

DEVELOPING SOCIAL EMOTIONAL INTELLIGENCE THROUGH PLAYING ACTIVITIES FOR EARLY CHILDHOOD

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Abstract

Purposes of the study: The purpose of this study was to describe the way to develop social-emotional intelligence in early childhood through play activities. A child doesn't have social Emotional intelligence naturally in early childhood, but it must be nurtured and developed by parents and teachers in schools through developing social and emotional aspects of early childhood that can be done with various methods.

Methodology: This study used a qualitative approach to the literature model. The method used in this study is a qualitative method with content analysis techniques consisting of developing the social and emotional aspects of early childhood is through playing activities.

Result: The researcher found that playing activities by children can develop social-emotional of early childhood among others. The activities such as playing in small groups like children's traditional games or playing with tools such as balls, marbles, rubber and, other tools.

Implication/Applications: The findings of this study can help young children to be able to improve the development of social-emotional intelligence caused by hereditary factors and the environment through play activities. In this play, the activity can increase positive attitudes including honest behavior, independence, responsibility, fair, confident, fair, loyal friends, and the nature of compassion towards others and have high tolerance and demanded cooperation between others.

Keywords: *social-emotional intelligence, early childhood.*

INTRODUCTION

National Association for the Education of Young Children (NAEYC) is an association of childhood educators based in America, explain that span age of early childhood based on the development of research result in the field of psychology of child development indicate that the general pattern that can be predicted concerning the development which occurred during the first 8 years of a child's life. NAEYC divides early childhood into three periods: 0-3 years, 3-5 years, and 6-8 years. In this research, Tresearcher assessed the early childhood aged 6-8 years in 1-3 grade of elementary school, ([Musfiroh, Tadkiroatun \(2008\)](#)).

Based on the definition above, it is clear that early childhood is a group of individuals who are in the process of growth and development. It indicates that early childhood is a unique individual who has a special pattern of growth and development of physical, cognitive, socio-emotional, creativity, language and, communication in accordance with the stages of the child. [Astuti \(2017\)](#) says that "Early childhood is a short period of child development but it is a very important period of his life". If the pattern of a child's life is not in following with his age it would adversely affect their future. It can be seen from the surrounding environment that the children in the millennial age are more likely to play the gadget which is an individual activity that has less social interaction. It makes their social-emotional becomes slow.

LITERATURE REVIEW

[Zeniarti, et al \(2015\)](#) states that "one of the Efforts to improve social disharmony is by cultivating one's social intelligence". The concept of social intelligence can be started from the role of parents, teachers and the environment in raising and educating children so that the child will be successful both in work and in family life. Furthermore, the early childhood period is a period where kids love to play and it must be returned to the original concept of early childhood characteristics. Playing here means not playing gadget or play using advanced electronic technology but playing in a conventional or existing natural interaction with friends or other people. Social-emotional development in early childhood is important because socio-emotional behavior can develop through various games. "Playing will be meaningful for young children through the game. Games for early childhood are a game that can stimulate creativity and fun for children, "[\(Munawaroh, 2017\)](#).

[Muthmainnah, et al \(2016\)](#) states that: "Playing activities are activities that are favoured by younger children, through playing activities can improve a child's emotional development of social intelligence". The success of a person's life is essentially contributed by many social-emotional. Playing is one of the activities in which children learn about their role and how to interact with their peers as well as provide an opportunity to further develop the ability to live with other people and in social situations that involve feelings or emotions. Furthermore, in the playing activities that are conducted through group activities can encourage an attitude that can be developed such as honesty, respect/courtesy, cooperation, respect for

others, respect for authority and rules, concern among friends and much more positive attitude that can be developed in the playing activities. "Not all children have the ability to interact socially well as in terms of express ideas and feelings". [Bredekamp \(1987\)](#) argues that "*play is an important vehicle for children, social, emotional and cognitive development*". It means that playing is a very important vehicle for floating children in social, emotional and cognitive. Joan Freeman in [Utami Munandar, \(1996\)](#) defines play as an activity that helps children achieve the full development of physical, intellectual, social, moral and emotional ". According to [George Morrison \(2012\)](#), positive social-emotional development helps the child to get along with each other and learn better, also in other activities in the social environment.

The effective development characteristics of children aged 7 to 8 years are students who sit in class 2 and class 3, namely: 1) children show a desire to be recognized by peers and adults as individuals, 2) better cooperation in group play, 3) happy with physical contact, 4) want to master the skills very perfectly, 5) social awareness has arisen and interacted with each other, 6) happy to do well and ready to work for that purpose, 7) not happy about defeat, 8) want to do the wrong thing, 9) women and men start doing their games, ([Syahara, 2011](#)). Effective development of early childhood is influenced by many factors, one of which is environmental factors. The social-emotional development of children aims to find out how he is, how to relate to others, namely peers and people who are older than him, and take responsibility for themselves and others and behave according to the child's social situation.

