
**USE OF MEDIA STIMULATION OF BEAM HOUSING TO INCREASE CHILDREN'S
EMOTIONAL SOCIAL EMOTIONALITY**

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ABSTRACT

Early childhood has several aspects of development that need to be improved. Developing children's emotional social influenced by stimuli from the surrounding environment, through teacher school environments can facilitate and provide stimulation to develop children's emotional social optimally. To be able to interact with the surrounding environment, emotional social ability is an initial ability that must be owned by the child. For children to interact with their wider environment. The learning process conducted in Kartina Kindergarten Garut Regency to improve the emotional social intelligence of early childhood using the media stimulation of the beam house. This is because the emotional social aspect of children still needs to be improved. This study focuses on the use of home media blocks to improve children's emotional social intelligence. This research was conducted by using qualitative approach of case study method. Data collection techniques used are observation, interview, and documentation. With the subject of the study of students B1 grade 5-6 years of age, teachers and parents. The results obtained from this study show that: (1) the learning process in Katrina Kindergarten Garut Regency has basically been taken through the stages of programmed and systematic planning in the form of RKH (Daily Activity Plan) that produce teaching materials and media used to be an implemented teacher; (2) The use of house block beam stimulation media in children aged 5-6 years in Kartina Kindergarten Tarogong Kidul District Garut Regency quite effective in improving emotional social intelligence; (3) increased emotional social intelligence of children in realizing the development of the child in terms of empathy (sensitivity to the feelings of others); express feelings, restrain anger; independent; can adapt; able to solve personal problems; perseverance; solidarity; courtesy; and respect.

Keywords: Media Stimulation Home Beam, Emotional Social Intelligence, Early Childhood

PRELIMINARY

Character education is present to answer and improve the moral crisis that occurred in Indonesia. Associated with character education in Kindergarten needs to be done very carefully as early childhood is a child who is in the stage of concrete pre-operational development. Hasan in Enceng Mulyana (2015: 41-49) presents 18 values of cultural education and national character, namely: religious, honest, tolerance, discipline, hard

work, creative, independent, democratic, curiosity, nationalism, water, appreciate achievement, friendly / communicative, love peace, love to read, care environment, social care, and responsibility.

The immediate environment is necessary to optimize all aspects of child development. Early childhood has several aspects of development that need to be improved. Wortham (M. Ramli, 2005: 50) states that aspects of child development include physical-motor development, cognitive development, language development, and socio-emotional development. The development of all these aspects affect each other. Therefore, it takes an educational effort to develop all aspects of child development through the design of learning that is fun for children.

The child's emotional behavior is strongly influenced by social reactions to the child's emotional behavior. How to develop children's emotional social that is by providing stimulus, such stimuli include auditory stimuli, stimuli touch, social stimuli, visual stimuli. From that opinion it can be seen that in developing the emotional social of children influenced by the stimulation of the surrounding environment, through the school environment the teacher can facilitate and provide stimulation to develop the child's emotional social optimally. To be able to interact with the surrounding environment, emotional social ability is an initial ability that must be owned by the child. for children to interact with their wider environment. This is why many families and early childhood educators emphasize the importance of emotional social development during early childhood or preschool years. Thus, emotional social development in children, it is appropriate to remember in this period the child enters a new environment that requires the ability to adapt to himself.

Based on the results of observations by researchers in 2017 in the process of learning in Kartina Kindergarten Garut regency, researchers obtain information about the emotional social development of children, it is known that the emotional social aspects of children still need to be improved. This can be seen from the development and the emotional social learning outcomes of children. There are behaviors that show the child's emotional social needs to be improved. This can be seen from the development and the emotional social learning outcomes of children. There are behaviors that indicate the emotional social of children who need to be upgraded. There are still 20% of children who want to win themselves and get angry, this is seen when the child is playing together not willing to give up to take turns with his friend, 2% of children who are still waiting for his parents, because he felt not familiar with the environment. Besides it still looks emotional social capability of children that need to be improved, there are 10% of children who have not been able to control emotions, that is when children get the learning outcomes that have been given by teachers in children who get satisfactory learning outcomes then the child is too proud and show to his friend, 10% of children who do not want to help friends when there are friends who are cleaning up toys, and there are 5% of children who do not want to share lend his stationery to his friends. Children whose emotional social development is still low, when the learning process feel inferior and do not want to answer the teacher's questions.

