



Teachers' Efforts in Developing Social Emotional Kindergarten Students

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Abstract

Social-emotional is one of the important aspects developed in children from an early age. This is because social-emotional development will have an impact on the further development of children. This development can begin in early childhood education in the age range of 5-6 years. The purpose of this study is to explore teacher efforts for developing social-emotional students. This research is in the form of qualitative descriptive research using data collection techniques in the form of observation and interviews at Al-Mubarak Kindergarten and Ash-Shiddiq IT Kindergarten, Bone Regency. The data collected is then processed with three stages of analysis, namely data reduction, data display, and verification or conclusion. The results of this study found that there are several efforts used by teachers to develop social-emotional students, including rapport, positive reinforcement, and matching and mirroring in aspects of self-awareness, advice and appreciation in the form of positive affirmations in aspects of responsible attitudes, and direct direction and practical learning in aspects prosocial behavior. These efforts can be modeled and developed again by parents and other teachers.

Keywords: Social-emotional, Teachers Efforts, Kindergarten student.

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INTRODUCTION

Early childhood is a child who is in the process of development. Usually in the age range of 0-6 years. At this time, there is a golden opportunity to develop various children's potentials (Susanto, 2018). For this reason, at this time began the process of education to children called early childhood education.

Early childhood education plays an important role for children because it is the basic foundation of learning in developing and optimizing children's potential. Early childhood education is one of the coaching efforts aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education, including the child's social-emotional development.

Hurlock (in Ndari, et al, 2018) states that social emotional abilities are cooperation, competition, generosity, desire for social acceptance, sympathy, empathy, dependence, friendliness, selflessness, and imitation of attachment behavior. A child's emotional abilities are organized reactions to things related to individual needs, goals, interests, and interests. Emotional behavior appears as a result of one's emotions (Ndari, et al, 2018). In line with this, Tussyana, et al (2019) revealed that early childhood social emotional is a process of learning children about how to interact with others in accordance with existing social rules so that children are able to control feelings.

Based on this, judging from its development, an early childhood is important to pay attention to its social-emotional development. In fact, teachers should pay special attention to this because this aspect of social-emotional development will have an impact on further development for children. It is also beneficial for them when adapting to the community environment later.

Early childhood social-emotional development consists of three aspects, namely self-awareness, responsible attitudes, and prosocial behavior (Permendikbud no. 137, 2014). Self-awareness is the ability of children to recognize the feelings or emotions that are being felt and how the attitude in adjusting to the situation being experienced. Then, responsible attitude is the awareness of each child in carrying out an activity which is his duty and responsibility. The implementation of these duties makes them independent and trustworthy by others. The child's sense of responsibility includes the child being able to appreciate time, the child doing the tasks that have been given to him, taking care of his own belongings, and putting things according to their place.

Finally, prosocial behavior is positive social behavior that benefits or makes the physical or psychological condition of others better. Prosocial behavior as actions aimed at giving help or kindness to others or groups, in ways that tend to obey social norms in order to improve one's well-being. Prosocial behavior tends to be more dominant in early childhood, which appears from the age of 2 to 6 years. Children learn to do social relationships and get along with people outside their home environment.

Regarding social emotional, there is an interesting phenomenon in early childhood, especially in kindergarten students. In Yahro's research (2009) it was found that some kindergarten teachers in Yogyakarta still use teacher-centered learning, so that children do not seem to have flexibility in learning. This has an impact on the social emotional development of children who have not been maximized because learning activities have not given more space to children.

The same thing was expressed by Saputri (2020) who found that learning in early childhood is structured and formal, making the learning process while playing narrower. The effect caused to children is easily bored and bored because in the minds of children who are imagined only learn to appear in front of the class, told by the teacher to write, read, and count. In addition, learning design that leads to individualist work processes so that children interact less with their peers. Teachers seem to appreciate children who stand out more in the classroom. This makes it difficult for children who have delayed development to express the emotions they feel.

Different things were found by researchers at TK (Kindergarten) in Bone Regency, South Sulawesi, precisely at TK IT Ash-Shiddiq. Students aged 5-6 years have good social-emotional skills on average. This can be seen from the behavior of those who are able to blend in with their peers, have sympathy for their friends, are able to communicate well, help friends who are difficult happily and radiantly, and cannot control their attitude when parents are no longer with them in class. All of these things are inseparable from the role of teachers in fostering and carrying out the learning process for these children.

Teachers are one of the effective stimulators. As a teacher, of course, you must be able to manage learning in the classroom to run effectively and achieve learning goals. Teachers' efforts to achieve effective learning goals must have pedagogic competence which is an ability of someone in managing children's learning which includes understanding of students, designing and implementing learning, evaluating and learning outcomes, and developing children to actualize their various potentials, especially being able to develop social emotional skills well (Argiani, 2015). When teachers are able to manage learning well, it will make the stimulation of children's development run according to their age development.

By looking at this, researchers are interested in researching and analyzing further related to the social emotional abilities of children in Al-Mubarak Kindergarten and Ash-Shiddiq IT Kindergarten, especially in the ability of teachers to foster and produce students who are able to show good social emotional skills. Therefore, this study focuses on teacher efforts in developing students' social emotional in Al-Mubarak Kindergarten and Ash-Shiddiq IT Kindergarten in Bone District.

