

## Reinforcement of Social Emotional Early Childhood in the Era of Society 5.0

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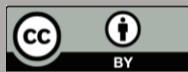
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### ABSTRACT

During early childhood, the foundations for social and emotional development are established. A person's social-emotional ability involves their capacity to self-manage, take responsibility for themselves and others, and engage positively in social interactions. This study focuses on enhancing the social-emotional development of young children in the context of society 5.0. The research aims to understand the process of reinforcing social-emotional development in early childhood, which can benefit parents and teachers in supporting children's social and emotional well-being. The study utilized field research methods, including observation, interviews, and documentation. The research was conducted at Al-Islah Gununganyar Kindergarten in Surabaya City, which has 164 students. The findings revealed that 21.8% of children have not yet developed the required competencies, 59.2% are starting to develop, 61.6% are developing, and 21.4% have achieved very good development. The analysis employed descriptive qualitative methods, incorporating opinions and observations. The study concludes that implementing effective social-emotional reinforcement processes can have a positive impact on early childhood education within society 5.0.

### INTRODUCTION

This research was written because young children are not yet able to properly control their social and emotional environment in the environment, school, family and even in society in the Society 5.0 era. Family psychologists remind parents to be sensitive to their children's social and emotional development, especially in the Society 5.0 era, to ensure that children can adapt when they rejoin other people in their environment. Preschool education never backtracks in developing problems, solutions and innovative models to be able to assume roles and responsibilities for the future of humanity, because children are assets for the future of humanity, we will rise to become leaders who prioritize human values.

A child really needs social-emotional skills, motivational and intellectual qualities to be able to successfully navigate the preschool years (Syahreni Yenti, 2021). Therefore, the issue of children's social emotional development is very important and needs to be understood clearly in the current social era. Socioemotional development comes from two different

words "social" and "emotional" which are so closely related that they are often referred to as socioemotional.

Social development is defined as a pattern of values, knowledge and learning skills that enable children to relate well and make positive contributions to their families, schools and communities. Knowing and understanding emotions is an integral part of this. Emotional literacy includes the ability to recognize emotions and know how to regulate them to maintain effective relationships with others. Emotional understanding allows individuals to accurately interpret and respond to the emotional signals of others (Syahreni Yenti, 2021).

According to (Nurjannah, 2017) Preschool social emotional development is about learning how to interact with the people around you according to social standards so that the child can better control his emotions based on his ability to recognize and express emotions. Emotions are acquired gradually and through a process of formation and consolidation.

As a parent or teacher, try to find out as soon as possible how the adults feel about the children. Data shows that many children are left behind in social development, especially in today's society. Social and emotional development is how we help children understand situations and emotions as they interact with the people around them (Reza Nur Azizah, 2022). Meanwhile, social and emotional competence is a person's ability to regulate themselves, be responsible for themselves and others, and behave well in interacting with the people around them. Humans have the ability to explore their environment by interacting and learning effectively with the people around them, for example with people who are older or the same age as themselves.

Early childhood is children aged 0 to 6 years. This period is often called the golden age because during this period the child's growth and development accelerates, including social and emotional development (Nazia Nuril Fuadia, 2022). Aspects of social emotional development are very helpful for a child's development, because children will learn to adapt and make it easier to socialize with the environment, society, parents, teachers and friends. Of course, this process of social emotional development can have an impact on good behavior, attitudes and habits for a child.

In the current era of society, a child's social and emotional intelligence will have a very good impact on each of them. Goleman, 1997 said, Social Emotional Intelligence consists of five areas, namely: Self-Awareness, Self-Management, Social Awareness, Social Interaction Skills, and Decision Making Responsible (Prima Yoga Setyawan, 2023).

Early childhood social skills can be improved with intervention through a behavioristic approach. Intervention with a behavioristic approach has proven to be quite significant in changing children's behavior (Mushab Al Umairi, 2023). There are several techniques that can be used to improve children's social emotions, one of which is reinforcement techniques. Reinforcement is a technique of giving or withdrawing stimulus to increase or decrease certain behavior. Several studies show that reinforcement techniques are quite effective in changing individual behavior.

