



The Role of Elementary School Age in Playing in Early Childhood Social Development

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Abstract

Playing is a fun activity for children. With this activity, of course, it can develop social skills because of the interaction that is established. This study aims to determine and analyze the role of age when playing in the social development of early childhood. This type of research uses a qualitative descriptive method with a case study of RA Al-Qur'an Iqro and SD Muhammadiyah 02 Pematangsiantar. The responses in this study were from all RA and SD children who often play together, teachers, and principals. Data collection techniques were by interview, observation, and documentation. The results of this study indicate that the role of elementary school age can help the social development of early childhood. In addition to being able to socialize with peers, RA children also dare to deal with those older than them. In addition, there are several findings in playing activities such as: 1) elementary school children can listen attentively; 2) use good words; 3) play in turns.

Keywords: Social Development, Early Childhood, Elementary School

Introduction

Education is not the only thing that is most important for a child's success in the future. However, it is one of many important things that must be considered because the maturity of education from an early age greatly influences all aspects of a child's development and also various aspects of his intelligence. In addition, with early childhood education, children will become more mature and ready to face the world of formal learning. So, Kindergarten and the like are also the right places and are quite needed to face their future (Lilis Madyawati, 2016).

Discussing the world of early childhood education, the education in question is not only related to learning delivered by teachers in the classroom. The learning obtained can also occur in the social environment or play environment. Why is that? This is because the development of early childhood must of course be optimized as well as possible so that they can be ready to face life in the future. This is because quality individuals are individuals who have good development in all aspects of development starting from cognitive, language, physical-motor, social-emotional, religious-moral, and artistic aspects (Christiana Hari, 2014).

Social development must certainly be improved by every human being, including children. Children who are also social creatures certainly need various interactions or relationships with other people in a social interaction. In socializing with their friends, children are required to be able to adapt to local conditions such as the nature and character of other people who are different from each other. Thus, this process is called individual adjustment to social life (Permana Octofrezi, 2014).

Children's social life must of course be side by side with adults. This is because adults are examples of children in social behavior and of course are more appreciated by children,

then individual closeness will be established to create future interactions (Melinda & Izzati, 2021). Therefore, children's social aspects can be stimulated in several ways as stated by Jalal in Riana, namely by providing warmth and love, direct experience with the senses (sight, hearing, taste, touch, and smell), interaction through touch, hugs, smiles, singing, listening attentively, responding to children's babbling, inviting conversations in a soft voice, and providing a sense of security (Riana Mashar, 2015).

Social skills and adaptability become increasingly important when children enter adolescence. This is because in adolescence, individuals have entered a wider social world, where the influence of friends and the social environment will determine a development. Failure of adolescents to master social skills will make it difficult for someone to adjust to their surroundings so that it can cause feelings of inferiority, be ostracized in social circles, tend to behave less normatively (eg asocial or antisocial), even in more extreme developments can cause mental disorders, juvenile delinquency, criminal acts, or acts of violence. These social skills can be mastered if from an early age children are guided to have social skills in order to be able to develop psychosocial aspects optimally (Dadan Suryana, 2018).

Early childhood is a good imitator of what they have obtained from the adults around them, especially through playing together. Therefore, the role of people who are more mature than a child will greatly influence their future life. If a child likes the older person when playing, either with patience or good morals, then the younger child will tend to want to imitate and listen to the older child's words and can slowly imitate his good behavior. However, if the older child has a bad attitude, or is even disliked by the younger child, then the older child will most likely find it difficult to accept his existence. In fact, it is even more dangerous if other children imitate this bad behavior.

Literature Review

Play in Early Childhood

Play is a verb in a game. Play is a laboratory where children can apply the skills they have acquired in the right way. Many games can help develop large and small muscles and improve running abilities such as running in turns, back and forth, and others under the supervision of adults or teachers. As the activity progresses, cognitive development can also increase because children learn to understand and follow the rules. The application of strategies in the game will make children learn the importance of sharp attention and mental involvement. Games also have good recreational value, besides providing physical opportunities, and providing the necessary outlet for natural joy and are also good for developing social and moral aspects by combining all children (Furqan Hidayatullah, 2008).

