

# Optimizing the Zone of Proximal Development in Local Culture-Based Learning to Develop Early Childhood Social Skills

Nurafni Umayyah<sup>1</sup>, Fauzi<sup>2</sup>

<sup>1</sup>Universitas Islam Negeri Prof.KH. Saifuddin Zuhri; nurafniuumayyah39@guru.paud.belajar.id

<sup>2</sup>Universitas Islam Negeri Prof. K.H Saifuddin Zuhri; drfauziibn@gmail.com

## How to cite this article:

Umayyah, N., & Fauzi, F. (2026). Optimizing the Zone of Proximal Development in Local Culture-Based Learning to Develop Early Childhood Social Skills. *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, 5(1), 126–138. <https://doi.org/10.62515/eduhappiness.v5i1.1283>

## Edu Happiness:

Jurnal Ilmiah Perkembangan  
Anak Usia Dini

Vol 05 No 1 January 2026

Hal : 126-138

<https://doi.org/10.62515/eduhappiness.v5i1.1283>

Received: 08 November 2025

Accepted: 22 November 2025

Published: 31 January 2026

**Publisher:** Lembaga Penelitian dan Pengabdian Masyarakat (LPPM), Institut Nasional Nusantara (INN) Al Farabi Pangandaran, stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



**Copyright:** © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by-sa/4.0>).

## Abstract

Early childhood social skills often do not develop optimally because learning does not provide adequate support for developmental needs and does not make the most of local culture as a learning resource. This study aims to optimizing ZPD in local culture-based learning to strengthen children's social skills. The research was conducted at the Muslimat NU Masyithoh 25 Sokaraja early childhood education center in Banyumas district with the research subjects being children aged 4-6 years and teachers involved in the learning process. The type of research used was descriptive qualitative research with a field study approach. Data were collected through observation of children's interactions, interviews with teachers, and documentation of learning activities that utilized elements of local culture. Data analysis was conducted through data reduction, data presentation, and inductive conclusion drawing to obtain an overview of the learning patterns and development of children's social skills. The results of the study indicate that the integration of local culture can improve cooperation, communication skills, and children's ability to build social relationships more effectively. These findings confirm that analysis of the application of the Zone of Proximal Development (ZPD) in the context of local culture-based learning contributes significantly to strengthening the social skills of early childhood.

**Keywords:** ZPD, local culture, social skills, early childhood.

## INTRODUCTION

Early Childhood Education (PAUD) is defined as an educational system focused on optimizing the holistic growth and development of children. The importance of early education is driven by various learning theories, which suggest that it is at this age that various aspects of development experience a very rapid and decisive period. PAUD learning programs must be designed specifically and contextually, with their implementation carefully tailored to the developmental stage (DAP) and the individual needs of each student. The principle of Developmentally Appropriate Practice (DAP) serves as a fundamental guideline in designing learning programs. Essentially, the

curriculum and instructional methods must always be appropriately adapted and aligned with the child's cognitive, socio-emotional, and physical developmental stages (Malik, 2024).

The social development of early childhood is a crucial foundation for their ability to interact, cooperate, and adapt in everyday life. However, in many PAUD institutions, children are still found to have not yet demonstrated optimal social skills, such as difficulty sharing, waiting their turn, and solving simple problems independently. This condition is often caused by learning that is not fully responsive to children's developmental needs and a lack of utilization of the local cultural context that is close to their lives. Social development in early childhood is a crucial foundation for their ability to interact, cooperate, and adapt in the social environment. Vygotsky's theory is often known as the theory of sociocultural development which emphasizes social and cultural interactions. Through interaction with the social environment and peers, children will develop their knowledge and also acquire cultural values (Kurniati, 2025). Research conducted by Helen Armelia, et al. entitled "The Influence of Social Interaction on Social and Emotional Development of Children Aged 5-6 Years" shows that social interaction with peers consistently helps children learn to share, wait their turn, communicate, and manage small conflicts constructively, aspects that are part of important early social skills (Education & Program, 2024).

