

A teacher's role in developing early social intelligence at daycare

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Abstrak

This research is aimed at learning the role of teachers in promoting social intelligence for younger age children. This type of research is a descriptive qualitative. The research is done in kindergarten in the great wrwanman village, the jombang district, jember. Based on the research that has been done that the development of emotional social aspects in preteen age should be considered. The importance of developing emotional social relationships for a child at a young age helps him to understand the environment, the importance of emotional social aspects for a child because he or she is able to socialize. At an early age, children can be taught to build social relationships. Through introduction, children begin to interact and share. Teachers are one of the critical components of the education and teaching learning process. There are three roles of teachers in the process of developing emotional social parenting at rahman's kindergarten. Among other things: a teacher's role as a model in a teacher's learning activity provides a good example for children to appreciate each other, to speak politely (saying please, thank you and sorry). The teacher's role as inspiration in teacher learning is discovering new ideas related to the learning process, inspiring teaching is developing a more creative mind pattern of the child and leaving the child dependent not in class, but becoming a lifelong learning. The teacher's role as a motivator, in developing a child's emotional social through activity

Key words: the role of teacher, a child of a young age, social and emotional



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A. Introduction

Young children have several aspects of development that need to be improved. According to ramli (2005), there are several elements of child development that include social and emotional growth, cognitive and language development, physical and motor development, and development of moral and religious ideals. Growth in each area affects one another. Therefore, the educational initiative is needed for it to foster child growth in all areas with suitable learning design for children. According to the thefts, the etc. (2023) states that social reactions to emotional behavior have a significant impact on a child's emotional behaviors and that stimulating a child through social, touch, hearing, and visual stimulation can help them to develop social emotions. From this it can be seen that in developing a child's emotional social social is affected by stimulation from the neighborhood, through a teacher school ward can facilitate and provide stimulation for a child's maximum emotional social development.

The role of teachers in developing emotional social intelligence of young children is essential because early childhood is a crucial period in human development. At this time, children experience rapid growth and growth in various areas, including social and emotional development. Teachers must act as a facilitator to make learning simple for each student so they can learn with joy, joy, enthusiasm, fearfulness, and courage so they can freely express their opinions (fauziah & mustika, 2022). Teachers can also teach social skills such as sharing, working together, appreciating differences, and managing emotions well. Teachers also contribute to building positive relationships with their children, providing emotional support, and helping to deal with stress and conflict.

Social behavior is free and intended to help others, with no thought of any reward such as giving, sharing, and helping are examples of social behavior (susanto, 2021). Contact with others takes place in the life of a child that can personalize his or her becoming a perfect human being.

Kindergarten includes children with high-emotional intelligence, which is the ability to control and manage emotions, to be empathetic, to have social relationships skills, to motivate

yourself, to be self-reliant, to be responsible, the stage of stress, optimism, and problem solving. The purpose of this study is to find out how the emotional importance of teachers age children is in developing the early social intelligence of uisa cubs in kindergarten.

B. Library Research

According to zendrato et al (2023) role is a set of conduct that others expect of a person according to his position in a system. Teachers are one of the critical components of the education and teaching learning process. One of the competencies a teacher must have is the performance, which is a real set of behaviors demonstrated by a person while performing his or her professional duties. Some teachers' roles in child social development are as follows:

According to pulias and young, the buffet, yelon and weinstein in (ardiani etc., 2017) setting forth a teacher's role as a model and an example, meaning teachers be made an example for learners, if teachers have misrepresented the lesson, learners can imitate what the teacher says. According to mani (ardiani, halida, 2017), it states "as a teacher facilitator, should be able to provide facilities that enable the facilitation of a student's learning activity, create a pleasant learning environment." As a facilitator, teachers are in charge of facilitating learners to discover and develop their skills rapidly. Whereas according to sardiman in (bahar, 2016) the teacher's role as a motivator is important in order to increase missionary activity and development.

Understanding of emotional social development according to sanan within (ardian etc. , 2017) it is the development of children of an early age who are expected to have both the ability and competence and the results they hope to achieve is the ability to know the surroundings, to know nature, to know social environment, the role of society, and to appreciate the social and cultural diversity that those around children are capable of developing concepts, positive attitudes toward learning, good self-control and empathy for others' problems.

According to moeslichen inside (ardiani etc. , 2017) explain, social development is a child's personality change. It's because that child's world is filled with emotional experiences.

