

## **Improving Cooperation of Children Through Ludo Board Games**

**Ade Nisfu Ramadhani<sup>1</sup>, dan Masganti Sit<sup>2</sup>**

<sup>1,2</sup>. *Pendidikan Islam Anak Usia Dini, FITK, Universitas Islam Negeri Sumatera Utara*

e-mail corresponden: [adenisfur@gmail.com](mailto:adenisfur@gmail.com), [masganti@uinsi.ac.id](mailto:masganti@uinsi.ac.id)

**ABSTRACT.** *This research background is potential to collaborate with children from Hubbul Walad Kindergarten, Serdang Bedagai, is underdeveloped. This is shown of the fact that children prefer to be alone rather than with their peers. The purpose of this study was to develop the cooperation skills of anal rights at Hubbul Walad Kindergarten in Serdang Bedagai by using ludo board toys. The subjects of this study were 20 children from group B, aged 5-6 years. Data was collected through direct observation, work demonstration, and documentation. According to the research findings, the cooperative capacity of group b students at Hubbul Walad Kindergarten in Serdang Bedagai increased during the 2023/2024 school year by playing group b puzzle games. This is supported by the pre-cycle findings, which showed a percentage of 31.9%. Furthermore, children's cooperative ability grew to 52.2% in the first cycle, representing an increase of 20.3% compared to the previous 3 cycles. Then, in the second cycle, this increased significantly to 85%, or 32.8%, when compared to the children's ability in the first cycle. As a result, the ludo board game can strengthen the cooperative ability of group b students at Hubbul Walad Kindergarten in Serdang bedagai.*

**Keywords:** *Cooperation, Ludo Games, Early Childhood*

**ABSTRAK.** Latar belakang dari penelitian ini adalah Potensi untuk berkolaborasi dengan anak-anak dari TK Hubbul Walad, Serdang Bedagai, belum berkembang. Hal ini ditunjukkan ol fakta bahwa anak- anak memilih untuk sendiri daripada dengan teman sebaya mereka. Tujuan dari penelitian ini adalah untuk mengembangkan keterampilan kerja sama anal hak di TK Hubbul Walad di Serdang bedagai dengan menggunakan mainan papan ludo. Subjek penelitian ini adalah 20 anak dari kelompok B, berusia 5-6 tahun. Data dilakuka melalui observasi langsung, demonstrasi kerja, dan dokumentasi. Menurut temuan penelitian, kapasitas kerja sama siswa kelompok b di TK Hubbul Walad di Serdang Bedagai meningkat selama tahun ajaran 2023/2024 dengan bermain permainan menyusun teka-teki kelompok b. Hal ini didukung oleh temuan pra-siklus, yang menunjukkan persentase 31,9%. Selanjutnya, kemampuan kooperatif anak tumbuh menjadi 52,2% pada siklus pertama, mewakili peningkatan 20,3% dibandingka 3iklus sebelumnya. Kemudian, pada siklus II, hal ini meningkat signifikan menjadi 85%, atau 32,8%, jika dibandingkan dengan kemampuan anak pada siklus I. Alhasil, permainan papan ludo dapat memperkuat kemampuan kooperatif siswa kelompok b di TK Hubbul Walad di Serdang bedagai.

**Kata kunci:** *Kerjasama, Permainan Ludo, Anak Usia Dini*

## **INTRODUCTION**

Early childhood is a phase of rapid growth and development, also known as the golden years. They are egocentric, self-willed, and only follow their own desires. They are also unwilling to listen to others and only see from their own point of view. One must help children who are egocentric, their nature, so that they can understand the opinions of others and cooperate. Children who are able to cooperate well will easily get along with their friends. An educator should certainly be able to teach children to cooperate and adapt. They should also know how to use the best techniques to maximize children's cooperation. Teachers should try to encourage children to work together in play activities. Without play the child's world becomes empty. Child development will be optimal if stimulated appropriately. In accordance with the characteristics of children, play has many benefits, one of which is developing children's cognitive/intellectual abilities. Joan Freeman and Utami munandar(Wondal, 2022), defines play as an activity that helps children achieve full development, physically, intellectually, socially, morally and emotionally. (Nadiroh, 2020), explains that games have a very important meaning for the development of children's lives. Games are an effort in realizing joyful learning to increase learning motivation in students. (Ratnasari, 2024).

