

## Early Childhood Social-Emotional Development Through Traditional Games in Learning at Mutiara Integrated Islamic Kindergarten Makassar

<sup>1</sup>Ashar, <sup>2</sup>Sitti Mania <sup>3</sup>Misykat Malik Ibrahim <sup>4</sup>St.Syamsudduha

<sup>1</sup>Department of Education Science, Universitas Islam Negeri Alauddin Makassar, Indonesia

<sup>2</sup>Department of Education Science, Universitas Islam Negeri Alauddin Makassar, Indonesia

<sup>3</sup>Department of Education Science, Universitas Islam Negeri Alauddin Makassar, Indonesia

<sup>4</sup>Department of Education Science, Universitas Islam Negeri Alauddin Makassar, Indonesia

Email: [ashar.dty@uim-makassar.ac.id](mailto:ashar.dty@uim-makassar.ac.id)

### Abstract

*This study aims to describe the achievement of students' social-emotional development through traditional games in learning at Mutiara Integrated Islamic Kindergarten Makassar. Analyzing the supporting and inhibiting factors of the use of traditional games in learning for the socio-emotional development of students at Mutiara Integrated Islamic Kindergarten Makassar. This type of research is classified as qualitative research with a phenomenological approach. The research design used in this study is related questions, prepositions, reviewing literature, data analysis and report writing. Furthermore, data collection techniques are interviews, observations, documentation, and reference searches. Data processing and analysis techniques are carried out through three stages, namely: data reduction, data presentation, and conclusion drawn. The results of the research on the achievement of students' social-emotional development through traditional games in learning obtained a description of the results of self-awareness including showing self-ability, knowing one's own feelings, managing one's own emotions, recognizing other people's emotions, and motivating oneself. A sense of self-responsibility includes knowing their rights, obeying class rules, self-regulation, taking responsibility for their behavior for their own good. Prosocial behavior includes playing with peers, sharing with friends, being cooperative with friends, expressing emotions that are appropriate to existing conditions (happy-sad-enthusiastic, etc.). Supporting and inhibiting factors for the use of traditional games in learning for the socio-emotional development of students, results related to the supporting factors for the use of traditional games include teacher awareness, availability of facilities, recognition of educational values, involvement of the learning community, and family environment. Factors inhibiting the use of traditional games include health conditions, the influence of technology, and diverse interests.*

**Keywords :** Social-emotional development, traditional games

### Introduction

Education is an effort that is carried out in a planned and programmatic manner in developing students' abilities, so that it becomes a habit. Education in general as efforts

that are carried out consciously and planned in order to realize a learning situation and evaluation system for children and/or students by actively growing the abilities that exist in a person in order to foster spiritual knowledge, self-control, intelligence potential, personality values, morals and skills. The importance of having education is not only felt by oneself but having an understanding of education also has an impact on social or community life and even the nation and state. Furthermore, education in particular is the efforts described in the world of education should be carried out in a planned, implemented and programmed learning system in a formal environment.

Kindergarten is a formal education entrusted by parents child-children or their children to be educated, guided, and exemplified to develop all the potential of students in accordance with the curriculum that applies in kindergarten so as to foster a commitment for kindergartens to provide their best by developing the basic potential that children have. Kindergarten (TK) is a level of Early Childhood Education (PAUD) in the form of Formal Education who are ready to child 6 years old and under. The kindergarten curriculum is emphasized on providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Early age is a golden age as well as a critical period in the stages of human life, which will determine the next development of children. Children in this stage are in a problematic and difficult stage, so children need various stimulation.

Activities in the development of students in kindergarten can be carried out with a habituation pattern program and the formation of basic skills of students. Klearning activities for early childhood are not like adults who learn on their own or as needed. Early childhood learns by exploring the environment or building their knowledge voluntarily or by playing activities. Early childhood learning activities have the concept of playing while learning, so that activities are carried out with a feeling of pleasure to optimize the potential of students to develop well in cognitive, physical, motor and social-emotional aspects as well as language.