Based on the results of observations and interviews conducted by researchers who have described above, researchers collaborate with teachers to improve emotional social skills in early childhood 5-6 years in Kartina Kindergarten Garut Regency by using media that can attract the attention of children. The media in question is a beam house.

House of beams is one of the media used by teachers to develop children's social skills. As a medium, house blocks become a messenger tool for children to develop their emotional social potential. The use of home media beams can provide an opportunity for children to observe the various forms in the House of Beams consisting of cube blocks, rectangles, tubes, prisms and cones, and observing the rooms and furnishings. More specifically, through home media beams, values developed in children, among others: cooperation; fair; and learners.

METHOD

This research uses qualitative approach with descriptive study method. A qualitative approach is basically an approach used to observe how humans interact with their environment, understanding their language and opinions about the world around them.

In this study, subjects to be studied consisted of two parts, first, as a source of information, ie respondents consisting of children aged 5-6 years class B1. Second, the source of the informant, the other data sources that can provide complementary information about the things that are not revealed from the research subject, and simultaneously as triangulation to ensure data accuracy. This informant was the headmaster as manager and teacher. Data collection techniques used are: (1) observation, (2) interview, and (3) documentation. In this study data were collected through 3 methods. Qualitative data collection, namely: in-depth interviews, direct observation or observation and study or documentation study.

RESULTS AND DISCUSSION

A. Social Emotional Learning in Kartina Kindergarten Garut Regency Using House Stimulation Media Beam

Description of learning activities conducted at Kartina Kindergarten about learning emotional social development in group B1 through media stimulation of block house designed by teacher to optimize learning activity. The data obtained by the authors are the results of interviews and observations on respondents ie 1 person principal, 1 teacher B1 class, 16 children.

The results of the observation there is no child behavior that needs to be improved, there are still 20% of children who want to win themselves and quickly angry, 2% of children who are still waiting for his parents, because he felt not familiar with the environment. Besides it still looks emotional social capability of children that need to be improved, there are 10% of children who have not been able to control emotions, that is when children get the learning outcomes that have been given by teachers in children who get satisfactory learning outcomes then the child is too proud and show to his friend, 10% of children who do not want to help friends when there are friends who are cleaning up toys, and there are 5% of children who do not want to share lend his stationery to his friends. Children whose emotional social development is still low, when the learning process feel inferior and do not want to answer the teacher's questions.

The description of learning in Kartina Kindergarten Garut regency to improve the emotional social intelligence of children through the media stimulus home blocks begin with the planning of learning by a teacher when will do the learning process. Because the planning in learning is done for the purpose of learning can be achieved well and can meet various aspects of child development. According to Abdul Majid (2005: 17)

that the planning of learning as the process of preparation of learning devices in a time allocation that will be implemented at certain times in achieving the goals that have been determined.

The results of interviews and observations, that the learning process in Kartina kindergarten implemented based on the syllabus as a reference learning activities that have been prepared previous educators. The preparation of a lesson plan developed by Kartina Kindergarten educators refers to the 2013 curriculum in accordance with the Minister of Education and Culture of the Republic of Indonesia Number 146 Year 2014, syllabus and described in the Promes, Weekly Activity Plan (RKM), Activity Plans Daily (RKH). According to Oemar Hamalik (2007: 24-25) in learning elements of teaching and learning process is a vital role that is the teaching and learning process is done very determine the students in achieving the success of a learning done by the teacher.

From the interview with TM as the principal explained that the implementation of learning as in general that before the learning begins first made RKH as a reference of teachers to teach that learning can be implemented properly. The Syllabus and the Semester Program (Promes), as well as the Weekly Activity Plan (RKM) are prepared at the beginning of the school year. As for the weekly activity plan (RKH) Kartina kindergarten educators compose it every week once every Saturday. The reason, compiling every Saturday is when the children off the educators to prepare teaching materials and media calmly, and so as not to disrupt the learning activities of children.

This shows that the learning process in Kartina kindergarten is done well in accordance with the planning of learning. This learning planning is a process of discussion result with teachers and head of sekola which done routinely every week.

The data on the learning process planning process mentioned above which is implemented in Kartina Kindergarten is the obligatory agenda for the head and the educator in every new academic year till the time of the implementation of child assistance. All educators in Kartina kindergarten are required to make RKH and prepare APE that will be used according to the theme to be delivered to their students.

The result of the researcher interview with the MS teachers related to the theme determination made that the learning planning in Kartina kindergarten that the development of activity plan based on the theme because the theme is the material for opening the child's insight.

