

DEVELOPING A SOCIODRAMA METHOD BASED ON THE ASING-ASING GAME TO ENHANCE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN WITHIN THE MAKASSAR CULTURAL CONTEXT

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Abstract: This study addresses the need for innovative teaching methods to foster prosocial behavior in early childhood by integrating local cultural values. It aims to develop a sociodrama-based instructional method using the traditional “Asing-Asing” game within the cultural context of Makassar. Employing a Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), the study involved 12 children aged 5–6 years and one teacher at TK Aisyiyah Romanglompoo. The findings highlight the importance of culturally grounded sociodrama learning, leading to developing a comprehensive instructional guide, including assessment instruments and tools. Validation results indicate that the method is valid, practical, and effective in enhancing children’s prosocial behaviors such as empathy, cooperation, and mutual respect. The study concludes that integrating Makassar cultural values—*abbulo sibatang* (cooperation), *sipakatau* (mutual respect), and *lambusuk* (honesty)—into early childhood education is a promising strategy for character development and cultural preservation.

Keywords: Makassar Culture, Asing-Asing Traditional Games, Prosocial Behavior, Socio-drama

A. Introduction

Early childhood education (ECE) is a comprehensive guidance process that stimulates children's optimal growth and development. Thus, children will have adequate readiness to continue their education to the next level. Based on Permendikbudristek No. 5 of 2022, children's abilities that must be developed in ECE include various aspects, ranging from understanding religious and moral values, Pancasila values, physical-motor, cognitive, language, and social-emotional (Hidayat & Nurlatifah, 2023). These aspects are interrelated and important; social-emotional development, especially prosocial behavior, deserves special attention. In this case, one factor that can influence is effective teaching methods, where research by Cahyani et al. (2023) shows that the integration of cultural values in children's education can enrich the learning process and have a positive impact on the development of children's social and emotional aspects.

Prosocial behaviors—such as empathy, sharing, cooperation, and helping others—are essential for fostering positive social relationships and building a healthy social life. In children, these behaviors reflect empathy and concern for others. (Beaty, 2013). Desmita (2010) describes prosocial behavior as voluntary actions aimed at improving others' welfare without external rewards, including helping, sharing, and donating. Similarly, Matondang (2016) includes giving charity, cooperating, being honest, and making donations as part of prosocial behavior.

Research highlights the continuity of prosocial tendencies from early childhood into adulthood, as shown in Eisenberg's longitudinal study of 4–5-year-olds (Papalia et al., 2008). Sumarti et al. (2024) emphasizes that prosocial behavior plays a key role in shaping children's social character, and that supportive environments and effective teaching methods enhance its development. Susanto (2014) adds that cooperation, honesty, respect, and care are key indicators of prosocial behavior.

Cultural values also influence the development of prosocial traits. In the context of Makassar culture, values such as *lambusuk* (honesty), *sipakatau* (respect), *siri' na pacce* (shame and care), and *abbulo sibatang* (cooperation) contribute significantly to the formation of children's prosocial character.

However, the increasing influence of globalization poses a threat to preserving these values. According to Zulkarnaen (2022), maintaining local cultural values can be an effective strategy to support prosocial character development in children.

The *lambusuk* (honesty) concept in Makassar is realized in three dimensions of action: honesty towards God Almighty, honesty, interpersonal, and intrapersonal honesty (Nurfadillah et al., 2024). Furthermore, the concept of *sipakatau* emphasizes the importance of recognizing the dignity of each individual and encouraging the creation of harmonious social interactions based on mutual respect (Mursidin et al., 2022). The concept of *abbulo sibatang* that underlies the values in Makassar society is etymologically taken from the word “bamboo”. This expression means “a piece of bamboo”, but connotatively contains a deeper meaning, namely the importance of unity and togetherness in social life (Alisha in Mursidin et al., 2022). A study by Lestari et al. (2019) also highlighted the importance of applying local cultural values in early childhood education to build children’s character and social skills, which align with the prosocial values to be achieved.

