



## Development of Social Interaction and Behavior for Early Childhood Education in the Era Society (5.0)

**Mushab Al Umairi**

Universitas Muhammadiyah Gresik

[alumairi.mushab@umg.ac.id](mailto:alumairi.mushab@umg.ac.id)

*Received: 18 December 2023*

*Reviewed: 23 December 2023*

*Accepted: 30 December 2023*

### Abstract

This research is based on the inability of young children to have good social interaction and behavior towards the environment, school, family, and society in the era of Society 5.0. To help reduce a child's inability to engage in social interaction and good social behavior. So, help from adults is needed. In providing this assistance, parents or teachers should understand the process of developing social interactions and social behavior for young children. This research aims to determine the development of social interaction and social behavior toward early childhood education in the era of Society 5.0. The type of research used in this research is field research. Then, to obtain data, this research used observation, interviews, and documentation methods. This research was analyzed using descriptive qualitative (in the form of opinions or written opinions from people and the actions observed). This research concludes that providing social interaction and good social behavior will positively impact early childhood education in the era of Society 5.0.

**Keywords:** Social interaction; Social Behavior; Early Childhood Education

### Introduction

At the end of 2022, the East Java Provincial Social Service, the Technical Implementation Unit of the East Java Provincial Social Service received many reports from the public regarding cases of social problems committed by children. Cases of social problems that are being handled a lot at the moment are cases of children in contact with the law (ABH), such as cases of bullying, verbal abuse (dirty talk), molestation, beatings, and so on. The relatively young age of the child will make us momentarily frown, wonder, and ask, "How could this be, and why could this happen?"

Quoting data from the Department of Women's Empowerment and Child Protection and Population Control and Family Planning (DP3APPKB), an upward trend has occurred since the pandemic. The details are 116 cases in 2020, 138 cases in 2021, and 152 cases in 2022 until September. Tommy Ardianto, as head of DP3APPKB, explained several reasons for the increase, including economic, social, and environmental problems (SURYA.CO.ID, 2022) (Bobby et al., 2022).

In the Era of Society 5.0, the various social problems among children in our country are quite disturbing. The influence of modernization and technological developments that still

need to be used wisely by both adults and children makes existing problems even more complex. Nowadays, we often encounter children who are not doing well socially, such as bullying or saying sentences that should not be said, fighting parents, and so on. This indicates weak control by adults, parents, and teachers in educating young children. As a result, children will experience obstacles to their further development because one aspect of early childhood development that needs attention is social development (FITRIA 2020).

Social interaction and behavior need to be developed from an early age because they impact the child's later life. As adults, they should be aware of how important social interaction and social behavior are for children. Through social education, children will more easily become familiar with their environment (Isnainia & Na'imah, 2020). A child is expected to be able to control behavioral impulses and work together in a group so that he can enter a more comprehensive social life order. Social interaction is a relationship between one individual and another; one individual can influence another or vice versa, so there is a reciprocal relationship (M. Fandi Maradjabessy 2019). Meanwhile, Hurlock, B. Elizabeth said that social behavior is a person's physical and psychological activity towards others or vice versa to fulfill themselves or other people by social demands (Nisrима, Siti., Muhammad Yunus 2016).

Based on the facts in Society 5.0, we encounter many children who seem to be more relaxed in social interaction and have good social behavior towards their surrounding environment. This can be proven by a child's lack of social relationships with peers, teachers, and parents. As for specific examples that we can see, children tend to be engrossed in their gadgets, playing games on gadgets, which causes the child to lack interaction in play groups among his peers, not greeting each other, then rarely making eye contact when talking, and so on. (MUNISA 2020). Likewise, in the development of social interaction and social behavior in children's education in the era of Society 5.0, sometimes we still encounter teachers who tend to use textbooks during learning activities during the learning process. Then, in the learning process, teachers tend only to use the lecture method and then give assignments, which makes children focus on the work assignments given by the teacher, causing a lack of social interaction and social behavior between teachers and students (Nisa, Khairun. Abdul 2020). Likewise, in the social environment that occurs in the family environment, parents sometimes prioritize work and other activities, resulting in missed Communication with their children. This causes a lack of attention to children, so children receive poor social treatment. Parents or educators should pay attention to social interactions and behavior toward children's education optimally (Rohayati, 2018).

