

Integrating Social Skills in Traditional Games with Physical Education Interventions

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Abstract This study was based on the previous research which found that traditional games given at the elementary level were significantly effective for the improvement of students' socialization in the classroom and the improvement of the quality of students' relationships between classes. This study aimed to examine whether traditional games could affect social skills. The design used in this research was a 3x2 factorial study with the randomized pretest-posttest control group design, while 90 samples were divided into three groups. The result of this research revealed that: 1) there were differences in social skills between groups given traditional games with social elements and groups given traditional games without any social elements. 2) Students with Dayak ethnic/cultural background showed better social skills and social behaviour than students with Malay and Javanese ethnic/cultural backgrounds. 3) Traditional games that contain social elements with Dayak cultural background had a better influence on elementary school students' skills and social behaviour than other groups. 4) There was an interaction between the types of traditional games with cultural/ethnic backgrounds of social skills, while for social behavior; there was no interactional relationship between the two.

Keywords Traditional Games, Social Skills, Social Behaviour

1. Introduction

Humans are social beings. Humans cannot live alone in their daily lives and always need others even though they have position and wealth. Every human being tends to communicate, interact, and socialize with others. Humans need partners to develop a life and health for a decent humanity. Previous research conducted by Sholden Cohen [1], Carnegie Mellon University, entitled Social Relationships and Health, found that obtaining health required social interactions between humans. However, the lifestyle of children in this era is very different. Today's lifestyle is always preoccupied with their respective activities, such as playing playstations, online games, blackberry, or the internet, which have become a daily habit and can influence children's social life if they are not under certain restriction [2].

In today's technological era, the lack of physical exercise in daily life directly impacts children and adults. A previous study conducted by Basic Health Research Data [3] found that almost half of the Indonesian population aged over ten years, around 42%, are classified as having an inactive lifestyle (sedentary / less physical). In the age group of children (10-14), the percentage of children who have an inactive lifestyle is 67%, and the percentage of adolescent group to young adults (15-24) is 52%. Looking at these data, the most significant impact is the improper motor development. Fatemeh Cheraghi [4] said that parents involved in structured play programs could improve children's motor skills.

Social development is important for children since it is the achievement of maturity in social relations or learning to adapt to norms, morals, and traditions of the group; and to unite, communicate, and work together. So, the older a person is, the greater the social demands that must be met. Florian Scharpf [5] found that the impact of social relationships on children's behaviour was proven by having generous attitude towards their friends rather than strangers.

Children's social skills can be developed through playing in the environment around the house. Playing is an activity that is very familiar with children's lives. A previous study conducted by Maite Garagordobil [6], cooperative games given to children indirectly stimulate children to communicate with peers and improve children's social behaviour, especially in self-control. In the process of humans self-development from childhood to adulthood, not a single person does not know "game". Studies of social science and humaniora found that games that contain educational elements can affect children's mental development. Playing is a safe tool for children's growth and development to improve thinking power and strengthen the bones [7]. The result of other researches revealed that regular physical activity had a correlation with a person's cognitive improvement. Someone who did physical activities regularly showed better IQ results compared to those who do not do any physical activities regularly [8]. Traditional games given to elementary levels, especially in the frequency of socialization and quality between the classes after given traditional games, showed a strong relationship among the classes outside of the class in a school.

Social skills are an essential part of the growth and development of children. Children who lack social skills will be impacted in their social life, and children will tend to have less social interaction in their environment, which even leads to social isolation [10]. Social skills possessed by children will help children interact and socialise with the surrounding social environment to foster a positive self-concept in children [11].

This research applied traditional games, namely Gobak Sodor, Bakiak, and Teluk Penyuk games. Teluk Penyuk comes from the Malay language, which means the same as turtle egg. This concept comes from a mother turtle's story, who struggles to defend its eggs from evil thieves who like to eat their eggs. *Gobak Sodor* game is also well known as *Gelasin* or *Gelasin*. It is said or guessed that the game originates from Yogyakarta. As seen by its name, the words *Gobak Sodor* is derived from the words *Gobak* and *Sodor*. The word *Gobak* means "to move freely", while *Sodor* can be translated to "Spear". A long time ago, soldiers had a game called *Sodoran* as the term language for war skill. *Sodor* in this respect means spear which has approximately 2 meters long, without a sharp spearhead. *Bakiak* or *Balapan Bakiak* game is one of the traditional

games in form of competition. *Bakiak* is one of the outbound games or interesting outings. In this game, the number of the players involved is a small group of 3-5 people which depends on the agreement among the players. Either the players must wear long wooden sandals or it is popular among children and adults that there is no strict regulation in *Bakiak*. Therefore, *Bakiak* can be seen as a traditional game where long wooden sandals like refined ice-skating boards are given slippers on it.

