

# Developing the Ability of Social and Emotional Aspects of Kindergarten Children through the Story Method, Direct Practice, and Play

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**Abstract**— This study aims to find out teachers and children's activities, and to know the emotional, social aspect of the children by showing the enthusiasm in conducting competitive games positively through storytelling method, direct practice, and play method. This research used Classroom Action Research (CAR) method conducted in 3 meetings. The results showed that teacher activities are very good, children activities are very active with activity percentage personally reaches 82% and classically reaches 80% with the active criteria. The emotional-social development of the child individually at least develop as expected and got the three stars (\*\*\*) and classically reaches 80%. Based on the data obtained from this study, it can be concluded that the methods of telling stories, direct practice and playing can improve the child's development on the emotional, social aspect.

**Keywords**—the ability of social and emotional aspects; kindergarten children; story method; direct practice; play

## I. INTRODUCTION

Early childhood is a figure of individuals who are undergoing a process of rapid development and fundamental for the next life. At this time the process of growth and development in various aspects is experiencing a rapid period in the development of human life.

At that very time, the question needs to be stimulated as needed. Early Childhood Education is education provided to children from birth to the age of six, whose forms of guidance and development are carried out consciously, planned and systematically to help the child's growth and development optimally and develop children's potential. Because early age is a sensitive period and golden age for children and education is a provision for children's lives in the future. So the role of early childhood education (PAUD) is very important to give to children. Such education can be implemented both through formal, non-formal and informal channels.

Preschool is a period of formation of basic aspects, and intelligence and the most important is behavior education, one aspect of development in PAUD is the aspect of social-emotional development [1].

Emotional, social ability is an ability to recognize, process, and control emotions so that they can respond well to any conditions that design the emergence of these emotions in

everyday life so that humans or children can show behavior that is in accordance with social expectations [2]. Thus it can be seen that the process of social development of children is strongly influenced by various things. The environment, the learning and interaction process, and other aspects of development are interrelated and have an impact on children's social development.

Emotional, social competence is important for the welfare and success of children, both in school and in their lives as a whole. A study shows that children who are socially and emotionally ready for school are children who are confident, friendly, and can develop good relationships with friends. They are able to concentrate and survive on challenging tasks. They are also able to communicate frustration, anger, and pleasure appropriately and are able to listen to instructions and give attention to the task [3].

Considering the importance of social-emotional aspects for early childhood especially showed enthusiasm in conducting competitive games positively, the researchers observed and interviewed TK Tunas Bangsa, Anjir Muara District, Batola District in group A with the number of children observed by 18 people.

If the child is given material or learning based on the theme at TK Tunas Bangsa, it is expected that the child is able to compete in the game and be sportive in the game and all of them are able to do it themselves without the help of the teacher.

The reality in the field based on observations on group A children at TK Tunas Bangsa in the 2016/2017 school year is that there are still many children who have not developed on the aspect of social-emotional development showing enthusiasm in positively playing competitive games from 18 children 5 girls and 13 boys. Only 2 children got four stars (★★★★), or 11.11% developed very well (BSB), 5 children who got three stars (★★★) or 27.78% developed according to expectations (BSH), there were 5 children who got stars two (★★) or 27.78% began to develop (MB), and there were 6 children who got one star (★) or 33.33% not yet developed (BB). So from 100% of children, only 38.89% of children begin to develop, and 61.11% of children still have not been

able to optimally solve a problem in the social-emotional aspect at the achievement of development showing enthusiasm playing a competitive game positively.

This is because the activity of children in participating in competitions in games is still low. Children often do not accept defeat when playing a race such as crying if they do not win the game, sulking when they do not want to wait their turn and impatient when completing a game. Children rarely want to follow the rules in the game, and also the teacher rarely gives a game that makes children enthusiastic like doing a competitive game that is positive.

