Implementation of Traditional Games in Dealing with Antisocial Behavior in Early Childhood

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Abstract
The purpose of this research is to know the planning and implementation of traditional games and to know the implications of traditional games in dealing with anti-social behavior in children. The method used in this study is a qualitative method with data collection techniques used are observation, interviews, and documentation. The data analysis techniques in this study were carried out by collecting data, summarizing data, presenting data and concluding. The results of this study indicate that traditional games can be a method of dealing with anti-social behavior in early childhood. With the influence, communication, cooperation and empathy that grows after playing traditional games, prosocial behavior will grow in children. The research results are expected to contribute to educators and institutions in improving social skills in early childhood.

Keywords: Traditional Games, Anti-Social Behavior, Early Childhood

INTRODUCTION
Early childhood is a child in the golden age. It means that at this time the child is undergoing very rapid growth and development, therefore various stimuli must be given properly to support it through more attention (Ardhi & Warmansyah, 2023; Muhammad...
et al., 2023; Yuningsih & Sari, 2023). More attention has been shown by the government through early childhood education program (Desmita et al., 2023; Laela et al., 2023). The presence of early childhood educational institutions helps children to be able to optimize aspects of child development (Hidayati & Suryani, 2023). Especially those related to social development. This development should be an important concern, because in the early days children enter and learn in kindergartens positive social behavioral habits become the primary cultivation before the cognitive aspects and so on. In accordance with the Act No. 20 of 2003 on national education, it is stated that the purpose of early childhood education is as an educational effort demonstrated to children from birth until the age of six, carried out through the provision of educational incentives to assist the growth and physical spiritual development of the child (Nurul-huda, 2021). The law emphasis above suggests that humans are social beings. Where good behavior is a very important thing to develop from an early age. The development of child's social behavior can be seen from the interest in doing activities with friends, the growth of the desire to be accepted in a group, and the regret of not being with friends (Nafi’ah et al., 2022). Social behavior is a behaviour demonstrated by the affection and attention of one child to another child (Armanila, 2017). Hurlock Thought social development is those whose behavior reflects hygiene in the three processes of socialization, so that they fit into the group in which they merge and are accepted as members of the group (Asma Fadhilah et al., 2021). According to Vygotsky, early childhood development depends on the interaction or way of interaction with people around or with others. It is as a means of delivery that helps the child.

Children with social behavior also have mental illness, where they do not have the fear that can be called an anti-social attitude (Nurlaila et al., 2023; Shafira et al., 2022). The child's anti-social behavior can be seen from his attitude that deviates from norms, such as family rules, communities, schools and other legal rules. This behavior can be caused by a poor IQ, punishment, a cold parent's attitude, and also a parent who is anti-social will decrease in his child (Supriyadi, 2023). Thus, social behavioral skills are not abilities that have existed since birth, but are acquired from the process of learning from parents, peers, schools and their surroundings (D. A. Wijayanti & Katoningsih, 2022). So, social skills need to be developed from an early age, so that the child can become a good individual in socializing with his environment.

Based on the explanation of social behavior, then elements in social skills include: influence, communication, collaboration, and cooperation, as well as empathy. The social skills of the child will be able to express both positive and negative feelings in interpersonal relationships, without having to hurt others. (Sari et al., 2019). Social behavior does not always appear in the positive form of what is called interpersonal intelligence when it has developed optimally, but there are still some children who experience anti-social behaviour. Therefore, dealing with anti-social behavior in early childhood can be done with learning in the school environment. This is in line with Albert Bandura's learning theory that an individual will observe behavior in his environment as a model, then imitate it so that it becomes his own (Nafi’ah et al., 2022).
Learning in the neighborhood is pleasant, and learning in play is pleasing. According to Vygotsky, play a role in the cognitive development of children, children are unable to think abstractly, because for them meanings and objects blend into one. It means that when a child plays, he doesn't think of something without what he sees (Khadijah, 2017).