Based on observations at the Muslimat NU Masyithoh 25 Kindergarten in Sokaraja, it was identified that the majority of students still exhibit limitations in independent social interaction competencies. This condition is reflected in the fact that more than half of the children require intensive direction and guidance from teachers, especially when engaging in collaborative activities or playing in groups. This high level of dependency indicates an urgent need to develop more focused pedagogical intervention strategies to strengthen children's social independence and collaboration skills from an early age. Research literature also supports these findings: for example, a national study showed that approximately 60% of early childhood children have not yet achieved the ability to cooperate and communicate effectively in group activities (Kemendikbudristek, 2024). This fact confirms that social skills do not develop naturally but rather require appropriate stimulation through contextual and interaction-rich learning designs (Arifiyanti & Maharani, 2024).

The development of social skills in early childhood is a crucial foundation for their ability to interact, cooperate, and adapt in social life. However, in many early childhood education institutions, observations show that children do not always demonstrate optimal social skills, such as difficulty sharing, taking turns, or resolving minor conflicts independently. One reason is a learning approach that is less responsive to their social development needs, as well as minimal use of the local cultural context as a learning resource relevant to their daily experiences. The development of positive social skills facilitates social interaction and trains children in the community (Amalia et al., 2023). In this context, local culture-based learning can serve as a vehicle for providing real-life social experiences, allowing children to practice the values of cooperation, communication, and social interaction through activities relevant to their lives.

Local culture-based learning plays a strategic role in creating relevant and meaningful learning experiences for early childhood. The integration of local cultural elements such as traditional games, folklore, regional songs, and community activities into the Early Childhood Education (PAUD) curriculum has been shown to increase children's engagement and foster a sense of pride in their cultural identity. Implementing

local wisdom-based learning in PAUD can instill the values of mutual cooperation (gotong royong), responsibility, courtesy, and cooperation through daily activities such as traditional games and cultural exploration, making social interaction a natural part of the learning process. This approach not only strengthens children's cultural identity but also facilitates their understanding of social rules and community norms through contexts that are familiar and close to their lives, making learning more meaningful and impacting their socio-emotional development (Arifiyanti & Maharani, 2024).

Several studies support this, including a study of local wisdom-based contextual learning in PAUD in Madura by Danang Prastyo et al., which found that local culture integration helps instill social values such as mutual cooperation, togetherness, and empathy from an early age (Prastyo et al., 2025). Furthermore, other research conducted by Ita et al. not only maintains cultural identity but also increases children's active participation and social interaction in daily activities, such as through traditional games, folklore, or arts and cultural activities (Ita & Ngonu, 2025). Thus, local culture can serve as a contextual and meaningful learning framework, enabling children to understand social norms and practice social skills in a setting that is familiar and relevant to their lives.

When the local cultural context is integrated with a learning design that allows for interaction, cooperation, and communication, rather than simply individual activities, children are given the opportunity to practice emotional regulation, empathy, and cooperation in groups. This is crucial given that children's socio-emotional development is closely correlated with how they learn in a supportive social and cultural environment. Therefore, learning design in early childhood education must consider social and cultural aspects, not just cognitive or motor skills, to ensure children's holistic development. Integrating local culture with a responsive pedagogical approach can strengthen children's social foundations, facilitating adaptation, communication, and cooperation skills from an early age. Thus, strengthening learning through local culture is not only about inheriting traditions, but also an effective educational strategy to support children's social and character development more optimally.

Field findings indicate that role-playing and games based on local wisdom, when supported by targeted teacher scaffolding, lead to increased participation and interaction among children in group activities. Recent research indicates that children participating in role-playing sessions demonstrate significant improvements in social skills indicators such as sharing, taking turns, and simple negotiation compared to pre-intervention conditions (Musi & Halik, 2025). The use of local cultural elements (folktales, songs, traditional games) also provides a familiar context, making children feel comfortable and motivated to experiment socially in a safe environment. Recent literature and field studies support this strengthening effect on empathy and emotional regulation in early childhood (Ayu & Sari, 2025). Thus, recent empirical evidence indicates that combining local culturally based role-playing with teacher scaffolding is an effective strategy for fostering quality social interactions and socio-emotional development in early childhood.