Freud and Erickson in Santrok stated that games can help children overcome excess energy, anxiety, and conflict because along with the game, tension will subside and children are expected to be able to overcome problems in life. The conflicts that arise can also be resolved after warnings and justifications from the adults who supervise them.

Piaget in Santrock also stated that games can improve children's cognitive development. At the same time, it is said that children's cognitive development limits their way of playing. The more insight a child has, the more varied ways of playing will be found. On the other hand, Vygotsky in Santrock also considers games to be a superior means for cognitive development, in particular, children are attracted to symbols and imaginations of games that seem real to them (John W. Santrok, 2011).

Playing is the world of children, because playing is a very enjoyable activity for them. Playing can achieve children's development both physically, emotionally, intellectually and socially. Playing can also be done by children with or without using tools, which then results in understanding or providing information, providing pleasure, and also developing children's imagination (Martuti, 2009). Therefore, in educating early childhood, it is still necessary to go through a game, both facilities and infrastructure (Maimunah Hasan, 2009), because if children do not feel like they are learning while playing, then the teacher has succeeded in making learning fun for them (Is & Halim, 2014).

Playing is not just doing activities to please the heart, but it certainly can provide many benefits such as developing children's social skills. Games that are played together will provide learning on how to socialize with friends. From this socialization and interaction, children will learn about communication, patience, empathy, tolerance, independence, self-confidence, honesty, and knowing various rules (Ardiyanto, 2017).

Early Childhood Social Development

The politeness of the relationship between children and parents and fellow siblings is helping each other based on a sense of togetherness, respecting the opinions of others, and making sacrifices for the sake of the family. This is in accordance with what is always attempted by parents and fellow siblings who are more mature in terms of age, both through examples, family communication that is upheld on the basis of an attitude of mutual respect and full intimacy, as well as consistency in behavior and politeness towards fellow family members and other people who are more mature. (Al Umairi, 2023).

For a child, of course he has a foundation of self that he thinks is strong, if parents or other people instill social values that are felt to dictate him, then the child does not hesitate to fight back. On the other hand, if a child follows the wishes of parents or other people who are contrary to his world, then the child feels his self-esteem is trampled on. Trampled self-esteem means getting abuse or curses from his group (stability in instability). This foundation is built from one of the characteristics of the child, namely the result of imitation of the behavior of parents or more adults and it can also be strengthened by the behavior of his playmates (Shocib, 2010).

Mildred Parten in Tesya Cahyani and Heni, who is one of the originators of the theory of social play behavior, identified six stages of children's play development, which are called: *Parten's Classic Study of Play*. Parten's ideas about the stages of development are often used as a reference in assessing children's social abilities. Here are the six stages of play development:

1. *Unoccupied play*

At this stage, toddlers are seen playing not as commonly understood as playing activities. Children only observe events around them that attract their attention. If there is nothing interesting, children will busy themselves. Children may just stand in a corner, look around the room or do some movements without a specific purpose. Thus, children have not shown interest in other activities or objects.

2. *Solitary play*

Toddlers start playing and of course are busy with their own activities. Children do not pay attention to other things that happen and have not shown their enthusiasm for the surrounding environment, especially for other people. In this case, parents need to understand that playing in toddlers is not always like playing activities understood by adults. When a child feels enthusiastic and interested in something, that's when the child is said to be playing, even if it's just shaking his body, moving his fingers, and so on.

3. *Onlooker play*

Toddlers begin to pay attention to their environment, marked by their liking to see or watch other children playing. From this, children begin to develop their ability to understand that they are part of the environment, even though the child has not yet decided to join and is still at the stage of considering whether to join or not.

4. *Parallel play*

Here, children play separately from their friends even though they still use the same type of toys or do the same activities as their friends. In this case, children are already in a group, even though the children have not or do not have any interaction with other children. In general, children have started to be interested in each other, but do not feel comfortable playing together.

