosocial behavior in early childhood has several benefits, including: 1) Playing with peers; 2) Recognizing and responding to friends' feelings; 3) Sharing with others; 4) Respecting the rights, opinions, and work of others; 5) Solving problems in socially acceptable ways; 6) Being cooperative with friends; 7) Demonstrating tolerance; 8) Expressing emotions; and 9) Recognizing and applying etiquette and manners in accordance with local socio-cultural values. (Amalia; Novan, 2023).

Prosocial behavior is task-oriented and has benefits such as the ability to work in a team, creativity, and improved work quality. Essentially, prosocial behavior can be developed and realized through interactions with others. (Diana Vidya Fakhriyani, 2018). Prosocial behavior in play activities is very beneficial and can be applied to children, as they learn to interact, cooperate, share, and tolerate others. (Siti Rizkina Zaida, 2023).

The description above can be concluded that prosocial behavior in early childhood has several benefits, namely: fostering cooperation, helping each other, sharing, tolerance, and responsibility. Factors influencing prosocial behavior include: (1) Innate factors, (2) Habits formed through consistency, (3) Examples of parental behavior, (4) Internalized traits in children, (5) Age, time, and external support. (Berta Laili Khasanah; Pujiyanti Fauziah, 2021).

Early childhood interacts more with parents or family at home than at school, so their development is greatly influenced by interactions with those closest to them, such as parents and siblings, within the family environment. (Isnainingsih & Rohmaiah in Khasanah; Fauziah, 2021).

According to Hurlock in Yusep Mulyawan; Anggi Lengkana, 2019, child development is influenced by three factors: initial factors that form the foundation of development, inhibiting factors that can influence the development process, and impact factors that are the result of this development process.

According to Staub in Santi Dianita; Triyono; Imron Arifin, 2020. Factors influencing the emergence of prosocial behavior include (1) the situation (surrounding circumstances or conditions); (2) temporary states of potential helpers (temporary states of individuals who have the potential to help); (3) relationships with potential recipients of help (relationships with people in need); (4) personality characteristics (individual personality characteristics); and (5) psychological processes (psychological processes occurring within the individual).

According to Eisenberg & Mussen (in Santi and Imron), there are six factors influencing prosocial behavior: (1) the biological state of members or culture; (2) socialization experiences; (3) cognitive processes; (4) emotional responsiveness; (5) personality and gender diversity; (6) situations, conditions, and circumstances.

Based on the above description of prosocial behavior factors, it can be concluded that prosocial behavior can be influenced by the environment, child development factors, and the stimulation provided. To understand the development of prosocial attitudes in early childhood, several solutions are needed, namely: (1) getting used to prosocial behavior; (2). Introducing children to the surrounding environment so they can interact, (3). There are habits and daily routines, teaching good manners to parents and mutual love, (4). Discussing prosocial behavior. (5). Inviting and advising children to behave prosocially. (Maila D.H. Rahiem, 2021).

Stimulation to develop prosocial attitudes includes: parental behavior in helping behavior, parents as facilitators, parents as motivators. (Fitria Khairunnisa; Fidesrinur, 2021). Stimulation to develop prosocial attitudes in children is stimulated through: 1. Helping; 2. Sharing; 3. Cooperating; 4. Having an honest nature; 5. Donating; 6. Understanding the rights and welfare of others; 7. Caring for others. (Dewi; Evi; Sari, 2018).

Stimulation to develop children's prosocial attitudes is by respecting each other, forming self-concept, learning to socialize to be accepted in the environment, respecting and appreciating others, showing appreciation and respect for oneself, showing sympathy, relationships will be close because they feel and understand each other's feelings and needs, and knowing the needs so they do not feel isolated in their social environment. (Rizky Anik Fitriyah; Tri Utami, 2024).

Prosocial behavior involves giving selflessly and without expecting any reward or benefit. Stimulation for developing prosocial attitudes includes: 1) Cooperating with children in implementing prosocial behavior to achieve common goals or complete tasks together, voluntarily and without expecting any direct personal reward. 2) Helping each other in implementing prosocial behavior in early childhood is the child's ability to provide assistance or help to others in need sincerely and without expecting any reward. (Miftahul Jannah Ar; Rusmayadi, A. Sri Wahyuni Asti; 2024).

Based on the above description, it can be concluded that the solution to achieving prosocial attitudes is through engaging in positive activities, stimulated according to age levels to achieve learning objectives.