Social interaction skills and social behavior can be stimulated and developed by providing direct examples of good interaction and behavior towards children and the surrounding environment because the social environment influences children's social interactions and behavior. Parents and teachers must also work together to supervise children's interactions with their peers and environment. With this supervision, the child will develop a good personality and master social interactions and behavior as early as possible (Susilo et al., 2021).

Early childhood is the foundation for social interaction and human social behavior. So, a child's inability to engage in social interactions and behavior appropriate to the educational environment and surroundings can cause the child to be isolated from his environment, not develop confidence in himself, and so on. As a result, children will experience obstacles in their further development. A child's strong desire to be recognized by their peer group certainly requires several social skills that a child needs to have. Young children have a strong desire to be accepted by their group. A child will continue to try to join and be recognized by his peer group in various ways. To help reduce a child's inability to engage in social interaction and good social behavior. So, help from adults is needed. In providing this assistance, parents or teachers should understand the process of developing social interactions and social behavior for young children.

## Methods

The type of research used in this research is field research. Then, to obtain data, this research used observation, interviews, and documentation methods. This research was analyzed using qualitative phenomenology (in the form of opinions or written opinions from teachers and parents and the actions of the phenomena observed) (Aulia Annisa, 2021). Qualitative research prioritizes processes and meanings based on the subject's point of view or assessment. Therefore, when the researcher comes to the field or the object to be researched while conducting research and is in the field, and after leaving the research field, the condition of the object being studied will remain and not change (Sugiarto, 2015).

The implementation of this research was located in Gununganyar sub-district, Surabaya city, and the samples taken for this research were several TK/RA educational institutions such as Al-Islah Kindergarten, Aisyiyah Bustanul Athfal 63 Kindergarten, Al-Wahyu Kindergarten, At-Taufiq Kindergarten, and Kyai Amin Kindergarten. The time for conducting the research starts from December to March 2023. The subjects of this research consist of teachers, parents, and students. To analyze the development of social interaction and social behavior in early childhood education in Society 5.0, reduction analysis, data presentation, and verification are used. Visually, the research steps regarding the development of social interaction and social behavior towards early childhood education in the era of society 5.0 can be seen in the methods and data collection and data analysis as follows:



Fig. 1. The Research Steps

## Result

This research analyzes interactions and social behavior regarding early childhood education in the millennial era. This section presents findings from practitioners, parents, and children. Based on qualitative data analysis, the researcher identified two overarching sub-theme discussions that generally relate to children's interactions and behavior: routines and activities. The researcher developed this analysis as follows.

### *Children's Social Routines and Activities*

In the Big Indonesian Dictionary, routine comes from the word routine, which means a regular and unchanging procedure (Fajar, 2016). The procedure is certain stages in a program that must be carried out to achieve a goal. Meanwhile, activity means the activity or liveliness of everything that occurs physically and non-physically. Regarding children's social interactions and behavior, daily routines and activities cause increased opportunities for interaction and social behavior between children and their peers. Children can carry out various daily routines and activities, including story time, meal time, outdoor playtime, quiet time, and other activity time. In this case, researchers conducted several interviews with teachers and parents in several PAUD institutions regarding routines and interaction activities as well as children's social behavior in several PAUD institutions, as follows:

#### *Al-Islah Kindergarten Surabaya*

"The routines we usually do generally start from welcoming the children, praying, studying, playing, singing, gymnastics, and others. "All of this is done together, both teachers and students" (Head). "Once a week, we invite children to watch educational cartoon films together (no bar); from these films, children can also learn good social interaction and behavior" (Teacher)." We try to help parents see how we carry out various habits with good social interaction and behavior, which can help parents educate their children at home" (Teacher). "In every class, there are children who are quiet, then there are also those who are a little less good behavior, yes, there are all kinds of things" (Teacher).

