



The Role of Caregivers in Stimulating Early Childhood Social Emotional Development

Ulfah Halimatus Sa'diyah, Ana, Nenden Rani Rinekasari

Universitas Pendidikan Indonesia, Bandung, Indonesia

*Correspondence: E-mail: ulfahhs@upi.edu

ABSTRACT

Social emotional development is an important aspect in early childhood development, especially for children in orphanages. This study aims to determine the role of caregivers in stimulating the social emotional development of children in orphanages in Cianjur Regency. The method used is descriptive with 30 caregivers as respondents. Data were collected through questionnaires distributed via Google Form via WhatsApp. The results of the study showed that caregivers very often provide stimulation in the aspect of protecting themselves from the environment. They stimulate children to be confident by providing guidance and examples. In addition, caregivers also teach children to help friends, be grateful, and speak politely. The role of caregivers in teaching good attitudes to children has proven significant in the process of stimulating social emotional development.

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1. INTRODUCTION

Childhood is the most interesting period because during this period children will develop very rapidly, because this period is often called the golden age (Himmatul, 2017). The golden age is a sensitive period for all aspects of children's growth and development (Niati, 2019). Early childhood education is important to provide because it is the initial foundation for children's growth and development (Alvin, 2020). Early childhood education has the function of developing cognitive, language, physical (gross and fine motor skills), social, emotional aspects. Children's growth and development affect the quality of humans in the future (Kurniawati, 2021).

Development in early childhood needs to be given direction and stimulation from preschool age, because during this period children's development will develop rapidly (Niati, 2019). The learning experience will be of high quality if the learning process is carried out properly and in a planned manner. A good learning experience will help in the child's social emotional development which is the basis for success to the next stage (Suminah, 2015). One of the basic competencies required is the social emotional aspect (Sufiati, 2019). This social emotional development is related to interacting with each other, so if the interaction is not good, the growth and development of children will be less than optimal (Maria, 2018).

Paying attention to the development of early childhood is very important, including early childhood in orphanages who do not have parents, children from different backgrounds, and children from abandoned children, street children. These children need guidance and attention from caregivers for the continuation of their development into a good generation. Factors that influence children other than family are the surrounding environment, which tends to imitate what is seen, so special attention is needed (Sutanto, 2015).

Early childhood in orphanages is associated with developmental delays, because they do not get attention and guidance from caregivers/parents, for the development of early childhood. Children who have more time to interact with their caregivers will experience fewer developmental problems because they are directly guided by caregivers and even given direct attention, unlike when children spend more time playing with friends without supervision from caregivers/guardians, they will experience several problems (Riyadi, 2014).

The importance of social-emotional development in early childhood, especially children in orphanages, can be the basis for recognizing various types of emotions and how to handle them. Moreover, if reviewed again because early childhood is in a period of forming the right character and will even stick when the child is an adult. Children are expected to be able to become people who understand the emotions they experience and are able to be accepted by their social environment. If a child is unable to recognize the emotions he has, the child will find it difficult to socialize with his surroundings, problems will arise that will hinder the child's growth and development process (Badriyah, 2019). Children's social emotional development is greatly influenced by the process of treatment or guidance of caregivers/guardians towards children in introducing aspects of social and emotional life, or norms of community life and encouraging and providing examples to their children on how to apply these norms in everyday life (Dwi, 2015).

2. METHODS

2.1. Research Instruments

The research instrument used in this study was a closed questionnaire in the form of a statement to obtain data on the role of caregivers in stimulating the social emotional development of early childhood. The assessment system used in this study was a Likert scale so that researchers obtained more consistent data on the statements given to make it easier to

group answers in the form of an online questionnaire (google form). By giving a questionnaire score according to Sugiyono (2014) as follows: very often (4), often (3), sometimes (2), and never (1).

2.2. Research Procedures

The stages that will be carried out in this study are as follows: Preparation stage, In this preparation stage, the researcher makes a plan regarding a detailed description of the research process that will be carried out. The preparation is in the form of:

- (i) Finding the problem to be studied, then a guidance process is held with the supervising lecturer,
- (ii) Determining the location or place to conduct research,
- (iii) Conducting preliminary studies and permits for initial observations at the research location,
- (iv) Compiling the formulation of the problem,
- (v) Making a list of questionnaire statements to make it easier for researchers to obtain information and data.

