

IMPROVING PROSOCIAL BEHAVIOR OF CHILDREN OF B TK TUNAS HARAPAN 1 TUNGGUNJAGIR THROUGH TRADITIONAL GAMES

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya perilaku prososial anak kelompok B TK Tunas Harapan. Hal ini ditunjukkan pada sikap sebagian besar anak yang tidak peduli dengan keadaan teman, sering berebut mainan karena tidak mau berbagi dengan teman, menertawakan teman yang jatuh saat butuh bantuan, menjahili teman lain saat di kelas ataupun diluar kelas. Tujuan penelitian ini adalah untuk mendeskripsikan proses dan hasil penerapan permainan tradisional dapat meningkatkan perilaku prososial anak kelompok B TK Tunas Harapan. Metode penelitian menggunakan Penelitian Tindakan mengacu pada model Penelitian Tindakan Kelas Kemmis dan Mc Taggart yang terdiri dari empat tahap yaitu perencanaan, tindakan, pengamatan, dan refleksi. Penelitian ini dilakukan sebanyak 2 siklus, masing-masing siklus terdiri dari 6 kali pertemuan. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif dan kuantitatif. Hasil penelitian ini menunjukkan adanya peningkatan perilaku prososial anak melalui permainan tradisional, dapat dibuktikan rata-rata skor perilaku prososial pra-intervensi sebesar 5,08, kemudian mengalami peningkatan pada siklus I sebesar 7,67 dan pada siklus II sebesar 10,83 dari skor total maksimal 12.

ABSTRACT

This study is conducted by the low of prosocial behavior of B Class of TK Tunas Harapan. This is shown in the attitude of most children who do not care about the condition of friends, often fighting over toys because they do not want to share with friends, laughing at friends who fall when they need help, teasing other friends inside or outside the classroom. Therefore, this study aims to describe the process and results of the implementation of traditional games to improve the prosocial behavior of children in B class of TK Tunas Harapan. This The method of this study is Action Research using Kemmis and Mc Taggart Classroom Action Research model consisting of four stages, namely planning, action, observation, and reflection. This study was conducted in 2 cycles. Each cycle consisted of 6 meetings. The data was analyzed qualitatively and quantitatively. The results of this study indicate that there is an improvement on children's prosocial behavior through traditional games, as evidenced by the average pre-intervention prosocial behavior score 5,08, then it was improved on Cycle I that was 7,67 and on Cycle II that was 10,83 out of the maximum score 12.



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INTRODUCTION

Early childhood education is the most basic level of education. Prosocial behavior is important to instill in children from an early age, because this period is referred to as the golden age where children's development is very rapid which becomes the basis for further development. This is reinforced by what Smith & Hart (2011) stated that prosocial behavior develops from an early age can be carried over into adulthood. If children have had prosocial behavior since childhood, it is rare for children to grow up to be antisocial when they grow up.

One way to develop prosocial behavior in early childhood is through Early Childhood Education. It is very important to provide a basic framework for the formation and development of the basics of knowledge, attitudes, and abilities in children (Retnaningsih, 2017).

Based on the results of observations done on children of class B of TK Tunas Harapan while carrying out learning, it appears that the low prosocial behavior shown by children. Most children did not care when they saw other friends sad / crying, they often fought over toys because they did not want to share with friends, laughed at friends falling when they need help, teased other friends inside or outside the classroom.

In accordance with these problems, it is necessary to develop prosocial behavior in children of B Class at TK Tunas Harapan in a way that can make children more enthusiastic and more fun. One of the activities that makes children excited and happy is done through playing. Playing for children is a pleasure. Ardiyanto (2017) states that playing for early childhood is something very important in the development of their personality. Every form of play activity in children has a positive value on the development of their personality. Playing various games together with friends, children learn about themselves, others and their environment (Andriani, 2012). Traditional games are part of various types of games that have strong stimulants for aspects of child development, especially in social aspects (Khasanah, et al, 2011). Interactions that occur when children play traditional games provide opportunities for children to develop social skills, train language skills and emotional skills (Kurniati, 2011).

