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Efforts to Improve Cooperation Skills of 5-6 Year-Old Children Through Ball Relay Games

Program Studi Pendidikan Anak Usia Dini, Universitas Islam Negeri Sumatera Utara
Karima, Hilda Zahra Lubis
Email: karima0308221006@uinsu.ac.id, hildazahralubis@uinsu.ac.id

Abstract

This study aimed to improve the cooperation skills of children aged 5–6 years through the implementation of a modified ball relay game incorporating a hula hoop tunnel obstacle at RA Amal Ikhlas, Deli Serdang. The study was motivated by children's limited ability to share roles, take turns, follow rules, help peers, and engage positively in group activities. This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, which consisted of planning, action implementation, observation, and reflection. The research was conducted in two cycles involving 14 children aged 5–6 years. Data were collected through observation and documentation and analyzed using descriptive quantitative and qualitative techniques. The findings showed that the modified ball relay game gradually improved children's cooperation skills. The average level of cooperation increased from 41.08% in the pre-cycle stage to 65.70% in Cycle I and 83.55% in Cycle II. By the end of the study, 92.86% of the children had reached the Developing as Expected (BSH) and Very Well Developed (BSB) categories. Improvements were observed in children's ability to interact, share, take turns, follow rules, assume responsibility, regulate emotions, help peers, and collaborate in groups. Therefore, the modified ball relay game can be used as an active, enjoyable, and innovative learning strategy to improve cooperation skills in early childhood.

Keywords: *Early Childhood, Cooperation Skills, Ball Relay Game, Classroom Action Research, Social-Emotional Development.*

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan kerja sama anak usia 5–6 tahun melalui penerapan permainan estafet bola yang dimodifikasi dengan rintangan terowongan hulahup di RA Amal Ikhlas, Deli Serdang. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan anak dalam berbagi peran, menunggu giliran, mematuhi aturan, membantu teman, dan berinteraksi positif dalam kegiatan kelompok. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Penelitian dilaksanakan dalam dua siklus dengan subjek sebanyak 14 anak usia 5–6 tahun. Data dikumpulkan melalui observasi dan dokumentasi, kemudian dianalisis menggunakan teknik deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa permainan estafet bola yang dimodifikasi mampu meningkatkan kemampuan kerja sama anak secara bertahap. Rata-rata capaian kemampuan kerja sama meningkat dari 41,08% pada pra siklus menjadi 65,70% pada Siklus I dan 83,55% pada Siklus II. Pada akhir penelitian, sebanyak 92,86% anak mencapai kategori Berkembang Sesuai Harapan (BSH) dan Berkembang Sangat Baik (BSB). Peningkatan tampak pada kemampuan anak untuk berinteraksi, berbagi, menunggu giliran, mematuhi aturan, bertanggung jawab, mengendalikan emosi, membantu teman, dan bekerja sama dalam kelompok. Dengan demikian, permainan estafet bola yang dimodifikasi dapat digunakan sebagai strategi pembelajaran yang aktif, menyenangkan, dan inovatif untuk meningkatkan kemampuan kerja sama anak usia dini.

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Kata Kunci: Anak Usia Dini, Kemampuan Kerja Sama, Permainan Estafet Bola, Penelitian Tindakan Kelas, Perkembangan Sosial Emosional.

INTRODUCTION

Cooperation skills are an important part of the social-emotional development of young children, especially those aged 5–6 years. At this stage, children start to interact with peers, share tasks, follow rules, and work together to achieve common goals. Well-developed cooperation skills help kids build positive social relationships, develop a sense of responsibility, empathy, and communication skills needed in everyday life (Maharani, Nurfarida, Asifa, Nazarina, & Suzanti, 2024). On the other hand, low teamwork skills can get in the way of a child's social adjustment and emotional development.

Developing teamwork skills requires learning strategies that suit the characteristics of young children, one of which is through play activities. Playing is a fun activity and also an effective way to learn because it gives children the chance to interact, share roles, take turns, and respect their friends in a natural setting (Handayani, 2025). Therefore, group games can be used as a learning tool to develop children's teamwork skills.

One game that can be played is the ball relay game. This game requires each child to work together, communicate, and coordinate with their group members to complete the game according to the rules. Besides improving gross motor skills, the ball relay game also helps develop discipline, responsibility, solidarity, and social interaction skills (Rusmayadi, Kurnia, & Aziza, 2024).

The initial observation results at RA Amal Ikhlas show that the cooperation skills of 5–6-year-old children are still not developing optimally. Kids still often fight over toys, are impatient about taking turns, and are not yet able to work together effectively in group activities. This situation indicates the need for implementing more engaging learning strategies that actively involve children to improve their cooperation skills.

