Social Interaction Growing Social Concern among Children RA Az-Zahra in Pidie Jaya District

Elia Nora[1*], Wahyu Khafidah[2], & Rizqiannisa[3]

[1,2,3] Universitas Serambi Mekkah

*Corresponding Author: Wahyu Khafidah, Email: wahyukhafidah@serambimekkah.ac.id

Abstract

The character of an individual is formed since he was small due to genetic influences and the surrounding environment. The process of character formation, whether consciously or not, will influence the way the individual views himself and his environment and will be reflected in his daily behavior. Along with the times, accompanied by the development of information technology, it has resulted in a shift in values and a lot of deviant behavior that occurs in children, so that parents and educational institutions and the community need to pay serious attention to building children's character education. This research is a descriptive study using a qualitative approach. A qualitative approach can be interpreted as an approach that produces data, writing, and observed behavior from people. It is found that Social care needs to be developed so that children do not have negative traits, such as arrogance, indifference, individualism, indifference to social problems, picky friends and the fading of the culture of mutual cooperation. Social care is an attitude and action that always wants to provide assistance to other people and communities in need.

Keywords: *Social Interaction, Growing Social, Children.*

1. Introduction

Early age is an important and fundamental initial period throughout the growth and development of human life because all the potential of children develops very quickly at that age. Early age is the first step to form children's morals to introduce good values to children so that children become individuals with character. Children have different characteristics from one child to another, children have unique characters, are active, curious, have high imagination, and like to make friends, and are happy with new things so that children can grow and develop well, if you get guidance and affection.

From parents and the surrounding environment, building children's character must start from an early age even in the womb. In the womb, the mother must consume halal and nutritious food and do lots of positive deeds. This paper focuses on early childhood education. Early childhood education includes children in kindergarten or preschool. At this age the child's desire to play, do group exercises, ask questions, imitate, and create something different. Children also experience progress in mastering language, at this time children have started to build independence. But not all children get care and affection as well as adequate education from their parents. The formation of a child's character is not just since born, there is a process that goes through so that this process becomes a character that is inherent in a child, starting from the child born and growing up to become an adult in the family environment, hanging out with friends in game groups, schools, to the community. As a parent, without realizing it, a negative parental attitude towards their child will actually bring the child down. For example, when parents beat and put pressure on children, they will have negative attitudes, low self-esteem, inferiority, cowardice, and not dare to take risks, which will carry these characters into adulthood.

In educational institutions, namely schools, have an active role to form students with character-labeled education. Character education in schools is a planting system in the

"Innovations to Support Emancipated Learning (MBKM), Research, and Community Services for Sustainable Development Goals"

88

form of components of knowledge, awareness or will, and actions to implement these values. These efforts will be better if started at an early age, where children at an early age can more easily imitate the behavior of others. If a person's character has been built from an early age, when they grow up, they will be firmly hold true principles and not easily be tempted to commit immoral acts.

The development of this child's character does not appear spontaneously. There is a process that he goes through and goes through, one of which is the development phase. The earliest period of character development is for early childhood. How important it is for parents to pay attention to the character formation of their early childhood. Discussion regarding the formation of early childhood character cannot be separated from environmental factors and families who are close to the child. In this study, researchers want to be able to discuss a process of character building in early childhood by paying attention to children's social interactions in the family, school, and community environment.

Social interaction is a social relationship that involves the relationship between individuals, individuals with groups, and groups with groups. Social interaction will occur if there is a social contact and communication. Social interaction is the key to all social life, therefore without social interaction, there will be no life together. In early childhood social interaction is really needed because children will later be taught how to live in a society, then children will also be taught various roles that will later become self-identification, besides that when carrying out social interaction children will get a lot of information around them.

In this era, children need to be introduced and even taught about social care, so that one day children will have sensitivity to people in need, by being introduced to the nature of caring, of course children will know and understand the importance of caring for others because it will be beneficial for them.

The personality of a child as an adult cannot be separated from the educational pattern applied by parents to children at an early age. By directing it from an early age, it is very likely that the child will become the person parents expect to be bigger, and of course every parent wants their child to be the best person possible even more than their parents.

Having a social spirit and being happy to help is a universal teaching and is recommended by all religions. Even so, the sensitivity to do all that cannot just grow in everyone because it requires a process of training and educating. Having a caring soul for others is very important for everyone because we cannot live alone in this world. Environmental factors are of course very influential in the process of fostering a spirit of social care. The immediate environment, such as family, friends, and the community where we grow up and socialize, has a big influence in determining the level of social awareness.

All values regarding social care are obtained through the environment. Social concern in question is not to interfere in other people's affairs, but rather to help solve the problems faced by other people with the aim of goodness and peace. Those embedded values will later become the conscience to always help and look after others.

