

SOCIAL SKILL STIMULATION FOR EARLY CHILDHOOD IN PAUD

Novita Maulidya Jalal, S. Psi., M. Psi., Psychologist
Lecturer of Psychology Faculty, Makassar State University
novitamaulidya@yahoo.com

A. Introduction

In living his life, humans will experience a span of life, one of which is an early age. According to the views of some experts, early childhood is referred to as a golden period that experiences very rapid development. This can be seen from the development of early childhood in the physical aspects of motor, language cognitive and social development which is growing rapidly. This development is influenced by the readiness of the implementation and the facilities that support it, including the form of child services. The better the services children receive from the environment in which they study, the children intellectually, socially, emotionally, become more mature so that children prepare themselves for further education.

Education given from an early age can make a very high contribution to the quality of human resources in the future. Early childhood education (PAUD) is one of the formal education provided to children. One of the goals of PAUD is to develop values and social skills in children from an early age. Meanwhile, there is a tendency for educators to ignore the development of social values in education, especially in learning content, resulting in the erosion of social skills. Education in PAUD contributes to children's social responsibility to foster care, loyalty, tolerance, empathy, discipline, responsibility. These social skills will be able to help children when interacting or communicating with family, friends, teachers, and others. This is in line with Matson's opinion (Marliana, 2012) that social skills can help a person to be able to adjust to the standards of society's expectations in the prevailing norms. These social skills include the ability to communicate, establish relationships with others, respect oneself and others, listen to opinions or complaints from others, act according to applicable norms and rules, and so on.

Catron and Allen (Musfiroh, 2005) state that playing activities in PAUD can affect six aspects of children's development, namely: aspects of personal awareness, emotional, social, communication, cognition, and motor skills. These various aspects will of course affect the child's development process which is continuous with the development process in the next period, one of which is the child's ability to build social relations with their peers. Therefore, it is important to develop a number of social skills from an early age because the development of social skills at this age can determine the success of individuals in establishing social relationships in the future.

B. Early Childhood

Early childhood is a stage where a person is undergoing a process of rapid and fundamental development for the next life. Someone said to be in the early childhood stage is if he is in the age range 0-6 years. Conscience (2011) states that at this time the process of growth and development in various aspects is experiencing a rapid period in the span of development of human life. The learning process as a form of treatment given to children must pay attention to the characteristics possessed by each stage of child development. Mansur (2011) states that the growth and development of early childhood need to be directed at laying the right foundations for the growth and development of a complete human being.

Early childhood is also often referred to as the golden age as well as a critical period in the stages of life, which will determine the next child's development. This period is the right time to lay the foundations for the development of physical abilities, language, socio-emotional, self-concept, art, morals and religious values (Mansur, 2011). Hibana (2005) states that the experiences children at an early age will have a strong influence on their next life. Therefore, guidance and stimulation from the environment is very helpful for children's experiences in their growth and development.

The definition of early childhood from The National Association for the Education of Children (NAEYC) is a group of individuals who are in the age range 0-8 years as detailed by Sunanih (2017) as follows:

1. Patmonodewo stated that early childhood education is termed as Early Childhood Education consisting of services provided in the early childhood setting. Usually, early childhood educators (young children) use the terms early childhood and early childhood education which are considered the same or synonyms.
2. Early Childhood is a child aged from birth to the age of 8 years. This term is often used to refer to children who have not reached school age and society uses it for the pre-school type.

3. Early Childhood setting refers to services for children from birth up to 8 years in a home center or institution, such as a kindergarden, elementary school and recreation program that uses part of the time or part of the time.

Prof. Marjorrey Ebbeck (Sunanih, 2017) states that early childhood education is a service to children from birth to the age of eight. Furthermore, the Act Number 2003 on the national education system states that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness in pursue further education.

