

Paper 3

by Dadan Suryana

Submission date: 24-Jan-2022 07:41PM (UTC+0700)

Submission ID: 1747059351

File name: Star_of_the_week.....pdf (820.84K)

Word count: 7483

Character count: 39163



6

Jurnal Pendidikan Usia Dini<http://journal.unj.ac.id/unj/index.php/jpud>

Volume 14, Number 2, November 2020

e-ISSN (Online Media): 2503-0566

P-ISSN (Print Media): 1693-1602

2

Star of The Week Programs Based on Peer Relationship for Children Social Emotional Development

Dadan Suryana¹*Universitas Negeri Padang, Indonesia^{1,2,3,4,5}***Fitriana Sari Khairma²****Novi Engla Sari³****Lina⁴****Farida Mayar⁵****Sri Satria⁶***University of Malaya, Malaysia⁶*

6

DOI: <https://doi.org/10.21009/JPUD.142.07>Accepted: August 15th2020. Approved: September 4th2020. Published: 30th November 2020

ABSTRACT: The influence of family, school and peers on students' emotional social development is very important as a starting point for the design of school activities that will also improve student development in an integral way. The Star of the Week program was developed with the aim of helping students apply the knowledge, attitudes, and skills needed to socialize and understand and manage emotions. This study uses the Thiagarajan model stages, namely define, design, develop, and disseminate (4D). The results of the validity test from the experts show that this program has workable value with 91.1% material aspects, 90% emotional development aspects and 92% presentation aspects. For the practicality test results through teacher questionnaires obtained scores of 90%, and 88.67% through teacher observations of children who are in the high practical category. The results of the program effectiveness test showed a value of 89.08% on children's social-emotional development, because it showed an increase in values before and after the intervention. The implication of further research is that it is hoped that various kinds of learning methods will develop aspects of child development based on cooperation and peer relationships.

Keywords: *Early Childhood, Peer Relationships, Star of the Week Program, Social Emotional*

¹ Corresponding Author:

Universitas Negeri Padang, Indonesia

Email: dadan.suryana@yahoo.com

1 INTRODUCTION

Children today are socially unstable, and this creates emotional and achievement problems at school. Most of today's children's best friends are digital toys and TV and watching animated videos and playing video games are their favorite shows to pass the time. In the future, extended device usage time could result in little or no contact with adults and peers (Alwaely et al., 2020). As far as the recreational activities of preschoolers are concerned, it should be noted that children at an early age can become insensitive and unable to control their own emotions (Watanabe et al., 2019).

The child's inability to behave as expected by their social environment, has an impact on the exclusion of children from their group. The child becomes insecure, and it is believed that the child will experience obstacles to further development (Mayar, 2013). Peer acceptance creates a healthy emotional atmosphere (Beazidou & Botsoglou, 2016; Coelho et al., 2017). Likewise, vice versa, Shearer et al., (2010) obtained research results, which showed that children who had behavioral problems in class simultaneously showed problems with peer social relations. Rejected children are prone to feelings of loneliness, which will impact on their social-emotional development (Asher & Parker, 1989).

Children difficulties interacting with peers, causing decreased ability to manage emotions, and adversely affecting academic achievement (Westrupp et al., 2020). The positive effect of social-emotional competence on school achievement performance has been demonstrated in various studies. At the beginning of the academic year, children's social-emotional skills can predict their score at the end of the year (Elias & Haynes, 2008). A meta-analysis research that focused on 213 social-emotional learning programs found that these programs were successful in increasing academic grades (Durlak et al., 2011).

Forrest et al., (2018) has found that peer problems partially mediate the relationship between language problems and emotional problems, and better peer relationships can provide better mental health as a teenager. Teachers and peers embody two significant aspects of social ecology in the classroom that have important consequences for the social-emotional adaptation of children (C. Wang et al., 2016). Given the evidence that socio-emotional abilities are linked to peer experience in preschoolers, it is important for experts to gain a more precise understanding of this. This awareness will help identify more effective approaches to increasing this ability in children at risk of social difficulties. Additionally, during peer interactions, it is important to consider how the regulatory and reactive aspects of temperament work together (Acar et al., 2015).