This problem if left unchecked will have an impact on the development of the next child, especially for children's social-emotional development in terms of showing enthusiasm in conducting competitive games positively. Where social-emotional development also provides the greatest contribution to the future of children. if the child has been able to show enthusiasm in playing a competitive game positively it will make it easier for children to socialize in their lives, can express feelings of enthusiasm for something pleasant, memorize the rules in any case on a daily basis can be positive in accepting defeat when competing and to equip children in life in the future because in certain conditions he will be faced with situations that require him to compete.

This is in accordance with the opinion of Hurlock stating that to be individuals who are capable of community three social processes are needed, namely learning to behave in a way that is acceptable to the community, learning to play socially in the community, and developing attitudes/behaviors that exist in the community. According to him, children will produce achievements below their intellectual abilities if their emotions are disturbed [4].

To overcome the problems that occur in children A in TK Tunas Bangsa Anjir Muara District, Barito Kuala Regency in developing social-emotional aspects showed enthusiasm in conducting competitive games positively, taken from storytelling methods, direct practice methods and methods of play. This method of telling stories is suitable for growing enthusiasm when listening to stories and understanding the meaning of stories that are read out positively. While the direct practice method also helps children to practice competitive game activities (inserting pencils in bottles and balloon moves) and playing methods used to make learning more enjoyable and foster a sense of enthusiasm in positive competitive play.

The direct practice method is direct learning interaction. Namely, the teacher directly instructs the children to practice learning material that is physically and spiritually active [5]. The method of playing for early childhood is the main activity in his life, meaning that all the time children have, anywhere, anytime, and under any conditions, is always spent on playing activities [2]. The method of playing can be done using a tool where the tool can support the child's needs while playing. The term game tool is often referred to as educational tools as well as tools used by researchers such as pencils, ropes, bottles, and balloons where the tool is to help support in a game.

In the order of the background above, the researcher was interested in researching the efforts to develop emotional, social skills in playing competitive games positively using storytelling methods, direct practice and playing in group A A TK Tunas Bangsa, Anjir Muara Subdistrict, Barito Kuala Regency, Indonesia.

## II. METHOD

This research was a Class Action Research conducted through four stages, namely: (1) planning; (2) acting; (3) observing; and (4) reflecting.

The type of data presented in this study was qualitative data and quantitative data. Qualitative data in the form of teacher activities, student activities, and observed children's social-emotional development, while quantitative data in the form of learning outcomes obtained from the results of written tests carried out at the end of each meeting.

Analysis of teacher activity data, student activities, and emotional, social development was carried out qualitatively. The action was said to be successful if the indicator of the success of the teacher's activity reached a score of 33 with very good criteria, the activity of the child in the average class reached a percentage of 82% with very active criteria and classically at least 80% with active criteria. The results of individual children's social-emotional development at least got a star (\*\*\*) and 80% classically.

## III. RESULTS AND DISCUSSION

### A. *The Tendency in Results of Teacher Activities meetings 1,2 and 3*

The teacher's activities in developing social-emotional aspects showed enthusiasm in conducting competitive games positively using storytelling methods, direct practice methods and playing methods (inserting pencils in bottles and moving balloons) at meetings 1,2 and 3 can be compared as follows:

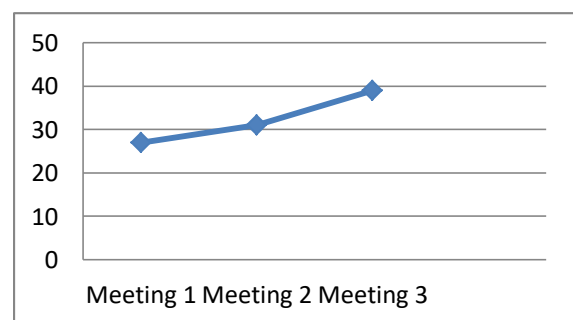


Fig. 1. The Increase of teacher's activity

Based on the observation of teacher activities in this study, it can be concluded that teacher activity in learning activities seen from the teacher observation sheet at meeting 3 shows an increase in the number of activity value scores, namely meeting 1 from the total score of 27 with good criteria, at the meeting 2 the number 31 with good criteria, in meeting 3 the number of scores was 39 with very good criteria.

