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## Analysis of child's social development in social learning in Tk Nurul Ikhlas Kemantan Kebalai

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### Abstract

Children learn to recognize their social environment, develop their potential, and build independence during their preschool years. In order to achieve optimal social development, good social interaction skills are required at this time. Children's development is increasingly seen as a crisis in social development. This is due to the fact that children are created as a result of their learning experiences. If their requirements are addressed by the surroundings, babies display a sense of security in their families from an early developmental phase.

The goal of this research was to examine children's social capacities in the context of social learning. The research method employed in this study was a qualitative approach with a descriptive method in TK Nurul Ikhlas Kemantan Kebalai, which entailed observing children's social development while they were in school. The study's findings revealed that the children's social development was fairly good, as evidenced by their willingness to work with friends, love and share, and be patient and willing to queue.

**Keywords:** Early childhood, Social learning, Social development

### Introduction

Children's development is increasingly seen as a crisis in social development. This is due to the fact that children are created as a result of their learning experiences. When their requirements are addressed by the surroundings, babies display a sense of security in their family from an early age. Babies will investigate through touch, taste, and other senses. Babies will learn through exploration. In contrast, if the newborn is uneasy in the familial context, the baby will act out. will devote his attention to self-organization, denying the newborn the opportunity to explore. Babies that do not have the opportunity to explore do not have the opportunity to learn. The learning process at this point has an impact on future development (Briggs, 2012). From the time a child is born until they reach primary school, the era of baby development provides a strong learning "foundation" for children to develop their social emotional capacities, allowing them to be healthier and ready to handle the next more challenging phases of development. It is the ideal moment to build the groundwork for developing social skills at this point of the crisis.

According to the American Academy of Pediatrics (2012), social emotional development refers to a child's ability to: understand and fully express positive and negative emotions, be able to form relationships with other children and adults in their environment, and actively explore the environment through learning. The vital development stage or the golden age is also known as early age. At this point, the majority of the brain's network of cells serves as a controller for all human activity and quality. The first two years of a child's existence are crucial for their growth. Children begin to acquire sensory, visual, and auditory motor skills when their environment stimulates them (Schunk, 2012) <sup>[14]</sup>.

According to Solichan and Shafi'I. 2021, social-emotional development is critical for children's growth and development. There are several factors that play a significant role in social emotional development. The more difficult the challenges of life in the presence of children, the better. Second, children are future successful people who require information or insight, as well as the development of emotional and social qualities in youngsters. The researchers looked at how children's social development in kindergarten Nurul Ikhlas Kemantan Kebalai was affected by the various hypotheses above

### Methodology of Research

The researcher's method of investigation is descriptive qualitative research. A qualitative method, according to Malhotra (2005) in Dini (2021) <sup>[12]</sup>, is a description of a study problem based on a description of the issue or the requirement to explain various variables. According to Arikunto (2014) in (Sari and Eliza, 2021), the descriptive term comes from the English term "to describe." is a term that refers to the process of describing or describing something, such as circumstances, conditions, events, or activities.

According to Bodgan and Taylor (Kartikasari, *et al.* 2021) <sup>[8]</sup>, qualitative methodology is a research approach that generates descriptive data from people and observed behavior in the form of written or spoken words. The qualitative descriptive approach aims to describe what researchers see, hear, and feel in the field in relation to "Analysis of Children's Social Development in Social Learning at Nurul Ikhlas Kindergarten Kemantan Kebalai," with data generated in the form of words, language, and pictures, rather than numbers.

## Discussion and Results

### Early years of life

According to Suryana (2015) <sup>[16]</sup>, the most crucial and fundamental phase in the formation and development of human life is childhood. Early childhood is a critical time in development for a variety of reasons, including the development of physical, motor, language, social emotional, and cognitive abilities. Children have four stages of cognitive development, according to Piaget (Suyanto, 2003), notably the sensorimotor stage (0-2 years), concrete pre-operational (2-7 years), concrete operations (7-11 years), and formal operations (7-11 years) (11 years and over). Preschoolers are in a sensitive stage of development, and they are easily stimulated by their surroundings. Children are receptive to numerous stimulations and instructional efforts from the environment, whether deliberate or not, according to Hainstok in Sujiono (2009). At this time, children's physical and psychological processes mature, allowing them to respond to and actualize developmental phases in their daily behavior.

Wiyani (2012) <sup>[20]</sup> explains the principles of child development, including the following: a) children develop holistically, b) development occurs in an orderly sequence, c) child development occurs at various levels within and between children, d) new developments are based on previous developments, and e) development has a cumulative effect. Meanwhile, Aqib (2011) stated the following development principles: a) children learn well if their physical needs are met; b) children learn continuously, building understanding to create something; c) children learn through social interaction; d) motivation arises from interest and perseverance; e) differences in learning styles; f) starting from simple to complex, concrete to abstract, movement to verbal, and from self to social.

### Social Development in Early Childhood

Susanto (2013) Social development is the achievement of maturity in social relationships. It can also be interpreted as a learning process to adapt to group norms, morals and traditions, merge into a single unit and communicate with each other, and work together. Furthermore, Susanto (2017) <sup>[17]</sup> claims that social activity is carried out with good intentions when it is done freely to benefit/please others without anticipating external advantages. Manopa and Agusniatih (2019) <sup>[1]</sup> The ability to understand the sentiments, attitudes, and motives of others regarding what is said and done, as well as the ability to communicate clearly and effectively, and the ability to form productive and cooperative relationships, are all examples of social skills. Children's social emotional development refers to social competency, or the ability to empathize, communicate, and cooperate with others, as well as interpersonal processes, such as how children understand, cope with, and behave in response to the demands of the situation (Palupi *et al.*, 2019;

Rahayu & Dewi, 2018; Williams *et al.*, 2015) <sup>[10, 11, 19]</sup>.