From the results of daily discussions, then used as a reference for making learning planning in the next week and for improvement in terms of teaching. This is done routinely conducted in Kartina kindergarten. The activity plan is carried out in accordance with the agreement of the results of the discussion to achieve the objectives that KKANA Kartina will achieve in optimizing the potential of the child in every aspect of development as stated in Permendikbud No.137 of 2014.

Based on the results of observation, learning activities in Kartina Kindergarten class B1 in the data about the process of implementation of learning activities that educators do learning in accordance with the previous lesson plan. The process of teaching and learning activities in kindergarten Kartina is the result realized from the learning planning that has been prepared previously. Learning activities begin with a prayer together, the implementation of learning tailored to the theme that will be given, rest,

eat together, and then performed the central activities in accordance with the specified schedule.

The result of interview with MS class teacher B1 about the implementation of learning activities that teaching and learning activities in Kartina Kindergarten conducted from 08.00 WIB until 12.10 WIB which allocated the learning time with details as follows:

- a. Opening Activity: 08.00 - 08.10
- b. Activity gathering: Hours 08.10 - 08.30
- c. Foothold before play: 08.30 - 09.30
- d. Foothold while playing (core): at 09.30 - 10.30
- e. Foothold after play (cover): at 10.30. - 11:00
- f. End activities: 11 am - 12:10 pm

Implementation of learning activities by using learning media in the block beam in social emosiaonal early childhood in Kartina kindergarten, in general opening activity is an activity for heating and implemented by classical. In this opening activity that can be done, among others, pray, say greetings, convey the theme and sub theme.

The gathering activities are held like row and sports activities. With the aim of the child to do activities of heating exercise besides exercise is also taught to exercise in order to maintain fitness.

Initial activities for learning activities begin with sub story telling activities to be delivered. This storytelling activity was conducted with the aim that the child at the time of the teacher deliver the material the child listens and can receive the message delivery well. As the teacher of class B1 explained, explained that the implementation of learning usually begins with the method of storytelling with the aim that children easily understand what material will be delivered by the teacher and familiarize the child to be able to listen to others well and answer when others ask.

From the initial activities, that the initial activity is a step to curb the classroom atmosphere so that children can focus on following the lessons and materials submitted by the teacher to be easily received well. Furthermore, core activities or footing activities while playing is an activity that can make children become active in following the learning.

Based on interviews with B1 class teachers that the core activities in Kartina Kindergarten learning are done differently each day. This activity is done with activities that provide opportunities for children to explore and experiment so that children can devote their opinions in accordance with his thoughts. This can lead to independence and will increase creativity in the work. The core activity by using learning media of house of beam to improve children's emotional social intelligence is activity which carried out by group. The objectives are carried out in groups as they are in accordance with the theme and development goals that will be achieved in the activity of increasing the emotional social intelligence of children in Kartina Kindergarten by providing opportunities to explore, experiment and train children's concentration and build cooperation with peers and creativity through cooperation, mutual respect in opinion according to the age of child development.

After the core activities are delivered well, then there is the foothold activity after playing. This activity is an activity expected children can focus on one activity and can finish the activity until complete. In addition, the teacher can teach the skills through by giving the opportunity to share stories of the play experiences that had been done in a circle after the child played. This activity can also discipline the child to clean up the tools that have been used to be stored and reorganized in place that has been prepared. In this way the child is expected to learn how to group and manage the play environment appropriately.

The final activity held in Kartina Kindergarten is a resting activity where the children will do a joint meal. This activity is expected to give each other children food to friends who do not bring food. after finishing meal together, this activity continued with practice activity of prayer. Practice practice is done to teach children early on to carry out their obligations to worship and improve faith and devotion in accordance with the mission of Kartina kindergarten is to be a good student.

B. The Use of Learning Media Beam House to Improve Child Emotional Social Intelligence

Referring to Permendikbud Number 137 of 2014 on Early Childhood Education Standards, Standards of Achievement Level of Child Development. Stimulation is an activity performed to provide stimulation to children with the aim to develop intelligence in children. Stimulation in this research activity is effort to grow emotional social aspect through media of house of beam. According to Izartin (2016: 272-278) explains that by applying the method of playing the beam the children's participation to perform the activity will be more creative and better in displaying his imagination.