This increase is caused by teachers always reflecting on learning activities, namely by reviewing successes or failures in achieving temporary goals, or it can also be interpreted as an improvement in what has been done before. This activity can improve the steps of the storytelling method, direct practice methods, and playing methods at each meeting the teacher's ability to manage learning increases, both in terms of process and in terms of teaching so as to improve the ability of children to obtain optimal developmental results.

Teacher improvement in teaching is inseparable from the teacher's role in creating an effective and enjoyable learning environment for children. Learning activities are characterized by class management activities, the use of media and learning resources, and the use of learning methods and strategies. All these activities require the ability of the teacher in the implementation [6].

This has to do with the opinion that said that before conducting the teaching process the teacher must prepare the desired material to convey, how to convey it and what media should be used [7]. External conditions that affect learning are learning the material, learning atmosphere, and the subject of learning itself. Therefore, one of the roles of the teacher is to be able to create an effective and enjoyable learning atmosphere. One effort to overcome this problem is teachers must be able to design meaningful learning methods for students [8].

Development of learning experiences, teachers are not learning resources whose task is to deliver lesson material, but more important is how to facilitate students to learn [7]. Teachers must be creative in designing models or methods that allow students to participate, be active, be creative about the material they are working on. In the context of learning in the classroom a teacher needs to arouse the interest of the child so that he is interested in the subject matter he will learn.

In knowing how to show enthusiasm in conducting competitive games positively, it is done by using a method or solution. The first is to use a storytelling method.

The characteristics of a good learning method are fun, interesting methods that can arouse motivation, interest or passion for learning children, can develop the potential of students, and stimulate the desire of children to learn more about exploration and innovation [2].

Based on the above opinion, it is said that by using storytelling methods, direct practice methods, and playing methods (inserting pencils in bottles and moving balloons) can increase teacher activity in developing emotional-social aspects showing enthusiasm in conducting competitive games positively.

**B. The tendency of Children Activity Results Meetings 1, 2, and 3**

Children's activities in social-emotional development activities showed enthusiasm in conducting competitive games positively using storytelling methods, direct practice methods and playing methods (inserting pencils in bottles and moving balloons). The results of observations on children's activities are illustrated in Figure 2.

Figure 2 shows that at meetings 1, 2 and 3 always develop at each meeting meeting 1 59.17% with quite active criteria increasing to meeting 2 74.17% with active criteria and developing again to meeting 3 with 90.56% with very active criteria Children's activities in social-emotional development activities showed enthusiasm in conducting competitive games positively using storytelling methods, direct practice methods and playing methods (inserting pencils in bottles and moving balloons). The results of observations on children's activities are illustrated in Figure 2.

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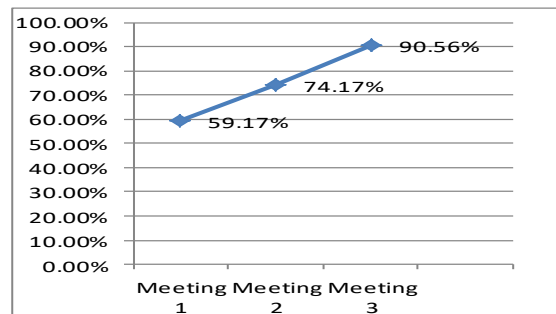


Fig. 2. The Tendency of Children Activity Results

Based on observations of children's activities in this study, it can be concluded that children's activities in emotional-social learning activities showed enthusiasm in conducting competitive games positively using storytelling methods, direct practice methods and playing methods (inserting pencils in bottles and moving balloons) at each meeting always increase at each meeting and have reached the indicator of success.

