

THE INFLUENCE OF THE ENVIRONMENT ON THE SOCIAL EMOTIONAL DEVELOPMENT OF EARLY CHILDREN

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Abstract

Children at an early age are in the golden age, because during that period there is amazing development, both physical and emotional. In this phase, the environment plays a very important role in influencing children, because children tend to imitate what they see and witness. Children do not think whether what they see and witness is good or bad. No matter how well explained, children will be more likely to believe what they see and witness for themselves. Therefore, stimulation during the golden age is the responsibility of parents and teachers as caregivers and educators in their environment. Mainly in terms of social emotional development of early childhood. However, children's social emotional development is often sidelined. As a result,

This research uses a qualitative method where data is taken from observations at PAUD Kinanti Saras, Bendo village, Nogosari, Boyolali and the results of analysis from several research journals that meet the criteria are then collected and a summary is made. The aim of this research is to explain the influence of the family environment and school environment. on the social emotional development of early childhood.

INTRODUCTION

Children at an early age are referred to as a golden period as well as a critical period, because if during this period the child does not receive enough attention in all aspects, especially education, then the child cannot grow and develop optimally. Early Childhood Education (PAUD) is education that is organized with the aim of facilitating the child's overall growth and development or emphasizing the development of all aspects of the child's personality (Ulfah and Suyadi, 2015). So that education at an early age becomes a very fundamental educational vehicle in forming the basics of knowledge, attitudes and skills in children for the subsequent educational process.

Education is not only related to the learning delivered by teachers at school. However, education for early childhood also includes social emotional development (Ahmad Susanto, 2017). So, education in early childhood is not just about increasing knowledge and skills related to scientific fields. More than that, it is about preparing children so that they will be able to overcome various challenges in the future with mature social and emotional abilities. Development itself is a qualitative change based on each personality function caused by learning (Muhamad Fadlillah, 2017). The developmental aspect is very important to develop from an early age, because at this stage it is the right time to instill good values which can later shape one's personality.

Social development is relationships or interactions with other people. Meanwhile, emotion is a condition or feeling that a child has, such as feeling happy or sad (Rifda El Fiah, 2017). So it can be concluded that the social emotional development of early childhood is a process of children learning how to interact with other people in accordance with existing social rules so that

children are better able to control their feelings in accordance with the ability to identify and express these feelings. Emotional development in children is characterized by the development of the child's ability to adapt to the surrounding environment, a sense of friendship that involves their emotions, thoughts and behavior.

One of the factors that has a big influence on children's social emotional development is the environment (Iin Priyanti, 2015). Primarily the family environment which is the initial environment for a child. All behavior and development that appears in children will be modeled on their parents. Therefore, parents need to pay more attention to their children, especially at an early age. Optimizing social emotional development in children can be done by introducing social life skills, such as learning to accept and deal with differences, likes and dislikes, agreeing and disagreeing, different front and back positions and accepting and giving opinions on a problem. Then, parents and teachers can develop this aspect through several examples (Nurjannah, 2017), such as worship, interacting with other people, working together, dressing, how to study, lifestyle, and others. The more frequently social training is done, the better the problem solving abilities will be. When parents and teachers provide good stimulation and intervention and are supported by a good environment, children's social emotional abilities will develop optimally.

Based on observations made by researchers at PAUD Kinanti Saras, researchers found that there were several children who still had social and emotional behavior that was not in accordance with expectations. This can be seen, among others, there are children who are aggressive (like to hit) because they are irritated by other friends. afraid to make friends with him, likes to steal his friends' toys, doesn't want to be left by his parents because from the start children are not taught to be independent so it is difficult to interact with their friends. Apart from that, there are also children who like to disturb their friends, which makes them shunned by their other friends. There are also children who like to be alone and don't want to share with friends. This can affect the child's social emotional development.

Based on the background above, the author is interested in researching "The Influence of the Environment on the Social and Emotional Development of Early Childhood".

RESEARCH METHODS

1. DATA

This research uses a qualitative method where data is taken from observations at PAUD Kinanti Saras, Bendo village, Nogosari, Boyolali and analysis results from several research journals that meet the criteria are then collected and a summary is made. The data obtained from the research results will be described and interpreted. The conditions in the field will be described in detail. The relationship between the environment and children's social emotional development will also be interpreted in detail and clearly.

