

## **Fostering Social-Emotional Intelligence and Peer Collaboration in Young Learners: The Transformative Power of Prasiaga**

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**Abstract:** This study explores how social-emotional development in early childhood can be meaningfully enhanced through a culturally grounded, play-based extracurricular program. Specifically, it examines the impact of Prasiaga, a structured scouting-inspired model, on improving emotional regulation, autonomy, peer collaboration, empathy, and emerging leadership among children enrolled in a formal early childhood institution. Using an explanatory sequential mixed methods approach, this research was conducted at a playgroup center in Indonesia with ten participants. Quantitative data were collected through pre- and post-intervention observations across nine indicators of social-emotional competence. Qualitative data were gathered via educator interviews and visual documentation to contextualize and deepen understanding of behavioral changes. The results demonstrate a substantial increase in the emergence of targeted competencies, rising from 28.9% before the intervention to 85.6% afterward. Children showed marked gains in confidence, task independence, peer engagement, and affective expression. Educators reported improvements in classroom dynamics, including higher learner motivation and spontaneous collaborative behaviors. While leadership indicators improved modestly, subtle expressions of initiative suggest developmental momentum requiring sustained practice. The triangulation of quantitative, narrative, and visual data affirms the reliability and educational significance of these findings. This research provides empirical validation for integrating Prasiaga within national early childhood curricula. The findings position Prasiaga not as a supplementary activity but as a vital foundation for character education in early learning. By emphasizing moral formation, interactive play, and culturally resonant pedagogy, the program supports both immediate behavioral improvements and long-term developmental resilience. Future research should investigate longitudinal outcomes and program scalability to inform policy and practice in broader contexts.

**Keywords:** early childhood education, social-emotional intelligence, Prasiaga, character education, play-based learning.

## **INTRODUCTION**

Education constitutes a foundational pillar in shaping the holistic development of human capabilities, transcending its instrumentalist function of knowledge transmission and technical skill acquisition. Within the paradigm of humanistic education, it is conceptualized as a transformative moral and intellectual endeavor that aspires to cultivate autonomous, critically conscious, and ethically grounded individuals. This philosophical orientation finds deep resonance in Indonesian educational thought, particularly in the work of Ki Hajar Dewantara, who emphasized that education is a means to guide the evolution of a child's inherent potential

toward the attainment of personal and collective well-being (Adiyono et al., 2025; Ramdani et al., 2025; Rohaeni & Nurhayati, 2025). Dewantara's vision underlines the imperative of a learner-centered educational process that honors the cognitive, emotional, and moral development of each child as integral to the construction of an enlightened and just society.

Legally and institutionally, this ethos is reflected in the Indonesian national education policy framework, notably Law No. 20/2003, which stipulates that Early Childhood Education (PAUD) encompasses structured developmental efforts targeting children from birth to six years, intended to facilitate their optimal physical and psychological growth as a precondition for

formal schooling (Iis et al., 2022; Ma'rifah et al., 2025; nurhayati, 2012). The early years are thus recognized not merely as preparatory stages, but as a unique developmental window in which foundational affective and interpersonal capacities must be cultivated (Nurhayati & Rumsari, 2020; Nursa'adah et al., 2022; Ratningsih et al., 2021). PAUD is tasked with supporting six domains of development, among which social-emotional learning occupies a pivotal role, enabling children to navigate relational dynamics, articulate and regulate emotions, and establish positive social identities (Iis et al., 2022; Kusmiatiningsih et al., 2024; Yuliya et al., 2020). Social-emotional development in early childhood constitutes a gradual and scaffolded learning process in which children internalize social norms, develop emotional literacy, and acquire competencies for empathetic and cooperative behavior. This developmental trajectory is not autonomous; rather, it requires sustained pedagogical interventions characterized by modeling, guided practice, and contextual reinforcement (Nurhayati & Millenia, 2024; Nurhayati & Rumsari, 2020; Rumsari & Nurhayati, 2020). Unfortunately, prevailing practices within PAUD institutions often prioritize cognitive and academic preparation to the detriment of affective and relational domains (Marliana et al., 2021; Setiawan & Nurhayati, 2025). Conventional didactic methods and rigidly structured routines frequently fail to create the rich, responsive environments necessary for fostering socio-emotional maturation.