Although research related to the ZPD and local culture-based learning has been conducted, most still discusses the two concepts separately. There are few studies that specifically integrate these two approaches to comprehensively examine their impact on early childhood social skills. This research is novel: it combines scaffolding strategies within the ZPD with local culture-based activities to examine how the two reinforce each other in developing children's social interactions.

This research was conducted to address the need for more contextual, responsive, and effective learning models for developing early childhood social skills. The purpose of this research is to analyze how optimizing the ZPD through local culture-based learning can strengthen children's social skills in the context of early childhood education institutions. The research's contribution is expected to not only enrich theoretical studies on the integration of developmental and cultural approaches but also provide practical recommendations for teachers in designing more meaningful learning that is tailored to the characteristics of Indonesian children.

## **METHODS**

This study employed a qualitative method with a descriptive research design to provide an in-depth description of the process of optimizing the Zone of Proximal Development (ZPD) in local culture-based learning. The study was conducted at the Muslimat NU Masyithoh 25 Sokaraja Preschool, with teachers and children aged 4–6 years as the research subjects, while the research focus was on social skills in learning activities that incorporate elements of local culture. Research instruments included an observation sheet for children's social skills, a semi-structured interview guide for teachers, and a documentation format comprising activity photos, field notes, and learning materials. Data collection was conducted through participatory observation, interviews, and documentation, as is commonly used in qualitative research to obtain in-depth and contextual data (Sugiyono, 2020; Creswell, 2021). Data analysis was conducted through the stages of data reduction, data presentation, and inductive conclusion-drawing to obtain a comprehensive picture of the influence of integrating the ZPD and local culture on children's social skills development (Miles, Huberman, & Saldaña, 2020).

## **RESULTS AND DISCUSSION**

### **Results**

Research shows that the application of the ZPD (Zipline-Based Developmental Style) combined with local culture-based learning contributes positively to the development of social skills in early childhood at Muslimat NU Masyithoh 25 Kindergarten in Sokaraja. Observations during the learning process indicate that children's social engagement increases when learning activities are linked to cultural contexts close to their lives, such as traditional games and collaborative activities typical of the local environment. In these situations, children participate more actively, interact with their peers, and demonstrate cooperative behavior throughout the activities.

Based on learning documentation data, consistent changes in children's social behavior are evident, particularly in aspects of cooperation, communication skills, and social relationship building skills. Children are more frequently involved in group activities with minimal conflict and demonstrate an ability to adapt to social dynamics in the classroom. These findings confirm that the application of the ZPD in local culture-based learning can create a learning environment that supports the continuous strengthening of social skills in early childhood.

Early childhood social skills often do not develop optimally because learning does not provide adequate support for developmental needs and does not utilize local culture optimally as a learning resource. The results of this research indicate that integrating local culture can improve children's cooperation, communication skills, and ability to build social relationships more effectively. This finding confirms that the analysis of the application of the Zone of Proximal Development (ZPD) in the context of local culture-

based learning provides a significant contribution to strengthening the social skills of early childhood.

Our research findings demonstrate that optimizing the Zone of Proximal Development (ZPD) integrated into local culture-based learning has a significant impact on improving the social skills of early childhood children at Muslimat NU Masyithoh 25 Kindergarten in Sokaraja. During learning, activities that utilize cultural elements from the surrounding environment, such as traditional games, mutual cooperation activities, and collaborative interactions familiar to the children, create a more participatory learning environment. This encourages children to become more confident in communicating, actively interact with their peers, and demonstrate supportive behavior throughout the learning process.

The research findings are also supported by documentation showing gradual and continuous development in social behavior. These changes are evident in children's increased ability to work collaboratively in groups, express ideas verbally, respect the opinions of others, and adapt to various social situations in the classroom. The intensity of conflict between children during group activities also tends to decrease as they become more able to manage social interactions positively. This fact indicates that the implementation of the Zone of Proximal Development (ZPD), enriched with local culturally based learning experiences, can build a conducive learning environment for the development of children's social competencies from an early age.

This study also revealed that the low development of social skills in children is often related to learning practices that do not fully address individual developmental needs and do not optimize the potential of local culture as a learning medium. When the cultural environment is made an integral part of the learning process and teachers provide support according to children's developmental stages through the ZPD approach, there is an increase in the ability to collaborate, communicate effectively, and build healthy social relationships with peers. Therefore, the results of this study confirm that strengthening the implementation of the Zone of Proximal Development through learning rooted in local culture is a relevant and effective strategy for developing social skills in early childhood sustainably.

