

Development of Prosocial Behavior in The Cat And Rat Game at It Asy Syaamil Kindergarten Palangka Raya

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ABSTRAK. Permainan kucing dan tikus dilakukan sebagai upaya mengembangkan perilaku prososial anak. Hal ini terjadi karena dalam permainan kucing dan tikus terdapat beberapa aspek terkait prososial yang mencakup kemampuan bermain dengan teman sebaya, memahami emosi, merespon, berbagi, dan bekerjasama. Sehingga, permainan kucing dan tikus dapat dilakukan untuk tujuan mengembangkan perilaku prososial pada anak usia 5-6 tahun. Penelitian ini berfokus pada perkembangan perilaku prososial dalam permainan kucing dan tikus di TK IT Asy Syaamil Palangka Raya. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif guna menjelaskan data secara natural untuk menemukan informasi tentang perilaku prososial anak. Waktu pelaksanaan penelitian dari Maret-Mei 2023. Sumber data meliputi sumber data primer yaitu 9 anak kelompok B dan 2 orang guru. Sumber data sekunder yaitu kepala sekolah dan dokumen. Kemudian teknik pengumpulan data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa permainan kucing dan tikus yang melibatkan banyak anak setiap bermain dapat mengembangkan perilaku prososial pada anak usia 5-6 tahun yang mencakup kemampuan bermain dengan teman sebaya, mengetahui perasaan temannya dan merespon secara wajar, bersikap kooperatif, dan mengekspresikan emosi sesuai dengan kondisi yang ada seperti senang, ataupun sedih. Dalam permainan kucing dan tikus dapat terjalin kerjasama yang baik guna mencapai tujuan permainan.

Kata Kunci: *Permainan Kucing dan Tikus, Perilaku Prososial, Anak Usia Dini*

ABSTRACT. The cat and mouse game is played as an effort to develop children's prosocial behavior. This happens because in the game of cat and mouse, there are several aspects related to prosociality, which include the ability to play with peers, understand emotions, respond, share, and cooperate. So, the cat and mouse game can be played to develop prosocial behavior in children aged 5–6 years. This research focuses on the development of prosocial behavior in cat and mouse games at the IT Asy Syaamil Palangka Raya Kindergarten. This research uses a qualitative method with a descriptive approach to explain the data naturally to find information about children's prosocial behavior. The research implementation time is from March to May 2023. Data sources include primary data sources, namely 9 group B children and 2 teachers. Secondary data sources are school principals and documents. Then data collection techniques use data reduction, data presentation, and concluding. The results of the research show that playing cat and mouse, which involves many children playing each game, can develop prosocial behavior in children aged 5–6 years, which includes the ability to play with peers, know their friends' feelings and respond appropriately, be cooperative, and express emotions according to conditions. There are things like happy or sad. In the game of cat and mouse, good cooperation can be established to achieve the goals of the game.

Keyword: *Cat and Mouse Game, Prosocial Behavior, Early Childhood*

INTRODUCTION

Children are essentially social creatures who need to be taught and emulate good social behavior because it is important for children's lives (Lee & Setoh, 2023: 39). Prosocial behavior possessed by children according to (Herawati et al., 2020: 109) including a caring attitude towards others who face difficulties, a willingness to share, help each other and take turns playing with friends. In line with (Muthmainnah et al., 2016: 689) states that prosocial behavior includes the desire to cooperate, empathize, comfort, reassure, support, and empower others. Prosocial behavior as an important element in healthy development, is associated with positive developmental outcomes, including increased self-esteem, subjective well-being, and academic performance (Lee, 2024: 1). Begitupun dengan (Toseeb & Clair, 2020: 2) Prosocial is a key aspect of social behavior and involves being responsive to the needs and welfare of others by helping or comforting other children.

Prosocial behavior is very important so that children can be accepted in their social environment, one of which is the school environment. At school, teachers can explain and enforce rules for children, encourage children to help each other, link prosocial behavior to children's internal qualities, and provide examples of positive thinking and generous behavior, because teachers can model and strengthen children's prosocial behavior (Restuwati & Kumara, 2014: 22). However, in reality, prosocial behavior is not stimulated enough in children and the developmental stages are not appropriate, so prosocial behavior does not develop optimally. There is a concern that if prosocial behavior is not made a habit, it could have a negative impact as children adjust, both academically and in their social lives. When children are 5-6 years old, children begin to know various kinds of social interactions, in the form of playing activities with their peers, and are able to understand and respond to the feelings of their peers and behave politely. Children aged 5-6 years have the ability to adapt from focusing on themselves to paying attention to others, with the desire to be accepted as a member of the group, and feel unhappy if they are not accepted in their group because the child already has an interest in the activities carried out by their peers (Annisa & Djamas, 2020: 43).

