SOCIAL SKILLS DEVELOPMENT STRATEGIES IN KINDERGARTEN AND ELEMENTARY SCHOOL GRADE I

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\textbf{Abstract}

This research moved from the issue of whether the teachers of kindergarten and the early grades of elementary school teachers have the same perception of the importance of the development of social skills to children at an early age. Based on the problems that developed above, researchers interested in conducting research on child social development strategy keterampilan. This research was conducted through qualitative research. The research method is case study. This research was conducted in four schools, two kindergartens and two elementary schools in the city of Bandung, which is kindergarten, elementary Labschool UPI Bandung, and kindergarten, elementary Anurahman. Participants in this study is a kindergarten teacher, elementary teacher, kindergarten children and students grade 1 at school studied. Data collection techniques used were interviews, and observation. These results indicate that a good teacher in kindergarten and in elementary school have a view equally positive about the need for the development of social skills in children. Teachers in kindergarten and elementary school developed a variety of strategies to develop children's social skills through activities of cooperative activities, habituation, modeling and understanding do doleh teachers. In addition there is the sustainability of social skills learning strategies from kindergarten to elementary school, especially in grade 1.

\textbf{Keywords:} Strategy social skills, children in kindergartens, elementary school children

\textbf{INTRODUCTION}

Education has a very important role in developing the full potential of the students. In Law No. 20 of 2003 on National Education System states that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. In these formulations seen some aspects of interest related to the development of aspects that are affective and social skills that form the character, faith and fear, noble, creative, independent, democratic, and accountable.

Maftuh (2010) by quoting the views of various experts social studies (Banks, 1990: 3) concluded that there is a consistent view of the main purpose of the social studies or social studies to advance the ability of citizens to participate in a democratic society. In other words, social studies or IPS is intended to prepare students to become good citizens who have the knowledge, values, and skills needed to participate actively in society. Banks (1990) suggested four areas of competence IPS, namely competence in the field of knowledge.
(knowledge), attitudes and values (attitudes and values), skills (skills) and social action (social action).

Social studies need to be given on since primary school to secondary school, while kindergarten is not familiar with the term of subjects, but the development of students' ability to be done in an integrated learning. As in elementary school (SD), IPS was not given as a stand-alone subject, but rather integrated into the program or integrated with other subjects. IPS competence developed at the beginning of kindergarten and first grade (mainly grade 1) more emphasis on the development of competence attitudes and values, as well as social skills.

Maftuh (2010) further highlights the importance of developing skills in the 21st century, as stated by Trilling & Fadel (2009) and the Partnership for the 21st Century Skills (2008), in which there are a number of social skills. According Maftuh there are few social skills of the 21st century in which Social Education can play an important role to develop, namely: interpersonal skills, skills of cooperation (collaboration) network traffic, social interaction skills and cross-cultural, personal responsibility and social, interactive communication, cultural literacy and global awareness. Social skills, interpersonal, collaboration, social responsibility, cross-cultural or interactive communication can be developed through a variety of subjects, but the IPS education should play a more major in developing and strengthening the skills compared to other subjects.

Development of social skills in kindergarten and early elementary classes are not without problems. The problem, among others, is whether the teachers of kindergarten and elementary school teachers the early grades have the same perception of the importance of the development of social skills to children at an early age.

The next major issue is the use of learning strategies that teachers of kindergarten and early elementary classes in developing social skills of the students. Perhaps the learning strategies they use will vary. Of diversity strategy, it needs to be studied for effective learning strategy to develop the social skills of children preschool and elementary school early grades.

RESEARCH METHODOLOGY

This research used a qualitative research approach. Qualitative research method is also often called naturalistic research methods, it is in because the study was conducted in natural conditions (natural setting) (Sugiono, 2011, p. 8). The research method is case study. This research was conducted in four schools, two kindergartens and two elementary schools in the city of Bandung.

DISCUSSION

1. The View of Kindergarten Teachers and Elementary School Teachers of Class I On The Importance of Social Skills Development

The initial problem of this research is whether the kindergarten teachers and elementary school teachers of the early class have the same perception about the importance of developing social skills for children from an early age. Based on the results of interviews with teachers, researchers see that the development of social skills in kindergarten and in elementary school is very important for children. Elementary and Kindergarten teachers mentioned that children's social skills should be developed early on, this is very important for the development of children. The following researchers will explain the views of kindergarten teachers and elementary class I on the importance of developing social skills for children.