Based on the explanation above, we can conclude that there are several factors that can improve children's social emotions. One way is to provide reinforcement to students so they are able to manage their social emotions well. Providing social emotional reinforcement to children may seem like a simple thing, but this is difficult to do if the teachers and parents

concerned do not properly understand the meaning of providing this reinforcement because providing appropriate reinforcement can encourage children to understand their social emotional abilities. . Providing appropriate reinforcement is when the teacher always provides positive reinforcement, has a program that directs children to the desired social emotional series. (Ade Nurcahya, 2020).

Therefore, the factor that is thought to strongly influence children's social emotional abilities, especially in the era of society 5.0, is providing reinforcement and creativity to teachers and parents, so it was appointed as a study in this research. Several previous studies show how these two factors make a good contribution in terms of increasing student learning motivation, so the author is interested in researching these two factors in conditions where student learning motivation is not yet optimal

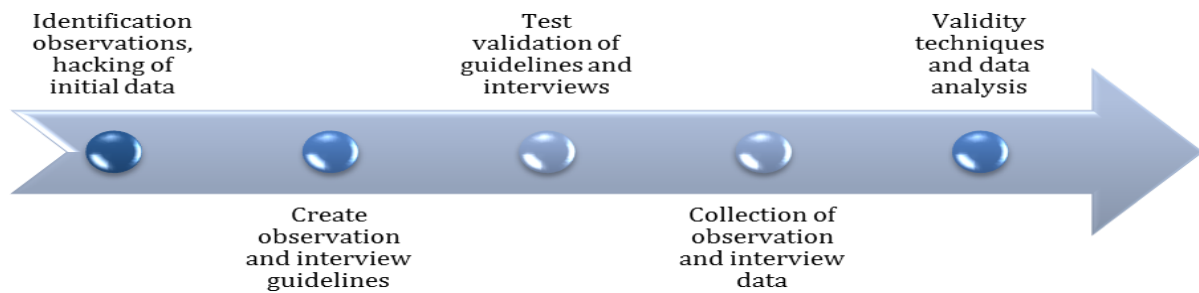
Ade's research shows that strengthening reinforcement can increase students' learning motivation (Ade Nurcahya, 2020). Puspitasari's research explains that approaches to reinforcement techniques and symbolic modeling can improve children's social skills (Puspasari et al., 2020).

Another interesting thing to research is whether providing social emotional reinforcement to children has not been maximized to achieve development standards for children's social emotional development, especially in the era of society 5.0. Is the provision of reinforcement still not in accordance with the child's characteristics so that it has less impact on the child's social and emotional impact?

There is a need for assistance from more competent parties regarding understanding Social Emotional Strengthening of early childhood in the era of society 5.0. Based on this, as a researcher carried out research at the Al-Islah Gununganyar Kindergarten Educational Institution, Surabaya City as a form of collaboration between the Kindergarten in Surabaya and the PIAUD Study Program in the form of mentoring and training on Social Emotional Strengthening of early childhood. Based on several problems identified, the problem formulation of this research is "How to provide reinforcement to children's social and emotional emotions in the era of society 5.0. Thus, the aim of this research is to analyze the effect of providing reinforcement on children's social emotions in the era of society 5.0.

## **METHODS**

This type of research is field research. Field research is a type of research that studies phenomena in their natural environment. For this reason, primary data is data that comes from the field. So that the data obtained truly corresponds to the reality regarding the phenomena that exist at the research location. Therefore, here the researcher uses the Field Research type of research, so that he can search for data in the field in detail and in detail by observing from the smallest phenomenon which is a reference point for the problem, to observing the largest phenomenon and trying to find a solution to the problem for the common good (Mulyana, 2013). To analyze the social and emotional reinforcement of childhood in the Society 5.0 era, we used data reduction, presentation, and verification analysis. Visually, research shows progress in social and emotional strengthening of children in the era of society 5.0. This research step can be seen in full in the diagram below, as follows:



**Figure1.** Research Process Diagram

The implementation of this research was located in Gununganyar sub-district, Surabaya city, and samples were taken for this research at the Al-Islah Kindergarten Educational Institution, Surabaya. The time for conducting the research starts from December to March 2024. The subjects of this research consist of kindergarten principals, teachers, parents and students. This research activity began with interviews with several kindergarten heads, teachers and parents in Gununganyar District, Surabaya. Then held FGD and an agreement on conducting research activities on social-emotional strengthening activities for children in the era of society 5.0. Then the research team formulated and compiled material related to social emotional strengthening of children in the era of society 5.0.