If children's prosocial behavior is not developed, the child is at risk of being excluded from the social environment and becoming isolated. Children who are excluded tend to be aggressive, behave antisocially, have difficulty working together, are selfish, and disturb the fun of other children. Thus, children with low levels of prosocial behavior will be rejected by peers, and experience anxiety and depression because they have been excluded from their environment (Mooij et al., 2022: 61). In order to avoid this, it is necessary to develop children's prosocial behavior by trying to play activities that involve children and their peers, sharing, and working together, considering the nature of children in general who are still selfish, do not want to be invited to cooperate, share or help friends (Fusfitasari et al., 2021: 134).

Based on previous research conducted by (Soininen et al., 2023: 2) states that prosocial behavior includes cooperative behavior such as offering help, starting conversations, and participating in group activities, and behavior that shows empathy such as sensitive behavior and accepting, showing, and communicating positive emotions so that children who have these skills can successfully interact with other people. Likewise research conducted by (Coelho et al., 2023: 3) regarding prosocial behavior shows that interacting and benefiting others such as helping, sharing, and entertaining others can facilitate academic success while minimizing behavioral problems in the classroom in the early years. Thus, from the two previous studies it is known that apart from

being able to interact with friends, prosocial behavior can reduce the risk of problems occurring in class and outside of class.

The other side is based on (Fitria et al., 2020: 127) explained that most children experience difficulties in socializing and collaborating in activities, which has an impact on children's prosocial behavior, due to the lack of interaction between children to play together, and children still emphasize their selfishness, which can be seen in their attitude of not caring about friends. Egocentrism which tends to be prominent in early childhood should be a concern because this selfish nature must be fostered step by step through various activities that train children to behave prosocially.

Prosocial behavior can be stimulated through various activities that involve children actively or passively (Prima, 2018: 195). To develop prosocial behavior, appropriate activities are needed and support children from various aspects. One activity that can be carried out is returning to the principles of early childhood learning through play. Learning through play can hone and improve children's intelligence. Children's experiences through play activities can provide a strong basis for the achievement of various skills that are very necessary for solving problems in later life. Children who spend a lot of time playing tend to be better able to solve problems in later life and have good social skills (Annisa & Djamas, 2020: 44). Activities that can be carried out so that children's prosocial behavior develops are through games, one of which is the cat and mouse game. The cat and mouse game does not require equipment but only requires a place. This cat and mouse game shows events that often happen in real life between a cat and a mouse who are always running and the cat tries to catch the mouse (Asrima et al., 2022: 165). This game involves many people, consisting of one person playing the role of a cat, one person playing the role of a mouse, and others acting as a fence by holding hands in a circle. Thus, this game of cat and mouse can train prosocial abilities.

In early childhood education institutions, one of which is the Asy Syaamil Palangka Raya IT Kindergarten, the cat and mouse game to develop prosocial behavior. Before the cat-and-mouse game was implemented, children were found to be experiencing problems, meaning that children's prosocial behavior had not developed optimally. Meanwhile, what is stated in the Competency Standards for Graduates in Early Childhood Education Article 4 Paragraph 4 explains that children can recognize emotions and are able to interact with peers (Mendikbudristek, 2022: 5). Children recognize emotions by knowing their friends' feelings responding naturally, and expressing emotions according to existing conditions, as well as playing with their peers. Based on this study, researchers only focused on prosocial behavior, considering that the development of prosocial behavior is one of several aspects of development that must be developed in children in early childhood education institutions.

Based on the field, prosocial behavior has not developed optimally, where children still like to win alone when playing, cannot cooperate, do not want to play with friends, and always play alone. Thus, the prosocial behavior of children aged 5-6 years in group B is still low. This is in line with research conducted by (Sulaeman et al., 2023: 30) which states that prosocial behavior in children aged 5-6 years at PAUD Kemuning 17 is still low as indicated by the lack of concern of children towards their friends, such as remaining silent when their friends feel sad or having difficulties, not wanting to cooperate, children being rigid in making friends (picky friends or doesn't want to mingle with other friends), and can't respect other people. The low level of children's prosocial behavior can be seen from the assessment using a rating scale format carried

out by teachers, but many children receive Not Yet Developing (BB) or Starting to Develop (MB). The results of this assessment were 3 children Not Yet Developing (BB), 5 children Starting to Develop (MB), and 1 child Developing According to Expectations (BSH). To overcome this, games that are felt to be able to develop children's prosocial behavior, one of which is the cat and mouse game, are a solution for schools.

