

EFFORTS TO IMPROVE SOCIAL EMOTIONAL INTELLIGENCE THROUGH PLANTING ACTIVITIES FOR CHILDREN AGED 5-6 YEARS AT PGRI SRIKANDI BALAK KINDERGARTEN, SONGGON DISTRICT, BANYUWANGI IN THE 2023/2024 ACADEMIC YEAR

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abstrak

This study aims to improve the social emotional intelligence of children aged 5-6 years through farming activities with a focus on developing effective and enjoyable alternative learning methods. The problems underlying this study are the low level of children's social emotional intelligence, the limited variety of learning methods that can integrate social emotional aspects with practical activities, and the less than optimal use of planting activities as a learning medium in schools. Through the implementation of planting activities, this study attempts to provide solutions to these problems by creating direct learning experiences that can stimulate children's social emotional development optimally. This study uses the Classroom Action Research (CAR) methodology which is carried out in two cycles, where each cycle consists of the planning, implementation, observation, and reflection stages. The subjects of the study were children aged 5-6 years at PGRI Srikandi Balak Kindergarten, totaling 15 children. The data collection technique used structured observation with observation sheets, documentation, and interviews. The data were analyzed using qualitative and quantitative descriptive analysis techniques. Based on the research and discussion that has been carried out, farming has proven to be effective in improving social emotional intelligence in children aged 5-6 years at PGRI Srikandi Balak Kindergarten

Keywords: social emotional intelligence, farming



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INTRODUCTION

Early Childhood Education (PAUD), according to Law No. 20 of 2003, is a type of education chosen with the aim of maximizing child development in a comprehensive and gentle manner, or to influence every aspect of child care. Educators inform the abilities that need to be educated must be pursued. Early childhood education is guidance given to children aged 4 to 6 years which begins by encouraging the growth and physical and mental development of children to support the golden age of a child (Ariyanti, 2016). According to Mia, (2022) The early years are a time when parents can effectively stimulate some of their offspring's developmental potentials, including moral and religious beliefs, cognitive abilities, language skills, physical skills, and social and emotional development. A child is classified as capable and skilled in six areas: cognitive, linguistic, moral, religious, physical, and emotional. Nurhasanah, Sari & Kurniawan, (2021) explaining the child's social emotional ability is the ability to interact with others, be polite, obey daily rules, and show reasonable emotional reactions. The development of social emotional abilities includes the development of emotions, personality, and interpersonal relationships. In addition, children of this age are also easy to adapt socially. and also develop to individuals of various genders therefore the group of children playing quickly changes.

Behavior such as that which describes emotional behavior is seen from a person's emotions. One form of increasing social emotional that can be done when children are still small, for example by teaching them to farm with their peers (Ditajayanti et al., 2019). Therefore, according to Sopiah & Fitria, (2019) that the existence of social emotional abilities in early childhood through planting activities is an effort to help children to be creative, train children's independence, a desire to care about plants, and understand that they are responsible for the plants they plant..

From the results of observations in early May 2024 conducted by researchers at PGRI Srikandi Balak Kindergarten in group B totaling 15 children aged 5-6 years, researchers found that several children during learning showed a lack of self-confidence, children were not yet able to control their emotions, children were not patient waiting for their turn, especially those related to social and emotional children with their peers. In addition, there were several children who were still unable to control their anger well during group learning, such as not wanting to share with their friends, not being able to help friends and not being able to control themselves, such as apologizing and accepting forgiveness, and not being able to help friends. In addition, it is hoped that planting green bean seeds will help children improve their social emotional intelligence, be able to adapt to their surroundings, be responsible, recognize emotions, care for each other's plants, and also train children's independence. As according to (Aryaprasta & Riyadi, 2018) said that the development of social emotional intelligence is very important for early childhood because if the child's social emotional intelligence is good, they will be able to behave according to their social emotional norms, emotions, values or expectations. based on the problems and descriptions above mentioned earlier,

It can be concluded that the importance of the aspect of children's social emotional intelligence, so the researcher wants to conduct a study with the title: "Efforts to improve social emotional intelligence through farming activities in children aged 5-6 years at PGRI Srikandi Balak Kindergarten, Songgon District, Banyuwangi, 2023/2024 Academic Year".

