

Developing Early Childhood's Social And Emotional Competence through 3ps-Based Educative Game Tool

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Abstract: *The study investigates early childhood's social and emotional competences developed through the implementation of 3Ps-Based Educative Game Tools (APE3P) and the techniques used by the teachers in developing social and emotional competences of early child through the implementation of 3Ps-Based Educative Game Tool (APE3P). The approach of the study is descriptive qualitative. It was conducted in Early Childhood Education in Semarang. The data were collected by observing the teachers in implementing APE3P in teaching learning process. In analyzing the data, the writers used qualitative analysis by reducing the data, displaying the data, and drawing conclusion. The result of the study shows that through the implementation of APE3P early children's social and emotional competences which can be developed include respecting others, self-control, responsibility and cooperation; and the teachers developed social and emotional competences of early childhood by using questions and instructions.*

Key words: *child-friendly learning; social and emotional development; 3Ps (provision, protection and participation)*

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I. Introduction

Social-emotional competence is one of important aspects that should be developed in Early Childhood Education in Indonesia besides spiritual and moral values, physico-motoric, cognitive, language, and arts (The 2013 curriculum of PAUD). This competence can be the basis for the children so that when they grow up to be adults, they will have a good personality, and they will be very easily accepted by the community because they have a high sense of social sensitivity as well. Someone who has good social-emotional competence may have some following characteristics as mentioned by Aisenberg and Fabes cited in Clay and de Waal (2015): "successfully forming and maintaining social relationships, behaving appropriately in social situations, being sensitive to the emotions of others, and effectively managing one's own emotions." Agustian (2005) highlights the reasons why social-emotional competence should be developed. He states, "The problems of life around children are increasingly complex, including science and technology that gives pressure affecting children's emotional and social life; children are future investments that must be fully prepared, both their social competence and emotional competence." Because of its importance, developing early childhood' social-emotional competence can be started earlier.

The researches on the early childhood education, especially on social and emotional competences had been conducted by many researchers. They vary in focusing their researches. They focus not only on identifying early childhood social and emotional competences in general but also on how they develop the social and emotional competences. Even they conducted the researches by correlating early childhood's social and emotional competences with the curriculum implemented, or they viewed social and emotional competences from teachers' perspectives. For example, Richardson, Myran, and Tonelson (2009) conducted the study on the evaluation of the impact of social skills curriculum on pre-kindergarten students' social behavior. Moreover, Heo, Cheatham, Hemmeter, and Noh (2014) investigated point of view of Korean early childhood educators to address young children's social-emotional competencies and challenging behaviors. On the other hand, Miller and Goldsmith (2017) investigated the profiles of social-emotional readiness for 4-year-old Kindergarten.

Although social and emotional competences are mostly influenced by family, school environment, in this case teachers, can also make an effort in teaching them social and emotional competences. Some teaching approaches can be implemented as the effort to developed early childhood's social-emotional competence. In addition, teaching media can also become an alternative for the teachers in developing early childhood's social-emotional competence. Some researchers had found the positive effects of teaching using media. Baydar et al. (2008) conducted the study on examining the effects of an early childhood educational television program in

enhancing cognitive and socio-emotional development of 5-year-old children in Turkey. The study result shows that the program can function as an early educational intervention for those who had moderate exposure to it, and those who had low levels of skills prior to the viewing of the program benefited more than their skilled peers. Moreover, Singer-Califano (2008) investigated the multimedia use of technology to train students who have social and behavioral disorder. The finding of the investigation is that multimedia intervention can help the students with social and behavioral disorder.

Both of the previous studies used technology in enhancing children's social-emotional competence, while this study implemented Provision, Protection, and Participation (3Ps)-Based Educative Game Tool (APE3P) as the media to develop early childhood's social-emotional competence in Early Childhood Education in Indonesia, in which the game tool is developed as the effort to fulfill the child rights on provision, protection and participation as well.

In line with the background of the study, the study aims at describing early childhood's social and emotional competences developed through the implementation of 3Ps-Based Educative Game Tools and the techniques used by the teachers in developing social and emotional competences of early child through the implementation of 3Ps-Based Educative Game Tool (APE3P).