C. Social Skill Stimulation for Early Childhood

Libet and Lewinsohn (Cartledge and Milburn, 1995) argue that social skills are complex abilities to show behavior that is either positively assessed to obtain rewards from the environment, or negative behavior by the environment that will result in punishment. Widoyoko (2011) states that social skills include communication skills, both orally and writing, as well as the ability to cooperate with others, both in small groups and large groups. Furthermore, Goleman (2005) defines social skills as intelligence to respond to others which include influence, communication, leadership, change catalysts, conflict management, networking, collaboration and cooperation, and team abilities.

Osland (2000) defines social skills as a person's skills to maintain relationships by building networks based on the ability to find common ground and build good relationships. Meanwhile, according to Iswantiningtyas (2017) explains social skills as a person's ability to overcome all problems that arise as a result of interaction with the social environment and are able to present themselves in accordance with applicable rules and norms.

Rohmah (2017) also defines social skills as behaviors shown by individuals in interacting with others so that they can be accepted positively in their social environment. Furthermore, Hargie (1998) provides an understanding of social skills as a person's ability to be able to communicate effectively with others both verbally and non-verbally according to the situation and conditions that existed at that time, where these skills are learned behaviors (Owen Hargie, 1998). 1994). These social skills will then help children to be able to express both positive and negative feelings in interpersonal relationships, without having to hurt others.

Elksnin and Elksnin (Istianti, 2015) identified social skills with the following characteristics:

1. Interpersonal behavior is a person's skills to carry out social interactions which are also referred to as friendship skills, for example introducing one self, offering help, and giving or receiving praise. These skills may be related to age and gender.
2. Behaviors related to academic success are social skills that can support children's learning achievement in school. Examples are the child's skills to listen quietly when the teacher explains the lesson, do schoolwork well, do what the teacher asks, and all behavior that follows class rules.
3. Communication skills are one of the skills needed to establish good social relationships. Children's ability to communicate can be seen in several forms, including being a responsive listener, maintaining attention in conversation and providing feedback to the interlocutor.
4. Peer acceptance, namely behavior related to acceptance with friends of his age. For example, children greet, give and ask for information, invite friends to be involved in an activity, and can accurately capture the emotions of others
5. Self-related behavior, namely the skills possessed by children to regulate themselves in social situations, for example skills in dealing with stress, understanding other people's feelings, controlling anger and the like.

Muhibin (1999) suggests that social development in children is a process of forming their social self later when they are in society, including children in the family, culture, nation and so on. Furthermore, Hurlock (2014) stated that social development is the acquisition of the ability to behave in accordance with social demands. The development of social behavior in early childhood is done through habituation and interaction with the environment. The development of this behavior is of course adapted to the level and needs of the child's development so that it does not become a burden for the child. Providing support and creating a conducive environment must be sought by educators.

Solehudin (2007) explains that the social development of early childhood is marked by the high interest of children in the activities of friends and an increase in a strong desire to be accepted as a member of a group. Children will feel dissatisfied when only playing at home or with their siblings in their home environment. His rapid physical development also has an impact on the increasing interest of children to interact outside the home with their friends, especially when the child is about five years old. These early childhood begin to show their ability to interact, communicate, and cooperate more actively with their friends. The five-year-old usually chooses friends based on similarities in activities and fun. However, even though children have a high interest in establishing social interactions with their friends, children will also often experience conflicts or fight over something with their friends, because of their inherent egocentric nature (Solehuddin, 2007).

The change of children from egocentric to social nature is strongly influenced by the opportunities to socialize experienced by children in their daily lives. The opportunity that children have to socialize or interact socially with their peers becomes a medium for children for the socialization process to occur. Through this media, children learn a lot to play their role in society, which is focused on social skills that are expected to be possessed by children. These social skills according to Lawrence and Hurlock (Rachmawati, 2006) include:

1. Conversation or communication skills, namely the child's ability to exchange thoughts and feelings. This exchange can be done in various forms of language, namely gestures, facial expressions orally or through written language.
2. Cultivating a "sense of humor" also needs to be considered at the age of the child. Children who have a sense of humor are usually more liked by their friends. Sense of humor will help children develop creativity, divergent thinking, imaginative, self-confidence, expand friendships, and avoid stress.
3. Establishing friendship is very helpful for children in association because it can provide opportunities for children to work together, helping each other among others will make a person feel comfortable.
4. Participating in groups will train children to learn to adapt to their groups. The ability to adapt in children is basically not as easy as adapting to adults. Usually a child will see the situation of ongoing activities. If the activity appeals to him, then without shame the child will immediately dissolve in the activity without seeing friends or not, knowing or not, a girl or a boy, the important thing is that he can express his desires.
5. Choosing karma is a social skill that is trained from the surrounding environment. Children often get manners from trying to see and imitate the habits of adults or may even obey the orders of adults. Here we must be able to take advantage of these properties. Parents, family environment, and the surrounding environment greatly affect the socialization of children in behavior. The positive traits possessed by adults, especially in manners, really help the child to behave well, politely and respectfully to others, starting from his friendship, at school, and in the community in the future.

Based on this, Putri and Purnamasari (2014) wrote forms of social skills for students in Kindergarten that are in accordance with the characteristics of early childhood social development including:

1. Self-related behavior: At the age of four, children are very enthusiastic about social interaction; the age of five years, the child begins to display behavior that is sometimes shy and difficult to talk. Furthermore, children at the age of six years will be very self-centered, wanting to be the most righteous, most victorious, and number one, impulsive enthusiasm, exuberance, and dependence on motherhood begin to decrease.
2. Task related behavior: A four-year-old can tidy up toys, attracting attention when praised. Furthermore, children aged five years display the behavior of wanting to be ordered, obedient, happy to go to school, motivated to compete in doing assignments with other children, then when the child is six years old, the child will like schoolwork and want to be given homework.
3. Environmental behavior: Children aged four years will show feelings like wearing parents or other people's clothes (imitating). Furthermore, when the child is five years old, the child will like to help. Six-year-olds will exhibit disruptive behavior in class.
4. Interpersonal behavior: At the age of four, the child will prefer to work with a few selected friends, dislike being held by the hand. Then when the child is five years old, the child will enjoy being close to his mother at home, playing with groups of two or five people. Furthermore, when the child is six years old, the child will tend to like to play outside the classroom or outdoors.

D. Factors Affecting Social Skills in Early Childhood

Cartledge and Milburn (1995) stated that the factors that influence children's social skills include:

1. Cognitive and behavioral skill deficit, which means there is a disability or disturbance in cognitive and behavioral abilities.
2. The age of the child can affect the child's ability to be able to control emotions better. The more children have a higher age, the children will show their ability to think more realistically about everything they do.
3. Gender is also stated as one of the factors that can affect children's social skills. Boys play more aggressively than girls and prefer sports when compared to other types of games. In early childhood, boys show more attention to various games than girls (Hurlock, 2005).
4. The level of child development also affects children's social abilities, namely children who experience delays in development can cause anxiety in parents which can affect how to provide

care for children (Hurlock, 2000). In addition, good health allows children to enjoy what they do.

5. The social environment is also one of the factors that influence children's social skills, which means that the environment can provide stimulation for children to get opportunities to develop optimally (Hurlock, 2000).

E. Social Skill Stimulation for Early Childhood in PAUD

Children's social behavior is obtained through the process of learning experiences in their environment, both at home, at school, and in the community. Early Childhood Education or PAUD can be an environment that instills values and social skills in children. The development of children's social skills depends on various factors, namely the child's own condition and the experience of interaction, both with parents, teachers, and the learning environment. Istianti (2015) states that it is important for teachers to develop social skills in the classroom and contribute to children's social responsibilities, such as a sense of belonging, practicing discipline, helping, tolerance through habituation. The formation of the child's personality can be reached through learning. Examples of the content of social skills that need to be possessed by early childhood, include: questioning skills, making and maintaining friendships, working together, willing to share, interacting, problem solving skills

Istianti (2015) stated that the learning method that supports social skills in PAUD is the cooperative learning method. Cooperative learning is learning that is basically child-centered and a lot of training to work together that integrates activities while playing. Catron and Allen (Musfiroh, 2005) state that playing is a vehicle that allows children to develop optimally.

