

Examining the Effect of Problem Based Learning Model Contained Conflict Resolution on the Social Skills of 5-6 Years Old Children

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Abstract. Social skills can be trained in children during the preschool period with basic components, interpersonal skills, following rules, respecting, helping and sharing, communicating effectively, self-confidence, controlling anger, and the ability to build goals and accept results. Children's favorable early experiences and training have an impact on their optimal development, influencing their behavior and beliefs. Learning facilitates the process of transmitting an understanding of social attitudes to children in the school setting. Study focuses on a problem-based learning paradigm with conflict resolution to help children aged 5-6 years develop their social skills. Used a quasi-experimental design with pretest and posttest experimental and control groups. Pre-testing was carried out before implementation, as was post-testing following implementation, with data collected through observation. SPSS was used to analyze data. The study's findings revealed that the problem-based learning model with conflict resolution had a significant effect on the social skills of children aged 5-6 years.

Keywords: Social skills; Problem-Based Learning; Conflict Resolution

1 Introduction

During the preschool period, children transition from maternal relationships in the home to relationships with groups, peer socialization, and relationships in the school environment. This process influences children's positive and bad behavior, attitudes, and beliefs. People around the child serve as role models, and children are eager to learn the behaviors they admire. Gresham and Elliot (1990) stated that self-control, responsibility, cooperation, empathy, and effort are all crucial aspects of social skills development during the preschool years [1]. Similarly, McClelland, Morrison, Holmes (2000) and McClelland and Morrison (2003) state that certain social behavior is related to early school adaptation and children's academic achievement, specifically social skills, which play an important role in children's early school performance and school transitions that develop between the ages of 3 and 5 years [2]. The preschool era is a time of fast development for children and the establishment of personality foundations, with long-term consequences.

Children with good social skills, according to Kurniawan and Idris (2023) are easily accepted by others, easily form cooperation, adapt and build a stable team, and have high empathy [3]. This means that children with social skills may maintain pleasant relationships with their peers and handle challenges successfully and academically. On the other side, if

children lack the necessary social skills to deal with social circumstances, they may develop social disabilities. According to Carpenter, Shepherd, & Nangle (2008), Wang, Sandall, Davis & Thomas (2011), Berkowitz & Bier (2004) children who do not receive social skills training during the preschool period continue to exhibit negative and problematic behavior such as lack of discipline, skipping school, experiencing anxiety and school phobia, being unable to maintain social relationships, committing crimes, and participating in violence and harassment [4]. As a result, social skills are required as positive reinforcement in encounters to maintain interpersonal relationships. Gulay and ve Akman (2009) discovered in their observations that children who were schooled in social skills in early childhood were more successful in establishing areas of expertise and successfully initiating and maintaining social interactions [5]. It is anticipated that children who possess excellent social skills and personalities can express themselves through the social skills they learned as children. This occurs because children are taught social skills to help others, offer and request help or information from others, express gratitude, apologize, start conversations, answer questions, follow rules, wait their turn, cooperate, accept criticism, and ask for and receive responses effectively.

Several issues were identified in the prior research literature evaluation, as well as preliminary research conducted through observations and interviews with instructors and parents in Pekanbaru City Kindergarten and RA. Preliminary examination of social abilities of children aged 4-6 years old connected to interpersonal skills, regulating anger and adjusting to change, self-regulation, overcoming peer pressure, listening, accepting findings, verbal description skills, goal setting, and task completion [4]. The preliminary study results show that social skills are still low, with children having difficulty respecting others, speaking harshly and at a high volume, fighting over toys, children giving up easily in activities, not obeying game rules, and blaming others for their mistakes or defeats. The child has a normal attitude about the consequences of his job, lacks sympathy and empathy, is impatient and has difficulties working together, has problems restraining himself, and acts on aggressive impulses. Given the current state of affairs in Indonesia, social skills are critical. The effect on the child's subsequent age supports this condition. Social media reported that elementary school (SD) children were determined to commit suicide because they were frequently bullied by their friends, 6th-grade elementary school children slashed their classmates because they teased each other, murders by elementary school children under 12 years old with cases of physical and verbal bullying, a junior high school student who was involved in a motorcycle gang who went on a convoy to look for enemies and then slashed an elementary school student. Mushtaq (2007) investigated the social status of aggressive children and their processing of social information [6]. The study's findings support the notion that aggressive children have weaker social skills than non-aggressive children. Aggressive behavior is defined as a child's failure to comprehend social norms and standards. Parents are not role models and learning activities in school institutions are just activities.