II. Method

The approach of the study is descriptive qualitative. The study was conducted in four schools of Early Childhood Education in Semarang, Indonesia. They were Aisiyah Kindergarten, HjKhasanah Kindergarten, Cor Jesu Kindergarten, and Pena Prima Play Group. The data were collected by observing the teaching learning process of the implementation of 3Ps-Based Educative Game Tool (APE3P). During the observation, the researchers focused not only on the teacher's activity but also on the students' activity. Moreover, the data which had been gotten were analyzed by using flow model proposed by Miles and Hubberman (1994) including data reduction, data display, and conclusion/verification.

III. Research Findings

1. Early childhood's Social and Emotional Competences Developed through the Implementation of 3Ps-Based Educative Game Tool (APE3P)

To know the social and emotional competences developed through the implementation of 3Ps-Based Educative Game Tool, the data were collected through observation. The result of the research shows that the researchers found some kinds of social and emotional competences which can be developed through the implementation of 3Ps-Based Educative game Tool. They are respecting others, self-control, responsibility, and cooperation.

The first kind of social-emotional competence developed is respecting others. This was shown through the interaction of students with other students. They reminded each other if there were friends who spoke with the others when the teacher explained something or asked questions to the students. They also reminded their friends when they knew that their friends did not want to listen to what the teacher or the other friends said. Moreover, they tried to remind the other students who did not want to stop playing APE3P by telling them that it was not his turn to play APE3P. These show that they had tried to respect others.

Then, early children observed were also able to control themselves when they were asked to take turns in playing educative game tool, APE3P. Even though actually they did not want to stop playing because of their big interest on 3Ps-based Educative Game tools (APE3P), most students had been able to control themselves, and they were not influenced by some students who tried to play APE3P a lot. It can be seen from their facial expressions showing big interest in playing APE3P. Furthermore, they tended to motivate their friends who were playing APE3P by clapping hands when other friends were able to complete or answer teacher's questions.

Other social-emotional competence that can be developed through the implementation of APE3P are responsibility. This is evidenced by the enthusiasm of the students in returning the parts of APE3P including the sticks, the 3D pictures, and the board to the APE3P storage boxes. In this case, the researchers found that the teacher and the students had role in developing students' responsibility. It was done by motivating the students who seemed unwilling to put the parts of APE3P to the storage boxes. This was also done by the students who knew that their friends seemed reluctant to put back the parts to the boxes, and finally all students understood that they also had responsibility to tidy up the parts of APE3P.

Through the APE3P game tool, cooperation aspect as a part of social-emotional competence can also be developed. They were in groups seemed to be passionate about working together to complete the task given by the teacher. They also helped the member of the team who had difficulty when directing the handle to the intended 3D pictures. Moreover, the students helped their friends when they were not able to put on the 3D pictures to the sticks. They helped their friends who could not put on the sticks to the board as well.

2. Techniques used by the teachers in developing social and emotional competences of early childhood through the implementation of 3Ps-Based Educative Game Tool (APE3P)

The result of observation shows that teachers used two techniques in implementing 3Ps-Based Educative Game Tool (APE3P) to develop early childhood's social and emotional competences. They are questions and instructions. The questions and instructions used by the teacher in developing children's social and emotional competences through the implementation of 3Ps-Based Educative Game Tool (APE3P) was shown in Table 1.

Table 1. Techniques used by the teachers in developing early childhood's social and emotional competences

Social and Emotional competences	Teachers' Questions and Instructions
Respecting others	What do we do when there is anyone speaking? Listen to your friend telling her favorite animal! Would you like to listen to your friend speaking? Stop talking! Your friend is speaking.
Self-control	Whose turn is it now? Is it ... (mention the name of the student) turn? Please give the turn to (mention the name of the student)! You have played the game. Your task is to help your friend to find the way of the fruit she likes.
Responsibility	Let's tidy up this place together! Would you like to help me to put back the pictures and the sticks to the storage box? What should we do when we finish the game? Please help your friends to put back the pictures and the stick to the boxes!
Cooperation	Please do together! Help your team to find the way of the picture, please! Would you please do together? Remember, you are a team, so please do together!

From the table 1, it shows that the teachers used two techniques in developing children's social and emotional competences. They are questions and instructions. It seems that the teachers produced instructions more than the questions. Instructions were used by the teachers with the purpose to direct children applying social and emotional competences.

IV. Conclusion

The study can be concluded that through the implementation of 3Ps-Based Educative Game Tool (APE3P) it can develop early childhood's social and emotional competences including respecting others, self-control, responsibility, and cooperation. In developing early childhood's social and emotional competences, teachers use the instructions and questions.

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