#### *Aisyiyah Bustanul Athfal 63 Kindergarten*

"We try to make sure the teacher comes before the children come; we give a welcome, do gymnastics, pray, play, study, sing, dance, eat, and do other activities" (Teacher). "Sometimes we also invite community figures, such as police, doctors, and others" (Teacher). "Here there is a child who, in my opinion, maybe his parents do not pay enough attention, so the child likes to mess with his friends" (Teacher).

#### *Al-Wahyu Kindergarten Surabaya*

"The routine is as usual: we welcome and take the children to their respective classes, then the front row of the class reads letters, prays, then goes to class to study, play, watch, rest, eat together, and so on" (Teacher) "Sometimes we specialize on Fridays "There is learning about the practice of prayer and giving, to teach children to worship and share" (Teacher).

"Yes, in Kindergarten B class, there is a child who is a little bad at socializing; he often teases his friends, but we can control that too" (Teacher).

*At-Taufiq Kindergarten Surabaya*

"every time children come, we always try to welcome them, then we line up to read prayers together, then go to class and follow the learning according to the SOP that we made" (Teacher). "we have several centers and APE, and occasionally we invite the children to play educational games and other things" (Teacher) "There are some children who like to tease their friends, but God willing, we can handle it" (Teacher).

*Kyai Amin Kindergarten Surabaya*

"like activities in general, welcoming the children, then entering the class study, play, sing, sometimes draw, eat together, pray together, then go home" (Teacher). Yes, thank God we are close to the mosque, sometimes we study and play at the mosque, every Friday we have ablution practice, prayer, and infaq, so that the children motivated to worship" (Teacher). "Yes, there are children who perhaps do not pay enough attention from their parents, because some of our students still do not want to socialize, then those who like to tease their friends and so on" (Teacher).

These are the results of interviews with several teachers at PAUD institutions in Gununganyar District, Surabaya City, regarding the routines and activities in each PAUD institution. One of the main benefits of this routine is that it provides increased discipline for students in the school environment and at home. Interviews with kindergarten principals and teachers show that practitioners support parents in identifying the importance of routines and activities that exist at school and then develop them in the home environment to provide a positive approach to educating children, especially about discipline and routines. Parents also act as teachers; children learn a lot by seeing what parents do. Children scrutinize the way parents interact with other people without realizing it. Parents can help them understand how to relate to other people by giving direct examples and letting children pay attention to how their way of speaking and body movements change when dealing with other people. Take children to various opportunities to meet many people and get used to crowds (Fajar, Luqman 2016).

On this occasion, the researcher also conducted interviews with parents regarding interaction routines and social behavior regarding children's education, as follows: "I was helped by the routines that children usually do at school; they seem to be starting to develop enthusiasm to do many things well" (Al-Islah Kindergarten parent) "My child is starting to get used to learning to eat by himself, so now he wants to do everything himself" (ABA 63 Kindergarten Parent).

"Yes, thank God, by sending my child to school here, my child can know what is good to do and what is not allowed, so it helped a little" (Al-Wahyu Kindergarten Parent). "My child is now starting to understand; it helped a little by sending my child to school here"(At-

Taufiq Kindergarten Parent). "My child now often goes to the mosque, prays and recites the Koran with his friends. Maybe this is one of the guidance from his teachers, which is a positive thing" (Kyai Amin Kindergarten Parent).

Based on the results of interviews with parents from several PAUD institutions in Gununganyar District, Surabaya City. The results were that when children identified the various routines and activities they experienced, it became clear that they appreciated their feelings and experiences, which were significantly enhanced when they were given valuable roles to carry out the routines and activities at school. Then parents also feel helped because apart from support and guidance, they have also been given an understanding of how to improve social relations between parents and children in caring for and educating children well.

PAUD children will learn to explore and interact socially when they are oriented in an educational environment. This helps them become more independent and have more self-control, especially in their social-emotional aspects. With daily routines and activities for children, there are also several learning opportunities, so there is a concept of playing while learning or vice versa.