METHODS

Research Design

This research is qualitative, especially descriptive. This type of research seeks to explain actual problems, namely problems that are happening so that they are worthy of research (Sanjaya, 2015). With regard to this study, researchers will see an overview of teachers' efforts in developing social emotional children aged 5-6 years in Al-Mubarak Kindergarten and Ash-Shiddiq IT Kindergarten, Bone District. The reason for choosing the school is based on initial observations that in the school children have good social-emotional development and this is inseparable from the role of the teacher as its shaper.

Participants

The subjects in this study were four people, namely the principal of Al-Mubaraq Kindergarten, the principal of Ash-Shiddiq IT Kindergarten, the homeroom teacher of Al-Mubaraq Kindergarten, and the homeroom teacher of Ash-Shiddiq IT Kindergarten, all of whom became informants.

Data Collection

The data collection techniques in this study are observation and interviews. Observation is used when observing students and teachers during the learning process. Then, the interview was conducted by digging up information from the homeroom teacher and principal. Researchers become the main instrument (human instrument) in this study. Researchers serve as collectors and analyzers, then process and clarify data as quickly and accurately as possible (Moleong, 2017).

Data Analysis

The data analysis technique used in this study is a qualitative data analysis technique which includes three stages of analysis, namely data reduction, data display, and verification or drawing conclusions (Miles & Huberman, 1992). Then, to make the data collected more legitimate or valid, triangulation is also carried out, especially triangulation of data sources by comparing data from interview and observation sources.

FINDINGS AND DISCUSSION

The social-emotional development of children aged 5-6 years in Al-Mubarak Kindergarten and Ash-Shiddiq IT Kindergarten, Bone Regency is in the good category. This can be seen from observations made in the two schools. This social-emotional development is inseparable from the role of teachers in shaping them. Children's social-emotional development is divided into three aspects, namely self-awareness, responsible attitudes, and prosocial behavior. Based on the results of data analysis, several efforts were obtained by teachers in developing social emotional students. These efforts are based on three aspects of the child's social emotionality. Here is the explanation.

Self-Awareness

Self-awareness is the ability of children to recognize the feelings or emotions that are being felt and how the attitude in adjusting to the situation being experienced. The self-awareness of students in Al-Mubarak Kindergarten is seen when students are able to endure anger when left behind by parents to study in the classroom. The teacher, in shaping the attitude of the student, goes through a process that is not instantaneous. The teacher said in interviews that she always persuades students to be willing to separate from their parents and study with their friends in the classroom.

Teachers always invite students to communicate and provide comfort to students so that they can separate from their parents without having to feel uncomfortable. The teacher's strategy is in line with the application of NLP (Neurolinguistic Programming) theory, especially in the rapport aspect (Churches & Burnham in Astuti & Siregar, 2023). The rapport aspect is an aspect of NLP that allows teachers to establish familiarity with students and provide a sense of security and comfort to students (Frisby & Martin, 2010).

Not much different found in Ash-Shiddiq IT Kindergarten, the form of students' self-awareness is seen when they empathize with a fallen friend by not laughing at him. In fact, the student quickly helped the friend to get back on his feet. The behavior of these students is inseparable from the role of the teacher who always provides reinforcement to students to help friends who are in trouble. Teachers also do not hesitate to praise students who do good deeds, including helping friends who fall. The teacher's strategy is in line with the positive reinforcement strategy, which is a strategy that gives praise or appreciation to students when doing good (Astuti & Siregar, 2023). The results of this strategy are also in line with Amini and

Meriyati's (2021) research which found that reinforcement can help improve the good character of early childhood students.

In addition to these efforts, teachers also do matching and mirroring in developing students' social emotional. This was seen in the teacher at Al-Mubarak Kindergarten. Teachers believe that to instill good behavior and attitudes in early childhood, visual examples are needed because early childhood likes to imitate something they see. Therefore, teachers become role models for students in behavior. The teacher also introduces students to the types of emotions, both angry when students do something bad and it is not liked by the teacher, or happy when students do something good and it is liked by the teacher. With this strategy, indirectly, students can understand the types of emotions and can apply them in life. Then, they can also understand that good behavior can be done constantly and bad behavior needs to be avoided.

The same thing is also found in Ash-Shiddiq IT Kindergarten. Teachers also apply match and mirroring efforts or give examples to students. Teachers state that students understand something more easily if shown directly. Students are also excellent imitators. Therefore, teachers must be good role models.

Responsible Attitude

Responsible attitude is the awareness of each child in carrying out an activity which is his duty and responsibility. The implementation of these duties makes them independent and trustworthy by others. The responsible attitude of students in Al-Mubarak Kindergarten is seen when they are able to obey class rules and not disturb friends during the learning process. Related to that, teachers carry out several efforts in developing student attitudes. Based on the results of the interview, it was found that teachers carried out efforts to give direct advice to students when the student was irresponsible. The results of the interview were reinforced by observation, that when the child disobeyed the rules and disturbed his friend, the teacher quickly approached the student and gave him advice in a subtle way.