Various previous studies have shown that group games can improve the cooperation skills of young children. (Novitasari, Rianik, & Fitri, 2023) found that ball relay games are effective in improving children's social skills, whereas (Fitriana, Wijayanti, & Tanto, 2023) shows that outdoor ball relay activities can improve kids' social interaction and teamwork. (Lestari & Puspitasari, 2022) It also shows that puzzle relay games can improve teamwork in group activities. However, those studies still used relay games in their conventional form and haven't done much to develop modified versions of the games or apply them through the Classroom Action Research (PTK) approach at Raudhatul Athfal (RA) institutions.

Based on these conditions, this study offers a novelty by applying a modified ball relay game with added obstacles in the form of hula hoop tunnels. This modification is not only aimed at improving teamwork skills but also at training communication, concentration, patience, motor coordination, and the ability to complete tasks as a group. In addition, this study uses a Classroom Action Research (CAR) approach so that the learning process can be gradually improved through each action cycle. Therefore, this study is expected to provide a more innovative, active, and fun learning alternative to enhance the teamwork skills of 5–6-year-old children at RA Amal Ikhlas.

METHODOLOGY

This study uses the Classroom Action Research (CAR) method to improve teamwork skills in children aged 5–6 through ball relay games. CAR is a reflective research approach carried out by teachers or researchers to improve learning practices through a series of planned, implemented, observed, and repeatedly reflected actions. This approach positions teachers as both implementers and

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reflectors of the learning process, so improvements can be made based on real problems that arise in the classroom (Arikunto, Suhardjono, & Supardi, 2019). PTK was chosen because it allows researchers to directly assess the effectiveness of relay ball games, identify obstacles that arise during the activities, and refine actions in the next cycle according to the child's developmental needs.

The research subjects consisted of 14 children aged 5–6 years at RA Amal Ikhlas, Deli Serdang, including both boys and girls. The study was conducted in the odd semester of the 2025/2026 academic year. Children aged 5–6 are at an important stage of social development because they are beginning to form relationships with peers, understand simple rules, share, take turns, and participate in group activities. However, these abilities still require stimulation through guided play experiences and repeated social interactions (Berk, 2018).

The research design refers to the PTK model by Kemmis and McTaggart, which includes four main stages: planning, action, observation, and reflection. The planning stage involves preparing learning tools, setting the rules for the ball relay game, preparing media and observation instruments, and establishing indicators of teamwork skills. The action stage is carried out by implementing the ball relay game in the learning activities. Next, the observation stage is done to record responses, engagement, and the development of children's teamwork skills during the game. The reflection stage involves analyzing the results of the action to determine which aspects need to be maintained or improved in the next cycle. These four stages are carried out in two cycles so that the learning improvement process can be done systematically and continuously (Kemmis, McTaggart, & Nixon, 2014).

Data was collected through observation and documentation. Observation was used to obtain data on children's cooperative behavior during the ball relay game activities, while documentation was used to supplement the data with photos of activities, learning notes, and children's assessment results. The research instrument consisted of an observation sheet in the form of a checklist, which was prepared based on indicators of early childhood socio-emotional development. Using observation in early childhood research is important because children's social behavior is more accurately identified through real actions that appear during interactions and play activities, not just through children's verbal reports (Creswell, 2024).

A child's teamwork skills are assessed based on ten indicators, which are: (1) the ability to interact with friends; (2) the ability to share; (3) the ability to wait and take turns; (4) the ability to show empathy; (5) the ability to follow game rules; (6) the ability to take responsibility for tasks; (7) the ability to respect differences; (8) the ability to control emotions; (9) the ability to work together in a group; and (10) the ability to build positive relationships with friends and teachers. These indicators reflect important aspects of a child's social-emotional development, such as the ability to build social relationships, manage emotions, show care, and participate positively in group activities.

Each indicator is rated on a scale of 1–4, where score 1 = Not Yet Developed (NYD), score 2 = Beginning to Develop (BD), score 3 = Developing as Expected (DEE), and score 4 = Very Well Developed (VWD). A score of 1 is given if the child hasn’t shown cooperative behavior even after receiving guidance; a score of 2 is

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given if the child starts showing cooperative behavior but still needs intensive support; a score of 3 is given if the child can show cooperative behavior independently in most activities; and a score of 4 is given if the child consistently shows cooperative behavior independently, actively, and can be a positive example for other friends. This assessment system refers to the principle of early childhood development assessment conducted authentically, continuously, and oriented towards the child's actual behavior in learning activities. The scores from all indicators are then added up to get an overview of each child's cooperation skills at the pre-cycle stage, Cycle I, and Cycle II.