Very important. Because social skills is one of the abilities that must be developed in children early on. With this ability adak can survive and adapt and interact with
others easily.

(Interview, September 06, 2016)

Oh ... the obvious social skill is very important yes ... it's very important. Social skills are very important to be developed since childhood in elementary school, because it will help them in adaptation well in new environment, when they enter the new environment they will quickly mingle with new children and besides the provision for them later if gede and enter Duni kerja, because the human social well besides their individual beings are also social beings, so must be related and interaction with others so yah ... Then besides that so children can face social problems that they will face.

The results of the above interviews indicate how important the social skills for children are developed. The average of each respondent (teacher) states that the development of social skills from an early age is very dizzy done as a stock for children in facing the problem. Besides bersosial for early child can make good interaction between sesame. One of the social activities is to build good relationships with other people, whether with an older or younger person, peers, teachers, parents, neighbors and all members of the community. Through interaction with each other occurs a variety of activities that are very meaningful in life so that will form a whole child's personality.

Development of social skills that children learn in kindergarten is a skill in terms of establishing good relationships with adults, fostering relationships with groups and fostering relationships as individuals. Monica & Pratiwi (2015) says that many people who succeed in business because in addition to their educational influence also socially have positive social skills so easily accepted by many people, both ideas, influence and also his leadership style. In short the social skill becomes an important part in the children who should be developed early and get a lot of portions so it is hoped that this country will get a golden generation that is not only intellectually intelligent but also socially, emotionally and spiritually intelligent, it is called intelligent comprehensively.

2. Social Skills Learning Strategy Applied By Teachers In Kindergarten

Strategy is an attempt to gain success in achieving educational goals. Therefore, learning strategy is one important aspect in teaching and learning activities. Development of social skills in children can be done through various activities of learning activities / learning strategies. A variety of activities that teachers can do in developing children's social skills.

The efforts of kindergarten teachers in developing social skills in schools are conducted through child-centered activities. The condition can be seen in the teacher's statement during the interview.

Through various activities in the classroom, for example, through storytelling / story telling children in the tutorial can lead to communicate what is in his mind. Then through role play, the child can know how to social with the community, what works good, and do not. Yes most with it. And through the habituation activities that we apply to children. (Interview, September 08, 2016)

The description above illustrates that teachers have made various efforts in developing children's social skills in kindergarten including through activities of story telling, role playing, project and through habit. Yusuf et al (2006) asserted that exemplary method is one of the most appropriate methods applied in educating children, because with this method the child will directly see the performance shown teachers at school or outside school. If the child
sees from his teachers a kindness, then he will learn about the good but on the contrary if he sees from the teacher an evil, then he too has learned the ugliness of the teacher.

3. Social Skills Learning Strategy Applied By Grade 1 Elementary School Teachers

Learning strategies conducted by teachers in elementary schools in developing social skills in children is done through various activities directly or indirectly. A variety of activities that teachers can do in school to develop children's social skills, following some results of interviews that researchers get.

*Through understanding, habituation, modeling, through activities that can stimulate children's social skills, such as activities that involve many children's activities so that children often interact with each other, mutual cooperation, and mutual respect. It can also be done through the habituation given to children continuously. (Interview, September 06, 2016)*

Direct learning is one model specially designed to support the learning process of students who dilakuakn gradually develop knowledge (knowing know) to solve a problem. In this case the teacher gives the children a clear and detailed understanding and through fun activities. The children's play activities are two kinds of empathy and the rules and social roles facilitate the process of developing moral behavior in children (Solehuddin, 1997).

4. The Child's Social Skills Profile Profile Is in Line with The Instructional Strategy Applied By The Teacher in Kindergarten

The ability to socialize children is based on the age of child development, most children aged 3-4 years begin bersosialisai with friends sepermainannya, but there are also more like to play alone, 5-year-olds usually already have a playmate while in children aged 6 or 7 years can already Play roles, negotiate, work together and start forming groups of playmates. The ability of children social skills in kindergarten based on the findings can be seen in the fragment of the interview result below.