Rumusan masalah dalam penelitian ini adalah apakah kecerdasan sosial emosional bisa ditingkatkan dengan bercocok tanam di TK PGRI Srikandi Balak. Berdasarkan rumusan masalah tersebut, tujuan penelitian ini adalah untuk meningkatkan kecerdasan sosial emosional anak usia 5-6 tahun di TK PGRI Srikandi Balak Kecamatan Songgon Banyuwangi Tahun Pelajaran 2023/2024.

Theoretical Framework

Social Emotional Intelligence

Social-emotional intelligence in children aged 5-6 years is their ability to recognize and manage their own emotions, understand the feelings of others, and build positive social relationships.(Assingkily & Hardiyat, 2019) At this age, children begin to demonstrate empathy, cooperation, and simple conflict resolution skills. These skills are essential to support the development of social, emotional, and cognitive skills, which form the foundation for their future academic success and mental well-being. Social-emotional learning approaches help children build self-confidence and healthy relationships with those around them.(Khojanah et al., 2023; Nurhayati & Zarkasih Putro, 2021)

Social-emotional intelligence of children aged 5-6 years involves various important aspects and characteristics that support their development in social interaction and managing emotions. In terms of aspects, this intelligence includes the ability to recognize emotions of oneself and others, emotional regulation, empathy, communication skills, and social problem-solving skills..(Ulwiyyatul hidayat, Annisa Ariani, 2019) Children at this age begin to demonstrate an understanding of their own emotions and how their feelings affect their behavior. In addition, they learn to adjust their emotional responses to the social context, such as calming themselves down when frustrated or working with peers to complete tasks. Characteristics of social-emotional intelligence in children aged 5-6 years include increased ability to share, take turns, and work in groups. They also begin to understand the concept of empathy better, such as showing concern when a friend is feeling sad. Children at this stage develop skills in building positive relationships with peers and adults around them. In addition, their ability to recognize and label emotions with appropriate words develops, which helps them communicate their needs or feelings.(Rahmi, 2020)

It is important to support the development of children's social-emotional intelligence by providing a safe and loving environment..(Prawoko et al., 2019) Approaches such as role-playing, reading story books containing social-emotional values, and giving praise for prosocial behavior can help children practice

and strengthen these skills. In addition, good relationships between schools and families play an important role in building children's emotional balance, as found in various recent studies on early childhood education.(Bakri & Nasucha, 2021)

Farming

Farming activities for young children involve simple activities that support their physical, cognitive, and emotional development. (Nurliana et al., 2023). Through gardening, children can learn about the life cycle of plants, the importance of the environment, and sustainable practices such as composting and water management. It also provides a hands-on learning experience that involves fine and gross motor skills, such as planting seeds, watering plants, and harvesting garden produce. It also helps children understand cause-and-effect concepts, such as how plants need water and sunlight to grow, and fosters a sense of responsibility in caring for their own plants(Pujiati & Wulansari, 2023)

From a social-emotional perspective, gardening increases children's sense of self-esteem and accomplishment when they see the results of their efforts, such as thriving plants or a successful harvest. It also promotes collaboration through group activities, such as designing a small garden with a friend. By integrating gardening into the curriculum, teachers can enrich children's learning in science, math, and language development, while teaching children to appreciate nature and the fresh food they eat.(Handayani, 2018; Nursih et al., 2024).