Characteristics of children effective development aged 7 to 8 years old (student in grade 2 and 3) are: 1) children show a desire to be recognized by peers and adults as an individuality, 2) better cooperation in group play, 3) pleased with physical contact, 4) wants to master the skills perfectly, 5) have appeared awareness sociable and interact with one another, 6) love to do well and is ready to work for this purpose, 7) not happy about the defeat, 8) want to do the wrong thing, 9) women and men started doing their own game, ([Syahara, Sayuti \(2011\)](#)). Affective early childhood development is influenced by many factors, one of them is environmental factors. Children's social-emotional development aims to find out how he was, how to make relationships with others; peers and the older, and have responsibilities for himself and others and behave in following with the child's social situation.

METHODOLOGY

The method used in this research is the library study. It means that research is conducted in the field of data collection (library) and explore the data source is not from a person but based on a reading of some of the literature that has information and has relevance to the research topic. The source of the data used in the form of journals, research reports, journals, newspapers, books, proceedings of the seminar and other things that have relevance to the research topic. The method used in this study is a qualitative method with content analysis techniques descriptive. Objects in this study related to the variable of emotional-social intelligence early childhood and related to playing variables.

DISCUSSION/ANALYSIS

Social-Emotional Intelligence

Gardner was the success to explore other dimensions of human intelligence in the left and right brain. Gardner identifies nine kinds of human intelligence, namely 1) Verbal-linguistic intelligence, 2) Logical-mathematical intelligence, 3) Spatial-visual intelligence, 4) Bodily-kinesthetic intelligence, 5) Musical intelligence, 6) Interpersonal Intelligence, 7) intrapersonal intelligence, 8) Naturalist intelligence, 9) Existential intelligence. <http://www.niu.edu>.

Emotional intelligence as part of social intelligence involves the ability to monitor many feelings and emotions well ourselves and in others, to sort out everything and use the information to guide your thoughts and actions. The social intelligence of each individual is expected to form a high social sensitivity. Individuals in society are "social actors" (social actors). One of the capabilities that are required to be a social good actor decides to make decisions reason (well informed) and reasoned decision making, ([Stahl, RJ, 1994](#)). A smart act is characterized by rapid and appropriate action in understanding the elements that exist in a situation, in viewing the relationship between the elements, in concluding and in making decisions or actions, ([Sukmadinata, 2005](#)). The characteristics of intelligent behavior or the behavior of individuals who have high intelligence, namely:

1. Directed towards a goal (purposeful behavior). Intelligent behavior always has a purpose and directed toward the achievement of these objectives, there is no vain behavior.
2. Coordinated behavior (organized behavior). The entire activity of intelligent behavior is always coordinated. No behavioral unplanned or uncontrolled.
3. Good physical attitude (physical well tone behavior). Intelligent behavior supported by a good physical attitude. Students who study intelligently, sit well, putting well-studied material, holding the stationery well, not learning while sleeping, while his stomach.
4. Has high adaptability (adaptable behavior). Intelligent behavior to quickly read and adapt to the environment, not much complain or feel the constraints of the environment.
5. Oriented to success (success-oriented behavior). Intelligent behavior oriented to success, do not be afraid of failure,

always optimistic.

6. Have high motivation (Clearly motivated behavior). Intelligent behavior has always been driven by a strong motivation either from herself or from outside.
7. Done quickly (rapid behavior). Intelligent behavior has done quickly because the sooner he can understand the situation or problem.
8. Regarding the extensive activity (broad behaviors). Intelligent behavior involves a broad and complex activity that requires understanding and deep thinking.

At this time the most popular concept is emotional intelligence, this concept arises from some experience, that if someone that has a high intellectual intelligence only, it will not be enough to deliver a person to the success. The experiences thus reinforce the belief that in addition to the intellectual but also emotional intelligence. In this case that will be studied more in that of the development of emotional-social intelligence early childhood. [Nurhabibah \(2016\)](#) explains that "Development is a process of change of the humans that is the process of increasing the ability to be better or vice versa, as well as the development of the child". While [Ali, \(2011\)](#) argues that "Social relations are individuals ways to react to the people around him and how that relationship influences on him". based on the previous opinion, it can be interpreted that the social-emotional of children is a process of being better to interact with people nearby. [Mutiah \(2012\)](#) says "early childhood development is a concept that has quantitative changes concerning aspects of mental /psychological. Efforts to become capable of society (socialized) require three processes. Each process is separated, but interrelated. Those processes are to learn to behave socially acceptable, plays a social role that can be received, and the development of social attitudes to be willing to join themselves and adapt in joint activities ([Hurlock, 1978](#)). Through those processes, children learn how to interact in social life, getting to know the difference, and adjusting to the rules of the group to be socially acceptable.

