Scope of Introduction to Children's Social Sciences Seen from the AUD Social Skills Aspect

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Article Info	Abstract
	Early childhood is a golden age, therefore this period is important to support the social aspects of early childhood so that children can collaborate and establish good relationships and communication with people around them or social groups. This article discusses the scope that can support the social development of early childhood optimally. This article aims to understand the social development of early childhood. The method used is literature study, referring to various relevant literature sources. The results of analysis from various scientific literature show that the introduction of social sciences in early childhood is very important to support their social development. Children in this phase, known as the golden age, need to be equipped with social skills so they can interact and adapt well in social environments. Several studies have identified various factors that influence social development as well as the scope of its introduction, namely parents, the environment, and interactions with peers.

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1. INTRODUCTION

Children's social development is very dependent on the individual child, the role of parents, the community environment, and adults, including kindergartens. Children's social development refers to the way children interact and adapt well to peers, adults and the wider community.

A child's social development starts from infancy and as he grows, from child to adult he begins to expand his connections with many people. Getting to know people starts from getting to know the mother, then the father and then the family. Apart from that, the more people you know, the easier it will be for someone to adapt better to society.

The development of social behavior in children is characterized by a strong desire to be accepted as a friend and member of a group, and an increasing feeling of dissatisfaction if this is not achieved. Children are no longer satisfied playing alone at home, doing activities with siblings, or with other family members. Children want to be with their friends and will feel lonely and dissatisfied if they are not with their friends. Rizzo revealed that when children interact with peer groups, children share with each other *(sharing)* in two respects. The first is social participation *(social participation)*, namely the involvement of children in playing activities together or trying to take part in ongoing friend group activities. The second is in the form of protection of group social areas *(the protection of interactive space).* Namely the tendency of children involved in ongoing play activities to resist efforts or interference from other children who are participating.

Basically, according to Plato, humans are born as social creatures *(zoon politicon)* However, to realize this potential they must be in interaction with other humans in their environment.

The importance of children's social skills in developing their social skills can be developed by children during early childhood, then how interactions with peers influence the development of the values of cooperation and empathy in children. Furthermore, the role of adults in guiding

children to understand boundaries and responsibilities in social interactions is also a factor in forming children's social character. In addition, there are approaches that are most effective in helping children learn social skills, and how positive social experiences in early childhood can influence a child's ability to adapt to society in the future. All of this is important to understand in order to design appropriate interventions to support children's social development.

2. RESEARCH METHOD

The analytical method used in this article is literature study and qualitative analysis. The author collected data from various sources, including books, journals and research reports that are relevant to the topic of introducing social science in early childhood. The data obtained was then analyzed to identify existing patterns and trends in social science education at the PAUD level.

The literature for writing this article comes from research results, books and journals. Therefore, writing this article consists of: literature, theory identification, discoveries and information about the topic being analyzed.

3. RESEARCH RESULTS AND DISCUSSION

Development is a qualitative change, which means something that cannot be measured but can only be described. Development is the changes experienced by an individual or organism towards a level of maturity or maturity that takes place systematically, both physically and psychologically.

The scope of introducing social science to early childhood itself is a set of boundaries that need to be instilled in children from an early age. These boundaries do not mean restricting children but rather controlling early childhood activities by providing rules or limits so that young children understand what they can do. what you can do and what you can't do, how to teach other people, or respect your elders, and how to behave properly. Adults must understand children from the smallest things, especially in distinguishing between needs, requirements and desires, basically all of these things must be fulfilled but with limits that have been set or promised. Give children the opportunity to suggest to parent's what desires should be fulfilled by giving appropriate and reasonable reasons.

Providing stimulation for children's social development can be studied through providing good examples to children and respecting differences. During their development, it is very easy for children to imitate people they often meet. Children can learn many things; they can recognize and observe other people's behavior. Therefore, children must be monitored, how they behave when playing with their friends, what their learning style is and many other things. The social development factors of early childhood are as follows;

At all age levels, people are influenced by the social groups with which they have regular relationships and with which they identify. This influence is strongest in childhood and part of late adolescence. As children enter school, teachers begin to exert influence on their socialization, although the influence of peers is usually stronger than that of teachers and parents.