Based on the results of the researchers' observations, some students in Az-Zahra kindergarten have a low level of social awareness. They tend to be more concerned with themselves and less concerned about their friends and the surrounding environment. Such children usually in their daily lives tend to show selfishness and indifference to their friends. Children like that just want to win alone without caring about their friends, this is shown from their daily interactions with their friends. Based on the description above, it can be concluded that children's social interactions greatly influence the formation of children's character because the existence of communication between children and the surrounding environment can help develop character in children.

Kinds of Social Concern for Early Childhood

Social concern is a person's ability to interact with others. And when interacting with other people, one must be able to estimate the feelings, temperament, mood, intentions and desires of the interaction partner, then provide an appropriate response. People with the potential for social intelligence have such abilities that they look very sociable, have lots of friends and are liked by others.

Social care is an attitude and action that always wants to provide assistance to people in need. Talking about social care issues cannot be separated from social awareness. Social awareness is an ability to understand the meaning of social situations. It really depends on how empathetic to other people. Based on some of the opinions listed above, it can be interpreted that social care is an attitude of always wanting to help others in need and based on a sense of awareness.

For this reason, social care is a feeling of responsibility for the difficulties faced by others where someone is compelled to do something to overcome them. "Social Concern" in social life is more strongly defined as a person's good behavior towards others around him. Social care starts from the willingness to "give" not "receive".

In the association they show warmth, a sincere sense of friendship, empathy. Besides being good at building relationships with other people, they are also good at solving various problems related to disputes over other people. This intelligence is very important, because basically we cannot live alone. People who have a wide network of friends will certainly find it easier to live life. Someone who has societal intelligence will easily adapt, become an adult who is socially aware and successful at work.

Social concern is part of the content of social intelligence, which involves the ability to monitor feelings and emotions both in oneself and in others, sort them out and use information to guide thoughts and actions. The social intelligence of each individual is expected to form high social sensitivity. Individuals in a social life are "social actors" (social actors). One of the abilities required to become a good social actor's decision is to make decisions logically. Apart from that, various kinds of social care for early childhood:
  a. The desire to socialize from within
  b. Maintain good relationships with friends
  c. There is influence to socialize
  d. Solving problems in interacting with others

Social development means that a person has the ability to understand and get along with other people. Social development of students also means the process of social development of students in dealing with other people in society. This social development is influenced by family and school.

Human nature in this nature is very high not only because they are able to choose and also think, even if these abilities to choose and think are quantitatively increased to infinity, value has a role as the attraction and basis of human action, which encourages humans to embody the values of his actions.

Children who interact with peers, teachers, staff who are older than themselves will be able to teach something that is not just for intellectual development. At school you will be able to work together in groups, the rules that must be obeyed, all of which are included in improving the development of children's social intelligence. In addition, empathy as an aspect of social intelligence is also influenced by a child's peers.

2. Methods

This research is a descriptive study using a qualitative approach. A qualitative approach can be interpreted as an approach that produces data, writing, and observed behavior from people. More details about the qualitative research approach. Ontologically qualitative research is characterized by the fact that the researcher constructs the reality he

sees. In the idea of qualitative research, each person involved in the research, as a participant or subject, together constructs reality. In a general view of the field, they claim that the value of the researcher guides and forms research conclusions because the researcher constructs the reality of the research. Techniques used in data collection:

a) Observation
b) Interview,
c) Documentation

The data analysis technique used in this research is to use descriptive analysis method, which is a method that is carried out by first collecting existing data and then classifying, analyzing, then interpreting it so that it can provide solutions to problems.

3. Interaction of Social Care for Children in RA Az-Zahra

RA Az-Zahra is one of the RAs in Pidie Jaya which is located in the city of Meureudu Gampong Meunasah Balek. RA Az-Zahra is located at the Revolution Street at the end of Gampong Mns. Balek Meureudu Pidie Jaya. The location of RA Az-Zahra is in a residential area of residents' houses, and not far from Manohara beach.

Attitudes and actions that always want to help need to be developed in children, especially preschoolers. Social care needs to be developed so that children do not have negative traits, such as arrogance, indifference, individualism, indifference to social problems, picky friends and the fading of the culture of mutual cooperation. Social care is an attitude and action that always wants to provide assistance to other people and communities in need. From here, social care requires every individual to be able to pay attention to the environment in which he lives or society. Social care for children can be interpreted as an attitude of being able to understand the conditions of other people according to the views of these other people, not according to their own views. Understanding this attitude must be done with exercises and the way children are faced with real situations, as well as giving examples from families and children's parents. Of course, these exercises require a parent or teacher to accompany them. The way teachers and parents develop social care attitudes is by integrating them into everyday life in order to habituate children.

