

# Learning Program to Develop Social Abilities of Children Aged 5-6 Years

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**Abstract**—Social ability for early childhood is a basic ability to show children's ability to interact with others. In addition, the children's social abilities referred to in this study focus on how children can interact and show tolerance towards their fellowmen and the surrounding environment. This study examines how the implementation of learning provided by educators in kindergartens to develop social skills in the form of tolerance to children aged 5-6 years maximally. Data on the social abilities of children in kindergarten are very lacking in adapting, interacting, and being tolerant with their classmates. The results of this study indicate that children who have problems related to social skills can be overcome by implementing learning programs conducted by educators systematically and consistently. This research is related to the implementation of learning that focuses on social abilities in the form of tolerance towards early childhood.

**Keywords**—social ability, tolerance attitude, early childhood learning program.

## I. INTRODUCTION

It is known that children's social abilities at an early age are very important to be developed positively to make provision for children in the next life [1]. Even so, early childhood social skills must develop in themselves so that children can learn to establish communication and adapt to others and their friends. Indicators of social ability strongly indicate that it greatly influences outcomes in the future [2]. One indicator that is a problem in early childhood today, namely the number of children do not care about the events around them and the low value of tolerance for others. There are even children who mock their friends who have physical limitations because the child is less able to control himself when angry. This gives special attention to early childhood to provide learning programs that can help stimulate tolerance in children. The concept of tolerance is to respect racial and religious differences, but at the moment this means broadening to respect others, people with disabilities, and other differences. Besides that, you can also appreciate friend differences and create good friendships between friends and others.

Children who can develop their social abilities are children who have good behaviour and respond to the social situations that surround them [3]. While Rogers and Ross Brewer in [4], illustrate that children's social abilities can be used as the ability to assess something that happens in social situations, the ability to understand and interpret precisely the actions, attitudes, and behaviours of children when playing with friends. This can strengthen children's behaviour related to developing social skills in children from an early age.

Assessments made by educators related to children's prosocial behaviour are that children are able to tolerate between friends and can help children who need help so that children are able to adapt to the social environment. Child social skills related to developing tolerance can be influenced by the guidance of parents and educators in introducing aspects of social life and ways to provide examples for applying norms in everyday life. Supported by Shure and Spivak Lawhon & Lawhon in [5], says that to develop children's social skills, it is necessary to also be formed through a curriculum in an early childhood education institution because the behaviour and attitudes of children can be improved through the activities of a learning program implemented. This makes the center of attention in developing children's tolerance through learning programs in kindergartens.

Kindergarten is an educational institution that has the potential to provide encouragement and learning to foster and develop social skills, especially in early childhood tolerance. In kindergarten also provides very satisfying services to provide stimulus to children to be able to overcome problems in self-regulation through interaction and establishing relationships with other friends and others. In addition, educators have experience to educate children who experience these anti-social problems. Research from Jones *et al.*, [2] states that the prosocial competencies of each educator in kindergarten also relate to parents and the surrounding environment can help stimulate children. Although the research does not always show maximum results, in providing a stimulus it is always consistent and carried out continuously.

Researchers have also been aware of the implementation of learning programs related to developing children's tolerance attitudes that have been effectively applied in kindergartens. Learning programs that can help children to interact and appreciate differences towards friends and others. The benefit is to support learning services based on the principle of implementing learning, namely to develop social skills related to children's tolerance. Early childhood learning in the form of providing positive stimulus given from parents since the child was born in the form of smile interaction, greetings, introducing family members and invitations to activities that involve the presence of other people and educators, so that children can learn to recognize and appreciate what is in the environment.

The most important thing in running a learning program is by building and providing support to develop early childhood abilities, especially in children's social abilities. Examples of learning program activities in kindergartens include activities carried out at the time of opening up to closing. Generally in carrying out programs in early childhood education in

accordance with the characteristics of each of the institutions that organize. To implement the learning program, the educator must need a planning, implementation, evaluation, and supervision of learning. Aiming to give a deep meaning to the implementation of the learning program. Learning implementation includes opening activities, core activities, and closing activities. While learning evaluation includes the evaluation of learning processes and results conducted by educators to assess the implementation of the learning plan. Thus, children learn from what is given by their educators during the teaching and learning activities in the classroom.

To build social interaction and develop tolerance for children, early childhood is given the task of grouping to be able to carry out activities together with friends. Children work with their friends to correct and encourage children to help each other so that they are able to learn to tolerate differences. For example, the child alternately calculates the number of objects and the friend checks the answer incorrectly or correctly. These activities are useful for training children to speak and social interaction with their friends spontaneously. Besides that, educators can also give children freedom to play outside so that there is interaction with other friends and are able to appreciate the attitude of their friends if they do things that are not suitable for the child.

