

## Improving Children's Social Emotional Development Through "Uno Stacko" Games

**Nauratuddini**

Institut Agama Islam Negeri Langsa  
Email: [naura.tuddini123@gmail.com](mailto:naura.tuddini123@gmail.com)

**Ade Tursina**

Institut Agama Islam Negeri Langsa  
Email: [Adetursina@iainlangsa.ac.id](mailto:Adetursina@iainlangsa.ac.id)

**Nur Balqis Mutia**

Institut Agama Islam Negeri Langsa  
Email: [nurbalqismutia@iainlangsa.ac.id](mailto:nurbalqismutia@iainlangsa.ac.id)

**Abstract.** This study aims to determine the improvement of children's social emotional development through uno stacko games at TAUD Luqmanul Hakim Kindergarten, Langsa City. The research method used is class action research (PTK). The research subjects in this study were children aged 5-6 years, totalling 8 people consisting of 4 girls and 4 boys. Indicators of social emotional development aspects assessed include: familiarity playing with peers; having empathy and sympathy; sharing with others; respecting the rights / opinions / work of others; using socially acceptable ways of solving problems; being cooperative; being tolerant; expressing emotions in accordance with existing conditions; recognise manners and courtesy in accordance with local socio-cultural values. Data collection was conducted using observation, interview, and documentation methods. The results showed that there was an increase in children's social emotional development in cycle I with a value of 61.75% to 92.25% in cycle II. So it can be concluded that the uno stacko game can improve children's social emotional development at TAUD Luqmanul Hakim Kindergarten, Langsa City.

**Keywords:** *Social Emotional Development, Prosocial, Uno Stacko*

### Introduction

Early childhood is a child who is just born until the age of 6 years. Early age is a very important age in the formation of a child's character and personality. Early age is called the golden age which is the golden period of child development seen from various aspects, there are 6 aspects of child development that must be developed including religious and moral values, physical motor, cognitive, language, social emotional, and art. According to Hurlock, early age is early childhood which refers to preschool age to differentiate it from the time

when children have to face tasks when they start formal education. In addition to preschool age, early childhood is also called the play age because early childhood spends most of it playing with toys (Saridawati, 2017). (Darling-Churchill, K., & Lippman, L, 2016) asserts that early childhood social-emotional education and development represent a foundational phase in which children aged 0 to 5 years cultivate intimate relationships and a sense of security with both adults and peers.

According to Permendikbud Number 137 of 2014, children's social-emotional development is categorized into three components: self-awareness, personal and social responsibility, and social behavior. Children's prosocial behavior encompasses playing with peers, recognizing and appropriately responding to friends' emotions, employing socially acceptable problem-solving methods, cooperating with friends, and expressing emotions that align with the prevailing circumstances, such as happiness or sadness.

Observations at TAUD Luqmanul Hakim Kindergarten in Langsa City indicate that some students have not demonstrated adequate prosocial behavior, as evidenced by the prevalence of children fighting over their peers' toys. Furthermore, there remains a deficiency in children's emotional regulation, which may lead to conflicts with peers. Ultimately, the level of cooperation and mutual assistance among children remains low, as evidenced by their reluctance to collectively engage in tidying up their toys. Consequently, educators are anticipated to implement learning activities that foster children's social-emotional development. According to (Fadhilah, 2015) learning media aims to arouse interest in learning and enable more direct interaction between students and the environment and reality. Learning media must be made creatively and innovatively so that it can be an alternative to help teachers improve children's abilities (Junaidi, 2019).

Uno Stacko is a learning media that can enhance children's social-emotional skills. Uno Stacko, commonly referred to as Uno Block, is a classic game that has undergone modifications. A stack comprises several blocks. This game is highly beneficial for cultivating patience, enhancing cognitive focus, and developing dexterity in early childhood. Numerous studies indicate that the Uno Stacko game can yield beneficial effects for children's learning processes (Nadia, 2022). Uno stacko can cultivate children's patience during study, as this patience development can be exercised through play. This research investigates the enhancement of social-emotional development through the Uno Stacko game, focusing on the social-emotional growth of children at TAUD Luqmanul Hakim Kindergarten in Langsa City.

