

Pro-Social Stimulation based on Behavior Problems to Develop Children's Social Skills in Kindergarten

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Abstract

The tendency of Indonesian children's social behavior today is bullying behavior, children do not respect their parents, do not have empathy for friends. Stimulation of pro-social behavior is carried out by dominant schools through cooperative learning, role playing, playing with traditional games, using media and through habituation activities. This stimulation cannot be used in integrated learning. The aim of this research is to develop a model of social behavior stimulation in Kindergarten that is valid, practical, and effective; which is expected to help teachers develop their students' social skills well. The development model that will be used in this study is the ADDIE Model, the research stages are analysis, design, development, implementation, and evaluation. The results of the analysis confirm that a proper pro-social behavior stimulation model is needed in developing children's social skills. Stimulated social skills include patient behavior, sympathy and empathy, respect for friends, sharing, working in groups and familiar behavior seen in the playing process. The results of the effectiveness test by comparing the control class and the experimental class. The average post-test score was 24.9, which was higher than the control class, which was 23, meaning that the model stimulated social skills. The results of the Mann Whitney U test obtained a value of 0.03 or <0.05 so that there was a significant effect from the treatment. The results of the assessment at the evaluation stage showed that the developed model books and teacher guides proved to be valid, practical and effective for use by Kindergarten teachers.

Keywords: behavior problem, develop children's, pro-social stimulation, social skills in kindergarten

1. Introduction

Technological developments and the current flow of globalization have an impact on adults and children. Today's children's daily lives are characterized by the presence of technology in their lives. Unintentionally, technology is also very close to them, even accompanies them on a daily basis. Technological developments and the flow of globalization have an adverse impact on children's pro-social development. Technology opens up space for children to know various things, starting from watching videos, pictures and shows of adults, but many of these shows and shows have a negative impact on children because the age of the child is not yet able to filter out shows and shows that are inappropriate for children. Early childhood who has a high curiosity and likes to imitate, children will make watching and whatever they see as their behavior, so negative behavior appears dominant.

Fact that currently children tend to behave anti-socially (Achmad et al., 2017), bullying behavior at school (Octavia et al., 2020) trampling on friends' supplies (Sulis, 2016) and children accessing pornography (Zahrah et al., 2017). Even the results of research (Ajarita, 2021; Anisa et al., 2014) antisocial behavior of children aged 4-5 years is that children are difficult to manage, like to fight, disobedient, like to destroy, lie, steal, and have temper tantrums or tantrums. Other findings also describe anti-social behavior in early childhood in the form of cursing, hitting, threatening, temper tantrums, whiny, dishonest, unable to (patiently) queue (Rahayu, 2017) and pushing friends to the ground (Mubarak, 2016).

Pro-Social is characterized by children having lots of friends, activities filled with positive things, having good empathy, liking to help and helping others regardless of race, ethnicity, nation or religion. Therefore, Pro-Social needs to be stimulated from an early age, because at an early age is the time when children will build their identity

to become a better person in the future. This age is often referred to as the golden age, where at this age children will very easily receive stimulation quickly from their environment. The emphasis is, this period cannot be repeated at a later age. The stimulation provided also affects the development of development in other aspects. The importance of this Pro-Social stimulation is very helpful in developing children's social skills, cognitive, language skills, motor skills, moral and religious abilities and children's multiple intelligences (Brotherson, 2015; Özerk, 2015; Ryalls et al., 2016; Stichter et al, 2017).

