

Needs Analysis of Educational Game Tools Based on Tri Hita Karana Values to Improve Early Childhood Prosocial Behavior

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Abstract

This research focuses on the needs analysis of Tri Hita Karana value-based educational game tools in an effort to improve early childhood prosocial behavior. Prosocial behavior, which includes cooperation, sharing, and empathy, is an important aspect of children's social development that must be developed early on. However, initial observations at Kindergarten X showed that children still have difficulty in developing optimal prosocial behavior. Learning that has been done focuses more on cognitive aspects, while social interactions and activities that can support the development of prosocial behavior are still minimal. The research method used was descriptive qualitative, with data collection techniques through semi-structured interviews, non-participant observation, and documentation studies. The research subjects consisted of teachers, principals, and students in group B of X Kindergarten. The collected data were analyzed using content analysis techniques to identify the needs of educational game tools that can support the development of children's prosocial behavior. The proposed game tools are based on Tri Hita Karana values, namely Parahyangan (harmonious relationship with God), Pawongan (harmonious relationship between fellow humans), and Palemahan (harmonious relationship with nature), which are integrated in the form of constructive games that encourage collaboration. The results showed that the current educational game tools do not fully support the development of children's prosocial behavior. Therefore, innovation is needed in the development of educational game tools that integrate local cultural values such as Tri Hita Karana. The implementation of this tool is expected to be an effective solution in improving early childhood prosocial behavior through a fun and meaningful approach. Thus, this research makes an important contribution in the field of early childhood education, and emphasizes the importance of integrating local cultural values in learning to form good character in children.

Keywords: *prosocial behavior, educational game tools, tri hita karana, early childhood*

1. Introduction

Humans basically have two natures within themselves, namely individual nature and social nature. However, selfishness often arises when someone who needs help does not get help from others around them. Some people spontaneously offer help as soon as they see others in trouble, while others choose to be passive even though their children are actually capable of providing help. In addition, there are also people who consider various factors before deciding to help, as well as those who are willing to help but are based on a variety of motivations behind the action. (Solihat et al., 2021). A fundamental concept that needs to be understood is that people are not just independent entities that can survive on their own. Instead, humans are social beings who desperately need the presence of others. Without a social environment, a person will not be able to enjoy a normal and happy life. Prosocial action can be defined as the behavior of an individual who provides assistance to others without considering the reasons or motivations behind the action (Sears, 2005).

The opposite of prosocial behavior is antisocial behavior, also known as conduct disorder. According to Scott and colleagues (2001), this condition is currently considered to be the most common mental health problem among children in many parts of the world. There is a close relationship between antisocial behavior and both asocial and prosocial behavior (Scott et al., 2001).

Positive social and emotional development makes it easier for children to learn better and succeed in all activities at school and in life, marked by the achievement of developmental tasks and the fulfillment of needs appropriate to early childhood. Social-emotional development is a combination of social development and emotional development. The development of social-emotional skills internationally, is considered very important in early childhood, behavioral problems in early childhood are a risk factor for difficulties throughout childhood and adolescence and beyond. (Scheithauer et al., 2022).

Children's social development is focused on the process of acquiring the ability to behave in accordance with social demands, while emotional development is related to how children understand, express and learn to control their emotions along with the growth and development of children. (Nurdiana, J; Sunarsi, 2016). Indicators of social emotional development as stated in Permendikbud number 137 of 2014 consist of: (1) self-awareness; (2) a sense of responsibility for self and others; and (3) prosocial behavior. (Government Regulation of the Republic of Indonesia, 2014). Based on this study, researchers only focused on prosocial behavior, with the consideration that the development of prosocial behavior is one of several aspects of development that must be developed in students in early childhood education institutions.

The aspect of social development is one of the aspects of pre-school age children's development, namely behavioral skills that are in accordance with the social environment. In their research Marryat et al stated that: "The preschool period is a key time for children to develop social skills that will allow them to be socially competent individuals and prepare them for school." (Marryat et al., 2014). The preschool period is a key time for children to develop social skills that will allow them to be socially competent individuals and prepare them for school." (Marryat et al., 2014).