Characteristics of children aged 4-5 years who achieve prosocial development include learning to develop social relationships by accepting social views, values, and norms. Prosocial behaviors include demonstrating sincerity in positive competitive play, obeying applicable rules in play activities, respecting others, and showing sympathy. (Siera Saharani; Tomas Iriyanto; Nur Anisa, 2021).

The characteristics of prosocial behavior in children aged 4-5 years can be seen from a) children who initially only wanted to be friends with a group of friends, but over time they began to show behavior that was receptive to the presence of new friends in games; b) children who were not yet willing to cooperate in group assignments began to develop a habit of cooperation; c) children who initially did not want to share food or take turns using toys began to share with friends as they grew older; d) children who were not yet concerned about the well-being of their friends began to show concern. (Nanik Farida, 2021).

The prosocial development of children aged 4-5 years is characterized by their ability to acquire knowledge in managing and fully expressing emotions, both positive and negative, being able to build relationships with other children and adults around them, and actively exploring their environment through learning. Children's prosocial development is derived from maturity and learning opportunities from various environmental responses to them. (Aisyah Rodhwa Nisa; Paras Patonah; Yuli Prihatiningrum; Rohita, 2021).

Based on this description, it can be concluded that the characteristics of prosocial behavior in children aged 4-5 years are that they possess knowledge of good attitudes and behaviors, for example, cooperation, compliance with applicable regulations, and respect for others. Children's prosocial behavior can develop well according to maturity, learning opportunities, and environmental responses.

According to Erickson (in Nikmatul Hikmah, 2024), prosocial development in children aged 4-5 years is in the third stage, the initiative and guilt phase, at ages 3-6. This stage involves children experiencing conflict between the desire to take initiative and feelings of guilt for their actions. At this stage, children need to learn to control their feelings and develop a sense of responsibility.

According to Nurul Ayatina; Muhammad Nofan Zulfahmi (2024), developmental milestones can be seen in children's enthusiasm in participating in a series of games, obeying the rules, confidently answering questions posed by educators, and interacting with peers.

According to Hurlock in La Hewi; Intan Indari, 2021, children aged 2-6 years experience a developmental period in which they strive to control their environment and begin to learn to adapt socially. The above description can be concluded that the developmental milestones of children aged 4-5 years include learning to control their feelings and take responsibility. Prosocial behavior emerges from the ages of two to six. Children become familiar with social relationships. The 3-6 age phase is characterized by initiative and guilt. Children's developmental milestones must be stimulated appropriately for their age to achieve learning objectives.

According to Hurlock's perspective in Nikmatul Hikmah (2024), the prosocial development of children aged 4-5 years is as follows: Prosocial behavior with indicators: 1. Cooperation, 2. Positive competition, 3. Giving, 4. Social behavior, 5. Sympathy, 6. Friendliness, and 7. Compassion.

In the Child Development Achievement Level Standards, indicators of prosocial behavior in children include the ability to play with friends, understand and respond to others' feelings, share, respect the rights and opinions of others, and be cooperative, tolerant, and polite. Furthermore, social skills are also important for children to communicate, build relationships, respect themselves and others, and accept and provide constructive criticism. (Aisyah Rodhwa Nisa; Paras Patonah; Yuli Prihatiningrum; Rohita, 2021).

Indicators of prosocial behavior in children aged 4-5 years include (1) Self-awareness, which includes self-confidence and a sense of responsibility for oneself and others. (2) Willingness to share, help, and assist friends. (3) Other prosocial behaviors such as: (1) Showing positive enthusiasm in competitive games; (2) Obeying applicable game rules. (Nurul Ayatina; Muhammad Nofan Zulfahmi, 2024).

The description above can be concluded that several indicators of prosocial behavior in children aged 4-5 years include cooperation, respect for themselves and others, sharing, helping and assisting friends, and obeying applicable rules.

Previous or relevant research plays an important role in scientific research or articles because it can strengthen theories and explain the phenomena of relationships or influences between the variables being studied. (Rudi Ahmad; Aditya Pratama, 2021).

Dea; Djamas, (2020). "Improving Prosocial Behavior in 5-6 Year Old Children through the Traditional Babintingan Game." AUDHI Journal. This study found that prosocial behavior in 5-6 year old children was enhanced and developed through an appropriate and engaging method, namely the traditional Babintingan game. The difference between this study and the study

is that it examined child development stimulated through the Babintingan game and the stages of children's ages 5-6. This study also examined children's development of prosocial behavior through traditional games. The research method used CAR.