Local culture plays an important role in shaping children’s prosocial character. In the context of Makassar society, cultural values such as *lambusuk* (honesty), *sipakatau* (respect), *siri’ na pace* (shame/caring), and *abbulo sibatang* (cooperation) are closely related to the development of prosocial behavior. These values shape a social character based on respect, togetherness, and concern for others. However, the expanding influence of globalization has the potential to shift attention away from preserving local cultural values (Widiansyah & Hamsah, 2018; Zuliani et al., 2015). Therefore, educators need to integrate local cultural values, particularly Makassar culture, into early childhood education to develop prosocial character properly. Research by Devina et al. (2023) also supports the importance of local culture in early childhood education, which can strengthen cultural identity while promoting the development of children’s social values. Furthermore, a study by Mimin (2023) revealed that integrating local cultural values into early childhood education strengthens children’s social character and helps them appreciate cultural diversity in their surroundings. Thus, local culture serves as a foundation that enriches children’s social experiences

and facilitates the development of empathy and cooperation.

One effective way to instill prosocial values and local culture is through enjoyable and interactive learning approaches, such as sociodrama (Nafilasari et al., 2023; Zuliani et al., 2015). Sociodrama is a learning method that engages children in role-playing simulations, allowing them to experience and address social issues in contexts relevant to their lives (Khairiah & Jumanti, 2021). Through sociodrama, children can learn how to interact positively with their peers, develop empathy, and resolve conflicts constructively (Nuraida, 2020). A study by Rahmayani (2024) also found that sociodrama is an effective method for developing children's social skills, particularly in enhancing empathy and cooperation among children.

A learning approach that prioritizes local socio-cultural values also benefits the preservation of children's diverse identities. Integrating local culture into early childhood education can help children understand and appreciate diversity in society (Harini et al., 2025; Nadia & Muthohar, 2024). For instance, by teaching Makassar cultural values such as *sipakatau*, which emphasizes mutual respect, children can learn to accept differences and interact with empathy. A research by Manaf et al. (2023) found that children who are accustomed to recognizing and understanding local culture tend to have a greater sense of respect for diversity in daily life. Another study by Anwar (2021) also suggested that early childhood education should be optimized by incorporating local cultural values as part of the learning process so that children grow up with a better understanding of the importance of respecting differences.

Sociodrama, as a role-playing-based learning method, can be a highly effective means of developing children's social skills. Through sociodrama, children can take on various roles that reflect real social situations, helping them learn how to solve social problems constructively. Research by Asiyah (2024) shows that sociodrama can help children better understand social dynamics and refine their ability to empathize. Furthermore, sociodrama that integrates local cultural values can have a positive impact on shaping a stronger social character. For example, through the traditional game *asing-asing*, which involves collaboration among children, they can practice cultural values such as cooperation

and honesty. A study by Ulfah et al. (2024) adds that sociodrama, incorporating traditional games, can help children recognize and apply their cultural values in everyday social situations.

The development of sociodrama in early childhood will be more meaningful if integrated with the values and cultural wealth of the Makassar community. The culture referred here includes the cultural values of the Makassar people that align with the prosocial behavior of young children, namely *lambusuk*, *abbulo sibatang*, and *sipakatau*. This sociodrama is conducted through the *asing-asing* sociodrama activity. *Asing-asing*, also known as *galah*, is a game commonly played by boys and girls aged 10 to 16. The core of this game emphasizes the importance of teamwork to achieve victory (Wardani, 2010). Research conducted by Maulidda & Marlina (2023) revealed that children's prosocial behavior can be effectively developed through traditional games like *asing-asing*. This game also teaches children to share roles and be attentive to their friends' difficulties, which is an essential part of expected prosocial behavior.

Traditional games used in sociodrama not only serve as a tool to enhance children's social skills but also play a crucial role in preserving local culture (Damayanti et al., 2023; Kadir et al., 2021). Games like *asing-asing*, which emphasize togetherness, respect, and cooperation, provide children with opportunities to experience the significance of the social values embedded in their culture. Research by Rizkiana & Rifiyati (2024) found that traditional games have great potential in shaping children's social character, particularly in teaching them teamwork and sharing. Additionally, a study by Annisa & Djamas (2021) stated that traditional games, such as *asing-asing*, can serve as a bridge connecting children to their cultural values while reinforcing prosocial behaviors such as empathy, cooperation, and concern for friends.

In the context of early childhood education, developing prosocial behavior is not only achieved through classroom teaching but also through the introduction of games that promote teamwork and mutual respect. Sociodrama based on the traditional game *asing-asing*, which actively involves children playing together, can help them develop a sense of empathy and solidarity. A study by Rosita et al. (2020) emphasized that

games involving teamwork teach children how to interact positively and help them develop the ability to understand the feelings and needs of others. Furthermore, research by Prima & Lestari (2022) stated that traditional group-based games can effectively foster mutual trust and cooperation, which are integral aspects of children's prosocial behavior.