The power of family, teachers and peers is of extreme importance during the time of middle childhood. The findings showed that in relationships with peers, children who have built a relationship of confidence with teachers are more socially competent (Uslu & Gizir, 2017). Teachers need to have an educational impact, inspire students to work in groups, and build on engagement, collaboration and cooperation in their classes (Nix et al., 2013). In order to contribute to improving children social-emotional development, teachers should generate more quality school activities that stimulate the social development of children, as well as integral development in general (Blazevic, 2016).

After studying research related to early childhood emotional social development (Alwaely et al., 2020; Chung et al., 2020; Durlak et al., 2011; Magdalena, 2013; Morris & Williamson, 2019; Nix et al., 2013; C. Wang et al., 2016; Yang et al., 2019), as well as how peer influence is on this crucial ability (Acar et al., 2015, 2017; Akhir & Wisz, 2018; Beazidou & Botsoglou, 2016; Blazevic, 2016; Conti-Ramsden et al., 2019; Forrest et al., 2018; Uslu & Gizir, 2017; C. Wang et al., 2016), to fill the problem gap in interesting interventions based on activities or interactions with peers, this study was conducted to complement previous studies. This study aims to develop an intervention program based on peer relationships in developing children's social emotional.

2 THEORITICAL STUDY

2.1 *Early Childhood Social Emotional Development*

Social-emotional is an integrated function of relationship efficiency and different abilities, including understanding, recognition, control and emotional communication. Emotional social development interventions are essential for children's preparation for school and lifelong well-being (Moore et al., 2015). The foundation of early-childhood programs, the curriculum, is a way to prepare children with planned goals. Therefore, the presence of various and interesting programs in them should be well prepared (Yang et al., 2019).

In the context of social emotions, social development is determined by emotional development, and a person's social activities tend to be driven by emotions (Nurmalitasari, 2015). Social emotional development is related to the results of social behavior (Domitrovich et al., 2017). Healthy social and emotional development for children will make them able to display appropriate behavior patterns, understand the meaning of life, and be able to go through the phases from children to adults without any obstacles (Khoiruddin, 2018).

Emotional comprehension and emotional self-regulation both influence pre-school children's ability to respond to the social norms of behavior (Di Maggio et al., 2017). The ability to understand the very concept of emotions, or emotional knowledge, represents multicompany constructs. Which embraces the children's knowledge about the existence of emotions and factors affecting the presence of positivity/negativity resonance. The children's realization of their ability to hold one's own emotions under control (Krauthamer Ewing et al., 2019). The study demonstrates a strong link between self-regulation and abilities for growth, such as emotional and social skills (van der Pol et al., 2016). When they reach the age of four, you may begin building a base for emotional growth in children. At this age, they learn the basics and begin to recognize feelings.

Another important factor of social emotional competence is also illustrated in research (Domitrovich et al., 2017), where common problems that occur in the early days of school can be prevented through good social emotional competence. The importance of early identification of social emotional disorders is for the improvement of welfare and quality of life in the future. They also held the view that this social-emotional competence is closely related to social behavior outcomes, triggers academic achievement, predicts important life outcomes in adulthood, and more importantly for healthy mental development. The same thing was also conveyed by (Chung et al., 2020) which stated that emotional social competence allows children to manage emotions and regulate behavior, learn skills, gain knowledge, achieve welfare, and train endurance.