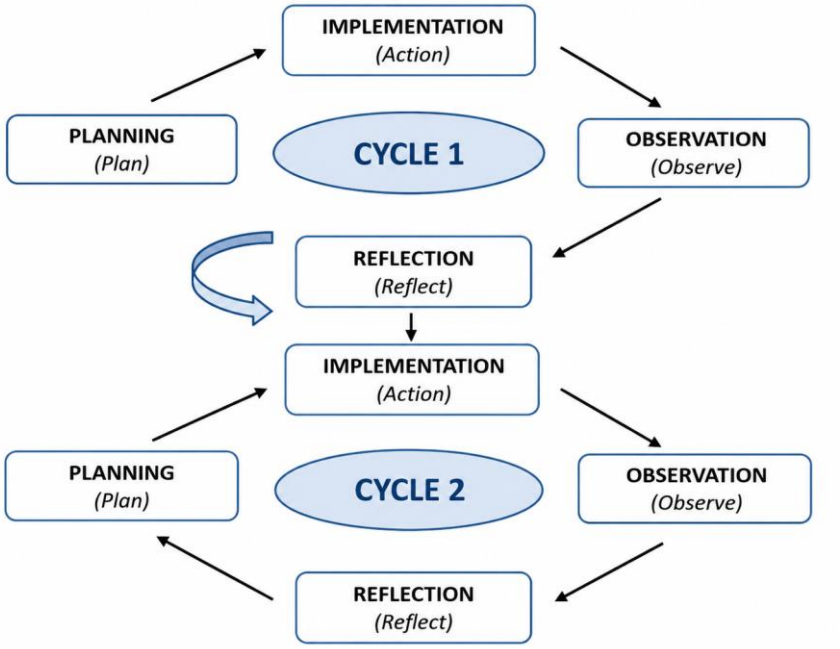

Figure 1. Classroom Action Research Model According to Kemmis and McTaggart

The research data was analyzed using quantitative and qualitative descriptive techniques. Quantitative analysis was done by calculating the average scores and the percentage of children's teamwork ability achievements at the pre-cycle, Cycle I, and Cycle II stages. The achievement percentages were calculated based on the number of children who reached the Developing as Expected (BSH) and Very Well Developing (BSB) categories compared to the total number of research subjects. Quantitative descriptive analysis was used to provide an overview of changes in learning outcomes or children's development in a measurable way at each cycle (Sugiyono, 2024).

Meanwhile, qualitative analysis is used to describe changes in children's cooperative behavior during learning, such as the ability to interact, share, take turns, follow rules, be responsible, help friends, and work together in groups. Qualitative data analysis is carried out through a process of data reduction, data presentation, and gradual conclusion drawing (Miles, Huberman, & Saldaña, 2024).

The research is considered successful if at least 80% of the children reach the categories of Developing as Expected (BSH) and Very Well Developed (BSB) after implementing the ball relay game. These success criteria are used as the basis for

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evaluating the effectiveness of actions in each cycle. If the percentage of children reaching the BSH and BSB categories has reached or exceeded 80%, the action is declared successful, and the research does not need to continue to the next cycle. Setting success indicators in classroom action research is necessary so that the reflection and decision-making process in each cycle can be done objectively and based on the children's developmental data obtained during the action (Arikunto, Suhardjono, & Supardi, 2019).

RESULTS AND DISCUSSION

Results

The teamwork ability of 5–6-year-old children at RA Amal Ikhlas improved after playing the ball relay game. This improvement was observed through three stages: pre-cycle, Cycle I, and Cycle II.

Children's Cooperation Skills in the Pre-Cycle Stage

At the pre-cycle stage, the cooperation skills of 5–6-year-old children at RA Amal Ikhlas are still in the low category. Based on observations of 14 children, the total score obtained was 230 with an average score of 16.43 out of a maximum score of 40. This average is equivalent to 41.08% and falls into the Not Yet Developed (NYD) category.

The observation results show that 11 children, or 78.57%, are in the Not Yet Developed (BB) category, while 3 children, or 21.43%, are in the Beginning to Develop (MB) category. No children have reached the Developing as Expected (BSH) or Very Well Developed (BSB) categories yet. This condition indicates that the children's cooperation skills are not developing optimally. Most children still need guidance in interacting with friends, sharing roles, taking turns, following game rules, helping friends, controlling emotions, and collaborating in group activities.

The findings in the pre-cycle stage served as a basis for the researcher to implement the relay ball game as a learning activity. This game is designed to provide an active and fun learning experience, while also training children to communicate, follow rules, share tasks, wait for their turn, and build teamwork with their friends in the group.

Table 1. Observation Results of Children's Cooperation Skills in the Pre-Cycle

No.	Child Code	1	2	3	4	5	6	7	8	9	10	Total Score	Percentage	Category
1	AH	2	3	2	1	2	2	1	2	2	1	18	45.00%	NYD
2	AAH	2	2	2	1	2	2	1	1	1	1	15	37.50%	NYD
3	RRP	2	1	2	1	1	1	1	2	2	1	14	35.00%	NYD
4	AR	3	2	2	2	1	2	2	2	2	2	20	50.00%	BD
5	AM	2	1	1	1	2	1	2	1	2	1	14	35.00%	NYD
6	QZA	3	3	2	1	2	2	2	2	1	2	20	50.00%	BD
7	AA	2	2	2	1	1	2	1	2	1	2	16	40.00%	NYD
8	BL	2	2	1	2	1	2	1	2	2	2	17	42.50%	NYD
9	NL	2	1	2	2	1	2	2	1	2	2	17	42.50%	NYD

