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Team Games Tournament: A Cooperative Model for Training Prosocial Behavior in Early Childhood

Winda Sherly Utami[1]
windasherly@unja.ac.id

Ayu Aprilia Pangestu Putri [2]
ayupangestu@fkip.unmul.ac.id

[1] Universitas Jambi, Jambi, Indonesia
[2] Universitas Mulawarman, Samarinda, Indonesia

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Abstract: *Prosocial behavior is a very important aspect to be taught to children from an early age. This is because prosocial behavior can affect children's ability to interact and manage emotions when dealing with others. This study aims to test the effect of the team games tournament model in training prosocial behavior in children aged 5-6 years. This type of research is quantitative research with a pre-experimental approach, using a one group pretest-posttest design without a control group. The sample used was 15 children aged 5-6 years. Data collection was carried out through observation and documentation. The data analysis technique used a hypothesis test (paired sample t-test). The results of the study showed a significant difference between the conditions before and after the application of the team games tournament model. This model has been proven effective in training prosocial behavior in children aged 5-6 years. It was concluded that the prosocial behavior of children at that age increased after the application of the team games tournament model in the learning process.*

Keywords: *team games tournament, prosocial behavior, early childhood*

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INTRODUCTION

Early childhood education has been globally recognized as a place to develop all potential and aspects of child development. The aspect of early childhood development that needs to be stimulated in the current era of digitalization is the social aspect which includes prosocial behavior. Prosocial behavior is a voluntary and intentional act that aims to benefit others such as helping, sharing, cooperating, entertaining and supporting (Fitria et al., 2020; Castelo et al., 2021; Ardhiani & Darnasih., 2023). In line with what Yunita & Yusfarani (2020) said that this prosocial behavior includes acts of sharing, helping, cooperation, honesty, generosity and volunteering. In Permendikbud No. 137 there are also indicators of prosocial behavior aged 5-6 years including being able to play with peers, being cooperative/cooperation, controlling emotions, behaving politely and so on.

This prosocial behavior needs to be trained and instilled from an early age because humans cannot live without coexisting with other humans, meaning that as individuals we definitely need the help of others in becoming life (Nurjanah, 2022). Haryani, et al (2022) also

found a similar thing that prosocial behavior is one of the important behaviors to be developed since early childhood because prosocial behavior will affect children's ability to behave and manage emotions when dealing with others. Prosocial behavior in children can be seen when children carry out learning activities inside and outside the classroom, for example when children can play with their peers. In play activities, children can be taught to communicate through certain rules. This can help build empathy and understanding among playmates. Play activities that involve certain rules can encourage children to develop good communication skills (Yuniati & Rohmadheny, 2020). In line with what Aulia & Budiningsih (2021) found, training prosocial behavior also requires effective communication to interact with others, both individually and in groups so that children can understand, appreciate and build positive relationships with each other.

Seeing this, it is indirectly important to train children's prosocial behavior from an early age. However, there are still problems related to prosocial behavior in children. This is evidenced by the results of a survey conducted at one of the PAUD institutions in Muaro Jambi Regency found that children's prosocial behavior has not developed optimally, seen during learning activities and when children play with their peers. During learning activities, children are still found who do not want to answer the teacher's questions such as how are you doing today, who was sent to school and so on. In addition, children's appreciation for their peers is also still lacking, especially for giving applause to friends who can answer the teacher's questions. Then, when children play with their peers. Children still emphasize their selfishness so that it appears in uncaring attitudes such as children not wanting to share when playing, low empathy and unwillingness to play cooperatively and there are still those who like to interfere with their friends.

The above problems are in line with those found by Nur'Aini, et al (2024) that there is still a lack of children's prosocial behavior such as children not wanting to cooperate, share, patiently wait for their turn in using game tools and fight over toys with their peers. To overcome these problems, it is necessary to have educational learning strategies so that children can be empathetic and cooperate, one of which is through the team games tournament type cooperative learning model. Team games tournament is a cooperative model that is carried out in groups by involving competition between groups to complete tasks in a group (Alawiyah et al., 2023).

The team games tournament model can make children active, imaginative and not feel bored so it is effectively applied to early childhood. In addition, this model requires children to learn in groups without any status differences, involves friends as peer tutors and contains elements of play. Indirectly, children's social-emotional abilities will continue to develop and be trained to establish social relationships with fellow groups and be able to control their emotions during the learning process. In line with what was stated by Ningsih, et al (2024) that learning activities using the team games tournament model can provide a fun and effective atmosphere to develop collaboration and communication skills between individuals.