According to the above facts, the selection of the problems in this research took traditional games as the treatment given to the students. The researcher was interested in revealing the impact of traditional games on children social skills based on their cultural background.

In detail, the purpose of this research was to investigate the differences of the impacts between integrated traditional games in Physical Education which contain social interaction and no social interaction on the social skills of elementary students. The second purpose was to investigate the interaction from the kinds of traditional games and the cultural background toward the social skills of elementary students. The third purpose was to investigate the differences in the level of social skills among students' group with Dayaknese, Malaynese, and Javanese cultural backgrounds that were treated with traditional games which contained social interaction with the students' group of Dayaknese, Malaynese, and Javanese cultural backgrounds that were not treated with traditional games that did not contain social interaction.

2. Methods

The research method is a method used to conduct a research. The type of experiment carried out in this research was true experiment. This experimental research model was a 3x2 factorial with randomized pretest-posttest control group design, which assumed that the experimental group and the comparison group that had been taken randomly were entirely equivalent.

The population of this study were all elementary school students in West Kalimantan. The number of accessible students population was 360 students. In this research, the random sampling technique that was used was a two-stage / multistage random sampling model [12], namely the determination of sampling by combining random cluster sampling and random individual sampling, where the population being studied was considered homogeneous in terms of age, food consumption patterns, gender, and activities or daily routines.

To collect data on children's social skills, the researcher administered non-test instruments in the form of a questionnaire adapted and modified from the Grade 7-12 Social Skills Questionnaire developed by Frank M. Gresham and Stephen N. Elliott.

The research procedure in this research begun with identifying the population as a step before conducting a preliminary study of the research. Then, a two-stage / multistage random sampling model was used to collect the data.

Furthermore, the sample was divided into six groups, three of which were given traditional games with social elements, and the other three groups were given traditional games without social elements. Before and after the treatment, the researcher administered a

questionnaire for all groups to see the level of social skills. Based on the obtained data, the data was analyzed and compared to the results of each group. Then the researcher concluded and paid attention to relevant theories and the findings of previous studies. In this research, comparative hypothesis testing was used to compare k samples using the two-way ANOVA technique (Two Way Anova with Main Effect and Interaction Effect), Sample T-test, and Manova / Mancova test. The following were the 3X2 factorial research design.

Table 1. The Factorial Research Design

Cultural Background		Traditional Games	
		with Social Element (X1)	without Social Element (X2)
Dayak	Y1	X1Y1	X2Y1
Malay	Y2	X1Y2	X2Y2
Javanese	Y3	X1Y3	X2Y3

X1Y1: The level of social skills and social behaviour of students with a Dayak cultural background resulting from doing traditional game activities with social elements.

X1Y1: The level of social skills and social behaviour of students with a Dayak cultural background resulting from traditional game activities with social elements.

X1Y2: The level of social skills and social behaviour of students with a Malay cultural background resulting from traditional game activities containing social elements.

X1Y3: The level of social skills and social behaviour of students with a Javanese cultural background resulting from traditional game activities with social elements.

X2Y1: The level of social skills and social behaviour of students with a Dayak cultural background resulting from traditional game activities without containing social elements.

X2Y2: The level of social skills and social behaviour of students with a Malay cultural background resulting from traditional game activities without containing social elements.

X2Y3: Students' social skills and social behaviour with Javanese cultural background as the impact of doing traditional game activities without containing social elements.

3. Results

Results of this research were obtained based on the presence or absence of social elements and cultural backgrounds. The average research results being obtained were more clearly presented in the following tables and graphs.