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No.	Child Code	1	2	3	4	5	6	7	8	9	10	Total Score	Percentage	Category
10	NU	2	1	1	2	1	1	1	2	1	1	13	32.50%	NYD
11	NNS	2	1	1	2	2	1	2	2	2	2	17	42.50%	NYD
12	KU	1	1	1	1	1	2	1	1	1	1	11	27.50%	NYD
13	SPA	2	2	2	2	1	2	1	2	2	2	18	45.00%	NYD
14	AUS	3	2	2	1	2	2	2	2	2	2	20	50.00%	BD
Total Score												230		
Average												16.43	41.08%	NYD

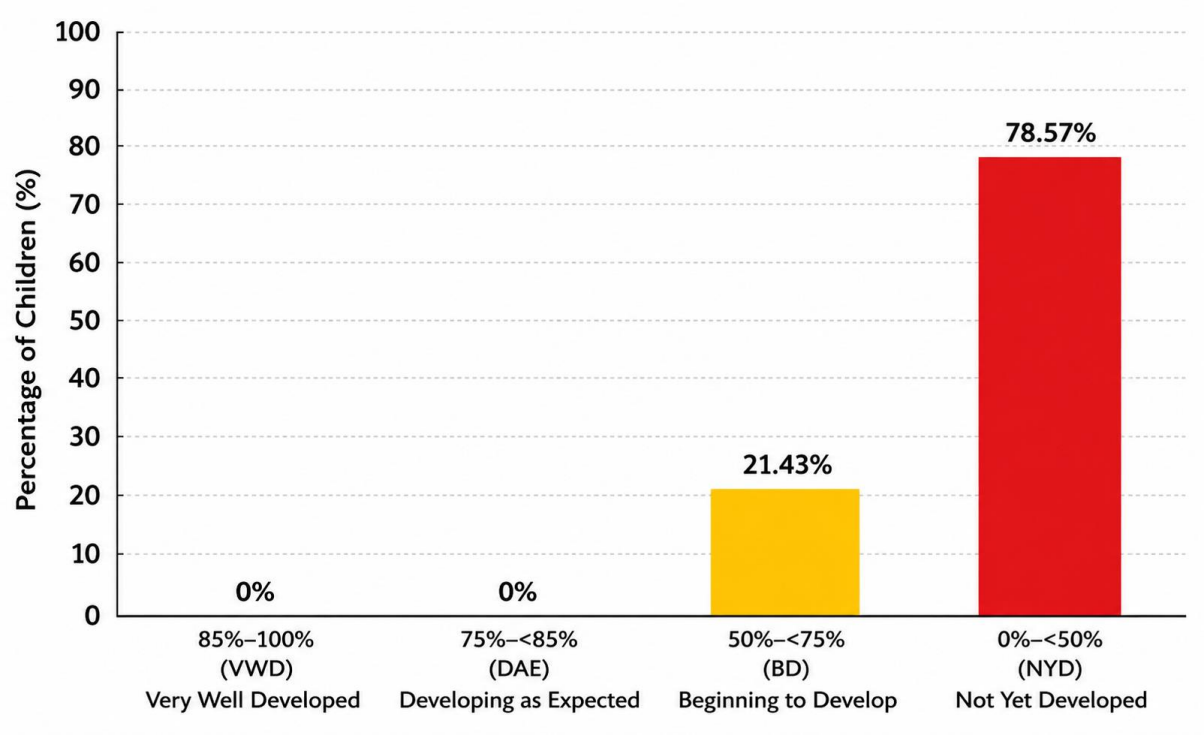

Figure 1. Bar Chart of Children's Cooperation Ability in the Pre-Cycle

Children's Teamwork Skills in Cycle I

After implementing the ball relay game in Cycle I, the children's teamwork skills started to improve. The average score increased to 26.28 with a percentage of 65.70%. The category distribution shows that 1 child (7.14%) reached the Very Good Development (BSB) category, 4 children (28.57%) reached the Expected Development (BSH) category, 7 children (50.00%) were in the Beginning Development (MB) category, and 2 children (14.29%) were still in the Not Yet Developed (BB) category. Although there was an improvement compared to the initial condition, the results did not yet meet the research success indicators, so improvements were made in the next cycle.

