

CHILDREN'S SOCIAL COMPETENCES : AN EARLY DETECTION

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Abstract - Social competence is a development that plays a strategic role in the growth of children. The results of the study show that even social competence can also influence children's achievement in school. Strategic social competence, encouraging researchers to develop early detection devices of children's social competence. This tool is designed to measure the social competence of children and predict the obstacles that children experience, primarily with regard to social development. Involved 115 children from TK Negeri Pembina in West Java Province observed through 100 items of social competence indicator. The results showed that the device of early detection model of social competence showed a reliable instrument ($r = 0.99 > r_{table} = 0.7$). While the validity of items consisting of 100 items, it can be concluded 68 valid indicator indicators are divided into 4 sub-competence, including: (1) The self-concept (15 items indicators); (2) Emotional Well-Being (18 items of indicators); (3) prosocial behavior (23 item indicators); (4) social-academic (12 item indicator).

Keywords - Early Childhood Detection, Social Competence, Prosocial, The Self-Concept, Emotional Well-Being, Social-Academic

I. INTRODUCTION

The results of the research by Kupersmidh & Coie, Simons, Conger, & Wu (Sanrock, 2011 and Baron & Byrne, 1997), suggest that good relationships among peers are important for normal social development. Social isolation or the inability to "merge into a social network, is associated with many diverse problems and disorders, ranging from delinquency, drinking to depression (Berns, 2010). On the other hand, Hightowe (Dodge, Colker, and Heroman, 2009) suggests that poor relationships among peers in childhood are associated with a tendency to drop out and misbehavior during adolescence. Conversely, harmonious relationships in adolescence are associated with positive health in middle-aged. This is in line with the notion that social competence and adaptive behavior are characterized by peer acceptance, academic ability, and emotional well-being (Xinyin, et.al, 2000).

Judging from the factors that influence it, social competence, as a capability gained through the learning process, its development depends on various factors, both internal and external factors. Internal factors that affect the child's social competence are directed to the child's existing conditions, such as temperament, emotional well-being, cognitive social abilities, sympathy, and the ability to empathize. Meanwhile, Rubin, Bukowski & Parker (Xinyin, et.al, 2000) states that external factors affecting children's social behavior include patterns of interaction with parents and the quality of relationships with peers and with their environment. Environmental factors, outside the family environment and peers, the school environment, in this case kindergarten, give a big influence on the development of social competence of early

childhood. This is based on the consideration that the school environment, with its various learning programs, is expected to stimulate the development of various aspects of early childhood development, including the development of social behavior. In this context of schooling, teachers, as one of the key factors for the realization of early childhood development, have a very strategic role.

Considering the importance and strategic of social competence in early child development, it is necessary to arrange detection model to know the level and ability of early child social development.

II. DETAIL EXPERIMENTAL

This study aims to determine the objective conditions of social competence of early childhood in Indonesia, especially in West Java Province. The data obtained through the objective conditions, then used as the basis for the preparation of early childhood social competence detection model. Research and Development methodology is used to determine the objective condition and the preparation of early childhood competence detection model. From 10 steps R & D method (Borg, Walter and Gall, Meredith, 1989), 5 research steps have been conducted, including:

- a) Research and information collecting, namely the preparation of basic constructs on social competence, collecting information about the subject of research both teachers and children in the TK Negeri Pembina Java Province, to the compilation of the dimensions of social competence based on theory. The constructs are structured according to social development theories such as Gassel's maturity theory (Crain, 2007), Erikson's Psychosocial theory (Berk,