Mayer dan Salovey (Pauziah, 2023), initiated emotional intelligence as an integral part of intellectual intelligence. They define emotional intelligence as the ability to feel emotions, access and generate emotions to aid thinking, understand emotions and emotional knowledge, and reflectively regulate emotions to promote emotional and intellectual growth. In the context of early childhood education, the development of emotional intelligence is one of the important keys in building cooperation skills. Emotional intelligence enables children to recognize their own and others' emotions, manage conflict healthily, and work together in groups effectively. The development of a child's thinking begins in the nursery, where the baby tries to recognize objects around him using his senses. The child recognizes his mother by her smell, the child recognizes his milk bottle by its smell, shape, color and texture. The child builds knowledge about its surroundings over many months by making simple cause-and-effect relationships that exist between objects that are bound to each other. For example, when a child is thirsty he cries and his mother comes to give milk. The child builds an understanding that there is a cause and effect between crying and having his needs met. Likewise, the child cries when his mother is not around, because with his limited understanding that something that cannot be reached with the senses is the same as being lost or absent (Sit, 2020).

An educator must be able to teach children to cooperate and adapt. They should also know how to use the best techniques to maximize children's cooperation. Teachers should try to encourage children to cooperate in play activities. While cooperation requires a continuous learning process, it cannot be achieved instantly (Widayati, 2009). Through play and open environments, young children can interact, talk and cooperate. (Aqobah et al., 2020). (Aqobah et al., 2020), says that this will build the habit of cooperation at an early age. Cooperation is defined as the desire to approach each other with common goals and interests. (Abidah et al., 2019). The methods, approaches, and used by teachers have a very important role in the success of children, including cooperation skills. One of efforts to develop children's cooperation skills is by playing, because the world of children is the world of play (Widjanarko, 2016). Games and play are an activity that is fun, exciting and causes enjoyment, besides having its own meaning and meaning for children. Through play, all aspects of child development can develop.

Cooperation is a process of doing something together, whether is learning or playing to solve a problem together with the same goal.(Putri & Zulminiati, 2020). Meanwhile, cooperation or cooperation according to Yusuf in (Prabandari & Fidesrinur, 2021) is the ability to want to cooperate with the group. The ability to want to cooperation means that you can be invited to complete something (activity) together in a group interests or goals. Permendiknas No. 146 tahun 2014 confirms that the achievement of children's social emotional development is characterized by children being able to share and help friends, appreciating the excellence of other.(RI, 2015). Cooperation can also be defined as an action performed by two or more children that teaches children to respect others. Cooperation skills are the ability to work together with others taught to be sympathetic first. Group learning can help foster empathy and cooperation in children.

Asteria, Aloysius Mering, and Muhamad Ali (2020) studied the improvement of early childhood cooperation through group methods. This research shows that play activities involving groups can improve children's social skills, including cooperation. Through this method, children are taught to share, listen, and work in teams to achieve a common goal. This research emphasizes the importance of group-based methods in learning cooperation. This study uses the ludo board game as the main method to improve cooperation skills. In contrast to some previous studies that used group methods in general or traditional games, this study more specifically uses ludo board games as a tool to develop cooperation and this study also discusses grouping children by seat or peer, which allows children to work in small groups and build social interactions in a more structured way. The formulation of the problem in the study is "How to improve cooperation skills through ludo board game activities for Group B children at Hubbul Walad Kingdergarten?". The purpose of this study is to improve the cooperation skills of group B children Hubbul Walad Kingdergarten.