This research was carried out at the IT Asy Syaamil Palangka Raya Kindergarten. The reason for choosing kindergarten as the research location was because the researchers wanted to study more deeply the problems of children's prosocial behavior that had not yet developed optimally. The cat and mouse game can be played for the purpose of developing prosocial behavior in children aged 5-6 years. The reason the game is used by schools is because the cat and mouse game involves many children which has the potential for interaction and cooperation between children. Thus, this research focuses on the development of prosocial behavior in cat and mouse games at the IT Asy Syaamil Palangka Raya Kindergarten.

METHOD

The method used in this research is qualitative with a descriptive approach that produces data in the form of written and spoken words as well as observed behavior (Murdiyanto, 2020: 19). The qualitative method describes data naturally, objectively, and factually according to the situation at the IT Asy Syaamil Palangka Raya Kindergarten which aims to research and find information related to the development of children's behavior. This research was carried out at the Asy Syaamil Palangka Raya IT Kindergarten. The time for this research to be carried out is from March-May 2023. The reason the research was carried out in that month was to obtain more accurate data during the cat and mouse game in the even semester to develop children's prosocial behavior.

The data sources used are primary data sources and secondary data sources. The primary data source for this research is group B children, totaling 9 people with the criteria being children aged 5-6 years, class teachers, and accompanying teachers who help control and supervise children in the teaching and learning process. Meanwhile, secondary data sources were obtained from school principals, documented data in the form of RPPM and RPPH, as well as photos of activities. Then data collection techniques are carried out through observation, interviews, and documentation. The data analysis method used consists of three stages, namely data condensation, data presentation, and concluding. The steps in this research are presented in the following figure.

