



## **The Influence of the No Manu Foam Game on the Cooperation Skills of Group B Children**

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### **Abstrak**

Kemampuan anak usia dini untuk bekerja sama sangat penting untuk membangun hubungan yang baik. Hasil observasi yang dilakukan di TK Katolik Santa Maria 03 Malang menunjukkan bahwa anak-anak belum mampu bekerja sama dengan baik saat bermain. Tujuan penelitian ini adalah untuk mengetahui apakah permainan *Busa No Manu* berpengaruh pada kemampuan kerjasama anak kelompok B di TK Katolik Santa Maria 03 Malang. Metode yang digunakan adalah eksperimen dengan desain *pre-test* dan *post-test* dalam satu kelompok. Subjek penelitian terdiri dari 14 anak yang mengikuti permainan *Busa No Manu*. Data dikumpulkan melalui observasi dan penilaian kemampuan kerjasama sebelum dan sesudah perlakuan. Sebelum perlakuan, rata-rata skor kemampuan kerjasama anak adalah 0,107 %, sedangkan setelah mengikuti permainan, rata-rata skor meningkat menjadi 0,115 %. Analisis statistik menggunakan uji t menunjukkan nilai  $p < 0,05$ , yang mengindikasikan adanya peningkatan yang signifikan dalam kemampuan kerjasama anak setelah mengikuti permainan. Hasil penelitian menunjukkan bahwa permainan *Busa No Manu* efektif dalam meningkatkan kemampuan kerjasama anak. Simpulan penelitian Permainan *Busa No Manu* yang diterapkan pada anak kelompok B memberikan pengaruh yang positif terhadap keterampilan kerjasama anak

**Kata Kunci:** *Permainan Busa No Manu; Kemampuan Kerjasama, Taman Kanak Kanak; Kerjasama Anak*

### **Abstract**

Early childhood's ability to work together is vital to building good relationships. Observations at Santa Maria 03 Malang Catholic School show children cannot cooperate appropriately while playing. This study aims to determine whether the *Busa No Manu* game affects group B children's ability to cooperate in the Catholic school of Santa Maria 03 Malang. The method used is experimentation with pre-test and post-test designs in one group. The study subjects consisted of 14 children who followed the game of foam No Manu. Data is collected through observations and assessments of cooperative capabilities before and after treatment. Before treatment, the child's average cooperative score was 0.107%, while after playing, the average score increased to 0.115%. Statistical analysis using the t-test showed a p-value  $< 0.05$ , indicating a significant improvement in the children's cooperative ability after playing. The results of the research showed that the *Busa No Manu* game was effective in improving the ability of children to cooperate. The conclusion of the No Manu Foam Game research applied to children in group B positively influences children's cooperation skills.

**Keywords:** *Foam No Manu game; cooperative ability; Kindergarten; child cooperation*

### **How To Cite This Article**

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## INTRODUCTION

Early childhood is children who are in the age range of 0-6 years. They experience essential physical, cognitive, emotional, and social developments at this stage. This period is marked by very rapid and significant development, which has a major influence on various aspects of their lives in the future, so it is often referred to as the golden age. In the early age period, often called the sensitive period, children are in the ideal physical and mental maturity stage to respond to environmental stimuli (Musringati, 2017). To ensure that children's growth and development can run optimally, it is essential to meet all their needs. These needs include adequate nutritional intake, appropriate stimulation and intervention, and a supportive environment. If one of these needs is not met correctly, it can interfere with or hinder the child's growth and development.

(Trianto, 2016) states that education is critical at an early age because, at this time, a person's character and intelligence are formed. Therefore, education today needs to be adjusted to the needs of children's growth and development. In this context, children must be given the best education to support their development and growth until they reach adulthood optimally. Early childhood development is a change process in which children learn to achieve a higher level of maturity in various aspects. Social development can affect children's language and emotional development (Andriani, 2021). A critical aspect of this development is social-emotional development. According to the American Academy of Pediatrics, as quoted by (Nurmalitasari, 2016), social-emotional development includes children's ability to understand, manage, and express various emotions, both positive and negative; in addition, children can interact with peers or adults around them, and actively participate in the learning process through environmental exploration.