Treatment of anti-social behavior in early childhood will be very helpful if done in a playful way while learning. In a game, teachers can trace positive values associated with social behavioral skills so that they can minimize anti-social behavior occurring in children (Syahnurmala et al., 2022). Traditional games are the right games to help social handling, especially nowadays radical games are beginning to disappear eaten by the ages. As for the traditional form of play that can be applied is the group game, so that there is co-operation and social attitude in the child. The game includes snooping, swinging, and book-thumbs (Riadi & Lestari, 2017). In line with the research carried out by Rina Wijayanti which explains that traditional games can raise values of dignity and have simple rules. The social abilities of children will be found as a manifestation of the internalization of cultural values that form cooperation, loyal friends, gotong-royong in life (R. Wijayanti, 2018). In Mevira Indri's study, Mevira Indri also explains the development of child social behavior and cooperative attitudes can be done through traditional games (Indri et al., 2022).

Based on early observations at ABA Sukasari Kindergarten in group B, traditional games have been applied in the teaching learning process and have an impact on aspects of social development such as the child can invite his friend to play, persuade his friend, give instructions, accept ideas, speak politely, be able to communicate well, dare to ask, cooperate, accept rules, forgive, and help his friend. These developmental reaches are not all reached by children, there are some children who have not reached optimization. It turns out that the handling is carried out from the planning to the evaluation or finishing stage, so the handling can be done well by the teacher. The researchers are therefore interested in studying more deeply the implementation of traditional games in dealing with anti-social behavior in early childhood in group B at ABA Sukasari School. The objective of the study was to describe the planning and implementation of traditional games in dealing with anti-social behaviour in early childhood as well as describing the implications of traditional games in addressing antisocial behavior in early children. The results of this research are expected to contribute to early childhood education in dealing with anti-social behaviour in their pupils and help teachers in teaching.

**METHODS**

The research method used in this research, that is, using qualitative descriptive research. The use of this method is to describe and analyze the implementation of traditional games in dealing with anti-social behavior in early childhood group B at ABA Sukasari School. As for the object in this study are 2 teachers and 10 pupils group
B in ABA sukasari school. Pegajahan, Kab. Serdang Bedagai. In this research, researchers become research instruments. The data collection technique used by the researchers is observation of children using observation sheets and instruments to enhance early childhood social skills. Then, the interviews were conducted with the teacher and the child. And lastly, documentation, photos, worksheets, photos of school play. The data analysis technique used in this study is by grouping the data obtained into a catalogue, drawing the data into units, analyzing important data, sorting or presenting data that corresponds to the research problem in the form of a report and making conclusions so that they are easy to understand.

RESULTS AND DISCUSSION
Planning and Implementation of Traditional Games at ABA Sukasari

At the stage of traditional game planning starting with the teacher determining the activities and objectives to be implemented in creating a plan of traditional play activities, the teachers will discuss to determine the traditional game to be played. In order to remain consistent in the game with the type of game that has been chosen, each teacher enters the classroom to create a Daily Learning Implementation Plan (RPPH) and determine the learning method that suits the teacher, the playing activity, the method used is the question-and-answer method and demonstration. The Princess affirmed that the daily learning plan is always made by each class teacher and will be signed by the head of the school. The first day of observation, the teacher performed activities in accordance with the RPPH that had been made according to the theme of today, namely the theme Negaraku, the sub-theme of my homeland, sub-sub-theme to know the letter hijaiyah and the traditional game to be played is gobak sodor. These games are often played in schools, teachers often perform traditional game activities with pupils in schools to develop social skills in children. Before the play, the teacher gave the child a sheet of work writing the hijaiyah letter "ک" and coloring the garuda as the symbol of the country of Indonesia. Then on the second day, before the start of the learning activity, teacher gave some questions about the previous learning to see the development of the memory of the child, then the child was assigned to write the name of the president of Indonesia and his deputy and write the hijayyah letter “ژ”. On the fourth day, teacher assigned the task of writing the letter "پ" as well as coloring pictures of Indonesian heroes.