This tension between policy intent and pedagogical practice is empirically evident in the case of Aisyiyah Qurrota Ayun Playgroup, where formative observations have revealed persistent deficits in socio-emotional competencies among learners. Despite the application of routine-based interventions aimed at instilling discipline and independence, children continue to display significant challenges such as separation anxiety, limited self-directed learning, and underdeveloped collaborative skills. These deficiencies highlight a broader systemic imbalance within the Indonesian early childhood education ecosystem, where cognitive imperatives often overshadow the equally critical socio-emotional dimensions of child development. In response to these pedagogical limitations, there is growing advocacy for the integration of experiential, play-based, and

character-driven extracurricular frameworks into PAUD curricula (Nurhayati & Millenia, 2024). One such initiative is *Prasiaga*, a scouting-oriented program tailored specifically for children under seven years of age. Rooted in experiential learning theory and socio-constructivist principles, *Prasiaga* seeks to nurture children's moral sensibilities, civic identity, and socio-emotional capacities through interactive, outdoor, and collaborative activities aligned with developmental benchmarks (Veronica et al., 2024). As articulated by Wapiroh et al. (2024), *Prasiaga* offers a dynamic learning ecology where children are encouraged to explore, problem-solve, and engage cooperatively, thereby supporting integrated growth across physical, emotional, social, and spiritual domains. The relevance of *Prasiaga* is further substantiated by Trisusanti et al. (2024), who underscore its potential to advance early character formation, strengthen civic engagement, and cultivate interpersonal discipline. A salient feature of the *Prasiaga* pedagogy is its seamless fusion of play and ethical instruction—children engage in meaningful activities that not only entertain but also socialize them into values such as empathy, mutual respect, and responsibility (Ambarwati & Rohmah, 2024). This mode of engagement repositions learners as active agents in the co-construction of knowledge and values, thereby enhancing both intrinsic motivation and learning retention.

Despite its theoretical and normative appeal, empirical investigations into the efficacy of *Prasiaga* in promoting social-emotional development remain scarce. The extant literature is largely descriptive and anecdotal, lacking robust methodological frameworks capable of isolating specific developmental outcomes or elucidating underlying mechanisms of change. Particularly absent are mixed-methods inquiries that can capture both the measurable impacts and experiential dimensions of *Prasiaga*-based interventions. This gap constrains the broader applicability and institutionalization of such programs within national PAUD frameworks. To address this critical void, the present study employs an explanatory sequential mixed methods design to examine the impact of *Prasiaga*-oriented extracurricular activities on the social-emotional development of children enrolled in Aisyiyah Qurrota Ayun Playgroup. The study systematically evaluates changes

across nine empirically validated indicators—including self-confidence, autonomy, cooperation, and emergent leadership—through a combination of quantitative measurement and qualitative inquiry. The central research question is: *To what extent does structured engagement in Prasiaga activities facilitate measurable improvement in social-emotional competencies among early childhood learners?*

The study's contribution lies in its rigorous methodological architecture and its integrative approach to theory and practice. It not only offers empirical validation of a culturally embedded pedagogical model but also advances a replicable framework for early education reform grounded in holistic, character-centered principles. By juxtaposing statistical findings with rich narrative accounts, the research provides a multidimensional portrait of child development that is both analytically robust and pedagogically actionable. While the study is contextually situated within a single PAUD institution, its implications resonate across broader educational discourses. It offers concrete, evidence-based insights for educators, curriculum developers, and policy makers committed to rebalancing early education in favor of comprehensive developmental outcomes. Ultimately, the study aligns with national and international mandates to establish learning environments that prioritize not only intellectual achievement but also the ethical, emotional, and social formation of young children.