Based on the description of the research and development process that researchers do, from planning, design, and development to the evaluation stage, the final result of this research and development is the resulting product is a home media stimulation media block that serves as a medium to stimulate emotional social intelligence early childhood. This product is suitable for children aged 5-6 years, because the material contained in the outline has been adjusted to the standards of achievement of development and emotional social intelligence of early childhood.

The curriculum structure in the development of learning media for early childhood made by Kartina Kindergarten Garut Regency, refers to the structure of the curriculum, as follows;

Table 4.7
Curriculum Structure of Learning Media Development

Level of progress	Basic Competence
1. Self-awareness	1. Demonstrate self-ability to adapt. 2. Showing vigilance to strangers 3. Know your own feelings and manage them fairly (control yourself fairly)
2. Sense of Responsibility for yourself and	1. Know the rights. 2. Obey class rules

Level of progress	Basic Competence
others.	3. Organize yourself 4. Responsible for his behavior for his own good
3. Prosocial Behavior	1. Playing with peers 2. Empathize 3. Share with others 4. Respect the rights / opinions / works of others. 5. Using ways to cooperate in solving problems (using thoughts to solve problems) 6. Be cooperative with friends. 7. Show tolerant attitude 8. Expressing emotions that fit the conditions 9. Know about etiquette and courtesy in accordance with socio-cultural values.

Learning Media Home Beams are used by teachers in the playroom / class when presenting the theme of the house as a medium that can be played by children in the following way:

- 1) The child sits in his / her own place which is provided by the teacher.
- 2) The teacher conveys the theme of "my neighborhood" and proceeds to discuss the sub theme of "my house".
- 3) Teacher shows Balok House media to all children consisting of 5 beams (cube, rectangle, tube, prism, and cone)
- 4) The teacher gives the child the opportunity to observe and then open the conversation by discussing the benefits of the house, the space available at home, the usual house kit, and the various home furnishings
- 5) The teacher chooses 5 children who dare to play the role of being an architect. Each child chooses one of the forms of House Beams, and the children work together to house the beams according to their creativity.
- 6) The teacher gives opportunity to all children to play the role of architect in group.
- 7) This activity is done to develop aspects of empathy (sensitivity to the feelings of others); express and understand feelings; allocate anger; independence; ability to fit in; ability to solve interpersonal problems; perseverance; solidarity; courtesy; and respect.

In the process of learning that is done sometimes there are always obstacles or obstacles experienced. This can hinder the performance of teachers. Stimulation of the child makes sense for every teacher to provide insight and insight for each child. Classroom control so conducive is the main priority of learning in providing students knowledge.

The use of learning media is one component of learning to assist each teacher in the delivery of materials, because according to the ability of young children who are young, the media that became easy they catch and understand.

Classroom environment as a place to learn students to be a place to note, so that the necessary steps in the management. Centralized management in question is the management focus on one object, where the object is learners. Giving children freedom and control during the teaching and learning activities, to provide confidence and responsibility for each child.

The use of learning media is used in every learning material, so what teachers can get from various trainings can be channeled into it. In addition, approaches are also often done in dealing with students who are less focused and do not even pay attention to teacher instruction and avoid the monotonous way of teaching. Likewise with the increasing and growing learning media can reduce the monotonous learning. Learning is considered successful if students understand or understand even can follow the instructions given by the teacher.

Thus, researchers can conclude that teachers who can choose and use appropriate learning media for their students, will have implications for the stimulation of emotional social development, one of them. This can be seen from the achievement of the ability of children who have the attitude: empathy (sensitivity to the feelings of others); express and respect others; managing emotions; independence; adaptability; ability to solve problems in cooperation; perseverance; solidarity; courtesy; and respect.

Utilization of media and learning resources for students is required even considered obligatory to improve understanding of children. The real media learning and learning resources are useful in the ongoing process of teaching and learning in the classroom.

Based on the above statement, it can be concluded that the teacher has used media that is considered very effective for teaching and learning activities. This can help teachers make it easier for students to more quickly understand the teaching materials. The media and learning resources used are also very helpful for teachers in providing teaching materials because it is considered more effective and efficient and practical in its utilization. Learning resources are increasingly easy to get as well as the source of the internet increasingly multiply the knowledge and resources of teaching materials for teachers. Classroom as a place of teaching and learning activities to be a factor supporting the continuity of educational activities, as well as coupled with the media learning is increasingly supportive.