5. *Associative play*

Children begin to engage in intense social interactions and work together. In this case, some children already have goals they want to achieve together, but usually there are no rules in the game. For example, some children play tag, but often there is no clarity about who is chasing. This stage of play refers more to preschool age or ages 4-6 years.

6. *Cooperative play*

At this stage, children have regular social interactions. Cooperation or division of tasks (roles) in the game begins to be applied to achieve a certain goal. For example, a group of children will play school, house, doctor, and so on. As we can see, the roles will be divided and will maximize their roles in the game or it can be said that there is role competition in it (Tesyra and Heni, 2021).

Human development is certainly inseparable from imitation. This is certainly due to the existence of social relationships that have been carried out by fellow humans, especially in the development of early childhood. There is a pattern of similarity in development in a person with other children at a certain age. The typical pattern that occurs in each age stage as conveyed by Tina Bruce in Dadan Suryana is called *normative development and*

ideographic development. This stage is then known as the *normative development standard* which is assumed to be a universal pattern of developmental tasks that a child must go through. Normative development or *developmental task/milestone* is a general characteristic of children that can be used as a reference in understanding and determining the appropriate form of learning at each age stage (Sabil and Meity, 2015).

Social development is obtained from maturity and learning opportunities from various environmental responses to children. There are several relationships between children's social development and the characteristics of children's growth and development, including: 1) Learning to speak; 2) Learning about gender differences; 3) Achieving physical maturity; 4) Formation of simple concepts about social reality; 5) Learning to associate oneself emotionally with those around them; 6) Learning to distinguish between "right and wrong" (Sabil and Meity, 2015). Continued by Helmawati's statement, the social and emotional development of children aged 4-5 years can be seen from the following criteria, namely: 1) Demonstrating an independent attitude in choosing activities; 2) Wanting to share, help, and assist friends; 3) Showing enthusiasm in playing competitive games positively; 4) Controlling feelings; 5) Obeying the rules that apply in a game; 6) Showing self-confidence; 7) Protecting oneself from one's environment; 8) Respecting others (Helmawati, 2018).

Age Stages in Social Play Development

The stages of early childhood social development in playing with a span of 4-5 years, children have started to play group games with one or more people. This game often imitates the behavior or profession of adults. In this case, children have recorded adult activities and are aware that these roles will be experienced in the future, and usually such as playing doctors, teachers and students, families, and so on. However, the flow of this game can change from one role to another.

In line with the research case, the elementary school age group ranges from 6-12 years. During this social play period, children can already play group games systematically with fairly strict rules. This means that children already have discipline in doing something (Permana, 2021).

Social skills and adaptability become increasingly important when children enter adolescence. This is because in adolescence, individuals have entered a wider social world, where the influence of friends and the social environment will determine a development. Failure of adolescents to master social skills will make it difficult for someone to adjust to their surroundings so that it can cause feelings of inferiority, be ostracized in social circles, tend to behave less normatively (eg asocial or antisocial), even in more extreme developments can cause mental disorders, juvenile delinquency, criminal acts, or acts of violence. These social skills can be mastered if children are guided from an early age to have social skills in order to be able to develop psychosocial aspects optimally (Dadan Suyana, 2018).

Methods

This study uses a descriptive qualitative approach, namely by describing the role of age when playing in the social development of early childhood. This description uses a case study between RA Al-Qur'an Iqro Pematangsiantar and SD Muhammadiyah 02 Pematangsiantar. As found in the field, the elementary school (SD) and kindergarten (RA) are located in the same area, and only the kindergarten (RA) has a playground. Because most SD children are alumni of RA, they occasionally take the time to play in that area during their free periods. Therefore, the subjects used in this study are 6 RA children aged 5 years and 10 SD children aged 8-9 years who often meet and are present in the play area. This happens because SD children often visit their younger siblings to look around and interact in the play area. Along with that, some of the SD children's friends also joined in to play in the playground.