**C. The Tendency of Emotional and Social Development Meetings 1, 2, and 3**

Based on the observation results of learning in the development activities of the social-emotional aspects showed enthusiasm in conducting competitive games positively using the storytelling method, direct practice methods, and playing methods can be compared as follows:

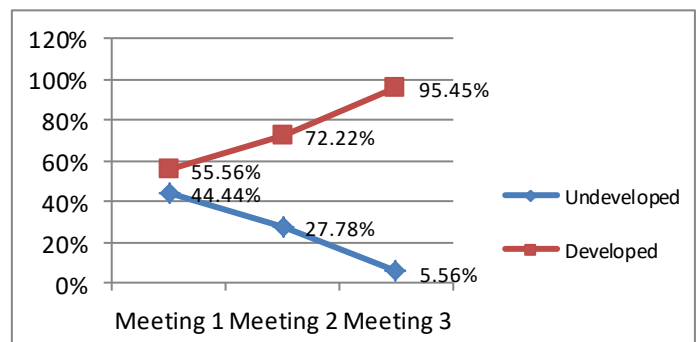


Fig. 3. C. The Tendency of Children's Emotional and Social Development

The results of classical children's emotional-social development at the 1st meeting were 55.56%, which developed and did not develop to reach 44.44%, in the second meeting there was an increase of 72.22% which had succeeded in developing and not 27.78% and at the third meeting had increased to 95.45% who succeeded developing and 5.56% still undeveloped. This has reached the criteria that the teacher wants even though it doesn't work perfectly.

The study also found that the application of storytelling methods, direct practice, and play in learning can also increase children's activities while participating in classroom learning. The description can be seen in the graph as follows:

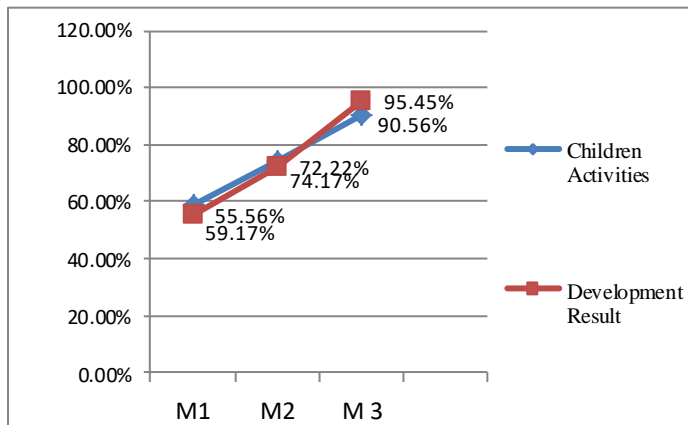


Fig. 4. The result of Activity Increase and Development of Children.

From the graph above, there is a tendency to increase between children's activities and the results of developmental achievements. This means that if children's activities in development increase, it will be followed by an increase in the results of developmental achievements.

This is because in learning by applying this method, from the beginning the child looks enthusiastic about his interest and high curiosity towards the learning he will learn. Students are social beings. As a social creature, he needs other people,

can grow into a complete human being. In its development, the opinions and attitudes of students change because of the interaction and mutual influence between fellow students and other adults [9].

To convey learning that makes children more understanding, then the teacher should choose methods that can arouse children's enthusiasm by telling stories to attract children's interest, then proceed with playing which is the child's favorite. Before playing, the teacher first explains or practices in a language that is easily understood by the child, giving examples when explaining so that the child pays attention and is able to do it.

The opinions above are based on theory; children are active in carrying out various activities, both physical and mental, and teachers that support children's involvement in learning through play. Words and explanations play an important role in increasing children's involvement [10].

An increase in child activity is due to internal factors and external factors. Through storytelling, children can concentrate on remembering stories that are conveyed and eager to listen to stories that are delivered. Through the practice of directly playing the game, children can be actively involved enthusiastically in playing the game they are playing.

