

# *Traditional Game “Kaulinan Barudak” to Develop Interpersonal Skills*

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**Abstract**—The purpose of this study was to determine the differences in the interpersonal skills of students who implemented the traditional game "Kaulinan Barudak" and the control class that used conventional learning models. This research is motivated by interpersonal skills are an important part that must be embedded in every individual. Inculcating intelligent interpersonal behavior must be familiarized with children from an early age, but in reality students' interpersonal skills are still low. The research instruments used in the form of structured observations, field notes, and documentation have been judged by experts in their fields. The results of the research can be obtained that the average post test in the experimental class is higher than the control class. Based on the results of hypothesis testing using the Independent sample t-test formula, it can be concluded that there are differences in the interpersonal skills of students in the experimental class that implements the traditional game "kaulinan barudak" and the control class that uses conventional learning models.

**Keywords:** *Traditional Game "kaulinan barudak", Interpersonal , Early Childhood*

## **I. INTRODUCTION**

Interpersonal skills are one part of the determining factors for the future success of each individual (Goleman, 2001). However, in reality in the field today there are many individuals who pour negative interpersonal behavior on the surface of their lives. This fact reflects that every individual currently has a dominant management problem in pouring out his interpersonal behavior. This can be seen from the facts that researchers found in the field, namely children still play individually or only play with certain groups, when in groups children cannot work together with other friends which results in no interaction between one another, children are not easy, adapt With a new environment, children are not easy to make friends with new friends, children do not want to share toys or food with their friends, and do not care if their friends have a disaster (Novia, Mahyudi, 2020). In line with this, Pahrul etc (2019) in his research explained that 10 out of 14 children who have not been able to share with their friends, have not been able to queue, wait, turn and have not been able to cooperate with groups.. Such behavioral provisions can also be interpreted that predominantly individuals today can be stated to have low interpersonal skills. Because, Mahsar (2011) argues that every individual who has high interpersonal skills, he must be able to express behavior in his life positively and this behavior will never harm himself or others.

The assumption that reflects the behavior of interpersonal skills of each individual in the field today is believed to be inseparable from the decline in the quality of educational values that each individual has from generation to generation. The level of education that is central and is seen as a forum for planting the foundation of each individual's personal identity is early childhood education. The position of early childhood education is the obligation to develop all forms of potential related to children's skills fundamentally to prepare children's survival abilities in their current and future environment. This was confirmed by Langeveld (1980) that in educating early childhood it is necessary to intensively develop interpersonal skills, because children's interpersonal skills are one of the major aspects determining the happiness of children's life patterns in the future. In touch with Goleman (2001), it means that it is the teacher's duty as a facilitator in early childhood education to intensively cultivate interpersonal and skills in every child.

Early childhood coverage refers to children who are in the age range of 0-6 years. Basically, to see the achievement of the goals of early childhood education can be seen from the results of children's development at the age of 5-6 years, because children aged 5-6 years are a transitional period of children's education to end early childhood education and must be ready to undergo further education at elementary school level. Therefore, children who are in this transitional position need to be emphasized on intensively maturing interpersonal skills.

The urgency of maturing interpersonal skills in this transitional period requires special action. (Iswinarti 2010; and Wardani, 2010), provide an idea related to actions that can be used as a way to pursue the maturity of interpersonal skills of early childhood, one of which is through the application of the traditional game "kaulinan barudak", because in the traditional game "kaulinan barudak" there are process elements that provide a stimulus to each child who plays it to develop every aspect of children's skills, especially in the realm of interpersonal and skills

The traditional game "kaulinan barudak" is a legacy in the form of facilities for children to play manually and be close to nature. In line with that, Mulyani (2016: 47-48) explains that traditional games are games that are inherited from ancestors that must and need to be preserved because they contain local wisdom values. In addition, this inheritance implies a meaning that provides a stimulus in the form of a process to develop each child's potential and abilities (Iswinarti, 2010; and Wardani, 2010). However, it is common knowledge that early childhood children today tend to lose their identity as the owner of their own traditional games. In addition, related to the current globalization, almost all parts of the city are starting to be dominated by technologies that are completely electronic and automatic. This unconsciously has an effect little by little on children's views in fulfilling their own needs individually through games that smell of technology.