According to (Beaty, 2013) the second area of young children's social development that has received great attention from early childhood caregivers is the positive aspects of moral development, better known today as prosocial behavior. Prosocial behavior is an act of helping or what is often referred to as prosocial behavior is a voluntary action that is intended to help and benefit a person or group of people. (Eisenberg & Mussen, 1989).. Kenrick (in Poepsel, D. L. & Schroeder, D. A., 2017) suggests several goals of prosocial actions, namely improving the welfare of each individual, increasing social status, managing self-image, and regulating mood and emotions. Improving the well-being of each individual is closely related to the type of prosocial behavior, namely in helping someone not expecting anything.

The key to prosociality is empathizing with the helper, which means putting oneself in their shoes and imagining how they would feel. When having empathy, the helper becomes very interested in improving the well-being of the person being helped, even if the helper has to spend a lot of energy, thought, and even material. This prosocial trait is in line with the helping behavior that is expected in a helper so that young children can have this behavior from an early age.

According to Vygotsky in Slavin, learning involves the acquisition of signs obtained from teaching and information from others. Development is related to self-regulation, which is the ability to think, communicate and solve problems without the help of others. It is the symbols that have been created by culture that will help people to think, communicate and solve these problems (internalized symbols/signs)(Slavin, 2008).

There are 3 assumptions that are at the core of Vygotsky's view in Santrock, namely: 1) Children's cognitive skills can be understood if they are analyzed and interpreted developmentally by examining their origin and transformation from the initial form to the next form; 2) Cognitive abilities are mediated by words, language which functions as a psychological tool to assist and transform mental activity. So, language is an important tool

because it helps children in early childhood to design activities and solve problems; 3) Cognitive abilities are derived from social relations and influenced by sociocultural background. Zone of Proximal Development (ZPD) is something that a child still cannot do (difficult) alone but can do with the help of a competent adult. This zone of proximal development describes a task that a child has not yet learned but is capable of learning at a certain time (Santrock, 2008). Scaffolding. Social learning is scaffolding which means then removing support and having the child assume increasing responsibility providing a lot of support to a child during the early stages of learning and greater once he or she is able to (Slavin, 2008).

Indicators of social emotional development as stated in Permendikbud number 137 of 2014 consist of: (1) self-awareness; (2) a sense of responsibility for self and others; and (3) prosocial behavior (Ministry of Education and Culture, 2014). Based on this study, researchers only focused on prosocial behavior, because prosocial behavior is a behavior that needs to be instilled since childhood because it has an important role in the moral development of children in the future (Indonesian Government Regulation, 2014).

Brownell, in his research on the early development of prosocial behavior: current perspectives states that children's prosocial behavior begins to develop even as early as 12 months of age, maturing at 24 months and at preschool age (starting at 48 months: 4 years). Prosocial behaviors of various types emerge in the second year of life, perhaps earlier for some forms because of the stimulus to help, comfort, share and cooperate with others. It is also because children begin to actively engage with their peers, are motivated to become involved in others' situations and make decisions about what to do. These early prosocial experiences become the first step in the development of children's prosocial behavior in later years (Brownell, 2015).

2. Research Methods

In this study, researchers used descriptive qualitative research. Qualitative research is a research method used to research on natural object conditions where the researcher is the key instrument. Descriptive method is a method of researching a human group, an object, condition, system of thought or event in the present. Descriptive qualitative is used to develop theories that are built through data obtained in the field or place of research.

Data collection techniques were conducted using semi-structured interviews. This interview refers to a series of open-ended questions. This method allows new questions to arise due to the answers given by the interviewees so that during the session the information can be extracted in more depth. The second is non-participant observation. Non-participant observation is an observation process that involves observing participants without actively participating, where researchers observe the type, use, and learning outcomes of using fun educational game tools based on the value of Tri Hita Karana to improve early childhood prosocial behavior.