### **1. Implementation of the Zone of Proximal Development in Local Wisdom-Based Learning**

Research results show that the implementation of the Zone of Proximal Development (ZPD) integrated with local wisdom-based learning can foster more active, focused, and meaningful social interactions in early childhood. Learning activities that utilize traditional games, mutual cooperation activities, and various cultural forms close to children's lives create ample opportunities for them to learn through direct social experiences. In these situations, children not only participate as individuals but also learn to understand roles, rules, and responsibilities as part of a group.

During the learning process, several children were still found to experience barriers to social interaction. These barriers were evident when children were reluctant to share play equipment, were unable to wait their turn, or experienced simple disagreements when determining role assignments in traditional games. This situation indicates that each child's social skills develop at different rates and therefore require support tailored to their developmental needs. Teachers then provided scaffolding through behavioral examples, verbal guidance, prompting questions, demonstrations, and gradual positive reinforcement. This mentoring

helps children understand appropriate ways to interact, resolve conflicts simply, and adapt their behavior to mutually agreed-upon rules.

Changes in social behavior are gradually apparent after children receive consistent support from their teachers. Children begin to demonstrate courage in communicating with friends, work more easily together on group assignments, are willing to share play equipment, and are able to respect others' turns and opinions. Interactions previously dominated by teacher direction gradually shift to more natural peer-to-peer communication. This indicates that implementing the ZPD through systematic mentoring can optimize children's social potential, enabling them to engage in activities more independently without over-reliance on teacher assistance.

Research findings also demonstrate that local wisdom plays a crucial role as a learning context relevant to children's lived experiences. The cultural familiarity used in learning makes it easier for children to understand the meaning of the activities, allowing interactions to occur naturally. The values of togetherness, mutual respect, cooperation, and mutual assistance inherent in local culture are indirectly internalized through children's learning experiences. Thus, local culture serves not only as a learning medium but also as a means of developing social character appropriate to the environment in which children grow and develop.

## **2. The Role of the Zone of Proximal Development in Local Wisdom-Based Learning on the Development of Children's Social Skills**

Overall, the research results show that integrating local wisdom-based learning with the Zone of Proximal Development approach has a positive impact on the development of social skills in early childhood. This improvement is evident in children's abilities to cooperate, communicate, resolve simple conflicts, demonstrate empathy, and adapt to group dynamics. This development occurs because the learning process provides space for children to learn through real-life experiences, while simultaneously receiving support tailored to their individual abilities.

Learning designed based on the ZPD principle allows teachers to act not only as conveyors of information but also as facilitators, providing gradual support until children reach higher levels of development. This support is gradually reduced as children's ability to interact and complete tasks independently increases. This process demonstrates that the development of social skills does not occur instantly, but rather through continuous learning experiences, intensive social interactions, and mentoring tailored to the child's developmental needs.

The findings of this study also provide empirical evidence that local wisdom-based learning combined with optimization of the Zone of Proximal Development (ZPD) is an effective learning strategy for developing social skills in early childhood. This approach not only strengthens communication, collaboration, and adaptability but also creates learning experiences that are contextual, meaningful, and relevant to children's lives. Therefore, the integration of the ZPD and local wisdom can be considered as an alternative learning method capable of supporting children's social development in a more comprehensive and sustainable manner.

## **Discussion**

Applying the Zone of Proximal Development (ZPD) principle to early childhood education (ECE) practices requires teachers to recognize children's actual abilities and design gradual scaffolding to enable them to engage in social-cognitive activities they previously could not perform independently. Scaffolding can take the form of modeling,

guided questioning, collaborative task sharing, and reduced assistance as children's independence increases. These practices have been reported to increase children's participation and shift responsibility for learning from teacher to child. Literature and empirical studies demonstrate various effective scaffolding models for early childhood contexts and underscore the need for teacher training to apply the ZPD sensitively to individual differences (Margolis, 2020).