Based on the results of initial observations at Hubbul Walad Kindergarten, it shows that there is great potential to improve early childhood cooperation through ludo board games The ludo board game was chosen in this study because it has a number of advantages that support the development of cooperation skills in early childhood. Here are some reasons why the ludo board game was chosen, as well as the advantages and disadvantages that need to be considered when applied to children. This Judo board game teaches children to collaborate, confidence, enthusiasm, and body coordination. This research is based on the background of children often playing alone, fighting over toys, not wanting to share toys and not playing with their friends. With the ludo board game at Hubbul Walad Kindergarten, it can improve poperation in early childhood. This is in accordance with the research of Asteria, Aloysius Meting, and Muhamad Al entitled "Increasing Children's Cooperation in Playing with Group Methods." Furthermore, research conducted by said that "Cooperation will bring academic ability, critical thinking, and train children to adapt from egocentric to cooperative attitudes." The author raises this issue because when a child is interested in an activity or game, it 15 expected that they will try their best to win in order to be accepted in their group. When children feel well accepted by their group, they will try to build friendships, seek various information, learn good manners, reduce bad behavior, and respect others.

## **METHOD**

The research used is Classroom Action Research, which is action research by teachers conducted in the classroom with the aim of improving teacher performance so that children's

learning outcomes increase.(Afandi et al., 2013). Classroom Action Research referred to in this study is the process of cooperative activities playing ludo at Hubbul Walad Kindergarten, Serdang Bedagai Regency using traditional game methods to improve cooperation skills by group B children. The field of development that is the subject of this research is the field of improving children's cooperation through traditional ludo games. The class to be used is group B Hubbul Walad Kindergarten, Serdang Bedagai Regency. This research uses Classroom Action Research is carried out with the aim of improving /improving the quality of learning practices in the classroom. This study aims to improve cooperation skills through traditional ludo games in group B Hubbul Walad Kindergarten, Serdang Bedagai Regency. An education expert argues that "action research to improve the quality of classroom learning practices". Action research is carried out by teachers or researchers to find solutions to solve problems that occur in classrooms that are experienced directly in the interaction between teachers and children who are learning in more detail (Arikunto, 2013).

The flow of the classroom action research model can be described as follows. :