Thus, the traditional game *asing-asing* is not merely a form of entertainment but also a medium that can teach children social and cultural values. By integrating traditional games into sociodrama, children can directly experience collaboration and overcome social challenges with their peers. A study by Dzambiyah et al. (2023) showed that incorporating traditional games into early childhood education can enrich children's character development while helping them understand social and cultural values in an enjoyable way.

By integrating the traditional game *asing-asing* into sociodrama-based learning activities, Makassar's local cultural values can become more vibrant and relevant in children's social lives while simultaneously strengthening their prosocial behavior in an engaging and educational manner. A study by Kusuma & Abdullllah (2021) revealed that traditional games can strengthen social bonds among children, provide hands-on collaboration experiences, and teach them about empathy and teamwork. Additionally, research by Rumi (2024) showed that integrating traditional games into learning can improve children's social skills, help them understand group dynamics, and build an attitude of mutual respect, an essential aspect of developing prosocial character.

Observations conducted at TK Aisyiyah Romanglompoa in Gentungan Village revealed that many children still exhibit individualistic behavior, reluctance to cooperate, and a lack of concern for their peers. This is primarily due to a learning approach that emphasizes cognitive development while not yet engaging children in social activities that involve group collaboration. Therefore, it is necessary to develop a more effective learning method to enhance prosocial behavior through sociodrama based on the traditional game *asing-asing*.

Based on interviews with the principal and teachers, it was found that although sociodrama has been implemented in the learning

process, the activities have not yet incorporated Makassar cultural values. Therefore, this study aims to develop a sociodrama-based learning method using the traditional game *asing-asing*, integrated with Makassar cultural values, to shape the prosocial character of young children. Thus, this research will focus on providing a guidebook that combines sociodrama activities with Makassar's local culture, which is expected to enhance children's prosocial abilities in a more contextual and enjoyable learning environment.

The importance of this study is grounded in the urgent need to develop learning methods that address the social-emotional development of young children and the preservation of local cultural values. Numerous studies have demonstrated the effectiveness of traditional games in enhancing prosocial behavior, including empathy, cooperation, and concern for others (Annisa & Djasas, 2021; Maulidda & Marlina, 2023; Rizkiana & Rifiyati, 2024). In particular, the traditional game *asing-asing* has shown potential in cultivating social skills through teamwork and shared responsibility, while simultaneously embedding children in cultural values such as *sipakatau*, *lambusuk*, and *abbulo sibatang*, which are core to the Makassar identity. However, despite the growing implementation of sociodrama in early childhood education, many practices have yet to fully integrate these cultural dimensions. Thus, this study is essential in bridging the gap between socio-emotional learning and cultural preservation through a contextually relevant, play-based approach.

As a benchmark, this study builds upon and compares itself with prior research on traditional game-based learning and sociodrama by evaluating outcomes such as the development of empathy, cooperative behavior, and cultural understanding. It contrasts existing approaches that focus predominantly on cognitive development (Rosita et al., 2020; Rumi, 2024) by offering a method that prioritizes social engagement and cultural relevance. The validation of the *asing-asing* sociodrama method in this study—using ADDIE as a structured development model—allows for direct comparison with earlier works that have either focused on sociodrama without local context (Khairiah & Jumanti, 2021; Rahmayani, 2024) or traditional games without structured pedagogical integration. This comparative framework will help determine the added value of a culturally

grounded, practical, and developmentally appropriate learning tool in shaping prosocial behavior in early childhood education.

B. Method

This research employs the Research and Development (R&D) method, following the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation (McKenney in Zulkarnaini et al., 2022). This model was chosen because it is systematic and suitable for developing learning products. The study was conducted at TK Aisyiyah Romanglompoa in Gentungan Village, with research subjects comprised one teacher and 12 group B students (ages 5–6) were selected purposively.

Data collection was carried out through several techniques, including in-depth interviews with teachers and the principal to gather insights into their understanding and experience of the concept of Makassar culture-based sociodrama, participatory observation to examine the implementation of the sociodrama method in learning, visual documentation in the form of activity photos, and questionnaires to gather teacher feedback on the developed sociodrama guidebook.