Based on a field study in Tasikmalaya City, it is stated that the people of Tasikmalaya City are predominantly starting to forget about the traditional games "kaulinan barudak" as a

medium for children's play. In addition, the environmental conditions in the City of Tasikmalaya at this time in almost every corner of the land have been built many greenhouses. This phenomenon has led to the assumption that if this is not dealt with immediately, there will be a break in the chain of succession to the legacy of the traditional game "kaulinan barudak". Therefore, it is necessary to re-apply the traditional game "kaulinan barudak" to children in the city of Tasikmalaya at this time so that their sense of belonging to this heritage can be reintroduced. Through this, the children will be closer to nature and their real environment.

These trends inspire the mindset of researchers that it is important to cultivate and develop potential and interpersonal skills in children from an early age through the real natural environment. Then it is associated with the role of the traditional game "kaulinan barudak" which tends to have elements of stimulus for every aspect of the development of children's intelligence, and the orientation of early childhood education which tends to develop the potential and interpersonal skills of children. In addition, based on field studies in several kindergartens in Tasikmalaya City, researchers found several problems related to play facilities and children's development. Of these several problems, there are two problems that need to be addressed quickly and integrated. The first problem is related to the not yet optimal interpersonal skills in children aged 5-6 years. Whereas the main goal in early childhood education is the cultivation of interpersonal skills in each child from an early age. Then the second problem is that some kindergartens have not implemented the traditional game "kaulinan barudak" as a learning facility while playing with children. Whereas in the traditional game "kaulinan barudak" there are elements of educational value that can develop various aspects of children's intelligence who play it, especially in the realm of emotional intelligence.

## II. METHODS

The research method used in this research is an experimental method to see the improvement of interpersonal and skills of children aged 5-6 years through the application of the traditional game "kaulinan barudak" in learning activities. The research design used in this study was a Quasi Experiment with the form of the Nonequivalent Pretest-Posttest Control Group Design. This refers to Creswell (2010, p. 132) that this study conducted a pretest and posttest on two different classes, namely 1 experimental class for children aged 5-6 years at Aisyiyah Kindergarten and 1 control class for children aged 5-6 years at Nurul Kindergarten. Ilmi Kota Tasikmalaya to see its interpersonal skills.

TABEL 1  
Illustration of Quasi Experiment (Nonequivalent Pretest-Posttest Control Group Design)

Kelompok	Pretest	Perlakuan	Posttest
Eksperimen	O1	X	O2
Kontrol	O5	-	O6

Information:

O1: Interpersonal Pretest Experiment Group

O2: Posttest Interpersonal Experiment Group

X : Traditional Game Treatment

- : Conventional Game Treatment

O5: Interpersonal pretest control group

O6: Posttest Interpersonal Control Group

Based on Sugiyono (2012), several instruments that tend to be used as tools for data collection in this study are structured observation guidelines, field notes, and documentation. Because, the three instruments are considered sufficient and can contribute in obtaining data to see the interpersonal skills of children aged 5-6 years.

TABLE 2  
Interpersonal Skills Instrument Grid for 5-6 Years Old

Variable	Indicator
	Able to interact
Interpersonal Skills	Able to conduct deliberation

Reliability of the interpersonal skills instrument can be seen in the following table:

Table 4 Reliability Statistics

Cronbach's Alpha	N of Items
.799	13

Referring to Gandana (2015), the data collection steps that need to be done in quasi experimental research are as follows:

1. Determine two classes of children aged 5-6 years that will be used as research subjects, in this study one class of children aged 5-6 years at Aisyiyah Kindergarten and one class of children aged 5-6 years at Nurul Ilmi Kindergarten, Tasikmalaya City.
2. Ask the teacher for permission to collaborate related to the application of the traditional game "kaulinan barudak" in learning activities to improve interpersonal skills of children aged 5-6 years.
3. Providing online teacher training related to the application of traditional games in learning
4. The pretest was carried out by the research team in collaboration with the related teacher before treating children aged 5-6 years in the experimental class and in the control class using a structured observation instrument that was designed by the researcher using Google form facilities so that data collection was not carried out face-to-face advance.
5. Treatment in the form of the application of the traditional game "kaulinan barudak" to improve interpersonal skills of children aged 5-6 years was only done in the experimental class. Meanwhile, to improve interpersonal and skills of children aged 5-6 years in the control class, conventional game activities are applied. Treatments are carried out for 4 weeks with a frequency of 2 times a week (8 meetings).
6. At the 8th meeting, the research team collaborated again with related teachers both in the experimental class and in the control class by doing a posttest with the same technique as the pretest to obtain data on interpersonal skills of children aged 5-6 years after being given the treatment.
7. Conducting an analysis of the data that has been obtained to see the increase in interpersonal skills of children aged 5-6 years by comparing the difference in the increase in skills of children in the experimental class with children in the control class

### III.RESULTS AND DISCUSSION

#### RESULTS

##### 3.1 Profiles of interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City and Nurul Ilmi Kindergarten, Tasikmalaya City before the traditional game "kaulinan barudak" is applied in learning

Interpersonal skills are an important part that must be embedded in every individual. Through interpersonal skills, it can be one part of the determining factors for the future success of each individual (Goleman, 2001). Therefore, to be able to see the improvement of students' interpersonal skills can be done in various ways, including through the application of the traditional game "kaulinan barudak". However, it is necessary to know to

see an increase in interpersonal skills in students, especially in children aged 5-6 years through the application of the traditional game "kaulinan barudak". Researchers should have known in advance regarding the profile of students' initial interpersonal skills before being given the treatment.

Based on the results of the analysis of the preliminary data on interpersonal skills of children aged 5-6 years before the traditional game "kaulinan barudak" treatment was carried out in TK Aisyiyah Kota Tasikmalaya as the experimental class and TK Nurul Ilmi Kota Tasikmalaya as the dick class.

Tabel 6

Statistical Data of Experimental Class Interpersonal Skills Pretest Results

N 15	Mean	Median	Mode	Minimum	Maximum	Sum
	18,26	18	19	16	22	274

Based on table 6 that the average interpersonal skill pretest result in the experimental class with the number of children (N) 15 people is 18.26. For the median value or the average value of the pretest results of the experimental class 18. While the magnitude of the mode or mode of the experimental class pretest results is 19. The total number or the sum of the pretest results of the experimental class of 15 children is 274. Similar to the pretest conducted in the experimental class, in the control class, the pretest of interpersonal skills in children aged 5-6 years is the result of research related to children's abilities before being given treatment. Preliminary data on interpersonal skills of children aged 5-6 years were obtained from the initial test using the same observation technique as the experimental class

The following is the statistical data of the control class pretest results

Tabel 8

Statistical Data of Control Class Interpersonal Skills Pretest Results

N 15	Mean	Median	Mode	Minimum	Maximum	Sum
	16,46	16	16	15	19	247

Based on table 8, the average interpersonal skill pretest result in the control class with the number of children of (N) 15 people is 16.46. For the median value or the average value of the control class pretest results are 16. Meanwhile, the mode or mode of the experimental class pretest results is 12. The total number or the total pretest results of the control class of 15 children is 247.



The results of the analysis of the data obtained that the average pretest score related to the interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City reached 18.26 and the average pretest score for children aged 5-6 years at Nurul Ilmi Kindergarten, Tasikmalaya City reached 16.46. The average show a difference which means that the initial ability profile of interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City is stated to be superior.

The term interpersonal skills can be defined as anything that takes place between two persons, characterizing the processes that arise as a result of individual interactions with other individuals. Interpersonal intelligence shows a person's ability to be sensitive to the feelings of others. They tend to understand and interact with other people so they can easily socialize with the environment around them (Goleman, 2001).

In line with Mashar (2011) and Yusuf (2012), that the interpersonal skills of each individual can be seen in terms of individual behavior in the form of social communication behavior using both facial expressions and body postures. So it can be concluded that to see children's interpersonal skills can be done through an assessment of every aspect of behavior and self-expression.