Suhendi (2001) states that every human being, both children and adults has a desire to play. Children want to play because that's when they get various experiences through playing through exploring the nature around them and recognizing the emotions of themselves and their friends when interacting socially.

Playing and learning are the best way for children's growth and development because they can stimulate children's development. Stimulation of parents and teachers in child development is a method used in the process of continuous interaction between parents and children to form warm relationships, and facilitate children to develop children's abilities which include the development of fine motor, gross motor, language and social skills according to with the stage of development (Supartini, 2007). Istianti (2015) describes several examples of social skills that teachers can develop in PAUD:

1. Train children to have awareness of on the goal of knowing themselves. This skill is carried out through activities that the teacher can do to identify the child's identity by asking questions about the child's personality. Examples of questions include what is his name, what are his parents' names, where does he live, whether his gender is male or female, what are his preferences, aspirations, and what kind of behavior he has in dealing with his environment.
2. Skills to train children's sympathy. In this skill, the teacher can tell stories or show directly the suffering of others with all their shortcomings. The child is then invited to think about what to do with this condition and what action the child should do. Children learn to engage with their feelings and emotions and appropriate actions for children.
3. Activities that train children's empathy or train children's care and sensitivity. These skills can be done by inviting children to feel and imagine if someone else experiences a disaster, the teacher talks about how the child feels if the disaster is experienced by us. These social skills will be useful for children to want to share, teach children to share food, share toys by taking turns playing them.
4. Negotiation skills that can be trained by the teacher familiarizing children with learning to express their opinions, desires, getting children to practice solving the problems they face, and how to behave when faced with various social situations. In addition, the teacher can also teach children not to cry easily if they are ridiculed by friends, give children the opportunity to express the feelings they receive from the treatment of their friends, and express the expectations of their friends. Negotiation exercises in PAUD are aimed at not only fostering children's self-confidence but also learning to avoid and practice conflict resolution. Examples of practicing social skills teachers can carry out their activities through role playing, project methods, and group work.

F. Summary

Early childhood is a stage where a person is undergoing a process of rapid and fundamental development for the next life. Someone said to be in the early childhood stage is if he is in the age range 0-6 years.

Social skills are complex abilities to show behavior that is either positively assessed to obtain rewards from the environment, or negative behavior by the environment that will result in

punishment. Social development in children is a process of forming their social self later when they are in society, including children in the family, culture, nation and so on.

Children's social behavior is obtained through the process of learning experiences in their environment, both at home, at school, and in the community. Early Childhood Education or PAUD can be an environment that instills values and social skills in children. The development of children's social skills depends on various factors, namely the child's own condition and the experience of interaction, both with parents, teachers, and the learning environment.

Stimulation of parents and teachers in child development is a method used in the process of continuous interaction between parents and children to form warm relationships, and facilitate children to develop children's abilities which include the development of fine motor, gross motor, language and social skills according to with the stage of development Some examples of social skills that can be developed by teachers in PAUD: training children to have awareness of themselves on the goal of knowing themselves; skills to train children's sympathy; activities that train children's empathy or train children's care and sensitivity; and negotiation skills.