The instruments used in this study include validation sheets to assess the feasibility of learning products, Teacher Activity Observation Sheets (TAOS) to monitor teacher activities during the learning process, Child Activity Observation Sheets (CAOS) to observe children's engagement and prosocial behavior, and Teacher Response Questionnaires (TRQ) to evaluate teacher acceptance of sociodrama-based learning methods that integrate Makassar culture. Instrument validity was tested using Pearson's product-moment correlation to measure the relationship between instrument scores and relevant external criteria, to ensure the instrument measures the intended aspects. Validity tests were conducted on each instrument, and the results showed that the instruments had high validity.

Cronbach's Alpha reliability test measured instrument reliability to assess the instrument's internal consistency. The reliability value obtained indicates that the instrument has a high level of consistency and can be trusted to measure the intended variables. In the Child Activity Observation Sheet (CAOS), some of the prosocial aspects assessed include

cooperation, mutual respect, shyness and empathy, and honesty. Each of these aspects measures children's behavior in social contexts and interactions with friends and teachers.

This research follows the five ADDIE stages. The analysis stage identifies learning needs related to children's prosocial behavior development. The design stage involves designing a sociodrama-based learning method integrated with Makassar cultural values. The development stage focuses on creating a sociodrama learning guidebook based on the traditional game *asing-asing*. The implementation stage involves applying the developed learning method at TK Aisyiyah Romanglompoa. Finally, the evaluation stage assesses the effectiveness of this learning method in enhancing children's prosocial behavior.

This study adopts a mixed-method approach, combining qualitative and quantitative methods. Qualitative data are obtained through interviews, observations, and documentation, then analyzed descriptively to better understand the learning method development process. Meanwhile, quantitative data are collected through observation sheets and questionnaires, which are statistically analyzed to measure the effectiveness of the learning method in improving early childhood prosocial skills.

C. Result and Discussion

This research aims to develop a sociodrama-based learning method that integrates the traditional game *asing-asing* with Makassar cultural values. The final product, a learning guidebook, is tested for feasibility and effectiveness in enhancing early childhood prosocial behavior. The research findings, based on the ADDIE model stages, are as follows:

Analysis Stage

Based on observations and interviews with teachers and the principal at TK Aisyiyah Romanglompoa, it was found that children still exhibit individualistic behavior, lack concern for others, and are reluctant to cooperate in group activities. The learning approach primarily focuses on cognitive aspects and reduces children's engagement in social activities. Although the sociodrama method has been implemented, local Makassar cultural values have not been fully integrated into the learning process.

Design Stage

In the Design stage, the guidebook development steps are carried out systematically to ensure that the learning media produced is in accordance with the character learning objectives in early childhood. The process begins with designing the book's structure, determining instructional objectives, and selecting relevant learning approaches. The initial design included designing a book cover that reflected elements of local culture and traditional foreign games. Next, the instructional content was developed, which included an introduction to the sociodrama method, implementation steps, game scenarios, and child behavior observation guides. The Makassar cultural values integrated in each activity are:

1. Lambusuk (honesty)
2. Sipakatau (mutual respect)
3. Siri' na pacce (a sense of shame and social empathy)
4. Abbulo sibatang (cooperation)

These values become the basis for preparing activities and dialog in the sociodrama, so children not only play but also learn to apply character values in the context of everyday life.

Development Stage

In the Development stage, the draft guidebook that has been designed is then further developed into an initial product prototype. This process includes the final writing of the content, the creation of supporting illustrations, and the preparation of observation sheets and evaluation instruments. Material and media experts then validated the initial product to assess content validity, clarity of instructions, suitability of methods, and integration of cultural values. Input from the experts was used to revise and improve the product before proceeding to the implementation stage.

The guidebook includes step-by-step sociodrama learning activities, games, and an evaluation of children's prosocial behavior. Expert validation of the guidebook yielded excellent results, with an average score of 90% for content feasibility, language, and presentation, categorizing it as "highly feasible" for use.