In the next phase the teacher determines the allocation of the time of execution (in lessons/out of lessons hours) and the place to be used during the execution, i.e. the teacher will determine when and where the traditional game activities will be carried out so that the game activities can be done in accordance with the position of time and place that supports the activities of traditional games. The results of the observations that the researchers do in practice, at this stage the teacher has assigned the time the play execution is done outside the classroom, the time required for the traditional play activities is very many there are about 20 minutes and the places used are quite wide. It is in line with the results of the research interview with the teacher of class B ABA.
Sukasari named Mother Princess, he said that before starting the activity each teacher will determine the traditional game to be played as well as with the time that will be determined to do the play activities.

Teachers prepare the equipment that will be used, i.e. the equipment is the material used to perform traditional play activities before the game is carried out. In order for the play activities to run properly, then the tools of the game must be complete and can provide pleasure and improve the development of the child.

Based on the observations the researchers made, that before playing, the teacher had prepared all the equipment needed in the traditional game. The thing that prepares the teacher on the first day of the traditional game of gobak sodor is to prepare the field that is made pictures of boxes. Before performing play activities, the teacher ensures that the children are in a strong physical condition and no injuries to the legs. In a gambling game, a sodor requires a fairly large page to make a field that will later form square lines. The fields created are square in length and resemble tables containing six tables. In a game of gobak sodor it takes two teams each consisting of three or four children. They shall be divided into two teams: an attacking team and a guard. The tables shall be filled by the guard, and passed through by the attacking. The guard shall be able to defend the fortress by walking the line in the picture of the table, and the attacker shall be capable of passing through the guard without being troubled.

On the second day of the observation at ABA Sukasari School, the teacher prepared the traditional game tool cublak-cublak suweng. In this game the tool used is only a small stone that is enough in the hands of the children. The suweng game does not require a large space, as this game is played in a seated way and is guaranteed by 4-7 children. In this game, the child is only asked to spin the stone from one hand to the other and sing the song of the cublak-cublak suweng. If the song is finished or has been sung the children are asked to hold his hand as well as the stones that were previously moved from the hands of the other child. This game is quite easy to play so, just need to repeat a few times the child has already understood the rules in this game.

Then on the third day, the teacher prepared the field for the game of sodor gobak the same as in the observation on the first day. The game is repeated again to be played, because the child still has not understood the rules of the game, the child is still selfish and does not want to lose with his team opponent. On the fourth day, the teacher prepares the field for a book-to-book game. The book- to-book games are often played by ABA Sukasari schoolchildren, because the game is easy to play and requires no tools in playing this game. Teachers just need to set up a large enough page and square picture so that the child doesn't run out of the game boundaries. The game is done with a song song while walking forming a train, then the child caught must choose the manna fortress the child chooses for the place to lie down. The game is repeated and until the end of the fortress who has the least child must take the child that is in front of it.
This is in line with the results of a previous interview with the mother of the daughter at ABA Sukasari School who said that before playing activities, teachers have prepared the tools and materials used in traditional games. With the tools that have been prepared, the teacher will be better prepared in doing traditional games activities.

At the stage of the implementation of the traditional game activities begins with the teacher giving explanation and rules agreed by the students means before performing the play activities the teacher gathers the children first on the school grounds. The children first directed to make rows forming a circle, after the children are finished and ordered, the teacher begins to give explanations how the rules in the traditional games will be played. After explaining the rules of the game, the teacher began to divide into two groups, each of which consisted of four men. The two groups would then be divided into a guard and an attacking team.

At the time of the game, the teacher gives an explanation of the rules of play, when the defender and the attacking team have been determined by the suit between the two teams, the attacker team can attack the defender team by entering the box one by one, then the guard team can block the aggressor team and disable the attack team by touching the body part of the attackers team. If the attacker team can pass through the defender without being touched by a guard team, then it can be declared a winner. It is in line with the results of the author's interview with ABA Sukasari's B-Class guardian that the teacher has explained the rules in the game before the game is done.