The data collection techniques used include observation, interviews, and documentation, followed by data reduction for accurate data presentation. In terms of observation, the researcher conducted periodic visits as an observer while the children were in the play area to obtain findings relevant to the variables. Interviews were conducted using a semi-structured technique. In this case, the researcher asked questions while discussing the situations that often occur in the RA playground area. On the other hand, the researcher also conducted a Q&A session with SD children who often play together in the RA playground.

During the observation and due to the significant age differences while playing, several indicators were noted by the researcher. The indicators are listed in the table below:

No.	Indicator
1	The SD children who often joins in playing
2	The sibling relationship between SD children and RA children
3	Queueing to use the playground equipment
4	The dispute that occurred
5	The presence of a sense of mutual help
6	Engaging in communication that is not brief
7	Mutual respect
8	Supervision by older siblings

Results/Findings

1. The Condition of Playing Children of RA Al-Qur'an Iqro with Muhammadiyah Elementary School 02 Pematangsiantar

RA Al-Qur'an Iqro and SD Muhammadiyah 02 Pematangsiantar are two levels of education in the same area. So, there is a possibility of physical contact or interaction between RA children and elementary school children. In addition, the worship facilities (Mosque) are used by RA and elementary school children alternately according to the needs of their respective worship practices without clashing schedules. If elementary

school children will use the Mosque for worship practices, then elementary school children will pass through the RA children's play area to take ablution water. So, this will make the average elementary school child interested in playing some games for a while after the worship practice is finished. However, elementary school teachers also always remind them to enter their classes immediately.

Playing is certainly very much liked by everyone in general. This can be seen when someone sees a game device near him, then with the instinct for self-entertainment, the person will touch it and maybe play it. The same is felt by elementary school children who have experienced game devices at the kindergarten level. However, as conveyed by the RA institution, elementary school children are not allowed to play in RA during RA class hours. The opportunity to play is given to elementary school children when almost all RA children have returned to their respective homes, and this coincides with the elementary school children's break time.

Based on observations and data obtained, there are elementary school children who play with their younger siblings who are still in RA because they occasionally want to pay attention to their younger siblings. In addition, most of the elementary school children who often play in the play area are alumni of the RA. The feeling of reluctance to play again is quite small because the elementary school children are already known by the RA teachers. In addition, there are also elementary school children who join in playing in the RA play area because they have good friendships from one of the previous statements. So the researcher saw that there were around 10 elementary school children who were often seen in the RA play area.

2. The Role of Age in Play

Age is the first assessment that someone has higher development because they have more insight and experience. However, age is also not a sign that someone's maturity has been well-cultivated. This is due to how someone gets meaning from the events they have experienced. The more someone can understand, the more that person will know how to deal with the same problems in the future.

In this case, elementary school children who play with RA children certainly have quite visible differences in their appearance, namely from the school uniforms they wear. RA children who see elementary school children will feel awkward and embarrassed when they see people who are older than them playing in the same play area. Meanwhile, elementary school children assume that it is okay to play in the play area with RA children because RA children are younger than them, thus reducing the elementary school children's embarrassment to join in playing.

Based on this age, the findings analyzed were then grouped into three discussions as follows:

a. Listen attentively

At certain times, children may have topics of conversation to be conveyed to their interlocutors. Therefore, the treatment of parents or people who are more mature than the child should stop the activity they are doing for a moment to focus on what the child will say. If in the same condition you are in a very busy state, then it is better to tell the child that the question will be discussed after the work is finished (Mukhtar et al, 2016). So, children can still feel the comfort of people who are more mature, marked by the opportunity given by the adult to listen or share stories. This is related to the playing activities of RA children with elementary school children after school, where there is an elementary school child who listens to stories from 2 children who accompany him playing a round swing with a capacity of 4 people.

