

## The Role of Communication in Building Early Childhood Social Skills at RA Arrahmah

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### Abstract

Communication is important in building children's social skills. Early childhood must have good social skills. Educators need to pay attention to aspects of children's language and social development, because without good communication, children will have difficulty socializing. This study is motivated by the importance of communication in building children's social skills, so that children can grow well and optimally. In this study, the approach used is descriptive qualitative, which aims to explore and understand the role of communication in developing the social skills of early childhood at RA Arrahmah. One of the main findings from the interview was that communication skills have become an integral part of all learning domains at RA Arrahmah. With the implementation of the 2024-2025 curriculum, teachers at RA Arrahmah have made changes in the form of using the independent curriculum. So all learning is integrated, including communication skills.

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## 1. INTRODUCTION

In the context of early childhood education, communication plays a major role in the development of children's social skills. This study focuses on "The Role of Communication in Building Early Childhood Social Skills at RA Arrahmah," which aims to understand how verbal and non-verbal interactions can affect the development of children's social skills. According to Walgito, social skills are a reciprocal bond between individuals that can influence each other, so effective communication is key in building this relationship.

Children at an early age, namely between 3 and 6 years, are in a critical phase for develop their social skills. At this stage, they begin to learn to interact with peers and understand useful attitudes in their environment. Research shows that children who have good communication skills tend to be better able to adapt and socialize well in the school environment. This is in line with the statements of experts who discuss that the development of social skills must begin early to prevent difficulties in adapting later on.

The communication methods used by teachers and parents greatly influence the development of children's social skills. For example, the use of role-playing techniques in learning can improve children's social interactions. In a study, it was found that children involved in role-playing activities showed significant improvements in their social and sharing skills. In addition, teachers also act as models of good behavior, by providing concrete examples of how to communicate and interact positively. However, not all children have the same communication skills. Some still experience obstacles in interacting, such as shyness or an inability to share. This can be caused by a lack of opportunities to practice social skills at home or in the school environment. Therefore, it is necessary for educators to create an atmosphere that supports open and collaborative communication. Research shows that when children feel safe and supported, they are more likely to take risks in interacting with others.

At RA Arrahmah, an inclusive and participatory communication approach is the main focus. By involving parents in the learning process and providing training to teachers on effective communication techniques, it is hoped that it can improve children's overall social skills. In addition, group activities involving games and discussions can also help children learn how to express themselves and understand the feelings of others.

In essence, every parent and teacher expects their children to grow and develop optimally so that when the children approach adulthood they will be children who have strong psychology to face various challenges that will come. Educators need to be aware of this because children are a quality generation that must be maintained and educated well. One thing that can be developed from a child is language development in communicating and interacting (Septantiningtyas, N., et al., 2024).

Communication is the process of conveying interactions or words from one direction to another. In other words, this communication is a reciprocal process in which there must be a communicator and a communicant (Inah, EN: 2015). According to Asgarwijaya, D., & Prasetio, A. (2015) communication is the process of conveying information from the communicator to the communicant. According to Risbon (2020) through communication we can get various notifications, ideas or attitudes with other activities which are good responses that are conveyed to us as recipients. Communication needs to be considered as an activity where there is no implementation or utterance that is given meaning as a whole, unless it is interpreted by the communication participants involved.

Social skills are the main and most important thing in a child's life. Early childhood needs to have good social skills so that later when they are adults they can be easily accepted by their social environment. In the context of relevant education, communication is the heart of a relationship and is the core of teaching and learning activities. In schools, teachers often interact with students, therefore without communication the learning process will not run. Good communication can build children's social skills, it is not good to let children become individuals who have difficulty socializing in their environment, especially at school because the ability to communicate is a very sensitive thing and must continue to be honed.

The role of teachers in building communication for children's social skills at school is very important for the learning process. Children certainly need good teaching and efficient training for their language development, through good communication, children's language development will be stimulated well and optimally.

Overall, this study emphasizes the importance of the role of communication in building early childhood social skills. With the right approach, both from parents and teachers, children can develop strong social skills that will benefit them throughout their lives. Social skills are not just about interacting with peers; they also include the ability to understand emotions and create good bonds with others. Thus, effective communication is the main foundation in early childhood education at RA Arrahmah.

## 2. RESEARCH METHODS

In this study, the approach used is descriptive qualitative, which aims to explore and understand the role of communication in developing early childhood social skills at RA Arrahmah. This method is very effective because it allows researchers to gain in-depth knowledge of the events studied, as well as the cultural and social contexts in which children can communicate.

### 1. Research Subject

The subjects of the study consisted of early childhood children registered at RA Arrahmah, as well as their teachers and parents. The sample was selected purposively, taking into account certain criteria, such as the age of the children and the length of

time they have been attending the institution. The total subjects involved in this study were 30 children, 5 teachers, and 10 parents.

## 2. Data collection technique

Data was collected through several techniques:

**In-depth Interviews:** Interviews were conducted with teachers and parents to explore their views on the communication methods used in learning and their impact on children's social skills.

**Participatory Observation:** Researchers conduct direct observations in the room during learning activities to record interactions between children and between children and teachers. This observation helps researchers understand the dynamics of communication that occur in real contexts.

**Focus Group Discussion (FGD):** FGDs are conducted with small groups of children to discuss their experiences in interacting with peers. This provides insight into how children understand and apply social skills in everyday life.

