

**EARLY CHILDREN'S SOCIAL EMOTIONAL
SKILLS IN ANIMAL STORY BOOKS WE ARE
FRIENDS COLLECTION OF FRIENDSHIP FABLES
WORKS OF CHANDRA WENING**

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Abstract: Emotional social skills are skills that children must have. Social emotional skills are the process of developing a child's ability to be able to adapt himself (emotionally) to a wider social environment. Social emotional development is the basis for the development of individual personality and relates to other aspects. The method of collecting research data is using the documentation method. Several emotional social skills are contained in the books studied and can be examples for early childhood. The results of this study indicate emotional social skills that will help children socialize in a friendly environment. This research is an analysis in an animal story book for early childhood.

Keywords: Social emotional skills of early childhood

Introduction

Emotional social skills are characters that a person must have to manage daily behavior in carrying out human life. Emotional skills such as managing feelings of pleasure or displeasure, likes or dislikes and sadness or joy must have a balanced portion. This feeling also always accompanies us in everyday life. In addition to feelings, emotions also exist in every individual. In everyday life a person is led to be able to adapt from his environment in accordance with the order or norms that apply in society.

The role of parents is very important so that the child's social emotional maturity is in line with family expectations. In the development of emotional skills in children, the role of parents is very important and strategic in helping to manage children's emotions, according to Gottman this depends on how parents talk about emotions in early childhood and in this case parents can take an approach with "emotional training" or "ignoring emotions" (Mulyani: 2018, 83). Apart from the family, the role of peer groups also influences the social-emotional behavior of early childhood. In the role of peer groups, children have the opportunity to learn about many things, for example how to interact with others, control attitudes and so on. Apart from the child's age stages, emotional social skills are also obtained from learning at school through learning opportunities from responses to children's behavior. Formation of emotional social skills can also be learned from children's reading books, reading fairy tales and other media. The development of social emotional skills in early childhood is very important to shape children's character. These social skills will be the key to a child's future success. The process of developing children's social emotional skills must be considered so that they run optimally. The development of emotional

social skills in early childhood is very important to shape children's character. These social skills will be the key to a child's future success. The process of developing children's social emotional skills must be considered so that they run optimally. The development of emotional social skills in early childhood is very important to shape children's character. These social skills will be the key to a child's future success. The process of developing children's social emotional skills must be considered so that they run optimally.

Introducing social life and so that children have social emotional skills there are various ways. One of them is introducing it through animal story books or often called children's fables. In a book entitled "We're Friends, Let's Collect Fables of Friendship" by Chandra Wening, this book presents animal stories with the theme of friendship which contain shared values, how to overcome friendship problems, manage emotions appropriately, give in for the common good, love for friends and many more. These stories are packed with interesting and simple stories, daily stories of friendship full of learning values,

This book also tells about the attitudes and actions that must be taken in establishing a friendship relationship, which of course contains the values of affection, introducing emotions, moral values to build the character of early childhood. In this book there are stories that teach children how to solve problems, for example in a story called Play Yuk! in this story displays the problems that occur in a friendship relationship, with the attitudes and actions carried out by the main character contained in each story that can solve different problems. In other stories, there are conflicting problems that occur due to feelings or emotions that arise. Not only the problems but also accompanied by attitudes and problem-solving actions carried out by supporting characters in each story. The book entitled We Make Friends Yuk Collection of Fables of Friendship was published by Buana Popular Science (Gramedia group). This book is the work of children's story writer Chandra Wening who collaborated with four illustrators, namely Ameco Studio, Stella Ernes, Alvin Adhi and Gery Adams. This book category is Children's Book/Picture Book for children aged 4+.

From the background of the problems that have been described, the researcher is interested in conducting an analysis of Early Childhood Social Emotional Skills in the book "We Are Friends Come on!" A Collection of Fables of Friendship by Chandra Wening. The results of the analysis that will be presented are in the form of emotional social skills in the book We Are Friends Come on! Collection of Fables of Friendship. This research will be closed with the conclusions from the results of the analysis.