Table 2. Observation Results of Children's Cooperation Skills in Cycle I

Percentage Range	Number of Children	Percentage of Children	Category

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Percentage Range	Number of Children	Percentage of Children	Category
85%–100%	1	7.14%	Very Well Developed (VWD)
75%–<85%	4	28.57%	Developing as Expected (DAE)
50%–<75%	7	50.00%	Beginning to Develop (BD)
0%–<50%	2	14.29%	Not Yet Developed (NYD)
Total	14	100%	

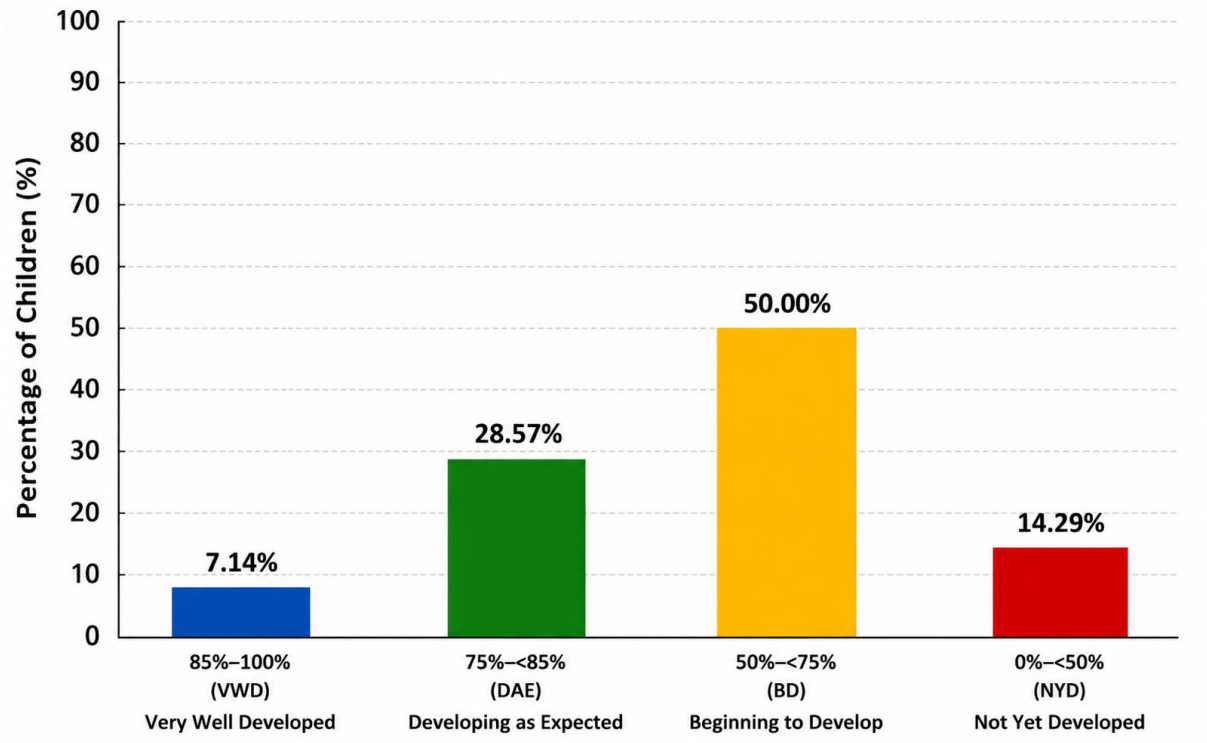

Figure 2. Bar Chart of Children's Cooperation Ability in Cycle I

Children's Teamwork Skills in Cycle II

Improvements in learning during Cycle II resulted in a more optimal increase. The average score rose to 33.42 with a percentage of 83.55%. A total of 8 children (57.14%) were in the Very Well Developing (BSB) category, 5 children (35.72%) were in the Developing as Expected (BSH) category, 1 child (7.14%) was in the Beginning to Develop (MB) category, and no children were in the Not Yet Developing (BB) category anymore. Therefore, 92.86% of the children have reached the BSH and BSB categories, meaning the research success indicators have been met.

Table 3. Observation Results of Children's Cooperation Skills in Cycle II

Percentage Range	Number of Children	Percentage of Children	Category

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Percentage Range	Number of Children	Percentage of Children	Category
85%–100%	8	57.14%	Very Well Developed (VWD)
75%–<85%	5	35.72%	Developing as Expected (DAE)
50%–<75%	1	7.14%	Beginning to Develop (BD)
0%–<50%	0	0%	Not Yet Developed (NYD)
Total	14	100%	