Data were obtained from the pre-test and the post-test of the physical education learning competency test for special education teachers. The data collected was tested

for prerequisites first, namely, analyzing the normality and homogeneity. An ANOVA test (Two Way Anova with Main Effect and Interaction Effect) was carried out. If the results were normal and homogeneous, then the analysis test would be continued in the Anova analysis. The data analysis test results was the prerequisite to continue to the Anova test, namely the normality and homogeneity test. The following normality test data were presented to see whether the data was normally distributed or not.

Table 2. Average frequencies of social skills

		Cultural Background			Amount Average	Combined Average
		Dayak (Y1)	Malay (Y2)	Javanese (Y3)		
Traditional game	Social element (X1)	37,2	29,4	24,1	90,7	30,2
	Without social element (X2)	10,1	12,1	11,4	33,6	11,2
Amount Average		47,3	40,8	36,2		
Combined Average		23,6	20,4	18,1		

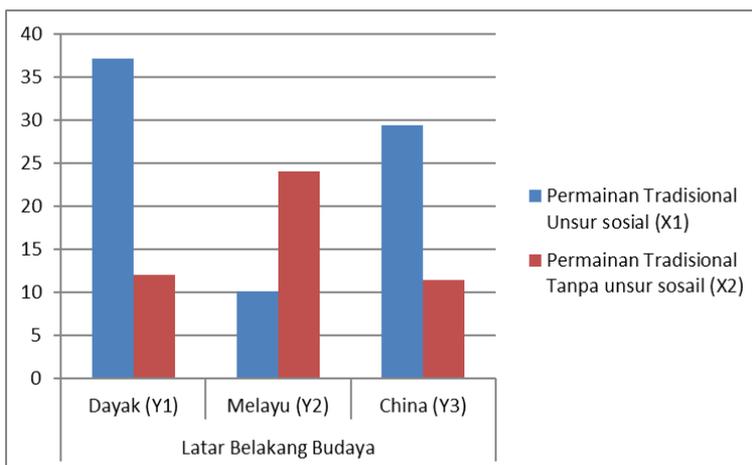


Figure 1. Average frequencies of social skills

Table 3. The result of normality test

NO	Research data Social Skills	Df	Test results		Decision
			Kolmogorov - smirnov	Shapiro-Wilk	
1	Pre test X1Y1	15	.200 *	.633	Normal
2	Post test X1Y1	15	.200 *	.522	Normal
3	Pre test X1Y2	15	.200 *	.754	Normal
4	Post test X1Y2	15	.200 *	.360	Normal
5	Pre test X1Y3	15	.200 *	.537	Normal
6	Post test X1Y3	15	.117	.588	Normal
7	Pre test X2Y1	15	.200 *	.494	Normal
8	Post test X2Y1	15	.200 *	.561	Normal
9	Pre test X2Y2	15	.200 *	.681	Normal
10	Post test X2Y2	15	.193	.485	Normal
11	Pre test X2Y3	15	.157	.447	Normal
12	Post test X2Y3	15	.200 *	.895	Normal

Table 4. The result of homogeneity test

Data	Based of the mean	Based on the median	Decision
Social Skills Research Data	0.258	0.466	Homogeneous
Social Behaviour Research Data	0.051	0.054	Homogeneous

The calculation of the normality test of the research data showed that all data were normally distributed. The results of the normality test was presented in the table 4.

The above table showed that homogeneity test results indicated a significance value higher than 5% level of significance. It meant that the variance of this study was the same, and this was accepted as a prerequisite to continue to the next analysis. After the prerequisite test was carried out, the research hypothesis was tested. The test results in groups given traditional games integrated with physical education containing social elements showed a better effect on the level of social skills and social behaviour in elementary school students than groups given traditional games that did not contain social elements. In data analysis, the first hypothesis was tested by using the independent sample t test.

Table 5. T-test of Social skills

Data Group	Mean	T	Sign.	Conclusion
Social Skills	X1 = 30,24	16,709	0,000	Significant
	X2 = 11,22			

The above table showed that the probability value of social skills questionnaire test was less than 5% level of significance ($0,000 < 0,05$) and rejected the H0 hypothesis. It meant that there was a significant difference between the results of group X1 data (traditional games that contain social elements) and group X2 data (traditional games that do not contain social elements). There was a significant difference in giving traditional games integrated with physical education which contained social elements and did not contain any social elements of social skills in elementary school students. The second hypothesis was tested by using the One Way Anova test. The results of the analysis were presented in the following table.