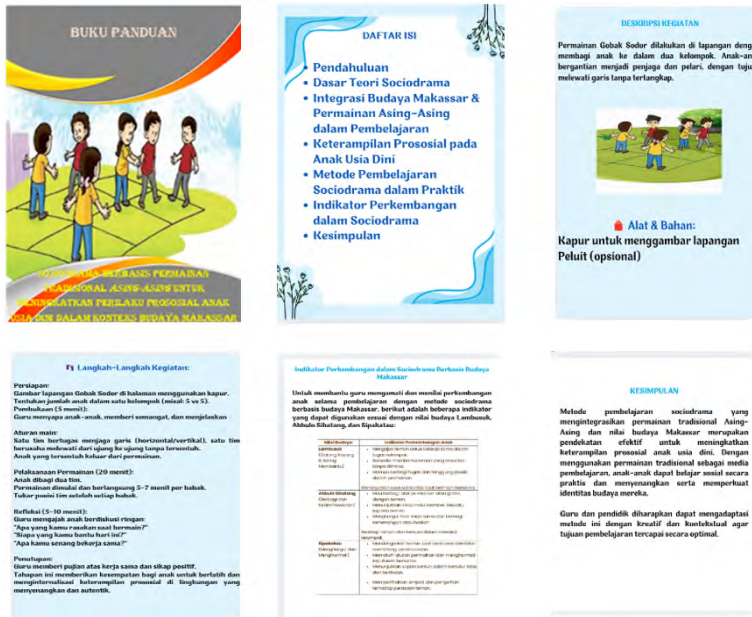


Figure 1. Guidebook on Sociodrama-Based Learning Methods Integrating Makassar Culture to Enhance Early Childhood Prosocial Skills

Implementation Stage

The implementation phase involved applying the guidebook in a real learning environment at Aisiyyah Romanglompoa Kindergarten. Prior to use, teachers were given orientation and training to ensure they understood how to use the guidebook effectively, particularly in implementing sociodrama-based activities that integrate traditional games. After the preparation stage was completed, the guidebooks were distributed and used in learning activities in accordance with the designed objectives. During the implementation process, learning activities are observed and monitored to ensure that the learning media are used appropriately and can support the achievement of learning objectives. Children actively participated in the activities and showed increased prosocial behaviors, such as cooperation, helping each other, and showing concern for friends.

Evaluation Stage

The evaluation results indicated that this learning method effectively enhanced children’s prosocial behavior. Below are the results of the research instrument validation and practicality tests:

Table 1. Research Instrument Validation Results

No	Validated Device		Validation	Criteria
1	Guidebook		3,51	Highly Valid
2	Child Activity Sheet (CAOS)	Observation	3,54	Highly Valid
3	Teacher Questionnaire (TRQ)	Response	3,53	Highly Valid
4	Teacher Activity Sheet (TAOS)	Observation	3,24	Valid
Average			3,45	Valid

Source: Research data obtained from validation results by experts in media, instructional design, and early childhood education.

Table 1 presents the validation results of various instruments used in the study, including the sociodrama guidebook, the Child Activity Observation Sheet (CAOS), the Teacher Response Questionnaire (TRQ), and the Teacher Activity Observation Sheet (TAOS). The guidebook received a validation score of 3.51, categorized as “Highly Valid”, indicating that the content, language, and presentation met eligibility criteria. The CAOS recorded a score of 3.54, also considered “Highly Valid,” confirming the effectiveness of this instrument in assessing children’s prosocial behavior. The TRQ scored 3.53, demonstrating positive feedback from teachers regarding the applied method. The TAOS received a score of 3.24, categorized as “Valid,” though it indicated the need for further refinement. The overall average validation score reached 3.45, suggesting that the instruments used in this study were reliable and valid.

In addition, to measure the instrument’s reliability, the Cronbach’s Alpha reliability test was conducted. This test shows that the instrument has high internal consistency and can be trusted to measure the intended variables. The results of the reliability test show that the instruments used in this study have excellent consistency and are reliable in assessing the study’s results.

Table 2. Practicality Test of TAOS Instrument Analysis Results

No	Validated Device	Average	Criteria
1	Preparation	3,8	Very High
2	Scaffolding During Play	3,55	Very High
3	Scaffolding After Play	3,6	Very High
4	During Recalling	3,63	Very High
	Average of Each Aspect	3,64	Very High

Source: Research data from validation results by experts in media, instructional design, and early childhood education.