Pro-Social behavior will make it easier for children to relate to their social environment (Motamedi, 2020; Obaki, 2017; Oliver, 2016; Zakharova et al., 2020). Pro-Social also helps children prepare themselves to be in the middle of society at the next age, therefore there is a great need for Pro-Social stimulation from an early age. (Hurlock, 1978; Marlina, 2014; Nasution, 2016) explains that Pro-Social is part of social activities, where children can work together in completing activities and tasks together. Children with good Pro-Social will be very easy to socialize with others. Regarding the importance of Pro-Social, it is very important for parents to do this at home and teachers at school because the right stimulation is needed in the child.

he sociocultural perspective explains that the meaningful social activities carried out by children today will become provisions for them in the future. Activities carried out by children are of course based on stimulation that is appropriate to their development (zone proximal development) and reach standards within the ZPD range to help develop attitudes towards a better direction (Vygotsky). Ideally, pro-social stimulation by teachers in schools is carried out with reference to the characteristics of child development, carried out continuously and integrated with the stimulation of the development of other abilities. For Kindergarten age, Pro-Social stimulation is carried out by the teacher in line with the principles of learning in Kindergarten.

The social behavior stimulation models carried out by previous research are through role playing, traditional games, cooperative learning methods, outdoor learning learning methods, powerpoint learning media and through collective ritual habituation activities (R. D. Astuti, 2019; W. Astuti & Nugroho Jati, 2015; Damayanti & Wahyuningsih, 2014; Handayani et al, 2013; Islamy et al., 2020; Junaedah et al., 2020; Kusumaningtyas, 2012; Nasution, 2016; Ngadilah, 2012; Sulastri et al., 2013; Wardhani et al., 2021 ; Yansaputra & Pangestika, 2020). Based on the results of the research above, the tendency that arises in Pro-Social stimulation is carried out through cooperative learning, role playing, playing with traditional games, using media and through habituation activities. This is very different from the social learning theory proposed by Bandura which emphasizes that human behavior in terms of reciprocal interactions must be continuous between cognitive, behavioral and other intelligences.

Prosocial behavior is very important for the future of children, therefore schools must carry out a process of stimulation and have a model of stimulation so that antisocial behavior does not dominate children. Therefore this study was designed to develop a problematic behavior-based pro-social stimulation model to develop children's social skills in Kindergarten. This model is considered more effective in helping kindergarten teachers in pro-social stimulation of childrens.

2. Theoretical framework of the research

Social skills play an important role in one's life. Children who are socially skilled will be more successful in their future lives than children who have no/less social skills. Many definitions of social skills have been put forward by researchers [1]–[4]. From the various definitions that have been put forward, social skills can be interpreted as a person's ability to adapt in various social environments, build harmonious social relations through behavior that is acceptable to their environment, avoid unacceptable behavior that allows conflict to arise, and support positive social relations. These social skills cover various aspects of skills, such as communication skills [2], [5], starting and maintaining relationships, working together, controlling emotions, solving problems [6], and empathizing [3].

Social skills are very important for someone because they are considered the basis of reasoning skills, critical thinking, and logical thinking [7]. Therefore, improving children's social skills is very important for their personal and professional development, because improving these social skills helps children to become better builders of human relations [8]. Children with high social skills can have wider alternatives for their future lives compared to children who have low social skills or lack social skills [9]. Those with high social skills will be successful in

carrying out their lives as adults; vice versa. Therefore, providing education to acquire the social skills needed by children in every step of their life is very important.

The development of these social skills needs to be done from an early age. According to [2], [10], the preschool period is a critical time for children to acquire the social skills necessary for them to become socially competent individuals. Social skills acquired in childhood will have a strong influence on social, emotional and academic abilities later in life. In accordance with the level of growth and development, the growth and development of children's social skills at an early age can be done through stimulation of social behavior [3], [11].

The successful development of children's social skills at school, especially in Kindergarten (TK) must be carried out by the teacher by taking into account the characteristics of child development, carried out continuously, and integrated with the development of other abilities [4]. From the results of a study of the social behavior stimulation models that have been developed by researchers, it is found that these stimulation models place more emphasis on role playing, traditional games, cooperative learning methods, outdoor learning methods, PowerPoint learning media, and through collective ritual habituation activities [12]–[18]. The stimulation model that has been developed still has limitations, which can only be done under certain conditions. Social behavior needs to be stimulated according to the stages of child development, directed, continuous and comprehensive; so that the stimulation of social behavior becomes more effective.