Table 6. One Way Anova test

Data Group	Mean	F	Sign.	Conclusion
Social Skills	Y1 = 23,67	2,230	0,114	Non-Significant
	Y2 = 20,77			
	Y3 = 17,77			

The above table showed that the probability value of social skills analysis of Y1, Y2, Y3 was higher than 5% level of significance ($0,114 > 0,05$) and rejected the H1 hypothesis. It meant that there was no significant difference between the social skills questionnaire data for

groups Y1, Y2, and Y3. There was no significant difference in cultural background factor in improving elementary school students' social skills. However, the average score of the Y1 group with Dayak ethnic/cultural backgrounds which showed better results in the level of social skills compared to the Y2 group with a Malay ethnic/cultural background and the Y3 group with a Javanese ethnic/cultural background was 23.67 compared to 20.77 and 17.77 respectively. It meant that the group of elementary school students' level with Dayak ethnic backgrounds had better influence at their social skills than groups with Malay and Javanese ethnics/cultural backgrounds.

4. Discussion

Traditional games that included social elements integrated into physical education had a more significant effect on the level of social skills of elementary school students than traditional games that did not include any social elements.

The average score of group X1, which was given traditional games with social elements integrated with physical education, showed better social skills than group X2, which was given traditional games without any social elements. It showed that groups that were given traditional games integrated with physical education and that contain social elements had a better influence on their social skills than groups given traditional games without any social elements.

Traditional games, also recognized as folk games, grew and developed in the past, particularly in rural communities. Traditional games grow and develop based on the needs of the local community. This game usually reconstructs various social activities in society, such as the market, which represents buying and selling activities, *jaranan*, which represents a person riding a horse, and the game of *menthok-menthok*, which represents laziness. Because traditional games are heavily influenced by local culture, they keep on adapting the regional conditions.

Games are part of physical activity that is essential for children's overall growth and development. Optimizing the mastery of skills and attitudes can lead to healthier life behaviours, as well as facilitate cognitive and social development, physiological development, and neurological development [13]. Traditional games involve not only physical activity but also psychological goals, a social sense, and a sense of wholeness. Traditional games can have a significant impact on children's psychological

development, character, and social life. Traditional games are also primarily played in groups, and children are usually able to hone their emotions in group games so that tolerance and empathy for others emerge because they are comfortable and used to being in groups [14]. Social skills are required to initiate relationships or social behaviours that are important in meeting community expectations and maintain social relations and solve problems [15].

Social skills should be instilled in children from an early age. Physical activity or regular physical training and other sports activities such as traditional games help children develop motor skills and social competencies while it also keeps them healthy. It is supported by research findings that physical activity has a significant and positive effect on children's social skill levels. It has also been determined that game-based activities benefit children's social skills.

Cognitive and behavioural approaches can be used in social skills education [16] and there are many other factors that affect children's social cooperation and relationships, such as age, gender, mother's educational status, and social and economic levels [17].

Furthermore, there is an interaction between traditional game types and cultural/ethnic backgrounds on social skills in elementary school students. Based on the interaction test results, it was concluded that traditional games and cultural/ethnic backgrounds had a close relationship for exerting maximum influence on elementary school children's social skills in West Kalimantan. As a result, traditional games that were integrated with social values must be given to students during physical education learning in elementary schools to obtain the maximum benefits of physical education learning activities, particularly for developing these students' social skills.

Furthermore, the group of students with a Dayak cultural background who were given traditional games with social elements had higher levels of social skills than the group of students who were given traditional games without social elements. Students with Malay ethnic backgrounds who were given traditional games with social elements had higher levels of social skills than students who were given traditional games without social elements. Students with ethnic Javanese cultural backgrounds who were given traditional games with social elements had higher levels of social skills than students who were given traditional games without social elements. These findings strongly indicate that traditional games with social interaction can affect the skill level of elementary school students from various ethnic backgrounds (Dayak, Malay, and Javanese). The increase in social skills obtained for each elementary school student from different cultural/ethnic backgrounds is very significant, proving that traditional game media that include social interactions are very effective in improving the social skills of elementary school students.