The experience comes after a change in a child's relationship with another person or after social interaction. In the early days, it was common for children to meet new friends and then spend time in various neighborhoods, learning many interesting new things. In relationships, children become increasingly attracted to other children. They learn to communicate clearly, learn to share and learn to understand the feelings, desires, or desires of others. This can lead to pleasant changes in children's behavior.

According to nur 'aeni (2022) explaining "a teacher's role as an inspiration can provide a good and helpful inspiration for the student's development to have a sense of responsibility in him, as well as toward his or her progress in learning." Learning comes first in a student's life. Teachers should be able to give instruction on how to learn well. Hints are based not only on theories but on experiences that can be a clue to how to learn well. What matters is not the theory, but how to let go of the problem faced by the protege.

B. Research methods

The study uses descriptive methods-qualitative. The method is used because it wants to reveal facts, phenomena, variables and circumstances and presents them as they really are. The study interprets and relates the data with the current situation, the attitudes and views that take place, the attitudes and views that take place in society, the point of discussion is about the role of teachers in developing the early social intelligence of kindergartat-rahman. The method of data analysis is miles and huberman. There are three data-analysis activities I will use here, among other things: (1). Home data reduction, data I get from various sources/references selected, summarized, to find the subject that links the teacher's role in the child's social emotions (2). The find is in the form of a previously unclear description or picture of the object, so it becomes clear after it has been examined.

C. DISCUSSION

Social development as a process of learning to adapt to the values, mores, and group conventions, unite as one, and interact with each other and collaborate (musyafaroh, 2017). The social development that occurs in children is dynamic and highly influenced by

the environment, each development showing a distinct characteristic of their social skills that will be a crucial part of the development that follows.

The development of emotional social aspects in preteen age must be addressed. The importance of developing emotional social early in life helps a child to recognize the environment is one of the key aspects of emotional social aspects for him or her because they contribute to social interaction. At an early age, it was allowed to be taught to establish social relationships. Through introduction, children begin to interact and share.

Based on studies already done in kindergarten, 2 students with good emotional intelligence, arsy with her good emotional social skills can wait a turn for each activity, show a responsible attitude, and behave well and help difficult friends. It is no less likely that a child is independent, a child who does not want his mother to take him to school, both with his classmates, helps, and forgives his friends who do bad things.

It is endowed with the role of teachers in the process of developing the emotional social intelligence of children in kindergarten - rahman as follows:

1. The teacher's role as a model in developing emotional social intelligence in class a In kindergarten

Exemplary behavior is the behavior of teachers and educators in giving examples through good actions, thus becoming examples to other learners (ardiani etc. , 2017), as in kindergarten ar-rahman in May 2023, before beginning the activity in the a1 teacher greeting children by greeting and smiling, before the learning begins with the "assalamu alaikum children, good morning, how's it going today". Then the children answered "peace to you too, teacher, good morning, god is mighty.

Afterward the teacher encouraged the children to sing along with the lyrics of the song "if you do wrong, say sorry (sorry), if you need help, please (please), if you receive a thank you gift, if you'd like to come by." The meaning of the song is to teach the child how when the child makes a mistake with someone else the child should be courageous and confess the mistake, when the child needs to be rid of the child as well as to address the child with kindness by thanking him after something or a helping hand from someone else,

And also the child should have manners and manners by passing in public the child can say excuse.

Latif's in (rosalianisa etc. , 2022) pointing out that singing has much to offer for the child's educational practices and children's widespread personal development, for: (1) singers are pleasant; (2) singing can be used to relieve anxiety; (3) singing is a medium for expressing feelings; (4) singing can help build a child's confidence; (5) singing helps children remember; (6) singing can develop a sense of humor; (7) singing can develop children's thinking and motor skills; And (8) singing can increase momentum in a group. According to wijanarko in (rosalianisa DKK. , 2022) to explain a concept is easier to implant in a song because it is pronounced over and over so many times that even by singing the child unknowingly is trained in his memory and by memorizing the words of the song,

His intelligence was triggered (rhythm, rhythm, and rhythm could become beloved neural pathways).After singing they read prayers before studying by reading alfatiha and reciting prayers before studying. Every prayer teacher always tells the child how a good gesture of prayer does not disturb a friend when praying, does not scream when praying, and folded hands when praying. As farida agus puts it that in the institution of early childhood, religious morals and values are carried out through breeding. Generally implanted in prayer before and after action, such as prayer before and after learning.