In each kindergarten has a learning activity through play that is designed in such a way, aims to provide a stimulus to develop aspects of early childhood development. This, makes educators to make observations and documentation for children who have obstacles to aspects of their development. After that the educator noted what was seen and matched from the results of the documentation. Activities carried out by the educator can reflect and provide appropriate stimulus to the child. Learning programs such as preparing carefully related to the implementation process to evaluation of learning can be used as a stimulation to develop all aspects of child development, one of which is social skills in early childhood that focus on developing children's tolerance.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the material and proposed methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work and highlights future work.

## II. LITERATURE REVIEW

Friends have an important role to help improve social skills such as children can interact with their friends. Therefore, educators and parents must be able to provide stimulus to children. Supported Yang in [6] explained that children can learn from their closest people such as parents and educators. Thus it is necessary to have a learning program that can be used as a reference in educating children to develop the ability to tolerate friends and others. Aiming to provide training for children to be independent, helpful, interact with their friends, be able to be good with others, and appreciate the differences in attitudes and behaviour of their friends.

The main ability to be developed in children is about how children can adapt and establish good relationships with their friends. Therefore, it is necessary to look at the personality of each child in terms of adjusting to the social environment [7], [8], [9], [10]. That way, educators can provide treatment to overcome the child's adjustment pattern. Aiming to be able to

adjust to the environment, interact, and be able to appreciate the differences that exist with friends. Children to learn to respect other children are called by fostering an attitude of tolerance for children from an early age. Van Doorn in [11] states that tolerance means being able to accept things that are not approved by others, disagree or dislike. Tolerance can also be seen as accepting differences but differences that are meant for early childhood, namely being able to accept differences in behaviour and attitudes of friends and others in the surrounding environment. Tolerance will also increase the understanding of educators and parents to realize that it is very important to know and teach children about tolerance from an early age.

Other efforts that can be done by the teacher to be able to develop children's social skills are by playing method. Because, the child's world is by playing. Playing can have a good influence on aspects of early childhood development, one of which is social ability. Bowman in [12] states that playing can also provide space for children to be able to explore themselves, create a community with their friends, can learn in thinking, respect others, and develop creativity. This method is very appropriate for early childhood to apply in stimulating children's abilities. In addition, this method can be used as a learning process for children.

## III. MATERIAL & METHODOLOGY

This section presents the data used and the proposed methodology.

### A. Method

This study uses a qualitative approach that describes various ways to explore information related to individual experiences [13]. This study uses this type of phenomenology. While the form of an individual's experience related to the phenomenon under study is also called phenomenological research [14]. Because this study aims to describe the implementation of early childhood learning from a phenomenon that is related to developing children's social abilities related to tolerance ability.

Data collection techniques use observation, interviews, and documentation. Observations and documentation are carried out to photograph how children's tolerance attitudes and behaviours in carrying out activities in daily life. While the interview is aimed at educators and parents to gather information about how far the implementation of the learning program can help the social abilities of children at home and at school.

### B. Context and Participant

Participants in this study were children, educators, and parents. Carry out learning to develop the ability to tolerate early childhood as a criterion for determining participants in phenomenological research. This research is to choose individuals who can be a source of phenomena that arise, from the various attitudes, behaviour, and character of each individual. This study aims to obtain the meaning of a phenomenon that occurs [13].

### C. Data Collection Procedures And Analysis

The procedure must be carried out by observing and interviewing. Observation is done to get information about the extent to which learning can develop social skills related to

children's tolerance. Interviews are used to explore in-depth information from educators and parents about early childhood social development. After that, researchers collected data from understanding the results of observations and interviews to draw conclusions, shown as in Figures 1, 2 and 3 below :

D. Figure



Fig 1. The child is seen pulling his friend's hand because of scrambling toys so that the child is angry to say his friend with harsh words. This appears to be a lack of self-control and a lack of tolerance.



Fig 2. The child scares his friend by using a toy saw to mock and scare his friend because his friend doesn't wear a uniform like him.



Fig 3. Children close their faces because they don't want to do activities. The problem is that his colleague accidentally crossed out the child's activity sheet.

IV. RESULTS AND DISCUSSION

This section presents the results used and the proposed discussion.