2.2 *Peer Relationship*

The literature addressed different aspects of peer relationships between children: peer acceptance, socio metric status, responsibility, peer rejection, and popularity (Y. Wang et al., 2019). The presence of important variations between peer acceptance, and friendship have been proven by researchers (Beazidou & Botsoglou, 2016). Peer acceptance is a one-way idea that relies on the degree to which a child is socially appreciated by peers, whereas a relationship is supposed to be reciprocal (Coelho et al., 2017). It is important to describe friendship as an affective relationship between two children. In friendship, there are three basic components: mutual preference, mutual enjoyment, and the ability to engage in skillful interaction. Peer approval, however, represents the opinion of the peer community of the child and facility access to play activities in the classroom. suggest that in early childhood, peer approval predicts whether children have mates.

In early-childhood education, the ability of children to develop peers' relation is a significant topic. Making and holding friendships fosters the growth of social skills for children. It finds that children pursued secure and reciprocal relationships instead of expanding their peer networks, showing a greater preference for gender segregation than age similarity. Regular pedagogical arrangements also had some effect on peer relationships in the seating order (Y. Wang et al., 2019).

Kids with behavior problems are at risk of rejection by teachers, peers and academic failure without successful intervention. However, many preschool kids aren't diagnosed and don't get the care they need. Children will exhibit both prosocial and aggressive behavior towards colleagues at the age of two. Lo ³¹ & Adolfsson, (2017) emphasize the importance of healthy childhood peers' relationships, since early childhood is the time when kids learn how to communicate with each other. Children improve emotional, cognitive and language skills through peer interactions. The findings indicate that all the strategies implemented to have had a significant influence on peer interactions and have decreased behavior issues in classrooms. From this perspective, it can be concluded that through the interaction of children with their peers it can be faster to develop social emotional in children, especially for early childhood. Children are free to do everything in one week through the Star of The Week Program.

2.3 *Star of The Week Program (SWP)*

This program is designed as a means of stimulating children's social-emotional development based on peer relations conducted at the Excellent Bukittinggi Islamic Kindergarten. Although several educational institutions abroad and ECE institutions in Indonesia themselves have implemented or have similar activity programs, researchers have not yet seen the activity design as the Star of the Week Program that the researchers developed. Existing programs have similarities in terms of time and program name. However, it differs in terms of material, presentation and basis. This program is designed to be easy in its implementation, using tools and materials that are not difficult to obtain, not dangerous, and of course fun in accordance with the characteristics of early childhood.

Through the SWP, children are invited to see the positive character of their peers, and are accustomed always to respect others, as well as the motivation for children who become stars is that they will behave in accordance with the views of their friends towards them. The recognition and appreciation that his friends attach to him will encourage his positive way of thinking and acting, so that he will protect himself from wrong and negative actions. This research is also expected to be able to invite children to accept their peers. Peer acceptance affects emotional development. If the child is well received by the peer group, pleasant emotions will be dominant in him, whereas if the child is rejected or ignored by the peer group, unpleasant emotions will dominate him. There is no specific definition that explains this definition, but epistemologically, Star of the Week can be defined as the activity of giving awards to an accomplished person, or other criteria that are set in an institution or organization every week. The development of the Star of the Week Program departs from the need for children to be recognized and treated as valuable people. Children who are valued will feel proud of themselves, and will have positive attitudes and views of themselves and others (Kompri, 2016).

The child's need for self-esteem is in accordance with the concept of need motivation put forward by (Maslow, 1984) known as a hierarchy of needs. Maslow's thinking emphasizes that every child has the right to meet their needs starting from basic needs, to get a sense of security, to be appreciated, recognized, received with love and affection, to shape their self-confidence, so that their self-actualization will be realized by developing themselves according to their interests and talents. The Star of the Week program is seen as being able to meet children's needs for self-esteem and will be motivated to show positive behavior patterns and be able to express their feelings in a natural way. So, it is considered important to ⁸ applied in the learning process of early childhood and included in the school curriculum. Early childhood educators need to strengthen the design and implementation of their curricula with a focus on developing social-emotional competencies to support children's socialization processes while narrowing the gap in social status (Yang et al., 2019).