Such breeding can foster good emotional social attitudes for children, in general for young children of different characteristics and characteristics from one another, so to prepare children for good character, children need to be given character education so that when they become accustomed to praying behavior in their daily lives. In kindergarten neighborhoods children are invited to pray at times before and after activity, and the praying behavior is carried on continuously so that the child can make a habit of good behavior during prayer. Application of breeding can be done by getting children to work on positive things in their daily activities. By daily positive habits, children can act upon these positive habits without being told to do so.

To apply good and proper praying behavior to children while praying, teachers can use strategies that allow the child's behavior in praying by raising his or her hands, using short

surs and daily prayers and sexually polished feet based on morals and religion so that children can behave according to morals and religion. The cultivating of praying behavior is an behavior that children automatically display and that results from daily or repetitious prayer shows that childbearing is unique and can be developed and applied to children. Teachers develop children praying behaviors through breeding, and children's early behavior includes morals, discipline, religious, social, emotional, and concept.

In addition to praying the refraction of a teacher's rendition of singing, singing has many benefits to a child's early learning process of helping to acquire abilities in the development of thought, helping to channel emotions such as delight or sadness through the content of the song/song, and helping to add new vocadization to the song. Here are some benefits that children can take from singing:

1. Crude motor training
2. Building a kid's confidence
3. Discovering boy talent
4. Training cognitive and development of child language

In addition to having important benefits for students, this singing method also has strengths and weaknesses. The advantage of the singing method is to help students develop, increasing skill readiness and mastery in the cognitive or student recognition process. In addition, singing methods can stimulate a student's eagerness to learn, give students the opportunity to improve and progress according to each one's ability, and be able to direct the student's learning, thus having more powerful motivation to study more.

As a model in teacher learning activities provides a good example for children to appreciate each other, to speak politely (say please, thank you and sorry), arsy a1 class children have the good emotional social ability of being able to say hello, be polite, speak well, and always say thank you, because it's a good example for the child, A teacher must also be a responsible teacher of his duty in guiding and directing the child in the learning process. Teachers advise children and advise children to have good behavior, in line with asep

Jihad (ardiani etc. , 2017) models are able to set a good example for students to behave according to the norms that apply in the educational world.

2. The teacher's role as inspiration in developing the social emotional child in the a1 class

Tk - rahman

The teacher's role as inspiration in learning is the teacher discovering new ideas related to the learning process, inspiring teaching is to grow a more creative child's mindset and keep children dependent, not in class, but into lifelong learning. Not only study in the classroom but teachers invite children to study outside and invite children to visit somewhere that relates to the learning process in a pleasant setting, and the children can learn well. With such habits can help children know their environment, as a1 kindergarten - rahman did during the small part of jember's health hospital in October

2022 children meet with several doctors and practice teaching to care for the limbs, such as good brushing teeth, one of the doctors says to the children "who here likes to brush their teeth? "Then the kids scramble to answer" me "with their hands up, then the doctor asks the kids again about how to brush the right teeth" who knows how to rub right didi? "The children replied" I can "the doctor also explained the purpose of brushing your teeth" if you do not brush your teeth the germs in your teeth will develop and may cause toothache, the doctor will give you a member

- 1) toothbrushes are moistened and applied to sufficient toothpaste
- 2) brush the molar with a rotate motion
- 3) once all the molars have been brushed, direct the toothbrush to the front of the outside. Move the toothbrush in a circle and slowly, so that the leftovers can be swept away
- 4) when you cut all the teeth in, you rinse them out with clean water
- 5) once a doctor practices and then tells children to practice as well.

The meaning of such educational activities (how to brush good teeth) is for children to brush their teeth and for children to know the consequences of not brushing their teeth and having holes in their teeth, and germs are common.

According to the daughters, Julie Julianti, and Nurjannah (library study, 2016) brushing one's teeth is an act of cleaning the teeth and mouth of leftovers and debris aimed at preventing disease in both the hard tissue and the soft tissues of the mouth. According to Ramadan (2010), brushing your teeth has several goals: a. B. prevents cavities, cavities, and so forth. Gives the mouth a fresh flavor.