### 3.2 Learning activity program for children aged 5-6 years at TK Aisyiha Kota Tasikmalaya through traditional games "Kaulinan Barudak" and Learning Activities Program for children aged 5-6 years at Nurul Ilmi Kindergarten, Tasikmalaya City through games through conventional learning

The results of this study indicate that the traditional game "kaulinan barudak" can significantly improve the interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City. This can be seen from the findings in learning activities through the application of the traditional games of kaulinann barudak as many as 8 meetings. In the learning activities there are several aspects that emerge. In interpersonal skills, such as indicators of being able to interact, giving rise to the behavior of the child saying thanks to the teacher who has helped him, the child says thanks to his friend who has helped him, the child says greetings when entering class, the child greets the teacher when he enters the school gate, the child greets his friend when Entering the school gate, the child answers the greeting from the teacher, the child answers the greeting from his / her theme, the child is able to tell his experience to the teacher, the child is able to tell his experience to his friends who have fallen, pay attention to the teacher when delivering information and so on. Then the indicators of being able to conduct deliberations bring out the behavior of children leading discussions with friends before playing, children formulate rules for completing tasks with their friends before playing, children ask the teacher when things are not understood, children ask their friends when things are not understood.

These findings are in line with the opinion of experts who state that traditional games can make students enthusiastic about playing cooperatively and positively with their friends, giving encouragement to students to understand the rules and accustom children to obeying applicable rules and through traditional games can make children able respect yourself and others. (Syaodih and Agustin, 2013; Megarisna, 2013; and Gandana 2015). Apart from that, traditional games can form children's independent attitudes (Iswinarti, 2010). Then another opinion states that traditional games can make children want to share, help, and help their friends.

Langeveld (1980) states that in order to achieve learning objectives, a teacher should carry out his duties systematically, starting from implementing planning, processes, to assessing and evaluating learning activities. So that it is associated with the results of research on the process of implementing the traditional game "kaulanan barudak" in learning activities at Aisyiyah Kindergarten, Tasikmalaya City, starting from preparation, conducting preliminary tests to determine children's initial abilities, conditioning carried out in early learning activities, implementing core activities, child conditioning When taking a break, the activity process closes the lesson, so that the reflection and assessment of the teacher looks neat and implements it systematically.

### 3. 3. Profile of interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City after treatment through the application of the traditional game "Kaulanan Barudak" in learning activities and Nurul Ilmi Kindergarten after implementing conventional play activities in learning

The final mastery of the experimental class is data on the interpersonal skills of children aged 5-6 years in Aisyiyah Kindergarten which are obtained after receiving treatment (treatment) with the traditional game "kaulanan barudak".

The following is the statistical data of the experimental class pretest results.

TABEL 10

STATISTICAL DATA OF EXPERIMENTAL CLASS INTERPERSONAL SKILLS POSTTEST RESULTS

N 15	Mean	Median	Mode	Minimum	Maximum	Sum
	29,06	30	31	23	32	436



Based on table 10, the average posttest result in the experimental class with the number of children (N) 15 children is 29.06. For the median value or the average value of the posttest results of the experimental class is

30. While the magnitude of the mode or mode of the posttest results of the experimental class is 31. The total number or the sum of the posttest results of the experimental class of 15 children is 357.

The final mastery of the control class is data on the interpersonal skills of children aged 5-6 years at Nurul Ilmi Kindergarten, Tasikmalaya City which were obtained after applying conventional games.

Below is the statistical data of the control class posttest results.

Tabel 12

Statistical Data of Control Class Interpersonal Skills Posttest Results

N 15	Mean	Median	Mode	Minimum	Maximum	Sum
	22,2	22	24	20	24	333

Based on the results of the analysis of the final data on interpersonal skills of grade students after the treatment of traditional games "kaulinan barudak" at TK Aisyiyah Kota Tasikmalaya and conventional games at TK Nurul Ilmi Kota Tasikmalaya, the results of the analysis of these data obtained the average posttest score of children. 5-6 years old in TK Aisyiyah Kota Tasikmalaya reached 29.06 and the average posttest score of children aged 5-6 years at TK Nurul Ilmi Kota Tasikmalaya was 22.2. The two averages show a difference which means that the final ability profile of interpersonal skills at TK Aisyiyah Kota Tasikmalaya is stated to be superior compared to the final ability of interpersonal skills at TK Nurul Ilmi Kota Tasikmalaya.

