



## Revitalizing Positive Behavior through the Dolanan Village Concept: An Alternative for Early Childhood Socio-emotional Development in the Alpha Generation Era

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### Abstract

The Generation Alpha era marked by the dominance of digital technology has had a significant impact on the socio-emotional development of early childhood. Excessive exposure to technology often reduces children's direct social interactions, thus inhibiting their ability to develop social and emotional skills. This study aims to explore the concept of Kampung Dolanan as an alternative to revitalize positive behavior in early childhood through traditional games. Using a qualitative approach and case study design, the study was conducted in Metro City, Lampung. Data were obtained through participatory observation, interviews with parents, educators, and facilitators, and document analysis. The results of the study indicate that Kampung Dolanan is able to support children's socio-emotional development by improving cooperation skills, empathy, emotional management, and self-confidence. Traditional games that are implemented in a structured manner not only preserve local culture but also provide space for children to learn social values in a supportive environment. The active role of parents, educators, the community, and local government is very important in the successful implementation of the Kampung Dolanan concept. This study recommends Kampung Dolanan as an innovative socio-emotional development model to support the growth and development of early childhood in the digital era.

**Keywords:** *Dolanan Village, Early Childhood, Social-Emotional*



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### INTRODUCTION

In the era of Generation Alpha, technology increasingly dominates everyday life, having a significant impact on the social-emotional development of early childhood (Novianti et al., 2019). Generation Alpha, consisting of children born around the 2010s to the mid-2020s, has experienced significant changes in their daily lives due to the dominance of technology (Fadlurrohman et al., 2020). Exposure to technology from an early age creates a striking impact on a child's social-emotional development. Children grow up in an environment where gadgets, apps, and electronic devices become an integral part of their lives (Apriani et al., 2022). The use of technology, especially social media and communication applications, helps shape children's social interaction patterns (Rahmawati, 2020). They are more likely to communicate through

digital platforms than in person, which can impact the development of social-emotional skills that are typically taught through direct, real-world interactions ([A. Rafiq, 2020](#))

In addition, Generation Alpha children have developed higher digital skills along with their technological experiences ([Kuswanto et al., 2022](#)). While technology brings benefits, there are challenges related to children's mental health, such as overexposure to media and less direct social interaction ([Mira Fitria Ibrohim, 2023](#)). Therefore, the role of parents and educators becomes very crucial in providing guidance regarding the use of technology, setting time limits, and teaching online ethical values ([Aulia et al., 2024](#)). In some communities in Metro City, the lack of safe and supportive play spaces is a major concern, and Kampung Dolanan is here as a solution by creating a play environment specifically designed to promote children's development. The influence of high technology and the lack of outdoor activities are also concerns, and this concept seeks to bring traditional play activities and facilitate social interaction outdoors ([Ana Maritsa, 2021](#)).

In addition, urban growth and changes in social dynamics in Metro Lampung City can reduce children's opportunities to interact freely in their surroundings. In this context, Kampung Dolanan serves as an initiative to restore the essence of social interaction among children by creating a friendly play space that supports collaboration ([Ningsih et al., 2023](#)). This effort also includes the interests of preserving local culture and traditions, such as games based on local wisdom, then presenting these elements into children's play activities. Limited resources and support from the government, especially in the Metro city area, are other obstacles to child development. By providing affordable and easily accessible play spaces, Kampung Dolanan seeks to bridge this gap and provide children with the opportunity to grow and develop optimally ([Ventika Rahayu et al., 2021](#)). Through this approach, it is hoped that the Kampung Dolanan concept can provide a constructive solution in supporting the social-emotional development of early childhood by creating a positive and beneficial play environment.

It is important to acknowledge that a balance between online and offline activities remains necessary ([Fatichah & Madyawati, 2023](#)). Parents and educators must plan strategies so that children are not only fixated on the digital world, but also involved in real-world activities such as playing outdoors, reading books, and interacting directly with friends ([Kamaruddin et al., 2023](#)). Thus, a deep understanding of the impact of technology on the socio-emotional development of Generation Alpha can help create a balanced and supportive approach to ensure their holistic growth in an increasingly connected era. Children at this stage are faced with new challenges in understanding, managing, and expressing their emotions, along with changing family and community dynamics. A positive role in children's socio-emotional development becomes increasingly important to provide a strong foundation for their growth. The Generation Alpha era brings changes in family and community dynamics that also affect the socio-emotional development of early childhood ([Subandi et al., 2023](#)). Rapid and evolving societal changes, especially through the influence of social media and easily accessible information, can create new pressures on children to adapt and understand social norms. This can have an impact on how they express emotions and interact with their surroundings. The concept of Kampung Dolanan carries the idea of building an environment that supports and provides stimulus for children's

development through positive games and activities. Revitalizing positive behavior through the concept of Kampung Dolanan is relevant in efforts to build a positive foundation for Generation Alpha children, considering the increasingly complex and digital environment.