Cahyani; Oktaviani; Salma; Sofi; Jennyta; Wahyudin, (2023). "Instilling Character and Cultural Values through Traditional Games in Elementary School Students." Indonesian Journal of Elementary Education. This study shows that the traditional clog game, using the Socratic method, significantly influences students' cooperative character, making them more active, less bored, and more enthusiastic in learning. This study focuses on child development through traditional games, similar to other studies that have explored similar topics. Both studies examined child development through traditional games.

Elizabeth Prima; Putu Indah Lestari, (2021). The Effect of Traditional Game Implementation on Prosocial Behavior in Early Childhood. SINTESA Journal. This study found that children's prosocial behavior can be improved through gifts, rewards, praise, and games designed to foster cooperation. Teachers can guide children by implementing traditional games, which stimulate children to become accustomed to working together. The difference from previous research lies in the focus on the age group of 5-6 years in developing prosocial attitudes through traditional games. This study used a Quasi-Experimental Design method, using a nonequivalent control group design. These studies also examine the development of prosocial attitudes through traditional games.

Nina Angelina; Evi Aviati; Dian Dia Conia, 2022. "Development of a Group Guidance Module Using a Treasure Hunt Game Technique to Improve Prosocial Behavior in Early Childhood." Journal of Education. Journal of Guidance and Counseling. The game-based group guidance module "Treasure Hunt" was developed to enhance prosocial behavior in early childhood. This module is designed as a teaching resource to assist teachers in implementing group guidance in early childhood education (PAUD) or kindergarten. The module's feasibility has been tested by four experts to ensure its quality and effectiveness. Previous research has stimulated prosocial behavior through treasure hunt games and teaching resources. The research method used is Research and Development (R&D). This study also examines the stimulation of children's prosocial behavior development.

Ulfatul Mukarromah; Siti Farida, 2023. "Implementation of Democratic Parenting Patterns in the Success of Prosocial Behavior in Children Aged 5-6 Years in Group B of Miftahul Ulum XXVII Kindergarten, Ambender,

Pegantenan." Tinta Emas. Journal of Islamic Education for Early Childhood. Based on the previous discussion, it can be concluded that parents with prosocial attitudes in Miftahul Ulum XXVII Kindergarten implement democratic parenting patterns. This parenting style is closely related to children's prosocial behavior. Open parents, who provide freedom and supervision, and are firm without pressure, can foster children's self-confidence, responsibility, and voluntary behavior without coercion. Previous research has examined the relationship between democratic parental attitudes toward children and the development of children's prosocial behavior. This study uses a qualitative approach. Both studies examined the development of children's prosocial behavior.

Ahmad Maujuhan Syaha; Hadi Ismanto, 2022. "Cultivating Prosocial Behavior in Early Childhood Through Children's Stories on YouTube." JCE (Journal of Childhood Education). The results of this study demonstrate that YouTube, as a medium for fostering prosocial behavior in early childhood, has many benefits. The authors concluded from several interviews and observations at Al-Muhtadi Preschool: focus, listening, sharing, caring, and helping. Previous research has stimulated prosocial behavior through children's stories on YouTube. This study used qualitative methods. Both studies also examined the development of prosocial behavior in early childhood.

This study shows that through traditional games, it is possible to train prosocial attitudes in children aged 4-5 years. There are differences in previous studies, namely in developmental achievements, research methods used, games played and the age stages of children. The similarities in this study are the achievements in the development of prosocial attitudes carried out through traditional games.

Thinking Framework Table



The conceptual framework table shows that the research on traditional games to develop children's prosocial behavior used two cycles, each with three stages: initial conditions, action, and final conditions. In the initial conditions, traditional games were not yet integrated into the learning process. In the achievement of prosocial behavior, traditional games were rarely used. In the action stage, teachers played traditional games to develop prosocial behavior in children aged 4-5 years. In cycle 1, the children played traditional games like cat-and-mouse and gobak-sodor, and in cycle 2, the children played clogs and tug-of-war. In the final conditions, it was found that traditional games could develop prosocial behavior in children aged 4-5 years at the Annisa Kindergarten (KB Annisa) in Cirebon City.