The significant advantage of having routines and activities in early childhood education is that it will provide many opportunities to combine activities found in the kindergarten/RA education environment with activities found in the community environment, especially those that can develop children's social interactions and behavior. Results of observations and interviews from several PAUD institutions in Gununganyar District, Surabaya City. The researcher explained several lists of interactions and social behavior regarding Early Childhood Education in each PAUD institution, as follows:

Table 1. Interactions and Social Behavior Regarding Early Childhood Education

Schools	Participants	Social interaction		Social behavior	
		Good	Not good	Good	Not good
Al-Islah Kindergarten Surabaya	133	111	22	95	38
ABA 63 Kindergarten Surabaya	19	17	2	15	4
Al-Wahyu Kindergarten Surabaya	79	66	13	58	21
At-Taufiq Kindergarten Surabaya	35	31	4	27	8
Kyai Amin Kindergarten Surabaya	66	59	7	54	12

Based on the results of the data above, it is clear that there are differences between each Gununganyar PAUD institution. Overall results: The number of students was 332; 284 had good social interaction and behavior, while 48 had poor social interaction and behavior.

Suppose the percentage is calculated  $(\%) = (\text{number of parts}) \div (\text{total number}) \times 100\%$ , then the result is  $B = 80\%$  and  $BB = 20\%$ . From the data above, it can be concluded that social interaction and social behavior toward early childhood education in several Gununganyar PAUD institutions are still relatively good.

## **Discussion**

### *Social Interaction for Early Childhood*

Social interaction is the primary condition for the occurrence of social activities. Social interaction is a dynamic social relationship involving relationships between individuals, groups, and human groups or between individuals and groups of humans (Rachmana, 2013). In these relationships, individuals or groups cooperate or are in conflict through formal or informal interactions, both directly and indirectly. Some examples of social interactions are cooperation between football team members in a match (cooperative relationships), discussions between teachers and school principals (formal relationships), and relationships between parents and children in the family (informal relationships).

Social interaction is a dynamic social relationship involving relationships between individuals, human groups, and individuals and human groups. Social interaction is essential in everyday life. Without interaction intelligence, it will not be easy to live in a society (Umairi, Mushab 2023)

The process of social interaction does not appear suddenly but appears psycho-socially, influencing and being influenced by many factors and appearing in various forms. Factors that encourage social interaction are imitation, suggestion, sympathy, and identification. The occurrence of social interaction driven by these four factors cannot be separated from the social distance between the perpetrators of social interaction (Maunah, 2016).

The characteristics of social interaction, according to Charles P. Loomis (American Sociologist), are as follows: The number of actors is more than one person, There is Communication between the actors through social contact, there is a clear purpose or objective, There is a time dimension including the past, present and present future. (Nisa, Khairun. Abdul 2020b).

Then, social interaction will only be possible if two conditions are met: 1). Social contact is a relationship between one party and another, which is the beginning of social interaction. Each party reacts to the other despite not having to be in physical contact. Social contact can occur between individuals and individuals, individuals and groups, and between groups and groups. 2). both verbal and non-verbal Communication are channels for conveying feelings or ideas/thoughts and, simultaneously, a medium for interpreting or understanding other people's thoughts or feelings (Hudaniah & Dayakisni, 2013).

Social distance has a significant influence in the context of social interaction. The closer the social distance, the higher the intensity of the interaction, and vice versa. If individuals are further away from others, there will be signs of shaky harmonious social relationships. One effort so that children can learn to interact socially is that teachers must be aware of how important social interaction is for children; through education, it will be easier

for children to interact with the environment around them. Children are also expected to be able to control their impulses and behavior and work together in a group to enter a more comprehensive social life order. Children who lack social interaction will have difficulty carrying out their tasks. Apart from that, children will also experience difficulties and fear when communicating with their surrounding environment.