Teaching and teaching children's social skills is the same as giving children social elements. Social processes are a mash-up of various perspectives, ideas, thoughts, values, and communication. Children can get such involvement in learning activities. There is a learning model in learning activities, and the learning design explains the process of describing and establishing environmental settings that allow children to interact in learning, resulting in changes or development in children. According to [7] the problem-based learning model is a learning model that contains problems that children will confront through multiple procedures aimed at the child's knowledge and resolution of the problem. This learning model is employed because it offers teachers a structure and direction to make learning more exciting and of higher quality in the process and output. Child-centered learning encourages children to be active,

creative, and free to explore, build their knowledge, recognize difficulties, and develop skills in problem-solving. Children are trained to solve real problems related to everyday life.

One method for dealing with learning challenges is to use the problem-based learning model. Application of the model problem based learning is one method based on emerging problems in learning. PBL implies a learning method with the aim of students being able to apply knowledge related to problem solving, both individual and team work as a form of initiative, critical thinking and reflection on the learning process, in accordance with the criteria in their learning [8]. The problem-based learning strategy aims to encourage students to think critically, solve issues, and learn autonomously because the basis of learning comes from real life problems [9]. Sudjimat (1966) argued that problem-based learning is essentially "learning to think and learning to reason" [10]. As a result, children improve their data collection and analysis skills. The steps in the problem-based learning paradigm are as follows: offering an orientation to children about problems, preparing children to learn, guiding autonomous or group investigations, producing and presenting work outcomes, and analyzing and evaluating the problem-solving process. teachers and students both teach and learn in every educational effort. teacher teacher as listener, giver wisdom, being a facilitator. Teachers become qualified because you know the content continuously and thoroughly, the teacher understands when to listen and speak [11]. The problems assigned to students at school are carefully structured, have clear definitions, can be completed independently, and have just one correct answer. This demonstrates problem-based learning as an educational strategy in which problems are the starting point of the learning process and students are required to address difficulties that they would face in real life.

Problem orientation and problem-solving raise students' knowledge of possible solutions or tactics for coping with challenges. This is consistent with problem-based learning, which includes dispute resolution. Conflict resolution, according to [12], refers to many strategies that people employ to address social problems, to resolve disputes between two parties. How individuals or opposing parties resolve disputes varies greatly based on the culture from which they come and the resources available for resolution.

According to Heydenberk, dkk (2006), James and Owens (2004) conflict resolution teaches students how to solve social problems more positively to prevent students from bullying behavior, and teaches students to regulate themselves, control behavior, and make good choices. appropriate, and increases self-esteem and feelings of security, as well as good social skills.

Early childhood conflict resolution education helps to develop children who are responsible and make good decisions. UNESCO mentioned this in Maftu (2005) meaning learning how to live together in harmony. Ki Hajar Dewantara also delivered this message in 1920, particularly regarding education based on the values of order and peace [13]. Conflict resolution education in Indonesian schools is consistent with the long-term national education strategy of supporting peace and global education. Peace education is essential in early childhood education since most conflicts arise from differences in values, where values are the guiding principles upon which each bases their thoughts, feelings, and actions. Aspects for young children to understand conflict resolution include communication skills, the ability to appreciate differences, trust in others, and emotional intelligence.

In this type of problem-based learning model based on conflict resolution, students are taught about steps and ways to solve social problems when conflict occurs with peers, such as learning to understand other people's feelings so that children do not treat friends arbitrarily, learning to control attitudes and behavior when is interacting with other people. Conflict resolution in early childhood suggests using more democratic and constructive methods for resolving conflict by providing opportunities for students in conflict to solve problems, be they

joint problems, their problems, or with other people or third parties fairly. Conflict is needed with purpose to make children aware of problems and lead to change required, increasing solution achievement, increasing morale, accelerate personal development, improve self-care, encourages psychological maturity, and generates pleasure [14]. In using conflict resolution, students learn to respect other people, not differentiate between friends, mock friends, torture and insult friends, not want to speak harshly, and not bully. Early conflict resolution training is the cultivation, habituation, and reinforcement of character values. Teachers and parents must understand the dimensions of conflict resolution in children, specifically identifying, solving, and eliminating problems by focusing on orientation abilities, perception, respect for differences, mutual trust, emotional management, communication, and the ability to think both creatively and critically [13]. This demonstrates that conflict resolution educates kids to care about the environment, resulting in acceptable behavior while interacting with others, providing children with a greater understanding in terms of analytical thinking and practice.