3 METHOD

The type of research used in the development of the Star of the Week Program is Research and Development (R&D), using the 4D Thiagarajan model. This model consists of four stages, namely define, design, development and disseminate. In this study, data were collected using several

methods, namely questionnaires, observation, and interviews. Each of the data collection methods used can be described as follows: (1) The questionnaire / questionnaire is used to determine the assessment of early-childhood experts on the Star of the Week Program, which will measure the validity of this program in terms of child development psychology, especially early-childhood social-emotional development. A questionnaire will also be given to the teacher with the aim of seeing the teacher's response when this model is applied to children. (2) Observation is used to see the response of teachers and children when the Star of The Week Program is applied. Observations were made by the researcher who also acted as an observer in this study, and also by the teacher to assess the stages of development that were expected to appear when and after the application of the Star of the Week Program. (3) Interviews are used to find out the responses, comments, and responses of the teacher when the Star of The Week Program is conducted. The interview method was chosen because the researcher was closer to the source so that the researcher could obtain more in-depth data about the implementation of this program. The data obtained in this study were then analyzed descriptive quantitative, namely by describing the level of validity, practicality and effectiveness of the Star of the Week Learning Program. The following is a chart of the design of this research conceptual model (see figure 1):

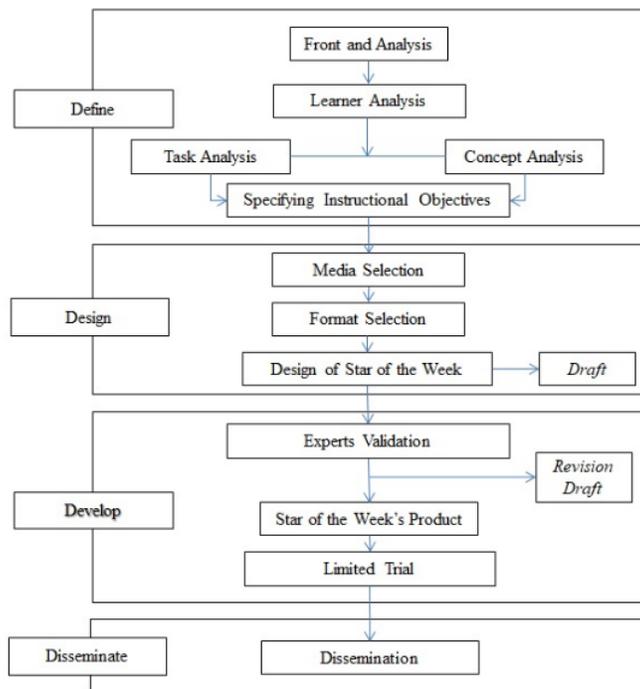


Figure 1. Conceptual Model Design Chart

4 RESULT AND DISCUSSION

4.1 Result

4.1.1 Phase definition

Researchers do some analysis of the stages of this like, the analysis of the initial analysis of the participants, the task formulation, the formulation of the concept, and the purpose of Instructional.

In the initial analysis stage, the researcher identified the problems faced when implementing efforts to stimulate children's social-emotional development and carried out direct observations. In the analysis of the students do classroom observation, discussion with the class teacher, and search for information related to the needs of students through about literature theory children age prematurely. Meanwhile, at the task formulation stage, it is carried out by analyzing the main tasks that must be mastered by students so that the competencies to be achieved get satisfactory results. In the formulation of the concept is done by way of identification things are presented on the implementation of the Program Star of the Week were developed concerning the Basic Competency which is in Curriculum 2013 ECE. And the formulation of the objectives of the Star of the Week Program objectives is obtained after the achievement of learning outcomes indicators are determined based on the Basic Competencies listed in the 2013 ECE Curriculum.