Theoretically, social-emotional intelligence is one of the keys to social skills, namely how well or badly a person expresses feelings so that it can be known that his or her great emotional ability has an influence on the child's social development. Furthermore, using a structured and comprehensive approach, teachers can help students develop strong social and emotional knowledge, which they can apply in a variety of real-life contexts and situations. The systematic implementation of social-emotional pedagogy not only supports learning in the classroom but also helps students develop skills that are relevant to their daily lives. The development of kindergarten-age children's abilities is indeed very important to be stimulated so that they have readiness to enter further education, especially social-emotional skills. The growth and development of each child is different, some are fast and some are slow, depending on talent factors (genetic), environment. Therefore, the treatment of children cannot be equalized, preferably by considering the level of growth and development of children.

On the other hand, information was obtained regarding the ability of students in group B of Mutiara Integrated Islamic Kindergarten, the statement of the kindergarten principal stated that since the covid-19 pandemic, students have shown that their social-emotional abilities are still lacking, self-awareness, a sense of responsibility for themselves and others,

and prosocial behavior. In addition, from the five aspects of the development of students' abilities, judging from the standard of the average level of achievement of children's social and emotional abilities that are still in the category of beginning to develop (MB), it shows that the development of students is underdeveloped, in terms of children at their age should be at least in the category of developing according to expectations (BSH). Furthermore, the statement of one of the teachers stated that indeed all this time after students have been studying at home for a long time, it can be seen that students have become spoiled, stupid, lazy to play with their peers. In addition, self-motivation and emotional control, as well as lack of creative attitude in solving problems. It can be seen that the development aspect of social-emotional skills still needs stimulation to develop. Another statement shows that with the habit of students playing online games which makes it more and more showing doing individual activities, so of course it has a bad impact on the personality of children and is very dangerous.

The assumption is that stimulation is not paid attention to early childhood growth and development, which can result in slow development, dysfunction in the social-emotional aspect and delays, or general disturbances in intellectual development. Furthermore, children are not given touch or stimulation (stimulation) such as visual, verbal or kinesthetic, so the development of the brain only reaches 20% to 30% smaller than the normal size according to their age. Based on the National Standards for Early Childhood Education, it is explained that "the level of achievement of child development is the process of child growth and development that occurs at a certain age. So early childhood at the age of 0-6 years old which experiences rapid growth and has unique characteristics, so it is very important to stimulate all aspects of development in the educational environment.

The aspect of social-emotional development through traditional play activities is the right and most important thing because at the beginning of early childhood the world is play, play is a fun thing for children. Furthermore, stimulation of early childhood development is carried out effectively and efficiently by PAUD educators using various media as a means of learning with the principle that the main activity of children is playing while learning. So that the right use of learning media is play to make children's hearts happy, then play activities that are fun for students will more easily absorb many things about their development. Playing activities that are done in a fun way can provide benefits to stimulate the various potentials that each individual has.

Children's social-emotional development is as a child's acceptance of understanding other people's feelings in daily life interactions with others. Emotional development can be said to be the process by which children practice social stimuli, especially those arising from group demands, and learn how to get along and behave with each other. Social-emotional development includes: empathy, expressing and understanding feelings, allocating anger, independence, the ability to adapt, being liked the ability to solve problems between individuals, perseverance, solidarity, politeness and respect. Social-emotional development is a person's or children's sensitivity to understand the feelings of others when they interact or communicate in daily life.

Similarly, traditional games are not just games that have cultural elements in them, but also have a great influence on children's development and social-emotional life. The use of traditional games in early childhood learning has been proven to have a positive impact on

developing various aspects of child development, competitive games provide opportunities for children to learn to compete in a healthy way and be able to develop motor and social-emotional skills. Children's involvement in social groups will help children practice the ability to establish warm relationships.

Traditional games which have been games since ancient times and have been part of the life of the previous people, traditional games have simple and easy-to-make equipment, so that this game has positive values to play. Traditional games are a legacy of our ancestors in ancient times who were on the verge of extinction. This extinction occurred due to a lack of public awareness and was also accompanied by technological advancements. This traditional game is also said to be a fun activity according to tradition, where when playing it will appear satisfaction in the player. Introducing traditional games as an effort to preserve and at the same time improve the ability to understand the nation's cultural heritage and the values contained in the game.

Traditional games cause fun for children and can help them grow and develop holistically. Traditional games have a role in the formation of children's characters. Characters that can be formed include honesty, discipline, hard work, creativity, independence, communicative, responsibility and so on. Characters formed through traditional games run unconsciously, and this is what makes children learn on their own without coercion. Traditional games are proven to be loaded with meaning and positive values to optimize the development of children as the nation's next generation.