METHOD

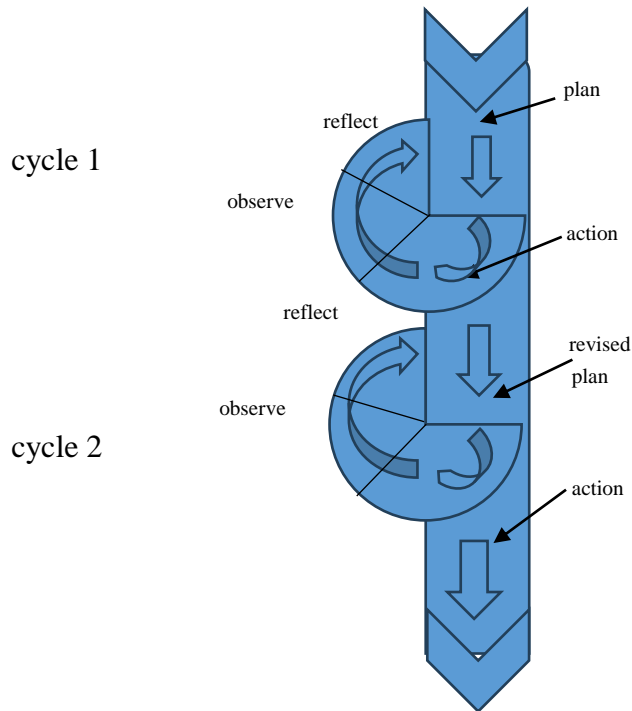
This research on traditional games to develop prosocial behavior in children aged 4-5 years at the Annisa Kindergarten used the CAR approach. The purpose of CAR is to improve the quality of education or teaching provided by teachers. The expected impact is to eliminate classroom problems related to the teaching and learning process. (Fahmi et al., 2021). Costello, in Fahmi et al. (2021), explains that action research is variously referred to as a process, investigation, approach, spiral process, and cycle.

This research, using traditional games to develop prosocial attitudes in 4-5 year old children at the Annisa Kindergarten, uses quantitative data. Quantitative data consists of numbers or numerical symbols, whether obtained from measurements using instruments provided during the research or from converting qualitative data into quantitative data. (Fahmi et al., 2021).

This research design uses John Elliot's design model because it is easier to understand in implementing Action Research (PTK). The stages include planning, implementation, observation, and reflection. This research involves two cycles. The PTK cycle aims to revise, for example, competencies, processes, situations, work methods, and systems. (Fahmi et al., 2021).

The cycle or iterative process in action research activities is described as follows:

PTK Cycle



John Elliot (Fahmi; dkk, 2021).

1. Research Location

The research location was the field surrounding the school, and the study period was six months. The study was aimed at children in Group A, ages 4-5, at the Annisa Kindergarten in Cirebon City. The researcher taught Group A, ages 4-5, at the Annisa Kindergarten. The researcher found that traditional games were not yet integrated into the learning process at the Annisa Kindergarten. The study also found that traditional games were rarely used in the development of children's prosocial attitudes at the Annisa Kindergarten. What positive impacts do traditional games have on children at the Annisa Kindergarten?

2. Research Timeline

No.	Activity	Month						Description
		August	December	January	February	March	April	
1	Guidance Decree							
2	Problem Formulation							
3	Guidance for							

	Chapter I							
4	Guidance for Chapter II							
5	Guidance for Chapter III							
6	Research Instrument Development							
7	Data Collection							
8	Data Processing							
9	Guidance for Chapter IV							
10	Follow-up Guidance and Final Stage Preparation							

3. Data Collection

According to Elliot (1991) in Fahmi (2021), there are four stages in CAR: planning, action, observation, and reflection. In the study of traditional games to train prosocial attitudes, several stages were used. The stages in CAR include planning, action, observation, and reflection, as described below:

a. Planning.

The planning carried out in this study included:

- 1) Creating a lesson plan containing traditional game playing activities and assessment sheets.
- 2) The media used are wooden clogs, consisting of two players per pair of clogs. Two pairs of clogs are used, and a rope approximately 10 meters long is required, with one roll of rope required. Gobak Sodor requires a line to separate the players. Cat-and-mouse games do not require any media; players are only 4-5 years old.
- 3) The playground is located on the school field.
- 4) Subjects are children aged 4-5 years at Annisa Kindergarten.
- 5) Prepare a research permit letter for Annisa Kindergarten.
- 6) Documentation tools to document each game activity.

b. Implementation of Actions.