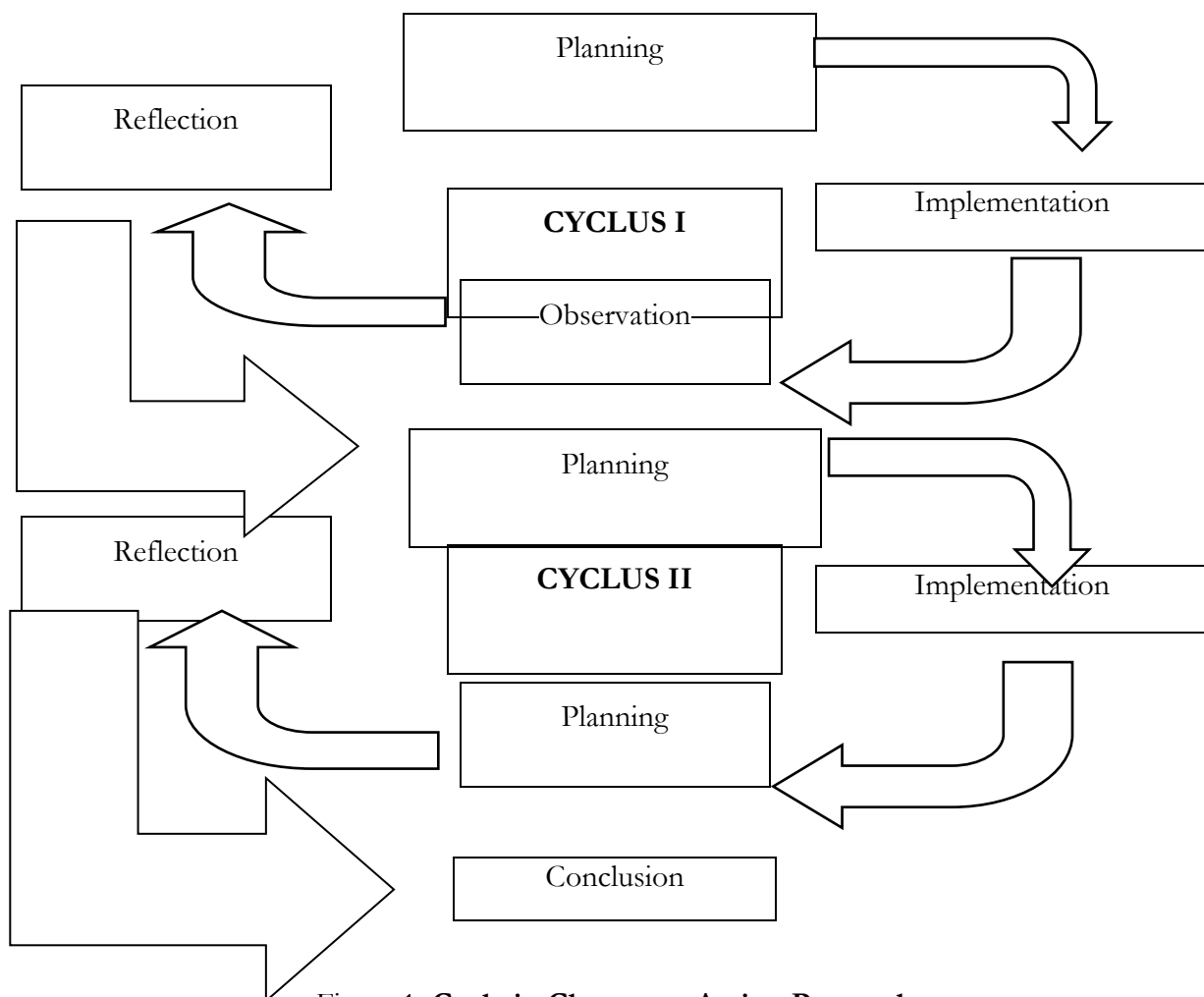


Figure 1. Cycle in Classroom Action Research

Taken together, the four stages in the form of Class Action Research form a cycle. To address a problem, more than one cycle may be required. The cycles are interrelated and continuous. The second cycle is carried out if there are still things that are not successful in the first cycle. Before conducting action research, researchers made initial observations to identify

problems. After the title of the action research-based learning activity planning was formulated, it was continued with the following steps in accordance with the Kurt Lewin model (Salamah & Kadir, 2009)

1. Planning. At this stage, the activities to be carried out are [1] making a Learning Implementation Plan (RPP); [2] preparing facilities from the necessary supporting facilities in the classroom; [3] preparing instruments to record and analyze data regarding the process and results of the action.
2. Implementing action (Acting). At this stage, namely implementing the actions that have been formulated in the lesson plan in an actual situation, including initial activities, core activities and closing activities.
3. Implementing observation (Observing). At this stage what must be done is [1] observing the behavior of students in participating in learning activities; [2] monitoring discussion activities / cooperation between students in groups; [3] observing each student's understanding of the mastery of the subject matter that has been designed according to PIK objectives.
4. Reflecting. At this stage what must be done is [4] recording the results of observations; [2] evaluating the results of observations; [P] analyzing learning outcomes; [4] recording weaknesses to be used as material for designing the next cycle, until the objectives of classroom action research can be achieved.

Before the implementation of the action, the results of observations showed that children's cooperation skills in Group B Hubbul Walad Kindergarten still needed to be improved. Children tend to play alone, fight over toys, and are less able to share or cooperate in group activities. This is the basis for the need for intervention through educational games that can stimulate cooperation. The difference between cycle 1 and cycle 2 in classroom action research can lie in the indicators, initial activities, and core activities. For example, in cycle 1 the indicator was about ethnicity, while in cycle 2 the indicator was about cultural diversity. The classroom action research was carried out through two cycles, with each cycle carried out in one meeting with an allocation of  $2 \leq 40$  minutes. The action plan for each cycle in classroom action research is divided into four activities, namely: Planning, Action Implementation, Observation and Evaluation, Analysis and Reflection.

