

# The Effect of Field Trip Method on Social Emotional and Language Development in The Kindergarten

Susiana, Siti Masitoh, Andi Mariono

Universitas Negeri Surabaya  
Surabaya, Indonesia  
susi.ana86@gmail.com

**Abstract**—Low social emotional ability and language development in children is caused by several factors, such as the choice of inappropriate learning methods, the attention of learning activities and the lack of teacher enthusiasm in the field of social and emotional development of language. Outside class activity like field trip in kindergarten is an opportunity that must be used well. If the children do activity outside the class, they will meet life that is rich from thing which they can learn directly. This study aims to know the effect of field trip method to the social emotional and language development in the kindergarten. This study uses experimental design, by using pretest and post test control group design. The data was collected by observation, documentation, and interview. The data was analyzed using SPSS 22.0. It can be concluded that field visits significantly affect the development of social and language emotions in kindergarten.

**Keywords**—*field trip method; social emotion development; language development*

## I. INTRODUCTION

Method in teaching process is very needed to solve boredom during teaching learning process. Choosing method must be suitable with the material that will be delivered, because one of supporting successful of education is the use of teaching method [1].

In learning process like by using the field trip method can develop social emotion and language during the trip, during the children do some activities like learn how to interact with their friends, learn how to Their emotion, learn listen their friend's said, learn speaking and other. Based on the result of study it can be know that, the law of social emotion ability and language development in the children caused some factors, they are the choosing of teaching learning method which is not suitable, learning activity which is not interesting and less of teacher's spirit in social emotion and language development lesson.

Early childhood is marked by substantial development in the self-regulatory skills supporting school readiness and socioemotional competence. Evidence from developmental social cognitive neuroscience suggests that these skills develop as a function of changes in a dynamic interaction [2].

Based on [3] social emotion ability is important for successful of life than intellectual ability. Social emotional competence in early childhood and the elementary grades is

foundational for children's short- and long-term academic, social, mental health, and employment outcomes [4], it has similarity with statement [5] she said that social is activity in interact with other people, it can be friends, teacher, parents, or brother also sister. Reference [6] also gives addition that emotion is condition which is complex can be, that is showed by biologist change which is followed by the change of behavior. Indicated that several types of teacher reactions to children's emotions significantly predicted children's social emotional behaviors, after adjusting for prior levels of the behaviors [7]. In the preschool period, children learn numerous skills in emotional and social aspects [8]. Young children's social emotional competence is crucial for their concurrent and future social adjustment, school success, and wellbeing [9]. In general, social and emotional competence in early childhood provides a critical foundation for the mastery of a range of skills important to successful academic behaviors and achievement [10].

Based [11], field trip is activity that is done by student to add increasing knowledge in learning something, there are advantages of field trip method based on [12]: implement modern development system that take benefit from the real life material which is learned in school become relevant with the real and society's necessary, development activity can stimulate children's creativity more and the disadvantages are: it needs preparation which needs many people's appreciation, it needs planning with good preparation, usually, trip/recreation become a priority than the main purpose, it needs good supervision for each children, some times, it needs which is expensive, it needs the teacher's responsibility and school responsibility for the successful of field trip and the student's especially field trip in a long time.

Social development that is told by [13] is process of creating individual in society. Reference [14] shows that every child will pass a long process in social development which finally child will has social value that is in his shelf, it is call as imitation process, identification an internationalization. Social mentality theory suggests that the ability to be reassuring and compassionate to oneself relies on evolved systems of care-seeking and caregiving with others [15]. Family experiences contribute to multiple aspects of social competence, yet little was known of the developmental pathways of popularity and preferences as distinct types of status [16].

Characteristic of social development based on [17] is the children's social development follow a pattern, it is the social behavior that is arranged, that pattern are same in each child normally. Factor that influence social development based on [18] are family factor and factor from out side family.

Emotion is a condition which is flare up in individual that has a function as inner adjustment for environment to reach prosperity and safety of individual [19]. Based on [20] some factors that influence emotional development of children depen on the role of overrip and the role of study.

Aspect of social emotional developmet in constitution of education and culture Indonesia number 137, 2014 about national standard of education children, chapter IV standard 10, they are: responsibility for their selves and for others and prososial attitude.