## METHOD

This study employed an explanatory sequential mixed methods design, integrating both quantitative and qualitative approaches in two systematically aligned phases. The selection of this design was grounded in the complexity of the research objectives, which required both the measurement of developmental change and an interpretive understanding of the contextual mechanisms that shaped such outcomes (Iswahyudi et al., 2023; Nurhayati, Kurnianta, et al., 2024). The initial phase involved the collection and analysis of quantitative data to evaluate the extent of change in children's social-emotional competencies following the implementation of the Prasiaga extracurricular program. The second phase entailed a qualitative exploration through interviews and documentation to deepen insights

into the processes and pedagogical experiences that contributed to the observed changes.

The study was conducted at Kelompok Bermain Aisyiyah Qurrota Ayun, an early childhood education center located in Indonesia that enrolls children between the ages of five and six. The participants consisted of ten children who were purposively selected based on their participation in the Prasiaga program. In addition, two educators, specifically the classroom teacher and the Prasiaga facilitator, were involved in the qualitative dimension of the study. Ethical protocols were upheld throughout the research process, including the acquisition of informed consent from parents or guardians and the use of child-sensitive communication to obtain verbal assent from the children.

The Prasiaga intervention was organized into eight sessions over a four-week period, with each session structured around specific social-emotional learning objectives. Activities were designed to foster independence, self-confidence, teamwork, empathy, and leadership through contextually relevant and developmentally appropriate means. The sessions involved traditional games such as jumping rope and galah asin, collaborative group tasks like treasure hunts and problem-solving challenges, and creative engagements including weaving and role-playing with natural materials. These activities were conducted outdoors to promote active learning in naturalistic settings and to enhance physical and social interaction. All sessions were aligned with the principles of play-based learning and moral education, offering children opportunities to reflect on experiences and engage meaningfully with peers.

Data collection was carried out using three main tools: structured quantitative observation, semi-structured qualitative interviews, and supplementary documentation. The quantitative component consisted of an observation checklist adapted from the official Prasiaga pedagogical guidelines (Kemendikbud, 2019), comprising nine indicators of social-emotional competence. Each indicator was scored dichotomously as either 'Not Yet Emerged' (BM) or 'Emerged' (M). Observations were conducted both before and after the intervention to allow for comparative analysis. The qualitative component included interviews with the two participating educators, focusing on their perceptions of developmental change, instructional challenges, and pedagogical reflections. All interviews were

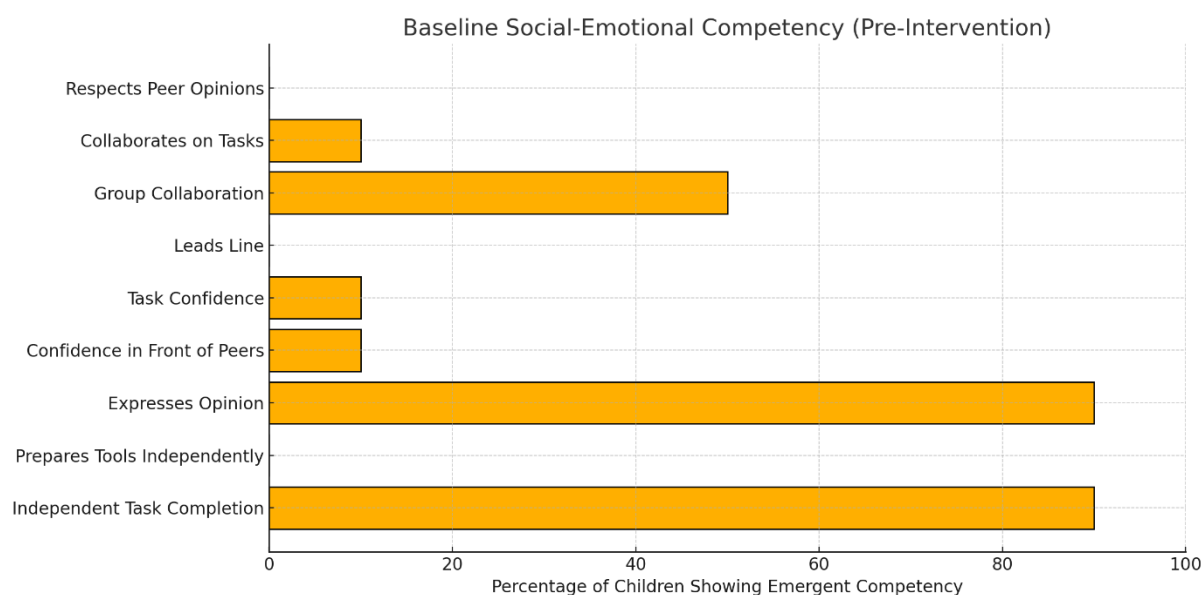
transcribed and subjected to thematic analysis. Additionally, visual documentation in the form of photos and video recordings was collected to provide supplementary evidence and context for the data interpretation process.