Social skills are defined as children's knowledge and ability to use various social behaviours appropriate to specific interpersonal situations and pleasing to others in

all situations [18]. The development of social skills through games in Physical Education in Elementary School is necessary. The outcomes are positive; students can learn and improve their social skills by playing and having fun. As a result, teachers play a critical role in the development of these skills. It means that social skills will be developed when introduced into the curriculum and used in lessons.

Culture has a significant impact on developing children's social skills and behaviour [19]. Through facilitation or inhibition processes, culture can promote or limit the appearance of specific aspects of socioemotional functioning [20]. Besides, culture can influence the nature, structure, and functioning of social relationships by directing social interactions. As a result, children with cultural/Dayak ethnic backgrounds face more natural challenges of continuing their life and livelihood, resulting in a stronger social level (skills and behaviour) than children from other tribes.

Cultural norms and values in these dimensions can influence the appearance, meaning, and development of specific social behaviours such as hospitality, shame avoidance, adherence to cooperation, resistance to aggression, and the quality and function of social relationships.

The philosophy of a region or country has a significant impact on the development of children's social skills; overall thinking patterns can have a cascading effect on the specifications of the education curriculum, parenting, family environment, community environment, culture and customs, and the smallest things in society.

The students with a cultural / Dayak ethnic background showed better social skills and social behaviour than other groups, due to their lifestyle and upbringing partly, demonstrating that the Dayak culture/ethnicity had advantages in two ways: 1) The parenting style that emerges is an authoritative parenting style that teaches children about freedom while still holding the child accountable for the freedom granted by the parents; 2) parental performance in childcare includes *kesabaran* (patience), *kejujuran* (honesty), *taat* (obedience), *tegas* (assertiveness), *bebas* (freedom) [21].

The Dayak people are not separated from the forest in carrying out and maintaining their lives. In other words, the forest around them is part of their life and is very dependent on the forest to fulfil their daily needs. The forest is an ecosystem that integrates with them. Moreover, the forest has become their habitat for generations. Even though the forest is a holistic part of their life, they have de facto controlled the area and obtained their primary source of life from it until now. The Dayaks have a higher level of skill because their way of life is more natural, requiring them to stick together to maintain and obtain their life.

This research was supported by the findings of previous research [22] which claimed that traditional games contained many beneficial elements and prepared children to live in society. The benefits of traditional games in

shaping children's characters are presented as follows: honesty, sportsmanship, persistence, and mutual cooperation. The finding of this research also proved that physical training had a significant and positive effect on children's social skill level; it was also determined that game-based activities positively contributed to children's social skills. The previous research [23] claimed that there was a positively meaningful relationship between children's social skills and behavioral self-management.

5. Conclusions

This study aims to test whether traditional games can affect social skills. After having the entire process of the research, the researcher would like to point out some of the conclusions. Traditional games integrated with physical education, which contain social elements, have a better impact on elementary school students' social skills than traditional games, which do not contain any social elements. It is proven by the average score of group X1 which was treated with traditional games integrated with physical education which contained social elements that showed better results on the social skill compared to group X2 which was treated with traditional games integrated with physical education which do not contain any social element, the comparison of social skills was 30.24 compared to 11.22, while the comparison of social behaviour was 5.40 compared to 4.87.

Students' group with Dayak ethnic/cultural background showed better social skills level compared to students' group with Malay and Java ethnic/cultural backgrounds. Giving traditional games which contain social elements with Dayak ethnic/cultural background offers better influence toward elementary school students' social skills compared to others group.

There is an interaction between the traditional games type and ethnic/cultural background toward elementary school students' social skills. It can be seen from the result of interaction test between traditional games type and ethnic/cultural background toward students' social skills which obtain F value 27.296 with the significance value 0.000, which means that there is a joint effect of the traditional games type and ethnic/cultural background on elementary school students' social skills level. From the result of the interaction test, it can be concluded that, for social skills, there is a significant relationship between traditional games and ethnic/cultural background to give maximal influences on elementary school students' social skills level in Kalimantan Barat.

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