



The Effect of the Traditional *Lop-Lop Manok* Game on Developing Social Interaction Skills in Early Childhood

Putri Salsabilla^{✉ 1}, Munawwarah²,

220210081@student.ar-raniry.ac.id ¹, Munawwarah@ar-raniry.ac.id ²

Early Childhood Islamic Education, State Islamic University Ar-Raniry Banda Aceh, Indonesia

Abstract

Social interaction skills are an important aspect of early childhood development, but in reality, there are still children who are unable to cooperate, communicate, and obey rules in group play activities. One effort that can be made to improve these skills is through the use of traditional games that are rich in social and cultural values. This study aims to determine the effect of the traditional game Lop-Lop Manok on the social interaction skills of early childhood at TKN 5 Banda Aceh. This study used a quantitative approach with a one-group pretest-posttest experimental design. The research subjects consisted of 18 children in group B. Data collection techniques were carried out through observation and documentation of children's social interaction skills before and after being given treatment in the form of applying the traditional game of Lop-Lop Manok. The data obtained were analyzed using a paired sample t-test. The results showed that the average score for children's social interaction skills increased from 2.13 in the pretest to 2.62 in the posttest. The t-test results showed a significance value of 0.000 ($p < 0.05$), meaning that there was a significant difference between children's social interaction skills before and after the treatment. It can be concluded that the traditional game of Lop-Lop Manok has a significant effect on improving the social interaction skills of early childhood at TKN 5 Banda Aceh, as well as being an effective learning medium that supports the preservation of local Acehese culture. The characteristics of the traditional game of Lop-Lop Manok are that it is a game originating from Aceh, has simple rules, does not require special equipment, involves social interaction, has educational value, develops social-emotional aspects, supports motor development, and is enjoyable.

Keywords: Traditional game, lop-lop manok, social interaction, early childhood

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✉ Corresponding author:

Email Address: 220210081@student.ar-raniry.ac.id (Putri Salsabilla)

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INTRODUCTION

Early childhood is a crucial stage of development that lays the foundation for physical, emotional, social, and intellectual growth. At the age of 5–6 years, children tend to be active and highly curious, making play the most suitable activity for their developmental characteristics.

Playing not only provides enjoyment, but also serves as a means of exploration, learning, and the formation of intelligence and social skills.(Miftahul Jannah, 2025) . Early childhood is a period of rapid growth and development, both physically and psychologically(Mukarromah, 2022) . Early childhood is often referred to as "*the golden age,*" which only comes once and cannot be repeated, and is crucial for developing human qualities(Susanti, 2024) . Appropriate stimulation is very important for shaping character and instilling independence, and even becomes a phase of character formation that is embedded in a child's personality(Astuti et al., 2025) . Therefore, proper education and stimulation are vital to support children's cognitive, language, physical-motor, artistic, moral, religious, and social-emotional development(Sulaiman et al., 2019).

One crucial aspect of development during this period is social development, which relates to a child's ability to interact with others, understand social norms, and build healthy relationships. According to Sujiono (2012), the social development of early childhood is an important process that influences a child's ability to adapt to their social environment(Syahrul et al., 2021). At this stage, children begin to learn to interact with their peers, understand other people's feelings, and resolve conflicts constructively. This process forms the foundation for the development of social skills that will benefit children throughout their lives(Wijaya & Nuraini, 2023). Play is the primary medium for stimulating children's social skills, and various studies show that traditional games provide opportunities for children to communicate, interact, and build social relationships in a natural and meaningful way(Irmansyah, 2020)

Social interaction plays an important role in the formation of social skills in early childhood. Educators have strong views on the importance of supporting children's social and emotional learning(Krisnaningsih et al., 2024). Experiences in social settings provide opportunities for children to engage in activities that aim to improve their knowledge and skills in various important areas(Eka Daryati & Sadiana, 2025; Pello, 2024). Training and performance feedback can improve social teachers' interactions with children who are coaxed. Programs such as outdoor activities and music therapy have been shown to be beneficial for children in improving their social skills(Aciyaningsih & Husain, 2022)