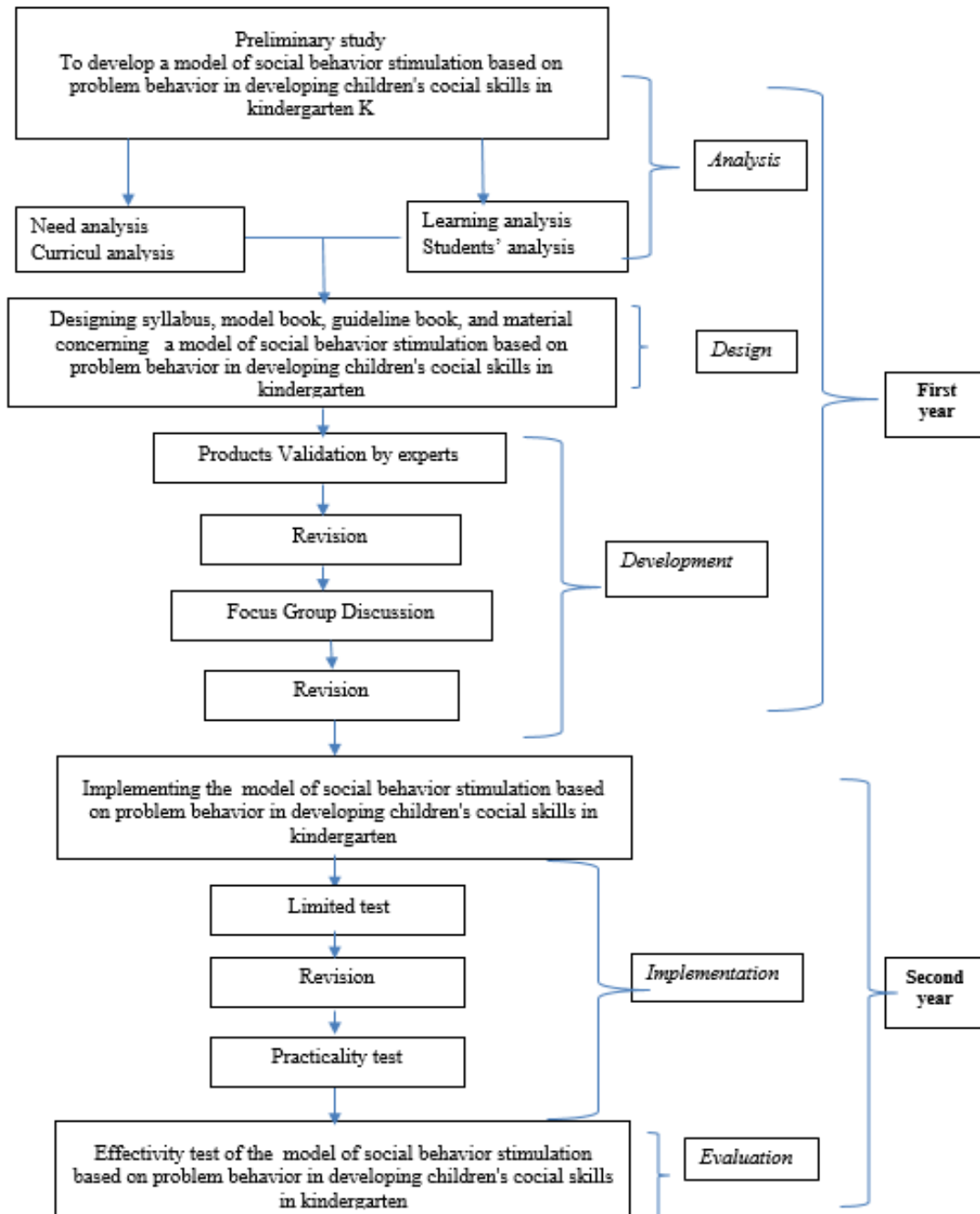
The problem behavior-based social behavior stimulation model that will be developed is thought to be more effective than the previously developed models, because this model, in addition to paying attention to child development, is also carried out in a directed, comprehensive manner, based on real problems, and also stimulates children to think. critical [19], [20]. Stimulation of social behavior based on problem behavior is based on constructivist learning theory [21], [22], with the following characteristics: (1) understanding is obtained from interaction with problem scenarios and the learning environment; (2) the struggle with problems and the process of inquiry into problems, creating cognitive dissonance that stimulates learning; and (3) knowledge occurs through a process of collaboration, social negotiation, and evaluation of the existence of a point of view. The social stimulation model developed based on this constructivist learning theory will stimulate children with real behavioral problems that children encounter in everyday life. After children are stimulated with real behavioral problems, children are invited to look at these problems through their critical thinking, are given opportunities and freedom of opinion according to their level of thinking ability, are directed, and are also trained to work together with their friends.