Learning based on local culture can optimize children's ZPD because cultural activities are generally collaborative. Teachers can design scaffolding based on local cultural activities. For example, in the game of gobak sodor, teachers help children understand the rules, work together as a team, and develop strategies. In introducing folklore, teachers guide children in identifying social values such as honesty and cooperation. Furthermore, the use of local culture has been shown to increase children's motivation and comfort in activities. Children appear more enthusiastic about participating in activities because the material presented relates to their daily experiences, such as traditional games or making regional specialties. This aligns with Sutanto's (2020) opinion that local culture-based learning increases the relevance of the material for children and helps transfer social values inherent in community life. High levels of child engagement increase the opportunity for quality interactions and strengthen the social skills they need.

Findings also indicate that local culture-based activities foster the values of mutual cooperation, mutual respect, and cooperation, which form the basis of social skills. For example, in children's batik bag making activities, children must share coloring materials with other group members. These behaviors demonstrate that the cultural context is not only a learning medium but also a source of social values that enrich children's interactions. This aligns with research by Rahma & Putra (2023), which found that local culture can be an effective strategy for developing children's collaboration skills, sense of community, and social identity.

In relation to social development theory, improving children's abilities to cooperate, communicate, and manage emotions indicates positive social-emotional development. Denham (2018) stated that direct interaction through collaborative play and cultural activities can strengthen four key aspects of children's social development: emotional regulation, social understanding, social relationship skills, and prosocial abilities. The findings of this study indicate the gradual development of these four aspects throughout the learning process.

When linked to local wisdom-based learning, scaffolding strategies are formulated so that cultural activities, such as traditional games, folktales, and group work on local crafts, become meaningful vehicles for social interaction and value learning. This approach utilizes local materials, symbols, and norms, making it easier for children to understand shared social and ethical rules (taking turns, sharing responsibilities, and helping each other). Case studies in several Indonesian early childhood education centers (PAUD) show that integrating local cultural content into scaffolding scenarios increases task relevance and children's motivation to interact (Ahdad et al., 2023). Implementing the ZPD (Zip-Level) within the context of local wisdom also requires technical adaptations: teachers need to design tasks that are slightly above the child's ability (within the ZPD), select appropriate peers, and use cultural objects as semiotic mediators. This type of planning strengthens the internalization of social rules because cultural symbols act as a bridge between children's everyday experiences and more abstract social concepts. Evaluation of implementation in field studies emphasizes the importance

of teacher reflection and ongoing documentation to assess when scaffolding should be reduced.

Frequently reported barriers to implementation in the field include limited learning time, teacher preparedness in designing culture-based activities, and pressures from formal curricula that are not always flexible to local contexts. Indonesian literature also indicates the need for policy support and resources (e.g., activity modules, training, local materials) to ensure the sustainable integration of the ZPD and local wisdom. Evaluative studies suggest a collaborative model between teachers, parents, and the community to maintain cultural authenticity while meeting child development goals (Dhiu et al., 2025).

Field observations also support this research, showing that when the ZPD is operationalized through local wisdom activities, children experience improved cooperative skills: tradition-based group tasks encourage role-sharing, negotiation of game rules, and experiences of mutual assistance—all elements central to prosocial social skills. Empirical studies confirm that scaffolding directed at social interaction (e.g., teachers facilitating turn-taking, modeling expressions of empathy) accelerates children's progress in sharing, taking turns, and resolving simple conflicts (Munir, 2023). Aspects of communication and emotional management also develop through culturally based ZPD practices: the use of folktales or traditional songs as learning media provides a safe context for children to express feelings, practice taking turns speaking, and interpret others' perspectives. Research on guided play and scaffolding has found that lightly structured activities containing cultural elements improve social language skills and emotional regulation, as children are provided with familiar social scripts and support to practice until they are able to internalize them (Sanchez, 2025).