Dodge, Colker, and Heroman (Hildayani, 2014) stated that social-emotional development in early childhood mainly revolves around socialisation, where children learn about values and behaviours accepted in society. At this stage, there are three main goals in social-emotional development. First, children learn to understand themselves and build relationships with others. Second, children develop a sense of responsibility for themselves, which includes obeying rules and routines, respecting others, and showing initiative. Third, children learn to display positive social behaviour, such as showing empathy, sharing, and waiting their turn politely. Social-emotional development is influenced by the immediate environment (Daryati, 2023). Social-emotional development also includes children's ability to understand the feelings of others when

interacting in everyday life. This ability is formed through children's relationships with family and friends and gradually expands to include interactions with people in the broader community.

The aspect of social-emotional development in early childhood has a vital role because it can help children build good social interactions, develop empathy, and improve the ability to feel and control emotions; this is important to help children develop the social and emotional skills needed to live independently and successfully in the future (Musringati, 2017). The ability to feel emotions can be the basis for forming children's social abilities (Nasirun, 2020). Considering the importance of social-emotional development, it is natural that a more in-depth study is needed.

Cooperation skills are one of the critical elements in the social-emotional aspect that needs to be trained and developed in children. Cooperation, often referred to as cooperative nature plays a vital role in building positive friendships and should be practised early on; this has a significant impact on the psychological condition of individuals in the future (Kustiyam, 2017). Optimistic psychology can positively impact children's perception and understanding (Nasirun, 2021). Indicators of cooperation used in the study include (1) children can work together in groups, (2) children can obey game rules, and (3) children can share tasks in groups. According to Hurlock (Fauziddin, 2016b), cooperation is the ability to work together by emphasising group spirit rather than individual personality. This cooperative attitude can help children have a positive attitude towards activities with their friends and increase the desire to learn together in groups; in this case, cooperation is not only about working together with others but also about how children can prioritise group interests and sacrifice for mutual success.

The observations conducted on children in group B at Santa Maria 03 Catholic Kindergarten Malang showed that their cooperation skills had begun to develop when playing together but still needed to be improved to develop optimally. Children's cooperation skills need to be improved because children still tend to choose certain friends in playgroups, are not yet able to work together well in completing tasks given, often fight over toys, and are reluctant to lend them to friends. In addition, children spend more time playing alone, such as playing puzzles or legos.

Playing is one way for children to learn about the environment and have fun. Playing is also the most important thing that children need, especially in the early stages of childhood; besides that, playing also has benefits for various other things, such as cognitive, emotional, social, motor, and language development. Activities in playing must meet several requirements, such as sufficient time, adequate equipment, playmates, places, and playing rules (Elfiadi, nd). According to Piaget

(Fauziddin, 2016), playing is a way for children to develop skills to understand the world around them. Children gain experience in understanding concepts such as space, time, causality, and objects by playing. Playing also provides them pleasure, joy, and satisfaction. Playing also helps children in improving optimal development both physically and mentally; through playing, children can gain experience and opportunities to stimulate development in various aspects (Yanti Lubis, 2019)

Children and games are almost inseparable. When we think about children, we always connect them with playing activities. Games are activities that are carried out with joy and aim to provide pleasure. They greatly influence the development of a child's soul. Therefore, Abu Ahmadi (Khobir, 2009) stated that children must be given the opportunity and facilities to play.

(Dilansia, 2011) explains that traditional games are activities typical of various regions in Indonesia, with rules and ways of playing that vary in each region; for example, global Sodor, taste, and jump rope are included in this category. (Wijayanti, 2018) added that traditional games come from Indonesian culture and allow children to play together, both in groups and individually, with rules set to achieve the game's goals. However, it should be noted that not all traditional games are suitable for early childhood.