In connection with the improvement of these interpersonal skills is nothing but the result of stimulating the application of the concept of play through games that are deliberately arranged based on the needs of student developmental task achievements. Through these games it will make learning more effective for students. Adriana (2013, p. 51) argues that "educational games are activities that are very fun and can be an educational way or tool that is educational." Through learning and playing activities, it will have a positive impact on learning activities for children aged 5-6 years.

In relation to Rahmawati's traditional games in Megarisna (2013, p. 14) that "traditional children's games are the process of doing activities that please children by using simple tools." Indirectly, through traditional games, it will make children's hearts happy and provide space for energy expenditure in a direction that is seen as more positive.

Based on the findings of this study, it turns out to provide concrete evidence that through the application of the traditional game "kaulanan barudak" in children aged 5-6 years can contribute more effectively to improving children's interpersonal skills.

### 3.4 The significance of increasing interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City after treatment through the application of traditional games "kaulanan barudak" in learning activities and TK Nurul Ilmi after conventional play activities were applied in learning

Based on the results of test score data processing through the N-Gain test on the pretest-posttest data for the experimental class TK Aisyiyah Kota Tasikmalaya and the pretest-posttest data for the control class TK Nurul Ilmi Kota Tasikmalaya, the researcher conducted a normality test on the experimental class N-Gain data and the N- data. Gain control class with the results of each N-Gain data is normally distributed. Since the two N-Gain data for each class were normally distributed, the researcher conducted a difference test with the independent 2-sample t test (parametric statistics) with a sig value of  $0.000 < \alpha$  (0.05) on the interpersonal skills data.

TABEL 13

T-test 2 Independent Sample Data N-Gain Experiment Class and Interpersonal Skills Control Class

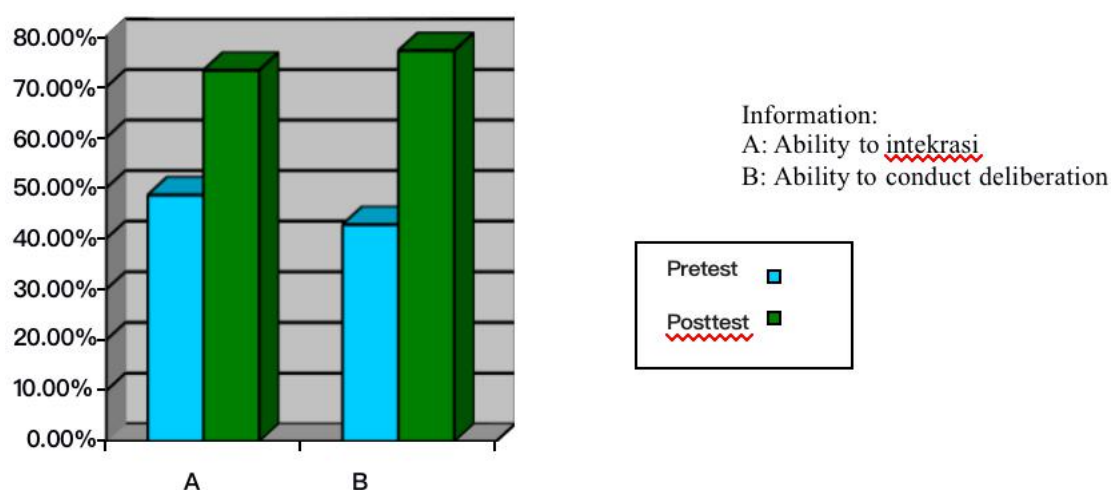
	Levene's Test for Equality of Variances		t-test for Equality of Means						
			Sig.					95% Confidence Interval of the	
			(2-					Difference	
	F	Sig.	T	Df	tailed )	Mean Difference	Std. Error Differenc e	Lower	Upper
Gain Equal variances assumed	.312	.581	-7.161	28	.000	-.26962	.03765	-.34675	-.19250
Equal variances not assumed			-7.161	26.649	.000	-.26962	.03765	-.34692	-.19232

From what is obtained, it means that there is a significant difference between the increase in interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City and an increase in interpersonal skills aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City.