### *Early Childhood Social Behavior*

Rusli Ibrahim believes that social behavior is an atmosphere of interdependence, which is a necessity to guarantee human existence (Hafidz et al.\*, Antari Ayuning Arsi 2017). This is proof that humans, in fulfilling their life needs as individuals, cannot do it alone but need help from others. There is a bond of interdependence between one person and another. This means human survival occurs in an atmosphere of mutual support and togetherness. For this reason, humans must be able to work together, respect each other, not interfere with other people's rights, and be tolerant in society.

A person's social behavior is a relative trait of responding to others differently. For example, in cooperation, some people do it diligently and patiently and always prioritize common interests above their own. Meanwhile, on the other hand, some people are lazy, impatient, and want to make a profit. Then there are also several aspects of children's social behavior, such as empathy, namely showing attention to other people in trouble or sharing the feelings of others experiencing conflict—generosity, namely sharing something with others or giving their belongings. Cooperation, namely taking turns using things and doing something happily and caring, helps others who need help (Susanto, 2011).

Social behavior in humans does not grow and develop by itself. But through a long process from early childhood to adulthood. The formation of prosocial behavior in adults or older adults is greatly influenced and determined by the formation process in early childhood or childhood. Such is the importance of shaping children's social behavior. Educational institutions and research institutions have long thought about ways to shape children's social behavior.

### **Conclusion**

Making children more organized does not have to be complicated. We can do this by adjusting their daily routines and activities. This is very effective if you want to foster good social behavior in children. In early childhood, they begin to socialize with the people around them. Therefore, problems faced by young children should be addressed as early as possible so as not to disrupt the child's development at a later stage. The process of guidance and direction when young children experience problems can be a valuable experience for children in later life. However, not all young children have good social interaction and behavior skills. Therefore, it is hoped that educators' active role will overcome this to develop children's interaction skills and social behavior.



## References

- Aulia Annisa. (2021). "Analisis Perkembangan Sosial Pada Anak Bilingual Di Abad 21'." *Mitra Ash-Shibyan: Jurnal Pendidikan dan Konseling* 4(1): 31–46. <https://ejournal.staitbh.ac.id/index.php/mitra-ash-syibyan/article/view/223>.
- Bobby Constantine Koloway. (2022). "Kekerasan Anak Di Surabaya Cenderung Meningkatkan, Pemkot Gandeng Guru PAUD Lakukan Pencegahan." *Tribunnews.com*. <https://surabaya.tribunnews.com/2022/11/24/kekerasan-anak-di-surabaya-cenderung-meningkat-pemkot-gandeng-guru-paud-lakukan-pencegahan>.
- Fajar, Luqman Tri A. 2016. "Perilaku Sosial Anak Usia Dini Lingkungan Lokalisasi Guyangan (Studi Kasus Pada Anak Usia 5-6 Tahun)." *Jurnal PG-PAUD* 3(1). [file:///C:/Users/Adelia/Downloads/3482-8353-1-PB \(2\).pdf](file:///C:/Users/Adelia/Downloads/3482-8353-1-PB%20(2).pdf).
- FITRIA, F. P. (2020). "Perilaku Sosial Wanita Rawan Sosial Terkait Dengan Norma, Etika Dan Estetika Lingkungan Di Prumpung." *Jurnal Ilmiah Pendidikan Lingkungan Dan Pembangunan* 20(1). <https://journal.unj.ac.id/unj/index.php/plpb/article/view/9660>.
- Hafidz Bhaktiyar Jati Nugroho□, Antari Ayuning Arsi, Ninuk Sholikhah Akhiroh. 2017. "Perilaku Sosial Remaja Dalam Memanfaatkan Ruang Publik Perkotaan (Studi Kasus Pemanfaatan Taman Kota Pleret Banjir Kanal Barat Semarang)." *SOLIDARITY* 6(1). [file:///C:/Users/Adelia/Downloads/15635-Article Text-30935-1-10-20170724.pdf](file:///C:/Users/Adelia/Downloads/15635-Article%20Text-30935-1-10-20170724.pdf).
- Isnainia, and Na'imah. 2020. "Faktor Yang Mempengaruhi Perkembangan Anak Usia Dini." *Jurnal Pelita PAUD* 4(2): 197–207.
- M. Fandi Maradjabessy. 2019. "Interaksi Sosial Forum Mahasiswa Kota Tidore Kepulauan Di Kota Manado." *HOLISTIK* 12(1). [file:///C:/Users/Adelia/Downloads/jm\\_holistik,+M.+Fandi+Maradjabessy+Jurnal.pdf](file:///C:/Users/Adelia/Downloads/jm_holistik,+M.+Fandi+Maradjabessy+Jurnal.pdf).
- Maunah, Binti. 2016. *Interaksi Sosial Anak Di Dalam Keluarga, Sekolah, Dan Masyarakat*. Surabaya: Jenggala Pustaka Utama.
- Mayar, Farida. (2013). "Perkembangan Sosial Anak Usia Dini Sebagai Bibit Untuk Masa Depan Bangsa." *Al-Ta lim Journal* 20(3): 459–64.
- MUNISA. (2020). "Pengaruh Penggunaan Gadget Terhadap Interaksi Sosial Anak Usia Dini Di TK Panca Budi Medan." *Jurnal Ilmiah Abdi Ilmu* 13(1). <https://jurnal.pancabudi.ac.id/index.php/abdiilmu/article/view/896>.
- Nisa, Khairun. Abdul, Muhid. 2020a. "Peran Interaksi Sosial Terhadap Pola Asuh Perkembangan Anak Di Keluarga Dalam Pandangan Islam." *ISTIGHNA* 3(2): 201. <https://e-journal.stit-islamic-village.ac.id/istighna/article/view/67>.
- . 2020b. "Peran Interaksi Sosial Terhadap Pola Asuh Perkembangan Anak Di Keluarga Dalam Pandangan Islam." *ISTIGHNA* 3(2): 201–13. [https://www.researchgate.net/publication/343638048\\_Peran\\_Interaksi\\_Sosial\\_Terhadap\\_](https://www.researchgate.net/publication/343638048_Peran_Interaksi_Sosial_Terhadap_)