Peer-scaffolding (peers as mediators) in local wisdom activities has been shown to be effective in shaping group norms and social capacity: slightly more advanced children serve as models, enabling collaborative and community-based learning. Experimental and qualitative studies report increased empathy, helpfulness, and understanding of social rules when peer interactions are guided by teachers through the ZPD strategy. Heterogeneous age/ability group settings enable the transfer of social skills from more advanced to less advanced children (Munir, 2023). Meta-analytic evidence and systematic reviews also support field findings that cultural integration and scaffolding have positive effects on children's socio-emotional development, while strengthening children's cultural identity. However, several studies emphasize variability in outcomes depending on the quality of the scaffolding, the cultural relevance of the chosen approach, and the continuity of practice at home/community. Therefore, recommendations for practice include ongoing teacher training, family-school collaboration, and periodic monitoring of children's social development to ensure the transfer and generalization of social skills across contexts (Latifa et al., 2023).

## **CONCLUSION**

Based on the research results and discussion, it can be concluded that the implementation of the Zone of Proximal Development (ZPD) in local wisdom-based learning has been proven to provide an effective pedagogical framework for optimizing the learning process of early childhood. Through culture-based activities such as traditional games, folklore, mutual cooperation practices, and exploration of the surrounding environment, teachers are able to provide developmentally appropriate scaffolding, so that each child receives optimal support in achieving competencies that

are slightly above their actual abilities. This approach not only maintains the relevance of local culture in learning activities but also creates learning experiences that are authentic, meaningful, and appropriate to the context of the child's life.

## REFERENCES

- Ahdad, M. M., Loka, N., & Purnomo, E. (2023). *Cakrawala Dini : Jurnal Pendidikan Anak Usia Dini Local Wisdom Learning Strategies in Early Childhood Education with : A Case Study of Early Childhood Education in the Special Region of Yogyakarta and South Sumatera*. 14(May), 63–72.
- Amalia, R., Mulyani, P. K., Hayati, I. R., Yusi, A., & Sa, N. (2023). *Kajian Perkembangan Sosial Emosional Anak Usia Dini (Systematic Literature Review)*. 6(3). <https://doi.org/10.31004/aulad.v6i3.565>
- Arifiyanti, N., & Maharani, O. (2024). *Pengembangan Kemampuan Motorik dan Sosial Emosional Anak Usia Dini Menggunakan Permainan Tradisional*. 13(1), 114–125.
- Ayu, D., & Sari, M. (2025). *The Role Of Traditional Games In Improving Early Childhood Social Skills*. 3(1), 21–29.
- Bakri, Fitriani, Wello, M. B., & Dollah, S. (2022). *Zone Of Proximal Development In Teaching English Poetry: An Overview In Indonesian Higher Education Context*. <http://eprints.unm.ac.id/30009/>
- Cici, C., & Supriadi, S. (2024). Inovasi dalam Pengembangan Sosial Emosional Anak Usia Dini. *Bouseik: Jurnal Pendidikan Islam Anak Usia Dini*; Vol. 2 No. 1 (2024): Mei; 23-44 ; 3026-2194. <https://jurnal.staibslg.ac.id/index.php/bouseik/article/view/738>
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Denhere, C., Chinyoka, K., & Mambeu, J. (2013). *Vygotsky's Zone of Proximal Development Theory: What are its Implications for Mathematical Teaching?* <https://doi.org/10.15580/gjss.2013.7.052213632>
- Dhiu, K. D., Meo, E. M., Ema, M., & Lokal, B. (2025). *Implementasi Budaya Lokal Dalam Pembelajaran Anak Usia Dini Di Tk Negeri Tibakisa , Nagekeo*. 4, 1–8.
- Education, C., & Program, S. (2024). *Islamic Early Childhood Education*. 2(1).
- Fatimatuazzahroh, S., & Badriyah, L. Z. . (2023). Potret Perkembangan Emosional Anak Usia Dini Di Keluarga Brokenhome di Wilayah Pati . *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, 2(2), 303–312. <https://doi.org/10.62515/eduhappiness.v2i2.262>
- Gusni, K., Mayar, F., Rakimahwati, & Eliza, D. (2026). Development of Local Culture-Based Interactive Media to Improve Children's Mathematics Skills in Kindergarten. *Jurnal*