Through the research conducted, we seek to explore the impact of revitalizing positive behavior through the Kampung Dolanan concept on the social-emotional development of early childhood. The main objective of this study is to identify the extent to which this concept can be an effective alternative in forming positive behavior in Generation Alpha children. In addition, this study also aims to evaluate the positive impacts that may occur on children's social interactions in the context of Kampung Dolanan. By delving deeper into these aspects, it is hoped that the results of this study can provide a meaningful contribution to the development of the Kampung Dolanan concept as an alternative model for social-emotional development in early childhood. In addition, this study is also expected to be able to provide a richer view of the role of parents, educators, and the community in creating an environment that supports the positive growth of Generation Alpha children.

Throughout the researcher's research on the Revitalization of Positive Behavior through the Concept of Kampung Dolanan: An Alternative for Social-Emotional Development in Early Childhood in the Alpha Generation Era. Several previous studies can be identified as important references in the context of revitalizing positive behavior, the concept of Kampung Dolanan, and the social-emotional development of early childhood.

In the field of positive behavior revitalization, Ahhyun Lee has conducted research on "Updating and expanding systematic reviews and meta-analyses on the effects of school-wide positive behavior interventions and supports" which can provide insight into the effects of positive behavior interventions in the learning environment at school (Lee & Gage, 2020). Another study by Jennifer, et al., on "Systematic Review and Meta-Analysis of Stay-Play-Talk Interventions for Improving Social Behaviors of Young Children" also contributes to the understanding of positive reinforcement in early childhood education (Ledford & Pustejovsky, 2021). Meanwhile, in the context of the concept of Kampung Dolanan, Sesari Prima has developed "Kampung Dolanan and Art: Pioneering Cultural Fences Based on Local Wisdom" through their research (Prima Yudhaningtyas et al., 2022). In addition, Indriyani and Nugroho explore "The Effect of Implementing Kampung Dolanan on Early Childhood Independence," providing further insight into the effects of implementing this concept on early childhood independence. In social-emotional development in early childhood, Hughes and Chen (2019) conducted a comprehensive study entitled "Social and Emotional Development in Early Childhood: A Comprehensive Review," while Thompson reviewed the theme "Emotion Regulation: A Theme in Search of Definition" in Monographs of the Society for Research in Child Development.

Previous relevant studies and the above research have similarities in their focus on revitalizing positive behavior, with both seeking to understand the impact of positive interventions and programs on child development, especially in the social-emotional aspect. Both also emphasize the importance of positive reinforcement and acknowledge the importance of early childhood involvement in forming a positive foundation from an early age. However, the research to be conducted brings a new

dimension by focusing on the use of the Kampung Dolanan concept as a specific approach. In this context, this study explores the Kampung Dolanan design model, as proposed by Sesari Prima. This approach provides a significant difference by highlighting holistic efforts in creating an environment that supports child development. In addition, this study also focuses on the impact of revitalizing positive behavior on Generation Alpha children who grow up in the era of advanced technology. This is a distinctive difference, because previous studies have not specifically explored the impact of interventions on the current generation. Thus, this study provides a valuable contribution by enriching our understanding of how the Kampung Dolanan concept can be an effective alternative in forming positive behavior and social-emotional development in early childhood in the Generation Alpha era.

Based on the background that has been described, the formulation of the research problem contains questions about how the impact of revitalizing positive behavior through the Kampung Dolanan concept on the social-emotional development of early childhood in the Generation Alpha era? What kind of concept is programmed from Kampung Dolanan so that it becomes an alternative in forming positive behavior in Generation Alpha children? How can social interaction between children in the context of Kampung Dolanan have a positive impact on their social-emotional development? What is the role of parents, educators, society, and local government in creating an environment that supports the positive growth of Generation Alpha children through the Kampung Dolanan concept? By detailing the formulation of the problem above, it is hoped that this study can provide comprehensive answers related to the effectiveness and implications of using the Kampung Dolanan concept in revitalizing positive behavior and social-emotional development in early childhood in the Generation Alpha era.

## METHODOLOGY

### Types of Research

This study chose a qualitative approach with a case study design to explore the influence of the Kampung Dolanan concept on the revitalization of positive behavior and social-emotional development in early childhood in the Generation Alpha era (Bryman, 2006). Metro Lampung City was chosen as the case study location to describe the implementation of the Kampung Dolanan concept and its impacts in detail.

### Research Data

The research population involved early childhood (3-6 years) who were active in Kampung Dolanan activities in Metro City, Lampung. Sampling was carried out purposively by considering variations in children's characteristics, such as age, gender, and family background (Fadli, 2021). In addition, parents, educators, and facilitators of Kampung Dolanan will also be used as key informants to provide a holistic perspective. Data collection was conducted through various techniques, including participant observation during activities in Kampung Dolanan to understand children's social interactions and the implementation of the concept. Interviews with parents, educators, and facilitators of Kampung Dolanan were also conducted to obtain their perspectives on the impact of the research concept. In addition, document studies related to the implementation of Kampung Dolanan, activity plans, and child development records will be analyzed.