Table 2 summarizes the practicality analysis results of the Teacher Activity Observation Sheet (TAOS). The preparation for implementing the learning method received a score of 3.8, indicating excellent preparation with a “Very High” rating. The scaffolding during play received a score of 3.55, demonstrating the teacher’s ability to provide a supportive learning environment. The scaffolding after play recorded a score of 3.6, also in the “Very High” category, indicating effective post-play activity management. The reflection process during recalling obtained a score of 3.63, showing that the reflection activities were well-managed. The overall average score across all aspects reached 3.64, confirming that, overall, the practicality of the implemented learning method is very high, supporting the effectiveness of sociodrama in enhancing prosocial behavior in early childhood within the context of Makassar culture.

Discussion

The results of this study indicate that the sociodrama learning method based on traditional *asing-asing* game integrated with Makassar cultural values effectively improves early childhood prosocial behavior. The effectiveness of this method can be seen from positive changes in children’s social interactions, such as increasing their ability to share, cooperate, and show empathy and concern for peers. This is in line with previous research, such as that conducted by Maulidda & Marlina (2023), which states that traditional games have great potential in helping children understand social values in a concrete and applicable manner in everyday life.

The increase in children’s prosocial behavior after using this method can be observed through various indicators, such as the increasing frequency of children working together

to complete tasks, their readiness to help friends with difficulties, and their willingness to share roles and resources in the game. During the sociodrama activities, children better understood social norms and ethics when interacting with others. In addition, Makassar cultural values integrated into the learning, such as *lambusuk* (honesty) and *abbulo sibatang* (cooperation), played a role in shaping children's characters to be more empathetic and caring towards their social environment.

The success of this method is also supported by a fun, participatory, and interactive learning approach. Sociodrama provides opportunities for children to engage directly in simulated social situations, so they can learn to resolve conflicts positively and constructively. The role-playing experience in sociodrama improves children's social skills and helps them understand the consequences of every social action they do. Research conducted by Khairiah & Jumanti (2021) emphasized that sociodrama is one of the effective learning methods in developing children's social and emotional skills, especially in early childhood education.

Traditional *asing-asing* game, which are the primary medium in this learning, are proven to be relevant and appropriate for teaching prosocial values. As a game that emphasizes teamwork, *asing-asing* allows children to learn the importance of sharing roles, respecting friends' opinions, and working together to achieve a common goal. Rizkiana & Rifiyati (2024) also found that traditional games can improve children's social skills in general, especially in cooperation, communication, and a sense of responsibility in groups.

However, although this method provides many benefits, its implementation has some challenges. One of the main challenges is teachers' readiness to integrate local cultural values into sociodrama activities. Teachers need to understand the concept of cultural values and how to present them in an engaging and developmentally appropriate way for early childhood. Therefore, special training is needed for early childhood education teachers to apply this method optimally. In addition, the limited learning time in early childhood is an obstacle, given that the traditional game-based sociodrama method requires sufficient duration so children can feel a meaningful learning experience.

This research shows that the sociodrama learning method based on traditional *asing-asing* game integrated with Makassar

cultural values is an innovative and effective approach in improving early childhood prosocial behavior. In addition to helping children develop social skills, this method also contributes to preserving valuable local cultural values. With the guidebook produced from this research, early childhood education teachers are expected to more easily adopt and implement this method in their daily learning activities. The widespread use of this method in various early childhood education institutions is expected to support the formation of children's prosocial character from an early age, so that they grow into individuals who care, cooperate, and have high social awareness in the surrounding environment.

D. Conclusion

This study demonstrates that the sociodrama learning method based on the traditional *asing-asing* game, integrated with Makassar cultural values, effectively enhances prosocial behavior in early childhood. Through the stages of the ADDIE model—from needs analysis to evaluation—the research successfully identified gaps in existing learning practices and developed a practical and culturally grounded instructional guide. Validation results show that the instruments, including the guidebook and observation sheets, possess high levels of validity and practicality.

Implementing this method at TK Aisyiyah Romanglompoo improved children's prosocial behavior, such as cooperation, empathy, and caring. The integration of Makassar values—*abbulo sibatang* (cooperation), *sipakatau* (mutual respect), and *lambusuk* (honesty)—strengthened children's understanding of social and moral concepts while promoting cultural identity.

Although challenges such as the need for teacher training were identified, the findings emphasize the importance of innovative approaches that merge character education with local wisdom. The instructional guide produced through this study offers a strategic and replicable model for PAUD educators to holistically develop children's prosocial character from an early age.

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