The implementation of this research is as follows:

- 1) Activities are held every Thursday at 8:00 a.m. WIB.

- 2) Children pray together before learning activities.
- 3) Children warm up by doing rhythmic gymnastics before participating in traditional games.
- 4) For the clog game, the children were divided into two groups: boys and girls. They took turns playing the clog game, with two people playing each pair of clogs.
- 5) For the rope game, the children were divided into two groups: group 1 on the right, group 2 on the left.
- 6) For the cat-and-mouse game, the children formed a circle, with one person playing the mouse and one playing the cat. The others formed a circle, holding hands to form a cage.
- 7) For the gobak sodor game, five children served as field guards, positioned along lines drawn by the teacher. Ten children played the game, taking turns, depending on the children's preferences for guard or player roles.
- 8) Evaluation of the stimulation of traditional games aimed at developing prosocial behavior in children aged 4-5 years at Annisa Kindergarten.
- 9) The teacher was assisted by two assistant teachers to accompany the children while playing and document each of their activities.

c. Observation.

Researchers take field notes to obtain valid data as a reference for revisions in the next cycle. Observations are conducted during the implementation of classroom actions by taking field notes, recording, or documenting findings that emerge during the process.

d. Reflection.

Reflection is the activity of re-evaluating the implementation of research or actions. At this stage, researchers or teachers identify areas for improvement. Reflection also includes an analysis of the strengths and weaknesses of the research results. If the research is conducted in multiple cycles, researchers need to plan next steps based on the results of the reflection. The results of the reflection are used to improve actions in the next cycle until the objectives are optimally achieved. This process is repeated until the desired results are achieved. Reflection on the research on traditional games to train children's prosocial attitudes was carried out optimally during the implementation of the actions. The measurement results obtained were compared with the initial results. Through traditional games, it is hoped that results will be achieved in accordance with the achievement level of 80%.

Reflection provides a snapshot of the initial conditions, allowing for optimal implementation of changes during the action. Observations can then be conducted to measure the effectiveness of the action. The measurement results should be compared with the initial results. If an improvement is found, the action implemented was appropriate as a solution to the problem. However, if the desired outcome has not been achieved, revisions are necessary for the next cycle. Revisions or improvements will continue until the desired results are achieved. Thus, achieving the objectives of optimal research in CAR determines the implementation of the cycle.

From the above description, the researcher can conclude that reflection on the study of traditional games to train children's prosocial attitudes was implemented optimally during the action implementation. The measurement results were compared with the initial results. Through traditional games, it is hoped that results will be achieved, with an achievement level of 80%.

The study of traditional games to train children's prosocial attitudes at the Annisa Kindergarten (KB Annisa) involved data collection through observation and documentation.

a. Observation

This study conducted direct, careful and precise observations to monitor the achievements of 15 children aged 4-5 at the Annisa Kindergarten.

b. Documentation

Documentation was also conducted by collecting photos and videos of activities to record the entire research process.

The validity of this research data was conducted naturally, based on field observations of students. Triangulation was used to enhance data validity, including direct observation of students, documentation of play activities, and play activity test results. Using multiple data sources makes the research results more valid and reliable.

By considering these aspects, the validity of the data in this study can be ensured, so that the results can achieve the expected level of achievement and provide knowledge and insight into traditional games to develop prosocial attitudes in children aged 4-5 years at the Annisa Kindergarten.

Table of Prosocial Attitude Indicators for Children Aged 4-5 Years

No.	Inventor/Expert	Indicator
1	Hurlock in Nikmatul Hikmah, 2024.	Collaboration
2	Aisyah; Paras; Yuli; Rohita, 2021.	Ability to play with peers
3	Nurul Ayatina; Muhammad	- Obeying the rules of a game.

From the table above, research indicators found in traditional games to develop prosocial attitudes in children aged 4-5 years at Annisa Kindergarten include: cooperative attitudes, the ability to play with peers, obeying the rules of a game, self-confidence and responsibility.

According to Fahmi (2021), quantitative data is data in the form of numbers. Quantitative data analysis in Classroom Action Research (CAR) can be conducted descriptively by calculating:

- a. total.
- b. average.
- c. percentage.
- d. smallest value, and
- e. creating graphs.