### Literature Review

Social emotional development according to the American Academy of Pediatrics in (Nurmalitasari, 2015) is the child's capacity to comprehend and articulate emotions, both positive and negative, to engage with peers and adults, and to actively learn through environmental exploration. Social-emotional development is the process of learning to comprehend and adapt to circumstances and emotions during interactions with individuals in one's environment, including parents, siblings, and peers in daily life. The social-emotional learning process is conducted through listening, observing, and imitating observed behaviors.

The social development of children is significantly shaped by the influence of parents, family, society, and the environment in which they are raised. Children at this age exhibit notable curiosity, a propensity for imagination, and a limited attention span. Parents and family serve as direct intermediaries in interactions with children, influencing the development of social skills and diverse intelligences for optimal growth. This phase is characterized by a child's desire to learn and their capacity to acquire new skills through external challenges, all of which serve a specific purpose (Ade Tursina, 2022).

(Veryawan, 2022) also contends that children possess multiple facets of development, one of which is the social-emotional dimension. Despite the distinct meanings of "social" and "emotional," these aspects are inherently interconnected. This is due to the intersection of these two aspects. The objective of this social-emotional development is to cultivate self-confidence, social skills, and emotional regulation in children. The optimization of social-emotional development is contingent upon the quality of collaboration among parents, educators, and the environment. According to (Ahmad Susanto, 2017) social development is the achievement of maturity in social interaction. Social development is a learning process aimed at adapting to collective norms, ethics, and traditions that integrate into a cohesive unit capable of communication and cooperation. Consequently, human social behavior is inextricably linked to the values and norms that govern interpersonal relationships with the environment.

Mead defines the stages of children's social-emotional development as follows: the preparation stage, where a child develops self-awareness; the imitation stage, during which the child learns to adopt the roles of those in their environment; the ready-to-act stage, characterized by the child's capacity to internalize others' perspectives; and the stage of

accepting collective norms, wherein the child is regarded as an adult due to their ability to empathize with the broader community.

Suyanto stated that the goal of social-emotional development in children is critical to introduce early on because it prepares them to distinguish differences in cognitive frameworks and aspirations among their peers. The three goals of social-emotional development are to achieve self-awareness and understanding of oneself, as well as to relate to others, which includes self-awareness, self-recognition, self-concept, and self-esteem. Self-responsibility includes following rules and routines, respect for others, and the ability to take initiative. demonstrating social behaviors, including empathy, sharing, and turn-taking (Fathur Rahma Yanti, 2021).

According to (Aisyah Rodhwa Nisa, 2021) in the Child Development Achievement Level Standards, indicators of social emotional development include: self-awareness, consisting of demonstrating one's abilities, recognizing one's own feelings and controlling oneself, and being able to adapt to others; a sense of responsibility for oneself and others, including the ability to know one's rights, obey rules, regulate oneself, and be responsible for one's behavior for the good of others; prosocial behavior, including the ability to play with peers, understand feelings, respond, share, and respect the rights and opinions of others, be cooperative, tolerant, and behave politely. Meanwhile, according to (Umar Sulaiman, 2019) there are nine indicators of prosocial behavior: engaging in play with peers, understanding and appropriately responding to friends' emotions, sharing with others, respecting the rights, opinions, and efforts of others, employing socially acceptable methods for problem-solving, cooperating with friends, demonstrating tolerance, expressing emotions that align with the prevailing circumstances, and adhering to manners and politeness in accordance with local socio-cultural values.

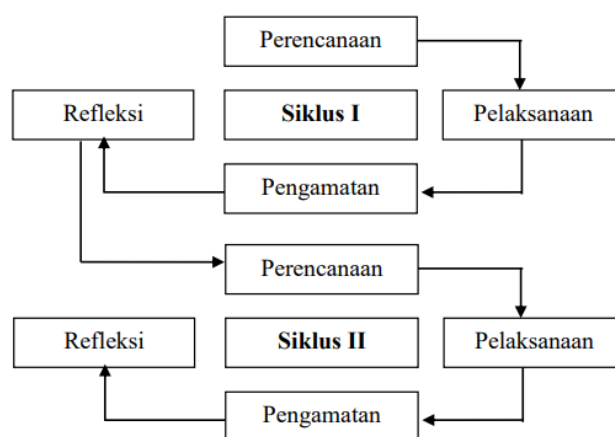
In early childhood education, the utilization of game-based methods is essential for fostering prosocial behavior skills, exemplified by the uno stacko game. The Uno Stacko game comprises blocks featuring assorted colored shapes, each marked with a numerical symbol (Cantika, A. K., Rasmani, U. E. E., & Dewi, 2023). Uno stacko is a game that is basically about matching colors or numbers, so this game is more interesting to play because there are special rules when playing (Larasati, 2018).