If it is returned to the research hypothesis, it means that  $H_0$  is rejected and  $H_a$  is accepted. then the above description proves that the traditional game "kaulinan barudak" can contribute more in order to improve interpersonal skills of children aged 5-6 years with a confidence level of 95%.

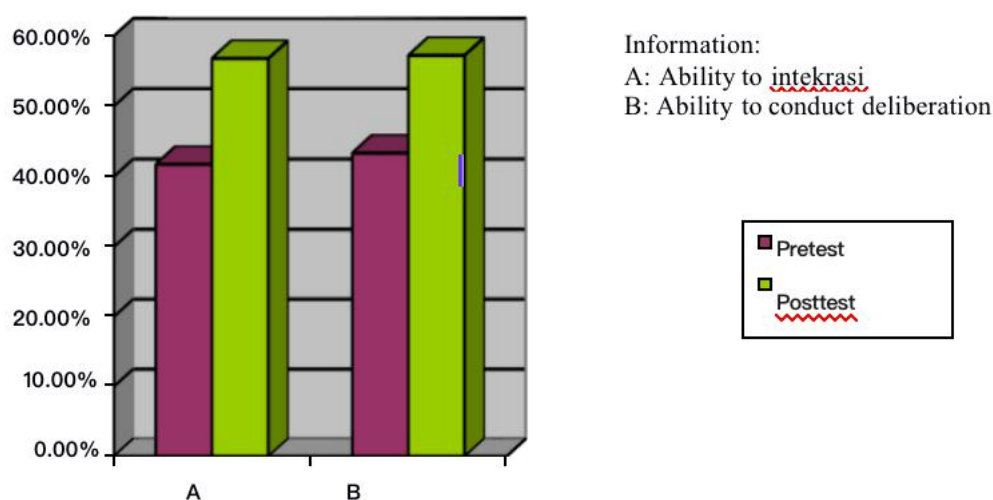
## DISCUSSION

Based on the research results, the comparison between the pretest-posttest mean score between the experimental class and the control class shows a significant difference. The difference between the pretest- posttest mean scores of the experimental class related to interpersonal skills reached 10.08, while the pretest- posttest mean score difference for the control class was only 5.74. The results of this study indicate that the increase in interpersonal skills in children aged 5-6 years in the experimental class is superior to the increase in interpersonal skills of children aged 5-6 years in the control class. To more easily understand the results of this study, it can be seen that the improvement in every aspect of interpersonal skills of children aged 5-6 years in TK Aisyiyah Kota Tasikmalaya and TK Nurul Ilmi Kota Tasikmalaya can be seen in the picture below.



Picture 1 Comparison of pretest-posttest data on interpersonal skills TK Aisyiyah, Tasikmalaya City

The graph in picture 1 shows that all aspects of interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City through the traditional game "kaulinan barudak" from pretest to posttest have increased.



Picture 2 Comparison of pretest-posttest data on interpersonal skills TK Nurul Ilmi, Tasikmalaya City

Likewise the graph in picture 2 shows that all aspects of interpersonal skills of children aged 5-6 years at Nurul Ilmi Kindergarten, Tasikmalaya City through conventional learning from pretest to posttest have increased.