Documentation studies are used to obtain data and information in the form of books, archives, documents, written figures and images in the form of reports and information that can support research. Documentation is used to collect data and then reviewed. Documentation used in this study includes syllabus, RPPM, RPPH, APE, photos and videos when learning takes place.

The population in this study were all teachers, principals and students in Kindergarten X (which is a private kindergarten in Singaraja City). While the sample in this study is the principal and teachers who are directly involved with students in implementing fun educational game tools based on Tri Hita Karana values in improving prosocial behavior of early childhood. The data used in this study can be classified into: (1) Primary data, namely data obtained directly from the object under study. Included in primary data are the results of interviews with informants, non-participant observations and documents from Kindergarten X. (2) Secondary data, which is data obtained from other than primary sources (second, third, etc.). Included in secondary data are supporting data from journals, books, magazines, newspapers, articles, the internet, and social media related to the object of research.

The data obtained was analyzed using content analysis techniques. This technique includes three requirements, namely: objectivity, systematic approach, and generalization (Bungin, 2013). The data analysis method used in this research is inductive, namely analysis based on the data obtained. To analyze the data, researchers used the data analysis model from Miles, Huberman and Saldana known as the interactive model. Miles, Huberman and Saldana state that this data analysis activity is an interconnected activity before, during, and after data collection in parallel to build general insight called analysis (Sugiyono, 2019). (Sugiyono, 2019).

Data analysis activities with this interactive model include: 1) Data condensation, this process refers to the process of selecting data, focusing the data obtained, simplifying data, abstracting data, and transforming data that approaches the whole part of documents, and empirical materials. 2) Data presentation, which is a process of organizing, unifying, and summarizing information. 3) Drawing conclusions, in this process, researchers examine

such as looking for understanding that does not have a pattern of noting the regularity of the explanation, and the causal flow which in the final stage is concluded from all the data obtained (Miles et al., 2014).

3. Results and Discussion

According to Hurlock in Mayangsari et al, 2017, prosocial behavior in children appears from the age of 2 to 6 years, children learn to make social relationships and get along with people outside the home environment who are their peers. They do prosocial behavior starting with learning to adjust and cooperate in play activities and from the age of 3 or 4 years prosocial behavior increases because at that age children start playing with their group. Increased prosocial behavior tends to be more dominant in early childhood, this is due to increased social experience (Mayangsari et al., 2017).

In line with Hurlock's statement, Johnson et al, explained that preschool children are a sensitive period for the development of prosocial skills, where relatively little is known about the process of encouraging and inhibiting prosocial development during this period. In addition, children's adaptive adjustment abilities are believed to contribute significantly to the development of prosocial skills (Johnson et al., 2012).

One of the factors that influence the development of prosocial behavior in early childhood, especially preschool children, is the cultivation of wisdom values in cultural activities that are introduced early on. Koster, et, al, in their research on cultural perspectives in the development of early childhood prosocial behavior in Germany stated that toddlers' natural prosocial tendencies are shaped by culture-specific socialization from the start. This relates to how the parenting process guides children in the practice of socialization and cultural transmission so as to influence the formation of early childhood prosocial behavior (Köster et al., 2014)..

The erosion of local wisdom values by globalization and modernization is one of the problems for people's lives, especially in generation Z. Reduced sense of concern for others, tolerance, cooperation, sharing, and empathy that lead to individualistic attitudes, as well as many cases of violence to inter-tribal wars that are not clear about the problem. The phenomenon of social deviance that often appears in news in various media (both print and electronic) that befalls teenagers in Indonesia (in particular), provides an illustration to all audiences that moral decadence has occurred. The emergence of pornographic videos, acts of bullying and violence played by school-age teenagers (even very young ages who should still be playing) and drug abuse gives the impression to all of us that the morality of the nation's generation is on the edge (if you don't want to say on the verge of destruction) (Arifin, 2016).