## RESULT

This research analyzes the social emotional strengthening of children in the era of society 5.0. In this section, findings from practitioners, parents and children are presented. Based on the analysis of qualitative data that researchers identified, there are several comprehensive discussion competencies that are generally related to children's social and emotional emotions, namely: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-making. The researcher developed this analysis as follows:

### 1.1 Self-Awarenes

Daniel Solomon, 2016 believes that self-awareness is a person's ability to recognize weaknesses, motivations, values, strengths, and how they affect the people around them. Children's self-awareness is the basis for the development of emotionally intelligent behavior. Therefore, self-awareness refers to the ability to read one's own emotions and understand their impact on others. Evaluate yourself accurately by knowing your limitations and strengths (Magnus Osahon Igbinovia, 2016). Self-awareness will influence a person's perspective and avoid being egocentric (Scaffidi Abbate et al., 2016)

In this case, researchers conducted several interviews with teachers and parents at Al-Islah Kindergarten Surabaya regarding Self-Awareness as follows:

*"We often hold internal competition activities for children, this is also part of training their self-awareness, for example prayer movement competitions or other things" (Teacher)*

*"Thank God, my child often joins his father in praying at the mosque, even his own mosque happens to be close to home" (Parent)*

Through interviews and observations related to students' self-awareness, it can be understood that holding social interaction activities with fellow students will provide social emotional stimulation for children. Measures of objective self-awareness were lower when individuals did not interact with other children but were higher during social interactions. This means that by interacting and observing more with fellow students, a child will have a different perspective on other children and will also see himself. A child will tend to introspect himself if there are other children who advise or criticize him, which will increase his self-awareness. He will also know more about how other children view him.

## 1.2 Self-management

Prijosaksono said that self-management is a person's ability to control themselves, such as their soul, body, thoughts and emotions, by using the abilities that exist within them. So that children can become better at managing their emotions thanks to the motivation and effort that arises within them. Thus, what we call individuals with good self-management abilities can also be considered individuals with good self-management abilities (Diena Ardini, 2017).

In this case, researchers conducted several interviews with teachers and parents at Al-Islah Kindergarten Surabaya regarding Self-Management as follows:

*"Every child's emotional control is different, at school we often teach 5S (Smile, Greet, Greetings, Polite and Courteous) so we apply it when children are angry and teach them to smile and speak politely" (Teacher)*

*"My child is now starting to be able to control his emotions. If he gets angry, he will keep crying, wait a while and then apologize, then play again" (Parent).*

Through interviews and observations related to students' self-awareness, it can be understood that. Good self-management will have an impact on the child's future life. Self-management is also a strategy for changing a child's character or social behavior for the better in the future. If parents and teachers have accustomed themselves to self-management in their children's daily activities, but the results are not very satisfactory, that is normal. so keep getting used to it in your child's daily activities, because self-management is not only about the child being disciplined in all activities, but self-management also influences the child's social-emotional stability or also the child's response in responding to problem.

## 1.3 Social-awareness

Social awareness is a person's actions and behavior that come from within themselves to participate in experiences and easily feel what is happening around them, whether happy, sad or other events (Emma Rohima, 2017).

In this case, researchers conducted several interviews with teachers and parents at Al-Islah Kindergarten Surabaya regarding Social Awareness as follows:

*"We often see that sometimes children invite their friends to join in playing a game, and sometimes they get involved in an emotional relationship, if the child is sad then their friends are also sad, if they laugh they are also happy, and so on" (Teacher)*

*"My child likes to play with his friends, even going so far as to join in, if his friends cry, he will cry, laugh together, that's how it is" (Parent)*

Through interviews and observations related to students' self-awareness, it can be understood that. To foster social awareness in young children, they need the help of teachers, especially parents, because children are basically born and raised in a family environment. One way to build social awareness is to foster a sense of empathy towards other people.

#### **1.4 Relationship Skills**

A person's ability to interact socially that is developed as early as possible is very important, because in childhood, a child's social development still shows a selfish nature, the child only sees and is aware of one side of himself. From a very young age, children cannot understand that other people may have opinions or points of view that are different from theirs. Thus, through social interaction with other children, children can learn to recognize differences in opinions, ways of thinking, giving and receiving as well as responding to, rejecting and accepting other children's behavior and desires (Annisa Eli Yana, 2023).

