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## Teacher Professionalism in Improving Social Emotional Early Childhood in Annisya Muaro Jambi Regency

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**Abstract:** Teacher professionalism is an important role in developing social and emotional early childhood. The teacher must have his professionalism to help improve the social and emotional development of children. This study aims to find out how the professionalism of teachers in developing social and emotional early childhood in Annisya Kindergarten, Mestong District, Muaro Jambi Regency. This study uses a qualitative descriptive approach, data collected through observation, interviews, and documentation. The results of the study show that teacher professionalism in social and emotional development is carried out by the teacher providing exemplary early childhood, the teacher's attention to the development of students, providing advice, and providing educational rewards and punishments.

**Keywords:** Early Childhood; Teacher Professionalism; Social and Emotional Development

### A. Introduction

Education is not only an obligation, more than that education is a need that will be further developed with education. Education is something noble, an education is not only limited to formal institutions but education also exists in the informal environment, because in essence we are born until the end of our lives. Learning is how we develop to continue to be good leaders on this earth. The educational process is an activity of mobilizing all educational components by educators directed at achieving educational goals. How the educational process is carried out greatly determines the quality of the results of achieving educational goals.

Education is very important in a society, especially the nation and state. Without education there will be no progress in life and everything is stagnant. Without education, a country will be left behind from other countries. Existing problems will not be resolved properly.

According to Law Number 20 of 2003 concerning the National Education System, it states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through educational stimulation to help physical and spiritual growth and development so that children have learning readiness in entering further education.

Early childhood education is a form of education unit at the early childhood education level which is essentially education that is organized with the aim of facilitating the overall growth and development of children or emphasizing the development of all aspects of the

child's personality. PAUD is the provision of efforts to stimulate, guide, nurture and provide learning activities that will produce abilities and skills in children (competency)

PAUD is a coaching effort given to children from the age of 0-6 years which is carried out through the provision of stimulation or stimulation to help the physical and spiritual growth and development of children so that they have learning readiness for further education. The importance of the role of educators makes teachers required to be more professional in carrying out their duties. Professionals have three characteristics, firstly they contain elements of dedication, secondly they contain elements of idealism, and thirdly they contain elements of development. The element of service is that every profession must be developed to provide certain services to the community. The service can be either individual or collective. Someone will work professionally if they have the ability and motivation. High ability to work and sincerity to do the best is an indication of professionalism. Conversely, a person will not work professionally if he only fulfills one of the two requirements above. Even though one's work motivation is high, it will not perfectly complete their tasks if not supported by ability.

Social development in children grows from their relationship with parents, other family members, or caregivers at home when the child is interacting like playing and without realizing it the child has started learning to socialize with people other than himself. Social development that occurs is strongly influenced by the treatment and guidance of parents towards children. Emotional development is a process of children learning their behavior and being able to provide their abilities when making friends.

Social emotional development is a child's ability to experience, manage, and express a variety of positive and negative emotions, develop close relationships with friends and adults, and actively explore and learn about the environment. Social emotional development can also be interpreted as a process experienced by children to respond to their environment.

Based on the results of the initial observations of researchers at Annisya PAUD, Mestong District, Muaro Regency, Jambi, it was found that several teachers had been teachers for a long time and had met educational standards, namely Bachelor Degree. However, the authors still see that not all of the teachers' educational backgrounds are Bachelors in Early Childhood Education. The author also sees that there are some difficulties experienced by teachers in managing the implementation of learning which of course affects the social emotional conditions of children, where the author sees that some children still cannot get along with friends and does not want to play. There are also children who are still accompanied by their parents when they study. And there are also children who often get angry, don't want to eat and so on. Based on the background of the problems above, the writer conceptualized a research title with the title "Teacher Professionalism in Developing Social Emotional Early Childhood at Annisya PAUD, Mestong District, Muaro Jambi Regency"

## **B. Methods**

The research approach used in this article is a qualitative approach. Qualitative research is a research approach that reveals certain social situations by describing reality correctly, formed by words based on data collection techniques and relevant data analysis obtained from natural situations.

## **C. Results and Discussion**

In the following, teacher professionalism was found in developing social-emotional early childhood at Annisya Kindergarten, Mestong District, Muaro Jambi Regency, namely as follows:

### **1. The exemplary set by the teacher in early childhood education.**

The teacher is an example that students must emulate from that not everyone can be a good teacher. A good teacher is a teacher who has a commendable role model. A good example is one of the teacher's efforts to improve the social and emotional development of students, because by giving good examples and habits for students in the Annisya Kindergarten environment, Mestong sub-district, Muaro Jambi district, students will always model behavior and attitude of the teacher.