The following is the result of the researcher's interview with the *misbah* teacher RA Az-Zahra regarding the level of social care of the children at RA Az-Zahra: "The social level of the children at RA Az-Zahra is different. There are children who have a low social level and there are also children who have a high social level. On average, children who have a high social level are already able to help their friends, or share with each other. Unlike the case with children who have a low level of concern, children who have low social tend to prefer to play alone and be indifferent to their friends.

Furthermore, the results of an interview with Mrs. Rusmaniah, teacher RA Az-Zahra regarding the level of social care for children at RA Az-Zahra: "If you say you care, most of the children in class A1 have a good social level, it's just that there are some students who have a low social level. But we here as teachers always evaluate every child's development, if there is a child who has low social values, we always foster him so that his social sense will increase and be able to apply it".

Based on the results of the interviews above, it can be concluded that the level of social awareness of students at RA Az-Zahra is good, it is just that there are still some students who still lack a sense of caring for each other and still really need direction from the teacher so that their social level gets better.

The results of the researcher's interview with Rahmah teacher RA Az-Zahra regarding social practices that are usually carried out by RA Az-Zahra's students: "social practices that are usually carried out by A1 class children are like sharing, helping friends. Not only that, in the process of teaching and learning children also tend to show more

social concern, such as when playing puzzles and assembling blocks. In this game, children are more compact and help each other to finish the game. There we as teachers can see the development of Class A1 students.

Based on the results of the interviews above, it can be concluded that the students of RA Az-Zahra class A1 often show a sense of social care among others, the social concern of RA Az-Zahra students is not only shown when playing but also in the teaching and learning process of class A1 children. have been able to apply it.

Furthermore, the results of the researcher's interview with Mrs. Faridah, teacher RA Az-Zahra regarding social practices that are usually carried out by RA Az-Zahra students "social practices that are usually carried out by class A1 students, yes, such as sharing among their friends, such as sharing his food to his friends. And there are also others like helping out, helping his friends if someone falls. Thank God, the social status of students in class A1 RA Az-Zahra is already good. But we as teachers cannot be separated from our responsibility to teach children a good social level.

Based on the results of the interview above with Mrs. Faridah, it can be concluded that the children of RA Az-Zahra class A1 have a good level of social awareness and are able to apply it, not only with classmates but with friends outside of school and with the community in the neighborhood where he lives. This is known because there are some parents of students who hint to RA Az-Zahra's teachers about their child's development.

The results of the researchers' interview with Ms. Misbah, a teacher of RA Az-Zahra, regarding APE (educational game tools) that can develop children's social awareness: *"Yes, we have prepared APE that can develop children's level of social awareness such as playing puzzles, assembling blocks and jumping rope. In these games children are more confident and care more about their fellow friends because these games require cooperation with their friends."*

The results of the researchers' interview with one of RA Az-Zahra's teachers, namely Misbah's mother, can be concluded that at RA Az-Zahra, there are APE tools (educational game tools) that can increase children's social awareness, for example, puzzles, blocks, and other APE. Learning about the level of social awareness is not only taught with theories but also through APEs that have been provided in schools.

4. Conclusions

Based on the results of research conducted by researchers at RA Az-Zahra, it can be concluded that the social interaction carried out by students at RA Az-Zahra is quite good. From this social interaction, students have a high sense of social concern, this can be seen from the behavior of children who help each other and share food and toys with each other. This sense of social concern can also be seen from the daily behavior of children at school.

References

Tabi'in, A. (2017). Menumbuhkan Sikap Peduli Pada Anak Melalui Interaksi Kegiatan Sosial. *Journal of Social Science Teaching, 1*(1), 34-45.

Arif, B. (2016). Pendidikan Karakter Untuk Anak Usia Dini Dalam Perspektif Islam Dan Implementasinya Dalam Materi Sains. *Attarbiyah, Journal of Islamic Culture and Education, 1*, 11-23.

Bagong. (2008). *Metode Penelitian Sosial: Berbagai Alternatif Pendekatan*. Jakarta: Kencana.

Darmiyati, Z. (2011). *Pendidikan Karakter dalam Prespektif Teori dan Praktek.* Yogyakarta: UNY Press.

Gerungan, W.A. (2004). *Psikologi Sosial*. Bandung: Reflika Aditama.

Mansun. (2009). *Pendidikan Anak Usia Dini dalam Islam.*Yogyakarta:Pustaka Pelajar.

Mansun. (2009). *Pendidikan Anak Usia Dini dalam Islam.*Yogyakarta: Pustaka Pelajar.

Muhibbin, S. (2004). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT. Remaja Rosdakarya.

Muhibbin Syah. (2004). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT. Remaja Rosdakarya.

Paulus, W. (2007). *Kepedulian Sosial AUD*. Jakarta: Lintera Nusa.

Silahuddin. (2017). Urgensi Membangun Karakter Anak Sejak Usia Dini. *Jurnal Pendidikan, 3*(2), 1-13.