

Strategies to Introduce Social-Emotional Skills in Early Children Through Animal Stories Books *We Are Friends, Let's Collect Friendship Fables* by Chandra Wening

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Abstract

There are many ways to introduce social-emotional skills to early childhood, one of which is storytelling. Researchers took three strategies to introduce social-emotional skills in early childhood through animal storybooks that parents and educators could read, these three strategies include a strategy for reading picture stories, a storytelling strategy using hand puppet media, and a strategy using flannel board media. The data collection technique used by researchers is the documentation method. This research is an analysis of an animal storybook for early childhood.

Keywords: strategy to introduce social-emotional skills, early childhood

1. Introduction

Social-emotional skills are life skills that must be introduced from an early age. With these social-emotional skills, children will have skills in managing their daily behavior. For example, a child will be able to skillfully manage feelings of pleasure or displeasure, likes or dislikes, and sadness or joy well. Children also have skills in placing their mood in a balanced portion. Proficiency in expressing social-emotional skills will enable children to adapt to their environment according to the order or norms that apply in society. Children also have the ability to socialize and communicate with others. Children can regulate their emotions in an environmental life order well. Therefore, social-emotional skills must be introduced and taught to children from an early age.

By having good emotional and social skills, children's development can be optimal because one of the important roles of social skills is to form a child's good personality. It is not surprising that social skills are the key to the successful growth and development of children from an early age in the future. For this reason, the development of children's social-emotional skills must be considered by parents and teachers. The goal is that the process of growth and development of children can run optimally. This is important because at an early age children are experiencing rapid growth and development (golden age). Based on research results, early childhood (golden age) is the best period for children which greatly influences the next stage of child development. At this time the child's stimulus must be considered so as not to interfere with other growth processes in the child. Therefore, this period must be very concerning for parents and teachers at school, including in the development of social and emotional skills.

Greetings, one-way parents and teachers can introduce and develop emotional social skills is through story books. This is because story books are very popular among young children and through story books children learn to understand their personality as depicted by the characters. This is where, by learning to understand their personality, then through story books,

children are learning to develop their social-emotional skills. It is not surprising that many parents and teachers use story books as a medium and learning resource to develop children's abilities and skills, one of which is social-emotional skills.

One of the storybooks whose contents introduce social-emotional skills is *We Are Friends, Come on!* by Chandra Wening. This storybook contains friendship-themed animal stories that contain shared values, ways to deal with friendship problems, manage emotions properly, giving in for the common good, love for friends, and many more. Values are very important in stimulating the development of social-emotional skills in early childhood. Not surprisingly, this storybook is widely used and utilized by teachers at school and parents at home for learning and educational activities in introducing and developing social-emotional skills for early childhood.

What's also interesting is that the stories in this book are packaged in an interesting and simple plot that contains daily stories of children in friendship and friendship which are full of learning values. The language is also easy for young children to understand, accompanied by illustrations that are full of expression and color so that children understand and are more interested because animal pictures are full of clear expressions. This storybook tells a lot about the attitudes and actions that must be taken in establishing a friendship relationship, which of course contains the values of affection, introducing emotions, and moral values to build the character of early childhood.

In this book, there are stories that teach children about how to solve problems, for example in the story entitled "Main Yuk!" This story displays the problems that occur in a friendship relationship, with the attitudes and actions of 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 Come on, A Collection of Friendship Fables* was published by Bhuana Popular Science (Gramedia group) and is addressed at Jalan Palmerah Barat 29-37, unit 1-5th floor, Jakarta 1027. This book is the work of a children's story writer, namely Chandra Wening who collaborated with four illustrators namely Ameco Studio, Stella Ernest, Alvin Adhi, and Gery Adams. This book category is Children's Books/Picture Books for children aged 4+.

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

2. Research Methods

The type of research used in this research is 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 (Sutrisno Hadi, 2004). This research uses a qualitative approach which is an approach based on non-numeric data or using manuscript documents with existing thoughts. And the researchers also used the content analysis model to reveal the messages contained in the children's animal story collection book *"We're Friends, Come on!"* a collection of friendship fables 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 theories or laws related to research (Iryana, 2022).

Data analysis techniques are the process of systematically searching for and compiling data obtained from field notes and documentation, by organizing the data into categories, describing them into subchapters, synthesizing them, compiling them into patterns, and choosing which ones are important and which will be studied. , and draw conclusions so that they are easily understood by themselves and others (Sugiyono, 2016). The data analysis used in this research is content analysis. Content analysis (content) is a strategy to capture the message of literary works. According to Weber, content analysis is a research method using a set of procedures to make valid inferences from text (Choiri, 2019). The goal of content analysis is to make inferences. Inferences are obtained through identification and interpretation based on the context surrounding the literary work (Suwardi Endraswara, 2011).

In content analysis, the content that is analyzed must be the right content. The steps are as follows First, the 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 symbolic aspects. Third, the philosophical step is to think using symbols as a benchmark. This step is also known as the existential step, which describes the emotional and social skills of early childhood in the book *We Are Friends, Yuk: A Collection of Fables of Friendship* by Chandra Wening, and also dialogues 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 the important things according to the discussion, and removing those that are not necessary, it will find a conclusion.