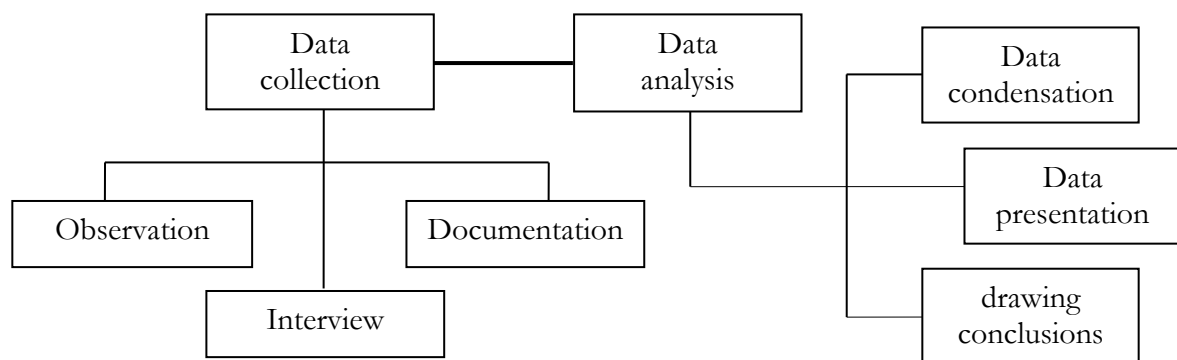


Figure 1. Research Steps

RESULTS AND DISCUSSION

Prosocial behavior in children is behavior that shows the child's concern and affection for other children and is carried out through voluntary and spontaneous actions that are beneficial for the child. Prosocial behavior can be developed through games, one of which is the cat-and-mouse game. The game of cat and mouse is a game that can be played with many people and requires cohesion and teamwork (Khadijah & Armanila, 2017: 36). The cat and mouse game is a game that does not use tools and only uses a page or space. The steps taken by teachers at IT Asy Syaamil Kindergarten in implementing the cat and mouse game include; 1) Gather the children in a large enough area, distribute roles to children who have never had the role of cat and mouse, and give instructions to the children while forming a circle holding hands, 2) Then the game will begin with the child playing the role of mouse being inside. circle while the child who acts as a cat is outside the circle, 3) Next the cat tries to catch the mouse that is in the circle 4) If the cat manages to enter the circle, then with the help of a fence the mouse will avoid it by going outside the circle 5) Then when The cat manages to get out of the circle, then the mouse must return to the circle. 6) After the cat succeeds in catching the mouse by touching or hugging it, the mouse is declared defeated, and the cat wins. 7) The game ends when the cat succeeds in catching the mouse and can continue with a new player. In the game of cat and mouse, there are four visible indicators of prosocial behavior in children aged 5-6 years in group B at TK IT Asy Syamil, including playing with friends, knowing their friends' feelings and responding appropriately, being cooperative, and expressing emotions. appropriate to existing conditions. It can be seen from the rating scale format assessment carried out by the teacher every time the cat and mouse game is carried out.

The rating scale format or checklist rating scale is a checklist sourced from the Daily Learning Implementation Plan (RPPH) which contains indicators of children's development achievements that have been determined and are listed in the RPPH that has been made by the school (Syafri & Ulkhatiata, 2021: 7). This rating scale assessment uses letters consisting of four scales, namely first, BB, or Not Yet Developed, meaning that children playing the cat and mouse game must be guided or modeled by the teacher. Second, MB or Starting to Develop means that children still have to be reminded or helped by the teacher when playing the cat and mouse game. Third, BSH or Developing According to Expectations means that the child can play the cat and mouse game independently and consistently without having to be reminded or modeled by the teacher. Fourth, BSB or Very Well Developed means that the child can play the cat and mouse game independently and can help friends who have not yet reached the expected indicators. The results of this assessment were 1 child Not Yet Developing (BB), 3 children Starting to Develop (MB), 2 children Developing According to Expectations (BSH), and 3 children Developing Very Well (BSB).

Children can play with their peers

Peers are a social environment that plays an important role in shaping children's social development (Pratiwi et al., 2020: 106). Peers are children who are more or less the same age as other children, and in interacting with peers children can show interest in games, and accept friends of different genders and the physical condition of their peers (Fitri et al., 2020: 111). Children begin to be able to play with other children or peers if one child and another are always

involved in every play activity. As children get older, they will be more involved in playing with peers, which is very important and can provide a unique learning environment for children. Playing with peers will make children feel happy and gain new experiences. Thus, the right game to involve all children in Group B is the cat and mouse game. This can be seen in the implementation of the cat and mouse game, children playing with their peers without choosing the friends they want to play with, because the cat and mouse game requires many people to be able to play the game, so children cannot choose the friend next to them. So, it will make children play with their friends, such as when the game is going on to help the mouse, the child has to hold hands with the friend beside him and interact with each other to help the mouse avoid being chased by the cat. This is in line with research conducted by Fariyah (2017: 19) which states that children can form groups with their friends and develop social skills when they take turns playing using certain tools and roles. In this activity, children will make friends, help each other, and have fun in a fun atmosphere. So having games that involve lots of people will encourage children to play with their friends.

Children can know their friends' feelings and respond naturally

The ability to recognize other people's emotions is one of the foundations of caring and a form of attention that balances emotional relationships with other children so that they can pay attention and respond appropriately. Children at this time are very sensitive to their feelings and those of their friends (Poerwati & Cahaya, 2018: 185). Children have the sensitivity to understand their friends' feelings when interacting in everyday life (Lubis, 2019: 53). Children can know other people's feelings and feel confident in a dynamic process, the things that are most important to them and positive play experiences (Priyanto, 2014: 46). Group B children, apart from knowing their friends' feelings, can also respond by being happy about the victory achieved at the end of the game or giving encouragement to the loser. This can be seen when the mouse manages to avoid being chased by the cat with the direction and assistance provided by the fence, where the children will be happy and even jump up and down to express their feelings. Likewise, when the mouse wins the game, the children are happy and cheer over the victory. Apart from that, children will encourage cats who have lost the game by hugging them and inviting them to continue the game, so that the cats will not feel sad. The ability to know other people's feelings is one of the foundations of caring and a form of attention that involves children's emotional relationships with others so that they are balanced so that there is a sense of giving attention and responding to it. Playing cat and mouse more than once will hone children's ability to respond positively to their friends' feelings. This is in line with research conducted by (Aulina, 2014: 18) which states that the child's ability to invite and respond to his friends with positive feelings, be interested in making friends with his friends, and be well cared for by them. So children can respond to their friends with positive feelings when the game of cat and mouse takes place.