According to Santrock (2011), children's social participation in groups can fulfill their need for closeness and togetherness. Playing with peers provides the best opportunity for young children to learn social skills, as play is the primary means of social development in children. Through play activities, children learn to interact, negotiate, resolve conflicts, take turns, be patient, cooperate, and share, as well as understand the concepts of fairness and competition. In addition, play has various functions, including as a means of learning, socialization, emotional expression, physical development, and creativity (Pera, Purwanti, 2018). Through play, children develop cognitive skills

such as problem-solving and creative thinking, while learning to understand social norms, build interpersonal relationships, and express and manage emotions safely (Musthofiyah & Muthohar, 2025)

Learning through play is in line with Lev Vygotsky's *Zone of Proximal Development* (ZPD) theory, which states that children learn optimally with the help of more competent adults or peers. Jean Piaget also emphasized that play helps children understand moral and social concepts naturally. Thus, play is not just entertainment, but a means of learning the rules and values of life. One form of this is traditional games as cultural heritage that contain traditional values and social norms. Research shows that traditional games can develop physical motor skills, shape character and social skills, and increase intelligence and multiple intelligences (Afiati & Sartika, 2020). These games also train leadership, cooperation, and discipline. One example is *Lop-Lop Manok* from Aceh, which has simple rules, requires no special equipment, involves social interaction, has educational value, and supports children's social-emotional and motor development in a fun way.

Traditional games are now increasingly being replaced by modern games that tend to be individualistic and lack social interaction. In fact, traditional games can stimulate balanced child development, intellectually, emotionally, spiritually, and socially. One of Aceh's traditional games is *Lop-Lop Manok*, which trains movement coordination, right and left brain balance, and social skills. This game is played in groups with elements of cooperation, rules, communication, and decision-making. Through these activities, children learn to interact, wait for their turn, obey rules, and adjust to their peers in a fun way.

Lop-Lop Manok is a traditional game from Aceh that is also known in several regions under different names, such as ular naga (dragon snake). In the past, this game was often played by children, but now it is starting to be abandoned due to technological developments, modern forms of entertainment that are individual in nature, and limited open spaces, especially in urban areas. In fact, *Lop-Lop Manok* plays an important role in stimulating children's social development because it involves direct interaction with peers. Through this game, children learn to cooperate, obey rules, communicate, wait for their turn, and foster a sense of togetherness and empathy. This game is similar to snake dragon, where children form a line while holding each other's shoulders, with differences in the song and the final mechanism of the game (Rizky Yulita, 2017)

In the digital age, the use of gadgets among young children is increasing, reducing opportunities for direct interaction with peers. However, social interaction is an important

foundation for social-emotional development. Research by Karomah and Diana (2023) shows that low social interaction can hinder communication, cooperation, empathy, and emotional control skills. Excessive gadget use also tends to encourage individual play activities that lack practice in sharing, taking turns, and obeying rules. Observations at TKN 5 Banda Aceh on July 12, 2025, showed that some children in group B still had difficulty interacting, lacked confidence, preferred to play alone, and were not yet able to cooperate and follow rules optimally. These findings indicate the need for more targeted stimulation through learning that is appropriate for the characteristics of early childhood.

To address children's social interaction problems, fun and meaningful collaborative learning activities are needed, one of which is through the traditional Acehnese game, *Lop-Lop Manok*. This game teaches cooperation, communication, rule-following, and group strategy, and has been proven to have a positive impact on children's social development. Through this game, children learn to interact, cooperate, and foster a sense of togetherness. However, at TKN 5 Banda Aceh, traditional games have not been optimally utilized because play activities are still dominated by individual games. Therefore, this study focuses on determining the effect of the *Lop-Lop Manok* game on the social interaction skills of early childhood at TKN 5 Banda Aceh.