The educational benefits of gardening for young children include a variety of developmental aspects that support holistic learning. First, it provides hands-on learning experiences related to plant life cycles, ecosystem interactions, and basic science principles such as photosynthesis and soil nutrition. Children also practice simple math skills, such as counting seeds or measuring plant growth, and develop new vocabulary related to plants and garden tools. In addition, gardening promotes early environmental awareness, teaching responsibility for nature and the importance of sustainability through practices such as organic recycling and water management(Sofia et al., 2022)

On the social-emotional side, gardening helps children develop collaboration and empathy skills through group work in the garden. They learn to share tasks, listen to instructions, and understand the importance of each individual's role in the collective success. Additionally, planting and caring for plants fosters a sense of responsibility, patience, and perseverance, all of which are important for building positive character. The success of seeing plants grow also increases children's sense of self-confidence and self-accomplishment, providing a positive experience that strengthens their emotional development..(Dewi et al., 2020)

Gardening activities are relevant to early childhood development because they directly support the development of their social-emotional intelligence. Through activities such as planting, watering, and caring for plants, children learn to recognize feelings such as responsibility and satisfaction when their plants grow well. These interactions build self-awareness and emotional regulation as they must patiently wait for the growth process and face challenges such as plants that do not grow as expected. In this context, children also learn to deal with frustration constructively and find solutions.(Risnawati et al., 2020)

In addition, gardening encourages cooperation and positive communication. In groups, children must share tasks, such as digging soil, planting seeds, or watering plants. This process involves listening, speaking, and communicating ideas clearly. They also learn to appreciate differences and strengthen empathy, especially when working with peers who may have different approaches or ideas. Through this collaboration, children build healthy emotional connections with peers, which is an important foundation for social intelligence(Nurhasanudin & Santika, 2021)

Gardening activities also enrich decision-making and problem-solving skills. Children learn to determine what type of plants to plant, how to care for them, and what to do if there are obstacles such as wilted leaves or lack of water. The ability to think logically and take action based on certain situations develops children's emotional intelligence in managing challenges. Overall, gardening not only teaches technical skills, but also helps children understand the importance of relationships with others and their environment, supporting their growth into empathetic and resilient individuals.

METHODS

Classroom Action Research (CAR) was conducted on children aged 5-6 years at PGRI Srikandi Balak Kindergarten, Songgon District, Banyuwangi. According to Kemmis and Taggart in (Anggraeni et al., 2021), action research conducted by teachers in a social context to improve reasoning and social education practices is classroom action research. In this study, researchers and group B teachers worked together; researchers acted as observers and teachers implemented the action. This Classroom Action Research aims to improve the social emotional intelligence of children aged five to six years. This study focuses on the ability of these children to play with peers, cooperate with peers, carry out individual and group tasks, recognize their own feelings and those of others, show trust, control their emotions, patiently wait their turn, obey rules, and be responsible. The study was conducted in two cycles, with two actions or meetings per cycle. The Kemmis and Taggart model was used as the design. Observation, reflection, planning, and implementation/action are the focus of this study. In this study, an assessment sheet consisting of an observation list, interview notes, field notes, and documentation was used.

This study involved all students of group B of PGRI Srikandi Balak Kindergarten in Songgon District, Banyuwangi, consisting of 15 students, consisting of 8 boys and 7 girls. This study was conducted in Group B of PGRI Srikandi Balak Kindergarten, Songgon District, Banyuwangi in the 2023/2024 Academic Year. This school is located in Derwono Hamlet, Balak Village, RT 001/RW 001, Songgon District, Banyuwangi Regency, East Java Province. Time of research. This research model consists of several stages: planning, action, observation, and reflection.