From the description above, it can be seen that the problem behavior-based social behavior stimulation model is more comprehensive, directed, continuous, and real. In addition, the skills that will be developed are not only social skills, but also other skills that children need for their future life. Furthermore, behavioral problems that are stimulated in children will be easier to understand, children will be trained to think critically and argue according to the level of development of their thinking, and also be trained to work together with their friends. Through such a stimulation process, it will give a deep and comprehensive impression and understanding to the child, so that what is stimulated to the child will imprint on his heart or will enter his long-term memory, which will then become the basis for the child to develop social skills, and other skills at the next stage of development.

This social skill stimulation model cannot be carried out by the teacher, but must be prepared carefully beforehand. Before applying this social behavior stimulation model, the teacher must: (1) determine the social behavior stimulation indicators first so they don't get out of the basic of the child's social development; (2) identify behavior problems that often arise in children's behavior; (3) determine the material to be developed to improve child behavior problems, in accordance with the ongoing theme or conditions that occurred at that time; (4) integrate problem behavior into the daily learning implementation plan, so that daily learning implementation plan will show problem behavior as an important part of each learning activity (children's activity) and ability components that will become learning objectives; and (5) preparing daily learning implementation plan by using a social behavior stimulation model based on problem behavior.

3. Methods

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- The development model used is the ADDIE model. This model was chosen because the steps are practical and suitable for developing a model of stimulating social behavior of children in kindergarten in order to develop their social skills.
- The ADDIE model consists of 5 steps, namely analysis, design, develop, implementation, and evaluation. The stages of ADDIE development and the activities to be carried out at each stage can be seen in Figure below



- The data to be collected and the instruments used can be seen in the following table

Table 1: Stages of Development, Activities, Instrument, and the Objectives

No	Development Stages	Activities	Instruments	The Objective
1	Analysis	<ul style="list-style-type: none"> - Need analysis - Curriculum analysis - Learning analysis - Students analysis 	<ul style="list-style-type: none"> - Interview guidelines - Interview guidelines - Observation guideline 	Obtain initial information in the context of model development
2	Design	<ul style="list-style-type: none"> - Designing instrument validity and reliability test sheets - Designing the products 	<ul style="list-style-type: none"> - Instrument validity and reliability test sheets - Interview guidelines 	To get information about the validity and reliability of the instrument, and to get additional information about the product design being developed
3	Develop	<ul style="list-style-type: none"> - Develop RPPH - Develop model book, guideline book, and material book - Validity test of the model, guidelide, and material - Focus Group Discussion 	<ul style="list-style-type: none"> - Instrument validity test for model book, guideline book, and material book 	Obtain an assessment of the accuracy or validity of the products developed from experts
4	Implementation	<ul style="list-style-type: none"> - Peroduct trialk - Practicality test of the products 	<ul style="list-style-type: none"> - Lembar wawancara - Lembar observasi 	Get an information about the practicality of the product
5	Evaluasion	<ul style="list-style-type: none"> - Effectivity test of model 	<ul style="list-style-type: none"> - Social behavior measuring scale 	Get an information about the eof the effectivity of model