## Pola\_Asuh\_Perkembangan\_Anak\_Di\_Keluarga\_Dalam\_Pandangan\_Islam.

- Nisrima, Siti., Muhammad Yunus, dan Erna Hayati. 2016. "Pembinaan Perilaku Sosial Remaja Penghuni Yayasan Islam Media Kasih Kota Banda Aceh." *Jurnal Ilmiah Mahasiswa Pendidikan Kewarganegaraan* 1(1): 198. <https://jim.usk.ac.id/pendidikan-kewarganegaraan/article/view/483>.
- Rachmana, Yanrisca Sany. 2013. "Perilaku Sosial Padda Anak Usia Dini Yang Mendapat Pembelajaran Bilingual." *Character : Jurnal Penelitian Psikologi* 2(1). <https://ejournal.unesa.ac.id/index.php/character/article/view/4583>.
- Rohayati, Titing. 2018. "Pengembangan Perilaku Sosial Anak Usia Dini." *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini* 4(2): 131–37.
- Sugiarto, Eko. 2015. *Menyusun Proposal Penelitian Kualitatif Skripsi Dan Tesis*. Yogyakarta: Suaka Media.
- Susanto, Ahmad. (2011). *Perkembangan Anak Usia Dini*. Jakarta: Kencana.
- Susilo, S., Nugraheni, I. L., Mentari, A., & Nurhayati, N. 2021. "Analisis Interaksi Sosial Terhadap Perilaku Masyarakat Pasca Konflik Antar Etnik Di Kabupaten Lampung Selatan." *Jurnal Civic Hukum* 6(1). <https://ejournal.umm.ac.id/index.php/jurnalcivichukum/article/view/13907>.
- Umairi, Mushab. (2023). "Pengembangan Interaksi Dan Perilaku Sosial Terhadap Pendidikan Anak Usia Dini Di Abad 21." *Kiddo : Jurnal Pendidikan Islam Anak Usia Dini* 4(2): 1–12. <http://doi.org/10.19105/kiddo.v4i2.9705>.