The importance of developing prosocial behavior through play is reinforced by research which states that prosocial play has a positive impact in terms of learning to help each other, care, and work together (Greitemeyer & Osswald, 2010). The

application of traditional game play activities is believed to increase children's prosocial behavior. This study aims to describe the process and results of the application of traditional games that can improve the prosocial behavior of children in B Class TK Tunas Harapan East Java Province.

METHOD

The research method used is action research, using the Kemmis & Taggart model design which consists of four stages: planning, action, observation, and reflection. In this research model, action and observation become an inseparable unity because they are two activities carried out together. The success criteria for the actions taken in this study were 71%, following the Mills standard.

The population in this study were all children in B Class of TK Tunas Harapan, Lamongan Regency, totaling 12 children. The data collection techniques used in this study were field notes, documentation, interviews and observations.

The instrument grids were developed through conceptual and operational definitions. The grid contains prosocial behavior shown by children through their behavior during learning activities at school. The prosocial behavior consists of (1) helping, (2) sharing, and (3) cooperation. The scale used to observe children's prosocial behavior uses the Likert Scale model. Each item consists of 4 answer options with scores 1-4 according to the behavior shown by the child: (1) Not Developing (score=1), Starting to Develop (score=2), Developing as expected (score=3), and Developing Very Well (score=4). From the prosocial behavior instrument, the child's prosocial behavior score will be obtained in each cycle, then the scores obtained in each cycle are compared to see how the improvement occurs in each cycle.

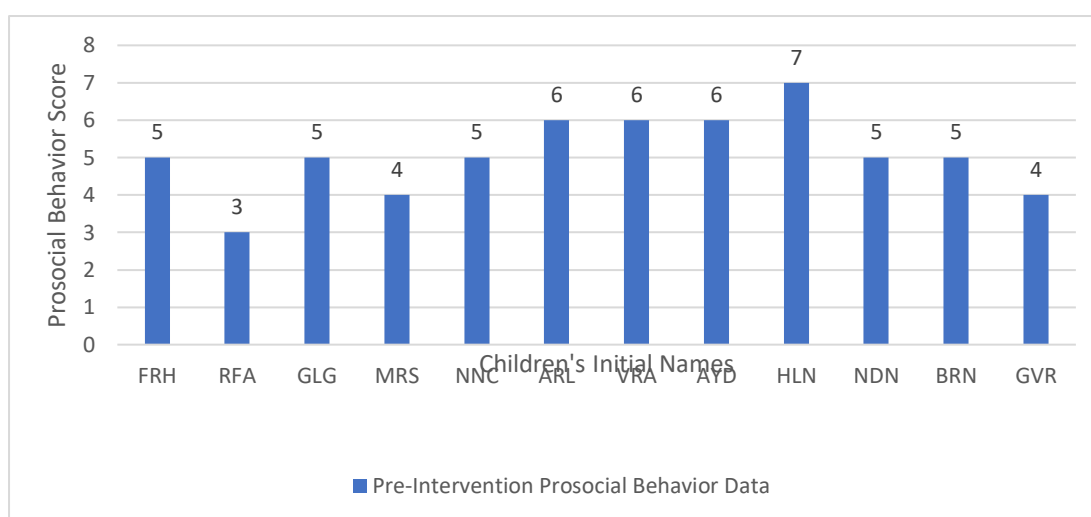
The data analysis used was quantitative data analysis and qualitative data analysis. Quantitative data analysis with descriptive statistics by comparing the scores obtained during pre-intervention, cycle I and cycle II. Meanwhile, qualitative data analysis was carried out by analyzing data from the results of field notes and interviews during the study with the steps: data reduction, data display, and data verification.

FINDING AND DISCUSSION

The results of this study shows the scores that children have at the time of pre-intervention, cycle I, and cycle II. After that, it is explained how the improvement in prosocial behavior of children of B Class in each cycle is.