The novelty of this research, entitled *The Application of the Traditional Game of Lop-Lop Manok on the Social Interaction Skills of Early Childhood*, lies in the use of local traditional games as a structured learning medium focused on developing children's social interaction. Unlike previous studies, which generally placed traditional games as free play activities, this study systematically designed *the Lop-Lop Manok game* to stimulate the ability to cooperate, communicate, wait for turns, obey rules, and show empathy and sportsmanship. Additionally, this study integrates Acehnese local culture into early childhood education, thereby not only enhancing social interaction but also instilling values of togetherness and cultural preservation from an early age.

Previous studies have shown that group-based traditional games have a positive effect on children's social development, especially in improving cooperation and peer interaction (Aulia, 2023). However, these studies are still dominated by general traditional games and have not extensively researched regionally specific games as a formal learning medium in early childhood education. Specifically, there has been no research on the traditional game *of Lop-Lop Manok* as a local culture of Aceh that has been applied through experimental design to improve the social interaction of early childhood. Therefore, this research is novel in that it integrates local Acehnese games into PAUD learning, while also supporting cultural preservation in accordance with Law of the Republic of Indonesia Number 5 of 2017 concerning the Promotion of Culture. The research

results are expected to serve as a reference for PAUD teachers in developing learning based on local wisdom and strengthening children's social interaction.

METHODOLOGY

Type of Research

The method applied in this study was a quantitative approach with a *pre-experimental design*. The research design applied in this study was "*One-Group. Pretest-Posttest Design*"(Rambang et al., 2022) , where, before being given treatment, the subjects, consisting of 18 students aged 5-6 years, participated in the traditional game of *lop-lop manok* for approximately 1 week. The research first administered a pretest, followed by a posttest.

The use of a *pre-experimental design*, specifically a *One Group Pretest–Posttest Design*, in this study was based on contextual considerations and research objectives. This design was chosen because the research was conducted in a real early childhood education (PAUD) classroom setting with a limited number of subjects, making it impossible to divide the subjects into control groups without disrupting the regular learning process(Rokhiyatul Amania, 2020)

Table 1. One Group Pretest-Posttest Design

Class	Pre Test	Treatment	Post Test
Experiment	O1	X	O2

Explanation:

O1: Pre-test before treatment

X: Treatment of the experimental group

O2: Post-test after treatment

Time and Place of Research

This research was conducted at TKN 5 Negeri Banda Aceh, located in Tibang, Syiah Kuala District. The research took place from November 17 to 20, 2025.

Research Subject

The subjects in this study were children in group B. The research sample consisted of 18 children, including both boys and girls. The sampling technique used was *total sampling*, meaning that all children in group B were included in the research sample. This sample selection was based on the consideration that all subjects were within a relatively similar age range and developmental level, making them relevant for measuring the effect of the treatment given(Purwanza, 2022)

Data Collection Techniques and Instrument Development

The data collection technique in this study was conducted through direct observation of the research subjects during the activity with the aim of understanding and obtaining accurate data related to the phenomenon being studied, namely children's social interaction skills when playing *Lop-Lop Manok*. In addition to observation, documentation was used to supplement the data through physical evidence, such as photos or activity records, during the research. Observation was used to directly observe the development of children's interaction skills during the process of implementing the *traditional game of Lop-Lop Manok*. Observations were made based on cognitive development achievement indicators that had been compiled in accordance with the Foundation Phase Learning Achievements from the Ministry of Education, Culture, Research, and Technology. Documentation was used to obtain supporting data such as school profiles, photos of activities, and evidence of children's learning activities during the research.(Andini & Rahmawati, 2025)

Table 2. Assessment Instrument for Children's Interaction Skills Learning Outcomes