Methods

The type of research used in this research is library research or library research. Library Research or library research is a type of research that makes library materials in the form of books, scientific magazines, documents, and other materials that can be used as a reference source in this research (Hadi, 2004: 9). In this study using a qualitative approach which is non-numerical data-based approaches or using manuscript documents with existing thoughts. And the researchers also used a content analysis model to reveal the messages contained in a collection of children's animal stories "We're Friends, Come on! a collection of fables of friendship" by Chandra Wening as the object of research. The data collection technique used by researchers is the documentation method. The documentation method is a data collection method used to trace historical data by collecting data through archives and including books on theory or laws related to research (Iryana, 11). Data Analysis Techniques are the process of systematically searching for and compiling data obtained from field notes, and documentation, by organizing data into categories, describing them into sub-chapters, synthesizing, compiling into patterns, choosing which ones are important and which ones are important. will be studied, and draw conclusions so that they are easily understood by themselves and others (Sugiyono, 2016: 335). Data analysis used in this research is content analysis. Content analysis (content) is a strategy to capture the message of literary works.

The goal of content analysis is to make inferences. Inferences are obtained through identification and interpretation based on the context surrounding the literary work (Endraswara

2011:161). In content analysis, the content that is analyzed must be the right content. The steps are as follows. The first objective step (explanation) is to analyze the semantic aspects of metaphors and symbols based on their linguistics. Second, the step of understanding is connecting the objective world of the text with the world referred to in its non-linguistic aspect of the symbol. The three philosophical steps are thinking by using symbols as a benchmark. This step is also called the existential step, namely describing the emotional social skills of early childhood in the book Let's be friends, a collection of friendship fables by Chandra Wening, and also dialogue between data or quotations with other quotations found in the study. Fourth, data reduction, which is a sensitive thinking process that requires broad insight, reducing data or summarizing, choosing the main things, focusing on the main things, focusing on important things according to the discussion, and removing those that are not. necessary, it will find a conclusion.

Discussion and Results

Social skills are forms of behavior, actions, attitudes displayed by someone when interacting with other people both verbally and non-verbally. Libetan Lowinsen said that humans are monodual creatures, namely individual beings and also social beings, one of the characteristics of monodual beings is to fulfill their daily needs and to complete various daily tasks, humans as social beings need help from others. From here, humans interact with each other in fulfilling their life needs. The ability of an individual to meet their daily needs or solve their problems is largely determined by their ability to socialize. Some socialize well, some socialize less well, there are also those who cannot socialize or interact at all with other people. The inability of an individual to socialize is certainly influenced by the development of his social aspects which are hampered (Wiyani, 2017: 56). Therefore, the introduction of the process of interacting with other people must be introduced from an early age so that children do not experience difficulties in interacting with other people, and children can socialize well, adapt, and work together in solving problems that occur in social life.

The goals of children's social development can be focused on children's social skills that can be expected from early childhood. It is these social skills that will lead the child to a broad socialization process and the basis for determining ways that are appropriate to the social situation at that time. The following are the results of the analysis carried out by the researcher, by analyzing the emotional social skills found in the book Kita Berteman Yuk A Collection of Fables of Friendship, including the following:

1. Conversational Skills

According to Yulianti, conversing is useful for increasing children's courage, gaining broad insights or knowledge, establishing social relationships and the benefits of conversing can also increase children's vocabulary and increase language skills so that it will lead to pleasant social relationships (Events, 2012). This conversation skill is the goal of early childhood social-emotional development which is focused on social skills that are expected to be possessed by children so that children have a diverse vocabulary and children can communicate in good language.

In the first story entitled Main Yuk, the main character is Lola the elephant, Lola's conversation with teacher Yoan on pages 8-18. With the following data:

"Nobody wants to play with me, mom." They say I'm rude" complained Lola.

"According to Lola, is Lola as they say?" Ask Mrs. Yoan.

"Lola didn't mean to be rude!" Lola just accidentally. mother believes Lola, right? Lola answered.

"Of course honey!" Answer Mrs. Yoan.

"Is it because I'm an elephant that it makes things difficult for my friends?" Lola complained.

"Know yourself. The strengths that you have can be very useful for others (Wening 2019:20).