## Instruments

The following are research instruments that can be used for research on Kampung Dolanan towards the revitalization of positive behavior and social-emotional development in early childhood: The research instruments in this study consist of observation checklists, interview guidelines, and document analysis, all of which will be validated and pilot tested before the main data collection is conducted (Fadli, 2021). These instruments are designed to examine the impact of Kampung Dolanan on the revitalization of positive behavior and the social-emotional development of early childhood. The observation checklist is designed to record children's social behavior and interactions during activities, including child identity, forms of social interaction (such as playing together, talking, collaborating, showing empathy, and resolving conflicts constructively), emotional regulation (ability to manage emotions, self-soothe, and display self-confidence), as well as the types and duration of activities performed by children in Kampung Dolanan. The interview guidelines aim to explore the perspectives of parents, educators, and facilitators on the impact of Kampung Dolanan on children's development. Interviews with parents include their understanding of the Kampung Dolanan concept, changes in children's behavior, and their social relationships after participating in the activities. Interviews with educators focus on observations of children's social-emotional development, collaboration and communication skills, and the influence of the concept on positive behavior in educational settings.

## Data Analysis

Qualitative data will be analyzed using a thematic analysis approach. Data analysis steps include data reduction, data display, and drawing conclusions. The results of the analysis will be linked to relevant theories and concepts (Samiaji Sraosa, 2021). Analyzing qualitative data in this study thematic analysis approach will be used. The first step in data analysis is data reduction which involves filtering, sorting, and organizing data to make it easier to manage. Data obtained from observations, interviews, and documents will be reduced by compiling observation notes and interview transcripts, as well as identifying and marking themes that are relevant to the research objectives. Irrelevant or repetitive information will be removed, so that only data that supports the research questions is retained. After the data is reduced.

The next step is data display, which is compiling data in an organized form to facilitate understanding and further analysis. Data will be organized into themes and sub-themes based on the results of the reduction, and tables, diagrams, or concept maps will be used to illustrate the relationships between themes found in the data. In addition, direct quotes from relevant interviews or observations will be used to support existing findings. The final step is drawing conclusions, where the data that has been compiled and analyzed will be compared with existing theories, such as social control theory or social-emotional development theory. The data will be interpreted to understand how the Kampung Dolanan concept affects children's social and emotional behavior and its relationship to their positive behavior.

The conclusions produced will explain the influence and impact of the Kampung Dolanan concept in the context of revitalizing positive behavior in early

childhood. The results of the data analysis will also be linked to relevant theories and concepts, such as Hirschi's social control theory and social-emotional development theory, to provide a deeper understanding of the influence of strong social relationships on children's positive behavior and emotional management in supporting their social development. This thematic analysis process is expected to provide an in-depth picture of Kampung Dolanan on the social-emotional development and positive behavior of early childhood, as well as provide data-based recommendations for further development. This study also upholds the principles of research ethics, including participant consent, data confidentiality, and research integrity. Ethics approval will be obtained from the authorized institution before conducting the study. This research method provides a systematic framework for conducting research with the aim of gaining an in-depth understanding of the revitalization of positive behavior through the concept of Kampung Dolanan in early childhood in Metro Lampung City

## RESULTS AND DISCUSSION

### Revitalizing Positive Behavior Through the Concept of Kampung Dolanan for Children's Social-Emotional Development

Revitalizing positive behavior through the concept of Kampung Dolanan has a significant impact on the social-emotional development of early childhood in the Generation Alpha era, amidst the rapid development of technology that increasingly takes up children's attention. Kampung Dolanan, which carries the concept of traditional games, offers a much-needed alternative to reduce children's dependence on digital devices. Children can interact directly with peers, family, and the community that not only supports their social development, but also their emotions.

Traditional games held in Kampung Dolanan emphasize values such as cooperation, empathy, and effective communication. In this context, children not only develop social skills such as speaking and working in groups, but also learn to manage their emotions, for example in dealing with disappointment or frustration while playing. The social interactions that occur in these activities allow children to recognize, understand, and regulate their feelings, which are important foundations for their character development.

Based on interviews with parents, educators, and facilitators of Kampung Dolanan in Metro City, Lampung revealed in-depth findings related to the positive impacts experienced by children involved in the activity.