The data collected is quantitative and qualitative data. The data from the validity and practicality tests were analyzed using the Kappa Cohen formula, while the practical data from the implementation aspect were analyzed using the percentage and level of achievement techniques. Quantitative data from the effectiveness test were processed using t-test statistics. While the qualitative data obtained from the results of interviews and observations, were processed through the stages of data reduction, data presentation, and drawing conclusions..

4. Results

Analysis

1. Need Analysis

From the needs analysis, through observations at UNP Kindergarten and 2 Pertiwi Kindergartens, and interviews with several teachers at those kindergantens, several things were found:

- a. Children's social behavior has not developed optimally. This can be seen from the fact that there are still many children who do not want to share, to work together, and to follow the rules; they play alone and do not want to hang out with friends or even the teacher. The results of the interview can be seen in Table 2

Tabel 2: Data on the development of social behavior of Kindergarten children in Padang City

No	Observed children's social behavior	Growing Properly (4)	Growing as Expected (3)	Start Growing (2)	Undeveloped (1)
1	Behavior of working together in groups			70 %	30 %
2	Positive competitive behavior			65 %	35%
3	Sharing behavior			60 %	40%
4	Respectful behavior toward friends			50 %	50%
5	Sympathetic behavior towards friends			65%	35%
6	Empathic behavior towards friends			50%	50%
8	Behavior can feel that he/she needs other people			60%	40%
9	Imitative positive behavior			70%	30%
10	Behavior of having playmates (Attachment)			40%	60%

- b. The process of stimulating social behavior is carried out by the teacher regularly, but it is not integrated with the development of other aspects, so that the emphasis on stimulating social behavior is not fundamental for children.
- c. There is no learning specifically designed for the stimulation of social behavior.
- d. There is no comprehensive early childhood social behavior stimulation model.
- e. Teachers inconsistent in assessing children's behavior, such as social behavior stimulation that is carried out routinely without any developmental assessment.
- f. Children tend to let their friends play alone
- g. From these findings, a need of a process of stimulating appropriate and comprehensive social behavior is needed that can not only develop children's social abilities, but also cognitive, language, motor, moral, and religious abilities. In other words, a social stimulation model is needed that is able to develop children's multiple intelligences

2. Analysis of Curriculum

Based on the analysis of Core Competency (KI-2) social attitudes and Basic Competency, it can be determined the scope of development of social skills of children aged 5-6 years is described in Table 3.

Table 3. Indicators of the development of social skills of children aged 5-6 years

Basic Competencies	Indicators	Objectives
Have a behavior that reflects a patient attitude (willing to wait their turn, willing to listen when others speak) to practice discipline	- Children behave patiently	- Children are able to show patient behavior in queues
Have a behavior that reflects a caring attitude and willing to help when they were asked	- Children have sympathetic behavior towards friends - Children have empathy behavior towards friends	- Children are able to show sympathetic behavior towards friends

		- Children are able to show empathy behavior towards friends
Have behavior that reflects respect and tolerance for others	<ul style="list-style-type: none"> - Children show respect for friends - Children behave willing to share 	<ul style="list-style-type: none"> - Children are able to appreciate the strengths or weaknesses of others. - Children are able to share play equipment with friends
Have adaptable behavior	<ul style="list-style-type: none"> - Children are able to work together in groups - Children have playmates 	<ul style="list-style-type: none"> - Children are able to cooperate with friends in completing tasks - Children are able to show behavior that they have friends to play