Sujiono (Susanto, 2011) explains why it is important for a child to learn various social behaviors, including (1) learning to behave in accordance with community expectations, (2) learning to play social roles that are acceptable to the group, (3) learning to develop good social attitudes toward their environment, which is the capital for success in social life, and (4) learning to adapt. Social development is the development of behavior in children where children are asked to adjust to the rules that apply in the community. In other words, social development is a child's learning process in adjusting to norms, morals and traditions in a group (Yusuf in Kusuma & Sutapa. 2020) <sup>[9]</sup>.

Children, according to Piaget, have a high egocentric nature because they are unable to comprehend the various perspectives of other people's thoughts (Suyanto, 2005) <sup>[18]</sup>. At this age, the child is solely concerned with himself and has struggled to socialize with others. Children do not grasp that the environment has a different perspective than they do, according to Suyanto (Setyawan, *et al.* 2021) <sup>[13]</sup>. Children continue to do things for themselves rather than for others. Children's early social development is shaped by their relationships with their parents or caretakers at home, particularly family members. Children begin to interact with others, primarily their families. Children begin to learn to engage with individuals outside of themselves, mainly the people around them, without even recognizing it. The social engagement was then expanded to include not just family members but also neighbors, with the next stage being to attend school (Ichsan, *et al.* 2021) <sup>[7]</sup>.

### Basic Social Learning Competencies for Children

According to Jenice J. Beaty (Handayani, *et al.* 2021) <sup>[6]</sup>, social skills or prosocial behavior includes several behaviors, including: a) Empathy in children and expressing their feelings by paying attention to others and being able to feel the feelings felt by others. b) The generous and generous behavior that is in the child is shown through the child who is willing to share something with others. c) Cooperation: Children can freely obey directions and take turns or wait their turn. d) Children's helpful behavior, such as the ability to assist others who are experiencing difficulties and require assistance.

According to Anonyma and Purwaningsih (2021) <sup>[3]</sup>, the process of parental treatment or guidance for children in introducing various parts of social life or conventions in society has a significant impact on children's social development. This is sometimes referred to as socialization. Socialization behavior is something that may be learned rather than something that comes naturally with age. Apart from the maturation process, children's social development is achieved through learning opportunities derived from behavioral responses. When children are four years old, they begin to join the most basic sector of school, namely kindergarten, and their social development becomes highly complex (Anzani, Ihsan. 2020) <sup>[4]</sup>.

Children study with their pals outside of the family at this period. Children have begun to interact with their peers (cooperative play). It's referred to as the theory of social learning through cognitive growth by Vygotsky and Bandura. The social development of kindergarten-aged youngsters (ages 4-6) has begun. This is demonstrated by their capacity to participate in group activities. Group activities are designed in the form of a game. The following are signs of

development at this stage: (1) Children begin to understand the rules, both in the home and at play; (2) Children gradually begin to obey the rules; (3) Children begin to recognize their rights or interests in others; and (4) Children begin to be able to play with other children, or peers (peer group). Standards

for developmental achievement based on age groups were established in Ministerial Regulation Number 58 of 2009 governing early childhood education standards. The children were grouped into age groups of 0 to 6. The following are the levels of achievement:

**Table 1:** Shows the level of achievement in social emotional development of children aged 3-6 years.

Developmental Achievement Level			
2 - 3 Years	3-4 Years	4-5 Years	5-6 Years
1. Learn to communicate when you need to urinate or defecate.	1. Starting to be able to urinate without assistance.	1. Demonstrate independence when it comes to picking activities.	1. Work with your friends to achieve a common goal.
2. Start learning about other people's rights (have to queue, wait their turn).	2. Patiently waiting for your turn.	2. Desire to share, assist, and assist friends.. Demonstrate positive passion for competitive games.	2. Be patient with others.
3. Begin to demonstrate a willingness to share, assist, and collaborate.	3. Begin to show tolerance so that they can work in groups.	3. Maintain emotional control.	3. Emotional expression in light of current circumstances (happy-sad-enthusiastic, etc.)
4. Communicating feelings to other children (likes friends because they are kind, dislikes because they are naughty, etc.).	4. Begin to respect other people.	4. Follow all of the game's rules.	4. Be aware of local socio-cultural values and know how to act in accordance with them.
5. In a game, assign roles to each other (be a doctor, nurse, shopkeeper patient or shopper).	5. React to things that are considered incorrect (angry if disturbed or treated differently).	5. Exhibits self-assurance.	5. Recognize and follow the rules. Accomplished.

**Research Results at Nurul Ikhlas Kindergarten Kemantan Kebalai**



**Fig 1**

**Observation Results**

Children are able to work together in learning and playing, willing to share with each other. This shows that his social development is quite good.



**Fig 2**

**Observation Results**

Children gather together after carrying out learning. This shows that every child loves and cares for each other and makes friends with each other, because in this class there are no children who are shy and do not want to adapt to their friends.



**Fig 3**

**Observation Results**

The teacher asked the children to take turns writing letters on the blackboard, it was seen that the children did it patiently and wanted to queue.

**Conclusion**

Children's social development must begin at a young age, particularly in kindergarten. This is because children begin to form relationships with peers both within and outside the home at that age. Children's development is increasingly seen as a crisis in social development. This is due to the fact that children are created as a result of their learning experiences. When their requirements are addressed by the surroundings, babies display a sense of security in their family from an early age. As a result, children's social development at a young age is an extremely valuable asset for their future growth.

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