Besides being taught how to brush good teeth, children are taught how to wash their hands properly and properly, the doctor asks the children "who is here before eating my two hands? "The children answered" by raising their hands, and then the doctor asked the children back and explained the good and proper hand washing "have you done well? The doctor will teach you how to wash your hands properly, does anyone know? , why wash your hands good and right, for if you do not wash your hands you will get bacteria and viruses in your hands and can cause diarrhea, colds. So here's how to wash the right hands, "the doctor told me how to do and practice.

The meaning of teaching children how to wash their hands well and properly to a child-a child knows the ordinances of washing good and proper hands, the child also knows the consequences of not washing their hands before eating.

According to Kurniawati & Aryan (2023) hand washing is the mechanical process of disposing of both hand dirt and dust by using soap and water. The goal is to remove impurities and dust mechanically from the surface of the skin and reduce the number of temporary microorganisms. Margreek (2013) of washing our hands would benefit us: a. Kills hand germs of disease. B. Prevent the spread of diseases such as diarrhoea, cholera, desentry, typhus, blemishes, skin disease, ispa, bird flu.

That way children can build social relationships, get acquainted, and begin social interaction. According to Ibrahim (Ardiani etc. , 2017), "that one of the things that play an important role in teaching success is the process of executing good teaching powerfully affected by good planning as well." Early childhood learning is a child-oriented, age-oriented learning activity that is tailored to the age of children by developing a curriculum set of a plan that reproduces a number of learning experiences prepared by educators by preparing material or media and learning processes.

3. The teacher's role as a motivator in developing the child's social emotions in kela b1 tk ar-rahman

As a motivator in developing a child's social emotional through learning activities is a teacher approaching, giving encouragement, enthusiasm to the child who is not eager to learn. Teachers also encourage children to interact with friends, as well as with people in the neighborhood. Teachers commend the children for their efforts to learn, for example at the time the teacher's learning gives children assignments, after the children have finished their assignments, the teacher says "it is very smart for the a1 class to be able to do the job, teacher saayang."

The teacher raises two thumbs and gives a smile star to a child who can accomplish a job well, for example at the end of a teacher's study gives a question about the learning done and then the children are welcome to answer, any child who will answer the teacher raises his or her thumb and gives a star's value because the child has the courage to answer.

The value of a teacher compliments a child in order to increase a child's learning motivation, it can make a child feel confident, it motivates a child not to be afraid to try new things.

Sharon's class a1 has good social emotional skills, such as being able to control emotions when he fights with friends, such as when a sharif plays legos with one of his classmates, the friend wants to take the legos held by the sharif but, the sharif still plays the legos and the friend insists on taking the legos played by sharif, then the sharif relings and gives the lego to his friends.

Sharon can apologize and forgive, for example when she made a running run with a friend and then she accidentally ran over one of the other friends and she said to the friend "I'm sorry" but her friend who was hit wouldn't forgive and cry to one of the teachers, and the teacher asked sharif about the chronology, Then the teacher counseled each other to apologize and to forgive.

This along with "motivation grows when a child is appreciated and rewarded in a material way, appreciation may be a compliment and appreciation it provides a separate motivation for the child to maintain and even increase his productivity in study become more

diligent" (ardiani etc. , 2017.) According to deep mulyasa (ardiani etc. , 2017) revealed that "the teacher's role as a motivator is: (1) to explain the purpose of learning to learners, (2) to reward, (3) to hold a rival/competition, (4) to punish, (5) to excite students, (6) to use varying methods, (7) to use good media." According to arianti (2019), the desire to achieve a particular goal impels one to act, known as motivation. Whereas according to muhammad (2017) motivation is an internal energy change characterized by individual promptings to achieve a goal. The impulses and responses generated by the impulse to succeed in life. It's inspiring

People to do the work, motivation, and desire needed to fulfill the purpose of higher learning. The high result of learning is a symbol of the success of one student in his study. In addition, the motivation that teachers give to learners is also essential, including stimulating children's learning, improving children's learning performance and directing children's learning activities.

D. CONCLUSION

The development of emotional social aspects in preteen age must be addressed. The importance of developing emotional social relationships for a child at a young age helps him to understand the environment, the importance of emotional social aspects for a child because he or she is able to socialize. At an early age, children can be taught to build social relationships. Through introduction, children begin to interact and share. Teachers are one of the critical components of the education and teaching learning process. There are three roles of teachers in the process of developing emotional social parenting at rahman's kindergarten. Among other things: the teacher's role as a model in learning activities, the teacher's role as an inspiration, and the teacher's role as a motivator.

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