- Penelitian Pendidikan IPA*; Vol. 12 No. 4 (2026); 525-532 ; 525-532 ; 2407-795X ; 2460-2582 ; 10.29303/Jppipa.V12i4.  
<https://jppipa.unram.ac.id/index.php/jppipa/article/view/14481>
- Huda, K., Hartati, S., & Dwi Utami, A. (2026). Development of a Project-Based Learning Model Using Science Games to Enhance Social Skills in Early Childhood. *Journal of Educational Studies*; Vol. 4 No. 2 (2026): July; 507-514; 3031-4232 ; 10.58218/Jes.V4i2.  
<https://ejournal.baleliterasi.org/index.php/JEs/article/view/2495>
- Husnul, H. K., Eka, E. N., Aghnaita, & Neela Afifah. (2022). Stimulasi Zone of Proximal Development Anak Usia Dini Melalui Metode Eksplorasi. *ABNA : Journal of Islamic Early Childhood Education*; 2776-0731; 2774-9533; 10.22515/Abna.V3i2.  
<https://ejournal.uinsaid.ac.id/index.php/abna/article/view/5626>
- Ismail, R., & Subagyo, T. (2023). Project Based Learning Model to Improve Early Childhood Social Skills in Ternate. *Daengku: Journal of Humanities and Social Sciences Innovation*; Vol. 3 No. 2 (2023); 300-312; 2775-6165; 10.35877/454RI.Daengkuv3i2.  
<https://jurnal.ahmar.id/index.php/daengku/article/view/1512>
- Ita, E., & Ngonu, M. R. (2025). *Analyzing the Implementation of Local Wisdom-Based Learning in Early Childhood Education : The Case of Early Childhood Education*. 11(1), 237–246.
- Junefelt, K. (1990). The Zone of Proximal Development and Communicative Development. *Nordic Journal of Linguistics*, 13(2), 135–148.  
<https://doi.org/10.1017/s0332586500002201>
- Khairanis, R., & Aldi, M. (2025). Eksplorasi Keterampilan Sosial Melalui Pembelajaran Bahasa Arab Di Lingkungan Pendidikan Anak Usia Dini. *Pijar Pelita: Journal of Early Childhood Education and Early Childhood Islamic Education* ; Vol. 1 No. 1 (2025): Januari; 69-78 ; 3089-7769. <https://journal.pijarpelita.com/jpp/article/view/8>
- Kurniati, E. (2025). Teori Sosiokultural Vygotsky untuk Anak Usia Dini. *Jurnal Studi Pendidikan Anak Usia Dini*, 1(1), 19–24.  
<https://www.putrapublisher.org/ojs/index.php/jspaud/article/view/703>
- Kusumawati, S. A. R. (2022). Metode Bermain Peran Sebagai Upaya Pengembangan Keterampilan Sosial Anak Usia Dini. *AL IHSAN: Jurnal Pendidikan Islam Anak Usia Dini*; Vol 3 No 1 (2022): (Mei 2022); 013-019; 2745-8253.  
<https://ejournal.iaiibrahimy.ac.id/index.php/alihsan/article/view/1143>
- Latifa, B., Suryana, D., Mayar, F., Mahyuddin, N., Anak, P., Dini, U., Pendidikan, F. I., & Padang, U. N. (2023). *Development of Culture-Based Learning Through Children ' s Kerinci Folk Stories in Kindergarten*. 7(6), 7809–7818.  
<https://doi.org/10.31004/obsesi.v7i6.5582>