The data analysis process was carried out in two stages corresponding to the research design. In the first stage, descriptive statistics were used to calculate the frequency and percentage of each observed indicator before and after the intervention. The benchmark for success was defined as a minimum post-intervention achievement level of 75% across all indicators. The second stage involved an inductive thematic analysis of qualitative data, wherein recurring patterns were identified and categorized into thematic constructs. These constructs were subsequently compared with the quantitative findings to identify areas of convergence and divergence, thereby facilitating a more comprehensive understanding of the impact and mechanisms of the Prasiaga intervention. To ensure methodological rigor, a range of validity and reliability measures were employed. Inter-rater reliability was established during the quantitative phase by conducting calibration exercises among the observers. For the qualitative phase, credibility was strengthened through triangulation—comparing data across interviews, observations, and visual documentation. Furthermore, member checking was used by sharing preliminary interpretations with the participating educators to validate the accuracy and authenticity of the thematic findings.

Ethical considerations were foundational to all stages of the study. Prior to data collection, written informed consent was secured from the children's parents or legal guardians. Additionally, verbal assent was obtained from the children using language appropriate to their developmental level. Participation in the study was entirely voluntary, and participants were assured of their right to withdraw at any point. Confidentiality and data protection measures were strictly observed in compliance with institutional ethical standards, particularly those pertaining to research involving minors.

## RESULTS AND DISCUSSION

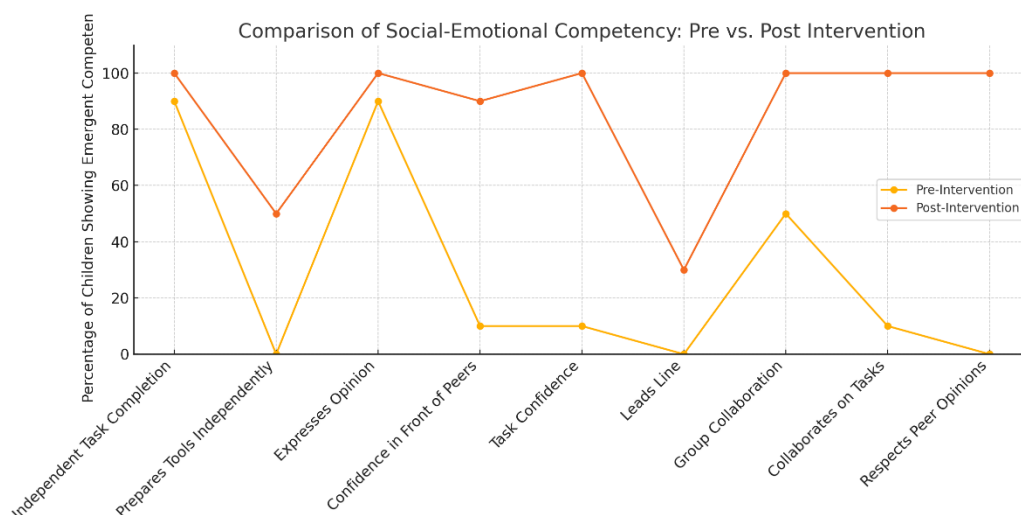
Prior to the Prasiaga intervention, quantitative observations indicated notable deficiencies in core social-emotional competencies among the children. The average rate of indicators classified as 'Emergent' was 28.9%, revealing developmental stagnation in domains such as independence, peer collaboration, confidence, and leadership. Notably, none of the participants demonstrated readiness in leadership-related behaviors, and only 10% were able to confidently initiate or complete tasks independently. These findings expose a structural gap in conventional early childhood programming, where routine-based approaches may ensure consistency but fall short in cultivating dynamic interpersonal and intrapersonal growth (Heryanti & Nurhayati, 2023; Nurjannah, 2017).