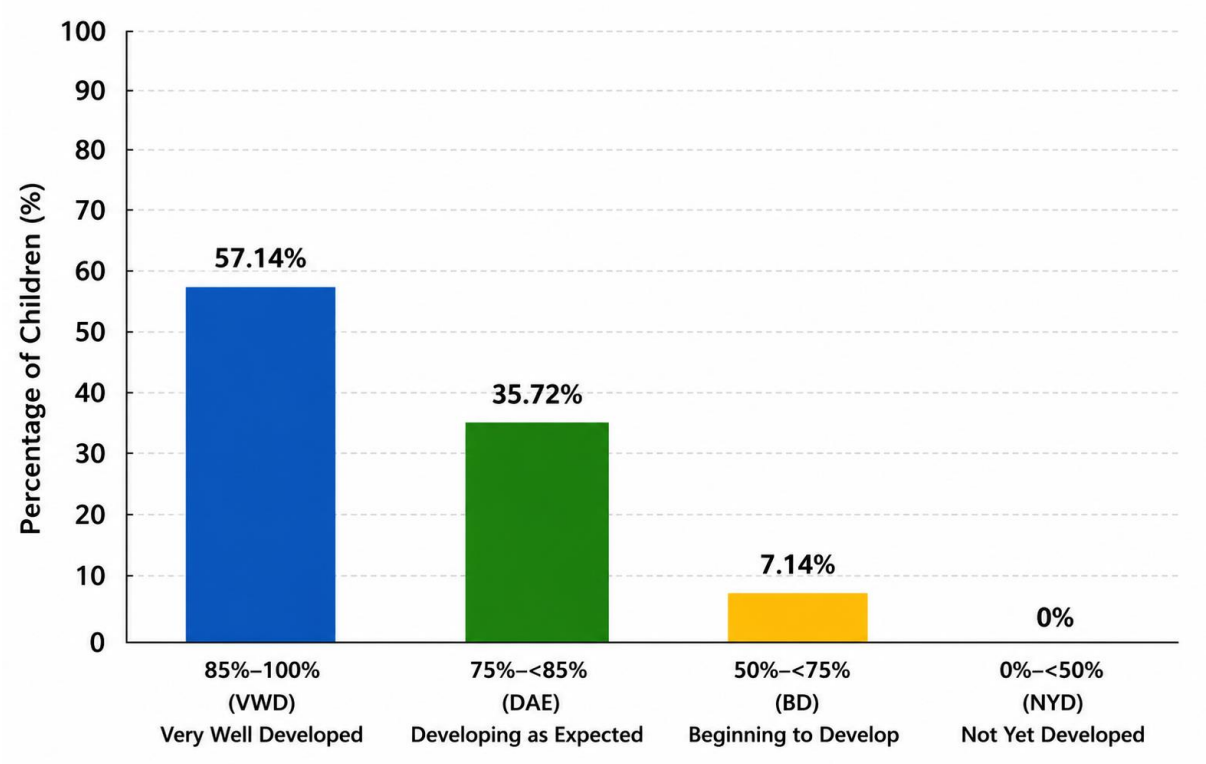

Figure 3. Bar Chart of Children's Cooperation Ability in Cycle II

Improving Children's Teamwork Skills through Ball Relay Games

Overall, children's teamwork skills consistently improved at each stage of the study. The average percentage increased from 41.00% in the pre-cycle to 65.70% in Cycle I, and then rose to 83.55% in Cycle II. The improvement in teamwork skills reached 24.70% from the pre-cycle to Cycle I, 17.85% from Cycle I to Cycle II, and 42.55% from the pre-cycle to Cycle II. These findings show that implementing relay ball games has a positive impact on the development of teamwork skills in 5–6-year-old children.

Table 4. Improvement of Children's Cooperation Skills in Each Cycle

Pre-Cycle	Cycle I	Cycle II	Improvement
41.00%	65.70%	–	24.70%

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Pre-Cycle	Cycle I	Cycle II	Improvement
–	65.70%	83.55%	17.85%
41.00%	–	83.55%	42.55%