Uno Stacko is a board game that serves as a variation of the widely recognized card game Uno. Uno stacko was designed by the toy company Mattel and was first introduced in 1994 (Vivi Ratnawati, 2023). This game integrates components of the Uno card game with the tactile aspects of constructing a tower using wooden blocks. The game involves

alternating turns to remove one block from the tower and reposition it atop the structure. The player who successfully extracts and positions the block securely advances to the subsequent turn. Should the tower collapse while a player attempts to extract a block, the player is obligated to undertake a specified task or penalty, contingent upon the pre-established rules. The advantages of engaging in the Uno Stacko game for early childhood encompass the enhancement of cognitive abilities, refinement of fine motor skills, development of social competencies, memory training, cultivation of patience, and broadening of knowledge.

### Method

The research method used in this research is classroom action research (PTK). This research uses the Kurt Lewin design model (Suharsimi Arikunto, 2007). The research was carried out at TAUD Luqmanul Hakim Kindergarten, Langsa City in Ali Bin Abi Talib's class, which consisted of 8 children, consisting of 8 girls and 8 boys. The data collection techniques used were observation, structured interviews and documentation (Nana Syaodih Sukmadinata, 2016). This research was conducted in two cycles: Cycle I and Cycle II. Each cycle comprises four stages: planning, acting, observing, and reflecting. The outcomes of cycle I serve as a benchmark for assessing enhancements in cycle II. The outcomes of the cycle II reflection will serve as a basis for future educational enhancement strategies. The subsequent delineates the phases of this research, specifically as follows:



**Figure 1.** Kurt Lewin's Classroom Action Research Cycle Model (Taniredja, 2013)

The social-emotional development aspect of prosocial behavior encompasses nine indicators: engaging in play with peers (familiarity); recognizing and appropriately

responding to friends' emotions (sympathy/empathy); sharing with others; respecting the rights, opinions, and contributions of others; employing socially acceptable methods for problem-solving (cognitive problem-solving); cooperating with friends; demonstrating tolerance; expressing emotions that align with the prevailing circumstances (such as happiness, sadness, enthusiasm, etc.); and understanding manners and politeness in accordance with local socio-cultural values.

The assessment criteria categories to be achieved in this indicator are marked by achieving the BB (not yet developed) to BSB (very well developed) category.

**Table 1. Category of Assessment Criteria**

No	Score	Success Category
1.	75-100	BSB
2.	60-74	MB
3.	0-59	BB

### **Description:**

BSB: Very Well Developed

MB: Starting to Develop

BB: Not Yet Developed

## **Results and Discussion**

### **1. Results**

Derived from research conducted by investigators over two cycles. The initial cycle revealed that social-emotional development in prosocial behaviour was superior. In summary, it can be concluded that students demonstrating indicators of social-emotional development in prosocial behaviour fall into the emerging (MB) category, marked by their initial ability to recognize and respond to the emotions of their peers. Innate sympathy and empathy towards friends, as well as the ability to share, begin to develop in children. Children begin to cultivate respect for the rights, opinions, and contributions of others; they also start to enhance their problem-solving abilities, foster cooperation with peers, exhibit tolerance, and express emotions appropriately according to various circumstances (e.g., happiness, sadness, enthusiasm). Children start to develop the ability to recognize behaviours and etiquette in alignment with local social and cultural values.

The findings from the research conducted by the investigator in cycle II indicate that social-emotional development in prosocial behavior has demonstrated a

commendable advancement category (BSB). In summary, it can be concluded that success was evident in Cycle I, where students who met the social-emotional development indicator in prosocial behavior received a score indicating initial development (MB). In cycle II, students demonstrated significant success in achieving prosocial indicators, categorized as very well developed (BSB). This was evidenced by their ability to recognize and appropriately respond to their peers' emotions (sympathy/empathy), share effectively, respect the rights, opinions, and contributions of others, utilize critical thinking to resolve problems, cooperate with peers, exhibit tolerance, express emotions suitable to various contexts (happy, sad, enthusiastic, etc.), and adhere to manners and politeness aligned with local socio-cultural values. Children's social-emotional development in Cycle I was 61.75%, which increased to 92.25% in Cycle II. The subsequent data represents the percentage increase in children's social-emotional development in cycles I and II.