Some phenomena that occur show the impact of the lack of cultivation of local wisdom values and prosocial behavior from an early age. Therefore, it is very important to instill prosocial behavior as early as possible through activities using local wisdom-based educational game tools.

Low prosocial behavior is also shown by group B students in kindergarten. In the initial observations made by researchers in April-May 2023 on children 5-6 years in group B of kindergarten with a total of 20 people found 16 children have not been able to develop social behavior optimally. The lack of prosocial behavior is seen from the aspects of cooperation, sharing and empathy. In the aspect of cooperation, children do not want to help clean up toys or learning tools after use. In the aspect of sharing, children show an attitude of not wanting to lend toys, like to grab their friends' toys, thus triggering arguments. In the aspect of empathy, some children only play with certain friends when playing, in addition, children have not shown caring behavior or providing help to their friends who are experiencing problems, for example when they see their friends fall, some children are still silent and have not shown the behavior of wanting to help without being asked.

Through the results of the interview with the accompanying teacher in the Kindergarten B class, information was obtained that children's prosocial behavior was still lacking due to the lack of joint play activities, so far children have spent more time learning the cognitive process in the classroom. The time to play and do games together is usually done in a relatively short period of time between 5-10 minutes at the opening or closing of the learning process by doing activities such as singing together, asking questions, and storytelling. Teaching materials, media and learning resources used by teachers to improve children's prosocial skills are limited to storybooks, dolls, posters and some educational game tools in the classroom.

In addition, the results of interviews with school principals obtained information that the school has implemented Balinese local wisdom-based learning to support prosocial behavior but is not supported by educational play tools based on Balinese local wisdom. The activity is carried out every Thursday, in accordance with the Governor of Bali Regulation no. 79 of 2018 concerning the use of Balinese traditional clothing day (Bali

Governor Regulation, 2018). The school principal took the initiative to use Thursdays to conduct the learning but was limited to learning using traditional games that were carried out if the weather was favorable.

The observations above identified several reasons for the low level of prosocial behavior in the Kindergarten B class. Classroom learning tends to position children as individuals who stand and develop alone, this can be seen in the lack of frequency of activities that facilitate children interacting with friends or groups. The tendency to develop the cognitive field is identified as providing very little opportunity for teachers to develop learning that is more varied and effective for the development of prosocial behavior. In addition, the absence of educational game tools that support the learning of social behavior and Balinese local wisdom is the reason for the low social behavior in kindergarten B class.

Apart from the internal factors of learning at school, from the results of the class teacher interview, information was obtained from the parents of students that children spend too much time playing gadgets, such as tablets, smartphones, laptops, and other devices to play video games or the internet, even playing social media such as Instagram and TikTok. so children rarely spend time gathering and playing with their peers and children often do not listen to parental advice because they are too focused on playing gadgets, so that children rarely take the time to gather and play with their peers and even children often do not listen to parental advice because they are too focused on playing gadgets to affect children's prosocial development, because children must often get early social experiences through various activities or social interactions such as gathering and playing with family, peers, the surrounding environment, and learning Balinese values and local wisdom in order to develop their prosocial behavior.

Siraj, 2017 argues strongly that the cognitive and socio-emotional strands of 21st century skills are so intertwined that they need to be considered together in what he calls 'intentional pedagogy'. "There is a growing emphasis on integrated learning in ECD that creates links between the academic and the social (Siraj, 2017). The development of children's competencies in creativity, collaboration, self-regulation and problem solving can be done through projects that require young children (especially those aged three to five) to communicate and create knowledge together (Sylva et al., 2020). In line with the above research, Seneviratne conducted research on strategies to develop prosocial behavior in Sri Lanka showing that school institutions that implement sharing, helping each other, collaborative activities and also rewarding children show a higher percentage of student prosocial events than other school institutions (Seneviratne, 2016).

Based on this research, it can be explained that basically to encourage the achievement of the development of children's social behavior, early interventions are needed that can accommodate the creation of prosocial behavior in early childhood. One of the interventions that can be provided by teachers in developing children's prosocial behavior is through educational game tools in the form of blocks.