Data analysis uses student percentages calculated based on the scores obtained, and the percentage of learning completion using the formula:

$$\text{Percentage} = a/b \times 100\%$$

Where : a = Number of students meeting the criteria
 b = Total number of students

Table of Independent Curriculum Development Achievements

No.	Success Rate	Achievement Stage	Score
1	< 25%	Not Yet Emerged	★
2	> 80%	Emerged	★★

The table above shows that if a student's success rate is less than 25%, the developmental achievement stage has not yet emerged, with a one-star score (★). If the success rate is more than 80%, the developmental achievement stage has emerged, with a two-star score (★★).

RESULTS AND DISCUSSION

1. Research Result

The study of traditional games to develop prosocial behavior in 4-5 year-old children at the Annisa Kindergarten (KB Annisa) obtained results based on observations. This study was a classroom action research. This research was deemed appropriate and effective because it focused on classroom problems, addressed learning issues, and addressed research objectives aligned with the

research problem formulation. Based on the research problem formulation, the research objectives are as follows:

To determine the initial abilities of pre-cycle children in traditional games to develop prosocial behavior in the learning process at the Annisa Kindergarten. This study addressed the research objective of traditional games to develop prosocial behavior in 4-5 year-old children at the Annisa Kindergarten in Cirebon City. This study was conducted in the school environment with Group A students, taking place on the school field and schoolyard. The children were introduced to several traditional games discussed in the study, using traditional game media such as clogs, rope, and others. Traditional games have not been integrated into the learning process at the Annisa Kindergarten, which is one of the research focuses.

Initial observations found that the learning activities carried out at KB Annisa to train prosocial attitudes in children aged 4-5 years still use APE games, namely playing with blocks, according to children's interests, stacking blocks, forming buildings according to their imagination either in groups or individually, playing with synthetic sand, by forming sand using molds, and weaving banana leaves, from some of these activities the children only know the games in the classroom, to train prosocial attitudes the class teacher invites children to play using traditional games, several media are also introduced to children such as clogs, ropes, etc., and also the class teacher as a researcher introduces how to play the media, some children asked questions and their curiosity arose about traditional games, but many were still not interested and did not respond to traditional games, this indicates that there is no integration of traditional games in KB Annisa. Some traditional games played by children at KB Annisa group A aged 4-5 years are cat-and-mouse games, gobak sodor games, clogs, gobak sodor games. Researchers invited the children to play directly using the provided play equipment. However, the children were still reluctant to participate in the traditional games provided by the teacher. Their achievement level was still below 25%, with a 1-Star (□) achievement level, or "Not Yet Emerging." Playing with blocks, synthetic sand, and weaving banana leaves served as benchmarks for developing prosocial behavior in children. These strategies will serve as the initial conditions for the pre-cycle phase of the study, which will be used as research material for Group A children aged 4-5 years to develop prosocial behavior in the Annisa Kindergarten.

Table 4.1 Developmental Achievements for Initial Conditions for the Pre-Cycle Phase

No	Student Name	Developmental Outcome Indicator								Total Score
		Child can cooperate		Child can play with peers		Child can obey the rules of the game		Child is confident and responsible		
		BM	M	BM	M	BM	M	BM	M	
1	Al	1		1		1		1		4
2	Ad	1		1		1		1		4
3	Asa	1		1		1		1		4
4	Asq	1		1		1		1		4
5	Alv	1		1		1		1		4
6	Fa	1		1		1		1		4
7	Fth	1		1		1		1		4
8	Rfq		2		2		2		2	8
9	Ras	1		1		1		1		4
10	Sa		2		2		2		2	4
11	Kel		2		2		2		2	8
12	Ts	1		1		1		1		4
13	Gv	1		1		1		1		4
14	Er	1		1		1		1		4
15	Qw	1		1		1		1		4
Total Score		12	6	12	6	12	6	12	6	54

Description : a = number of students meeting the criteria

b = total number of students

The initial research results indicate a = 3 children, b = 15 children.

$$\begin{aligned} \text{Percentage} &= a/b \times 100\% \\ &= 3/15 \times 100\% \\ &= 0.2 \end{aligned}$$

Converted to a percentage = $0.2 \times 100 = 20\%$

The results of the initial pre-cycle research obtained an average of 20%, with the achievement stage not yet appearing or a 1-star score (★).