The use of traditional games in learning in kindergarten has not yet reached the understanding of the values contained in them, games seem to be only a form of teachers' obligation to use local wisdom. Although previous research has identified the benefits of traditional games, it is urgently necessary to review the importance of traditional games in the era of modern game dominance. This research will strengthen the understanding of healthier alternatives for child development, while understanding teachers' reflections and experiences in using them. Thus, this research will make a valuable contribution to exploring the ability to think critically, creatively, and collaboratively as well as the social-emotional development of children as a result of the use of traditional games.

## **Method and Data**

In this study, a phenomenological approach was used to deeply understand the experience and meaning of the use of traditional games in the social-emotional development of children in Mutiara Integrated Islamic Kindergarten. This research was conducted using a qualitative method, involving interviews, observations, and documentation to collect data from various sources, including school principals, teachers, parents, and students. The data collected is analyzed iteratively through a processing process that includes coding and organizing information, in order to identify relevant themes and patterns. The location of the study, TKIT Mutiara in Makassar, was chosen based on ease of access and relevance to the phenomenon being studied.

## Results

### Achievement of social-emotional development through traditional games

#### 1. Self-ability

Traditional games such as dende-dende, congklak, and jump rope significantly support a child's social-emotional development. Children show improvement in self-ability, cooperation, and adaptation to the rules of the game. The game encourages social interaction, communication, and emotional control, in line with Vygotsky's theory of the Progressive Development Zone, where the child achieves maximum development through the help of peers and teachers. The efforts of teachers and school principals in creating a supportive learning environment have proven to be effective in increasing children's confidence and adaptability.

Traditional games in helping children recognize and manage their feelings Children demonstrate the ability to recognize their own feelings with varying developmental categories, from developing to excellent. Playing dende-dende, congklak, and jump rope allows children to learn to manage emotions such as joy, frustration, and disappointment, as well as develop empathy and emotional resilience. The results of the interviews revealed that the children openly expressed and managed their feelings, with teachers reporting a good emotional understanding of the children. Erikson's theory supports that the game helps children in the "Initiative vs. guilt" phase, teaching them to explore feelings in a safe environment. Overall, traditional play plays an important role in the development of children's social-emotional skills, equipping them with the essential abilities to manage emotions in a healthy way.

Traditional games such as dende-dende, congklak, and jump rope at TKIT have proven to be effective in developing self-motivation skills in children. Children show significant progress in building their internal perseverance and motivation, with many being able to overcome challenges and achieve game goals through sustained effort and passion. The game not only develops physical and motor skills, but also facilitates the development of self-motivation, perseverance, and self-confidence. The support from friends and the positive attitude shown by children add to their motivational power, making traditional games an effective tool in improving self-motivation and social-emotional skills from an early age.

#### 2. Sense of Self-Responsibility

The social-emotional ability of children related to "knowing their rights" showed excellent results. In traditional games such as dende-dende, congklak, and jumping rope, children at TKIT Mutiara Makassar can understand and respect their own rights as well as the rights of their friends. For example, in a game of dende-dende, children like Na and Ay show an understanding of the turn of play and the importance of justice. Meanwhile, in congklak, children like Ka dare to voice injustice, and in jumping rope, children like Av and Ry show a fair attitude and respect the turn of play.

The children's ability to obey class rules also increased. In the game of dende-dende, congklak, and jump rope, children like Fa, Ah, and Gh show maturity in following the rules and reminding their friends if anyone breaks them. This interaction not only helps

children learn discipline but also creates a fair playing environment. Through this game, children learn about the importance of obeying rules and how it supports fun and fairness in the group.

When it comes to self-regulation, traditional games help children develop these abilities in an engaging way. For example, in the game of dende-dende, children like Uin and Bi show self-control and patience, while in congklak, Na learns to be more patient and manage frustration. Jump rope games also help children like Fa and Af to control their emotions, wait patiently for their turn, and do reflection for self-improvement.