Children gain information, problem-solving abilities, and self-regulation while solving challenges [16]. Children are taught to search for concepts in a comprehensive (holistic), meaningful, authentic, and active manner. This is because the child's grasp of social issues grows. All activities created by children in this problem-based learning process involving conflict resolution must be methodical. This is required to solve difficulties or face challenges in your profession and everyday life.

2 Literature Review

2.1 Social Skills

Social stimulation and adhering to values and standards are essential for an individual, and this is regarded from the perspective of social development since the individual is at an early age. Hurlock (1978) explains that social development is the acquisition of a person's ability to behave by social demands and guidance (Khadijah, 2021). Hurlock provides social development tasks that preschool children should be able to fulfill, namely: (1) showing attention and personality towards others, (2) being able to identify the difference between right and wrong, (3) being able to act by socially accepted patterns, (4) hang out with peers. Social development does not happen alone but requires practice and experience.

The ability to show concern and concern for fellow human beings, the ability to know the difference between right and wrong, the ability to behave following socially accepted patterns, and learning to get along with peers are the characteristics and targets for developing social skills in early childhood (Agusniatih, A., & Manopa, J. M. (2019). Factors that also influence social skills are intellectual intelligence, education, language skills, gender, and computers [3]. From here children will continue to learn to control emotions and interactions socially with help or factors that influence it such as environment, relationships, or family closeness.

Social skills are needed in everyday life with family, friends, and society. Social skills can be defined as behavior used in interpersonal relationships [5]. It cannot be denied that skills are very important for human life. According to Beheshtifar & Norozy (2013), Merrel & Gimpel (2014) social skills are needed to survive in a society with various cultures and are related to intelligence in responding to other people's intentions. According to Rosenberg Rosenberg [17], social skills are responses and skills that enable individuals to survive in positive relationships with other people. Furthermore, Musfiroh (2007) expects that social skills will be taught to

young children to improve their friendship behavior. Because children are still limited in developing friendly relationships, social skills must be learned through experience and practice [18].

Social skills can develop and direct children to behave and act socially for the better. The skills that students must have regarding social skills include: (1) living and working together: cooperation and mutual respect for other people's obligations and rights, and social sensitivity (2) learning self-control and self-direction: being able to control oneself in one's behavior, (3) sharing ideas and experiences with others [17]. Essentially, social skills help to build positive interactions and roles. According to Gulay & Akman (2009) improving children's social skills during their time will create children who easily recognize practical field skills and are successful in starting and maintaining social relationships, have good personalities in expressing themselves in adulthood [5].

According to some of the explanations above, social skills are the ability to interact and behave in certain situations with other people, resulting in children having interpersonal skills, self-awareness, controlling anger and adapting to change, being responsible for themselves and others, and being proficient in communication.

2.2 Problem-Based Learning

Students who are faced with a challenge are the focus of problem-based learning. Before beginning this problem-based learning exercise, the teacher provided students with knowledge-building material. The problem-based learning model is based on constructivist learning theory. Learning theories undoubtedly have a big influence on students' information acquisition by explaining how individuals perceive the learning process. Teachers, students, learning strategies, learning methods and approaches, and learning media are all included in the ambit of learning theory. According to constructivist learning theory, learning is the process by which students construct or build their knowledge [19]. The teacher, who acts as a facilitator, aids in the development of students' potential, and it is the students who actively participate in knowledge construction by researching the meaning and understanding of what students learn, as well as finding ideas and concepts for their work. Vygotsky's learning theory is a constructivist theory figure that is relevant to this inquiry.

When confronted with new and challenging experiences, and when the individual attempts to solve problems that arise, Vygotsky underlined that intellectual development will continue to process and develop. The connection between Vygotsky's constructivist learning theory and PBL is that the PBL principle requires students to actively construct their understanding independently through efforts to gain understanding, the individual concerned tries to link newly received knowledge with the initial knowledge they already have to build new concepts or knowledge. Vygotsky gave a large and important space to social aspects with other friends to stimulate the formation of new ideas and improve students' intellectual development. Dimensions of problem-based learning activities through working and studying in small groups [20].