From the first story, learning conversational skills teaches that early childhood can have skills in managing sad emotions, and when sad emotions arise, children are expected to listen to the advice given. In the first conversation, the story also teaches children to be able to recognize themselves and introspect what needs to be improved from the behavior that has been done. In this story, children are expected to be able to control their strength in a friendship environment so they don't hurt others. From this intertwined conversation can build children's emotions from sadness, self-introspection,

Based on the data above, the researcher can analyze that the conversation skills displayed by the characters in the story show two-way communication in terms of problem solving, social conversation skills are evident in all stories and all the characters involved convey clear communication and easy to understand. In addition to conveying emotions and facilitating communication with others, the conversation method is also a way of delivering material for language development through conversations in the form of questions and answers between two people, namely children and educators or children with friends who are communicated orally and is a form of personal communication where one person communicates with others in terms of thoughts and feelings verbally or shows receptive and expressive language skills in a communication that occurs in certain situations Dhieni, et al (2007: 7.6) quoted from the journal by Novita Kurniawati. In this book the communication that is established is very easy to understand and can add new vocabulary for early childhood besides that it can train children's speaking skills, in this book conversations can also be seen from the facial expressions of the characters depicted in the illustrations in animal story books.

Based on the results of the analysis of the description above, the researcher found findings in the form of social development of conversational skills played by several characters that appeared where this form of conversational skill could set an example for children to always communicate well and smoothly. In order to get good and smooth communication, children must have sufficient vocabulary, these conversation skills can add to the child's vocabulary. According to Tarigan, there are ways for children to acquire vocabulary, namely by listening and experiencing it for themselves, these two ways can add to and acquire vocabulary for children (Tarigan 2009: 2). Therefore, this conversation skill can increase children's vocabulary by telling stories contained in story books to early childhood. These skills are needed by early childhood in the process of socializing with their peers and even with adults. By reading the stories contained in the book, let's make friends, children can get to know short but meaningful conversations and children have a vocabulary as a provision for socializing. Therefore the researcher can conclude that conversation skills make children have sufficient vocabulary and can solve problems in a friendly environment that occur in everyday life, and the introduction of these conversation skills can be explained and applied as a habit for children to be able to socialize well in society. By reading the stories contained in the book, let's make friends, children can get to know short but meaningful conversations and children have a vocabulary as a provision for socializing. Therefore the researcher can conclude that conversation skills make children have sufficient vocabulary and can solve problems in a friendly environment that occur in everyday life, and the introduction of these conversation skills can be explained and applied as a habit for children to be able to socialize well in society.

2. Development of a sense of Humor

Humor is a means of human entertainment, including early childhood. The sense of humor that children have is very important to help develop creativity, self-reliance, imaginative, self-confidence, and expand friendships and of course to avoid stress (Jamin 2020: 10). In everyday life, humans must have problems in terms of emotions, therefore the development of a sense of humor needs to be trained in many ways to introduce and train the development of a sense of humor, one of which is by playing with friends, playing will foster joy that appears in children. and the development of a sense of humor in early childhood in addition to training various emotions in children also functions to expand friendships.

In the story of Kimo looking for friends, Lana invites Kimo to play soccer with other friends. This makes Kimo and his friends happy. Data:

"What if I become a goalkeeper?" said Kimo as it is. All right, you're the goalkeeper. The game starts. It doesn't feel like Kimo really enjoyed playing with them.

"Kimo, you turned out great too!" praised Lana, lemur Kimo was happy to hear that (Wening 2019:59).

The skill of developing a sense of humor in Kimo's story Looking for Friends is illustrated when Kimo plays soccer with his new friends. In the soccer game, Kimo becomes a goalkeeper on his own initiative because he realizes that his running ability is not like that of his other nimble friends, he volunteers as a goalkeeper and all his friends agree, his self-awareness by conveying Kimo's shortcomings makes the game run smoothly and creates joy that appears in all the characters in this story. The atmosphere in the game was very pleasant, especially when Lena praised Kimo for his prowess in keeping the goal, the compliment that Lena gave made Kimo's character feel happy.

Learning for early childhood in the skills of developing a sense of humor in Kimo's story is looking for friends so that children can develop skills in terms of humor because humor will make children happy, can also develop skills in socializing with other people, making new friends, making the atmosphere more fun as well as make other emotional skills also develop.

