

Teacher Strategies to Improve Early Childhood Social and Scientific Intelligence in Madani Islamic Kindergartens

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Abstract

This research aims to find out what strategies and obstacles are found in developing children's social intelligence in Madani Islamic Kindergarten. The research method used is qualitative. The data collection techniques used are participatory observation, in-depth interviews and documentation. Next, the data is analyzed using the stages of data condensation, data display and verification. The results of the research show that the teacher's strategy in developing children's social intelligence in Madani Islamic Kindergarten is by example and habituation in instilling responsibility in carrying out activities, discipline in playing and learning, cooperation between students, mutual respect and spontaneous activities in every activity in learning. Developing social intelligence in children is also done by providing continuous motivation in fun activities. Providing motivation is not only in the realm of motivational words or phrases, but places more emphasis on real behavior that is carried out every day. The obstacles found in developing children's social intelligence are a lack of social and cooperative skills, as well as a decrease in aspects of generosity and empathy in students.

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1. INTRODUCTION

Early childhood is an individual who is undergoing a process of growth and development quickly, so it is said to be a developmental leap. Early childhood has a range of growth and development that is very valuable compared to later ages, because the development of intelligence in early childhood is extraordinary. This age is a unique life and is in a period of change processes in the form of growth, development, maturation and perfection in both the physical and spiritual aspects of early childhood which continue throughout life, stage by stage and are mutually sustainable.

Childhood is termed *The Golden Age*, namely the golden age. This is the period when children's self-efficacy increases very quickly. Such as physical, motoric, social, emotional, language, religious moral values and art development takes place quickly. (Amalia et al., 2019) Early childhood education is a basic process that can be seen in the formation, development and optimization of personality in early childhood, the integrated potential to provide incentives according to the needs of a child's growth and development. (Novia & Nurhafizah, 2020) During this period, children's development is improved through education at school, namely in kindergarten. Kindergarten plays a very important role in laying the foundation for children's social emotional development. The aim of providing kindergarten education is to equip children with various habits. This habit is very necessary for children to adapt to their environment and further growth and development (Purwandari et al., 2022)

Every child has the potential for social and scientific intelligence. To develop this potential, an approach and stimulus that is appropriate to the child's development is needed. Social intelligence and science are really needed by every human being, basically humans are social creatures who definitely need other humans. Social and scientific intelligence is defined as social abilities which include the ability to control oneself, having endurance when facing a problem, being able to control impulses, motivating oneself, being able to regulate mood, the ability to empathize and build

relationships with other people. When children are trained to have good social relations from an early age, their relationship with the surrounding environment will be good and harmonious (Siregar & Zuraidah, 2023).

Talking about social emotional development according to (Ulfah & Khoerunnisa, 2018), children as one aspect of child development cannot actually be separated from each other. In other words, discussing emotional development must be in contact with children's social development. Likewise, discussing social development must involve emotions. Because both are integrated in a complete psychological frame. According to social development, positive emotions make it easier for children to get along with each other and learn better, also in other activities in the social environment. When children enter PAUD institutions, they begin to leave the family environment and enter a new world. This event is a change in situation from a safe emotional atmosphere, to a new life that children do not experience when they are in a family environment. In the new world that children enter, they must be good at placing themselves among their peers, teachers and adults around them.

Also, not all children succeed in passing social emotional development tasks, so various obstacles can occur. As educators, you should understand children's social and emotional development as a provision in providing guidance to children so that they can develop their social and emotional abilities well. For young children who have entered PAUD institutions, to make children have good social skills, the teacher's role as a good role model is needed.

It is important to know that the social learning process in children, apart from listening to and implementing the teacher's advice, is also by observing and imitating the things they see in the teacher. Early childhood will see how teachers interact socially, handle problems, communicate expectations, and so on. Considering that children can learn by paying attention to how adults act and behave, parents or teachers can teach them something by giving examples to familiarize them. This method is much more effective than just telling children what to do because children are great imitators of the behavior they observe. So, an educator must provide examples continuously first so that children can follow and automatically children will get used to doing things without being exemplified first.

Several studies that highlight the social and scientific intelligence of early childhood such as (Nurjannah, 2017), (Rahmi, 2019), (Atin Risnawati, Zaenuri, 2019) state that social and scientific intelligence needs to be developed in children from an early age, various methods can be used by parents, teachers and the surrounding environment. By getting used to good social interaction with others, it will be easier to respond to certain situations that are studied by an individual and are carried out repeatedly for the same thing, and in accordance with applicable standards and value systems.