*The ability to comrade, socialize, good communication skills, the ability to forgive other people's mistakes and the ability of children who are unyielding and not easily offended. (Interview note, September 8, 2016)*

Based on the results of research on social skills of children in kindergarten include the ability to communicate (able to tell the story well and easily understood), build good relationships with others, can respect themselves and others, listen to opinions of others, able to give and receive criticism from friends and Teachers, acting in accordance with the norms and rules applicable. It can be seen in the following brief notes.
5. The Social Skill Profile Profile of Grade 1 Children Is in Line with The Instructional Strategies Applied By Teachers in Primary School

Every elementary school child is in a period of growth, there is a significant physical change and mental changes that lead to the better. His behavior in the face of social and non-social environment will develop depending on the pattern of education applied at school and home. Child's social skills will develop well if they gain opportunities and experience to get along with people in their good environment. The social skills skills of grade 1 students based on the results of the research can be seen in the following piece of field note results.

*When GH starts learning is seen lending its eraser to the DR, it's polite to say thank you. GH often help his colleagues, the RS occasionally picked up the fallen pencil, erase the wrong writing RS, help enter the goods RS and other (Field notes, August 15, 2016)*

In addition the above conditions in line with the results of documentation during the research activities as follows.
Picture 3
The children are helping to clean up the dirty and petrified floors to encourage their friends who have not resolved their work

Picture 4
Children are playing together, this shows the children are easy to get along and hang out

Picture 5
Visible LS is lending eraser to MY

6. Sustainability of Social Skills Learning Strategy Pattern from Kindergarten to Elementary School in Class 1
School is one place where children learn science, develop all the potential they have, children are entitled to get that education. At school, teachers assist in the development of attitude abilities, and social relationships of children. The development of social skills in schools and classes should be programmed, created and maintained together in the form of learning and. Schools will facilitate children to obtain good learning and guidance. Social guidance such as guiding children to adapt or adjust themselves into a new environment. Therefore, the education of kindergarten and elementary school should be sustainable, have the same pattern and purpose so that education in kindergarten to elementary school is continuing what has been educated and built in kindergarten will continue to be given in elementary school.

Based on the results of research in kindergarten and elementary school Anurahman sustainability pattern of education, curriculum and teaching. This is because the kindergarten and elementary school is a foundation school so that the curriculum policy is the same. There is a harmonious relationship between the two levels. This can be seen from the results of interviews from both schools, below.

Yes we are a foundation of education in kindergarten and elementary school activities and education pattern is sustainable, the curriculum is mutually sustainable. (Interview note, August 22, 2016)

But different in kindergarten and SD Labschool UPI Bandung, has not happened sustainability of education pattern of social skill development of child. This is apparent based on interviews that show that kindergarten and elementary school despite one roof and one region, but there is no pattern of sustainability of both. More jelos can be seen from the following interview footage.

There is no sustainability because even though TK and SD are both labschools but the curriculum and learning process are not one roof. Different leadership and policy. (Interview note, September 06, 2016)
Different patterns of education in every school is one of the rights of each school with its foundation, although one or one foundation still depends on the school policy and the foundation of each. The well-being of the program in Kindergarten with the elementary school is well done, so that the giving of education and education in line and the development of children can be achieved maximally in accordance with the stages of child development. School is an educational institution that seeks all potential development of children. Here it means that through sustainability education in schools, students are expected to be facilitated throughout their development. The main task of one of the teachers there is to establish the continuity of learning programs both subjects and the open subjects. For the psychosocial development of children of kindergarten and elementary school is at the stage of autonomy and completion of tasks; If this psychosocial development task is not met the child will experience feelings of guilt and feel inferior. (Nurihsan & Agustin, 2012).

SUGGESTION
Kindergarten and elementary school teachers should receive training in the form of the initial class-oriented activities program to help develop children's potential in a sustainable manner, especially social skills since social skills have a very strategic benefits for the development of children's potential. Supposedly forged friendship and ongoing relationship between the house, kindergarten and elementary school since kindergarten is a bridge between home and school, so if the "learning outcomes" of children in kindergarten followed up in SD, it can be predicted no sustainability quality of learning towards a better, including the development of children's potential early age. One is the development of social skills.

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