Source; Permendikbud No.146 of 2014 concerning the 2013 PAUD Curriculum

Analysis of the Kindergarten Children

- The analysis of the children includes age, learning motivation, academic abilities, psychomotor and social skills.
- In this study, the subjects were kindergarten students aged around 5-6 years.
- At this age, children's thinking develops rapidly, gradually towards the conceptualization stage and is not yet able to think multi-dimensional.
- At this age, cognitive development of children is at the preoperational stage, by means children only able to think:
 - symbolically, namely the ability to think about objects and events even though these objects and events are not actually present in front of the child;
 - egocentric, namely the way of thinking about right or wrong, agreeing or disagreeing based on one's own point of view; and
 - intuitively, namely the ability to create something, such as drawing or arranging pieces of objects, but does not know the exact reason for doing so.
- Early childhood is egocentric, that is, has curiosity, is unique, is rich in imagination, and has short concentration power. and love to make friends.

Learning Analysis

- Learning analysis is carried out to determine learning objectives, achievement indicators, and essential material that will be discussed in learning process. Based on this, a learning implementation plan is prepared related to social behavior in early childhood education.
 - The implementation of this structured learning process is to develop all the children potential, and serve children holistically and integratively. The achievement indicators of problem behavior-based social behavior stimulation models are, include: cooperation, competition, generosity, desire for social acceptance, sympathy, empathy, friendly, selflessness, imitating, and attachment behavior.

Model Design

Based on the need analysis above, thus, the behavioral stimulation model developed must be in accordance with the conditions of the kinderganten students. During the learning process, children can play using existing games at school and the results of implementing the development of social behavior-based stimulation models that have been formulated in model books and teacher guides. The design of the model can be seen in Figure 1

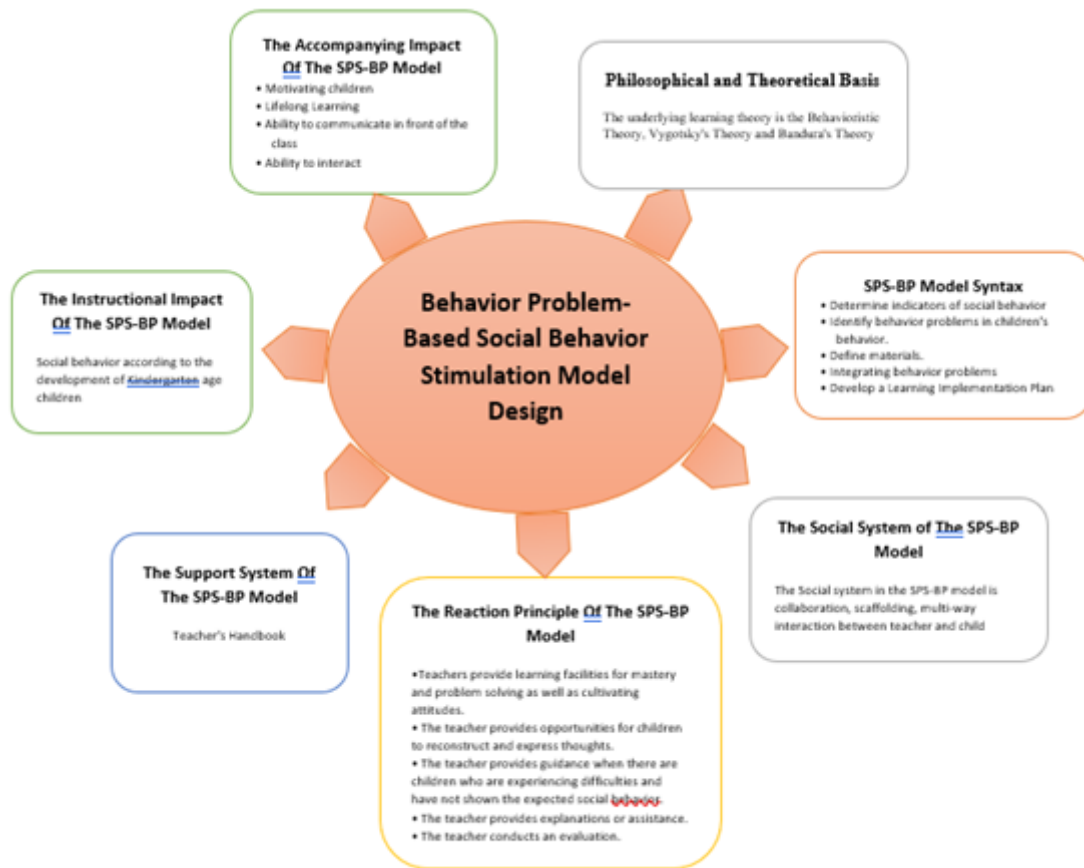
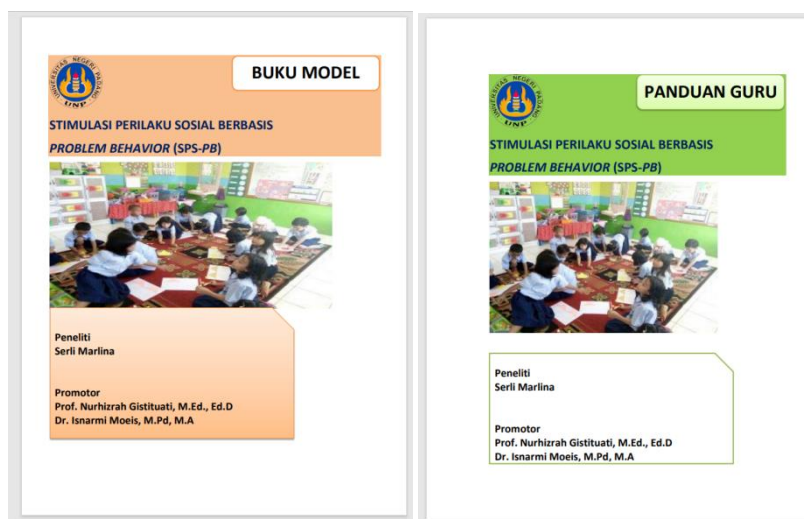


