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Analysis of Supporting Factors and the Role of Teachers in Stimulating Social Behavior of Children Aged 4-5 Years at PAUD KB Mekarsari Mataram

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Abstract

The development of social behavior is one of the important aspects of early childhood education that needs to be optimally stimulated from an early age. Teachers have a strategic role in shaping children's social behavior through various learning activities and interactions that take place in the school environment. However, children are still found who have difficulty interacting, cooperating, sharing, and showing empathy for peers. This study aims to describe the role of teachers in stimulating the social behavior of children aged 4–5 years and identify the factors that affect the development of children's social behavior in PAUD KB Mekar Sari Mataram. This study uses a qualitative approach with a descriptive type of research. The research subjects consisted of school principals, classroom teachers, and children aged 4–5 years. Data collection techniques are carried out through observation, interviews, and documentation, while data analysis uses the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawn. The results of the study show that teachers have carried out their roles well as educators, motivators, managers, supervisors, innovators, and communicators in stimulating children's social behavior. Stimulation is carried out through example, habituation, playing together, group work, and providing motivation and positive reinforcement. Developed social behaviors include friendliness, cooperation, sharing, sympathy, and discipline. In addition, family factors and the school environment are the main factors that affect the development of children's social behavior.

Keywords: role of teachers; social behavior; early childhood; social stimulation; Early Childhood Education

INTRODUCTION

Early childhood education is an important foundation in shaping various aspects of child development, including social development that plays a role in the success of children's interactions at the next stage of life. Early childhood is often referred to as the *golden age* because in this period children experience very rapid development both physically, cognitively, linguistically, and social-emotionally. Social development is one of the aspects that needs special attention because it is related to children's ability to interact, cooperate, share, respect others, and comply with applicable rules. Optimally developed social skills will help children adjust to the family, school, and community environment. On the other hand, limitations in social development can hinder the child's adaptation process in daily life (Amalia et al., 2023; Anggraini et al., 2023).

Early childhood social behavior reflects the child's ability to establish relationships with others through actions such as cooperating, showing empathy, helping friends, sharing, and following group rules. The development of social behavior does not arise automatically, but through a learning process that takes place continuously through interaction with the surrounding environment. In the context of early childhood education, teachers have a strategic position as figures who interact intensively with children during learning activities. Teachers not only play the role of delivering learning materials, but also as role models who provide examples of positive social behavior to children. Through various systematically designed learning activities, teachers can stimulate the development of social behavior so that children are able to build positive relationships with peers and adults (Khairunnisa et al., 2023; Shafi'i & Solichah, 2022).

Although the importance of the development of social behavior has been widely realized, the reality is that various social problems are still found in early childhood in the school environment. Some children still show egocentric

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behavior, find it difficult to share with friends, are unable to work together in groups, and are unable to control emotions when facing social conflicts. In addition, there are children who tend to withdraw from the social environment so that they have difficulty building social relationships with peers. This condition shows that the development of social behavior of each child takes place with different levels of maturity. If you do not get the right stimulation, then these social problems can continue in the next stage of development and affect the success of children in the learning process and social life. In addition, the active role of teachers in providing appropriate and sustainable stimulation to early childhood social behavior (Salam, 2023; Sukandar & Ruhaniah, 2023).

Various previous studies have examined the role of teachers in early childhood social-emotional development. Khairunnisa et al.'s (2023) research focuses on the role of teachers in developing children's social-emotional aspects in general through the learning process at school. Research by Aisyah et al. (2023) highlights more collaboration between school principals, teachers, and parents in understanding early childhood social-emotional development. Meanwhile, Syafi'i and Solichah (2022) examined the role of guidance and counseling teachers in improving children's social-emotional skills. The results of the study show that teachers have an important contribution to the formation of children's social skills through various learning activities. However, most studies still focus on social-emotional development in general and have not specifically examined the social behavior stimulation of children aged 4–5 years.

In addition, previous research was generally carried out in the context of different educational institutions and examined more learning strategies or teacher competencies in children's social-emotional development. Studies on the role of teachers as educators, motivators, managers, supervisors, innovators, and communicators in stimulating the social behavior of children aged 4–5 years are still relatively limited. Previous research has also not revealed much of the factors that affect the success of stimulating children's social behavior in the early childhood education environment in depth.

This research lies in the focus of a study that specifically analyzes the role of teachers in stimulating the social behavior of children aged 4–5 years through various professional functions of teachers in a comprehensive manner. This research not only sees teachers as educators, but also as motivators, managers, supervisors, innovators, and communicators who contribute to the formation of children's social behaviors. This approach provides a broader picture of how the various roles of teachers integrate with each other in building early childhood social skills. In addition, this study places social behavior as the main focus which includes children's ability to share, work together, discipline, empathy, and social communication in daily life. This approach is expected to enrich the study of social behavior stimulation in early childhood education.