Based on the analysis the researchers conducted, the researcher found findings in the form of developing a sense of humor found in Kimo's story looking for friends. The development of a sense of humor in books is related to the characteristics of children who spend part of their time playing and by playing children produce happiness and in happiness there is humor because humor children will have the joy that appears. According to the opinion expressed by Seligmen and Petersen, humor is defined as a funny phenomenon, including the ability to see, enjoy, interpret, convey and convey things that are unusual in general (Jamin 2020: 10). Therefore the researcher concluded that examples of developing a sense of humor can be created from children's activities/activities in playing and the development of humor skills is good to describe and apply to children from an early age so that the development of humor can lead to positive things and can cause emotions of joy. or pleasure and is expected to be able to go through a life that often causes negative emotions with a happy and optimistic smile. The other stories depict problem-solving attitudes within the scope of friendship and are less prominent in the development of social skills and a sense of humor.

3. Friendship

Friendship is a relationship that cannot be separated from human life (Clark & Graham 2005), according to Santrock (2010) describes friendship as a form of attachment which includes acceptance, joy. Trust, appreciation of mutual assistance, mutual trust, understanding, and spontaneity (Febrieta 2016: 153).

In the third story entitled Kimo Looking for Friends, the social skills of making friends occur in the process of finding friends by Kimo. The process of finding friends is done by Kimo because he needs friends to play with and share his feelings.

"Lena, will you be my friend?" Kimo asked hesitantly.

Kimo of course! answered Lena. "sometime let's play at my house"

Kimo nodded in agreement, he was happy to make new friends (Wening 2019:60).

The skills to make friends in the story entitled Kimo looking for friends teaches early childhood to be able to make new friendships or start the process of making friends, it can be said that this story describes the adventures of children in finding new friends, where the main character feels insecure, afraid and sad. when you will meet new friends. In the search for Kimo to feel the various emotions felt, feelings of sadness, lack of self-confidence can be overcome by instilling self-confidence and enthusiasm in the process of looking for friends. The friendship that exists in this story can introduce emotions or feelings of insecurity into feelings of confidence that are described by the main character.

Based on the analysis conducted by the researcher, the researcher found the findings, namely the social skills of making friends. According to Sullivan, friends play an important role in shaping the welfare and development of children and adolescents (Damayati & Haryanto 2017: 1). As mentioned, researchers can conclude that friendship or friendship groups can form emotional relationships in children, then from emotional training can start interactions with peers, through the initial forum of friendship will move towards a wider social environment and will develop children's emotional social skills. The initial step of parents and educators can introduce an atmosphere of friendship and intrigue of the problems that occur by reading the stories contained in the book, because the social skills of making friends are clearly illustrated in all the stories in the book, let's be friends. These social skills are very important for early childhood, because the process of friendship will foster other skills in the scope of social and emotional growth, all social-emotional skills must be developed so that a positive social environment can be created, as well as in children's social skills can grow familiarity between friends that will lead to proficiency in socializing. Therefore the researcher concluded that the example of the aspect of making friends is good to apply as a habit so that children can socialize properly without causing social problems.

4. Participate in a group

Early childhood adaptation is not as easy as adult adaptation, usually a child will see an ongoing activity situation, if the activity is interesting according to him then the child will dissolve or join the activity. If the game is in the form of a group game, the child will feel happy to act and play whatever role as long as the game goes well and the activity must appeal to the child so that the child feels interested in the activity that will be carried out and enjoys joining the group. Tirtayani et al 2014:42).

In the third story, the story of Kimo Looking for Friends, there are children's social skills playing a role in a group. Kimo who is looking for friends feels like having a group to play and express his pleasure.

"Well, thanks for the info," said Lena, "all right, then you become a goalkeeper,"

"Kimo turns out you are great too!" praised Lena the lemur (Wening2019:59).

The quotation above shows the development of skills to participate in a group in the story "Kimo Looking for a Friend". Kimo chose his role as a goalkeeper because he understands and is aware of his weaknesses, the attitude that Kimo does is good to be an example to early childhood. Children are expected to understand their own feelings. Children are given an explanation to always be humble in accepting their weaknesses, this attitude can train the skills of processing

emotions in children. Parents and teachers can discuss what has happened regarding the various emotions that children feel based on the experiences they have gone through.