This describes the implementation of traditional games to train prosocial attitudes in children aged 4-5 years at Annisa Kindergarten. The research on traditional games to train prosocial attitudes in children aged 4-5 years at Annisa Kindergarten involved two cycles. The two cycles took four weeks to

complete: cycle 1 took two weeks, and cycle 2 took two weeks. Each week consisted of five days of learning activities. The following is a table of manipulation actions for each cycle:

Table 4.2 Cycle 1, Week 1

No.	Day Activity	Game	Time
1	Monday	Kucing-Kucingan	30 minutes
2	Tuesday	Kucing-Kucingan	30 minutes
3	Wednesday	Gobak Sodor	30 minutes
4	Thursday	Gobak Sodor	30 minutes
5	Friday	Gobak Sodor	30 minutes

Table 4.3 Cycle 1, Week 2

No.	Day Activity	Game	Time
1	Monday	Kucing-Kucingan	35 minutes
2	Tuesday	Kucing-Kucingan	35 minutes
3	Wednesday	Gobak Sodor	35 minutes
4	Thursday	Gobak Sodor	35 minutes
5	Friday	Gobak Sodor	35 minutes

Table 4.4 Cycle 2, Week 1

No.	Day Activity	Game	Time
1	Monday	Bakiak	40 minutes
2	Tuesday	Bakiak	40 minutes
3	Wednesday	Tarik Tambang	40 minutes
4	Thursday	Tarik Tambang	40 minutes
5	Friday	Tarik Tambang	40 minutes

Table 4.5 Cycle 2, Week 2

No.	Day Activity	Game	Time
1	Monday	Bakiak	45 minutes
2	Tuesday	Bakiak	45 minutes
3	Wednesday	Tarik Tambang	45 minutes
4	Thursday	Tarik Tambang	45 minutes
5	Friday	Tarik Tambang	45 minutes

Table 4.4 Cycle 1 Developmental Achievements

No	Student Name	Developmental Outcome Indicator								Total Score
		Child can cooperate		Child can play with peers		Child can obey the rules of the game		Child is confident and responsible		
		BM	M	BM	M	BM	M	BM	M	
1	Al	1		1		1		1		4
2	Ad	1		1		1		1		4
3	Asa		2		2		2		2	8
4	Asq		2		2		2		2	8
5	Alv		2		2		2		2	8
6	Fa	1		1		1		1		4
7	Fth	1		1		1		1		4
8	Rfq		2		2		2		2	8
9	Ras	1		1		1		1		4
10	Sa		2		2		2		2	8
11	Kel		2		2		2		2	8
12	Ts	1		1		1				4
13	Gv	1		1		1		1		4
14	Er	1		1		1		1		4
15	Qw	1		1		1		1		4
Total Score		9	12	9	12	9	12	9	12	
Total Number of Indicators		18		18		18		18		84

Where a = number of students meeting the criteria

b = total number of students

The results of the first cycle of research indicate that

a = 6 students, b = 15 students

$$\begin{aligned} \text{Percentage} &= a/b \times 100\% \\ &= 6/15 \times 100\% \\ &= 0.4 \end{aligned}$$

Converted to a percentage = $0.4 \times 100 = 40\%$

The results of the first cycle of research yielded a developmental achievement of 40%, with developmental stages still not yet emerging.

The research was implemented in accordance with the learning plan through two cycles, with cycle 2 resulting in an average increase in developmental achievement of 80%.

Table 4.5 Cycle 2 Developmental Achievements

No	Student Name	Developmental Outcome Indicator								Total Score
		Child can cooperate		Child can play with peers		Child can obey the rules of the game		Child is confident and responsible		
		BM	M	BM	M	BM	M	BM	M	
1	Al		2		2		2		2	8
2	Ad		2		2		2		2	8
3	Asa		2		2		2		2	8
4	Asq		2		2		2		2	8
5	Alv		2		2		2		2	8
6	Fa	1		1		1		1		4
7	Fth	1		1		1		1		4
8	Rfq		2		2		2		2	8
9	Ras		2		2		2		2	8
10	Sa		2		2		2		2	8
11	Kel		2		2		2		2	8
12	Ts	1		1		1		1		4
13	Gv		2		2		2		2	8
14	Er		2		2		2		2	8
15	Qw		2		2		2		2	8
Total Score		3	24	3	24	3	24	3	24	108
Total Number of Indicators		27		27		27		27		

Where a = number of students meeting the criteria

b = total number of students

The results of the second cycle of research indicate that

a = 12 children, b = 15 children

Percentage = $a/b \times 100\%$

= $12/15 \times 100\%$

= 0.8

Converted to a percentage = $0.8 \times 100 = 80\%$.