In addition, this study was conducted on children aged 4-5 years in the PAUD KB Mekar Sari Mataram environment who have different social and cultural characteristics from the previous research location. This research also integrates analysis of internal and external factors that affect children's social behavior, thus providing a more comprehensive understanding of the process of forming social behavior. The results of the research are expected to be the basis for formulating more effective learning strategies to stimulate early childhood social behavior. This study aims to describe the role of teachers in stimulating the social behavior of children aged 4–5 years in PAUD KB Mekar Sari Mataram and identify various factors that affect the development of children's social behavior during the learning process.

RESEARCH METHODS

Approaches and Types of Research

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because the research aims to deeply understand the phenomenon of the role of teachers in stimulating the social behavior of children aged 4–5 years based on the natural conditions that occur in the field. Descriptive research is used to describe systematically, factually, and accurately the various forms of teachers' roles in stimulating children's social behavior and the factors that influence it. Through this approach, researchers can obtain comprehensive information about children's social behavior and learning practices applied by teachers in developing early childhood social skills.

Research Location and Time

The research was carried out at PAUD KB Mekar Sari Mataram which is located at Jalan Kesta Raya, Tanjung Karang Permai, Sekarbela District, Mataram City, West Nusa Tenggara. The selection of

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the research location was based on the results of initial observations that showed a variation in the social behavior of children aged 4-5 years and the efforts of teachers in providing social behavior stimulation through various learning activities. The research was carried out in the even semester of the 2025/2026 Academic Year.

Research Subject

The research subjects consisted of class A teachers and children aged 4–5 years who were registered at PAUD KB Mekar Sari Mataram. The selection of subjects was carried out purposively by considering direct involvement in the learning process and the development of children's social behavior. The main informants in this study are class A teachers who play a direct role in the implementation of learning, while supporting informants include school principals and several children who are considered able to provide information related to social behaviors that arise during learning activities.

Data Collection Techniques

Data collection was carried out through observation, interviews, and documentation. Observation is used to obtain data on children's social behavior and the role of teachers during the learning process. Interviews were conducted in a semi-structured manner with classroom teachers and principals to obtain more in-depth information about strategies and the role of teachers in stimulating children's social behavior. Meanwhile, documentation is used to complete the research data in the form of photos of learning activities, children's development records, and other documents relevant to the research focus.

Research Instruments

In qualitative research, the researcher acts as the main instrument that plays a role in collecting, analyzing, and interpreting data. To assist in the data collection process, the researcher used observation guidelines, interview guidelines, and documentation sheets prepared based on children's social behavior indicators and the role of teachers in stimulating social behavior. Social behavior indicators include friendliness, sympathy, cooperation, sharing, and discipline, while teacher role indicators include teachers as educators, motivators, managers, supervisors, innovators, and communicators.

Data Analysis Techniques

The data analysis in this study uses the interactive model of Miles et al., (2020), which includes three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and focusing data that is relevant to the research objectives. The presentation of data is carried out in the form of narrative descriptions so that it makes it easier for researchers to understand the relationship between the data obtained. Furthermore, conclusions are drawn in stages based on findings that emerged during the research process so as to produce a complete picture of the role of teachers in stimulating the social behavior of children aged 4-5 years.

Data Validity Test

The validity of the data in this study was tested through source triangulation techniques and triangulation techniques. Source triangulation was carried out by comparing data obtained from teachers, principals, and children. Meanwhile, technical triangulation was carried out by comparing the results of observations, interviews, and documentation. In addition, the researcher also increases the diligence of observation and conducts a re-examination of the data obtained to ensure the credibility and validity of the research results.

RESULTS AND DISCUSSION

Based on the results of observations, interviews, and documentation conducted at PAUD KB Mekar Sari Mataram, it was found that teachers have a very important role in stimulating the social behavior of children aged 4–5 years. This role is realized through various learning activities designed to develop children's ability to interact with peers and adults. Teachers consistently provide examples of positive social behaviors, such as greeting, sharing, cooperating, and respecting others. Children show a good response to various forms of stimulation provided by teachers during the learning process. The results of this study strengthen the view that the school environment is one of the important factors in the formation of early childhood social behavior. The role of teachers as figures close to children is the key to the success of the social behavior development process (Khairunnisa et al., 2023; Denham & Ferrier, 2024).