Teachers also give the child the opportunity to try to do traditional game activities, the results of observations carried out by researchers at ABA Sukasari School that after the teacher explains the rules and patterns of the traditional game, when the child has felt sufficient understanding and understanding of the explanation given by the teacher. Children are allowed to try the games so that the children can practice directly on the instructions that have been explained to the children.

This explanation is in accordance with the results of the author's interview with ABA Sukasari school teacher B that the teacher has given the opportunity to the children to try directly how to play traditional games to children at the time the teacher is done giving explanations of the rules and patterns of the traditional game to children agara can facilitate children's activities as well as have maximum results in the handling of anti-social skills of early childhood.

During the Children's Traditional Games Activities under the Supervision of Teachers, the results of the observations carried out at ABA Sukasari School that teachers in these traditional games activities only accompany and supervise the child with the purpose of coordinating so that the activities of traditional games play in order and the teacher oversees when there is a child who is experiencing difficulties or confusion with the rules in traditional games. Teacher will help only and the child is freed in playing on his own so the child learns independently and teacher gives encouragement to the child when playing the traditional game.
The results of the observation at ABA Sukasari high school are in accordance with the results of an interview with a B high school walimklas who explained that at the time of the play activity, the teacher only monitors the play activities and accompanies the child who is still confused in doing the play.

At the end of the traditional game the teacher performs an evaluation of the activities, the results of the observation carried out at ABA Sukasari School that the teacher assesses the change in the anti-social attitude of the child into the social attitude the child according to how the child finishes his game with his friend, as well as the attitude shown to the child when playing the traditional games. Teacher evaluates and discusses or re-reviews traditional games with the method of questioning and answering with the child after playing activities with the aim of children to know the benefits of traditional games and the values contained in traditional game. With traditional games, children can communicate politely, work together in play, help each other, and compact on their respective teams.

This is in line with the results of an interview with ABA B Sukasari school teacher named Mother Princess who explained that after playing activities, the teacher mother will evaluate the play activities by discussing the children with a question-and-answer session so that the child knows the benefits and values that exist from traditional games. The planning and implementation of the traditional learning and play activities has been adjusted to the learning relaxation plan made by the class teacher, so that the activities run regularly.

Implications Of Traditional Games In Dealing With Anti-Social Behavior In Children

The observation of this study uses the characteristic guide of development of social skills of early childhood at Aisyiyah Bustanul Athfal. In the characteristics of social skill of the child will be presented the observation guidelines of the social development of children to see how the child's social development after performing traditional game activities. Guidelines on the Application of Traditional Games to Improve Prosocial Skills in Early Childhood Children at Aisyiyah Bustanul Athfal village of Sukasari will be published in the appendix section. The results of the observation guide can be drawn as follows.

First, the child is attracted to doing activities with friends: the child can be interested in doing things with friends, this is seen from the child's willingness to accept the ideas of his group of friends in order to win the game of gobak sodor. The idea was given as an instruction to develop a winning game strategy. Dealing with anti-social behavior in early childhood requires a good communication influence and the presence of ideas given to the anti-Social child so that the antisocial child can understand the rules of the game and try to accept ideas from his group of friends.

The researchers observed that there were three children who received enough ideas from their friends, four children developed according to expectations in
understanding and willing to receive ideas from friends. This is seen when while playing one of his group friends trying to direct which way to go when playing the game of gobak sodor, the child also followed the instructions of his friend and tried to pass through the existing fortresses. 2 children began to develop, when one of the children gave his idea to be able to pass the fortress, initially these 2 children have not Mehami and have not wanted to follow him, but after the repetition of the game the child begins to understand and want to follow the ideas given by his group friend. 3 kids have not developed in understanding and following the ideas of his friends. The child is still in his own world and plays without following the rules of his teacher's mother or his friend.

This is in line with the daughter's statement that some children can understand and follow the rules of the game as well as listen to the instructions of their friends in order to be able to win the p-games of covetous sodor. For instance, when the attacking team started passing through the castle, when it was about to pass through the second, one of the friends of the group gave instructions on which way to go. The attackers also gave each other ideas so that they could defend the fortress.