1. SAMPLE

The sample used in this research was Early Childhood Education (PAUD) children aged 4 – 5 years at PAUD Kinanti Saras, Bendo village, Nogosari, Boyolali. The residential environment and school environment are also important objects that will influence the sample. The environment is also researched to provide data that the environment has an influence on children's social emotional development.

RESULTS

1. *Child's Surrounding Environment*

a. Home environmen

The family environment is the first and foremost educational environment for children, which provides guidance and examples for children. The family environment is the basic place for the formation of children's character and attitudes. LThe family environment, especially parents, is very important as a "seeding place" for seeds that will grow and develop further. Care for early childhood is certainly different from children who are already at school or

teenagers. At this age, children are often referred to as golden age. These periods are critical periods where a child needs the right stimuli to achieve perfect maturity (Qurrota et al, 2015).

Since a child is born, he will learn basic things from the family environment, especially from parents who provide examples of behavior, speech, and teach norms in good life for a child to emulate. A positive parental attitude will have a positive and good impact on children's behavior. But on the other hand, if the parents' attitude is less indifferent to the child, the child will tend to be irresponsible and have poor behavior.

Children are masters of imitation because children learn to imitate very easily, we have to give children the right media, what they watch through refraction with good (positive) role models so that children are given examples of good attitudes. These routine habits will create skills that will lead to the formation of values. Habits that can be passed on to young children to develop social and emotional development include the following:

- 1) exemplary worship according to their respective religions and beliefs, such as the etiquette of praying, the etiquette of reading the Koran.
- 2) exemplary behavior in dealing with other people, such as how to greet, how to ask, how to communicate, manners, politeness, controlling anger
- 3) exemplary work in solving problems, such as being patient, enthusiastic, maintaining working conditions, discipline.
- 4) exemplary dress and attire, such as party attire, wearing shoes.
- 5) exemplary lifestyle, such as not being wasteful, being independent, being simple, not being extravagant, and so on (Nurjanah, 2017)

There are four conditions that must be met by parents in implementing the habits above, namely:

- 1) Habituation begins when the child is in infancy.
- 2) Habits will be carried out continuously, regularly and programmed, or occur early so that in the end a complete, permanent and consistent habit will be formed.
- 3) Habituation should start strictly, consistently and firmly.
- 4) Habits that were originally mechanical should be gradually changed to habits that are not verbalistic and become habits that are accompanied by the child's own conscience as the child gets older.

b. School environment

Efforts to improve children's development in a sustainable manner start from early childhood education. Education at an early age aims to provide a healthy intellectual, psychological, emotional, social and physical foundation for children. Providing a strong foundation will have an impact on the child's continued development both physically and emotionally. Educators at the PAUD level should design and facilitate various activities that can stimulate children's development, especially those related to children's social emotional development. Apart from that, educators must make children feel safe and comfortable when they are in the school environment, so that children are able to absorb and implement the values they have learned in the school environment well.

In accordance with their age, young children really like to play. The function of play for young children can be used as good learning if implemented properly, whether equipped with tools or without tools, it will really help social, emotional, cognitive and affective development in general, and develop children's creativity. Not only that, playing by interacting with peers is also an appropriate medium for intervention in building children's character. In playing, children can be trained how to communicate, how to give in, how to share, and other noble values. Thus, children who are in an active play environment have better social emotional development than those in a passive play environment.

Apart from that, there needs to be cooperation between teachers and parents in children's education at school. Parents need to know about their child's condition and behavior while at school and vice versa. The learning outcomes obtained at school can be repeated at home. And the school can monitor the child's development not only at school, but at the child's home by

involving the role of parents (Dewi, 2018). For example, praying in congregation with parents or siblings and reading parents' prayers. Children also interact well not only with their teachers but with their parents and siblings as well as their peers. With activities like this, children will always be monitored in all their activities so that they can improve their social and emotional intelligence.

Therefore, it is very important that parenting activities are carried out in educational and community institutions, so that parents can be directly involved in learning activities at school and can better understand the importance of the role of the family in children's growth and development, especially in the social-emotional aspects.

2. Children's Social Emotional Development

Social emotional development is increasingly understood as a crisis in child development (Atina, 2020). As an example from the early development period, babies show a sense of security in their family if their needs are met by the environment. Babies will explore through touch, taste, etc. It is from exploring that babies will learn. On the other hand, if the baby feels unsafe in the family environment, the baby will spend his energy on regulating himself so that the baby does not have the opportunity to explore. When babies don't have the opportunity to explore, babies don't have the opportunity to learn. The learning process during this period influences development at the next stage. The baby's development period until entering elementary school becomes a strong learning "foundation" for children to develop their social and emotional abilities to become healthier and children are ready to face the next, more complex stages of development. At the crisis stage or when children are at an early age, this is the right time to lay the foundations for developing abilities.