## **RESULTS AND DISCUSSION**

### **Pre-cycle**

In the pre-cycle stage, the initial activity aims to determine the initial condition of children's cooperation skills in learning and playing in groups. Observations were made during the ludo board game activity, where children were grouped based on where they were sitting (next to each other). The teacher gives a simple explanation of the rules of the game and how to play in groups. This research begins with pre-action / pre-classification activities. In this pre-cycle, the activity provided is playing ludo boards in groups. This is done to determine children's cooperation skills in group activities. Grouping is determined by the teacher, namely with friends in the same row of next to them. Then, the teacher explains the procedures for playing ludo board activities in groups. This pre-cycle activity is made as simple as possible to find out whether children are able to do these

simple group tasks or still need guidance. Based on the pre-cycle percentage, the achievement of children's cooperation level is only 32.57%, including in the developing category. Therefore, researchers increase children's cooperation through ludo board games before taking further action.

| No           | Number of Children | Final Score/Percentage |        |        |     |
|--------------|--------------------|------------------------|--------|--------|-----|
|              |                    | BB                     | MB     | BSH    | BSB |
| 1            | 7                  |                        |        | 32,57% |     |
| 2            | 9                  |                        | 45,28% |        |     |
| 3            | 4                  | 21,15%                 |        |        |     |
| 4            | 0                  |                        |        |        | 0%  |
| <b>Total</b> |                    | <b>20 children</b>     |        |        |     |

*Tabel 2. Children's cooperation ability pre-cycle*

### Cycle 1 action

At the 1st cycle stage, researchers will conduct 3 meetings by playing ludo boards in groups. The first meeting the researcher invites children to introduce the ludo board game and explain how to play, then when the child understands the researcher gives the child to try to play in turn. In this activity there are children who can count without help and some who cannot yet so they need help. The results of this activity show that there are 6 children in the Developing As Expected category, 9 children in the Starting to Develop category and 4 children in the Not Developing category because they cannot count and must be helped. Furthermore, at the second meeting the researcher invites children to play ludo board by providing an understanding of the colors on the ludo board. if the child already understands the researcher gives the child the opportunity to play in groups. The results of this activity show that 12 children are in the Developing as Expected category and 8 children are in the Starting to Detelop category because there are still children who need teacher assistance to understand colors. The third meeting the children were again explained by the teacher how to play the ludo board and introduce the colors. The results of this activity are thy the average child has developed as expected, it's just that they are not good at counting through esch count of the ludo box.

| Cooperati<br>on ability<br>indicator  | Meeting I |           |           |         | Meeting II |           |           |         | Meeting III |            |            |         |
|---|-----------|-----------|-----------|---------|------------|-----------|-----------|---------|-------------|------------|------------|---------|
|   | BB        | MB        | BS<br>H   | BS<br>B | BB         | MB        | BS<br>H   | BS<br>B | B<br>B      | MB         | B<br>SH    | BS<br>B |
| Responsib<br>le for<br>tidying up<br>toys when<br>finished<br>playing.                        | 20,3<br>% | 28,5<br>% | 50,2<br>% | -       | 8,5<br>%   | 33,6<br>% | 57,9<br>% | -       | -           | 40,89<br>% | 59,11<br>% | -       |
| Able to<br>count<br>when<br>playing<br>ludo   | 20%       | 45%       | 30%       |         | 11,9<br>%  | 38,5<br>% | 49,6<br>% | -       | -           | 32,5<br>%  | 67,5<br>%  | -       |
| Looking<br>for<br>something<br>to learn to<br>overcome<br>the<br>challenges<br>of the<br>game | 22,6<br>% | 27,9<br>% | 49,5<br>% |         | 9,3<br>%   | 21,8<br>% | 68,9<br>% | -       | -           | 27,6<br>%  | 72,4<br>%  | -       |

Table 3. children's cooperation ability in cycle I

The acquisition of these numbers is evidenced by the fact that children have begun to be able to join group friends when playing ludo board. In addition, children can also cooperate with their friends, can provide support to their group friends. This is in accordance with Partem's theory which states that the stages of cooperative play or group play and cooperation are seen in the preschool years and middle childhood. The implementation of reflection is carried out by researchers and teachers by looking at the comparison between data before and after action. Based on the reflection, it is known that children's cooperation skills have improved in Cycle I, which is 52.2% (BSH). However, this figure has not met the minimum completeness requirement determined by the researcher, which is 80%. Thus, further action must be given back to children in cycle II using the ludo board cycle II reflection showed that the adjustments made succeeded in significantly improving children's cooperation skills. The involvement of children in group formation and the provision of *rewards* proved effective in motivating children to be more active in collaborating in the ludo board game.