Supporting the above statement, research conducted by Yuliastik states that prosocial behavior through playing blocks at RA Masyithoh has been built and instilled well as seen from the child's behavior that develops both aspects of empathy, generosity, cooperation, and care which is shown that children are able to show expressions according to the situation, are able to calm friends, want to share blocks, can cooperate, can interact well, can take turns taking turns, and can help friends when playing blocks together (Yuliastutik et al., 2021).

Kodsi conducted research on constructive play in Waldorf and normative preschools in Israel: technological thinking and design processes during free play showed that when children partially examined their work during construction using the blocks medium, they encountered unexpected problems that required solutions. Children build their products spontaneously; they engage in playful experiences and utilize sharing those experiences with other children to solve problems and relieve tension. This contributes to creating an enjoyable play experience (Kodsi, 2022). Smilansky in Tedjasaputra regarding the stages of cognitive play development, playing blocks is included in Constructive Play, building play can already be seen in children aged 3-6 years. In this play activity, children shape things, creating certain buildings with available game tools. For example: making houses with wooden blocks or Lego pieces, drawing, arranging illustrated wooden pieces and the like (Tedjasaputra, 2001).

This is in line with the results of research conducted by Septiawati which revealed that playing with blocks makes children's abilities more developed in cooperation, sharing and helping (Septiawati, Ade; Rizqiyani, 2020). The results of research by Yuliatiningsih et al; also revealed that through playing construction with wooden blocks or playing blocks, children's social skills improved, including self-knowledge, emotional recognition, empathy, sympathy, sharing, negotiation, helping and cooperation (Yuliatiningsih et al., 2016) The results of research by Shalehah et al; explained that through the application of cooperative play with constructive play block media social skills increased, this game is oriented towards developing children's ability to cooperate and self-socialization which aims to build patterns of behavior obeying rules, knowing rules, building cooperation, friendship, empathy, sharing, and helping (Shalehah et al., 2018). It's just that previous research has not included elements of local wisdom that support the development of children's prosocial behavior.

In the constructivism approach, learning is represented as a constructive process in which the learner constructs internal illustrations of knowledge, interpretations of personal experiences. Constructivism teaching is based on learning that occurs through students' active involvement in the construction of meaning and knowledge (Sugrah, 2019). There are two branches in the constructivism approach: cognitive and sociological. Cognitive approach through "information-processing- theory". This theory explains that learning is an effort to respond, process, acquire, store information through short- term-memory and long-term-memory. This approach is a memory process and a thinking process where children gradually develop the capacity to process information and gradually gain knowledge (Santrock, 2012).

According to Piaget, there are three aspects to a person's cognitive development, namely: structure, content, and cognitive function. Cognitive structure, scheme or schemata (schema) according to Piaget, is a mental organization that is formed when a person interacts with the environment. Cognitive content is a pattern of a person's behavior that is reflected when he responds to various problems, while cognitive function is the way a person uses to develop his intellectual level, which consists of organization and adaptation. Two processes that include adaptation are assimilation and accommodation. Every experience a person has will involve assimilation and accommodation. We respond to the world based on our previous experiences (assimilation), but each experience contains aspects that are different from our previous experiences. The unique aspects of this experience cause changes in cognitive structures (accommodation) (Estini, 2015).

Piaget's constructivism approach in this study is how children understand new knowledge from fun educational game tools based on Balinese local wisdom (taking meaning from the teachings of Tri Hita Karana). The point is that the concept of blocks that will be made to resemble building structures, people using traditional clothing and the environment in Bali, can allow children to absorb and more quickly the meaning of the concept of Tri Hita Karana teachings and prosocial values to be developed. Whereas Vygotsky emphasizes that the learning process is individual and sociocultural, thus the importance of understanding not only the individual but also the social and cultural dimensions of the existing learning situation is conceptualized by Vygotsky through the notion of psychological tools and mediation by instilling ways of thinking and behaving in accordance with what is done and expected by the community where they live (Kozulin et al., 2003).