- a) Planning: Preparation of RPPH, preparing complete materials and tools that will be used during the activity
- b) Implementation: learning activities by farming
- c) Observation: Observation is carried out during the farming activity
- d) Reflection: Evaluation of the results of actions and discussions for improvement in the next cycle

Data collection through observation and documentation, documentation is carried out to obtain a concrete visual picture of the learning process taking place. (Ayumsari, 2022). This documentation activity strengthens the research. Documentation in the research is taking photos during the activity of increasing children's social emotional intelligence through farming activities

RESULTS AND DISCUSSION

RESULTS

This study aims to improve children's social emotional intelligence through farming activities. This study involved all students of group B of PGRI Srikandi Balak Kindergarten in Songgon District, Banyuwangi, consisting of 15 students, consisting of 8 boys and 7 girls. The implementation of cycle I was carried out in two meetings on Thursday and Saturday. Cycle II was carried out in two meetings also on Tuesday and Saturday. In cycle I, observations were carried out simultaneously with the implementation of the action. The observation stage took place outside the classroom or class environment of group B with the teacher as an example of how to plant plants and the researcher as an observer. The results of the observation showed that the activities during the farming activities took place that the children's social emotional intelligence was compared to the results of pre-cycle observations.

Observations that have been made, it can be concluded that the cycle achievement indicator is 7 children in the BSH category (Developing according to expectations). These results indicate that the process of farming activities can improve social emotional intelligence in children aged 5-6 years. This farming activity also helps children to be more active, more responsible for plants and more patient and active in gross motor activities, so that their social emotional intelligence develops better.

From the results of the observations that have been carried out, there is an increase in the social emotional intelligence of children who have begun to develop. Reflection on cycle I is carried out by carrying out new actions which are expected to increase the social emotional intelligence of children to achieve the success criteria, namely developing according to expectations. The results obtained are then used as the basic stage of planning in the next cycle. The results of reflection on cycle I are that most children still cannot carry out activities that water plants every morning.

However, there has been an improvement in terms of farming such as being used to watering plants every morning and taking care of them. This shows that children are still in the process of adaptation and learning. Therefore, more intensive repetition and practice are needed in the second cycle to ensure that children can be more independent in carrying out farming activities correctly and well..

Table . Observation Results of Children's Social Emotional Intelligence

Achievement Criteria	Siklus I	Siklus II
Developing As Expected (BSH)	7	11
Number of Successes	46%	73,3%

Based on the results of reflection and evaluation from the first cycle, the researcher designed new actions for the second cycle to improve children's social emotional intelligence through farming activities at PGRI Srikandi Balak Kindergarten. At the observation stage of the second cycle, an assessment was carried out on the development of children's social emotional intelligence after the implementation of the actions at the first and second meetings. The results of the observation showed an increase compared to the first cycle. Based on the observations made, there were 10 children who were already in the Developing According to Expectations (BSH) category in their achievement indicators. The results of the observations in cycle II showed a significant increase in children's social emotional intelligence. With most children reaching the Developing According to Expectations (BSH) category, it can be concluded that farming activities have succeeded in improving the social emotional intelligence of children aged 5-6 years. Thus, this second cycle provides strong evidence that farming activities at PGRI Srikandi Balak Kindergarten are effective in improving social emotional in children.

Table 2 : Social Emotional Intelligence Observation Results

no	aspek observasi	Very good	good	Enough	not enough	very less
1	Ability to Recognize Your Own Emotions	20%	40%	30%	5%	5%
2	Ability to Manage Emotions	25%	35%	27%	5%	2%
3	Self Motivation Ability	25%	40%	30%	3%	2%
4	Empathy Ability	30%	30%	25%	8%	7%
5	Ability to Build Social Relationships	20%	40%	35%	3%	2%

Based on the results of observations of early childhood social emotional intelligence, there is a diverse distribution of abilities in each aspect. In the ability to recognize one's own emotions, 40% of children are in the good category and 20% are very good, which means that 60% of children have the ability to recognize relatively positive emotions. Only 5% of children are still lacking in recognizing their emotions. For the ability to manage emotions, 35% of children are in the good category and 25% are very good, indicating that 60% of children are quite good at controlling and managing their emotions. In terms of the ability to motivate oneself, 40% of children are in the good category and 25% are very good, indicating that the majority of children have positive internal enthusiasm and motivation..