3. Results and Discussion

The development of children's social skills depends on various factors, namely depending on the condition of the children themselves and their interaction experiences, both with parents, teachers, and with their peers (Istanti, 2015). Child maturation factors and children's learning factors also influence the development of children's social-emotional skills, but learning factors are more important because these factors are more controllable. The maturation factor can be slightly controlled by influencing the physical health and maintaining a healthy body (Luh Ayu Tirtayani, Nice Maylani Asril, 2014). The formation of emotional and social skills in early childhood can be achieved through learning.

There are various ways to introduce social-emotional skills in early childhood, one of which is by reading picture story books. Storytelling is an activity that is carried out by a person orally to another person with the means of what to convey in form of a message, information, or just a fairy tale packaged in the form of a story that can be heard with a sense of fun. In early childhood education, storytelling is a language development method that can develop several aspects of children's social emotional, or psychological skills according to their stage of development. In other words, storytelling is one of the speaking skills that aims to provide information to other people by conveying various kinds of expressions, and various feelings according to what is experienced, felt, seen, and read (Lilis Madyawati, 2016). Storytelling activities must be an imprint, unique and interesting experience, able to thrill children's feelings and motivate children to follow the story to the end. So that children or students can follow the story, Moeslichatoen conveys several techniques as follows:

- [1] Tell stories using illustrations from books.
If the story narrative is too long, reading techniques can be added using pictures. Through pictures, the story will be easier to understand than just listening to it. The use of pictures is intended only to clarify the messages being conveyed and can also attract children's attention.
- [2] Telling a story using a flannel board
The teacher can make a flannel board, by covering an area of the board with neutral-colored flannel, then drawing characters that represent the characters. Scissors according to the paper pattern so that they can be played with and can be demonstrated according to the story.
- [3] Telling stories using dolls
Selection of dolls according to the characters to be told, using dolls can attract children's attention (Mardianto, 2015).

Social skills are forms of behavior, actions, and attitudes displayed by someone when interacting with other people both verbally and non-verbally. Libetan Lowinsen said that humans are creatures/monodualist, that is, individual beings as well as social beings. One of the characteristics of monodualist beings is that to fulfill their daily needs and to complete various daily tasks, humans as social beings need help from other people. 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. However, there are some individuals who cannot socialize optimally. There are those who socialize well, there are those who socialize less well, and 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 (Novan Ardy Wiyani, 2017). 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 nature of early childhood in the National Education System Law No. 20 of 2003 is a group of people aged 0 to 6 years. However, there are some experts who group it up to the age of 8 years (Diana Mutiah, 2010). According to Augusta (2012), early childhood is a child aged between 3-6 years (Regita Dani Nur Aeni, 2018). The age range classified by experts has various limits.

In the book *Kita Berteman Yuk* there are social skills that children are expected to have, these skills are conversation/communication skills, fostering a sense of humor, making friends, participating in a group, and having good manners. These social skills will make children the provision to expand friendships and socialize in various environments. Of the five social skills proposed, there is the development of social skills that can be learned for early childhood including conversational skills found in all stories, cultivating the development sense of humor only found in stories (*Kimo Looking for Friends*), making friendships found in several stories (*Main Yuk*, *Kimo Looking for Friends*, *Little Boss*, *Who Do You Choose Rosi*), participating in a group found in two stories (*Kimo Looking for Friends*, *Little Boss*), having manners taught in two stories (*Main Yuk* and *I'm the One First*).

The following are steps to introduce social-emotional skills through the storytelling method using the book *We Are Friends Come on*, a Collection of Fables of Friendship that parents and educators can do, including the following:

3.1. Strategy for Reading Picture Stories

In a story entitled *Main Yuk*, parents and educators can introduce skills in socializing in the school environment. Children can be introduced to the emotions of sadness, joy, and sympathy through picture storybooks. Parents and educators can tell about the skills contained in the book. Educators can use reading strategies using picture stories.

Research conducted by Yuli Puspitasari entitled *Application of the Picture Story Method at RA Raihan Sukarame Bandar Lampung for the 2016/2017 Academic Year*, describes the steps in using the picture story reading method, namely the teacher reads the picture storybook to be read aloud first, the teacher reads the story slowly with sentences that are easy to understand, sometimes the teacher stops at certain pictures to comment on pictures, the teacher stops and shows each picture in the book and the teacher is always in a ready position to open the next page in a picture book (Yuli Puspitasari, 2017).

By using the method of reading picture stories read by educators it is hoped that children will be more interested in listening to and seeing stories being read by parents or educators, and this method can be introduced using the media book by Chandra Wening because it contains various animal pictures, illustrations interesting pictures with colors that are not monotonous and can give messages of friendship to early childhood.