Problem-based learning is the name given to the problem-based learning methodology. According to Muhamad Tufik Amir (2009), problem-based learning is a framework in the process of learning activities with the design of a problem that can help students gain significant knowledge so that children are fluent in problem-solving and develop children's teamwork abilities [21]. In classroom learning, the problem-based learning model is a learning model with

an active learning strategy that assists students in solving problems that are closely tied to children's daily lives. The kid is at the heart of learning, and the teacher serves as a guide and facilitator [22]. This demonstrates that problem-based learning allows children to think and do direct tasks, allowing them to receive the experience directly and meaningfully.

Tight Palmer explains the characteristics of problem-based learning, including (1) the problem is designed as something real in the lives of students, (2) explains the problem as a stimulus for training or practice in real life, (3) guides students in real life how to think critically to help him identify, define and solve problems that exist in students and the environment, (4) carry out cooperative learning activities to process information from various angles through guidance and group facilities to solve problems, (5) bring students to do identifying learning needs and using adequate learning resources, (6) applying new knowledge to real problems and carrying out an evaluation process. This characteristic explains why students in problem-based learning learn in groups and surroundings adjusted to their specific and actual life circumstances.

The objectives of problem-based learning include (1) encouraging children to complete tasks by paying attention to how to work together (2) having dimensions of teaching and learning activities to promote students' observation behavior and dialogue with others to encourage children to finish tasks by paying attention to how to work together. (3) encouraging students to analyze their own choices to comprehend and explain real-world occurrences (4) involving students' cognitive, affective, and psychomotor domains in a balanced way so that the results can be remembered longer by students, (5) being able to build students' optimism that problems are interesting things to solve, not something that can and should be avoided.

2.3 Conflict Resolution

Thomas Kun, 1976 (Purwoko, 2016) stated that dual-concern model of conflict resolution styles, conflict solution strategies are determined by two aspects including assertiveness (concern for own needs) and cooperativeness (concern for other people's needs). Ayas, Deniz, Kagan & Kenc (2010) explained that conflict resolution skills have an influence on adolescents in developing problem-solving abilities when interacting with friends, for example, physical violence, swearing, laughing at other people, and calling them names. Similarly, Wilton & Carig (2000) said the same thing: conflict resolution learned by children in training is internalized and will be applied in the child's daily life. Quiet and dominant children who experience bullying learn to be more open to their friends and no longer become quiet. Quiet children tend not to be assertive, even though assertiveness is needed in establishing social relationships with other people because assertive behavior can help improve children's social skills.

Conflict resolution education for early childhood serves to form children who are aware of their responsibility and are good decision-makers. Aspects for young children to understand conflict resolution include communication skills, the ability to appreciate differences, trust in others, and emotional intelligence [13].

3 Material and Method

This study employs a quasi-experimental design experimental research methodology, which includes an experimental and a control group. Social skills are the dependent variable, while problem-based learning with conflict resolution is the independent variable. The pretest is given before the treatment process, and the posttest is administered following the treatment. The study included 36 children aged 5 to 6 years. The experimental group included 18 children who used the problem-based learning approach with conflict resolution, while the control group included 18 children who proceeded with usual class activities. The data collection technique used observation, social skills consisted of 46 items assessed on a 4-point scale (0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often). The reliability value is 0.86, while the validity value is 0.90. The teacher conducts early observations of the child's social skills for 2 months using the researcher's scale (pretest) in the data analysis technique. The teacher then administers treatment to the experimental group. Fill out the posttest sheet for both groups, the experimental and control groups. Conflict resolution is part of the problem-based learning model treatment, which includes four learning topics: discipline and rules, effective expression, communication skills, and assisting and cooperation. Data analysis using SPSS. Frequencies and percentages are used to describe children's social skill variables. Independent-sample t-test was used to compare the pre-test results of the control and experimental groups, the pre-test and post-test results of both groups as well as the results of the post-test and follow-up test. The results were interpreted at a significance level of 0.05.