The results of the second cycle of research yielded a developmental achievement of 80%, with developmental stages emerging. Stage 2 yielded a

developmental achievement of 80%. This developmental achievement was achieved in the learning activities expected by the researcher, in the study of traditional games to train prosocial attitudes in 4-5-year-old children at the Annisa Kindergarten.

This study describes the results of implementing traditional games to train prosocial attitudes in 4-5-year-old children at the Annisa Kindergarten in Cirebon City. The study of traditional games to train prosocial attitudes in 4-5-year-old children at the Annisa Kindergarten produced results consistent with the level of developmental achievement. This research was conducted in two cycles. Cycle 1 achieved a 40% achievement rate, indicating that the results in cycle 1 still did not meet the learning objectives. The research continued with cycle 2. During cycle 2, the children were able to participate in the learning activities provided by the teacher according to the instruments in the lesson plan. The achievement rate in cycle 2 resulted in 80% achievement, indicating that cycle 2 demonstrated a level of achievement in the learning activities of traditional games to develop prosocial attitudes in children aged 4-5 years at the Annisa Kindergarten in Cirebon City.

Image of Traditional Bakiak Game



Image of Traditional Tarik Tambang Game



Image of Traditional Kucing-Kucingan Game



Image of Traditional Gobak Sodor Game



CONCLUSION

Research on traditional games to develop prosocial behavior in 4-5 year-old children at the Annisa Kindergarten was conducted in two cycles. Cycle 1 achieved a 40% achievement rate and cycle 2 achieved an 80% achievement rate, thus meeting the criteria for child development indicators: cooperation, play with peers, obey rules, and demonstrate self-confidence and responsibility. The research on traditional games to develop prosocial behavior in 4-5 year-old children involved traditional games like gobak sodor, cat and mouse, clogs, and tug of war.

The lack of integration of traditional games into the learning process at the Annisa Kindergarten was one of the focuses of this study. Initial observations found that from the learning activities carried out at KB Annisa to train the

prosocial attitudes of children aged 4-5 years still use APE games, namely playing blocks, according to the interests of children stacking blocks, forming buildings according to their imagination either in groups or individually, playing synthetic sand, by forming sand using molds, and weaving banana leaves, from some of these activities children only know the games in the classroom, to train prosocial attitudes the class teacher invites children to play using traditional games, some media are also introduced to children such as clogs, ropes, etc., and also the class teacher as a researcher introduces how to play the media, some children ask questions and their curiosity arises about traditional games, but there are still many who are not interested and do not respond to traditional games, this indicates that there is no integration of traditional games at KB Annisa. Some traditional games played by children at KB Annisa group A aged 4-5 years are cat-and-mouse games, gobak sodor games, clogs, gobak sodor games. Researchers invited children to play directly using the provided play equipment. However, the children were still reluctant to participate in the traditional games provided by the teacher. The achievement level was still less than 25%, with the achievement stage being 1 Star (□) or Not Yet Emerging. Playing with blocks, synthetic sand, and weaving banana leaves served as benchmarks for achieving children's prosocial behavior. These were used as initial conditions for the pre-cycle research in Group A children aged 4-5 years to train their prosocial behavior at the Annisa Family Planning Center (KB Annisa).

This article describes the implementation of traditional games to train prosocial behavior in children aged 4-5 years at the Annisa Family Planning Center. The research on traditional games to train prosocial behavior in children aged 4-5 years at the Annisa Family Planning Center (KB Annisa) involved two cycles. The two cycles took four weeks, with cycle 1 taking 2 weeks and cycle 2 taking 2 weeks. Each week consisted of five days of learning activities. Describing the Results of the Implementation of Actions in Traditional Games to Train Prosocial Attitudes of Children Aged 4-5 Years at KB Annisa, Cirebon City. Research on traditional games to train prosocial attitudes of children aged 4-5 years at KB Annisa obtained results in accordance with the level of developmental achievement. This research was conducted through 2 cycles. Cycle 1 obtained an achievement result of 40%, which stated that the results in cycle 1 still did not meet the level of achievement in the learning activities. The research continued with cycle 2, in the implementation of cycle 2, children were able to participate in learning activities provided by the teacher according to the instruments in the RPP. The level of achievement in cycle 2 resulted in 80% achievement, which stated that cycle 2 had shown the

level of achievement in learning activities of traditional games to train prosocial attitudes of children aged 4-5 years at KB Annisa, Cirebon City.

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