Children can be cooperative

Cooperation in early childhood fosters a sense of unity, trains communication in groups, creates activity and enthusiasm in children, and encourages children to work together with their friends and be more courageous in expressing their opinions (Nurfazrina et al., 2020: 292). Cooperative is an attitude that shows cooperation, not opposing the attitude of certain individuals or groups (Agustina et al., 2019: 7). Cooperative behavior includes offering help, starting

conversations, and participating in group activities (Soininen et al., 2023: 2). The cooperation indicators include; 1) Every child wants to join and interact with all their friends, 2) Complete assignments together 3) Help each other in groups (Sulaeman et al., 2023: 30). If cooperation or cooperation is not properly used, it is feared that it could have a bad impact on the child's adjustment process, both in academic areas and in areas involving the child's social life. Generally, cooperation is a symptom of approaching each other to take care of common interests and the same goals. In Group B children at the IT Asy Syaamil Kindergarten, the children were seen to be cooperative, this was seen during the game where the children worked together with each other to direct and help the mouse to avoid being chased by the cat who wanted to catch it. This is because children have the same goal, namely victory over the mice and the fence, so children work together and help each other to realize this goal. According to research conducted by Prabandari & Fidesrinur (2019: 100) cooperative play is a way for children to get to know their playing environment and learn to communicate and interact with that environment to achieve goals. Thus, playing cooperatively requires good cooperation to achieve a goal, namely victory.

Children can express emotions that are appropriate to existing conditions

Emotions consist of fear, disappointment, sadness, anger, joy, shame, anxiety and guilt (Baqi, 2015: 22). These emotions are expressions of a person's feelings, both biological and psychological, regarding the events being experienced (Radliya et al., 2017: 2). Emotions become feedback on reactions given by the environment due to social interaction between one another (Aghnaita & Irmawati, 2022: 3). Emotion is a child's ability to understand their own emotions, be able to restrain themselves, and also have motivation to understand the emotions of other children by using their social skills. (Hartinah et al., 2020: 118). Emotion is a child's ability to understand their own emotions, be able to restrain themselves, and also have motivation to understand the emotions of other children by using their social skills. Thus, children can express their emotions completely, both positive and negative emotions, such as when a child wins in a game, the child will show a happy and happy expression, conversely if the child is sad, the child will express emotions in the form of sadness. When the cat and mouse game is played more than once, children are able to show their emotions according to the conditions, such as when the mouse wins, children will express feelings of joy and happiness, children are also proud of themselves because they have succeeded in helping the mouse avoid being chased by the cat. Then, the child will express feelings of sadness and disappointment when he cannot help the mouse to avoid being chased by the cat by defending the fence. This is in line with research conducted by Nurfadilah (2021: 70) which states that when children express their emotions, educators should pay attention and guide children to be able to accept what children feel so that children are able to channel their emotions positively. Apart from that, educators need to recognize the child's internal motivation to play well and recognize the positive emotions that children feel, such as joy, enthusiasm, and happiness. So, it is very important to pay attention to and guide children so that they can express their emotions according to the conditions that occur.

CONSLUSION

Prosocial behavior is very important so that children can be accepted in their social environment, one of which is the school environment. Prosocial behavior must be fostered and

developed to encourage children to help each other and work together. Apart from that, it connects prosocial behavior to the child's internal qualities, as well as provides examples of positive thinking and generous behavior. The results of the research show that prosocial behavior in children aged 5-6 years in group B at IT Asy Syaamil Kindergarten in the game of cat and mouse was obtained as a result of children's abilities including the ability to play with peers because this game involved many children. Apart from that, children know their friends' feelings and respond naturally during the game and when the game ends. Children can be cooperative because with good cooperation a goal will be achieved. Children can also express emotions that are appropriate to the existing conditions, such as being happy because they won, or sad because they lost. This developmental achievement can be seen from the assessment using a rating scale format carried out by the teacher every time the cat and mouse game is carried out.

Thus, educators should be able to make optimal use of the cat and mouse game as stimulation or stimulus to develop children's prosocial behavior, because by playing which involves many children, and requires good cooperation, prosocial behavior will develop according to the child's age stages. Apart from that, future researchers regarding children's prosocial behavior need to pay attention to learning methods, media, or other types of games, for example, role playing, gobak sodor, long dragon snakes, and others.

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