Based on the results of a survey conducted at the Madani Islamic Kindergarten, young children in the kindergarten have shown enthusiasm in playing positive games, sharing with others, showing empathy, showing a tolerant attitude and so on. This is certainly a very good achievement for young children who have changing attitudes and a tendency to do things according to the feelings they experience. The aim of this research is to examine in more depth what strategies teachers at the Madani Islamic Kindergarten use to develop the social and scientific intelligence of early childhood and what obstacles arise in developing the social and scientific intelligence of early childhood at the Madani Islamic Kindergarten.

2. RESEARCH METHOD

This research is a qualitative study designed to look at teachers' strategies in developing social and scientific intelligence in early childhood at Madani Islamic Kindergarten. This research began with an in-depth observation process regarding children's learning and playing activities, then the teacher's teaching methods and what strategies were implemented by teachers in the kindergarten. Next, the researchers conducted interviews with the kindergarten principal, teachers and parents of students at the Madani Islamic Kindergarten. After the data is collected, the researcher analyzes the

data using the stages of data condensation, displaying the data and verifying the data or drawing conclusions. This research was carried out for 3 months starting from April 2024 to June 2024.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Teacher Strategies in Developing Children's Social and Scientific Intelligence in Madani Islamic Kindergartens

This research began with observations made by researchers at the Madani Islamic Kindergarten. Next, the researcher tried to ask a teacher's opinion regarding the importance of early childhood education institutions. The teacher explained that PAUD institutions are the most important institutions after the family and have an important role in teaching early childhood life values. Children are taught at school how to apply these life principles in everyday life, making school a place for character formation and optimizing children's intelligence.

Talking about intelligence, the teacher added that intelligence that must be stimulated from an early age is not only in the academic realm of intellectuality, but intelligence in interacting, communicating and socializing is fundamental, and every child must have it. Basically, every child needs the role of their environment in developing all their potential.

Madani Islamic Kindergarten teachers in developing children's social and scientific intelligence, based on researchers' observations, the strategy used is to play characters who love their students and love children like their own family and friends. Furthermore, the kindergarten head also explained that teachers must also be role models for their students, setting examples both inside and outside the school environment. In addition, teachers function as supervisors, providing students with advice, incentives and assessments in terms of both cognitive and moral development. During learning, teachers model the application of good character to children and apply it to teachers and their peers. However, teachers not only set examples during learning, but teachers also remind children to always show good character, inside and outside the classroom.

Madani Islamic Kindergarten teachers use learning activities to shape children's character as much as possible. The teacher's strategy in developing the social and scientific intelligence of Madani Islamic Kindergarten children includes getting them used to being responsible, each child is expected to be responsible for themselves. Based on interviews with school principals and teachers, it was said that the strategies used by Madani Islamic Kindergarten in developing children's social and scientific intelligence by getting children to learn well at school or at home, getting used to obeying the rules and regulations set by the school are also an important part. in the formation of responsible character. A child's sense of responsibility can also be demonstrated by the child's behavior at school without having to be waited on. These results are in line with Ahsanulhaq's research which states that the type of child's understanding of rights and obligations must be implemented. The level of responsibility for not being late for school, responsibility for completing homework, and responsibility for worship can all reveal a child's religious character.

The next strategy used by the teacher is to provide an example of discipline. According to an interview with the school principal, it was said that the strategy used by the Madani Islamic Kindergarten teacher in developing children's social and scientific intelligence can be said to be good because the teacher can provide an example regarding discipline in children. The strategies used by teachers at Madani Islamic Kindergarten schools in forming children's habitual character related to children's disciplinary activities include arriving early to school and not being late. When they arrive at school, the teacher waits at the door, shaking hands with the children who enter. With this, teachers can implement routine habits carried out by children, such as being on time to school and wearing school uniforms according to the day. These results are in line with Setyaningrum who said that teachers usually lead or set an example by wearing uniforms neatly,

appropriately and respectfully, and by wearing uniforms according to the school schedule. Bosses, principals, teachers, and administration all have a huge influence on a child's discipline.

To build discipline in children, the school also makes it a habit to collaborate with parents and guardians of students. The child's entire environment plays a big role in building child discipline. If children are used to being disciplined, it will make it easier to develop their social intelligence. Whatever activities are carried out by teachers at Madani Islamic Kindergarten, based on the opinion of the kindergarten head it all boils down to habituation activities, not only habituation with the motivational words or phrases used, but habituation through behavior is also used. The behavior displayed by children after receiving habituation from educators such as children arriving on time, but there are also those who do not attend on time because many children arrive late every day, children return objects they use to their place without being asked by the educator, whether it is a toy or something. stationery, and being orderly in waiting their turn, as evidenced by the awareness of children queuing when washing their hands without being accompanied by a teacher.