Traditional games originate from an area's local culture and have become part of the cultural heritage passed down from generation to generation. Traditional games are usually played without or with simple tools from available materials (Kurniati, 2016). The Busa No Manu game is a traditional game originating from Belu Regency, East Nusa Tenggara. This game is also found in other areas but with different names, such as in Java; the name for this game is kucing-kucingan. Games that involve interaction can foster children's social-emotional abilities (Suryadi, 2022). This game involves active movement and can help improve children's physical health and motor skills. The Busa No Manu game can also help develop children's social and emotional skills, such as cooperation, communication, and tolerance for failure. Children learn to communicate, work together, and resolve conflicts when interacting with peers. They also get to express emotions and learn to manage their feelings, contributing to healthy emotional development. To improve cooperation skills, research was conducted through the Busa No Manu game; in this game, each participant must work together and communicate well to achieve goals, such as catching or avoiding other participants. This game also increases familiarity between children, making them feel comfortable interacting and working together to achieve goals.

Based on the problems that have been described, to find out the development of cooperation

skills, research was conducted through the Busa No Manu game because, in this game, each participant must work together and communicate well to achieve the goal of the game, namely catching or avoiding other participants, in addition, the Busa No Manu game also strengthens intimacy among children, so that they feel more comfortable when interacting and working together to achieve the goal of the game. The Busa No Manu game will be introduced first by providing an explanation of traditional games and their origins and inviting children to play traditional games together; it is hoped that children will become accustomed and familiar with the Busa No Manu game so that they can interact with their friends through the game. The goal is to stimulate and improve their cooperation skills.

## **METHODOLOGY**

This study adopted a quantitative approach utilising numerical and statistical data (Sugiyono, 2015). Experimental methods are used to evaluate the impact of specific treatments on individuals under controlled conditions (Sugiyono, 2015). This study is not entirely experimental; a pre-experimental design is applied, considering external variables that can affect the independent variable due to the selection of non-random samples and the absence of control variables (Sugiyono, 2015). This study only conducted observations on group B students; the researcher focused on 14 class B students because other students were not present at the time of the study. To find out and compare the development of cooperation before and after treatment, this study used a one-group pretest-posttest design to ensure that the study results could be known accurately.

### **Time and Place of Research**

This research was conducted from 28 to 31 July 2023 at Santa Maria 03 Catholic Kindergarten Malang, located at Jln. Ananas No.45 Kel.

### **Research Objectives**

This study involved 14 grade B students from Santa Maria 03 Malang Catholic Kindergarten, eight boys and six girls.

### **Data Collection Techniques and Instrument Development**

Data collection techniques in this research include:

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1) Test

A test is a set of questions or exercises used to measure the ability of a person or group (Arikunto, 2010). The tests in question include Pre-test, treatment, and post-test. In this study, the pre-test and Post-Test involved playing rope, while the treatment test involved playing the Busa No Manu game.

2) Observation

Participant observation was used in this study because the researcher was involved as an observer.

3) Documentation

Data about the process of playing the Busa No Manu game is stored in the documentation, which describes the concrete steps that have been taken.

### Data Analysis Techniques

The data analysis in this study uses requirement tests such as instrument validity tests, instrument reliability tests, normality tests, and hypothesis tests.

## RESULTS AND DISCUSSION OF RESULTS

### 1. Pre-test and Post-test Results

After conducting the research, the pre-test and post-test results were obtained as follows:

Table 1. Pre-test and post-test data

<b>Respondent s</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Amount</b>
F	8	9	17
M	8	10	18
O	7	9	16
Y	11	12	23
D	11	11	22
L	9	10	19
J	9	11	20
H	12	12	24
A	9	11	20
N	8	10	18
T	8	11	19
D	7	10	17
H	10	11	21
E	8	10	18

Pre-test and post-test data were obtained through direct research in the field. The calculation of the pre-test and post-test activity values showed the development of cooperation skills, with a pre-

test value of 0.107% and a post-test value of 0.115%.

## 2. Research Analysis

### a. Validity Test

The product-moment correlation test is statistically used to test validity. In this study, each item in the variable will be tested to see its relationship with the total score of the variable.