Implementation stage, this stage the researcher does it to obtain the data needed to answer the problems that the researcher will create, create or compile a grid of respondents for the research questionnaire, then distribute the questionnaire or questionnaire online by utilizing telecommunications media and analyzing the data that has been obtained.

Reporting and completion stage the reporting or completion stage carried out by the researcher is to collect all the data obtained, processed and a report will be made in accordance with the research systematics.

2.3. Data Analysis Techniques

Data analysis was conducted in this study by collecting questionnaires from respondents that had been distributed, then analyzing them using percentage calculations, (1) Data Verification, the collected questionnaires were then checked for completeness of respondents' answers to each question according to the filling guidelines, (2) Data Tabulation, Data tabulation aims to predict answers regarding the frequency of each option in each item, so that the frequency of respondents' answers is clearly visible. Respondents can only choose one alternative answer, so that the number of answer frequencies is the same as the respondents (n). The answers use a Likert scale with the highest score of 4 and the lowest score of 1. The formula used is as follows:

$$Persentase = \frac{Total\ Skor}{Total\ Maksimum\ Skor} \times 100\%$$

Based on the data analysis, the researcher interpreted the data as follows: Based on the data analysis, the researcher interpreted the data as follows:

75% - 100 %	: Very Often
50% - 75%	: Often
25% - 50%	: Sometimes
0% - 25%	: Never

3. RESULTS AND DISCUSSION

Data Data collection for this study titled "The Role of Caregivers in Stimulating the Social Emotional Development of Early Childhood" was conducted in a systematic manner over the course of approximately one week, from July 10, 2021, to July 17, 2021. This timeframe was chosen in response to the ongoing Covid-19 pandemic and the restrictions imposed under the PPKM (Enforcement of Activity Restrictions) policy. Given the challenges posed by the pandemic, particularly in terms of direct interaction and face-to-face meetings, the research adapted to the circumstances by implementing an online data collection approach. The survey was designed to adhere to safety protocols while still obtaining relevant data to explore the crucial role caregivers play in early childhood development.

The primary data collection method used in this study was a closed-ended questionnaire. This survey featured a series of statements about caregivers' roles and practices in stimulating the social-emotional development of children, with four predefined response options: very often, often, sometimes, and never. The closed-ended nature of the questionnaire allowed for straightforward analysis of caregiver behaviors and responses. By using these specific response categories, the researchers could quantify the frequency of caregiving activities, making it easier to identify patterns and trends across the respondents. The use of a Google Form platform for the survey distribution facilitated ease of access and enabled a smooth collection process, even in the context of a pandemic-induced lockdown.

A total of 30 caregivers from an orphanage where children aged 5 to 6 years resided participated in this study. The selection of participants was crucial for gaining insights into the social-emotional development of early childhood within a specific setting—an orphanage. These caregivers were considered key figures in fostering emotional well-being, interpersonal skills, and social adaptation for the children under their care. The study's findings offer a valuable contribution to understanding how caregivers' daily actions and interactions can positively or negatively affect early childhood social-emotional growth. This research is significant as it highlights the need for targeted interventions and support systems that empower caregivers, particularly in challenging environments like orphanages, to better facilitate children's emotional development during formative years.

3.1. Research Findings on the Role of Caregivers in Stimulating Development in Early Childhood in the Aspect of Self-Confidence.