In this case, researchers conducted several interviews with teachers and parents at Al-Islah Kindergarten Surabaya regarding Social Interaction Skills (Relationship Skills) as follows:

*"Like educational institutions in general, at the beginning of the meeting we get to know each other, then we invite them to study together, play together, sometimes we call community leaders and others, these are all ways to train their social interaction skills" (Teacher)*

*"When my child has a friend's birthday he gives him a gift, and when he is sick he buys him fruit and bread, even though it is not entirely the child's initiative, this is also a good form of social interaction for the child" (Parent).*

Through interviews and observations related to students' self-awareness, it can be understood that. Teaching about the complexity of emotions can provide education regarding the balance between emotional intelligence and intellectual intelligence. In this way, children can feel more empowered, recognized and heard, thus encouraging the formation of positive social emotional relationships with other people.

#### **1.5 Responsible Decision-making**

*Collaborative for Social, Emotional and Learning (CASEL)* explains that responsible decision making is a person's ability to make constructive choices regarding personal behavior and societal interactions, based on ethical standards, economic considerations, safety, security and social standards. (McGovern et al., 2023).

Responsible decision making is truly a skill that, if developed and practiced consistently from an early age, a person can grow into a responsible person who is more resilient in facing all the consequences of the decisions made in his life. In this case, researchers conducted several interviews with teachers and parents at Al-Islah Kindergarten Surabaya regarding Responsible Decision Making as follows:

*"At school we have disciplinary rules that all students must follow. "So that they get used to carrying out this discipline, such as after studying, the books are put back in order, when playing games they are put back in their place, and so on" (Teacher)*

*"When my child wants toys or food, I make it a habit to take care of his toys, and if he wants food, it's better to spend it so it doesn't go to waste" (Parent)*

Through interviews and observations related to students' self-awareness, it can be understood that. Once the child is able to make decisions that must be considered later, how to make the child responsible for his own decisions and instill a responsible attitude is also a very important consideration from an early age. Taking responsible decisions is not an easy task, especially for a child who is by nature making decisions, it is still difficult for them to do so. Therefore, responsible decision making is based on ethical standards, safety concerns, social norms, realistic assessment of the consequences of various behaviors, and consideration of the well-being of oneself and others, and making constructive and respectful choices for personal behavior in the social environment.

Based on collecting the results of interviews with several subjects from teachers and parents at the Al-Islah Gununganyar Kindergarten educational institution, Surabaya City. The results obtained were that when children identified various comprehensive discussion competencies related generally to children's social emotions, it became clear that their appreciation for feelings and experiences was significantly enhanced when they were given valuable opportunities to carry out the 5 competencies related to children's social emotions in the kindergarten/institutional environment. R.A. In this way, parents feel helped because they receive support and guidance, as well as an introduction and understanding of how to improve their child's social emotional skills.

When PAUD children are oriented to the social environment in educational institutions, they will learn to explore and interact socially. This really helps children to become more responsible, independent and self-aware, especially in the social and emotional aspects of children. By understanding the 5 social emotional competencies of children, there are also several opportunities for children to learn, resulting in the 5S learning concept (Smile, Regard, Greeting, Polite and Courteous).

The big advantage of understanding the 5 social-emotional competencies of children in an educational institution environment will provide many opportunities to combine social activities found in the kindergarten/RA educational environment with social activities in the community environment, especially those that can develop a child's social-emotional environment.

Results of observations and interviews at the Al-Islah Gununganyar Kindergarten educational institution, Surabaya City. The researcher explained several lists of understanding of social emotional competence in Early Childhood Education at the Al-Islah Gununganyar Kindergarten Education Institution, Surabaya City, as follows:

**Table 1.** Data on Indicators and Achievements of Social Emotional Competencies for Al-Islah Kindergarten

Indicators of Competencies	Participants	Competency Achievement			
		BB	MB	B	BSB
Self Awareness	164 Childrens	22	61	56	25
Self-Management		26	50	64	24
Social-Awareness		13	58	68	25
Relationship-Skills		20	72	59	13
Responsible Decision Making		28	55	61	20
Total number of CK		109	296	308	107

\*Description: BB (Not yet Developed), MB (Starting to Develop), B (Developing) and BSB (Very Well Developed)

Based on the number of students at the Al-Islah Gununganyar Kindergarten institution, Surabaya City, there are 164 children, with qualifications that have the Not Yet Developing (BB) competency attainment of 21.8%, of which 59.2% have the Starting to Develop (MB) competency attainment. those with a Developing competency achievement (B) of 61.6%, and those with a Very Good Developing competency achievement (BSB) 21.4%. From the results of the data above, it can be concluded that the achievement of social-emotional competence in early childhood education at the Al-Islah Gununganyar Kindergarten, Surabaya City is still quite good.