The meaning of language based on [21] is a communication tool for society about their main, feeling, and their want. Language is important for child, it is suitable with a statement of Depdiknas [22] the language development is directed to make the child can express their opinion by using some words. Based on [23] communication experience is a foundation of language development, because of that experience can help the other language development like: listening, speaking, reading, and writing. The female children exhibited superior emergent literacy skills to the male children [24]. A mother tongue as a medium of instruction in early childhood classroom is very effective in improving pupils' learning abilities. The result of the research confirmed that there was a direct relationship between the language of instruction used by the teacher and pupils' learning abilities [25]. The successful of language learning in class can be know from some proponent components, they are: the purpose of language learning, material, language learning method, teacher, learning evaluation, Media, language environment, and students [26]. [27] gives explanation that there four kinds of language: listening, speaking, reading, writing. It is has similarity with that said listening and speaking activities are speaking ability that is has relation ship with vocabularies.

Based on [28] intelligence of child's language at 4-6 years are: the use of conjunction, object/subject, main verb, complement, sentence about comparison, listen long story, question, tobe, telling, starting to read, writing.

## II. METHOD

The research method that is used in this study is quantitafife. Based on [29] quantitative research is a research that is based on positivism filosofi that focus on objective phenomena used to study a population or sample.

This study uses experiment, true experimental by using pretest and posttest control group design. In pretest-posttest control group design, for the first time, do randomization to divided participant into experiment group and control group.

This study is done in the children group B in kindergarten Pamekasan. The technique of data collecting in this study uses observation, documentation, and interview. The research instrument that is used in this study is observation sheet of

children activity in field trip activity. Children's activity that is emphasized in this study is, children can obey the activity's regulation, children can manage their selves, children can play with their friend that is in a same age, children can share with others, children can respect other people's opinion, children can cooperative to their friend, children can tolerant. Observation instrument is arranged to collect the data before and after action.

## III. RESULTS AND DISCUSSION

Based on data that is collected at group B are 30 children that are gotten treatment by using field trip method to increase social emotional development by doing activity directly at pre-1 can gotten number 166.500 by deviation standard 48936 at post-1 198.000 by devisiation standard 110501. from independent data sample test at pre-1 sig score (2-talied) 240 at post-1 sig (2tailed) 00, it happen decrease score sig (2talied) show that field trip method has influence to learning activity at children in social emotional development. In field trip activity, increase from experiment group 84 than control group 46. The increase of presents is 36%, after doing activity by using field trip method.

The data of the result of study about effect of field trip method with language development in learning activity, data was collected from group B, 30 children for group that get treatment by using field trip method to increase language development by doing activity directly, at pre2 get 178.000 by deviation standard 91047 at post2 205000 by deviation 150088. From independent table data sample test, pre2 score sig.(2-tailed) 000 at post 2 sig.(2tailed), it does not undergo decrease of score sig.(2talied) or from that data is constant or there is not change show that field trip method has effect for language development of children. Based on that data, can describe that in field trip activity undergo the incetre asement in experiment group, it is 85,2. And control group 42,5. So it increase 37%, in activity by using field trip method for language development.

Based on data of study result about field trip method with social emotional development and language in learning activity, data was collected from group B, 30 children for group that get treatment by using field trip to increase social emotional and language by doing activity directly. At pre3 was gotten deviation standard 127803 by sig(2-tailed) 0.32 at post3 get deviation standard 125132 by sig (2-tailed) 0.000 , there is a positive change by showing data normally.

## IV. CONCLUSION

This study concluded that the effectiveness of using field trip method is proved in improving social emotional and language development in school. The emotional social maturity and language development of children has a great influence on the success of children's learning. When the children are more confident, they are more courage and more be able to control the emotions. It will be easy for children to overcome difficulties encountered. Field trip method is effective to be used to improve social emotional and language development, in kindergarten especially.