Based on the description above, the researcher found findings in the form of social skills to participate in a group found in several stories in the book *We Make Friends Come*. Learning in society to adapt to groups, developing openness, learning how to participate in a group, working together, sharing, taking turns, and being willing to accept rules in groups, in this learning the family plays an important role in educating the child Mansur, 2009 (Azizah & Maharani 2019:2). In the opinion above, parents play an important role in teaching the early process of adapting to various environments. Parents can introduce ways to interact, adapt, and participate in a group by reading Chandra Wening's storybook. These social skills introduce children to the environment, if they attract their hearts, they will grow a sense of togetherness in making friends and children can express their wishes, of course, this will foster a sense of pleasure in children and the skills to play a role in a group can develop skills in managing emotions in children because in socializing children will release the emotions that occur in children. Therefore the researcher concluded that the skills to play a role in a group are good to describe and apply so that children's social development can be achieved properly and correctly.

5. Have manners

Manners are a basic urgency that children must have, early childhood is an age that must be given a stimulus in all respects including manners. According to Setiawan (2018) giving during early childhood education is very important and is the basic foundation of children's learning (Fadhilah 2021: 1).

In the second story entitled "I'm the First" there are social skills and manners described when Miko listens to the advice of the teacher Bobi. With data:

In the classroom, Miko apologized,

"Guys, I'm sorry I promise I won't do that again. will you forgive the miko?"

"maaaaaaaa," said the friends

"We're playing together again. Want, huh?"

"Want" said his friends again

"Thank you guys," said the miko full of emotion (Wening 2019: 39).

The emotion processing skills practiced by the main character in this story can be a lesson for children as well as a sense of regret that is expressed by apologizing to classmates showing good manners and can be an example for children, if we have a wrong attitude what we have to do is ask apologize and promise not to repeat the mistakes that have been made and thank his friends for forgiving his actions that have caused chaos, always saying thank you is a skill in developing manners that must be taught to early childhood. In this story, children are given an illustration that leads to polite behavior or exemplifies children so they don't repeat their actions and behave according to the rules that have been set in the social environment, parents and teachers can direct them with the values of discipline, responsibility and others.

Based on the description above, the researcher found findings in the form of social skills having these manners only found in a few stories in the book *We Make Friends Yuk*. Manners have the same meaning as manners, Ki Hajar Dewantara stated that the purpose of character education is so that children can feel, understand, and carry out appropriate actions with existing norms and are adhered to by society, there are ethical values that must be taught to such early childhood must respect their parents and other parents (Dewantara 1977:27). The goal of developing social skills in having these manners is in the attitude shown by the main character towards older people, manners to peers by saying thank you and being able to realize mistakes and apologize.

These social skills must be instilled in early childhood so that they have positive traits and can behave politely and respectfully towards others. Saying sorry for mistakes made is also very important to teach children so that children have good manners. Therefore the researchers concluded that examples of skills in having manners are very appropriate to be taught and applied to early childhood as good habituation according to the norms prevailing in society.

Conclusion

After analyzing the signs of social emotional skills in the book *Kita Berteman Yuk* Collection of Fables Friendship the author concludes that the social skills contained in the book *Kita Berteman Yuk* are: conversational skills are found in all stories, fostering the development of a sense of humor only found in stories (Kimo looking for friends), forging friendships is found in several stories (play yuk, kimo looking for friends, little bosses, who you choose Rosi), participates in one group in two stories (Kimo finds friends, little bosses), has manners taught in two stories (play yuk and I first), and the characters in each story describe the behavior/social skills carried out within the scope of the child's friendship and the child is introduced to how to have social skills in the world of child friendship. Behavior in every story is often found in the scope of children's daily lives. The child will learn skills within the scope of solving friendship problems and the child can learn if they are in the same situation or condition in the story. Not only social skills in the scope of friendship, in this book by Chandra Wening, children can recognize emotions that occur in themselves and others and children can manage / control emotions that occur if the same situation and condition occurs in the child's friendship.

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