## DISCUSSION

The provision of reinforcement by teachers and parents at Al-Islah Surabaya Kindergarten which is measured through several comprehensive discussion competencies that relate generally to children's social and emotional emotions, namely: Self-Awareness, Self-Management, Awareness Social awareness, social interaction skills and responsible decision making are in the standard category of children's social emotional reinforcement. The results of the research findings show that the indicators of children's social emotional achievements of Al-Islah Surabaya Kindergarten students can be categorized as Fairly Good.

However, there are indicators and competency achievements that need to be improved. Even though teachers and parents have their own portion of each skill to provide

reinforcement, it is better if teachers and parents are able to optimize all aspects considering the important role of teachers and parents as figures who support and support the implementation of reinforcement in early childhood education, especially in this era. society 5.0. This can be a reference for the subjects studied, especially teachers and parents, in increasing the provision of reinforcement for early childhood education. Creativity in educating a teacher and parent, which includes indicators of achieving social emotional competence, must also be based on aspects of the child's social emotional development.

All young children develop mentally, physically, socially and emotionally into adulthood based on a strong moral foundation. Emotional development, which is influenced by factors related to all treatments and operations, cannot be separated from a person's personal development (Al Umairi, 2023). A child's ability to solve problems, make decisions, act responsibly, and ultimately enjoy adulthood is greatly influenced by his emotional response to the various emotions that children experience every day. Emotional development is the process by which children learn to identify their own emotions and experiences, understand how and why things happen, and understand and create various emotions (Nurhayati, 2023).

Parents need to understand the social emotional development of each child from an early age. As teachers and parents, we must recognize children who face emotional problems in childhood so that they can better prepare themselves to face life. A child's social behavior is a relative trait that determines how they will react to other individuals. For example, there are those who work diligently, patiently, and consistently prioritize the interests of their group above their own interests. On the other hand, there are other people who are impatient and lazy (Al Umairi, 2023b). Although behavioral problems and developmental problems fall into the same category of mental problems, it is difficult to identify mental problems in children. Children who are considered emotionally retarded often express their emotions in inexplicable ways.

It is important to remember that not all children are denied the opportunity to develop socially and emotionally. Children's social and emotional development is often ignored by parents, teachers and other caregivers. Children at this age often feel frustrated and unhappy when teachers do not participate in the learning process. Because they have more needs than others, teachers postpone their learning by focusing on these needs. This also affects the way children express emotions. Although this is widely accepted, if left unchecked it can cause problems for children. Children who have good emotional development are children who have good communication skills (Sidiq, 2022). Make sure children have the skills they need to express themselves in healthy ways. Teachers must help children develop social and cognitive skills from an early age.

Social development refers to changes in behavior resulting from emotions and experiences interacting with others during childhood. Social development is a change in behavior accompanied by emotions that arise in the mind. Social development is the development of the ability to interact with other people, while emotional development is the process of managing and expressing one's emotions through speech, facial expressions, etc., behavior (verbal or non-verbal) (Nurhayati, 2023).

Social and emotional learning (SEL) is the term for the way children acquire social and emotional skills. This includes things like managing difficult emotions, making responsible

decisions, handling stress, setting goals, and building healthy relationships (Jessica Souza, 2023). It is often assumed that social and emotional learning occurs naturally in a child's development without the need for teaching. But when children don't master these skills, they often experience behavioral problems, which can hinder their school performance and learning abilities. This is why social and emotional skills programs are now taught in many educational settings, from kindergarten to high school.

## CONCLUSION

Children's systematic responses to social emotions are neither passive nor forced. We can do this by using social and emotional milestones in early childhood. If you want to encourage positive social and psychological development in young children, this is very helpful. As a child, you start to blend in with the people around you. Therefore, the problems faced by young children need to be resolved from an early age so that they do not affect their psychological and social development in the future. The process of guiding and accompanying young children in overcoming difficulties will be a valuable experience for them in the future. However, not all young children have good social and cognitive abilities. Therefore, we hope for the participation of educators to overcome these problems and develop children's social skills.

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