## 2. Discussion

The study's findings indicate that the social-emotional development of children aged 5-6 years at TAUD Luqmanul Hakim Kindergarten in Langsa City can be enhanced through the uno stacko game. This aligns with Wolfinger's theoretical perspective that children capable of modifying their behavior through positive emotions in social interactions with peers and adults exhibit empathy, collaboration, and responsibility. In the context of the Uno Stacko game, children exhibit a pronounced sense of empathy by collaborating with peers to successfully navigate the game without toppling the tower. When a player removes a block without causing a collapse, they express joy; conversely, if a teammate errs and causes the tower to fall, they react with visible disappointment. Subsequently, they provide uplifting statements to ensure that friends who abandon the tower do not experience sadness. In this game, children collaborate with peers to devise strategies to prevent the tower from toppling. If an individual topples the tower or breaches the game's regulations, they are prepared to accept the repercussions of their actions.

Based on the initial pre-survey interview with class teacher Ali Bin Abi Thalib (age 5-6 years) regarding the social emotional development of children in prosocial behavior is still relatively low, indicated by there are still children who do not want to share with their friends, there are still children who do not want to give in and do not want to take turns with their friends, which causes disputes. Furthermore, some children

continue to struggle with social interactions, exhibit difficulties in cooperation, and demonstrate challenges in adhering to the rules established by the teacher. Consequently, during the initial pre-survey interview, not all children achieved MB (beginning to develop) and BSB (developing exceptionally well) scores.

According to the research conducted by the investigator over two cycles. In Cycle I, it is evident that social-emotional development in prosocial behavior is superior, as demonstrated by the child who achieved the highest score of 65, with an average value of 61.75% categorized as MB (Beginning to Develop). During cycle II, it was observed that social-emotional development in prosocial behavior significantly improved, achieving a peak score of 98 and an average of 92.25%, categorized as BSB (very well developed). This is evidenced by the child's ability to recognize and respond empathetically to peers' emotions, share effectively, respect the rights, opinions, and contributions of others, utilize cognitive skills for problem-solving, collaborate with peers, demonstrate tolerance, express emotions appropriately to various situations (such as happiness, sadness, enthusiasm, etc.), and adhere to manners and politeness in accordance with local socio-cultural values. The enhancement of scores in Cycle I and Cycle II may be attributed to the utilization of educational media, prompting educators to employ instructional tools that captivate students' attention during learning.

Research relevant to the analysis of learning media to facilitate the social emotional development of children aged 5-6 years, the first is the research of Nuraly Aprily, et al. entitled "Analysis of Learning Media to Facilitate Social Emotional Development of Children Aged 5-6 Years" with the results of the study explaining that learning media aims to arouse interest in learning and enable more direct interaction between students and the environment and reality. Educational media can stimulate engagement and foster a positive learning environment, thereby facilitating emotional and cognitive involvement. Consequently, the presence of learning media can aid in facilitating children's social-emotional development, particularly in promoting prosocial behavior among children. (Aprily, dkk, 2023)

Additional research by Dewi, Mulyana, and Santana titled "Congklak Game as a Learning Medium for Developing Social Emotional Skills in Children Aged 5-6 Years". This research is founded on the findings of a preliminary study indicating that social emotional intelligence in children aged 5 to 6 years is still deficient. The identification results indicate that congklak games effectively enhance the social-emotional development of children aged 5 to 6 years. (Dewi, dkk, 2020).

Further study by Noor Zami'ah titled "Utilization of Block Play Media to Enhance Social Emotional Skills of Group A Children at PPT Kunci Harapan Semolowaru Surabaya" indicates that the implementation of the block play method resulted in improved learning outcomes for children in each cycle. The teacher offers guidance and motivational incentives to assist children facing difficulties, ensuring they do not fall behind their peers (Zamiah & Nurhenti, 2013).

The study's findings suggest that the Uno Stacko game serves as an alternative educational medium that can enhance children's prosocial skills. Uno Stacko media can serve as a resource for educators in early childhood education activities.

### Conclusion

The research findings indicate that the Uno Stacko game can enhance children's prosocial skills. The research results indicate that from cycle I to cycle II, children's prosocial abilities improved from a score of 61.75% in cycle I to 92.25% in cycle II, reflecting MB (beginning to develop) and BSB (developing very well) scores.

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