According to Iqbal, culture greatly influences the extent to which humans and society act, where culture sets unwritten guidelines for society to follow, including values, morals, culture and prosocial behavior (Iqbal, 2013). Habits are the result of automatic cognitive processes (Ronis et al., 1989) Habits are the result of automatic cognitive processes (Ronis et al., 1989), developed through extensive repetition, so well learned that they do not require conscious effort (Pratkanis et al., 1989). (Pratkanis et al., 2014). Along with the emerging evidence of habit responding in behavioral studies oriented towards cognitive psychology studies, psychological studies have an understanding that children can change habits in decades of time that are well organized and consistently carried out to change behavior that can be said to be negative. In terms of changing this behavior due to the motivation to do so (Luque et al., 2020). The motivation in question can be in the form of rewards or punishments to support the achievement of habits.

One of the habits that can be done to improve students' social care behavior is the habituation of instilling local values that exist in the local community. These local values are the seeds of behavior that generally already exist within the individual himself, as part of his environmen (Tirtayani et al., 2019). One of the habits that can be given is the habituation of the philosophical values of the Balinese people, namely Tri Hita Karana. Tri Hita Karana is seen as very good as an effort to filter the negative impact of the times (digital era) (Dikta, 2020).

Tri Hita Karana has a basic concept that expects humans to maintain the relationship between the three elements so as to achieve happiness (Lilik; I Komang Mertayasa, 2019). The three elements are parhyangan, pawongan, and palemahan. Parhyangan is a harmonious relationship between humans and God Almighty, pawongan is a harmonious relationship between fellow human beings. While palemahan is a harmonious relationship between humanity and its environment (Jaya, 2019). Especially to improve children's prosocial behavior, teachers can emphasize the habituation of pawongan, namely the harmonious relationship between fellow human beings. Behaviors that can be familiarized to students are helping each other, having a sense of empathy and caring for others, and respecting and appreciating each other. The use of the Tri Hita Karana concept will be able to instill positive social values to students (Diantari & Agung, 2021). Because the philosophy of Tri Hita Karana teaches humans to always maintain harmony in the world starting from themselves and then around them (Pradnyawathi & Agustika, 2019).

Based on various research results, it can be concluded that the low prosocial behavior of early childhood, especially at the age of 5-6 years. Classroom learning tends to position children as individuals who stand and develop alone, this can be seen in the lack of frequency of activities that facilitate children to interact with their friends or groups. The tendency to develop the cognitive field is identified as providing very little opportunity for

teachers to develop learning that is more varied and effective for the development of prosocial behavior. In addition, the absence of educational game tools that support the learning of prosocial behavior and Balinese local wisdom is the reason for the low social behavior in kindergarten B class.

The results of observations and interviews with principals and teachers stated that they need educational game tools that can construct prosocial behavior based on Balinese local wisdom. The influence of global cultural values, especially due to advances in information technology, is accelerating the process of change. No research has been found that innovatively combines 3D magnetic block educational game tools with local wisdom. The development stage will go through the stages of measurement, material selection, design development, reviewing in terms of material safety for children. Based on the needs analysis that has been carried out on the causes of the lack of development of prosocial behavior, especially in accordance with the local wisdom of group B in kindergarten, and the importance of social behavior instilled since children because it has an important role in the moral development of children in the future.

4. Conclusion

Early childhood education is a crucial stage for building socially competent individuals before interacting with many people at school. Social and emotional development of children is very important to create a virtuous person. One of the indicators for social and emotional growth and development is prosocial behavior, so it is necessary to choose the right educational game tools to improve the prosocial behavior of early childhood in kindergarten. Prosocial behavior has an important role in developing children's morals in the future. Educational game tools in the form of magnetic 3D raft blocks by carrying out Balinese local wisdom Tri Hita Karana played with constructive play, are expected to be able to create children's behavior patterns that are disciplined, empathetic, sharing, cooperating, helping, and friendly in early childhood in kindergarten.

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