In terms of empathy, the category division is quite balanced with 30% of children in the good category and 30% in the very good category, indicating that most children are starting to develop sensitivity to other people's feelings. In terms of social relationship building skills, 40% of children are in the good category and 20% in the very good category, indicating that children have started to develop good interaction and communication skills. Overall, these data reveal that the majority of children (around 60-70%) have positive social emotional intelligence development, with good potential to continue to develop. However, there are still a small number of children (5-10%) who need special attention in developing their social emotional intelligence

Discussion

Children's Social Emotional Intelligence is an activity related to other people, an activity related to other parties that requires socialization in terms of behavior that can be accepted by others, learning to play social roles that can be accepted by others, Early childhood social skills are directed to improve good social intelligence, such as cooperation, helping each other, sharing, sympathy, empathy and needing each other. Thus, the social development material applied in kindergarten includes: discipline, cooperation, helping each other, empathy, and responsibility (Limbong, 2020)

Farming has two meanings, farming comes from the basic words *cocok* and *tanam*. Farming is a homonym because its meanings have the same spelling and pronunciation but different meanings. According to agricultural experts or farming is as follows: 1). According to Pujiati & Wulansari, (2023) argues that agriculture or activities such as farming are a form of production process that is typical and based on the growth process of animals and plants. So in general it can be said that farming is the activity of planting plants carried out by humans in order to obtain benefits or results from the plants.

Social emotional intelligence is a process where children learn to adapt to understand situations and emotions in interacting with people around them, listening, observing and imitating what they see. Intelligence in this study focuses on two aspects, namely: 1. Having Responsibility, and 2. Being Patient. Farming is an activity of planting plants. Farming in this study is children doing activities outside. (Sukatin et al., 2020)

Social emotional intelligence in children during the implementation of initial observations (pre-cycle) showed that there were still no children who had reached the category of developing according to expectations (BSH). After the implementation of the action in cycle I, the results showed that around 46% of children had reached the category of Developing According to Expectations (BSH). In cycle II, the results showed that 73.3% of children had reached the category of Developing According to Expectations (BSH). The results of the study showed that farming activities provided a significant increase in children's social emotional intelligence. Based on the results of data analysis, it was found that there was an increase in social emotional intelligence after participating in farming activities from cycle I to cycle II. Social emotional intelligence can be improved through farming activities. This fact is in accordance with the opinion Limbong, (2020)

Social emotional intelligence in children aged 5-6 years through farming activities is an innovative approach to developing children's interpersonal and intrapersonal abilities. According to research (Mirawati & Nugraha, 2017) in the journal *Early Childhood Education*, gardening activities can improve children's social emotional skills through collaborative interactions, cooperation, and empathy development. Children who are involved in group gardening activities learn to share tools, help each other in the planting process, and develop a sense of responsibility for the living things they care for. (Sulhiah et al., 2023) shows that gardening activities contribute significantly to the development of children's social emotional intelligence. Through the process of observing plant growth, children learn to control emotions, be patient, and develop communication skills. They experience various emotional stages such as joy when seeds begin to grow, patience in caring for plants, and pride when seeing the results of their work. This study reveals that gardening activities can be an effective medium for developing social emotional intelligence, providing meaningful direct experiences in the context of early childhood education..

CONCLUSION

Based on the research and discussion conducted, farming has proven to be effective in increasing social emotional intelligence in children aged 5-6 years at PGRI Srikandi Balak Kindergarten. Social emotional intelligence in this study focuses on two aspects, namely: 1. Having Responsibility, and 2. Being Patient. Based on the results of cycles I and II, it shows that children's social emotional intelligence increases in the category of Developing According to

Expectations (BSH). This shows that farming provides a significant increase in the social emotional intelligence of children aged 5-6 years at PGRI Srikandi Balak Kindergarten.

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