Several previous studies have also proven that the team games tournament model has a great influence on student learning outcomes (Agung et al, 2021; Umar, 2021; Mulyadi, 2022; Putri, 2022; Fauzi & Masrupah, 2024). Team games tournament is one type of cooperative learning that is feasible and compatible for early childhood (Setianingrum & Azizah, 2022). Similarly, Gillies (2014) stated that cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students in kindergarten. Therefore, the team games tournament model is also expected to help teachers in training early childhood prosocial behavior such as being able to cooperate with their peers, behave politely and be able

to answer questions well. Thus, the purpose of this study is to determine the effect of the team games tournament cooperative model in training the prosocial behavior of children aged 5-6 years.

METHOD

This research is a quantitative study with a pre-experiment method using a one group pretest-posttest design without a control class. Where researchers give a pretest or initial test to determine children's prosocial behavior. Then, the research provides a posttest or final test to determine the child's prosocial behavior after being given treatment 5 times which will later be analyzed to draw conclusions. Treatment is carried out using the team games tournament cooperative model to train the prosocial behavior of children aged 5-6 years. This research was conducted at Kasih Ibu Kindergarten, Muaro Jambi Regency with a population of 15 children aged 5-6 years. The sampling technique by means of saturated samples, which amounted to 15 children aged 5-6 years at Kasih Ibu Kindergarten, Muaro Jambi Regency so that this research is also called population research.

In this study, the data collection techniques used were observation and documentation. According to Kunia et al. (2023) observation is used to observe various levels of child behavior. Researchers recorded and filled in rubrics based on the child's behavior observed during treatment by applying a cooperative team games tournament model to children aged 5-6 years, according to the aspects and indicators to be achieved. For data analysis, this study used procedures in accordance with the experimental method, namely including prerequisite tests and hypothesis tests. Prerequisite tests are carried out to ensure that the data meets the required criteria before testing the hypothesis. Hypothesis testing aims to determine whether there is a significant difference in the data obtained, using the paired sample t-test, which is analyzed using SPSS statistical software version 26. The following is a quantitative research chart using pre-experimental methods, including:

RESULTS AND DISCUSSION

This study uses data analysis that includes hypothesis testing with paired sample t-test to determine the final results. Before drawing conclusions, it is important to ensure that the data meets the assumptions of normal and homogeneous distribution. To test the normality of the data, the Kolmogorov test is used, while the homogeneity test is carried out with the Levene test.

Pretest and Posttest Data

Pretest data is the initial value of children's prosocial behavior before being given treatment using the team games tournament cooperative model while posttest data is the final value of children's prosocial behavior after being given treatment using the team games tournament cooperative model. The following are the results of the calculation of pretest and posttest values.

Table 1. Calculation Results of Pretest and Posttest Values

N=15	Prosocial Behavior of 5-6 Years Old Children			
	Minimum	**Maximum**	**Mean**	**Std.Deviation**
Pretest	63	80	71.40	5.844
Posttest	75	95	84.82	6.664

The results of the calculation of pretest and posttest scores in table 1 show that children's prosocial behavior before being given treatment has a low average of 71.40. While children's prosocial behavior after being treated through the team games tournament cooperative model has increased to an average of 84.82 for 15 children.

Normality Test

The normality test is a prerequisite test before the data is analyzed to determine the final results. The normality test determines whether the sample and data are normally distributed. The following are the results of the normality test calculation.

Table 2. Normality Test Calculation Result**s**

Prosocial Behavior	**Kolmogorov-Smirnov[a]**			**Shapiro-Wilk**		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.158	15	.200	.928	15	.257
Posttest	.133	15	.200	.937	15	.341

Table 2 shows that before and after being given the team games tournament cooperative model treatment to train children's prosocial behavior has normally distributed data using the Kolmogorov-Smirnow formula, the pretest value is 0.200 and the posttest value is 0.200, where the data is normal if p>0.05. The same thing is also seen in the results obtained using the Shapiro-Wilk formula, the pretest value is 0.257 and the posttest value is 0.341.

Homogeneity Test

Homogeneity test is also a prerequisite test to determine whether the sample and data have the same or homogeneous variance before the data is analyzed using hypothesis testing. The following are the results of the homogeneity test calculation.

Table 3. Homogeneity tes calculation results

Prosocial Behavior			
Levene Statistic	df1	df2	Sig.
.003	1	27	.959

Table 3 shows that the data proved to be homogeneous with the results obtained in the significance value (sig) of prosocial behavior of 0.959 which means more than 0.05 (0.959> 0.05). The results obtained using the Levene Statistic formula.