Table 2. Validity Test

Correlations					
		Indicator 1	Indicator 2	Indicator 3	Amount
Indicator 1	Pearson	1	.694**	.161	.772**
	<u>Correlation</u>				
	Sig. (2-tailed)		.006	.583	.001
	N	14	14	14	14
Indicator 2	Pearson	.694**	1	.133	.765**
	<u>Correlation</u>				
	Sig. (2-tailed)	.006		.650	.001
	N	14	14	14	14
Indicator 3	Pearson	.161	.133	1	.676**
	<u>Correlation</u>				
	Sig. (2-tailed)	.583	.650		.008
	N	14	14	14	14
C amount r e	Pearson	.772**	.765**	.676**	1
	<u>Correlation</u>				
	Sig. (2-tailed)	.001	.001	.008	
	N	14	14	14	14

Latin is significant at the 0.01 level (2-tailed).

\*\* Correlation is significant at the 0.05 level (2-tailed).

The requirement for item validity is  $r_{\text{count}} > r_{\text{table}}$  N= 14

$r_{\text{table}}(14) = 0.532$

Indicator 1 has a significance level =  $0.772 > 0.532$

Indicator 2 has a significance level =  $0.765 > 0.532$

Indicator 3 has a significance level =  $0.676 > 0.532$

### b. Reliability Test

Reliability testing was conducted to assess the extent to which the tools used in this study were

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reliable in collecting data. Using SPSS 26, the Cronbach alpha value was applied to test the reliability of the study. If the Cronbach alpha value exceeds 0.05, the items used as research instruments are considered reliable; conversely, if the value is less than 0.05, the items are considered less reliable.

Table 3. Reliability Test

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.787	4

Gojali (2013) stated that a research variable can be considered input to analyse data to test the hypothesis if the Cronbach alpha (a) value is more significant than 0.05. Because the Cronbach alpha value is 0.787, the pre-test reliability test can be considered reliable, as shown in the table above.

c. Normality Test

This study conducted the normality test using the Kolmogorov-Smirnov test on SPSS 26 with a significance level of 0.05. If the probability or significance value of the data is more significant than 0.05 ( $\text{sig} > 0.05$ ), then the data distribution is considered normal. Conversely, if the significance value of the data is less than 0.05 ( $\text{sig} < 0.05$ ), the data distribution is considered abnormal.

Table 4. Normality Test

Kolmogorov-Smirnova			Shapiro Wilk			
Statistics	Df	Sig.	Statistics	df	Sig.	
.226	14		.050	.898	14	.107
.203	14		.124	.901	14	.115

- This is a lower bound of the true significance

e

a. Lilliefors Significance Correction

1

Based on the table above, the results of the Shapiro-Wilk normality test show that the significant values of the pre-test and post-test are greater than 0.5, with the pre-test significance value being 0.107 and the post-test significance value being 0.115. Thus, it can be concluded that the data is normally distributed.

d. Hypothesis Test or T Test

A partial test or t-test determines the relationship between each independent and dependent variable. The probability value results can be used to find the t-test.

Hypothesis tested:

Ha: The No Manu Foam Game affects the cooperation skills of group B children at Santa Maria 03 Catholic Kindergarten, Malang.



Ho: The No Manu Foam Game does not affect the cooperation skills of group B children at Santa Maria 03 Catholic Kindergarten, Malang, on the progress of group B children's cooperation.

Ho: Accepted and Ha are rejected if the probability  $> 0.05$ , but if the probability  $< 0.05$ , Ho is rejected, and Ha is rejected.

Table 5. T-test

### One Sample Test

Test Value = 0

	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	21,659	13	.000	8.92857	8.0380	9.8191
Protest	41,771	13	.000	10.50000	9.9569	11.0431

The table above shows that the Busa No Manu game affects group B children's cooperation development at Santa Maria 03 Catholic Kindergarten Malang. The probability or significance value is 0.000, which indicates that Ho is rejected and Ha is accepted.

## DISCUSSION

Busa No Manu is one of the most accessible traditional games for children. This game allows children to have fun with their peers through chasing activities. This game does not require much money and allows players to move freely in a relatively large area; at least ten players are needed for this game, and there is no limit to the number of players who can participate. Each player must follow the rules and be responsible for their respective roles. The main goal in this game is for the players who act as the posse to work together to protect the menu. They do this by chasing the player who acts as the manu, and the game ends when the manu is successfully caught by the bus; if players want to continue the game, they must switch roles.