This aspect of social emotional development is closely related to the child's self-control and interactions with the surrounding environment. Stimulating children's emotions means understanding children about their feelings and about themselves. There are feelings of happiness, sadness and anger where if the child understands his feelings and about himself well it will make the child express them well too (Slamet, 2021). This makes children's socialization better in their environment. In fact, it's not just about themselves, children's social and emotional understanding can also be directed at other people. For example, if a parent is tired or sad, the child can understand this and try to interact properly.

3. The Influence of the Environment on the Social and Emotional Development of Early Childhood

One of the factors that has a big influence on the social emotional development of early childhood is the environment. Early childhood is the age where children play so they have more time to interact with their environment. The environment in question is the family and school environment (play groups with peers).

In the family environment, it is closely related to the role of parents which greatly influences children's development, especially children's social and emotional development. This is because parents are models for children, and when they were children, they were still in the imitation phase. And the ones who are most often imitated are their parents. In this way, parents should be someone who can accept their children's emotions and we must teach our children how to control our emotions. That way we can form our children's emotions well.

Based on the results of direct interviews with student parents, they provide examples of good behavior to children, such as providing positive behavior through daily routine habits to create self-confidence, self-control and a love of sharing. This is supported by the results of the researcher's direct observations of the person concerned who has provided an example of good behavior to their child.

The children's play environment at PAUD Kinanti Saras, Nogosari District, Boyolali is in the good category because of the availability of play equipment and the majority of children use these facilities. Most of the children's social emotional development is in the good category, this can be seen when the children are taking part in lots of games and actively playing in these games, the

children also seem happy and satisfied with the children through direct activities in games with their friends. Teachers at PAUD Kinanti Saras, Nogosari District, Boyolali always pay attention to and develop varied learning and playing methods and provide appropriate APE for early childhood, so that children do not get bored while playing. Because playing for children is learning.

This is also supported by the results of research conducted by Heru Sulistijono with the title "Play Environment on Social Emotional Development in Pre-School Age Children at PAUD Brunawati Surabaya" obtained data that of the 2 children who were in a play environment that was lacking, 100% of their social emotional development was also lacking. . Meanwhile, 24 respondents (77.4%) of PAUD students who had a good playing environment found their social emotional development was also quite good, as well as 30 respondents (85.7%) of students who had a good playing environment also found good results in their social emotional development. From the results of the SPSS statistical test with Using Logistic Regression, we obtained a significant result of $p = 0.000$, which means that H1 is accepted so that there is an influence of the play environment on social emotional development in preschool children.

Apart from that, teachers at Kinanti Saras PAUD Bendo Village, Nogosari, Boyolali develop the social emotional development of early childhood through habitual activities including routine habits (greeting, saying hello, smiling), praying together, spontaneous habits (giving praise and rewards) , social play activities with peers and have a parenting program. The parenting program at Kinanti Saras PAUD Bendo Village, Nogosari, Boyolali includes:

- a. School opening activities involving all parents
- b. Gathering with parents every month (discussing child development);
- c. Commemorating religious holidays and national holidays (17 August, the Prophet's birthday, Isra'mi'raj, sacrifice, Hajj practice)
- d. Life skills (making accessories, brooches and attaching sequins)
- e. Parenting workshops

Based on the results of interviews and the author's direct observations regarding the implementation of parenting programs, it was concluded that the participation of parents of students in taking part in every activity or educational program was very high. This means that parents of students show optimal attention in supporting their children's development at PAUD Kinanti Saras, Bendo Village, Nogosari, Boyolali.

CONCLUSION

One important aspect in child development is the child's social and emotional development, which must be stimulated by educators and parents. Social emotionality is a child's ability to interact and express what he feels about the surrounding environment.

Based on the results of research and article analysis, the environment is very influential in the social emotional development of early childhood. The environment in question is the family environment and the school environment, and of course in each of these environments there must be a clear system or pattern. As in a family environment, parents should encourage their children to make good habits related to worship, interaction, solving problems and lifestyle patterns. Then the school environment which is the second environment, educators at the Kinanti Saras PAUD level, Bendo Village, Nogosari, Boyolali. designing and facilitating various activities that can stimulate children's development, especially those related to children's social emotional development and collaborating between teachers and parents.

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