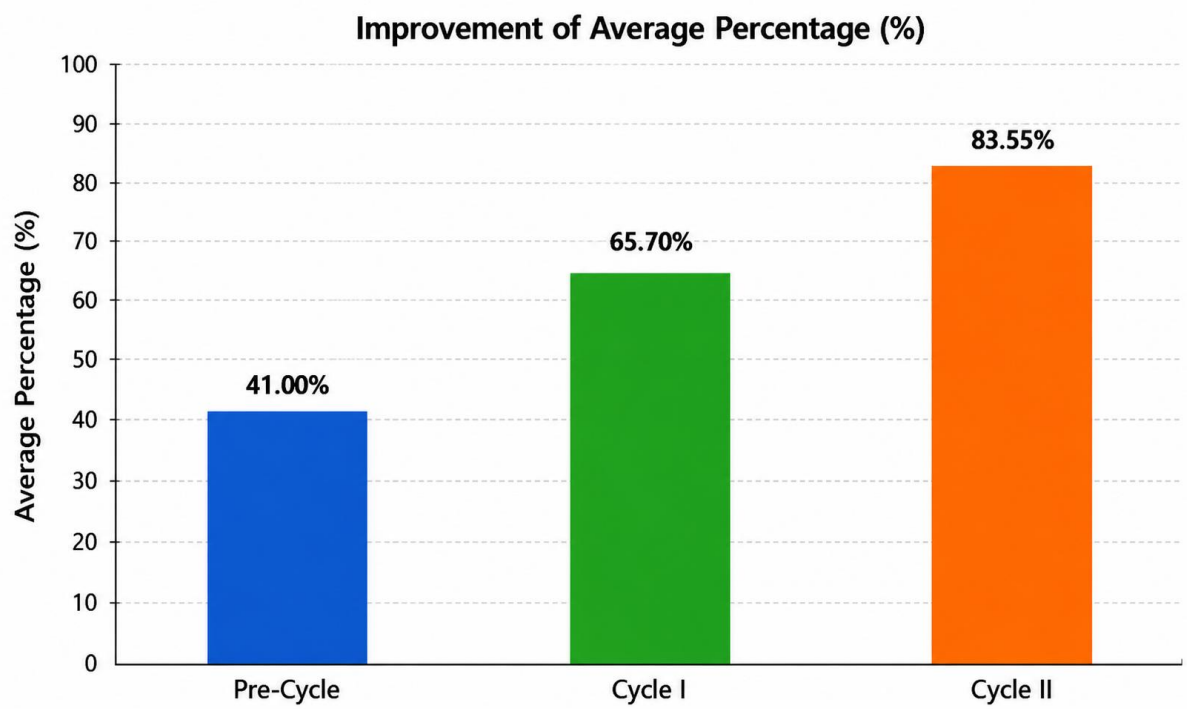

Figure 4. Diagram of the Improvement of Children's Cooperation Skills in Pre-Cycle, Cycle I, and Cycle II

Based on all these findings, the ball relay game has been proven effective in improving the cooperation skills of 5–6-year-old children. Improvements are seen in kids' ability to wait their turn, share roles, follow rules, help friends, interact positively, and complete group tasks together.

Discussion

The research results show that playing ball relay games can gradually improve cooperation skills in 5–6-year-old children at RA Amal Ikhlas. The improvement is seen from the average cooperation skills of the children, which increased from 41.08% at the pre-cycle stage to 65.70% in Cycle I and reached 83.55% in Cycle II. By the end of the activity, 13 out of 14 children, or 92.86%, had reached the Developing as Expected (BSH) and Very Good Development (BSB) categories. These findings suggest that ball relay games can be used as a play-based learning strategy to stimulate children's social skills, especially in interacting, sharing roles, waiting for turns, following rules, helping friends, controlling emotions, and completing group tasks together.

At the pre-cycle stage, the children's cooperation skills are still at a low level. Eleven children, or 78.57%, fall into the Not Yet Developed (BB) category, while three children, or 21.43%, are in the Beginning to Develop (MB) category. There are no children yet who have reached the Developing as Expected or Very Well

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Developed categories. This shows that children still need structured social stimulation to build the habit of interacting and cooperating with their peers. At ages 5–6, children start showing more complex social development, like understanding group rules, developing empathy, sharing, and building positive relationships with friends. However, these skills still require hands-on experience and consistent practice in learning activities.

The low ability to cooperate at the early stage can also be understood as a result of the limited opportunities for children to engage in group play with shared goals. Children who more often participate in individual activities tend to be less used to sharing roles, taking turns, or adjusting personal desires to the needs of the group. According to (Alma'wa & Hambali, 2026), A child's social development is influenced by their experiences interacting with the environment, especially family, school, and peers. Therefore, learning in early childhood education centers needs to provide activities that allow children to experience real social situations, including cooperating, resolving simple conflicts, and understanding the consequences of their behavior within a group.

The implementation of ball relay games in Cycle I gives children a more concrete social experience. On average, cooperation skills increased to 65.70%, with one child in the BSB category and four children in the BSH category. This improvement shows that children are starting to understand game patterns, basic rules, and simple responsibilities within the group. During the game, children need to line up, wait for their turn, receive the ball from a friend, go through obstacles, and pass the ball to the next friend. These activities create positive dependence because the group's success relies on each member's participation. (Vriegde & Pudyaningtyas, 2025) explaining that cooperative learning can develop social skills when each individual has a role, shared goals, and responsibility to support the group's success.

Those findings are also in line with sociocultural theory (Yulianti, Siska, Andre, & Sari, 2025) which emphasizes that child development happens through social interaction. In relay ball games, children get the chance to learn through communication with friends and guidance from the teacher. A child who has understood the rules of the game can become a model for other friends, while the teacher provides scaffolding in the form of directions, demonstrations, repetition of rules, and positive reinforcement. With this support, children gradually become able to carry out cooperative behaviors that previously needed help. You can see this process when kids start to line up, follow commands, take turns passing the ball, and help friends who haven't understood the game rules yet.

Besides through social interaction, the development of teamwork skills can also be explained through social learning theory (Lin, Wu, Wu, & Qin, 2024). Children learn by observing the behavior of others, copying actions they think are right, and keeping up those behaviors when they get reinforcement. In a relay ball game, kids can see friends who are able to wait their turn, follow the rules, pass the ball properly, or support their team members. When these behaviors get praise from the teacher or a positive response from friends, other kids are encouraged to imitate them. So, group games can be an effective way to shape social behavior through observation, imitation, and reinforcement.

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Even though there was an improvement in Cycle I, the results still didn't meet the success indicators because there are still seven children in the 'Beginning to Develop' category and two children in the 'Not Yet Developed' category. This shows that cooperation skills in young children require repeated practice and learning that isn't just focused on the outcome of the play, but also on the social process that happens during the activities. (Muttaqin & Arisanti, 2025) explaining that playing gives children the chance to build understanding through hands-on experience. When kids join group games, they learn to understand rules, manage their behavior, think about their friends, and adjust their actions to shared goals. That's why repeating ball relay games in Cycle II is important so kids can internalize cooperative behavior more steadily.