The study results showed that the Busa No Manu game positively impacted the cooperation skills of group B children at Santa Maria 03 Catholic Kindergarten, Malang. A significant value of 0.000, more diminutive than 0.05, indicates that the children successfully cooperated with their friends, obeyed the game's rules, and divided tasks effectively. Pre-test and post-test data support this result, with a pre-test value of 0.107% and a post-test of 0.115%. After participating in the Busa No Manu game, the children showed a significant increase in their cooperation skills. The hypothesis

test showed a significant value lower than 0.05, which is 0.000, which means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Thus, it can be concluded that the Busa No Manu game affects the cooperation skills of group B children at Santa Maria 03 Catholic Kindergarten, Malang.

Cooperation is an effort to improve adaptation, responsibility, productivity, empathy and mutual respect despite differences of opinion, as stated (Hosman, 2014). This study's pre-test and post-test activities were carried out using block games. The indicators assessed include 1) the ability to work together in groups, 2) obedience to the game rules, and 3) group-sharing tasks. Based on the product-moment correlation test, all indicators were proven valid because the calculated  $r$  value was more significant than the  $r$  table, which was 0.532. A reliability test was also conducted to assess the reliability of this research instrument. The results showed that Cronbach's alpha value was 0.787, more significant than the  $r$  table of 0.532, so it can be concluded that the indicators in this study are reliable and can be trusted as a data collection tool.

Based on the t-test results, a significance value of  $0.000 < 0.05$  was obtained, indicating a difference in children's cooperation abilities after playing Busa No Manu. This means that the hypothesis is accepted, which means that the Busa No Manu game affects the development of group B children at Santa Maria 03 Catholic Kindergarten Malang. This is due to the children's ability to cooperate with group friends, obey the game's rules, and share tasks in groups during the Busa No Manu game.

Learning theories such as Hurllock's play theory (Wiwik Pratiwi, 2017) support this study. This theory states that play activities have no rules other than the rules set in the game, have no result, and are carried out voluntarily without being forced. Play is a child's life, not just entertainment; it is a need to fulfil the child's satisfaction and development. Play is an integral part of a child's life, not just entertainment but also the need to achieve satisfaction and support their development. Triana (Istriani, 2014) states that playing is an activity carried out by children to fulfil their needs and provide a sense of satisfaction or pleasure; one aspect of development that can be improved through playing is social development, where children learn to communicate with their friends to convey their thoughts and feelings. Playing also provides opportunities for children to socialise, explore, express themselves, interact, and learn in a fun way. Children tend to be less egocentric when playing and more likely to share with their friends (Anggraini & Kuswanto, 2019). Egoistic is a person who sees something only from his perspective and cannot distinguish it from the perspective of others (Cahya & Rohmah, 2019). Playing also teaches children responsibility, honesty, teamwork, and

discipline.

The study's results showed that the Busa No Manu game significantly influenced the cooperation skills of group B children at Santa Maria 03 Catholic Kindergarten Malang. This game was considered manageable, fun, and free of charge.

Advantages of the Busa No Manu game:

1. No additional tools or materials required.
2. Makes children very active by moving their whole body.
3. This game can develop children's social, emotional, physical, motor, and other developmental aspects.

Disadvantages of the game Busa No Manu:

1. Cannot be played independently because it requires a large area.
2. With land becoming scarce due to development, finding a large enough area to play the game is becoming increasingly difficult.

## CONCLUSION

Based on the research results and the process that has been carried out, it can be concluded that the Busa No Manu game applied to group B children at Santa Maria 03 Malang Catholic Kindergarten positively impacts children's cooperation skills. This can be seen from the pre-test value of 0.107% and the post-test value of 0.115%, as well as a significance value smaller than 0.05, which is 0.000; thus, by the formulation of the problem, the research hypothesis states that the variable (x) of the Busa No Manu game affects the variable (y) of cooperation skills, so  $H_0$  is rejected.  $H_a$  is accepted, so it can be concluded that the Busa No Manu game influences the cooperation skills of group B children at Santa Maria 03 Malang Catholic Kindergarten.

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