Turning to the observations conducted several times, it was seen that 5 out of 7 elementary school children paid close attention to every word spoken by each child. In this case, there were 7 elementary school children playing with 5 RA children, where 3 RA children were the younger siblings of 3 elementary school children who were also alumni of the RA. In the observations that were seen, there were 2 RA children talking to 5 elementary school children who were sitting on a swing in a group, and several other children were busy playing different games. The elementary school children seemed to pay close attention to the conversation as indicated by the elementary school children's gaze towards the RA children who were telling the story calmly and did not look away from the two RA children. If one of the other RA children spoke, then the gaze would systematically move to the child who was speaking.

The stories told by RA's child were seen to be well received by the 5 elementary school children, then they seemed to take turns telling stories one by one to tell what they had experienced too. When one of the elementary school children told a story, the other children including RA's child seemed to pay enough attention and listen to the story being told until it was finished. Then the other children told stories, and listened carefully and so on in turns.

In the following weeks, the achievements of RA's social development have begun to be seen according to interviews with several teachers. Previously, several RA children who played with elementary school children were seen to be quiet in class, only doing assignments from the teacher and then playing in the play area just to release energy and communicate a little with friends who play with them. The child's achievements are marked by frequent communication in class, both during learning and when playing in the play area. There are several things that are seen when children communicate with their classmates, such as:

- 1) There are children who dare to ask to borrow stationery from a friend next to them from quite a distance, such as borrowing an eraser because the child needs an eraser to erase wrong writing.
- 2) The child next to him has a toy that he has never played with before, like a *transformers robot* which is a car and can change into a robot. The child looks

concentrated on seeing the toy brought by his friend being played, then after that he dares to borrow and play with it with great care and of course returns it in good condition.

- 3) There is a story that the child wants to tell, such as a morning event when going to school and seeing a very cute fat cat. With convincing expressions, the children exchange stories about the cute cats they meet in turns.
- 4) *outdoor* play equipment. This can be seen when children play slides, where children will queue to climb the stairs and slide down. During the process of going up, children communicate with children nearby to tell about the days they have experienced, such as seeing a fat and cute cat, a friend who fell while learning to ride a bike, and so on.

b. Using good words

Bad words spoken without thinking about the consequences will make children feel unloved. These words can break a child's spirit and may give a bad concept about themselves (Mukhtar et al, 2016). The same is true for families with more than one child, meaning there is an older brother, older sister and younger sibling. Of course, the older child will act like a more mature person who protects and has higher concern. Likewise, for younger children, they should have a higher sense of obedience.

Good words are certainly taught at every level of education. This is what is called morals or ethics. Moral values that are upheld by every social group mean that there are rules in it that are in line with social development, religious development begins to realize that there are rules of behavior that are allowed, must, or forbidden to do. The rules of behavior that are allowed or not allowed are what are called morals. Morality in the true sense is: 1) Behavior that is in accordance with social standards and is carried out voluntarily; 2) Behavior that truly comes from within a person accompanied by a sense of personal responsibility; 3) More concerned with the interests or welfare of the group than personal desires and interests; 4) Rarely found in childhood, but must have begun to appear in adolescence (Bambang Sujiono, 2005).

In this case, SD Muhammadiyah 02 certainly always provides a place to foster the morals of each student, starting from being a role model starting from teachers, speaking well and politely to fellow teachers and also to students, loving each other, and to giving punishment to every child who behaves negatively or violates norms. So based on this, it can be seen that almost all of the 10 elementary school children have good speech. However, there is also one child who sometimes speaks with a fairly high shout. This happens because based on the researcher's hypothesis, children who have larger bodies and also move agilely will have a higher ego because the child feels like a stronger person than the others.

In line with this, elementary school children who often play look stable with their way of speaking which is not high when talking to others. So it is seen that RA children will follow the more dominant situation, namely speaking well and politely. The

achievements that have been made by the child are seen in: 1) Not uttering bad words when the child is angry with a playmate; 2) Being able to answer questions asked by his playmate; 3) Asking the teacher about what he wants to know; 4) Conveying good news to the teacher that a friend is sick, fighting, and other incidents.

c. Take turns playing

Children who are accustomed to discipline will certainly also be accustomed to the existing rules. The same is true with playing, of course there are rules that have been agreed upon together. RA Al Qur'an Iqra has several play equipment in the play area such as slides, seesaws, small swings, large swings, bridges, spider webs, and turntables. All of these play equipment are played by children every time they come to school early, during recess, and also after school.