#### Interview with Parents

Parent A:

*"Before joining Kampung Dolanan, my child often found it difficult to interact with friends at school. Since joining this program, he has been more open, not only with peers, but also with adults. What I also feel is that he is more patient in dealing with unpleasant situations, such as losing a game or when it is not his turn."*

Parent B:

*"My child is more confident after participating in activities at Kampung Dolanan. Previously, he often played alone at home with gadgets, but now he prefers to play with his friends and talk about the activities he does. It seems like he learned a lot about working together and solving problems together."*

### Interview with Educator

Educator C:

*"Kampung Dolanan provides an opportunity for children to learn how to solve problems directly, such as when there are differences of opinion in a game. They learn to manage feelings such as anger or disappointment in a more positive way and do not involve violence or crying. This clearly has an impact on their social-emotional development."*

Educator D:

*"Children who participate in Kampung Dolanan tend to be more communicative, and they are better able to work together in group tasks. They not only learn about the importance of following the rules in games, but also about respecting friends and respecting other people's feelings."*

### Interview with the Dolanan Village Facilitator

Facilitator E:

*"We deliberately designed the games in Kampung Dolanan to invite children to interact in a natural way. For example, in the game 'Tangkap Ikan' or 'Bola Bekel', they learn not only to compete, but also to share, take turns, and support each other. As a result, they become more open and easy to talk to others."*

Facilitator F:

*"We observed that children who were active in Kampung Dolanan had significant improvements in terms of managing emotions. They were more patient, could wait their turn, and learned to accept defeat. All of this was the result of their involvement in games that emphasized cooperation and mutual respect."*

The results of the interviews above show that children's involvement in Kampung Dolanan can improve their social skills which have an impact on increasing interactions with peers and adults. Children who initially tend to be more withdrawn or less confident, after participating in the activity become more open and able to work together with others. They also learn to manage their emotions in a more adaptive way, such as responding to disappointment or frustration in a more positive way. This contributes to their healthier and more stable social-emotional development.

Revitalizing positive behavior through the Kampung Dolanan concept has a significant impact on the social-emotional development of early childhood, especially in facing the challenges of the digital era. The results of interviews with parents, educators, and facilitators showed that children involved in this program experienced improvements in social skills and emotional management. Parents reported that their children became more open in interacting, more patient in dealing with disappointment, and more confident after participating in Kampung Dolanan.

Educators and facilitators also observed that children learned to manage feelings such as anger or disappointment in a more positive way, without violence or crying. They found it easier to communicate, work together in groups, and respect the feelings of others. The concept of Kampung Dolanan, which involves traditional games that emphasize cooperation, sharing, and mutual respect, gives children the opportunity to develop important social skills and manage their emotions adaptively. This is in line with the theory of social-emotional development proposed by Erik Erikson, who emphasizes the importance of social skills and emotional management at an early age. According to Erikson, at the "Initiative vs Guilt" stage, children begin to develop self-confidence and the ability to interact with peers, which is obtained

through social activities such as playing. The activities carried out in Kampung Dolanan give them the opportunity to learn to work together, share, and solve problems together, which is in accordance with their developmental stage.

In addition, Daniel Goleman's emotional intelligence theory and Albert Bandura's social learning theory also support these findings. Goleman explains that managing emotions is a skill that can be learned, and in the context of Kampung Dolanan, children learn to recognize and regulate their emotions, such as anger or disappointment, in a more constructive way. Bandura, in his social learning theory, states that children learn from observation and direct experience, and through games that involve social interaction, they can develop important skills in dealing with disappointment and accepting defeat.

Thus, Kampung Dolanan acts as an effective alternative in forming positive behavior and supporting the social-emotional development of children in the Generation Alpha era. This program not only helps children develop social and emotional skills, but also introduces them to important values such as cooperation, empathy, and mutual respect, which are much needed amidst the challenges of rapid technological development.

### **The Concept of the Kampung Dolanan Program as an Alternative for Forming Positive Behavior**

The concept of Kampung Dolanan focuses on the use of traditional games to teach children local social and cultural values. The program is designed to engage children in a safe and supportive environment, while introducing them to local culture in a fun way. The games played in Kampung Dolanan emphasize values such as cooperation, communication, and respect for the feelings of others, which are important social skills for early childhood development. By integrating group games that require coordination, joint decision-making, and managing wins and losses, the program not only engages children in physical activity, but also teaches them about discipline, responsibility, and emotional management.

Through this concept, children learn to respect each other, work together to solve problems, and accept other people's feelings. In this context, Kampung Dolanan serves as an alternative for forming positive behavior that is very relevant for Generation Alpha children who tend to spend more time with digital devices and are less involved in direct social interactions.