4 Results and Discussion

The research hypothesis seeks to determine the positive impact of a problem-based learning approach that includes conflict resolution on the social skills of children aged 5 to 6 years.

Table 1. Test Results for Differences in Pre-test and Post-Test Social Skills

Group Statistics				
Group	N	Mean	Std.Deviation	Std. Error Mean
Socialskill	18	21.2778	7.82008	1.84321
Experiment	18	5.6667	4.43250	1.04475
Control				

Based on the results of descriptive analysis, the mean social skills gains score for children in the experimental group = 21.27 and the control group = 5.66

Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Socialskill									
Equal variances assumed	6.789	.014	7.368	34	.000	15.61111	2.11871	11.30538	19.91684
Equal variances not assumed			7.368	26.901	.000	15.61111	2.11871	11.26313	19.95909

Based on the output table of the t-test results, the value obtained is sig = 0.000, which means $0.000 < 0.005$. Thus, there is a difference in the social skills gains score of children between the group that was given problem-based learning containing conflict resolution and children who were not given problem-based learning containing conflict resolution.

The Main Hypothesis can be explained by the findings of the presentation in the table above: there is a beneficial influence of the problem-based learning model involving conflict resolution on children's social skills, which is accepted. The results supported the hypothesis that the group that received a problem-based learning model with conflict resolution performed better than the control group that did not get a problem-based learning model with conflict resolution. This suggests that a problem-based learning model that includes conflict resolution improves children's social skills significantly.

5 Conclusion

The purpose of this study is to examine the effect of problem-based learning with conflict resolution on the social skills of children aged 5-6 years. Individual children are social creatures who continue to connect with and require other people in their lives. Individuals are expected to be able to address difficulties that develop as a result of social interactions with their surroundings and to adapt to applicable norms and values, therefore they must be masters of social skills. Social skills are critical activities to develop as preparation for beginning and maintaining contact with other individuals. (Westwood, 2007) [4] Social skills are expected to strengthen children and reduce the possibility of behavioral problems arising, requiring support from the family, school, and community. It is estimated that children with strong social skills and personalities can express themselves through the social skills they learned as children. Within the classroom setting, learning involves children seeking information in the same way that they recall and apply it to future situations, as well as measuring learning by demonstrations

of children's understanding rather than just proficiency [23]. Conflict resolution can be regarded in problem-based learning as an attempt to settle a problem that arises, either through mediation or negotiation. [24] discovered that children's social skills not only contribute to how well children adjust to the school environment, but can also prevent aggressive behavior, learning issues, and substantial problem-solving challenges. This occurs because children are taught social skills to help others, offer and request help or information from others, express gratitude, apologize, start conversations, answer questions, follow rules, wait their turn, cooperate, accept criticism, and ask for and receive responses effectively. In the twenty-first century, we are approaching the globalization age, where we are entering the era of the industrial revolution 4.0 generation, also known as the millennial generation [25]. Technological advancement (gadgets) has both beneficial and negative consequences. Collaboration, communication, critical thinking, and creativity are 21st-century qualities that students must have [26]. This is linked to social skills.

Problem-based learning is directed by innovation in the Islamic religious education (PAI) learning process by reinventing the principles inherent in Islamic religious teachings. The problem aspects in learning activities are based on real-world problems that have been chosen and modified to fulfill learning objectives and requirements. Problem-based learning can assist teachers in creating a more focused atmosphere for learning in the classrooms [27]. This is supported by Arend (2008), Cartledge & Milburn (1986), Kadir (2010) namely the learning model that invites students to carry out discussions, interactions, questions, and answers, maximizing listening and explaining problem-solving to each other, and being able to display work results in front of friends and teachers in class is an encouragement for the growth and development of students' social skills [28]. Findings from related research Teachers package the problem-based learning model where children are not aware and are not forced to apply independent patterns to children, such as lining up, taking off shoes and putting away their bags, choosing and tidying up their stationery, washing hands before and after activities, sharing, playing together, and answering questions given by the teacher [29]. Problem-based learning is extremely beneficial to children's development of cooperative personalities. Teachers guide kids in groups, motivate them to experiment, discover difficulties, and find answers to challenges, after which the children attempt to solve the problem. Through direct experiences/opportunities and simulations carried out by children, problem-based learning has significant potential for optimizing thinking abilities and solving conflict situations.

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