## 3. Data analysis

Data taken from interviews, observations, and FGDs were studied using a thematic analysis approach. The stages studied are as follows:

**Transcription:** All interviews and discussions were recorded and transcribed to facilitate analysis.

**Coding:** Data was categorized into major themes related to communication and social skills.

**Interpretation:** Researchers interpret the themes that emerge to describe the relationship between communication and the development of children's social skills.

## 4. Data Validity

To ensure data validity, researchers used triangulation techniques, namely comparing data from various sources (interviews, observations, and FGDs) to obtain a more comprehensive picture of the role of communication in the context.

## 5. Research Ethics

This study complies with the principles of research ethics by obtaining parental consent before involving children as research subjects. In addition, all data collected is kept confidential and used for academic purposes only.

### 3. RESEARCH RESULTS AND DISCUSSION

This research was conducted at RA Arrahmah, one of the schools that has good learning quality in Cihideung District, Tasikmalaya City. Interviews are one of the studies that we conducted to obtain information related to the role of communication. The results of the interviews showed that the role of communication in building children's social skills at RA Arrahmah is very integrated. Through interviews with teachers and parents, as well as observations in the classroom, various methods and activities were found that were applied to improve children's communication skills. This study aims to provide a comprehensive picture of the interactions that occur in the school environment and how they support children's social development.

#### **The Role of Communication in Learning**

One of the main findings from the interview was that communication skills have become an integral part of all learning domains at RA Arrahmah. With the implementation of the 2024-2025 curriculum, teachers at RA Arrahmah have made changes in the form of using the independent curriculum. So all learning is integrated, including communication skills. Communication skills are not only in the realm of language learning but also for all aspects of development. In daily learning, children are accustomed to interacting, both with their

friends and with teachers, starting from welcoming, implementing learning in class until the end of learning. In its aspects, of course, using communication, so children are accustomed to two-way communication, not only listening but also asking and answering questions.



**Figure 1. Student interaction with teacher**

Teachers explained that they routinely invite children to interact, both with peers and with teachers. This process starts from the morning greeting until the end of the lesson, where two-way communication is key. Children are encouraged not only to listen, but also to ask questions and give opinions. This shows that an interactive learning environment can help children feel more comfortable in expressing themselves.

### **Learning Methods Used**

The learning methods applied in RA Arrahmah include various activities designed to improve communication skills. For example, social drama games and Q&A are the main methods used to encourage children to participate actively. Through these activities, children are given the opportunity to share their ideas and thoughts both verbally and non-verbally. Activities such as storytelling, reading story books, and telling personal experiences are also often done to practice speaking and listening skills.



**Figure 2. Playing guessing games**

Here, children are given questions by the teacher and the children answer based on the questions asked, but there are children who still do not understand and end up just being

quiet and listening, but of course as a teacher they embrace and provide understanding related to what has been explained so that the children become active again and mingle again with their peers.



**Figure 3. Playing puppet stage**

In this puppet show, the teacher tells a story and introduces something new and of course educational for the children.



**Fig.4. Socio-drama game**

Guessing games, puppet shows, chain messages, and singing are also part of this approach. All of these activities are not only fun for children but also provide a space for them to learn to communicate effectively. In an interview, one of the teachers emphasized that game methods such as socio-drama are very helpful for children in understanding the rules of good communication and how to interact with their friends.

**Parental Involvement in Communication Development**

Children Parents are always involved in the development of children's communication, where in RA Arrahmah children will carry out memorization activities of hadiths, prayers, and short letters through voice notes or online where parents will definitely accompany their children and be involved in supporting children's skills to be able to speak and communicate. In addition, there are other tasks at RA Arrahmah that involve parents, namely reading the Pancasila text which is done online through videos recorded by parents. When accepting new students, RA Arrahmah teachers conduct interviews with parents of students regarding child development. Then if there are developmental problems in children, they will be communicated routinely from the teacher to the parents or vice versa.

To optimize child development, especially in communication development, RA Arrahmah carries out a parenting activity program to provide education to parents regarding developmental problems in children, especially in communication problems. For example, when a child's pronunciation is unclear, the teacher will provide solutions and input. Because the role of parents in the development of children's communication is very important. When parents are involved and often communicate with their children, children will become open and easy to express their thoughts and feelings to others, foster empathy in children, and increase children's language intelligence (Ngura, T. E., et al., 2024).

Facilities to support children's social interaction communication activities at RA Arrahmah school provide facilities such as puppet stages, reading books, story books, hand puppets, flash cards that can be used by children so that children's communication and social interaction skills are honed well and of course with direction and supervision from teachers.

### **Evaluation of Communication Skills Development**

Evaluation of the development of children's communication skills is carried out periodically through apperception activities. In this activity, children are given the freedom to repeat what they have learned during the day. This allows teachers to assess each child's progress in terms of pronunciation and speaking skills. Some children still need additional practice in pronouncing certain words, and teachers at RA Arrahmah are committed to training them continuously through interaction with peers.

## **4. CONCLUSION**

The development of communication and social interaction skills can be done at school from welcoming children in the morning until the end of learning. During learning, children's communication and social interaction skills can be developed through various methods such as playing guessing games, playing puppet shows and playing socio-drama. At the end of learning, teachers can evaluate the development of children's communication and social interaction skills through apperception activities where children are given the opportunity to re-explain the activities carried out during learning.

Parental involvement is also needed to develop children's communication and social interaction skills, through cooperation between schools and parents communicating information about their children's growth and development.

## **5. THANK-YOU NOTE**

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