The enthusiasm of students in teaching materials in the classroom is more easily followed by the use of teaching media by teachers. Based on the above statement, it can be concluded that the students are very enthusiastic and focused when teachers use the teaching media. However, teachers also try to practice so that students are more interested. Therefore, the use of media helps teachers to attract students to be more focused and active in learning. With the teaching media can also attract students to try new things, as students have never experienced it.

Evaluation and assessment are important tasks of the teacher at the end of the material or learning, in which each teacher must have a special note to convey. The following is an interview about how the teacher can know the student's learning outcomes. Writing

progress reports of children as the most important data collection in the evaluation of children's activities during the learning process takes place.

Based on the above statement, it can be concluded that regular evaluation, monitoring every time and recording of child development reports during one full period is an effective way and a material for the value of each Kindergarten students.

Child development reports that include narratives on many aspects of child development and progress make teachers' tools in evaluating and evaluating. In addition to reporting the development of children's teachers also observed the work of students, where the students do not know up to students understand and can work is a more achievement for these students. A child development report is a tool for understanding student progress. Therefore, assessment or evaluation to students can be used by writing a progress report.

C. The results of the use of home media stimulation block in improving children's emotional social intelligence in Kartina Kindergarten Tarogong Kidul District Garut Regency.

Results from the use of media stimulation of house blocks in improving emotional social intelligence of children aged 5-6 years in Kartina Kindergarten obtained observations of observations during learning activities. According to Goleman (2006) argued that social intelligence is a measure of a person's ability to socialize with the surrounding community environment. While emotional development includes self-control, provision, and a capacity for self-motivation. As the expert states that EQ is also called intelligence to behave. Hurlock (1980: 141) argues that the development of emotions follows a predictable pattern, there is still diversity because of the level of intelligence, family, education and so on. Conny, R. Semsubjekwan (2000: 149) in Nurjanah (2017: 50-61) that early social emotional children have some very essential aspects that need to be developed, these aspects include the development of emotions and relationships, the development of self-identity, the development of consciousness gender identity, and moral development.

The use of home learning media beams can boost the emotional social intelligence of children in accordance with its development. Further activities of children's work is coloring the picture of the house. This activity is intended to train and stimulate the creativity of children to express themselves. This is in accordance with the opinion of Djuniartiningsih (2012: 1-20) that in the teaching process in the classroom teachers begin to be able to motivate students in playing blocks, play blocks with groups, ask questions to students by utilizing props for early childhood development.

Based on the level of the effectiveness of children with imagination, children are able to show success so that the application of the method of playing the beam is very good to improve the creativity of early childhood. With the cooperation and good preparation between the child and the teacher when the learning activities play by using the media stimulation of the children's beam house can know the shape of space in the media of the building blocks and can form a simple build, build up rather difficult, skillfully build up the beam can increase creativity. Even experienced an increase in the good category in listening to an explanation of the method of playing the beam.

In addition, learning by using children's house block stimulation media can increase social and emotional aspects. This is seen when children follow the learning activities through the media of the house with the spirit and happy in doing this activity until the end of the activity. With the media stimulation of this block house the child is able to socialize and cooperate with peers, and able to control his emotions by respecting others.

In line with that opinion, the result of learning by using media of house block beam at KK. TK Kartina got the result of research of children who want to win their own and fast anger berkurang to 8% of children can control their emotions when solving problems with peers. Children who are still waiting for their parents was not awaited, children have started to dare to socialize with others. There is a child 3% of children have started helping their friends and storing toys to the place, and there are 2% of children who want to share.

CONCLUSION

The use of learning media "house blocks" in children aged 5-6 years in Kartina Kindergarten Garut regency is quite effective in improving children's emotional social intelligence. The use of media stimulation of house blocks in children aged 5-6 years in Kartina Kindergarten Tarogong Kidul District Garut regency quite effective in improving emotional social intelligence.

Emotional social intelligence in early childhood is not owned by children naturally, but must be grown and developed by parents and PAUD educators by developing social and emotional aspects of early childhood. Because Factors that can influence the development of emotional social intelligence in early childhood are hereditary factors, environmental and public. In developing the emotional social intelligence of early childhood required various methods that can be used to develop it. One method that PAUD educators can use in developing the emotional social aspect of early childhood, through the stimulation media of the block house.

Increased emotional social intelligence of children embodies the development of the child in terms of empathy (sensitivity to the feelings of others); express and understand feelings. managing emotions; independence; adaptability; ability to solve problems in cooperation; perseverance; solidarity; courtesy; and respect.

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