This social interaction experience plays a very important role in developing children's thinking abilities. High forms of mental activity are obtained from the social and cultural context in which children interact with their friends or other people. Distant or friendly. He learned how to treat his friends; he learned what is called playing fair. A person who has learned these social habits tends to continue them throughout his life. In interacting with peers, children will choose other children who are almost the same age, and in interacting with other peers, children are required to be able to accept their peers. In accepting peers, children must be able to accept the same age, show interest in games, be able to accept other friends from other groups, be able to accept other genders, be able to accept other children's physical conditions, be independent or be able to be separated from parents or other adults. , and can accept different social classes.

Apart from those stated above, according to Dini P. Daeng S, there are several factors that influence children's social skills, namely:

a. There is an opportunity to socialize with people around you from various ages and backgrounds. Many and varied experiences in interacting with people in their environment.

b. There is interest and motivation to socialize. Many pleasant experiences are obtained through relationships and social activities.

c. There is guidance and teaching from other people, who usually become models for children. There is guidance and teaching that is deliberately given by people who can be used as a good social model for children.

d. The child has good communication skills. Having communication skills that can discuss topics that are understandable and interesting to other people who are the person you are talking to.

Instilling social attitudes in early childhood should be carried out simultaneously with introducing responsibility. This attitude is a positive attitude that helps children meet the challenges they will face in the future. Social-emotional formation in early childhood will build language intelligence, art intelligence, physical motor intelligence, parents must be aware and know what development category each child falls into.

The characteristics of social skills according to Elksnin are as follows:

1) Interpersonal behavior

Is behavior that involves skills used during social interactions. This behavior is also called friendship skills, for example introducing yourself, offering help, and giving or receiving compliments. These skills may be related to age and gender.

2) Self-related behavior

Represents skills managing oneself in social situations, for example skills dealing with stress, understanding other people's feelings, controlling anger and the like. With this ability, children can predict events that may occur and the impact of their behavior in certain social situations.

3) Behaviors associated with academic success

Is a behavior or social skills that can support learning achievement at school, for example listening calmly when the teacher explains to students, doing school work well, doing what the teacher asks, and all behavior that follows class rules.

4) *Peer acceptance*

Is behavior related to peer acceptance, for example greeting, giving and asking for information, inviting friends to get involved in an activity, and being able to accurately capture other people's emotions.

5) Skills communication

Skills are one skill necessary to establish good social relationships. Children's ability to communicate can be seen in several forms, including being a responsive listener, maintaining attention in a conversation and providing feedback to the person they are talking to.

Below are several examples of social skills that teachers can develop in PAUD:

1. To train children to have awareness of themselves (*awareness*) for the purpose of knowing oneself, activities that teachers can carry out to identify children's self-identity by asking: what is their name, what are their parents' names, where do they live, what is their gender, male or female, what are their preferences, ideals and behavior? what it's like dealing with the environment.

2. Activities that train the child's empathy or train the child's concern and sensitivity, by inviting the child to feel and imagine if someone else experiences a disaster, the

teacher talks and asks about how the child would feel if the disaster was experienced by ourselves.

3. Skills to train children's feelings of sympathy, teachers can tell stories or see directly the suffering of other people with all their shortcomings, children are invited to think together about what to do with these conditions and what actions children should take. Children learn to be involved with their feelings and emotions and actions that are appropriate for children.
4. This social skill teaches children to want to share, teaches children to share food, share toys by taking turns playing with them.
5. Negotiation skills, teachers familiarize children with learning to express their opinions, desires, familiarize children with practicing solving problems they face, and how to behave when facing various social situations. Teach children not to cry if they are teased by friends, give children the opportunity to express the feelings they receive from their friends' treatment, and express their friends' hopes. Negotiation training in PAUD with the aim of not only growing children's self-confidence, but also learning to avoid and practice resolving conflicts. Examples of training social skills are that teachers can carry out activities through role playing, project methods, and group work.

4. CONCLUSION

Early childhood is an important period for developing social skills that support good interaction with the surrounding environment. Children's social development is greatly influenced by individuals, parents and communities. Through interactions with peers and adult guidance, children learn social values, such as cooperation, empathy, and good communication. Applying the right approach in introducing social studies can help children understand boundaries and responsibilities, as well as build the social skills needed for their future lives. Therefore, it is important for adults to provide good examples and support children's social experiences so that they can adapt well in society.

5. ACKNOWLEDGEMENT

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