Learning for early childhood including kindergarten in it has its own peculiarities. Learning activities in kindergarten prioritize playing while learning and learning while playing. Naturally playing motivates children to know something more deeply, and spontaneously develops their abilities [11].

The use of storytelling, direct practice and play methods provides opportunities for children's learning by listening to stories that are conveyed by the teacher asking questions and answering questions and practicing games with friends using interesting media and addressing sportsmanship and participating in competitions.

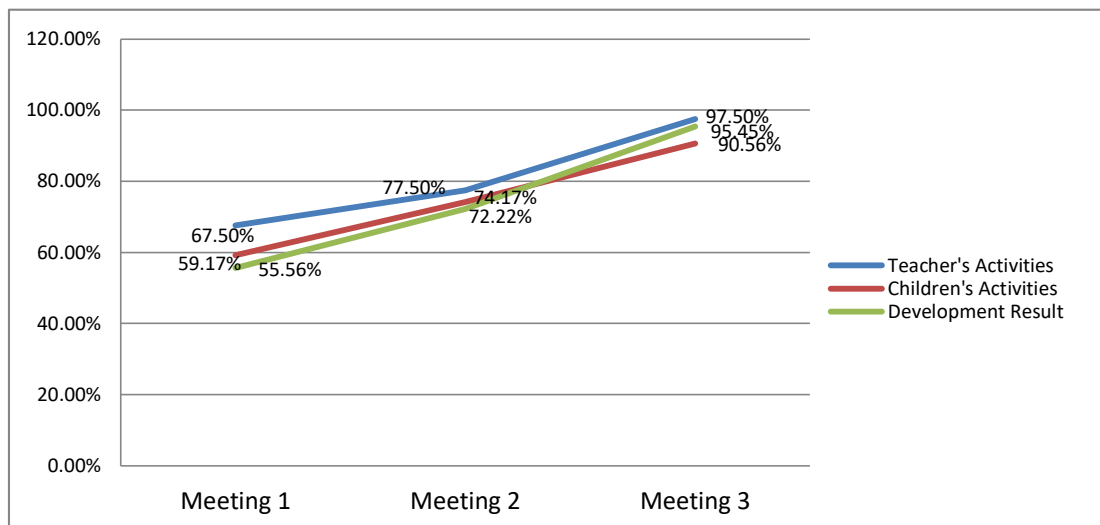


Fig. 5. The Tendency of Teacher Activities, Children's Activities and Emotional Social Development of Children

Based on the findings and underlying theories, the class actions carried out in this study were successful and the hypothesis stated "If learning uses Storytelling Method, Direct Practice Methods and Methods of Playing (Inserting Pencils in Bottles and Moving Balloons) are carried out, then emotional, social development shows enthusiasm in conducting a competitive game positively in the A Tunas Bangsa Group A Anjir Muara District, Barito Kuala Regency will develop" was acceptable.

#### IV. CONCLUSION

Based on the results of the research and discussion as stated above, in general, it can be concluded that the application of storytelling methods, direct practice and play can develop the quality of learning. Teacher activities and student activities increased, and the results of emotional, social development showed enthusiasm in positively playing competitive games in group A TK Tunas Bangsa children Anjir Muara District, Barito Kuala Regency.

Specifically, the researcher can conclude that:

- The activities of teachers in developing social-emotional learning showed enthusiasm in conducting competitive games positively using the storytelling method, direct practice methods, and playing methods successfully achieving indicators of success with very good criteria.
- Children's activities while participating in learning have succeeded in achieving success indicators as the

class reaches very active criteria and classically is very active.

- The ability of the social-emotional aspects of individual and classical child development results are already in the active and very active category of children having obtained three stars (☆☆☆) and four stars (☆☆☆☆) even though there is still 1 child obtaining 2 stars (☆☆).

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