Second, communication (children can communicate well and openly): communication is a subdomain for developing good, honest, and active social skills by listening to complex issues, embracing each other and communicating openly by receiving and delivering messages.

In this study, there are still children who scream when they call their friends and talk rough. However, when a child plays a traditional game, the teacher gently tells the child that screaming is not good, let alone to say a rude word to a friend. After being advised by the teacher's mother, the researchers saw that at the time of the traditional game the child can communicate using simple sentences, the child could communicate openly and start a conversation with his group.

The princess says the same thing: that children can communicate well and openly while doing traditional games. Teacher's mother always reminds her children to always say good and polite because that's a school teacher's job. According to the observations of the researchers, there are two children are beginning to develop in good communication with their friends. Children still like to scream when calling their friends and say in disrespectful sentences. Three children have developed, children begin to understand that when inviting friends should not scream and use polite language. 4 children are developing very well, this is seen when doing a game of tam-tam book children can say good and not shout.

Thirdly, children can work together in play: cooperation is activities that are done together to a common goal. In this case, the child can cooperate in the game of covetous sodor and tam-tam books. Children can cooperate with their friends by understanding the rules of the game or you in your own way without having to tell them. It is intended when a child can make a compact that makes their game a winner, where in the past the teacher has told the rules of the game, so that the child can take responsibility for the game and cooperate with each other in his group to win.
As a result of the researchers' observations, there are four children who are developing very well, two children are already developing, and three children are starting to develop. It's seen from the outcome of the game they did with the compactness of each team. For example, in a dosor game, the guard teams work together through the fortress, and the guard team work together in defending the fort. In a book-to-book game, a child-taker team works together to try to take a child from their opponent, and instead the opponents team cooperate to defend their child so as not to be taken by the opposition team. It is in line with what a daughter's mother revealed that when playing traditional games children indirectly cooperate together to win the game.

Fourthly, a child can show empathy for others: a social attitude is an attitude that shows interpersonal interaction in order to acquire an activity based on an open self-awareness. In this case the child gets the ability to empathize in the implementation of the traditional games gobak sodor, cublak, cublak suweng, and tam-tam book. The child can understand the feelings of his friend, for example, when the child plays a game of sardor and is defeated, then his team friend will encourage his sad friend. You're also used to apologizing when you make a mistake and apologising to a friend who apologizes. A child can understand and obey the rules of the game, a child can help his friend who has difficulty in playing. According to researchers, a child who has not developed in understanding other people's feelings, can be seen from the child who humiliates his opponent for losing in the game. Two children begin to develop in understanding the prejudice of his friend, this can be observed from the kid who does not mock his friend who loses in the play. Six children develop very well in understanding others' feelings. This is seen when the child plays traditional games, the child understands his friend that loses the game and supports his friends to remain enthusiastic in the games.

It's in line with the results of this interview with this daughter that every child has empathy, for example when the child plays with his friend, the child will share his toys with the friend who doesn't get the toys and when eating together, the boy will share food with his friends.

The use of traditional games in dealing with anti-social behaviour in early childhood can give a hands-on experience that involves them directly in traditional games. Children with anti-social behavior will be able to communicate well with their friends, as well as know how to create communication and social interaction, work together, take responsibility, be honest, so that they can adapt well in family, school, and community environments.

Based on the results of the above explanation can be known the development of anti-social behavior management in early childhood through traditional games at Aisyiyah Bustanul Athfal Sukasari school. More precisely, the results of the study can be seen as follows:

**Table 1**

**Results of Observation of the Development of Prosocial Behavior in Early Childhood at Aisyiyah Bustanul Athfal Sukasari School**
Implementation of Traditional Games in Dealing with Antisocial Behavior In Early Childhood

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<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Development of Social Skills</th>
<th>Description</th>
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</thead>
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<td></td>
<td></td>
<td>BB</td>
<td>MB</td>
</tr>
<tr>
<td>1.</td>
<td>Arjuna</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Khoirun</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Naya</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Adzul</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Naufal</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Merald</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Devia</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Ayunda</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Riski</td>
<td>✓</td>
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</tr>
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</table>