A. Result

The results obtained after using the learning program in an integrated manner in teaching and learning activities take

place both inside and outside the classroom in order to develop all children's abilities, especially social skills in children as follows:

a) Learning program

The learning program comprises:

- Learning planning includes the annual program (PROTA), semester program (PROSEM), plan for implementing weekly learning (RPPM), daily learning plans (RPPH). Annual Program (PROTA) is a program containing a one-year activity program compiled by the curriculum team itself. The semester program (PROSEM) is a program that contains an activity program for each semester also compiled by the curriculum team itself. The implementation plan for weekly learning (RPPM), which is a one-week learning plan, contains a series of activities that will be carried out by the child in one week compiled by a curriculum team assisted by educators. The daily learning plan (RPPH) is a learning plan in one day that contains a series of activities that will be carried out by the child in one day compiled by educators.
- The implementation of learning in kindergarten consists of opening activities, core activities, and closing. The opening activity is preparing children for learning and morning material activities. The morning material is praying together, memorizing short letters, daily hadith, followed by discussing the meaning of the hadith that is read. The core activity is learning through play as scheduled for each class group. The closing activity is the activity of discussing what activities have been carried out by the child, what difficulties the child feels, praying for the completion of the study and submitting information for the activity tomorrow. Characteristics that can be taken from the implementation are based on the child's willingness to accept teaching and learning activities. If the child refuses, then the educator gives a different activity but is related to the initial plan in providing learning to develop tolerance through playing.
- Evaluation of learning used in kindergartens such as through assignments, conversations, daily observations, anecdotal assessments related to the child's learning process and assessment of child development through a checklist / writing the names of children according to their development achievements related to children's learning outcomes. The results of this evaluation are used as a basis for consideration of the follow-up to the implementation of further development. Evaluation of child development is also carried out by educators to see the development of each child. Parenting facilities every month and invite psychologists to help parents in consultation about child development. Besides that, educators reflect on activity activities that have been used to help children be respectful of differences.

b) Learning services

Learning services that are carried out every day when children come home from school to develop the child's potential. These activities include welcoming children, free play, line marching, pledges and singing, morning material, and ongoing learning activities. An interesting thing when

learning takes place is that the child is given a stimulus that makes the educator know how the child responds in response and that is something that can help to solve the problem since the beginning of the activity.

c) *Learning programs to develop children's social skills*

- The implementation of learning through Play Activities will influence children's social development due to interactions between children, children become brave in speaking in front of friends, able to appreciate friends who are talking in playing, and can interact with friends while learning.
- The implementation of learning through habituation is carried out routinely every day in every activity carried out by children.

d) *Development that has been achieved by the child*

Children's social skills have developed well. This is influenced by the level of development, namely kindergarten age. The development of social skills is carried out through playing together in class, application of habituation, and evaluation of learning reported by educators to parents. Evaluations are carried out through direct reports through communication tools and meet directly when delivering, picking up children, monthly report cards, or parenting classes.

B. *Discussion*

The results based on this study indicate that the implementation of learning programs can be carried out effectively to develop early childhood social skills, especially in how children can appreciate differences in attitudes and behaviour of friends and others and the surrounding environment. It is proven that the existence of learning programs that are carried out in a structured and systematic manner can reduce negative behaviour, encourage children to interact socially, and respect with other friends in kindergarten. The effect of this learning program is very beneficial to overcome other problems to develop aspects of child development [15]. Not only is there a continuous effect of the program but also to self-regulate in terms of developing the ability to appreciate differences between friends and the environment.

The learning program provides various activities that vary according to their respective functions to reduce the problems that exist in the aspects of early childhood development. The educator's expectation of all activities carried out to stimulate children. The possibility of this research is no longer unique, because many studies use the program as a place to stimulate aspects of child development. In addition, in terms of assessing children through observation provides an explanation of what is seen [16]. However, things that can be taken from this study are effective ways to teach tolerance to children from an early age that is not to impose activities on children and give something to the activity that makes the child accept it with pleasure.

As mentioned in the introduction above, that this study requires sufficient time to see the results obtained from the

implementation of the learning program [2];[17]. Educators also strive to provide stimulus to children when teaching and learning takes place in the classroom and outside the classroom. Educators realize that each child is different from one another to capture and respond to stimulation that has been given. Therefore, educators carry out learning programs that have been agreed upon in an institution to help provide stimulus to children according to the program.

V. **CONCLUSION AND FUTURE WORK**

It was concluded that research related to learning programs conducted in kindergartens to develop children's social skills was carried out effectively and developed well, even though it was not yet maximal. Therefore there are many more things that need to be considered again to provide learning programs to develop aspects of child development. Both from planning, implementing, and evaluating learning in early childhood.

Overall, the use of the program is right to be used as a stimulus to develop tolerance for children. The implementation of this learning can improve children's ability to interact, establish relationships, and respect other friends. Also seen some children have learned to work together and attitudes to help friends who need help.

The limitation of this research is the lack of research time to obtain maximum results to develop the ability to tolerate children through the provision of these learning programs. Lack of time to explore more deeply about how and what educators do in providing stimulus to early childhood. In addition, how to collaborate between the school and parents to develop children's tolerance from an early age.

Recommendations for further research, namely the researcher must carefully plan the basic concepts to create and implement early childhood learning programs to develop aspects to be studied. Educators must also apply the right method to develop aspects of the child's development. In addition, the provision of stimuli and approaches to children is intensely needed to solve children's problems appropriately.

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