During recess, all the games are played by many children, of course one type of game is played by more than 1 child. So in this case, RA Al-Qur'an Iqra which has 4 classes will be divided into two sessions of playtime. The first session for two classes at 10:00 WIB and the second session which is also for two more classes at 10:30 WIB. This is done so that every child can play the game with satisfaction and reduce the occurrence of fights because too many children will play if the whole class plays at the same time.

In general, children will play to their heart's content with one play equipment first, then the child will move to another play equipment. For children aged 4-6 years on average, they can play with several friends and form a group. Therefore, a group of children will play together on one type of play equipment, then the children will move to another play equipment if their play group moves to the next play equipment. When children have played in groups, of course there will be small things that cause fights between children. Like when playing on a slide, there are children who after sliding are still sitting on the slide. In fact, there are children who have climbed the slide stairs and are ready to slide down. When the child on top is ready to slide, of course after sliding down will hit the child who was previously still sitting on the slide and make him fall, causing a fight.

In the observation after school of RA children, elementary school children can play in the RA play area if almost all RA children have been picked up by their parents. Several elementary school children were seen with people who had previously played in the play area as usual. When playing together, it was seen that elementary school children were quite patient with RA children. This can be seen from those who played on the slide, where elementary school children stood on the slide stairs patiently waiting for RA children to slide down. This happened because several RA children who had already slid down were still sitting on the slide. Elementary school children who were waiting for their turn were seen not making loud enough voices, let alone shouting at RA children to move immediately.

At another time, RA children and elementary school children played together with a single/small swing. Because the swing was single/small, of course only one person

played. In the observation when RA children sat on the swing, one of the elementary school children helped swing by pushing RA children's body so that the swing moved faster. After a while, they took turns. And so on with the other children.



Figure 1. Join Play Activities

Based on several observations that have been made, it can be concluded that on average elementary school children do not show their selfishness as older children in playing together. This can be seen when: 1) Elementary school children are still waiting in line for RA children who do not want to slide down because they have to wait for the slide board to be empty; 2) Elementary school children are willing to help give encouragement to RA children who are using the swing and then take turns; 3) Elementary school children do not fight over the same game equipment, such as just sitting on other unused game equipment; 4) Balancing the weight of the seesaw; 5) Giving a turntable rotation that RA children ride.

As a more mature child, of course, you must have patience and also be a role model for your younger siblings. The same is true for elementary school children with RA children, where on average elementary school children who are in the RA play area are seen not playing the games being played by RA children. If based on the ego that is often encountered, older children will have more power over what other young children have in terms of ownership of games or other objects. So, this will create a chaotic atmosphere with quarrels. However, it is different from the observations at RA Alquran Iqro Pematangsiantar. Elementary school children who often play with RA children do not seem to feel power over the ownership of RA children's games. This is based on the ingrained sense of self-awareness of elementary school children not to control what they

should not have. So, the games that are owned by RA children will make elementary school children blocked by their selfishness in terms of playing the games owned by RA children.

Discussion

Every child who has entered the world of education will certainly increase their thinking power and insight. Children will begin to have concentration to hear, see, and feel feelings in themselves and others around them. However, of course this can also be optimized if they have received the right stimulus. In line with this, through the social activities that children have done, children will get vocabulary that will be used in their daily lives. The more often these words are heard, the more often children will use them in the right things.