Table 2
Results of Percentage of Development of Social Behavior of Children in Aisyiyah Bustanul Athfal Sukasari

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
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<th>Number of Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BB</td>
<td>One child</td>
<td>11.11%</td>
</tr>
<tr>
<td>2.</td>
<td>MB</td>
<td>Four children</td>
<td>44.44%</td>
</tr>
<tr>
<td>3.</td>
<td>BSH</td>
<td>Three children</td>
<td>33.33%</td>
</tr>
<tr>
<td>4.</td>
<td>BSB</td>
<td>One child</td>
<td>11.11%</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>Nine children</td>
<td>100%</td>
</tr>
</tbody>
</table>

Child Ability of Description: 1. for Children can accept other people's ideas. 2 for Children can communicate well and openly. 3 for Children can cooperate with each other. 4 for Children can show empathy with others

Based on the results and the overall presentation of the data, the authors can conclude that the undeveloped children (11.11%), the children who started developing (44.44%), children who developed according to expectations (33.33%), the kids who developed very well (111.11%). It shows that the traditional games carried out by teachers at Aisyiyah Bustanul Athfal Village Sukasari School in dealing with social behavior in early childhood can be said to begin to develop and the child's prosocial behaviour begins to develop after doing traditional games.

Based on the observations carried out by the researchers in observing the behavior of children after playing traditional games, it is known that anti-social behaviors of children are beginning to develop into prosocial behaviour. This can be seen from the results of the overall percentage data of children studied. Traditional
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games can influence children to interact with others, build communication, cooperate or collaborate, and have empathy with others.

The planning and implementation phases are carried out in accordance with the weekly and daily learning plans that have been made by the class teacher. This is done so that the process of activities can run in a structured and well-directed manner. In the planning phase of traditional game activities the teacher has established and the purpose of the activities to be carried out, the teacher determines the allocation of time implementation and prepare the equipment to be used in traditional games. Whereas at the stage of the implementation of traditional games the teacher gives explanation and rules agreed by the pupils, teacher gives the child the opportunity to try to do the activities of the traditional game to give direct understanding with the child, teacher always monitors the child during the process of play activities implemented. After all the processes are done, the teacher performs an evaluation of the activities of the child.

The selection of traditional game activities done with teachers gives the child the opportunity to try to play traditional games can be beneficial for the child to interact with the teacher and his friends, because here the child will directly do play activities. This activity will also stimulate the child's brain to create something (Lubis et al., 2022) The results obtained after the planning and implementation of traditional games in dealing with anti-social behavior in children are known that antisocial behaviour in children can be dealt with with traditional games and anti-Social behaviours in children begin to develop into prosocial conduct (Indri et al., 2022).

The percentage of development of social behavior of children in ABA Sukasari kindergarten indicates that there is one child who is undeveloped in social behaviour development. The child understands how to interact well with others, the child still emphasizes on his own ego. 4 children begin to develop in his social development. The child is able to accept the opinions of others and not impose his own will, begins to realize that in doing activities need cooperation. Three children develop according to expectations in social development. A child can interact with others and can cooperate with others. One child develops very well in his social developments. The child can accept other people's opinions, the child can realize cooperation with his friends, a child can communicate well with others with his own consciousness.

CONCLUSION

Based on the results of the research carried out at Aisyiyah Bustanul Athfal Sukasari about the implementation of traditional games in dealing with anti-social behavior in early childhood can be drawn the conclusion that the result of the implications of traditional game in the treatment of anti-Social behaviour in children in Aisyiah Bustanonul Atfal Sokasari that is the development of social skills of children after doing traditional games is sufficiently developed or begins to develop. This can be seen from the percentage of children's social skills development. The authors concluded that the undeveloped children (11.11%), the children who are beginning to develop (44.44%), the kids who are developing as expected (33.33%), the child who is
developing very well (111.11%). According to the data percentages, traditional games can improve social behavior in early childhood becoming better.

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