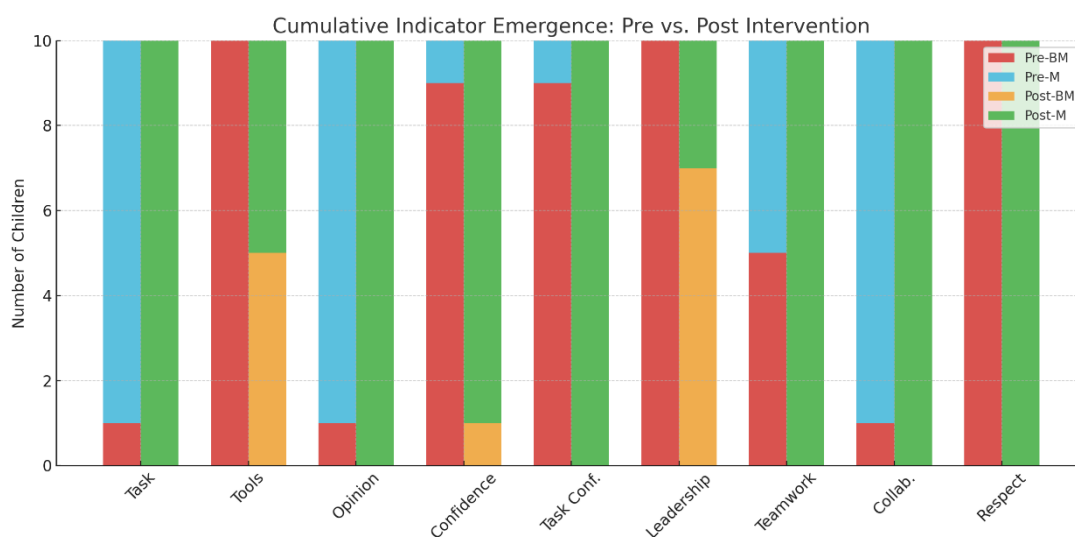
**Figure 1.** Bar chart comparing pre-intervention achievement levels across nine indicators.

After the structured implementation of the eight-session Prasiaga program, a pronounced developmental leap was documented. Overall, the ‘Emergent’ category across all indicators rose to 85.6%. Of particular significance were the gains in indicators such as expressing opinions (from 10% to 100%), collaborative task execution (from 10% to 100%), and respect for peer contributions (from 0% to 100%). These gains suggest that the experiential, play-oriented,

and socially embedded nature of Prasiaga effectively catalyzed the latent capacities of the children. Although the leadership indicator increased more modestly—from 0% to 30%—the shift is still pedagogically meaningful, signaling the initiation of more complex social roles that may unfold over longer durations. Figure 2 and 3 below display the line graph showing pre and post test score progression for each indicator.