Pre-Intervention

Pre-intervention or what is referred to as initial assessment is carried out to find out how the initial condition of prosocial behavior of children in B Class TK Tunas Harapan Jawa Timur. The pre-intervention of children's prosocial behavior is:

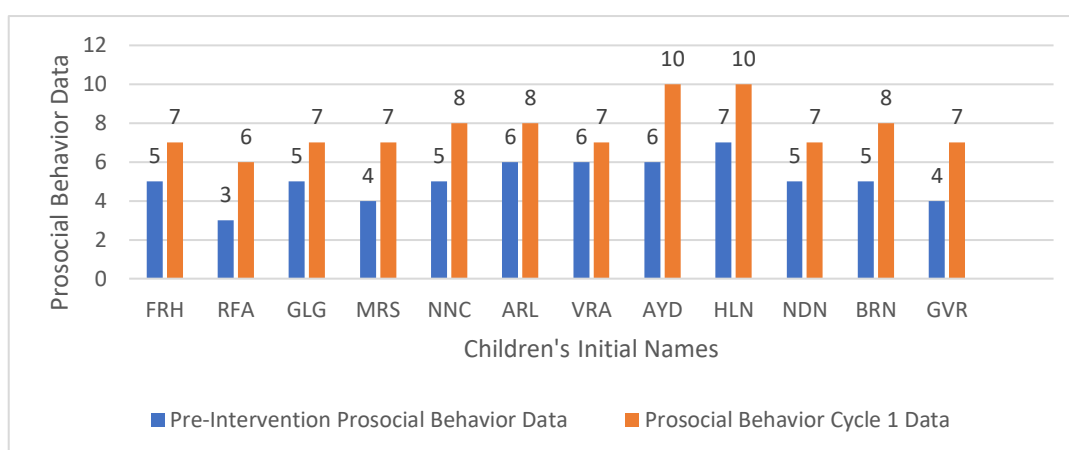


Graph 1. The Data of Pre-Intervention Score of Prosocial Behavior of B Class Children

Based on the graph above, it can be seen that the highest score of children's prosocial behavior was obtained by HLN with a total score of 7, from a maximum score of 12. While the lowest score was obtained by RFA with a score of 3 from a maximum score of 12. Based on the pre-intervention results in the initial assessment, the researchers provided a program to improve the prosocial behavior of children in B Class of TK Tunas Harapan.

Cycle I

Observations made in cycle I were carried out to determine the score of children's prosocial behavior after being given the action of traditional games. The observation data for prosocial behavior of children in B Class TK Tunas Harapan in cycle I are as follows:



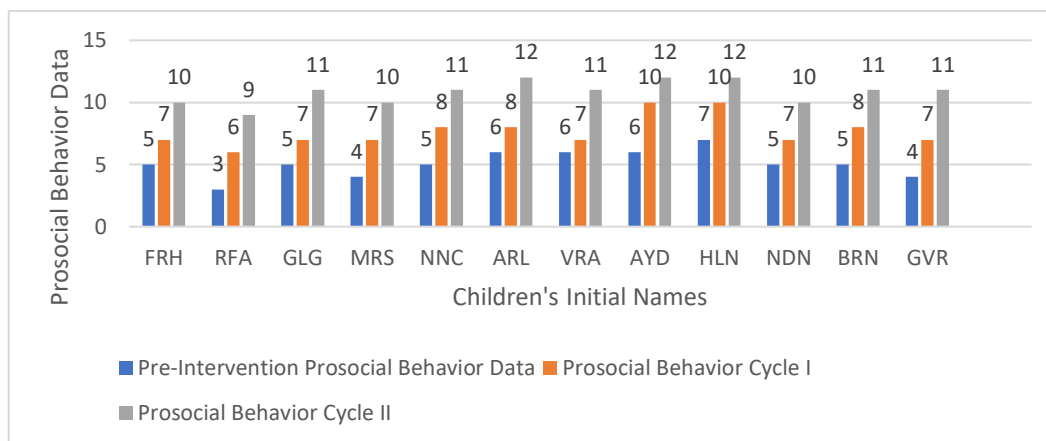
Graph 2 The Data of Pre-Intervention Score of Prosocial Behavior of B Class Children in Cycle 1

Based on the graph above, it can be seen that in cycle I, children's prosocial behavior has begun to increase compared to prosocial behavior in pre-intervention. This can be seen from the increase in graphs for all children from pre-intervention to cycle I. The average score of children increased from pre-intervention 5.08 to 7.67 from a maximum score of 12. It can be concluded that in cycle I this has not reached the minimum score of the developmental achievement level of 75% of the maximum score of 12, namely 9. In cycle I, it has also not reached the criteria of 71% of the number of children, namely 9 out of 12 children reaching a minimum score of 9. The highest score was obtained by AYD and HLN with a score of 10 which means that they have reached a minimum score of 75% of the maximum score of 9. While the lowest score was obtained by RFA with a score of 6 which means that it has not reached the minimum score of the developmental achievement level of 75% of the maximum score of 12, namely 9.