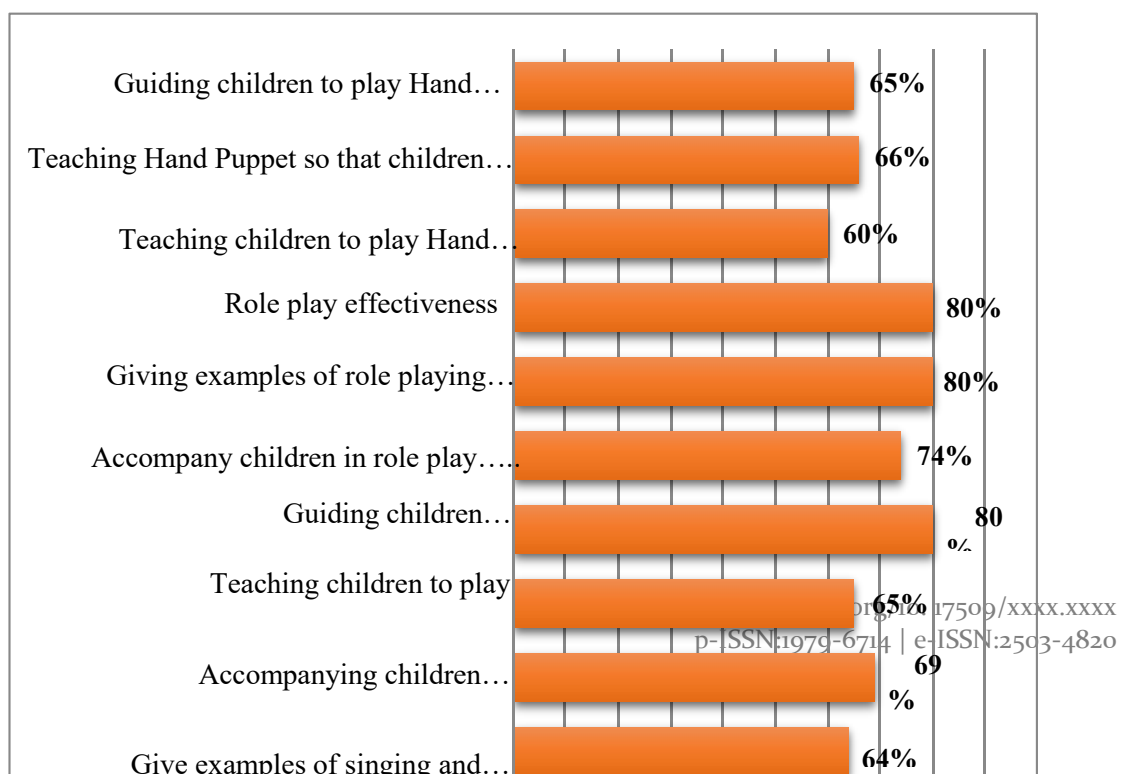


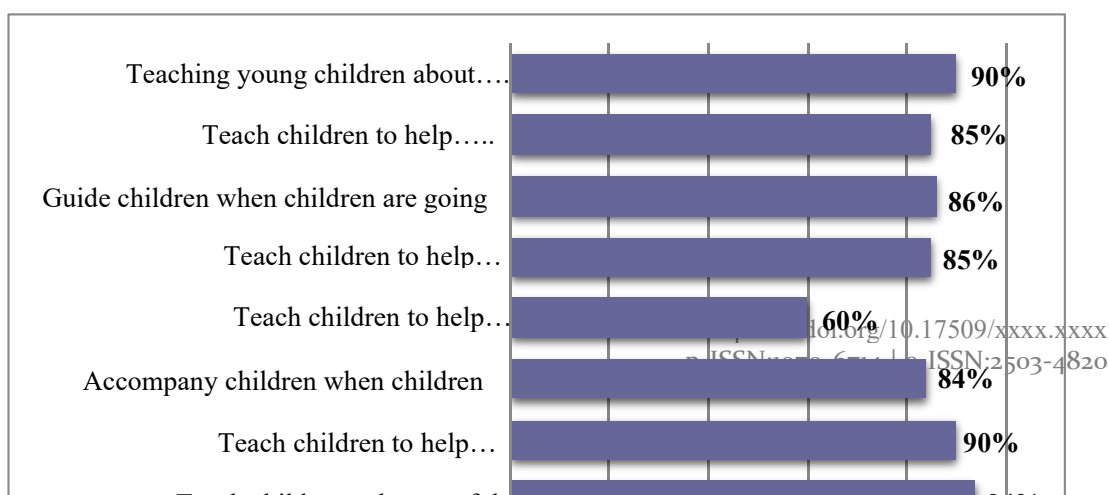
Figure 1. The role of caregivers in stimulating the social and emotional aspects of early childhood in terms of self-confidence

