

Contribution of Peer Relations

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Abstract

The ability of social interaction requires a relationship between one individual and another individual who is involved in communication, including a reciprocal relationship between one another. The ability to behave socially needs to be possessed since the child is small as a foundation for the development of the child's ability to interact with the wider environment so that early childhood in kindergarten is a social being who needs the presence of other people in his life and has a strong desire to be accepted. by the group and to be able to join with peers.

Keywords: Social Interaction, Peer Relations



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INTRODUCTION

Yunita and Sholihah (2021: 95) argue that humans as social beings whose everyday interactions with one another continuously require the ability to adapt to other people where humans are not born in a state of being able to adapt, adapt a person's self is influenced by environmental factors where the possibility of the process of developing a student's self-adjustment is good or bad. Meanwhile, Risal and Alam (2021: 03) argue that social relations are defined as one of the ways in which individuals react to the people around them and how the relationship affects them and also involves adjusting to the environment such as eating and drinking alone, dressing alone and also how to comply with the rules and agreements within the group or organization.

Sari et al (2021: 151) argue that self-adjustment can be interpreted as social adjustment, namely where children have the ability to be able to react effectively and harmoniously to social situations and social realities, thereby establishing healthy social relationships, while Melinda and Izzati (2021: 128) argues that the results above say that it is not only adults who need to adjust their self-relationships to the environment but early childhood also need to adjust and start having relationships with peers, teachers, parents and the social environment because peers are a social environment. which play an important role in child development. In interactions with peers, children experience social processes in which the process of being influenced or influenced occurs.

RESEARCH METHODS

This research uses a type of research in the form of library research library research. Literature study is related to theoretical studies based on data in the form of notes, books, papers or articles, journals and other scientific literature references. The scientific literature which is the subject of study in this research is in the form of books, journals and scientific articles related to the chosen topic. The data collection technique in this study was carried out by conducting online reference searches through several database sources. Writing uses a database source, namely Google Scholar. The articles used are articles related to the theme to be discussed.

RESEARCH RESULTS AND DISCUSSION

Stages of Development Play

Yudha et al (2020: 773) argue that in a peer environment, there are concepts and ways in which children act with their friends. Which of these two things will change with age reflecting their cognitive and emotional development. Friends during preschool will play together, but friendships between school-age children will be stable and deep. Children cannot be or have real friends until they reach the cognitive maturity to consider the views and needs of others and themselves.

Hayati, Putro (2021:58) argues that playing has several stages according to the level of child development, namely:

1. Unoccupied or not settled Children do not play together and only watch other children play. At this stage the child only observes but there is no interaction between the child and the child who is playing.
2. Solitary play or playing alone At this stage, the child only plays alone with his toys. This occurs when children are 2-3 years old because at this age children are at the stage of concrete operational cognitive development and are just getting to know themselves. Children really enjoy playing alone until when other children come to take the game tools used.
3. Onlooker play or observer This stage of the child is the stage before the child joins a new game or environment. Previously the child observed other children playing, then the child would begin to join the group that was observed before.
4. Parallel play or parallel activities, children have played with other children, but there has been no interaction, and they only play the tools that are near their friends. This is common when children enter the age of 3-4 years.
5. Associative play or playing with friends At this stage the child has established more complex interactions, in playing the child is able to remind his friends, communicate, exchange toys, it's just that the child has not been able to cooperate in play activities.
6. Cooperative play or cooperation in playing with rules Children can already play together with friends, children's play activities are more organized and each child plays a role and influences one another. This play activity has been shown by children aged 5 years. Here the role of parents or educators as adults is needed to stimulate child development.

Social Behavior

Mirawati et al (2019:06) argue that "Social behavior is voluntary behavior that benefits others, including actions such as calming someone down, helping, and sharing." Utami (2018: 42) argues that specifically classifying patterns of social behavior in early childhood into patterns of behavior as follows:

1. Imitate, that is, to be the same as the group, the child imitates the attitudes and behavior of the person the child really admires. Children are able to imitate the teacher's behavior which is demonstrated in accordance with the learning theme.
2. Competition, namely the desire to excel and beat others. This competition is usually seen at the age of four years. Children compete with friends for achievements, show enthusiasm in doing things on their own.
3. Cooperation, starting at the end of the third year, children begin to play together and cooperatively, and group activities begin to develop and increase both in frequency and duration, along with increasing opportunities to play with other children.
4. Empathy, like sympathy, empathy requires an understanding of the feelings and emotions of others, but besides that it also requires the ability to imagine oneself in someone else's place. Relatively few children are able to do this until early in late childhood.

5. Social support. Toward the end of early childhood, the support of friends becomes more important than the approval of adults.
6. Split. Children know that one way to get approval is to share what they have, especially with other children. At certain moments, children are also willing to share food with other children in order to strengthen their friendship and show the identity of intimacy between them.
7. Familiar behavior. Children give affection to teachers and friends. The form of familiar behavior is shown by joking and laughing happily between them. To the teacher, they treat as befits their own parents, hugging, embracing, being carried, holding the teacher's hand, and asking lots of questions.

Ramadhani et al (2020: 14) argue that friendships will develop according to the age of the child where children will have difficulty socializing with peers if they are not directed by adults in the child's environment, therefore peer relations play an important role in social and emotional development children, where children will learn about social interaction, emotional control, and behavior that is acceptable to friends through children's knowledge about the value of friendship can help children in social and emotional development more effectively.

The Role of the Teacher in Developing Children's Social

Sanjani (2020: 36) argues that the teacher is the main facilitator in school, whose function is to explore, develop, optimize their potential so that they become part of a civilized society. Teachers are also people who directly deal with students, with the learning system the teacher can act as a planner, learning designer as an implementer or maybe both. Umayah (2017: 95) argues that the role of the teacher in developing children's social:

1. Provide various stimulation to children. Provide educational stimulation or stimulation so that children's social emotional abilities can develop according to their age stages.
2. Creating a conducive environment. It is necessary to manage the classroom to be a place that can develop children's social emotional abilities, especially the awareness of children to be responsible for the objects and actions they take. This environment can be in the form of physical and psychological environment
3. Give an example. Educators are concrete examples for children. All actions and words of educators will be followed by children. Therefore, educators should be able to maintain behavior in accordance with social norms and religious values,
4. Give praise for the efforts made by the child.

Pratiwi et al (2020: 106) argue that children's abilities to behave socially need to be possessed from a young age as a foundation for the development of children's abilities to interact with their environment, which of course cannot be separated from aspects of social development. Social development is the development of children's ability to interact and socialize with their environment so that social development occurs because of the process of interaction between children and the social environment, how often and intensely do children interact with their friends, of course, peers are one of the social environments that have an important role in development. child social.

CONCLUSION

Based on the results of data analysis, in general it can be concluded that there is a significant relationship between peer social interaction and children's social behavior in Early Childhood Education. Based on these conclusions, the suggestions that the researcher wants to convey are that PAUD teachers are expected to be able to design teaching and learning

activities to develop social behavior through fostered interactions between children and their peers. For example interaction activities between children in developing social behavior. This activity is necessary to enable children to establish reasonable communication with their peers. For future researchers, through education it is hoped that children can develop all their potential which includes various aspects of development. Given the many aspects of development that need to be developed, it is necessary to conduct research on other aspects to complete the research.

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