- 2008), Piaget's Cognitive Development theory, Bronfenbrenner's ecological theory (Bronfenbrenner, 1993), and Kohlberg's theory of moral development (Kail, 2012)
- b) Planning ie preparation of research schedule, preparation of technical steps with regard to research. This study lasted for 6 months, from the preparation of the constructs to the limited trial.
 - c) Development of the premises form of product, developing products in the form of general guidance for teachers, namely the guidance of observing the social competence of children consist of 100 indicators of social competence. Researchers also prepare a set of learning environments so that the tested social competence can be observed maximally.
 - d) Preliminary field testing, which is a limited trial involving 115 children in TK Negeri Pembina West Java Province for observation of social competence. The test results are then tested the reliability and validity. The reliability results show that ($r = 0.99 > r_{table} = 0.7$), means that the instruments of early detection of social competence indicate good stability in the use of detection devices to be applied to research subjects despite different time periods. While the validity of 100 items of social competence indicator, indicating 68 valid items and 32 other items of social competence is invalid, meaning that most of the indicators tested indicate that the early detection instruments of social competence can be used to measure the social development of children.
 - e) Main product revision, ie product revision based on data obtained. The results of the reliability test indicate that the instrument device model of child's social competence detection can be used to measure the social competence of the child. While the validity of indicator items showing 68 valid items can be used to measure the child's social competence, and 32 invalid items can not be used to measure social competence. In addition to using statistical validity, researchers also used expert judgment validity and it was concluded that 32 invalid items could not be used to measure social competence. Through this fifth stage also, researchers get the conclusion that of 68 items of these indicators, can be divided into 4 sub social competence, including: (1) the self-concept (15 items indicators); (2) emotional well being (18 items of indicators); (3) prosocial behavior (23 item indicators); (4) social-academic (12 item indicator).

RESULT AND DISCUSSION

This study aims to develop an early detection of children's social competence. The data used as the basis for the preparation of early detection devices,

processed through observation of 115 children aged 4 to 6 years in the TK Negeri Pembina West Java Province. The teacher observed 100 indicators of behavior of children's social competence. The results show that 68 items of behavioral indicator are valid and divided into 4 sub social competence, such as: (1) the self-concept (15 items indicators); (2) emotional well being (18 items of indicators); (3) prosocial behavior (23 item indicators); (4) social-academic (12 item indicator).

- a) The Self-Concept. Self-concept is defined as something unique (Betti in Santrock, 2011). In his description, Betti explained that self concept depicts self-esteem and identity. The results of Harter's research (2006 in Santrock, 2011) show that when children have low self-esteem, it can affect their learning achievement. The result of the research showed by observation to 115 students by measuring 100 items of social competence indicator, showing in sub competence of self concept, consist of 15 behavioral indicators. One indicator item that is directly related to self-esteem, is the ability of children to take care of themselves. Children who are able to care for themselves can distinguish comfort and discomfort when there is one limb that is not clean, or feel inferior. This inferiority then has a profound effect on his identity (Erikson, 1968 in Kostelnik, et.al, 2012). The influence of this sense of mind is very important for the development of children's social competence. So research that is structured to make an early detection device, it is possible to detect whether the child has a sense of inferior or not, through the sub-competence of self-concept.

15 self-concept behavioral indicators are divided into three major sections, including whether the child is able to distinguish men and women both physically and in their role ($r_{item} = 0.998 > r_{tabel} = 0.632$). The ability to distinguish men and women both from the physical and the perannannya allows children to tell themselves in the form of real and in the form of idealism (Papalia and Feldman, 2012). Children tell about **real self**, that is about who he is, his name and personal identity, and tells about **ideal self**, that is the dream of what he wants to achieve about his role or physical form as himself. Even through these behavioral indicators, children typically go beyond stage 2 of representational mapping (Harter, 1996 in Papalia and Feldman, 2012) as in the dialogue "I can sing, I can color, and I can feed myself." The next stage the child traverses through this self-concept is the representational system (Harter, 1996 in Papalia and Feldman, 2012), the ability to express his ability in the future through the stage of imagination, as in the dialogue "maybe one day I