The results of interviews with parents, educators, and facilitators of Kampung Dolanan provide a deeper picture of the positive impacts of the designed program. Parent A stated:

*"Before joining Kampung Dolanan, my child often had difficulty interacting with friends at school. Since joining this program, he has been more open, not only with peers, but also with adults. What I also feel is that he is more patient in dealing with unpleasant situations, such as losing a game or when it is not his turn."*

Parent B also revealed:

*"My child is more confident after participating in activities at Kampung Dolanan. Previously, he often played alone at home with gadgets, now he prefers to play with his friends and talk about the activities he does. It seems like he learned a lot about working together and solving problems together."*



Statements from Parent A and Parent B provide valuable insight into the positive impacts their children experienced after participating in the Kampung Dolanan program. Parent A stated that their child experienced an increase in their ability to interact with peers and adults. Previously, the child had difficulty interacting with friends at school, but after participating in Kampung Dolanan, the child became more open. This shows that the program has succeeded in creating a supportive atmosphere for children to learn to communicate and interact with various social groups. In addition, Parent A also noted that their child became more patient in dealing with unpleasant situations, such as losing a game or not getting a turn. This increase in patience reflects significant social-emotional development, where children learn to manage their emotions, an important skill in forming stable and healthy characters.

Meanwhile, Parent B revealed that her child became more confident after participating in the Kampung Dolanan program. Previously, the child tended to play alone at home, interacting more often with gadgets than with peers. However, after participating in Kampung Dolanan, her child began to prefer playing with her friends and talking about the activities they did together. This shows that the program is effective in diverting children from dependence on digital devices and encouraging them to be more active in social interactions. Children learn to work together and solve problems together, which are important aspects in developing their social skills.

Educator C added:

*"Kampung Dolanan provides an opportunity for children to learn how to solve problems directly, such as when there are differences of opinion in a game. They learn to manage feelings such as anger or disappointment in a more positive way and do not involve violence or crying. This clearly has an impact on their social-emotional development."*

Facilitator E also explained:

*"We intentionally designed the games in Kampung Dolanan to invite children to interact in a natural way. For example, in the game of 'Tangkap Ikan' or 'Bola Bekel', they learn not only to compete, but also to share, take turns, and support each other. As a result, they become more open and easy to talk to others."*

Statements from Educator C and Facilitator E provide in-depth explanations of how Kampung Dolanan contributes to children's social-emotional development, especially in terms of problem solving, emotion management, and social skills. Educator C highlighted the importance of the opportunities given to children in Kampung Dolanan to learn how to solve problems directly, especially when there are differences of opinion in the game. Children are faced with situations where they must communicate and work together to find solutions that are fair to all parties. This is valuable practice in managing their feelings, especially feelings of anger or disappointment that often arise when there is a disagreement in the game. Children are not only taught to manage their feelings in a more positive way, but are also given the understanding that violence or crying are not appropriate ways to solve problems. Educator C stated that this process clearly has an impact on their social-emotional development, as children learn to respond to situations in a more constructive and empathetic way.

Facilitator E added that the game design in Kampung Dolanan was deliberately directed to encourage natural interaction between children. Games such as 'Tangkap Ikan' and 'Bola Bekel' provide opportunities for children to learn not only about competition, but also about sharing, taking turns, and supporting each other. Through

these games, children are trained to collaborate in achieving common goals, which improves their social skills. As a result, children involved in Kampung Dolanan become more open, interact more easily with others, and demonstrate better communication skills.

These two statements show that Kampung Dolanan is not just a place to play, but also a social learning space that teaches children how to manage their feelings, resolve conflicts peacefully, and strengthen social skills such as sharing, cooperating, and supporting each other. The learning process through traditional games helps children develop the ability to interact positively in various social situations.

The concept of Kampung Dolanan focuses on utilizing traditional games as a means to teach children local social and cultural values. The program is designed to encourage children to interact in a safe and supportive environment, while introducing them to local culture in a fun way. The games played in Kampung Dolanan emphasize important values such as cooperation, communication, and respect for the feelings of others, which are key social skills in early childhood development. By integrating group games that involve coordination, joint decision-making, and managing wins and losses, the program not only encourages physical activity, but also teaches discipline, responsibility, and emotional management.

The theory that supports this concept is the Social Learning Theory by Albert Bandura which states that children learn through observation and social interaction with others. In the context of Kampung Dolanan, children practice social skills such as sharing, cooperating, and communicating with peers and adults in games. This process develops their ability to understand the feelings of others, as well as learning how to manage their own feelings in social situations. In addition, Bandura's Social Cognitive theory also supports the development of children's emotional competence because they are given the opportunity to learn in a supportive context without fear of being punished or scolded.

Interviews with parents showed the positive impact of the program on children's social skills. Parent A revealed that his child, who previously had difficulty interacting with friends, is now more open and patient, even when facing unpleasant situations such as losing a game or not getting a turn. This is in line with the Emotional Management Theory developed by Gross, which states that individuals who are able to better manage their feelings will experience better social-emotional development. In this case, children learn to restrain themselves and adapt to situations that are not always in accordance with their wishes, which forms a more patient and mature character.

Meanwhile, Parent B noted an increase in his child's self-confidence after participating in Kampung Dolanan. The child, who previously played alone at home with gadgets, now prefers to play with his friends and talk about the activities they do together. Lev Vygotsky's Social Interaction Theory suggests that social interaction is an important tool in a child's cognitive and emotional development. By participating in social activities involving peers, children can develop important skills such as talking, sharing, and solving problems together.