In plain view, the two classes have seen the same increase. However, a more detailed analysis of the data based on statistical measurements shows that the increase in interpersonal skills in children aged 5-6 years in the experimental class at TK Aisyiyah Kota Tasikmalaya is superior to the improvement of interpersonal skills in the control class TK Nurul Ilmi Kota Tasikmalaya. The results of this study confirm Syaodih and Agustin (2013) regarding the application of the traditional game "kaulinan barudak" to develop children's character values. This truth in this study is specifically related to the improvement of interpersonal skills of children aged 5-6 years. The exclusion process is based on Permendikbud No. 137 (2014) which states that children aged 5- 6 years are a transitional period at the end of children's education at the early childhood education level and tasks at this transition point need to finalize every aspect of their development to prepare for education at the next level. namely elementary school level. Apart from that, RI Law no. 20 of 2003 states that every application in education should be done by meeting the needs of each individual in accordance with the individual's own environmental culture. Likewise with this research, researchers conducted research in Tasikmalaya City which is dominated by local culture, namely Sundanese culture. So, the behaviors of interpersonal skills that

appear in each child in this study are inseparable from the boundaries of cultural values around the City of Tasikmalaya.

## IV. CONCLUSION AND RECOMMENDATION

### 4.1 Conclusion

1. The learning activity program for children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City through the traditional game "Kaulinan Barudak" and the Learning Activity Program at Nurul Ilmi Kindergarten, Tasikmalaya City through conventional methods, has looked neat and systematic starting from preparation, conducting initial tests for know the initial abilities of students, the conditioning carried out in early learning activities, the implementation of core activities, the conditioning of students and the process of closing lessons, to reflection and assessment.
2. Profiles of interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City after the traditional games "kaulinan barudak" and TK Nurul Ilmi Kota Tasikmalaya were applied after applying conventional methods, the results of the study indicated that there was a difference in the average score. This difference shows that the experimental class average score is superior to the control class student's average score. The results of this study mean that the interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City have a higher increase.
3. Increasing the interpersonal skills of children aged 5-6 years at Aisyiyah Kindergarten, Tasikmalaya City through traditional games "kaulinan barudak" with TK Nurul Ilmi Kota Tasikmalaya through conventional methods, it is stated that there is a significant difference. The results of this study indicate that the traditional game "kaulinan barudak" can improve interpersonal skills of children aged 5-6 years with a confidence level of 95%..

### 4.2 Recommendation

The research suggestions from the results of this study are shown for:

1. People should start to open their eyes, be aware of the importance of cultivating interpersonal skills from an early age as well as linking the chain of traditional games "kaulinan barudak" as a fun media to play.
2. The government observing early childhood education should begin to strengthen the orientation of the education system based on interpersonal skills while at the same time bringing back the traditional game of "kaulinan barudak" to the surface of current education.
3. TK Nurul Ilmi Kota Tasikmalaya, TK Aisyiah Kota Tasikmalaya and Kindergartens or the like in order to strengthen the cultivation and development of interpersonal skills in each child by re-applying the traditional game "kaulinan barudak" in learning activities while playing at school students.

4. Teachers should start to provide facilities that contain stimulation for the development of interpersonal skills for each child according to the potential of each child.
5. Further researchers should make generalizations through broader assessments related to the process of improving interpersonal skills in early childhood through the traditional "kaulinan barudak" game.

## V. ACKNOWLEDGMENTS

The author's praise and gratitude goes to the presence of Allah SWT, who has bestowed His grace, so that the Final Report of this Research can be completed. The author is also aware that the author's maximum effort and struggle is not the writer's own struggle, because without the help and support of various parties the final report of this research can be resolved properly.

Therefore, on this occasion the author would like to express his deep gratitude to:

1. Mr / Mrs Principal and Mr / Ms Teacher of Kindergarten Aisiyah Kota Tasikmalaya who have provided opportunities and support to authors to carry out research.
2. Mr / Ms Principal and Mr / Ms Teacher Kindergarten Nurul Ilmi Tasikmalaya City who have provided opportunities and support to authors to carry out research.
3. SEAMEO CECCEP which has provided the opportunity and support to the author to carry out research.
4. Colleagues that we cannot name individually who have helped in any form until the completion of this research.

The author realizes that in the preparation of the final report, this research is still far from perfect, because of the limited knowledge and abilities the author has. Therefore, the authors expect suggestions and constructive criticism. The author hopes that this research is especially useful for writers and readers in general.

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