Various plans were formulated based on reflections made by teachers and reseatchers so that they could be implemented in the next cycle, namely cycle II. Similar to the previous cycle, Cycle II was carried out for 3 meetings (September 09, 2024 to September 11, 2024). During this cycle, the teacher provided opportunities for children to be involved in group formation, and the

teacher provided rewards at the end of the activity. In the activity, children are asked to play ludo board in groups and take turns. Through observations made, it is known that children's cooperation skills in cycle II reached 86%. This figure has exceeded the research completeness indicator made by the researcher, which is 80%. The low level of cooperation skills is not due to lack of stimulation from family and school, but rather the lack of habituation that must be applied to every child's activity. Cooperation ability is one of the social interaction abilities that requires habituation in training and improving it. The more opportunities children have to meet and play together, the higher the chance for children to achieve good cooperation (Zahwa, 2017). Cooperation ability is an important component that must be developed in children. Because so, with increased cooperation in children, it will create positive friendship relationships that need to be familiarized from an early age. This ability is very influential on the psychological development of children until adulthood (Maulidar et al., 2020). Cooperative abilities must also be directed with the aim of being used properly so that children are easier to adjust in academic matters and other matters that intersect with social life.

| Cooperati<br>on ability<br>indicator  | Meeting I |           |           |         | Meeting II |           |           |         | Meeting III |            |            |         |
|---|-----------|-----------|-----------|---------|------------|-----------|-----------|---------|-------------|------------|------------|---------|
|   | BB        | MB        | BS<br>H   | BS<br>B | BB         | MB        | BS<br>H   | BS<br>B | B<br>B      | MB         | BSH        | BS<br>B |
| Responsib<br>le for<br>tidying up<br>toys when<br>finished<br>playing.                        | 25,7<br>% | 27,9<br>% | 56,4<br>% | -       | 5,5<br>%   | 30,8<br>% | 63,7<br>% | -       | -           | 38,17<br>% | 61,83<br>% | -       |
| Able to<br>count<br>whwb<br>playing<br>ludo.  | 17,4<br>% | 38%       | 44,6<br>% | -       | 9,1<br>%   | 31,8<br>% | 59,1<br>% | -       | -           | 29%        | 71%        | -       |
| Looking<br>for<br>something<br>to learn to<br>overcome<br>the<br>challenges<br>of the<br>game | 19,5<br>% | 25,6<br>% | 54,9<br>% | -       | 7,2<br>%   | 20%       | 72,8<br>% | -       | -           | 21%        | 79%        | -       |

Table 3. Children's cooperation ability in cycle II

Based on these results, it is known that the ability to cooperate with group B children at Hubbul Walad Kindergarten has increased significantly, namely by 32.8% when compared between cycle I (52.2%) and cycle II (85%). In addition, in cycle II there were also no children who were in



the category of less good or very less for each assessment indicator. Thus, this research was sufficient and stopped until cycle II

## **CONCLUSION**

This research consists of two cycles where each cycle consists of three meetings. Based on the description above, it is known that the cooperation skills of Hubbul Walad Kindergarten children, in the pré-cycle / pre-action, are still in the Developing As Expected (BSH) category with a percentage of 32.57% of 7 children. Furthermore, In cyce 1, it shows that the dominant childs ability is in the completeness criteria of 72.4% or in the sufficient category. In cycle 2, it shows that children's abilities are in the range of developing as expected with a completeness criterion of 79% or in the good category of cooperation ability in Responsible for tidying up toys when finished playing 61.83%, able to count when playing ludo 71%, indicators Looking for something to learn to overcome the challenges of the game. 79%.

## **AWARDS**

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