Educator C and Facilitator E also provided further explanations regarding the benefits of Kampung Dolanan in social-emotional learning. Educator C explained that children learn to manage feelings such as anger or disappointment in a more positive way and do not involve violence or crying. This is related to Baumeister's Self-Control

Theory, which states that children who can manage their emotions well will be better able to live healthy and balanced social relationships. Educator C mentioned that activities in Kampung Dolanan teach children to resolve conflicts peacefully, which improves their social-emotional development.

Facilitator E added that games such as 'Tangkap Ikan' and 'Bola Bekel' help children learn not only to compete but also to share, take turns, and support each other. This reflects the Social Learning Theory and Social Interaction Theory, which emphasize the importance of collaboration in the development of social skills. By participating in games that involve cooperation, children learn to share roles and support each other to achieve common goals. This process not only improves their social skills but also enriches children's emotional experiences, builds their communication skills, and strengthens their sense of empathy and understanding towards their friends.

Overall, the Kampung Dolanan program serves as an effective alternative in shaping positive behavior in children, especially for Generation Alpha who tend to be more exposed to the influence of technology and less involved in direct social interactions. By utilizing traditional games that teach social values, Kampung Dolanan helps children develop important social skills, as well as manage their emotions in a healthier and more constructive way.

### **The Impact of Social Interaction Between Children in the Context of Kampung Dolanan**

Social interaction between children in Kampung Dolanan has a huge impact on children's social-emotional development. The program utilizes traditional group games to create opportunities for children to learn social skills in a supportive environment. Through peer-to-peer activities, children can manage emotions, communicate effectively, and resolve conflicts in a constructive and non-violent manner.

In interviews conducted with parents, educators, and facilitators of Kampung Dolanan, several positive impacts of children's social interactions in this program were revealed. Parent A said:

*"Before joining Kampung Dolanan, my child often found it difficult to interact with friends at school. Since joining this program, he has been more open, not only with peers, but also with adults. What I also feel is that he is more patient in dealing with unpleasant situations, such as losing a game or when it is not his turn."*

The statement above shows that children involved in Kampung Dolanan learn how to interact positively with peers, as well as manage emotions when facing unpleasant situations, such as losing a game.

Parent B also provided similar insights:

*"My child is more confident after participating in activities at Kampung Dolanan. Previously, he often played alone at home with gadgets, but now he prefers to play with his friends and talk about the activities he does. It seems like he learned a lot about working together and solving problems together."*

This shows that the social interactions that occur in Kampung Dolanan help children divert their attention from their addiction to digital devices, and encourage them to be more active in social interactions, build communication skills, and solve problems together.

Vygotsky's Social Theory explains that the social interactions that occur in group play provide opportunities for children to learn from direct experience and strengthen their cognitive abilities. Vygotsky emphasized the importance of peers in child development, where children learn to share knowledge and develop social skills through collaboration. In the context of Kampung Dolanan, children who interact with peers learn about empathy, how to respond to their friends' emotions in a sensitive way. They begin to understand the feelings of others and learn to act with empathy – a skill that is important in the development of emotional intelligence.

In addition, in games that involve cooperation, such as sharing roles, taking turns, and working together to achieve a common goal, children learn a lot about cooperation and communication. Albert Bandura's Social Learning Theory teaches that children learn by observing and imitating the behavior of others. In this case, children observe how their friends manage conflict or work together in teams, and imitate those behaviors. Thus developing their ability to cooperate, solve problems, and communicate positively in a variety of social situations.

The process of sharing, taking turns, and problem-solving in group play not only teaches children to collaborate, but also teaches them how to manage their own emotions. When children encounter feelings such as anger, disappointment, or frustration in play – for example, because they lose or don't get a turn – they learn to respond to these feelings in more adaptive ways, such as being patient, calming down, and seeking peaceful solutions. This supports their social-emotional development, which helps them become more emotionally stable individuals and better prepared to face the challenges of everyday life.

Positive social interactions that occur in Kampung Dolanan also strengthen children's self-confidence. When they can overcome negative feelings and work together to solve problems, children feel more capable of facing social and emotional challenges. Bandura's Self-Efficacy Theory explains that children who feel they are able to overcome problems and manage their emotions well will have higher self-confidence in facing life's challenges. In Kampung Dolanan, children are trained to solve problems positively, which in turn increases their self-confidence.

In addition, through positive interactions with peers and facilitators, children also build strong social bonds. Bowlby's Attachment Theory highlights that strong bonds with others, both peers and adults, provide a sense of emotional security for children and support their development. In Kampung Dolanan, children learn to build stronger social bonds through shared experiences, both in play and communication activities.