How to introduce social-emotional skills in early childhood through storytelling using a picture story strategy can be done with the steps parents or educators can tell a story entitled *Main Yuk*, with the character Lola, the little elephant, which tells about friendships that occur in the school environment. Educators can show pictures when Lola is excited about going to school by providing input, children can imitate the cheerful attitude that Lola shows. Then in the next picture, you can show the sad expression shown by Lola and can introduce the skill of processing sad emotions, namely by staying calm and trying to introspect. Educators can read the story slowly and in sentences that are easy for children to understand, as shown in the picture when Lola was given advice by Yoan's teacher, namely to always be grateful. The sentences in this story are very easy for children to understand. Teachers can stop on pages that show sad, happy, angry, and depressed expressions as an introduction to emotional processing skills for early childhood.

3.2. Storytelling Strategies Using Hand Puppet Media

In the stories contained in the book *We Are Friends Come on Friendship Fables Collection*, parents and teachers can introduce social-emotional skills to early childhood using hand puppet media. Children can be introduced to skills within the scope of friendship such as in whose story you choose. In this story parents and educators can introduce social skills in a peer environment, and children can be introduced. Parents and educators can use storytelling strategies using hand puppet media.

Introducing social-emotional skills to early childhood through the storytelling method using hand puppet media can be done by parents or educators with the first step, namely, choosing a story with a simple and well-organized plot selection, having a clear beginning, middle, and end of the story, having a clear theme, basic, clear characters and dialogue. The second step is to prepare for the simulation by reading the story repeatedly until you appreciate and understand the plot and events in the story that will be read. The third step is to determine the fragments of the story in the form of a dialogue that is used as a simulation, then design the way to play it. The fourth step is to determine the number of dialogue actors and provide pictures of the characters for each actor so that it makes it easier for children to carry out activities. The fifth step is to provide oral dialogue that is easy for children to remember. The sixth step is planning activities, when to hold dialogues and how to organize dialogue games (Surya Desita, 2015).

From the method that has been stated above, parents and educators can tell stories using hand puppets, using hand puppets in the shape of a mouse, then educators can tell Rosi's story.

How to introduce social-emotional skills through books using the storytelling method using hand puppets, namely by the steps parents and educators can tell a story entitled *Who Do You Choose, Rosi?* With four characters in it, it makes it easier for educators to tell stories using hand puppets, educators can prepare hand puppets in the form of chickens, geese, ducks, and skunks. Educators can tell the story of Rosi and her friends who introduce social skills by playing together. The first step is to read the atmosphere of the story which will be read by narrating the background of the atmosphere and the characters who will be having a dialogue, a happy cheerful atmosphere is depicted when Rosi and Ani play ball throwing, then educators can introduce conversational skills through play activities. In the second and third steps, parents and educators can take fragments of dialogue that show the essence of the story, as in the story of Rosi who is confused about playing with her friends because her three friends are fighting over her to play. Educators can convey advice to introduce children to process and deal with emotions well and calmly even though they feel panicked and confused. In the game, there was a fight over Rosi, then Rosi was even more confused and cried. Rosi's friends also feel guilty. They also apologized. With this story, educators can give advice to children because this attitude can introduce manners in the child's friendly environment. The fourth and fifth steps are by taking dialogues that are easy for children to remember so that children's social-emotional skills will be embedded.

3.3. Strategies For Using Flannel Board Media

In introducing the emotional social skills of Chandra Wening's book, parents and teachers can tell stories using flannel board media. In Kimo's story *Finding Friends*, parents and educators can introduce social skills to new friends. Children can be introduced to being brave and not giving up on finding friends. Parents and educators can convey this story through the medium of flannel boards.

Flannel board media is one of the learning support tools made of boards or plywood covered with a flannel cloth using attractive colors equipped with flannel dolls that have been given adhesive so that they are easy to install and remove when used (Rahma Putri Windu Evayani, 2017). Telling stories using flannel board media is one way to introduce children's social-emotional skills. This method can be done by parents at home or as media support at school. Parents and educators can use flannel boards to introduce some social skills, of course, with interesting stories like the story in the book *We Are Friends Yuk Collection of Fables of Friendship* by Chandra Wening, by telling stories using flannel board media it is hoped that children will be more interested in listening to stories being read aloud.

How to introduce social-emotional skills through books using the storytelling method with flannel board media can be a reference for parents and educators with the steps to prepare plywood boards and flannel cloth and equipment such as scissors and adhesive and then make a turtle shape. After the equipment is ready for use, parents and educators prepare a story entitled *Kimo Looking for Friends*. The first step is that the educator tells the atmosphere of the place, then if there is dialogue the educator can read the story aloud and firmly, in this story there are skills for processing emotions, there is a feeling of sadness, disappointment, never giving up, and joy. The second step is playing media with the turtle character telling stories according to the storyline by inserting an introduction to social-emotional skills in children.

4. Conclusion

After analyzing the research that has been done, it was found that there are many ways to introduce social-emotional skills to early childhood through story books, one way is by storytelling activities carried out by parents in the home environment or educators at school. Parents or educators can read the stories contained in the book *Kita Berteman Yuk* and this story-reading activity can be done by reading directly or using media to make it more interesting. The media in question is using hand puppet media and flannel board media.

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