**Figure 2.** Line graph showing pre- and post-test score progression for each indicator.



**Figure 3.** Stacked bar chart comparing cumulative indicator emergence pre/post intervention.

The qualitative interviews reinforced and contextualized the quantitative gains. Teachers reported enhanced learner initiative, sustained attention, and peer empathy—attributes previously inconsistent or absent. Children began to independently organize play, respond constructively to peer suggestions, and resolve

minor conflicts without adult mediation. These behavioral transformations reflect not just developmental growth but also pedagogical reconfiguration: the classroom dynamic shifted from adult-led instruction to co-participatory learning (Aini & Wahyuni, 2023). This emergent agency—described by educators as “confidence



in motion”—was most evident in task initiation and group negotiation. Moreover, the ethical dimensions of the activities—such as taking turns, valuing others’ input, and celebrating group achievement—contributed to affective learning that extended beyond the sessions. In alignment with Ambarwati and Rohmah (2024), the outdoor, play-based nature of the activities also served to decrease anxiety and heighten emotional expression, particularly among previously passive children.

The integration of quantitative and qualitative data reveals both convergence and nuance. Quantitative evidence supports dramatic increases in all measured competencies, while qualitative data provide depth to these shifts—highlighting narrative elements of trust, motivation, and relational transformation. Of particular note is the emergent theme of “delayed leadership.” While the numeric increase in leadership was limited, educators observed that a few children began taking initiative in subtle ways, such as facilitating peer turns or organizing group materials. This developmental latency is not unexpected; leadership often emerges last in social-emotional hierarchies due to its reliance on composite skills such as confidence, empathy, and communication.

Photographic and video documentation served not only as validation but as rich artifacts of transformation. Visual evidence depicted children engaging in material preparation, initiating physical collaboration, and displaying affective indicators such as smiling, hugging, and laughter—markers of emotional security and social integration. These affective observations reinforce the claim that the learning ecology created by Prasiaga was not only developmentally effective but emotionally nourishing (Ambarwati & Rohmah, 2024; Trisusanti et al., 2024). In contrast to passive compliance, the children’s post-intervention behaviors reflected authentic engagement—demonstrating curiosity, willingness to risk failure, and initiative-taking. These behaviors suggest the activation of intrinsic motivation, a hallmark of transformative pedagogical design.

These findings bear significant implications for early childhood pedagogies in Indonesia and beyond. The sharp developmental gains among participants demonstrate the latent potential that lies dormant under conventional routine-based programming. By integrating structured, culturally resonant, and ethically

grounded practices such as Prasiaga, educators can foster deeper socio-emotional growth. This echoes prior literature emphasizing the insufficiency of passive curricular exposure and the need for active scaffolding of emotional and social skills (Nurjannah, 2017). The modest gains in leadership further imply that some competencies may require longer engagement periods and more complex social environments to develop fully. This suggests the importance of program continuity and follow-up modules that support the transition from emotional regulation to social influence.

The Prasiaga program produced substantial, multidimensional growth in children’s social-emotional competencies. The quantitative rise from 28.9% to 85.6% in ‘Emerged’ indicators, complemented by narrative confirmation and visual affirmation, provides compelling evidence of the program’s effectiveness. The differentiated gains across indicators suggest that while all domains are responsive to structured, play-based interventions, some—particularly leadership—require iterative exposure and longitudinal cultivation. These findings advocate for a paradigm shift in early education policy and practice, positioning character-oriented, collaborative, and child-centered extracurricular models as essential complements to academic preparation in Early childhood education (PAUD) institutions (Gondiwati & Nurhayati, 2024; Karwati & Nurhayati, 2024; Mulyani et al., 2025; Rosita et al., 2020). Prasiaga, therefore, should not be treated as supplementary but as foundational to the developmental mandate of early education.

The findings of this investigation provide compelling evidence of the transformative impact of the Prasiaga extracurricular program on the social-emotional development of early childhood learners. A significant outcome of this intervention was the quantitative improvement in developmental indicators, with ‘Emerged’ competencies increasing from 28.9% to 85.6%. This level of gain—achieved over a condensed intervention period—suggests that the Prasiaga model, grounded in structured, culturally relevant, and play-centered pedagogy, serves as an efficacious vehicle for enhancing core social-emotional domains. Such a result holds particular significance in educational contexts where early learning frameworks continue to prioritize cognitive milestones, often marginalizing the

socio-affective dimensions of development (Nurjannah, 2017).