Taking responsibility for behavior for one's own good is an important part of a child's social-emotional development. In the game of dende-dende, congklak, and jump rope, children such as Fa, Af, and Z show responsibility for their behavior, both in terms of safety, concentration, and helping friends. They learn to not only take responsibility for themselves but also to help and appreciate others, showing positive development in independence and empathy.

### 3. Prosocial behavior

Traditional games such as dende-dende, congklak, and jump rope have a significant impact on the development of early childhood social-emotional skills. Based on observations and interviews, the game helps children develop skills such as playing with peers, sharing, cooperating, and expressing emotions appropriately. For example, the game of dende-dende strengthens cooperation and emotional support between friends, while congklak teaches about sharing and good communication. Jumping rope, on the other hand, improves gross motor skills and supports cooperation in groups.

The importance of traditional games in early childhood education can be seen from their ability to facilitate social-emotional development. These games not only improve physical skills such as motor coordination, but also teach important values such as empathy, sharing, and cooperation. The results of the interviews showed that the children were able to express their emotions in a way that was appropriate to the situation, as well as showing a cooperative attitude and positive support towards their friends during play.

### **Factors supporting the use of traditional games**

The integration of traditional games in early childhood education in kindergarten (TK) has significant benefits in children's social, emotional, physical, and cognitive development. Teachers who have a deep awareness and understanding of the cultural values contained in traditional games such as dende-dende, jump rope, and congklak can effectively teach and transmit these values to children. Traditional games not only help children develop skills in interacting, sharing, and managing emotions, but also strengthen cultural identity and instill a sense of appreciation for local cultural heritage.

The availability of traditional game facilities such as dende-dende, jump rope, and congklak in TKIT has an impact on children's physical, social, and cognitive development. The results of observations and interviews show that schools have provided various types of traditional games designed with safety and hygiene standards to ensure the safety of children. The availability of these games helps children develop gross and fine motor skills, improve logical thinking and problem-solving skills, and understand and appreciate local

cultural values. In addition, the existence of sufficient open space in schools supports play activities that involve physical movement and social interaction.

The involvement of the learning community, especially involving parents, in traditional game activities at TKIT Mutiara has a significant positive impact on children's learning experience. The financial, material, and knowledge support provided by parents not only enriches the children's learning environment, but also increases collaboration between schools and communities in supporting children's development. With the active involvement of the learning community, including parents, the implementation of traditional games in schools becomes more effective and meaningful for children's physical, social, cognitive, and emotional development.

### **Factors inhibiting the use of traditional games**

The excessive use of technology reduces children's interest in traditional games. Dependence on electronic devices such as tablets and smartphones makes children less involved in the physical activities required in traditional games. It also hinders the development of social, emotional, creative, and imaginative skills. Children who play digital games more often tend to interact less with their peers. Therefore, educators and parents must create a balance between technology and traditional games to support children's development.

Diverse interests among children can be an obstacle to the implementation of traditional games in schools. Children tend to be more interested in digital games or modern activities, so interest in traditional games decreases. Lack of understanding of the benefits and variations of traditional games, and also affects children's interests. To overcome these obstacles, it is important for educators to provide different types of traditional games that are engaging and involve parents in these activities. Thus, children can learn to appreciate diverse interests and develop social, physical, and understanding of cultural values.

### **Discussion and Conclusions**

1. The achievement of students' social-emotional development through traditional games in learning shows that traditional games play a significant role in supporting early childhood social-emotional development, namely self-awareness, self-responsibility, and prosocial behavior. Children who engage in traditional games show abilities such as critical thinking, creative, communicative, collaboration, resilience, independence, patience, social skills, the ability to manage emotions. In addition, the game also helps in developing empathy, emotional control, and self-confidence. Children who often participate in traditional games have better social-emotional skills compared to those who do not.
2. Supporting and inhibiting factors for the use of traditional games in learning for the socio-emotional development of students, results related to supporting factors include strong support from schools and parents, availability of various types of traditional games and adequate facilities, recognition of the educational values of traditional games, and involvement of the learning community and a supportive family environment. Teachers' awareness of the benefits of traditional games is also a key factor that supports the success of the program. Inhibiting factors such as children's health conditions that can limit children's participation in physical games, as well as the

influence of modern technology that reduces children's interest in traditional games. The combination of these factors affects how effectively traditional games can be integrated and utilized in learning to support children's social-emotional development.

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