Furthermore, the strategy used is to build an attitude of cooperation between students. According to interviews with school principals and teachers, it was said that the techniques used by Madani Islamic Kindergarten teachers in developing children's social and scientific intelligence can be said to be good because teachers always teach children to cooperate with each other at school. Teachers also help shape children's social character by encouraging them to always collaborate. Children's cooperation fosters a sense of mutual assistance. Madani Islamic Kindergarten teachers apply collaborative techniques to shape children's social character, with teachers assigning group work and parents inviting other children to study with their children. Apart from that, children can also play educational games with their peers, such as playing Lego. Developing the characteristics of responsibility, assistance and cooperation with other people, as well as the use of real media (tools) in the learning process are good strategies for stimulating children's social and scientific intelligence. Children are taught to hide their own personalities and emphasize group interests when working together. On the one hand, children develop an attitude to do things with their peers, with that attitude.

The next habit implemented by the teachers at Madani Islam Kindergarten is getting used to respecting each other. According to interviews with the principal and teachers, children at Madani Islam Kindergarten are accustomed to respecting their teachers and classmates. Respect must be instilled in children from an early age so that they can respect others, including friends, teachers and even their parents. If there is no mutual respect, this will result in unpleasant activities, such as older children teasing younger children, smarter children teasing children who are slow in thinking, which will result in bullying and fighting.

Teachers have an important role in building the value of tolerance through the integration of education with cultural diversity. A teacher is essential in helping all students, regardless of gender, race, age, religion, language, or specialization, to reach their full potential. Furthermore, Madani Islamic Kindergarten teachers also make it a habit to foster concern for things that spontaneously happen, such as when a friend's parents die, participating in collecting money when a friend experiences a disaster or is sick, throwing rubbish in the right place, and saying hello before attending class, and answering greetings. teachers or peers.

The results of the research also show that activities related to developing children's social and scientific intelligence involve implementing school culture in Madani Islamic Kindergarten by obeying school rules, getting used to queuing when washing hands, maintaining cleanliness and respecting teachers, behaving well and politely, and playing with peers. every day. Meanwhile, the methods used by teachers to motivate children to discipline the school culture are communication, giving rewards and fun and joint discussions. Communication, Children can be educated in the teaching and learning process through effective communication. Communication

efforts during school activities are very important for the success of learning objectives. If there is no communication, the teaching and learning process will certainly not run smoothly because communication is the key to interaction between students and teachers.

Communication includes not only spoken language, but also written language, sign language, and body movements. Ridwan in (Siregar & Zuraidah, 2023) said that in shaping children's social character by applying rewards and punishment, namely giving praise when children can carry out their actions well and giving sanctions to children who are not orderly. Rewards are given to children who have done good deeds in the form of giving star stickers and punishment is given to children who are disorganized in the form of black paper as a warning. When children carry out positive actions, punishment and rewards are applied, and punishment is given when children carry out unpleasant actions that violate procedural norms or are uncontrolled.

3.2. Obstacles in Developing Children's Social and Scientific Intelligence in Madani Islamic Kindergartens

Developing social and scientific intelligence possessed by young children will always come into contact with obstacles. Based on the research results, teachers experience the greatest obstacles in the collaboration aspect. The aspect of cooperation is very important for children, but not all children have this ability. The results of this research are in line with Julianti's research which states that in adapting to their environment, children are not always able to interact well, sometimes children experience obstacles in the adjustment process. Adaptation in children generally occurs in the school environment. Pre-school children are required to be able to adapt to various people from various settings, namely family, school and peers.

Based on the results of the researcher's observations, as facilitators, teachers at Madani Islamic Kindergarten provide services to facilitate students in the learning process, including children's skills in socializing with their environment. Dealing with the obstacles found, teachers overcome obstacles by implementing learning using the project method. Recommendations for including project work in early childhood curricula are based partly on our views about educational goals and partly on our views about developmental approaches to implementing those goals. One of the abilities that can be developed through the use of the project method in kindergarten learning is social skills and the ability to collaborate.

Furthermore, the Head of Madani Islamic Kindergarten also added that some teachers also experienced problems with the aspect of generosity. Similar to the aspect of cooperation, the aspect of generosity is also very important for children to have. Therefore, teachers are also expected to be able to overcome existing obstacles by implementing learning methods using role-playing methods (*role playing*). Teachers also experience problems in the aspect of empathy. The social skills aspect of empathy is the same as the aspect of cooperation and generosity, which is also very important for children to have. Therefore, teachers are also expected to be able to overcome existing obstacles by using the same learning method as can be done in the aspect of generosity, namely by using the role-playing method (*role playing*).

4. CONCLUSION

The teacher's strategy in developing children's social and scientific intelligence in Madani Islam is by instilling responsibility, discipline and habits, cooperation between students, mutual respect and spontaneous activities in every activity in learning. Some of the activities carried out all lead to intense communication that is built on a massive scale, apart from that, modeling and providing continuous motivation are given to young children with fun activities. The obstacle found in developing children's social and scientific intelligence is a lack of social and cooperative skills.

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