In addition to advice, teachers also provide reinforcement in the form of giving appreciation to students who are able to obey class rules and do not disturb their friends. Teachers often give thumbs up signs to students as a form of appreciation to students. The teacher also issued positive sentences, such as "Good, son", "Wow, great", "Great, Anak soleh", and others. The provision of appreciation indirectly shapes students to always do good, including being responsible, because by doing good, there are positive things they feel.

Things that are not much different are found in Ash-Shiddiq IT Kindergarten. The responsible attitude of students is seen when students are able to complete tasks or projects well and students are able to play roles well and full of responsibility. In Ash-Shiddiq IT Kindergarten, teachers often give assignments or projects to students as a form of enrichment for something they have learned. In completing the task, students look excited and try their best. Likewise at the time of project work. Sometimes teachers divide students in pairs to work on certain projects. In the process, it can be seen that students work well together and are able to take responsibility for their respective tasks.

When interviewed, the teacher stated that she used a strategy of rewarding students' actions and achievements. Students feel happy when they are appreciated and they are more excited about their assignments or projects. Giving appreciation is done by giving positive affirmations, such as "Wow, very good, son," "Good at ustazah students," "Great, son, keep it up!" and other sentences that show the closeness of the teacher with students. Giving

appreciation in the form of positive affirmations turns out to be a strategy that can develop students' social emotional, especially in the responsible aspect. The benefits of positive affirmations are in line with several research results that have found that positive affirmations are very beneficial for students or students, both in overcoming learning obstacles, mastering emotions, and increasing enthusiasm for learning (Yuliana & Hukmah, 2019; Wahiddah & Julia, 2022; Mayumi & Kurniati, 2022; Alfiyah, et al, 2023). In addition, these results further strengthen the argument that language plays an important role in influencing and shaping a person's personality (Rasyid & Ramadan, 2022).

The efforts applied by teachers to develop students' social emotional aspects in responsible aspects are highly appreciated by their respective principals. They state that the teacher's actions greatly help students in developing, including on their social emotional aspects. Teachers need to carry on these efforts and refine them.

Prosocial Behavior

Prosocial behavior is positive social behavior that benefits or makes the physical or psychological condition of others better. Prosocial behavior as actions aimed at giving help or kindness to others or groups, in ways that tend to obey social norms in order to improve one's well-being. The prosocial behavior of students in Al-Mubarak Kindergarten is seen when students share food with friends who do not bring provisions and help friends who are in distress.

Based on the results of the interview, it was found that the strategy used by teachers to develop students' prosocial attitudes was giving direct direction. The strategy is seen when the time for rest and eating arrives. When students were asked to take out provisions to eat, the teacher noticed students who did not bring lunch. Then, the teacher directs the students to share their lunch with a friend who does not bring it. The directive took place at four meetings and when they arrived at the fifth meeting, students began to move on their own to distribute food to friends who did not bring provisions without orders. It indicates that students have begun to learn and understand each other. They end up happy to share with others. Hasl's findings are in line with Ardhiani and Darsinah's (2023) research which found that direct learning, such as giving direction can help students develop prosocial behavior.

It also happens when there are students who experience difficulties, for example when the pencil is broken or lost. So, another student happily lent a pencil to the friend. They begin to realize that sharing and helping each other is a good deed and can bring them happiness. Teachers also when they see this, do not hesitate to give appreciation in the form of positive affirmations to students. It also adds to the happiness of helpful students.

Things that are not much different are found in Ash-Shiddiq IT Kindergarten. Prosocial behavior of students is seen when able to cooperate and be honest. IT kindergarten teacher Ash-Shiddiq often does learning with practice and when practicing, students are divided into groups. At the time of learning students are trained to work together with their group members and as a result, students are able to work well together. In addition, teachers also instill honesty in students. This can be seen when teachers give assignments at home. When the assignment is collected, the teacher always asks the students about doing the task alone or assisted by others. This was done to test the honesty of students. In addition, when the student finishes using someone else's belongings, the student is trained to return them. It aims to train students' honesty as well.

CONCLUSION

The social-emotional aspect is one of the important aspects to be developed in children from an early age and can be started since children enter the early childhood education level which is in the age range of 5-6 years. To develop children's social emotional, it is necessary to pay attention to three domains, namely self-awareness, responsible attitude, and prosocial behavior.

In Al-Mubarak Kindergarten and Ash-Shiddiq IT Kindergarten, Bone District, several efforts were implemented by teachers to develop children's social emotional. These efforts include: a) implementing rapport, positive reinforcement, and matching and mirror in the realm of self-awareness, b) providing advice and appreciation in the form of positive affirmations in the realm of responsible attitudes, and c) providing direct direction and conducting practical learning in the realm of prosocial behavior.

The efforts carried out by the teacher can be emulated and developed again by parents and other teachers to support the social emotional development of children. Parents and teachers should avoid behaviors that can interfere with children's social-emotional development, such as yelling, pinching, etc. because it can adversely affect early childhood development (Khairunnisa & Fidesrinur, 2021; Nofianti, et al, 2023).

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