In Cycle II, improvements were made through simpler rule explanations, movement demonstrations by the teacher, more directed group divisions, repeated gameplay, and positive reinforcement. These improvements resulted in an average teamwork ability increase to 83.55%. Eight children, or 57.14%, reached the BSB category, and five children, or 35.72%, reached the BSH category. There were no children left in the BB category. Thus, 92.86% of the children had reached the BSH and BSB categories, meeting the research success indicators. These results show that repeated games supported by teacher guidance can help children develop social habits more consistently.

The results of this research are in line with the opinion (Masrun, Okilanda, Khairuddin, Utama, & Putra, 2025) Regarding the development of children's social play, Parten explains that children develop from more individual forms of play to associative and cooperative play. In cooperative play, children share a common goal, divide roles, and have organized interactions. The relay ball game in this study fits the characteristics of cooperative play because each child has tasks that are interconnected. Children need to complete their part so the game can continue for the next child. This situation helps children understand that the success of the group cannot be achieved individually, but requires contributions and responsibility from all members of the group.

The development of cooperation seen in this study is also related to children's social-emotional skills. Children not only learn to do activities together, but also learn to manage their emotions when they have to wait their turn, accept mistakes, or deal with friends who move more slowly. (Alya'iddini, 2026) explaining that social-emotional competence in children includes the ability to understand emotions, manage emotional responses, build positive relationships, and participate effectively in social settings. In relay ball games, children get hands-on experience to practice these skills, for example when they have to wait their turn patiently, give their friends a chance, and encourage group members who are going through obstacles.

The uniqueness of this study lies in modifying the ball relay game with a hula hoop tunnel obstacle. This modification not only adds an element of fun to the game but also broadens the learning demands for children. Kids need to maintain coordination while passing through obstacles, focus on following the sequence of the game, and stay aware of their friends in the group. Based on observation notes, during the initial rounds, some children were still moving hastily, couldn't line up neatly, and tended to want their turn immediately. However, in the next rounds, the

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children began to show changes, like waiting for the teacher's signal, passing the ball to the next friend, encouraging each other, and reminding friends to follow the game rules. These behavioral changes show that obstacles in games can create social situations that encourage children to build communication and cooperation more intensively.

This finding is supported by (Anisa & Sit, 2024) which emphasizes that play has an important role in children's social, emotional, and cognitive development. Playing allows children to learn decision-making, build social relationships, solve problems, and develop self-control in a fun environment. Likewise, (Pratiwi, Kristiana, & Muttaqin, 2024) explaining that games designed with a clear direction can help children develop self-regulation, communication, creativity, and teamwork skills. In the context of this study, the ball relay game becomes a guided play activity because the teacher sets the rules, group goals, sequence of activities, and clear forms of reinforcement, but the children still get an active and enjoyable play experience.

Besides affecting teamwork skills, relay ball games also have the potential to integrate various aspects of child development. The physical-motor aspect develops when children carry the ball, move, maintain balance, and navigate obstacles. The cognitive aspect develops when children understand the sequence of the game, remember the rules, and decide on the right actions. The language aspect develops when children communicate, give simple instructions, or cheer on friends. Meanwhile, the social-emotional aspect develops through activities like sharing roles, waiting for their turn, controlling emotions, and building positive relationships. This integrated learning approach aligns with early childhood education principles that place children as individuals who develop holistically and learn through meaningful hands-on experiences (Lestari, Iswantiningtyas, & Nugroho, 2025).

Overall, the improvement in cooperative skills from 41.08% in the pre-cycle to 83.55% in Cycle II shows that ball relay games can be an effective alternative learning strategy to develop the social skills of 5–6-year-old children. However, these research results need to be understood in the context of a classroom action study involving 14 children at a single educational institution. Therefore, the findings mainly reflect the success of improving learning in the context of RA Amal Ikhlas and cannot yet be generalized widely. Future research could involve a larger number of participants, compare ball relay games with other forms of cooperative play, and observe the sustainability of children's cooperative skills over a longer period.

CONCLUSION

Based on the results of the classroom action research conducted over two cycles, it can be concluded that the ball relay game can improve the cooperation skills of 5–6-year-old children at RA Amal Ikhlas. On average, cooperation skills increased from 41.08% in the pre-cycle to 65.70% in Cycle I and 83.55% in Cycle II. As many as 92.86% of children reached the Developing as Expected (BSH) and Very Well Developing (BSB) categories. This game trains children to take turns, share roles, follow rules, help friends, communicate, and complete group tasks together.

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Teachers are advised to use ball relay games as a fun learning activity to develop children's cooperation. Institutions need to provide safe and adequate play facilities, while parents can practice children's cooperation through group games at home. Future research can involve more children, longer research periods, and other variations of cooperative games.

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