- will become a singer, but not to become a runner".
- b) The next behavioral indicator is the ability of the child to label his or her friends, the ability of the child to maintain and care of his belongings ($r_{\text{item}} = 0.998 > r_{\text{tabel}} = 0.632$), then the ability of children to care for themselves and maintain the environment ($r_{\text{item}} = 0.998 > r_{\text{tabel}} = 0.632$) ($r_{\text{item}} = 0.778 > r_{\text{tabel}} = 0.632$) and the ability to distinguish comfort or discomfort from physical care ($r_{\text{item}} = 0.703 > r_{\text{tabel}} = 0.632$). These behavioral indicators, indicating that the child can show and tell who he is and imagine through three stages of self-concept, and able to keep themselves from foreigners and dangerous (stranger anxiety).
- c) Emotional Well-Being. The ability to manage emotions, is one of the sub-social competence of children. Morrison (2012) stresses that the child's ability to manage emotions is one of the factors that the child is able to understand himself well, as this ability not only identifies emotions, but also the ability to manage and control them (Spivak and Howes, 2011). The results showed that there were 18 items of indicator, among which children were able to recognize the facial expressions of their friends through six expressions including happy, sad, angry, scared, shocked and disgusting ($r_{\text{item}} = 0.998 > r_{\text{tabel}} = 0.632$). The child's ability to identify these expressions, in fact, is in line with Xinyin's (2000) study which mentions that there are six emotions that are expected to be recognized by the child. While other indicators are the ability of children to control the things they feel like controlling anger, anxiety, and fear and shame ($r_{\text{item}} = 0.998 > r_{\text{tabel}} = 0.632$). The ability to control emotions is effectively done through stories and puppets (Jalongo, 2007; Sattler, 2002).
- d) Prosocial Behavior. Prosocial behavior is one of the capabilities expected to emerge in the development of the Early Childhood Curriculum in Indonesia (Kementerian Pendidikan dan Kebudayaan, 2014). Prosocial behavior is the ability of children to sharing, helping (Ruffo, 2003), working with friends (Iannotti, 1986), cooperation with friends, and able to solve problems (Henson and Eller, 1999). The results of validity test show that there are 23 items of prosocial behavioral indicator, consisting of behavior capable of playing with friends ($r_{\text{item}} = 0.776 > r_{\text{tabel}} = 0.632$), then behavior of child ability to resolve conflict with the help of adult ($r_{\text{item}} = 0.988 > r_{\text{tabel}} = 0.632$), the ability of children to know the signs of their friends need help ($r_{\text{item}} = 0.988 > r_{\text{tabel}} = 0.632$), the ability of children to play with younger friends ($r_{\text{item}} = 0.817 > r_{\text{tabel}} = 0.632$), the ability of children to play with senior friends ($r_{\text{item}} = 0.988 > r_{\text{tabel}} = 0.632$), the ability of the child to have close friends ($r_{\text{item}} = 0.988 > r_{\text{tabel}} = 0.632$), and the ability of children to have a sense of humor ($r_{\text{item}} = 0.988 > r_{\text{tabel}} = 0.632$).
- e) Social-Academic Academic social is a child's ability to follow rules in society, in this case the child's microsystem environment (Bronfenbrenner, 1993) is school. Children aged 4-6 years typically spend an average of 3 to 5 hours per day at school (Henniger, 2013). They learn to resolve conflict with their friends and make the school a miniature of social life. So the ability of children to follow school rules and mastery learning, is one sub indicator of social competences. The social-academic ability of this research is valid as many as 12 items of indicators, consisting of the child's ability to listen to the teacher's instruction for 2-8 minutes ($r_{\text{item}} = 0.787 > r_{\text{tabel}} = 0.632$), the child's ability to tell others ($r_{\text{item}} = 0.988 > r_{\text{tabel}} = 0.632$), the ability of the child to express the routine ($r_{\text{item}} = 0.988 > r_{\text{tabel}} = 0.632$), and the child's ability to understand a rule ($r_{\text{item}} = 0.817 > r_{\text{tabel}} = 0.632$).

CONCLUSION

Child's social competence is one of the development that plays an important role in sustaining the life of the child. Through various researches have shown that the relationship between peers, the ability of children for emotional well-being, and the ability of children to complete the tasks of learning, is one indicator of social competence that has a very close relationship for the success of child development. Referring to the Indonesian Early Childhood Curriculum, that child social competence is also expected to be owned by children of child kindergarten. The strategic position of social competence, encouraging researchers to create an early detection model to find out the development of children's social competence, as well as overcome the obstacles of social development of children. So if found obstacles, will soon be stimulated so as not to have a bad impact in the future.

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