Importantly, the relevance of these findings extends beyond numerical outcomes. The shift in learner behavior and classroom dynamics reflects an observable transformation in relational engagement, emotional resilience, and self-regulatory capacities. Children previously passive in group contexts demonstrated increased participation, initiated peer collaborations, and displayed greater autonomy in task execution. These behaviors are indicative of emergent affective dispositions—such as empathy, initiative, and social competence—that align with national educational objectives for PAUD (Astuti & Nurhayati, 2022; Patimah & Nurhayati, 2023). The integration of qualitative insights further substantiated the quantitative trends. Educators consistently reported increased learner agency, heightened cooperative engagement, and more frequent displays of interpersonal sensitivity. Observations of children's affective expressions—ranging from voluntary turn-taking to emotional responsiveness—offer further support for Ambarwati and Rohmah (2024) assertion that outdoor, exploratory learning ecologies contribute meaningfully to emotional stability and prosocial development.

The broader pedagogical implications are both immediate and long-term. Prasiaga emerges not merely as an extracurricular option but as a replicable framework for embedding social-emotional learning within PAUD institutions. Given that these competencies underpin not only early adaptation but also lifelong wellbeing, the program's value proposition aligns with national education priorities and global calls for holistic early childhood education (Nurhayati, Haluti, et al., 2024; Nurhayati & Lahagu, 2024; Tini et al., 2025). Moreover, the clear gains in confidence, peer interaction, and emotional regulation suggest the model's relevance for equipping young learners with foundational competencies essential for the demands of 21st-century learning. It is also important to address the modest gains observed in leadership-related competencies. Leadership development, as a higher-order social-emotional function, is often contingent upon the mastery of prerequisite skills such as confidence, empathy, and communication. Thus, while the increase from 0% to 30% in leadership indicators may appear limited, it reflects the initial emergence of

behaviors that typically require iterative reinforcement. Future implementations should consider incorporating longitudinal strategies and role-based exercises to cultivate leadership more deliberately over time.

## CONCLUSION

This study addressed the critical challenge of how to effectively enhance social-emotional development among early childhood learners within institutional educational settings. Specifically, it investigated the use of Prasiaga—a culturally grounded, play-based extracurricular program—as a strategic intervention to promote competencies such as autonomy, empathy, collaboration, and emergent leadership. The core findings from this study indicate that Prasiaga significantly increased developmental attainment, with 'Emergent' social-emotional competencies rising from 28.9% to 85.6% over the course of eight structured sessions. These results are not only statistically compelling but also pedagogically meaningful. They affirm that structured, contextually relevant activities, grounded in moral and character education, can successfully catalyze behavioral and emotional growth even within short-term interventions. The observed shifts in learner engagement, peer cooperation, and emotional regulation—corroborated by both educator narratives and visual documentation—suggest that Prasiaga creates an enabling environment for relational and self-regulatory learning. Moreover, the study demonstrates that early childhood education need not prioritize academic readiness at the expense of emotional development; both can and should be developed in tandem. The broader implication of this work is that Prasiaga should not be viewed as a peripheral extracurricular option, but as a foundational model for early character education. By situating this model within the national PAUD framework, educators and policymakers can meaningfully address long-standing gaps in social-emotional learning implementation. In doing so, they contribute to cultivating emotionally intelligent, socially resilient, and ethically grounded future citizens. While limitations related to sample size and intervention duration remain, the study makes a significant contribution to the growing body of empirical work supporting holistic pedagogical practices. Future research should explore long-term outcomes, scalability across diverse contexts, and

the mechanisms by which play-based character education translates into sustained behavioral change. In sum, this study offers both evidence and a framework for rethinking how we nurture the hearts and minds of young learners.

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