Figure 1. Behavior Problem-Based Social Behavior Stimulation Model Design

Model Development

There are two products resulting from this research, namely: (1) a book of social behavior stimulation model to develop social skills of kindergarten children; and (2) a guidebook for teachers. The outer cover of the two products can be seen below.



The book of the Social Behavior Stimulation Model Based on the Problem Behavior to Develop Kindergarten Social Skills consist of: (1) philosophical and theoretical basis, (2) model syntax; (3) the social system model, (4) the reaction principle model, (5) the support system of themodel, (6) the instructional impact model; and (7) the

accompanying impact model. Meanwhile, the teacher's manual developed contains: contains objectives, scope and instructions for using the teacher's manual.

Implementation

The results of the comparison of the experimental class and the control class show that the average post test score is 24.9 higher than the control class with an average score of 23. These results indicate that the SPS-BP model can develop social skills

Table 4. **Descriptive** Statistics Comparison of social skills before and after treatment

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
						Statistic	Std. Error		
PreEks	10	8	17	25	234	19,50	,723	2,505	6,273
PosEks	10	6	22	28	297	24,75	,579	2,006	4,023
PreKont	10	8	16	24	238	19,83	,737	2,552	6,515
PosKont	10	9	18	27	271	22,58	,712	2,466	6,083
Valid (listwise)	N 02								

Data from the Mann Whitney U test results for the experimental and control groups.

Table 5. **Mann Whitney U Test Results**

	Results
Mann-Whitney U	35,500
Wilcoxon W	113,500
Z	-2,129
Asymp. Sig. (2-tailed)	,003
Exact Sig. [2*(1-tailed Sig.)]	,003(a)

The results of the Mann Whitney U test obtained the Asymp value. Sig. (2-tailed) <0.05, then Ha is accepted and Ho is rejected, meaning that there is a significant effect of the treatment.