Elementary school age, namely children with an age range of 7-12 years according to Jean Piaget's cognitive development, is in the phase of eliminating egocentrism, namely the meaning of something from the child's own perspective. Elementary school children also begin to pay attention to moral issues and begin to understand the needs of others, such as in this case, namely child RA. Then at the age of RA, namely children with an age range of 4-6 years, they are still in accepting and regulating stimuli from outside themselves through their senses. Therefore, children of RA age will behave well if the people they see and are close to them behave well too (Pupu Saeful, 2018).

In line with the case study of research on RA and SD, playing can be said as a means to develop children's social aspects. When they can share or take turns on one game tool, this is where the role of playing is to build their social life such as: 1) Developing children's social life with several aspects starting from social interaction with others or with people older than the child; 2) Cooperation such as sharing, helping each other, and taking turns playing; 3) Nurturing talents such as using or caring for objects and the environment; 4) Increasing children's affective sense by understanding and accepting individual differences (Feny Nida, 2017).

Playing with adults is certainly something that children want. The presence of feelings and emotions is one of the potentials possessed by both parties, especially when there are often similarities in nature/character so that communication runs well (Pupu Saeful, 2018). Then if the child has a more dominant verbal linguistic intelligence, the child will ask a lot of questions according to the needs they experience. The various questions given are of course a sense of curiosity that may not be felt enough, such as interest in an object to fulfill satisfaction in themselves (Suyadi and Maulidya, 2013).

Talking about children's social experiences through play activities, children will get more emotional handling if there are more mature people who become their playmates. More mature playmates will be their role models if the friend first has good speech. The more the child likes more mature playmates, the more the child will often wait for the presence of the more mature friend to play with him again. Likewise, RA children who play with elementary school children, elementary school children certainly have a more mature age which is marked

by their higher level of education. So, the learning experience has certainly increased compared to RA children, starting from cognition, psychomotor, social, affective, and so on.

Early childhood (RA) who has a good imitation (imitator) nature will imitate the actions or behavior of people they often meet. Therefore, the environment that accompanies the child should exemplify good morals so that they are recorded by the child every day. It is the same as the observation of RA and elementary school children playing together in the RA children's play area. Elementary school children provide a good example of patience in playing together. Indirectly, RA children will record several activities together with elementary school children. Commendable morals that are continuously reflected to others will certainly give rise to many commendable behaviors as well. The same is reflected by elementary school children to RA children. Although in this play activity only a few RA children exemplify the commendable behavior, indirectly the child will apply it in the classroom and in the play environment of his house. Therefore, the hope for commendable behavior will spread to the new generation in the surrounding environment. However, if the behavior that is not commendable is obtained, then unconsciously the behavior will also spread as is not expected by the wider community.

Conclusion

Activity play is Wrong One very activity liked by children especially child age early. On moment play, no can confirmed children still play with conducive. There is a possibility the occurrence fight between they because of something and usually is because seizure tool game and to grow up his ego each. This is what it should be must understood by teachers and parents so as not to happen things that are not desired.

As is known, early childhood has unstable emotions. Emotion is the ability to recognize oneself and how one feels which then becomes one of the mediators in carrying out social interactions between children. Directed emotions will certainly provide a positive atmosphere when interacting (Julia Maria, 2019). However, if emotions are not directed, there will often be conflicts between children. In addition, emotions can also be measured by the birth order of children. The earlier a child is born (eldest) from his siblings, the more his social behavior and leadership are far above their average. So it is not uncommon to find that the eldest child is more big-hearted (Fauziyyah et al., 2019).

Teacher involvement during play is important to handle unwanted bad things , both emotionally and motorically. Starting from fights, accidents during play, to damage to game equipment that is very undesirable for any party (Kamil & Sultan, 2022). Teachers are people who are highly respected by children when they are in the school environment because teachers are older than RA and elementary school children. Children also consider teachers to be their parents like home. So this is the way to ignore the incidents in the teacher's observation, namely by giving signals to children about this negative behavior (Dadan Suyana, 2018). The strategy carried out by teachers must, of course understand each observation for assessment of children. This can be effective if teachers can develop themselves through training and also equivalency of relevant educational level qualifications (Sari et al., 2022).

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