Thus, social interaction in Kampung Dolanan plays a very important role in developing children's social and emotional skills. Through games that involve cooperation, communication, sharing, and taking turns, children not only learn how to collaborate but also manage their feelings in a healthier way. Interviews with parents showed that children involved in Kampung Dolanan experienced improvements in social interaction, self-confidence, and the ability to manage emotions and conflicts. Based on existing theories, this program effectively supports children's social-emotional development, by teaching them to empathize, communicate, and solve problems in a constructive and non-violent way.

## **The Role of Parents, Educators, Communities, and Local Governments**



Kampung Dolanan, as a traditional game-based program, requires active involvement from various parties to create an environment that supports children's social-emotional growth, especially for Generation Alpha children. The roles of parents, educators, communities, and local governments are interrelated and important in supporting the success of the program being run.

Parents have a very important role in supporting their children's social-emotional development, especially in the context of Kampung Dolanan. As models of social and emotional behavior, parents can demonstrate how to interact positively with peers, resolve conflicts, and manage emotions. In addition, parents can encourage children to participate in activities in Kampung Dolanan, so that they can learn through direct experience in a supportive environment.

In an interview with Mrs. Rina, a parent whose child is active in Dolanan Village, she said:

*"I feel happy to see my child more confident after joining Kampung Dolanan. He interacts more with his friends and is also better able to manage his feelings when conflicts occur. We as parents also support them by accompanying and giving examples of how to socialize well."*

The statement above shows that parents not only act as examples, but also as the main supporters in children's involvement in positive activities. Parents play a very important role in children's social-emotional development, especially in the context of Kampung Dolanan. Based on the Attachment theory proposed by John Bowlby, a secure relationship between parents and children is the basis for healthy social and emotional development. Parents who are actively involved in providing examples of positive social behavior help children learn to manage their emotions, interact with peers, and resolve conflicts. The interview with Mrs. Rina, who describes the involvement of parents in accompanying children and providing examples in interacting, shows how parents can create strong bonds with their children, which further supports children's self-confidence and social skills.

Albert Bandura's Social Learning Theory also supports this view, where children learn through observation and imitation. Parents serve as models who teach children how to interact socially in a positive way, how to manage feelings, and solve problems in a constructive way. Through active parental involvement, they support the development of their children's emotional intelligence.

Educators or facilitators in Kampung Dolanan also have a key role in ensuring that children gain an understanding of the social values contained in each game. They are responsible for guiding children in interacting with peers, teaching them how to solve problems, and ensuring that children have a fair chance to participate in each activity. Facilitators also play a role in instilling local cultural values through games, which can strengthen children's social identity. Mr. Agus, a facilitator in Kampung Dolanan said: "Our job as facilitators is not only to guide the games, but also to provide children with an understanding of the values they can take from each game. For example, in traditional games like congklak, children learn about cooperation and patience, as well as how to resolve conflicts without violence."

This statement illustrates how important the role of educators is in integrating social and cultural values into the activities they facilitate. Educators or facilitators in Kampung Dolanan have an important role in guiding children to understand social and cultural values through traditional games. Referring to Lev Vygotsky's Zone of Proximal Development (ZPD) Theory, educators or facilitators function to help



children achieve their higher potential by providing assistance or support during the learning process. In the context of Kampung Dolanan, facilitators play a role in teaching values such as cooperation, patience, and peaceful conflict resolution through games.

Mr. Agus' statement, which describes the task of the facilitator in providing an understanding of the values in the game, is in line with this theory. Through direct interaction, children develop their social skills, learn to cooperate, and manage conflict, all of which enrich their social skills in the real world. Bandura's Social Learning Theory also explains that children learn a lot through observation and social interaction. In facilitated play, children learn about desired behaviors (e.g., patience and cooperation) by observing how the facilitator and their peers act.

The community, as part of the child's social environment, also has a role in supporting the success of Kampung Dolanan. Community involvement can help introduce local cultural values contained in traditional games to children. Through the involvement of parents, neighbors, and other community members, children can learn about solidarity, cooperation, and how to behave in a wider community. The community also serves as a model in showing how to interact positively.

Mrs. Lina, a resident who is active in supporting Kampung Dolanan activities, said:

*"We are very proud that the children can learn a lot about traditional games in Kampung Dolanan. In addition, they also learn the importance of maintaining good relations between neighbors, because we often supervise and participate in these activities."*

The statement shows that the local community does not only play a role as an audience, but is also active in providing positive contributions to the social-emotional development of children. Community involvement in Kampung Dolanan is also very important, because the community is a social environment that strengthens children's social-emotional values. The Social Capital Theory developed by Pierre Bourdieu and James Coleman emphasizes the importance of strong social relationships in improving the quality of individual life. Communities that are involved in supporting children to interact, share, and work together provide a sense of security and social support that is very much needed for children.