Evaluation Phase

The results of the evaluation phase on the validity, practicality and effectiveness of model books and teacher guides show that the developed model books and teacher guides have proven to be valid, practical and effective for use by Kindergarten teachers.

5. Discussion

The results of the final development show that all the experts involved in the assessment of this model and empirical tests of data that have been collected from two field tests show that this model is valid, effective and practical. This analysis stage describes needs analysis, curriculum analysis, learning analysis and student analysis.

The results obtained at the needs analysis stage of model development are in accordance with the research procedures that have been planned and carried out. This data was obtained based on the results of observations and interviews that researchers conducted during the study. Before the development of this model, researchers found that children's Pro-Social was still not developing optimally. This can be seen from the fact that there are still many children who do not want to share, do not want to work together, do not want to follow the rules set by the teacher in an activity, play alone and choose friends, do not want to hang out with friends or even the teacher. From the results of interviews in July 2022 in the first week of school starting with several teachers from schools in the city of Padang, it was found that the dominant child's Pro-Social development was starting to develop and had not yet developed.

Pro-Social stimulation is very helpful in developing children's social skills, cognitive skills, language skills, motor skills, moral and religious abilities and children's multiple intelligences (Brotherson, 2015; Özerk, 2015; Ryalls et al., 2016; Stichter et al., 2017). A good pro-social will make it easier for children to relate to their social environment (Motamedi, 2020; Obaki, 2017; Oliver, 2016; Zakharova et al., 2020). Good pro-social also helps children prepare themselves to be in the middle of society at the next age, therefore it is very necessary to have pro-social stimulation from an early age. (Hurlock, 1978; Marlina, 2014; Nasution, 2016).

Implementation of learning develops all the potential that exists in children and serves children holistically and integratively (Luen, 2021; Macià-gual et al., 2021; Poppe et al., 2020; Suyanto, 2015). Early childhood education basically includes all the processes carried out by educators and parents when providing care, care and education to children by presenting a good atmosphere so they can explore their experiences (Suryana & Rizka, 2019). Behavior problem-based pro-social stimulation indicators were developed based on social development theory (Hurlock, 1978; Papalia et al., 2009; Polat et al., 2022). positive behavior, willing to share behavior, respecting friends behavior, sympathetic behavior towards friends, empathetic behavior, feeling that he needs others, imitating positive behavior, attachment behavior.

Student analysis included age, learning motivation, academic ability, psychomotor and social skills. In this study the subjects were group B kindergarten students aged around 5-6 years, at this age children's thinking is developing rapidly gradually towards the conceptualization stage and cannot think multidimensionally. Therefore we often see children who are more egocentric (cannot understand other people), in doing something children always ask "why" and "for what", do things without thinking about the next impact and act randomly or irregularly. From these characteristics the student is at the Preoperational stage (Slavin, 2006). So at this stage new students are able to think symbolically, namely the ability to think about objects and events even though these objects and events are not present in real terms in front of the child. Egocentric thinking, which is a way of thinking about right or wrong, agreeing or disagreeing based on one's own point of view. Intuitive thinking, namely the ability to create something, such as drawing or arranging pieces of objects, but does not know the exact reason for doing so.

The characteristics of early childhood are egocentric, curious, unique, rich in imagination, and have short concentration power and like to make friends (Suryana, 2013; Widodo, 2019). Child characteristics are an important factor that must be considered by educators in selecting and using learning strategies in early childhood education. Based on the analysis of the students mentioned above, the behavioral stimulation model that was developed was in accordance with the conditions of the students. During the learning process, children can play using games available at school and the results of implementing the development of the Pro-Social stimulation model based on social behavior problems that have been formulated in the model book and teacher's guide.

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