Habits will make a person easily do something, then if the habit is good, then it will grow in goodness and if the opposite then he will grow into a bad habit. On this basis, kindergarten teachers as educators who teach commendable values and instill good habits so that the social and emotional development of children are in accordance with the example of the Prophet must get used to saying good and polite words and actions that can be used as good examples for children educated

### **2. The teacher's attention to the development of students**

Improving the social and emotional development of students through attention is to devote all attention to the social and emotional development of students in building the character of students. The teacher always pays attention to all students at Annisya Kindergarten, Mestong District, Muaro Jambi Regency, with the attention of the teacher making students feel known and close to the teacher and loved. This is really needed by the teacher, to maintain harmony between the teacher and students, so that students do not feel that the teacher has favoritism in learning, the teacher always tries to find out what causes students who have poor social and emotional development and are always monitored every day . As a result, students whose social and emotional development is not good, have started trying to change themselves for the better, because of the teacher's attention. And students are always enthusiastic in learning and playing activities in Kindergarten, so that good social and emotional development will be fostered from within these students.

### **3. Providing advice to develop aspects of children's social emotional development**

Based on the results of the author's observations while at the research location, it was found that Kindergarten teachers often give advice to students when students make mistakes. Giving advice given by the teacher is very educative, where the author can see that there is not a single student who disputes the Kindergarten teacher's advice and follows the advice of the teacher. So far the efforts made by Kindergarten teachers in improving the social and emotional development of students through advice have been quite good, Kindergarten teachers always pay attention to children's development. Kindergarten teachers give advice in smooth words, and give students a good understanding of the terms and conditions of knowledge. So from the advice that is always given by Kindergarten teachers, there has been a change for students whose social and emotional development is not commendable.

#### **4. Giving Reward and punishment that educates**

Reward and punishment which are educational for students are certainly very helpful for teachers in fostering the social and emotional development of students. If the provision of teacher guidance has been taken from various methods but has not met results, of course it is a gift. Reward and punishment can be used as an alternative in improving the social and emotional development of students. These gifts, which have a deterrent effect but are educational, are of course needed to improve the social and emotional development of students in a better direction.

Teachers in Kindergarten have implemented professionalism as educators in developing children's social and emotional intelligence by giving sanctions to students whose social and emotional development is still not good. The punishment given by the teacher is educational and has a deterrent aspect for students, so that with punishment like this it makes the students. students do not repeat the mistakes they have made. As a result, punishment is beneficial for the students themselves, it can also improve the social and emotional development of students so that they develop according to expectations.

Basically, every early childhood cannot be separated from social-emotional development. Sometimes the social and emotional development of children is often ignored or set aside by some people. Therefore, we as educators and parents should pay more attention to early childhood development, especially on social and emotional development. The social emotional development of early childhood plays an important role in determining the child's future social relationships and the child's behavior patterns towards others. Lack of opportunities for children to get along and know other people well can hinder children's social emotional development. So it is important to have early social emotional experiences for children, because children's behavior is formed from childhood or at an early age. Based on the results of observations and interviews with the authors during the study, it was found that there were several obstacles in developing the social and emotional aspects of early childhood in Annisya Kindergarten, Mestong District, Muaro Jambi Regency, namely the lack of guidance and attention from some parents, where the role of parents in the process fostering social and emotional development is enormous. Because children interact more often with parents. And this of course makes it difficult for Annisya Kindergarten, Mestong sub-district, Muaro Jambi Regency, to improve the social and emotional development of students. Then the influence of media such as television and mobile phones also has a big influence on the mindset and behavior of children.

The goal of an educational process is change. Based on the results of observations and interviews with the author, among the impacts in developing aspects of early childhood in Annisya Kindergarten, Mestong District, Muaro Jambi Regency, most students can interact properly and correctly, students feel happy in early childhood education activities, and students have aspects of social and emotional development that are Good. Based on the results of observations and interviews, it can be seen that most students have good social and emotional development. This is of course due to the application of teacher professionalism in developing social-emotional early childhood at Annisya Kindergarten, Mestong District, Muaro Jambi Regency.

## **D. Conclusion**

Teacher Professionalism in Developing Social Emotional Early Childhood at Annisya Kindergarten, Mestong District, Muaro Jambi Regency, has been carried out by the example set by the teacher in early childhood education, the teacher's attention to the development of students, giving advice on the social and emotional aspects of children and giving reward and punishment education so that it can develop social and emotional early childhood.

Obstacles faced by teachers in developing the social-emotional aspects of early childhood at Annisya Kindergarten, Mestong District, Muaro Jambi Regency include the lack of guidance and attention from some parents and the influence of media such as television and cellphones which causes the social emotional development of students to be a little underdeveloped .

The impact of developing the social-emotional aspects of early childhood in Annisya Kindergarten, Mestong District, Muaro Jambi Regency, namely that most students can interact properly and correctly, students feel happy in early childhood education activities and students have aspects of social development and good emotional.

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