Hypothesis Test

Hypothesis testing is used to determine whether the team games tournament cooperative model has an effect on prosocial behavior of children aged 5-6 years. The following are the results of the hypothesis test calculations that have been obtained.

Tabel 4. Hypothesis Test Calculation Results

Prosocial Behavior	Paired Differences						
	Mean	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
			Lower	Upper			
	-13.419	6.819	-17.195	-9.643	-7.622	14	.000

The results of the hypothesis test shown in Table 4 using the paired sample t-test formula show a significance value of 0.000, which is smaller than 0.005. This indicates a significant difference between the conditions before and after the implementation of the cooperative team games tournament model. Thus, it can be concluded that the cooperative team games tournament model has an effect on training prosocial behavior in children aged 5-6 years.

Training children's prosocial behavior from an early age has enormous benefits for the future. In this study, the team games tournament model was used with simple steps that are easy for children to understand, including (1) The teacher delivers the learning material that has been planned and prepared; (2) Children are divided into several groups to play the game; (3) Competitions or matches are held between groups through interesting games, so that children feel motivated to be the best group; and (4) Awards for groups that can achieve scores according to the criteria. That way, children become more enthusiastic and active in learning activities. The team games tournament model can teach students to discuss, create an attitude of discipline, togetherness, responsibility, cooperation and honesty to compete in a sporting manner.

Playing in groups can improve aspects of early childhood development, especially to train children's prosocial behavior such as the ability to work together and behave honestly. Success in the TGT model depends on group spirit and cooperation, not just on individual abilities. This encourages children to focus on common goals and appreciate the contributions of each group member, which are important aspects in developing prosocial behavior. By working together, children also learn to restrain themselves, share roles, and accept the opinions of others. Nurmalitasari (2015) stated that the team games tournament model is closely related to the social emotional aspects of children, because when competing children are required to work together with their group, interact and be able to complete the game with the group. Veloo & Chairhany (2013) added that the team games tournament model can facilitate students to learn while interacting and socializing with their friends. This is also proven by the results of previous research that children's cooperation skills in group B can be improved through the team games tournament model with data obtained of 85.71% on the group indicator, 90.47% on the responsibility indicator, 61.90% on the helping indicator and 90.47% on the sharing indicator (Khasanah, 2017).

In addition, the results of Putri & Wati's (2020) study also showed that the team games tournament model can increase student learning activities with an average percentage of 72.39%. Then, the results of Baun et al.'s (2023) study also showed that the team games tournament model can increase the activity of movement patterns in traditional games with

good criteria. The results of this study are not much different from the results of previous studies, this team games tournament model can be used as an alternative for teachers so that learning can attract children, not be boring and monotonous. Pusparini et al. (2023) said that the team games tournament model has great potential in improving numeracy, cognitive and social skills in early childhood. This is because this model has the basic principle that children learn more effectively when they work together in groups and compete in a fun and non-threatening atmosphere. Cooperative learning can realize children's needs in thinking and working together to solve a problem (Rahman & Kencana, 2020).

Azizah & Diana (2022) also explained several advantages of the team games tournament model, including a) the application of the cooperative learning model can broaden students' horizons; b) develop attitudes and behaviors that respect others; c) encourage enthusiasm for learning; d) create positive attitudes from children, such as cooperation, tolerance, helping each other and others and e) create a group system that can make it easy for teachers to provide direction/supervision to children. Team games tournament model has several positive implications such as providing social support while learning, interaction in groups and learning to solve problems cooperatively and helping each other. With these advantages and positive implications, teachers have indirectly trained prosocial behavior in children that has been adjusted to the principles of early childhood, namely learning while playing (Utami et al., 2023). It is undeniable that by playing children get a lot of new experiences and learning, especially in establishing social interactions with others.

CONCLUSION

The results of the data analysis showed a statistically significant difference in children's prosocial behavior before and after the implementation of the team games tournament model. It can be concluded that the team games tournament model has proven to have a significant effect in training prosocial behavior in children aged 5-6 years. Through an approach based on teamwork and healthy competition, children can develop deep social and emotional skills, such as empathy, responsibility, and the ability to work together. Thus, the TGT model is not only effective in improving academic skills, but is also important in forming positive social characters in early childhood. Therefore, this model can be an excellent alternative for educators in supporting children's social emotional development.

Hopefully, future researchers can train children's prosocial behavior using other learning models and educational learning media that are adapted to advances in the current digitalization era, such as technology-based learning.

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