Figure 1. shows the results of data processing that researchers have processed, getting an average percentage with a value of 70% indicating that the role of caregivers in stimulating the social emotional development of early childhood in the indicator of self-confidence with the method of playing musical instruments and singing, role playing, and playing hand puppets or Hand Puppets is often done by caregivers who are in the orphanage. Caregivers who guide and give examples to children to be able to choose the role that the child wants. Also supported by (Sundari, 2012) who stated that through role playing can grow or increase self-confidence in early childhood.

The role of caregivers in stimulating social emotional development in the aspect of self-confidence by teaching children to try playing hand puppets or hand puppets with a percentage result of 60%, this stimulation is still often done. In line with research from (Bhakti, 2013) that early childhood is very vulnerable in growing self-confidence, self-confidence needs to be developed in children from an early age through methods that are fun for children. For example, playing hand puppets or Hand Puppets is considered effective in growing self-confidence in children. The percentage that researchers have processed shows that the percentage is 60%, because early childhood children often play normally without using hand puppets, but occasionally they play hand puppets with caregivers.

3.2. Findings of the Role of Caregivers in Stimulating Development in Early Childhood in the Aspects of Helping and Assisting

The following shows data on the role of caregivers in the development of children's self-confidence through cleaning the room, bed, tidying up toys, getting an average percentage of 84%. The following data on the role of caregivers in stimulating the social emotional development of early childhood children in the aspect of self-confidence:



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Figure 2. The role of caregivers in stimulating the social and emotional aspects of early childhood in terms of helping and assisting

Figure 2. shows the results of data processing that researchers have processed, getting an average percentage with a value of 84% indicating that the role of caregivers in stimulating the social emotional development of early childhood in the indicator of helping and assisting with the method of cleaning the class/room, tidying up the bed, tidying up toys can be interpreted as very often doing the stimulation, in teaching children to say the word "thank you" when there are friends or other people who have helped when cleaning the class or a room getting a percentage of 94% which can be interpreted that the stimulation is very often done, supported by the results of research from (Halida, 2012) which shows the results of teaching early childhood to say thank you when they have helped get a percentage of 100% which means that the results of the study are very often done, by getting children used to saying thank you, namely by being a role model for children, always reminding children to be grateful when they get something from others, reading exemplary stories about the habit of saying thank you.

Caregivers can provide examples for children by saying thank you to children if children have done good deeds and are willing to help caregivers. The role of caregivers in stimulating the social emotional development of early childhood in the aspect of helping and assisting in teaching children to help make the bed so that children are used to tidying up after waking up with a percentage of 60% can be interpreted that this stimulation is often carried out.

3.3. Findings on the role of caregivers in stimulating development in early childhood on the indicator of protecting oneself from the environment

The following **Figure 3.** shows data on the role of caregivers in stimulating the social emotional development of early childhood in the indicator of protecting oneself from the environment including good language, good behavior, emotional, Covid-19 Virus health protocols getting an average percentage of 91%. The following data on the role of caregivers in stimulating the social emotional development of early childhood in the aspect of helping and assisting:

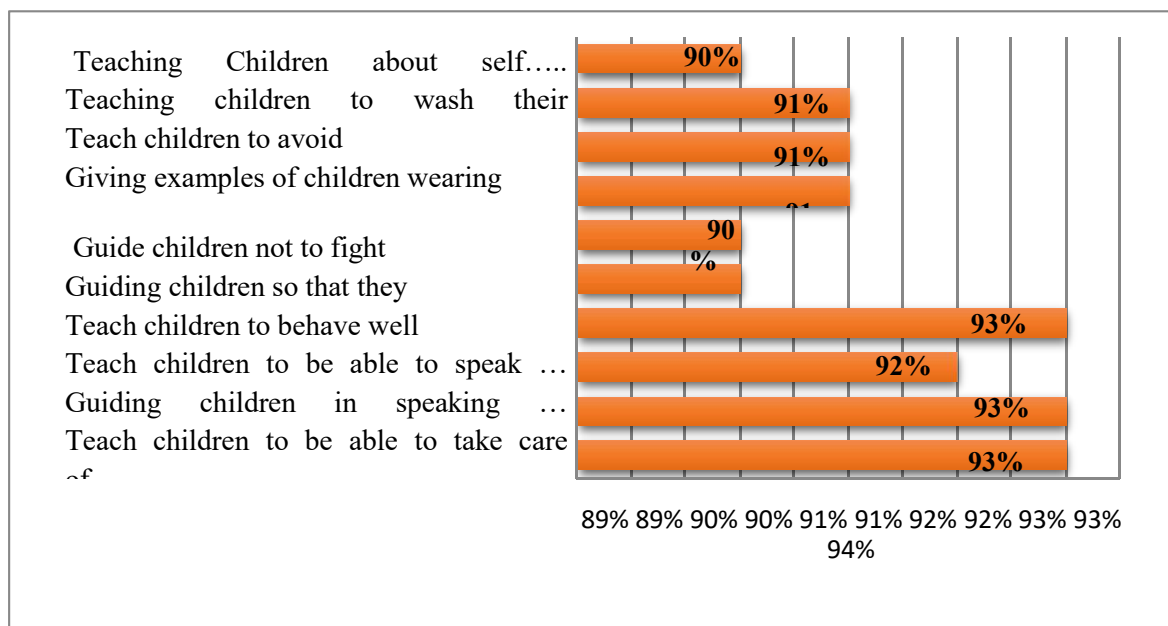


Figure 3. The role of caregivers in stimulating the social and emotional aspects of early childhood in terms of protecting themselves from the environment

Based on **Figure 3**, it shows that the role of caregivers in stimulating the social emotional development of early childhood with the indicator of protecting themselves from the environment gets an average percentage of 91%. The percentage of teaching children not to say rude/dirty words gets 93% which means that caregivers do this stimulation very often. The role of caregivers in stimulating the social emotional development of early childhood with the aspect of protecting themselves from the environment is obtained by "Caregivers teach children to be able to protect themselves from harsh words" gets a percentage of 93%, which can be interpreted that this stimulation is very often done, which is supported by research (Syafri, 2013) that caregivers often exemplify by speaking softly when talking to children, not saying rude things when children make mistakes, then teaching and getting children used to being kind by speaking softly, not saying rude things to others and their friends, guiding them such as learning manners with older people, so that children can take care of themselves later when they grow up.

The role of caregivers in stimulating children's social emotional development in the aspect of protecting themselves from the environment in assisting caregivers in guiding children so that children do not get angry easily, upset when reprimanded by others, gets a percentage of 90% which means that this stimulation is very often carried out by caregivers, supported by research (Purnawati, 2009) states that guiding children not to get angry easily is quite good, caregivers often advise and guide again so that attitudes or behavior are better and can accept the reprimands given by caregivers. The formation of children's behavior is influenced by all elements of the environment such as the school environment and the community environment so that children understand and understand that this should not be done (Samsudin, 2019).

4. CONCLUSION

Based on the results of the analysis and discussion of the data, the author obtained the following conclusions that can be drawn from the study on the role of caregivers in stimulating social emotional development in early childhood:

The role of caregivers in stimulating development in early childhood in the aspect of self-confidence that caregivers often do in role-playing by guiding children to be able to choose the role they want. For example: the role of a policeman and a criminal, giving examples of role-playing so that children dare to appear in front of their friends to interact.

The role of caregivers in stimulating development in early childhood in the aspect of helping and assisting in teaching children to help their friends who are cleaning the classroom or a room is very often done by caregivers, caregivers teach children to thank people who have helped them is very often done by caregivers, teaching children to help caregivers or friends tidy up the bed is also very often done

The role of caregivers in stimulating development in early childhood in the aspect of protecting themselves from the environment with caregivers teaching children to be able to protect themselves from harsh or dirty words is very often done by caregivers, guiding children in speaking politely so that children can protect themselves from their environment is also very often done, and teaching children to be kind to their friends and to others. For

example: being able to respect each other, respecting each other is also very often done by caregivers.

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