The results of the study show that teachers play a role as educators in stimulating children's social behavior through habituation and exemplary activities. Teachers teach children to say greetings,

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speak politely, share toys, and help friends who are struggling. In addition to giving verbal directions, teachers also show good social behavior so that they can be imitated by children. Children who are used to seeing positive examples from teachers tend to show better social behavior in daily life. These findings are in line with Bandura's social learning theory which states that children learn through the process of observation and imitation of models that are considered important in their environment. Teacher exemplification is an effective strategy in instilling social behavior in early childhood (Bandura, 2021; Azizah, 2024).

In addition to playing the role of educators, teachers also play a role as motivators in developing children's social behavior. Teachers give praise, rewards, and support to children who show positive behaviors such as cooperating, helping friends, or completing group assignments well. This form of positive reinforcement has been proven to be able to increase children's confidence to repeat the same behavior at the next opportunity. During the observation process, it was found that children who received appreciation from teachers tended to be more active in interacting with peers and more courageous to engage in group activities. This condition shows that the motivation provided by teachers not only has an impact on the academic aspect, but also affects the social development of children. The results of this study are in line with the findings of Grosse et al. (2022) who stated that the quality of teacher-child interaction contributes to the development of early childhood social behavior.

The role of teachers as managers is also seen in efforts to create a learning environment that is conducive to the development of children's social behavior. The teacher sets simple and easy-to-understand class rules for children, such as waiting for their turn, tidying up toys after use, and respecting the opinions of friends during discussions. Through good classroom management, children learn to understand social norms and the importance of obeying common rules. The results of the observation showed that most children were able to follow the agreed rules and show disciplined behavior during the learning activities. These findings indicate that effective classroom management can be an important tool in shaping children's social behavior. A structured classroom environment helps children develop self-control and social responsibility skills (Nurhasanah et al., 2023; Salam, 2023).

Teachers also carry out their role as supervisors when facing various social problems that arise among children. When conflicts occur, teachers try to be mediators by helping children understand the cause of the problem and find solutions peacefully. Teachers teach how to apologize, forgive, and respect the feelings of others. Through this guidance, children learn to develop empathy and social problem-solving skills. The results of the interviews show that the approach taken by the teacher helps the child understand the consequences of their behavior towards others. On the other hand, teachers not only function as supervisors, but also as mentors who support the development of children's social competence. These findings support the results of Tan and Kaveri's (2024) research which affirms the importance of teacher support in building early childhood prosocial behaviors.

The role of teachers as innovators can be seen from the creativity of teachers in developing various learning activities that encourage children's social interaction. Teachers use group games, role-playing, collaborative activities, and audiovisual media to instill social values in children. Through these activities, children get the opportunity to interact, work together, share tasks, and solve problems together. The results of the study show that role-playing activities are one of the most effective strategies in improving children's social skills because they provide hands-on experience in certain social situations. These findings are in line with the research of Harianja et al. (2023) who found that role-playing methods can significantly improve early childhood social-emotional development.

Furthermore, teachers also play the role of communicators who help children develop effective communication skills. Teachers give children the opportunity to express their opinions, share experiences, and interact with friends during the learning process. When children have difficulty expressing their feelings, teachers provide assistance so that children are able to express their emotions appropriately. The results of observations show that children are beginning to be able to communicate better, communicate their needs, and build positive relationships with peers. The developed communication skills are one of the important indicators in the development of children's social behavior. These findings reinforce the research results of Kholifah and Rizqiyani (2023) who affirm that effective communication between

teachers and children contributes to early childhood social-emotional development.

In addition to the role of teachers, this study also found that the development of children's social behavior is influenced by family factors and the school environment. Democratic parental parenting, good communication at home, and parental involvement in children's education have a positive impact on children's social development. On the other hand, a safe, comfortable, and supportive school environment also contributes to the formation of positive social behavior. Children who receive consistent social stimulation both at home and at school show better social skills than children who do not receive this support. Therefore, the development of early childhood social behavior requires synergy between teachers, parents, and the educational environment so that the stimulation process can take place optimally and sustainably (Aisyah et al., 2023; Anggraini et al., 2023; Amalia et al., 2023).

CONCLUSION

Based on the results of the research, it can be concluded that teachers have a very important role in stimulating the social behavior of children aged 4-5 years at PAUD KB Mekar Sari Mataram. This role is realized through the function of teachers as educators, motivators, managers, supervisors, innovators, and communicators which are carried out in an integrated manner in learning activities. Teachers instill social behavior through example, habituation, playing together, group work, and providing motivation and positive reinforcement. These efforts are able to develop children's social behavior in the form of friendliness, cooperation, sharing, sympathy, and discipline. In addition, the development of children's social behavior is also influenced by family factors and the school environment which play a role in shaping children's interaction patterns and social habits.

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