				New	Suitable	Proficie nt	<i>Proficient</i>
				Developing	(2)	(3)	(4)
				(1)			
1.	The child is capable shows social behavior positive in play together with peers through games games, such as cooperating, taking turns, appreciating other people's opinions others, and resolving conflicts peacefully peacefully.	Children are capable demonstrate behavior cooperating in activities games traditional	At the time perform children's games able showing behavior that good and collaborative with his friends in activities play.				
		Children are able to show taking turns in play	When turn-taking begins able shows				

traditional	turn-taking attitude with his friend in the
Children are able to accept difference express their opinions in the game traditional	In this game children are capable of hearing and accepting opinions from his friends
Children are capable complete Conflict, learning to accept the outcome of the game with friends in activities games traditional	Children are able to resolve conflict with both when are playing games traditional

Source: Learning Outcomes for the Foundation Phase. Ministry of Education, Culture,
 Research, and Technology, 1-38.(Kemendikbud, 2022)

Data Analysis Techniques

Data analysis techniques in this study were carried out by processing data from observations of children's social interaction skills obtained before (pretest) and after (posttest) being given treatment in the form of the traditional game of *Lop-Lop Manok*. The collected data were analyzed quantitatively to determine the differences in children's social interaction skills before and after the treatment was given. Furthermore, the data were analyzed using a *paired sample t-test* to examine whether or not the traditional game of *Lop-Lop Manok* had an effect on the social interaction skills of early childhood. The results of the analysis were then interpreted

by relating the research findings to the problems and objectives of the study that had been set, so that conclusions could be drawn regarding the effectiveness of the treatment on the variables studied.(Candra Susanto et al., 2024)

RESULTS AND DISCUSSION OF RESULTS

This study was conducted from November 17 to November 20, 2025. The study conducted by the researcher consisted of three stages, namely Pretest, Treatment, and Posttest. The Pretest stage was an initial test on the sample to determine the social interaction skills of children in class B TKN 5 Banda Aceh before the treatment was given. After the pretest, the treatment phase was conducted by administering specific interventions to the research sample. The treatment was administered twice using the same indicator- ts as in the pretest. Following the treatment phase, the final stage was the posttest. The posttest was the final assessment conducted to measure changes after the intervention. Based on the research conducted, the pretest and posttest scores were obtained as follows:

Table 3. Pretest and Posttest Scores

Name	Pretest (Total)	Pretest (Average)	Posttest (Number)	Posttest (Average)
AM	5	1.25	8	2
JH	8	2	11	2.75
ABR	13	3.25	10	2.5
ABI	6	1.5	9	2.25
KY	10	2.5	13	3.25
RI	8	2	9	2.25
FA	6	1.5	13	3.25
AD	11	2.75	13	3.25
NS	8	2	8	2
SY	4	1	9	2.25
CUT	11	2.75	12	3
FRS	10	2.5	13	3.25
MKL	11	2.75	8	2
AZ	5	1.25	9	2.25
ASY	9	2.25	9	2.25
ADV	11	2.75	12	3
SC	10	2.5	11	2.75
HW	8	2	12	3
Total	154	38.5	189	47.25
Average	8.555556	2.138889	10.5	2.625

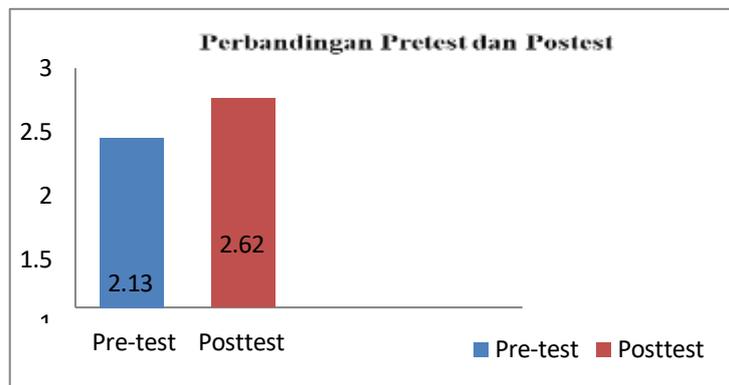
The table presents data from pretest and posttest results on the social interaction skills of early childhood before and after the implementation of the traditional game of *lop-lop manok*. There were 18 children in the study, each identified by their initials. Each child had a total score

and average score at the pretest and posttest stages.