Therefore, the researchers continued to cycle II. It aimed to improve children's prosocial behavior in accordance with predetermined targets by evaluating and correcting the shortcomings that exist in cycle I.

Cycle II

Observations in cycle II were carried out to determine the score of prosocial behavior obtained by children after giving the action of playing traditional games. Implementation of cycle II, pay attention to the evaluation that has been done after cycle I. The scores obtained in cycle II are as follows:



Graph 3. The Data of Pre-Intervention Score, Cycle I, and Cycle II in Children's Prosocial Behavior of B Class

Children's prosocial behavior in cycle II showed a significant increase. This can be seen in the child's average score of 10.75 from a maximum score of 12. In cycle II, all children reached a minimum developmental achievement score of 9, which means that in cycle II this has also reached a minimum score of 71% of the number of children, namely 9 out of 12 children reached a minimum score of developmental achievement level of 75% of the maximum score of 9.

The highest scores were obtained by ARL, AYD, and HLN with a score of 12, which means that they have reached the minimum score of the developmental achievement level of 9. While RFA's lowest score was 9, which also seemed to have reached the minimum score of the developmental achievement level of 9. From these results, the researchers agreed that the provision of action was sufficient until cycle 2.

Prosocial Behavior

Perilaku prososial menurut Strang & Wrightsman (dalam Raven & Rubin, 1983) adalah perilaku sukarela yang dilakukan dengan maksud untuk menguntungkan orang lain atau sekelompok orang. Semua perilaku yang dilakukan selama memberikan manfaat kepada orang lain disebut sebagai perilaku prososial.

Prosocial behavior according to Strang & Wrightsman (in Raven & Rubin, 1983) is voluntary behavior carried out with the intention of benefiting another person or group of people. All behaviors that are carried out as long as they provide benefits to others are referred to as prosocial behavior.

In line with the above opinion, Ulutas & Aksoy (2009) also state that prosocial behavior refers more to voluntary behavior intended to benefit others. Dayakisni &

Hudaniyah (2003) revealed that prosocial behavior is any form of behavior that provides positive consequences for the recipient, both in the form of material, physical, and psychological but does not provide clear benefits for the perpetrator.

Bentuk perilaku yang kelas dari prososial adalah perilaku menolong. perilaku prososial terdiri dari perilaku berbagi, Kerjasama, menyumbang, menolong, jujur, dermawan, serta memikirkan hak dan kesejahteraan orang lain.

The class form of prosocial behavior is helping behavior. Faturachman (in Nuswantari & Astuti, 2015). Meanwhile, according to Einsberg & Mussen (in Dayakisni & Hudaniyah, 2003) prosocial behavior consists of sharing, cooperation, donating, helping, honesty, generosity, and thinking about the rights and welfare of others.

In more detail, prosocial behavior according to Nurjannah (2016) is voluntary behavior that benefits others without giving benefits to the person who performs the action such as entertaining, sharing, helping, and cooperation. Ulutas & Aksoy (2009) also state that prosocial behavior is the behavior of sharing something with others, showing willingness to cooperate with others, helping and comforting someone in distress. Slavin (2011) also suggests that prosocial behavior is a voluntary act done towards others such as caring, sharing, comforting and cooperation. Hans dan Bierhoff (2005) state that the characteristics of prosocial behavior include: sharing, cooperating, and helping other children when they have problems. The typical forms of prosocial behavior, according to Carlo et al., (2011), are sharing, donating, entertaining, volunteering, and helping others.

Based on some of the above opinions, it can be concluded that prosocial behavior is voluntary behavior that is carried out to benefit others without providing clear benefits for the person taking action, such as helping behavior, sharing, and cooperation.