- Malik, L. R. (2024). *Penerapan Model Pembelajaran Kelompok dalam Pendekatan Developmentally Appropriate Practice*. 9(2), 113–124.
- Margolis, A. A. (2020). *Zone of Proximal Development , Scaffolding and Teaching Practice*. 5435, 15–26.
- May Adelin Simanjuntak, Hoerniasih, N., & Muis, A. (2025). Penerapan Pembelajaran Metode Jigsaw Untuk Mengembangkan Kemampuan Interaksi Sosial Dalam Pendidikan Anak Usia Dini. *Comm-Edu (Community Education Journal)*; Vol. 8 No. 2 (2025): Mei 2025; 319-324 ; 2615-1480 ; 2622-5492 ; 10.22460/Comm-Edu.V8i2. <https://journal.ikipsiliwangi.ac.id/index.php/comm-edu/article/view/24523>
- Medalyn Diomampo. (2023). *Conscious Discipline Program Towards Development of Social Foundation Skills in the Context of Early Childhood Education*. <https://doi.org/10.5281/zenodo.7814285>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Munir, S. (2023). *The Effect of Teacher Scaffolding and Peer-Scaffolding on Reading Comprehension and Vocabulary Ability*. 12(3), 451–460.
- Musi, M. A., & Halik, A. (2025). *The Effect of Role-Playing Methods on Early Childhood Social- Emotional Development*. 3(01), 113–122.
- Mustakimah, I., & Masitoh, I. (2025). Analisis Pola Asuh Permisif dalam Perkembangan Sosial Emosional Anak Era Digital di Kober Al-Amin. *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, 4(2), 160–169. <https://doi.org/10.62515/eduhappiness.v4i2.602>
- Mutiara, Y. (2025). *Integration of Local Wisdom Values in Early Childhood Collaborative Learning Strategies : A Study On Culture-Based Early Childhood Education*. 5.
- Negeri, U. I., & Purwokerto, S. Z. (2023). *Application Of Theory Of Zone Of Proximal Development ( ZPD ) In Group Learning Context In Early Childhood*. <https://doi.org/10.4108/eai.26-11-2022.2336277>
- Nurani, Y. (2024). *Children ' s Character Learning Model Based on Indonesian Local Wisdom : Implemented to Early Childhood Education in Play Centers*. 18(1).
- Prastyo, D., Lestari, G. D., Haryati, N., Mardiani, D. P., & Reswari, A. (2025). *Application of Contextual Learning Based on Madura Local Culture in Improving Understanding of Social Values in Early Childhood*. 13, 233–245.
- Putri, Y. M. D., & Hasiana, I. (2025). The Impact of Role Play Method in Enhancing Communication Skills in Early Childhood: Enhancing Early Childhood Communication Through Role Play. *Primary Education Insight*; Vol. 1 No. 2 (2025): Primary Education Insight, December Issue; 80-91; 3110-5653 ;

10.65779/Pedi.V1i2. <https://creativesmartvisionary.com/pedi/article/view/32>

- Ruswanda, R. F., Rinaldi, A., Andriani, S., & Nabilla, G. A. F. (2020). Meningkatkan Kemampuan Berpikir Kreatif Matematis Melalui Model Pembelajaran Experiential Learning Berbasis Zone Of Proximal Development (ZPD). *Journal of Mathematics Education and Science*; Vol. 3 No. 2 (2020): 55-60 ; 2621-1211 ; 2621-1203 ; 10.32665/James.V3i2.  
<https://journal.unugiri.ac.id/index.php/JaMES/article/view/138>
- Sanchez, A. (2025). Guided Play in the Kindergarten Classroom : One Teacher ' s Inquiry into Scaffolding Play - Based Writing Instruction. *Early Childhood Education Journal*, 53(6), 2089–2098. <https://doi.org/10.1007/s10643-025-01931-w>
- Sirithai Thanopajai, Bhumbhong Jomhongpipat, & Piyaporn Phitchayapirath. (2023). Developing a Model for Enhancing Skills in Organizing Experiences Science of Early Childhood Teachers. *Journal of Humanities and Social Sciences Mahasarakham University*, 42(5), 810–822.  
<https://doaj.org/article/6bea6bd5733f40aa9b4bf0e5c7ffb1a9>
- Solovieva Yu., & Quintanar L. (2016). The zone of proximal development during assessment of intellectual development in pre-school children. *Psychology in Russia: State of Art*, 9(4), 123–137. <https://doi.org/10.11621/pir.2016.0410>
- Wildiani Lathifah, Panggung Sutapa, Amir Syamsudin, & Martha Christianti. (2025). Implementation of traditional games based on Ki Hadjar Dewantara's philosophy to develop social skills in early childhood. *Cogent Education*, 12(1).  
<https://doi.org/10.1080/2331186X.2025.2529419>
- Winandar, A. K., Laem, O. L., & Antoh, M. (2023). *Model Pembelajaran Kontekstual Berbasis Budaya Lokal dalam Pendidikan Anak Usia Dini di Papua* 9(1), 627–637.