Based on the table, it can be seen that all children experienced an increase in their social interaction skills scores after receiving treatment. In the pretest stage, the children's total social interaction skills score was 154 with an overall average score of 2.138889. After receiving treatment through the traditional game of *lop-lop manok*, the total score increased to 189 with an overall average score of 2.625 in the posttest stage. This increase indicates a positive change in children's social interaction skills, such as the ability to cooperate, communicate, and interact with peers. Most children experienced an increase in both the number and average scores, although there were some children whose scores remained the same (). However, in general, the upward trend was clearly seen in the posttest data compared to the pretest.

Thus, it can be concluded that the application of the traditional game of *lop-lop manok* has a positive effect on the development of young children's social interaction skills. These results reinforce that traditional games can be an effective learning strategy in improving children's social skills in early childhood education settings.

Table 4.
Comparison of Pretest and Posttest



Based on the graph, there is a difference in the average social interaction ability scores of children between the pretest and posttest stages. The average score in the pretest stage was 2.13, while in the posttest stage it was 2.62. The difference in the height of the bars in the graph shows that the average posttest score was higher than the pretest score. This finding indicates that the application of the traditional *Lop-Lop Manok* game had an effect on children's social interaction skills. Visually, the graph shows that after being given the treatment, children demonstrated better abilities in terms of cooperation, communication, and active participation with their peers. Thus, this graph supports the results of the statistical analysis, which states that the traditional game of *Lop-Lop Manok* has an effect on the social interaction skills of early childhood.

Table 5. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.159	18	.200*	.944	18	.335
Posttest	.109	18	.200*	.977	18	.915

Based on the results of data normality tests using the Kolmogorov–Smirnov and Shapiro–Wilk tests, the significance values (Sig.) obtained for the pretest and posttest data were all greater than 0.05. In the Kolmogorov–Smirnov test, the significance value for the pretest data was 0.200 and for the posttest data was 0.200. Meanwhile, the Shapiro–Wilk test results showed a significance value of 0.335 for the pretest and 0.915 for the posttest. Referring to the decision-making criteria for normality testing, the data is declared to be normally distributed if the significance value is greater than 0.05. Therefore, it can be concluded that the data on the social interaction skills of early childhood before (pretest) and after (posttest) being given the traditional *lop-lop manok* game treatment are normally distributed. With the fulfillment of the normality assumption, further statistical analysis to test the effect of the traditional *lop-lop manok* game on the social interaction skills of early childhood can be carried out using a parametric statistical test, namely the *paired sample t-test*.

Paired Samples Test

		Paired Differences					t	Sig. (two-tailed)
		Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference			
						Lower	Upper	f
Pair-1	-pretest - Posttest	2.139	.776	.183	1.753	2.525	11.698	.000

Hypothesis testing in this study was conducted using a *paired sample t-test* to determine whether there was a significant difference between the social interaction abilities of early childhood children before (pretest) and after (posttest) being given the traditional *Lop-Lop Manok* game treatment. The paired t-test was chosen based on the results of the Shapiro-Wilk normality test, which showed that the data were normally distributed, thus meeting the requirements for using parametric statistical tests.

Based on the results of the paired t-test analysis in Table 4, a mean difference of 2.139 was obtained, with a standard deviation of 0.776 and a standard error of the mean of 0.183. The 95% confidence interval value was in the range of 1.753 to 2.525, indicating that the difference between the pretest and posttest values was positive and consistent. Furthermore, the t-test results show a t-value of 11.698 with a degree of freedom (df) of 17 and a significance value (Sig. (2-tailed)) of 0.001. Because the significance value is less than 0.05, the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that there is a

significant difference between the social interaction skills of early childhood before and after the implementation of the *traditional Lop Manok* game. These results prove that *Lop Manok* has a significant effect on developing the social interaction skills of early childhood.