**REFERENCES**

- [1] Djamarah & Zain. *Strategi Belajar Mengajar*. Jakarta; PT Rineka Cipta. 2005.
- [2] Philip David Zelazo and Kristen E. Lyons: The Potential Benefits of Mindfulness Training in Early Childhood: A Developmental Social Cognitive Neuroscience Perspective. *Journal Child Development Perspectives* Vol 0, Number 0, Pages 1–7, 2012.
- [3] Fanani, dkk. *Wawasan Kependidikan*. Yogyakarta: SPA Press. 2002.
- [4] Clancy Blair, Rachel D. McKinnon, M. Paula Daneri: Effect of the tools of the mind kindergarten program on children's social and emotional development. *Early Childhood Research Quarterly*, Volume 43, 2nd Quarter 2018, Pages 52-61.
- [5] Aisyah, Siti. *Perkembangan Sosial Emosional dan Kepribadian*. Jakarta, Universitas Terbuka. 2011.
- [6] Goleman, D. *Emotional intelligence, Kecerdasan emosional mengapa lebih penting dari pada IQ (Terjemahan T. Hermaya)*. Jakarta, PT Gramedia Pustaka Utama. 1955.
- [7] Hideko Hamada Bassett, Susanne A. Denham, Nicole B. Fettig, Timothy W. Curby, Mandana Mohtasham and Nila Austin. Temperament in the classroom: Children low in surgency are more sensitive to teachers' reactions to emotions. *International Journal of Behavioral Development George Mason University, Fairfax, VA, USA*, 2016.
- [8] Hülya Gülay Ogelmana, Vuşlat Oğuzb, Özlem Körükçüç and Aysel Köksal Akyıld: Examination of the effect of perspective-taking skills of six-yearold children on their social competences. *Early Child Development And Care*, 2016.
- [9] Hideko Hamada Bassett, Susanne A. Denham, Nicole B. Fettig, Timothy W. Curby, Mandana Mohtasham and Nila Austin: Temperament in the classroom: Children low in surgency are more sensitive to teachers' reactions to emotions. *International Journal of Behavioral Development*, 1-11, 2016.
- [10] Susan B. Campbell, Susanne A. Denham, Grace Z. Howarth, Stephanie M. Jones, Jessica VickWhittaker, Amanda P. Williford, Michael T. Willoughby, Monica Yudron, Kristen Darling-Churchill: Commentary on the review of measures of early childhood social and emotional development: Conceptualization, critique, and recommendations. *Journal of Applied Developmental Psychology*, Vo.00832, No. 23, 2016.
- [11] Sagala, Syaiful. *Konsep dan Makna Pembelajaran*. Bandung, Alfabeta. 2007.
- [12] Djamarah & Zain. *Strategi Belajar Mengajar*. Jakarta. PT Rineka Cipta. 2006.
- [13] Muhibin, Syah. *Psikologi Pendidikan*. Bandung. Remaja Rosdakarya. 1999.
- [14] Sujiono, John W. *Bermain kreatif berbasis kecerdasan Jamak*. Jakarta. PT. Indeks. 2003.
- [15] Nicola Hermanto, David C. Zuroff, Allison C. Kelly, Michelle J. Leybman: Receiving support, giving support, and self-reassurance: A daily diary test of social mentality theory. *journal homepage: www.elsevier.com/locate/paid, Personality and Individual Differences* 107,37-4, 2017.
- [16] Yvonne H. M. van den Berg, Marika H. F. Deutz, Sanny Smeekens, Antonius H. N. Cilless: Developmental Pathways to Preference and Popularity in Middle Childhood. *Journal Child Development*, Vo. 00, No. 0, 1–13, 2017.
- [17] Hurlock, E. B. *Psikologi Perkembangan Suatu Pendekatan Sepanjang Ruang Kehidupan*. Jakarta. Erlangga. 2007.
- [18] Hurlock, Elizabeth B. *Psikologi Perkembangan, terj. Istiwidiyanti dan Soedjarwo*. Jakarta. Erlangga. 1998.
- [19] Sunarti, dkk. *Pola Pengasuhan Anak secara Traditional di Kelurahan Kebagusan Daerah Ibu kota*. Jakarta. PT. Bumi Aksara. 2001.
- [20] Hurlock, E. B. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Ruang Kehidupan. Edisi 5*. Jakarta. Erlangga. 1999.
- [21] Dhieni, N. *Metode Pengembangan Bahasa*. Jakarta. Universitas Terbuka. 2008.
- [22] Regulation of Education Cabinet Minister and Culture of Indonesia Number 137. *about The Nasional Standard of Child Education*. Jakarta. Kemdikbud. 20014.
- [23] Sudono, Anggani. *Sumber Belajar dan Alat Permainan*. Jakarta. PT Gramedia. 2000.
- [24] Fathi M. Ihmeideh: The effect of electronic books on enhancing emergent literacy skills of pre-school children. *journal homepage: ww.elsevier.com/locate/comp edu*, 2014.
- [25] Anna V. Awopetu: Impact of Mother Tongue on Children's Learning Abilities in Early Childhood Classroom. *International Scientific Conference Early Childhood Care and Education, ECCE*, 58-63, 2016.
- [26] Yulianto, Bambang. *Teori Belajar Bahasa*. Surabaya. Unesa University Press. 2007.
- [27] Dhieni, Nurbiana, dkk. *Metode Pengembangan Bahasa*. Jakarta. Universitas Terbuka. 2007.
- [28] Anita, Yus. *Penilaian Perkembangan Belajar Anak Taman Kanak-Kanak*. Jakarta. Kencana Prenada Media Group. 2011.
- [29] Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung. Alfabeta. 2010.