Mrs. Lina's statement that shows that the community actively plays a role in supervising and supporting Kampung Dolanan activities, shows that the community can be a source of learning and social support that strengthens children's social skills. Children who are involved in this supportive social environment tend to develop better social skills and build a sense of solidarity with others.

Then the local government plays a very important role in providing infrastructure and policy support that allows Kampung Dolanan to run successfully. The local government can provide a safe and comfortable place for this activity, as well as support with funds or other resources. In addition, the local government can also integrate programs such as Kampung Dolanan into children's education and social development policies that include the development of social-emotional intelligence, local cultural identity, and broader social skills.

Mr. Hendra, a local government official, said:

*"We in the local government strongly support the Kampung Dolanan activity because it is in line with our vision to promote local cultural values and improve the social-*

*emotional quality of children. We will continue to support this program by providing a suitable place and supporting the procurement of traditional game equipment."*

According to Mr. Hendra, it illustrates the strong support from the local government to ensure the sustainability and success of the Kampung Dolanan program. The role of the local government in this case is to provide infrastructure and policy support that allows the sustainability of Kampung Dolanan. Urie Bronfenbrenner's Ecological Systems Theory emphasizes the importance of a supportive environmental context for child development. The local government is responsible for creating a supportive system, providing safe facilities, and supporting programs that promote social and cultural values.

Mr. Hendra's statement shows the commitment of the local government in supporting this activity, which is in accordance with this theory. The infrastructure provided by the government allows Kampung Dolanan to operate smoothly and provide great social benefits to children. Through supportive policies, the government can ensure that children have equal access to programs that support their social and emotional development.

Through relevant theories of social-emotional development, we can see that the roles of parents, educators, communities, and local governments in Kampung Dolanan are mutually supportive and important for children's development. The active involvement of each party creates an environment rich in positive social interactions, which strengthens children's social and emotional skills in facing the challenges of everyday life. The roles of parents, educators, communities, and local governments in the context of Kampung Dolanan are very mutually supportive. Parents function as models and supporters, educators guide children in understanding social values, the community provides a positive social environment, and the local government provides infrastructure support and supportive policies. The active involvement of all parties is very important to create an environment that is conducive to the social-emotional development of Generation Alpha children in the context of Kampung Dolanan.

This study provides innovation by highlighting the role of traditional games in the context of Kampung Dolanan as an alternative means for the social-emotional development of early childhood. In this study, traditional games are not only interpreted as entertainment, but also as a medium to build empathy, cooperation, patience, and constructive conflict resolution. This approach offers a more humane alternative in developing children's social skills compared to the increasingly widespread dominance of digital technology. In addition, this study also reveals the importance of the involvement of various parties such as parents, educators, communities, and local governments in creating an environment that supports children's social-emotional development, a collaborative approach that is rarely found in similar studies. Through the involvement of various elements of society, this study provides insight into how local cultural values can be integrated into early childhood education.

The contribution of this research is very significant in several ways. First, this research empowers the community to play an active role in children's character education. By raising awareness of the importance of their role, Kampung Dolanan becomes not only a place to play, but also a place to learn essential social values in everyday life. Second, this research offers a relevant social-emotional education model

for early childhood in Generation Alpha who face major challenges due to the influence of technology. This model teaches social skills through direct interaction with peers through games that encourage cooperation, non-violent conflict resolution, and emotional management. Furthermore, this research contributes to formulating educational policies by offering community-based programs integrated with local culture that can be a reference for more holistic educational policies. Finally, this research expands the application of educational and social psychology theories, such as Vygotsky's Zone of Proximal Development theory and Bronfenbrenner's Ecological Systems theory, in the context of early childhood education based on traditional games and local community social interactions. Thus, this study not only enriches the literature on children's social-emotional development, but also provides applicable models and recommendations for creating an educational environment that is more integrated with local culture.

## CONCLUSION

This study discusses the Revitalization of Positive Behavior through the Kampung Dolanan Concept as an alternative for early childhood social-emotional development in the Generation Alpha era. Based on the results of the analysis, Kampung Dolanan has been proven to have a significant impact on early childhood social-emotional development. Through traditional games, children learn to work together, communicate effectively, share, and manage their emotions. These activities help build empathy, overcome frustration, and increase self-confidence. The Kampung Dolanan program uses traditional games to teach local social and cultural values designed to promote direct interaction, cooperation, and emotional skill development, making it a relevant alternative amidst the dominance of digital technology. In addition, social interaction in the context of Kampung Dolanan helps children develop communication skills and resolve conflicts constructively. Group play becomes a rich social learning platform, allowing children to understand the feelings of others and act with empathy. The success of Kampung Dolanan is greatly influenced by the support of parents, educators, the community, and local government. Their collaborative role is important in creating an environment that supports positive child development. Thus, Kampung Dolanan can be used as a relevant model to support the social-emotional development of early childhood in the digital era while preserving traditional games as part of local culture.

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