DISCUSSION

Based on the results of research conducted through pretest, treatment, and posttest stages, it was found that the application of the traditional game *Lop-Lop Manok* had a significant effect on the social interaction skills of early childhood students in class B TKN 5 Banda Aceh. Data analysis showed a difference in the average social interaction ability scores of children, namely 2.13 in the pretest stage and 2.62 in the posttest stage. In addition, the total social interaction ability score also showed a difference, from 154 in the pretest to 189 in the posttest. These findings indicate that after participating in the traditional *Lop-Lop Manok* game, children's abilities in terms of cooperation, taking turns, accepting friends' opinions, and resolving conflicts socially were in a better category than before the treatment was given. Thus, the traditional *Lop-Lop Manok* game can be seen as an effective learning stimulus in supporting children's social interaction skills through structured and meaningful group play activities.

These differences in social interaction skills are related to the characteristics of the *Lop-Lop Manok* game, which requires children to actively participate in group activities. During the game, children are required to communicate with each other, obey common rules, and adjust to their peers. This condition provides children with real social experiences, so that the process of learning social interaction occurs through direct practice, not just through verbal instructions. This is in line with Santrock's (2011) opinion that group play is an important means for early childhood to learn social skills, such as cooperation, emotional control, and social conflict resolution.

The findings of this study can also be explained through Vygotsky's theory of social development, specifically the concept of the Zone of Proximal Development (ZPD). According to Vygotsky, children will develop optimally when they learn through social interaction with peers and more competent adults. In the *Lop-Lop Manok* game, children help each other, model the social behavior of their friends, and receive guidance from the teacher during the game. This process allows children to develop social interaction skills that they were previously unable to do independently. Thus, the *Lop-Lop Manok* game acts as a social context that supports scaffolding, where children learn through the support of their social environment.

In addition, the results of this study are also in line with social constructivism theory, which emphasizes that children's social knowledge and skills are built through social experiences and interactions. The traditional game of *Lop-Lop Manok* provides space for children to actively build social understanding, such as learning to respect others, understanding group rules, and accepting victory and defeat in a sporting manner. Through repeated play experiences, children gradually form more positive and adaptive social behavior patterns in their social environment. The results of this study are reinforced by previous research findings which state that group-based traditional games are effective in improving the social skills of early childhood. (Aulia, 2023) concludes that traditional games can improve children's cooperation, communication, and social interaction through active involvement in groups. However, this study is unique because it highlights the traditional local game of Aceh, *Lop-Lop Manok*, as a learning medium that has not been widely studied in experimental research in early childhood education. Thus, this study not only reinforces previous findings but also contributes new insights into the development of local culture-based learning.

Overall, the results of this study indicate that the traditional game of *Lop-Lop Manok* is not merely a play activity, but an effective learning medium for stimulating the social interaction development of early childhood. This game is able to create a learning environment that is fun, collaborative, and in line with the characteristics of child development. Therefore, the use of the traditional game of *Lop-Lop Manok* is very relevant to be applied in early childhood education as an effort to improve children's social interaction skills while preserving the local culture of Aceh.

CONCLUSION

Based on the results of research conducted at TKN 5 Banda Aceh, it can be concluded that the traditional game of *Lop-Lop Manok* has a significant effect on the social interaction skills of early childhood. This is demonstrated by the difference in the average social interaction skills of children, namely 2.13 in the pretest stage and 2.62 in the posttest stage. Statistical analysis using a paired sample t-test showed a significance value of 0.000 ($p < 0.05$), thus rejecting the null hypothesis and accepting the alternative hypothesis. These findings indicate that the application of the traditional game of *Lop-Lop Manok* has a significant effect on children's social interaction skills, particularly in the aspects of cooperation, taking turns, accepting friends' opinions, and resolving conflicts socially. Therefore, the traditional game of *Lop-Lop Manok* can be used as an effective learning medium at TKN 5 Banda Aceh to support the development of early childhood social interaction skills, while also contributing to the preservation of local Acehnese culture.

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