Traditional Game

Traditional games are game activities that grow and develop in certain areas, which have cultural values and values of community life and are taught from one generation to the next (Kurniati, 2016).

Traditional games in further development are used as a type of game that has original regional characteristics that are adapted to local culture. Its existence is important to be maintained and preserved because of the importance of the manfeaat of these traditional games which are strong in cultural values. (Puspitasari dkk, 2022)

Yunus (1981) states that traditional games are often called folk games that grow and develop based on the needs of the local community. Traditional games are generally recreational, because they require a lot of children's creations, reconstructing various social activities in society. Traditional games although the name of the game is different between regions, but have similarities and similarities in how to play them.

Sukirman (in Hasanah, 2016) states that traditional games are children's games made from simple materials according to the cultural aspects that exist in people's lives. Traditional games are also known as folk games which are recreational activities that are not only aimed at entertaining themselves and as a means of maintaining social relationships and comfort.

Interactions that occur when children play traditional games provide opportunities for children to develop social skills, train language skills, and emotional skills. Traditional games provide alternatives that are rich in cultural values that play a role in the development of children's potential (Kurniati, 2011).

From traditional games, children will be able to develop their potential, gain useful and meaningful experiences, be able to build relationships with fellow friends, and be able to channel suppressed feelings (Kurniati, 2016).

Based on the research data that has been presented previously, starting from pre-intervention, cycle I, then cycle II, it can be seen that there is a significant increase in the prosocial behavior of children of B Class at TK Tunas Harapan after the implementation of varied traditional game play actions.

The cultivation of prosocial behavior is important to be given from an early age so that later children do not act anti-socially, considering that humans are essentially social creatures.

Prosocial behavior is an action that is carried out voluntarily and benefits others without the motive of external rewards (Dianita et al., 2020). Without rewards and benefits obtained by a child who behaves prosocially is not something easy. There must

be an awareness that is already embedded from within the child who will be able to behave prosocially without being told by anyone.

Seeing the difference in scores on prosocial behavior shown by children is also influenced by environmental factors. This is in accordance with what is stated by Eisenberg & Mussen (1989) that environmental factors including experiences in socializing contribute to the prosocial behavior factors possessed by children.

Playing traditional games has been specifically planned to provide opportunities for children to behave prosocially in groups, without being ordered by the teacher. Children perform each traditional game according to the rules that have been established and agreed upon. Playing traditional games in groups triggers interaction and cooperation in achieving goals in play.

Each traditional game chosen provides an opportunity for children to be active together to win the game, work together in teams, share, help each other, encourage each other in teams. Children become the center of traditional game playing activities, playing an active role in order to improve prosocial behavior in the interaction process that occurs. Children's experience in socializing and social behavior will be the basis for children to behave prosocially at the next level.

After the intervention of traditional games given to increase children's prosocial behavior, it makes children play more often with friends, help friends and teachers when they need help without being told, share whatever they have such as toys, food, drinks, even school tools if other friends forget to bring. Changes in behavior shown by children are felt by teachers at school and parents at home. At school, there are no more cases of fighting over toys, no more indifference to friends, no more cases of mocking other friends when they fall or when other things happen.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the process of implementing learning activities through the application of playing traditional games carried out shows an increase in children's prosocial behavior. From the observation data, teacher actions that can improve children's social behavior are using a variety of traditional games. The application of this game is intended to make children happier and interested in playing with friends, interacting with friends,

teamwork, and helping each other so that the team can win. The increase can be seen when pre-intervention, the average score of children's prosocial behavior is 5.08 from the maximum score of 12. After being given action in cycle I, the average score of children's prosocial behavior is 7.67 from the maximum score of 12. Then after being given action in cycle II, the average score of children's prosocial behavior is 10.83 from the maximum score of 12. This shows that the prosocial behavior of children of B Class at TK Tunas Harapan in East Java has reached a minimum development achievement level score of 75% of the maximum score of 12, namely 9. The research target is 71% of the number of children. Based on the results of this analysis, it was found that traditional games can improve children's prosocial behavior in the form of helping other friends who are having difficulty without being told, sharing with other friends what they have without being asked, working together to achieve common goals.

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