References

1. Cartledge, G. & Milburn, J. F. (1995). Teaching social skills to children & youth Innovative Approaches(3rded.). Massachussetts : Allyn and Bacon.
2. Goleman, Daniel. (2005). Working with Emotional Intelligence (Kecerdasan Emosi untuk Mencapai Puncak Prestasi). Jakarta: PT Gramedia Pustaka Utama
3. Hargie.(1994). Social Skills in Interpersonal Communication
4. Hurlock, E.B. (2000). Psikologi perkembangan : suatu pendekatan sepanjang rentang kehidupan.Edisi Kelima. Jakarta: Erlangga.
5. Hurlock, E.B. (2005). Perkembangan anak.Jilid 1. Edisi Keenam. Penerjemah : Meitasari dan Muslichah. Jakarta : Erlangga.
6. Hurlock (2014). Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan. Jakarta: Erlangga
7. Hibana,Rahman. (2005). *Konsep Dasar Pendidikan anak Usia Dini*. Yogyakarta. Grafindo Litera Media.
8. Iswantiningsy, V. (2017). Penerapan Metode Bermain Peran untuk Meningkatkan Keterampilan Sosial Anak. Jurnal Efektor.
9. Istianti.(2015). Pengembangan keterampilan Sosial untuk Membentuk Perilaku Sosial Anak Usia Dini. Cakrawala Dini : Vol. 5 No.1, Mei 2015
10. Mansur.(2011). Pendidikan Anak Usia Dini dalam Islam. Yogyakarta: Pustaka Pelajar
11. Marlina.(2012). Meningkatkan Keterampilan Sosial Anak Melalui Penerapan Metode Karya Wisata. Skripsi. Universitas Pendidikan Indonesia.
12. Musfiroh.(2005). Bermain Sambil Belajar dan Mengasah Kecerdasan. Jakarta: Universitas Terbuka.
13. Muhibin S.(1999). Psikologi Belajar , Ciputat: Logos Wacana,
14. Nuraini.(2011). "Membangun dan Mengembangkan pendidikan nilai, pembentukan karakter, dan pembiasaan sikap siswa melalui pembelajaran afektif", *Jurnal Pendidikan*. vol 8 No 1.
15. Osland, David Kolb and Irwin Rubin.(2000). The Organizational Behavior Reader, New Jersey: Prentice Hall
16. Nugraha, Ali, Rachmawati Yeni. (2006). Metode Pengembangan Sosial. Emosional. Jakarta: Universitas Terbuka.
17. Putri, Silvia Dyah Nur Octavia dan Alfi Purnamasari.(2014). Keterampilan Sosial. Pada Siswa Taman Kanak-kanak Tahfidz. Yogyakarta: Fakultas Psikologi.
18. Rohmah, R. S., Suhaedah, & Mulyani, S., (2017). Penerapan Model Cooperative Learning Tipe Make a Match untuk Meningkatkan Keterampilan Sosial IPS Siswa Sekolah Dasar. Jurnal Pendidikan Dasar Ke-SD-an.
19. Solehuddin,(2007). Ilmu dan Aplikasi Pendidikan Bandung: Pedagogiana Press
20. Suhendi, A., dkk (2001) Mainan dan Permainan. Nakita. Juni 2001. Jakarta: PT. Gramedia
21. Supartini.(2015). Hubungan Pemberian ASI Eksklusif Dengan Perkembangan
22. Sunanih.(2017).Kemampuan Membaca Huruf Abjad Bagi Anak Usia Dini Bagian Dari Perkembangan Bahasa. *Early Childhood : Jurnal Pendidikan, E-ISSN : 2579-7190 | Vol.1 No. 1, 2017*
23. Widoyoko, Eko Putro. (2011). Evaluasi Program Pembelajaran Panduan Praktis bagi Pendidik dan Calon Pendidik. Yogyakarta: Pustaka Pelajar.

AUTHOR'S PROFILE



Novita Maulidya Jalal, S.Psi.,M.Psi.,Psychologist born in Ujung Pandang, South Sulawesi, November 10, 1987. The author completed elementary school at SD Neg.Komp. IKIP I Makassar, SMP. Neg.03 Makassar, SMA.Neg.17 Makassar. Then the author completed a bachelor's degree at the Faculty of Psychology, Makassar State University. The author then continued his education at the Master of Professional Psychology UGM Yogyakarta. Currently, he is a lecturer at the Faculty of Psychology, Makassar State University (UNM). In addition, the author is also active in practicing Psychologist Profession, as well as providing services to the community in the form of Psychoeducation and Training. email: novitamaulidya@yahoo.com