Playing for Early Childhood

Playing is an activity that can be done by everyone from children to adults. At an early age, playing is a part that can not be separated from life and tends to be an essential requirement. Playing activities carried out knowingly and voluntarily without a force. [Dockett and Flead \(2000\)](#) state that "playing is necessary because through playing the children will acquire the knowledge to develop their abilities." Early childhood, playing is not just to spend the time, but as a means to learn, or known as "learn through playing". Playing can be done with or without using tools. [Anggani, Sudono \(2000\)](#) also states that playing is an activity carried out with or without using a tool that generates the sense or provides information, gives pleasure as well as develop the imagination of children. Generally, theory of playing can be classified into two types: Classic and Modern Theory ([Agoes Dariyo, 2007](#)).

a) Classical theory

1. Energy Excess theory by Herbert Spencer and Friedrich Schiller stating that the playing is a fun activity that serves to remedy channel the excess energy of children to achieve the balance of energy in the body.
2. Recreation theory by Moritz Lazarus explains that playing can replace the energy that has been used in the work.
3. The practical theory proposed by Karl Groos stating that the playing has a goal to reduce or mitigate the instinct willing to put up with in the future.
4. Recapitulation theory proposed by Stanley Hall stating that playing is an attempted to reduce the ancient instinct that generally done by animal species

b) Modern theory

The modern theory states that play has benefits to overcome anxiety, develop intellectual abilities or maintain stable and flexible thinking skills in dealing with the problems of life.

1. Psychoanalysis theory proposed by Sigmund Freud that views playing as a catharsis that means playing can reduce emotional strain experienced by children because the children feel happy.
2. Theory of Cognitive Development proposed by Jean Piaget stated that the playing is a fun activity to develop the intellectual abilities of children, such as solving problems (problem-solving), creative thinking (creative thinking), using cognitive strategies (cognitive strategy), as well as obtain ways or ideas to undergo life.
3. The contextual theory proposed by Lev Vygotsky that emphasizes the social and cultural environment that is the source for child language and thinking development.
4. Modulation Theory proposed by Michael Ellis and Fein's view that playing can help children to reduce boredom and unpleasant feelings.

Playing activities have a profound influence on the development of children. As described by [Hurlock \(1978\)](#) that there are significant influence of playing for children's development, namely: physical development, the urge to communicate,

channeling the emotional energy that is pent-up, the distribution for the needs and desires, learning resources, stimulation of creativity, the development of insight, to learn social, moral standards, learning to play according to gender roles and the development of desirable personality traits. Eheart and Leavitt ([Yuliani Conscience, 2010](#)) argue that playing activities can develop the potential of children, not only on the physical potential but also on cognitive, language, social, emotional, creativity and ultimately academic achievement.

Playing with a small group consisting of 2- 4 or more players that has the same goal will help children learn to communicate with other children by involving emotional feeling. Children develop social skills through cooperative efforts, the child gradually becomes more interested in the experience of competing and will increase the child's emotional-social intelligence. Playing will be able to increase cooperation, responsibility, courtesy, respect your friends or opponents, each concerned with a friend, honest and others. Various kinds of positive properties will be able to foster a sense of self or children develop emotional-social intelligence. When playing, children must pay attention to the opponent's play perspectives, thereby reducing egocentric. In a game that also children can figure out how to compete with honesty, sportsmanship, know their rights and care for the rights of others. Children can also learn how a team and team spirit.

There are so many Games carried by younger children whether using tools or without tools and from traditional to the modern game that the appliance can be purchased in the market. Children love to play like a chase, the hide vituperation, super slide, marbles, playing on football, a game of snakes and ladders, game cart Sodor, games rubber games racing bicycles and various other games that can be done in small groups as well as a large group. By doing these games will improve the child's emotional-social intelligence.

CONCLUSION

Emotional intelligence in early childhood needs to be improved by guiding parents and teachers in school because by developing social and emotional aspects of early childhood will shape children's personalities become better in future life. Factors that may influence the development of emotional-social intelligence in early childhood are heredity (hereditary) and environmental. In developing social intelligence emotional of young children required a variety of methods, one of the methods that can be used both parents and teachers in schools is through the activity of playing with a small group or large groups. There are many positive values in playing that can be developed to the children so that they have good social-emotional development.

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