4.1.2 Design Stage

On stage this, researchers began to design a program of activities for the development of competence of social emotional children aged early and will be tested to the child. The program is to be poured into a hint of technical implementation of the Star of the Week, which will be explained the stages of implementation, the media used and the time that is needed. Selection of tools and materials as media consisting of paper carton, photo closeup of children who became star, markers, glue, and a fitting photograph the kids the other did not become a star. The following is a picture of the flow of the Star of the Week Program (see figure 2).

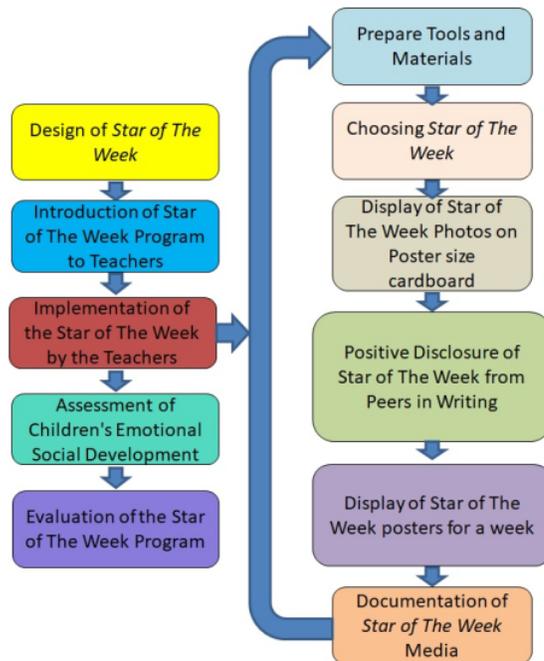


Figure 2. Flowchart of Star of The Week Program Implementation

4.1.3 Development Stage

After the defining and design, stages have been completed, the development stage is then carried out. At this stage, the validity test is carried out to determine the feasibility level of the program that has been designed. The validation process is carried out by several experts who are competent in their fields. The purpose of conducting a program validity test is to determine the extent to which the level of validity and authenticity of the Star of the Week Program can be applied to develop emotional and social early childhood. Validation aspects that are assessed in a program are material aspects, social-emotional development aspects and presentation aspects. The

following is the results of the researcher's description of the results of the validity test that the researcher has conducted (see table 1 for material aspect, table 2 for social-emotional content aspect, and see table 3 program presentation aspect).

Table 1. Results of the Material Aspect Validity Test

Aspect	Indicator	Grain	Initial Score	Symbol	Final Score	Symbol
Theory	Conformity with Curriculum	1	3	CB	4	B
	Suitability with the School Environment	2	5	B	5	SB
	Suitability to Children's Needs	3	4	B	4	B
		4	4	B	5	SB
		5	4	B	5	SB
		6	5	SB	5	SB
		7	4	B	4	B
	Conformity with the theory of child development	8	4	B	5	SB
		9	4	B	4	B
	amount		37		41	
	Average		4,1	B	4.56	SB
	Score Percentage		82.2%	B	91.1%	Valid

Table 2. Results of the Validity Test for Social Emotional Development

Aspect	Indicator	Grain	Initial Score	Symbol	Final Score	Symbol
Emotional Social Development	Social Development	1	4	B	4	B
		2	4	B	4	B
		3	5	SB	5	SB
		4	5	SB	5	SB
		5	4	B	4	B
		6	3	CB	5	10
	Emotional Development	7	5	SB	5	SB
		8	4	B	4	B
		9	4	B	4	B
		10	5	SB	5	SB
		11	4	B	4	10
		12	3	CB	5	SB
		13	5	SB	5	SB
		14	5	10	5	SB
		15	5	SB	5	SB
		16	4	B	4	B
		17	4	B	4	B
		18	4	B	4	B
	amount		77		81	
	Average		4.28		4.5	
	Score Percentage		85.56 %		90.00 %	Valid

Table 3. Results of Presentation Validity Test

Aspect	Indicator	Grain	Initial Score	Symbol	Final Score	Symbol
Presentation	According to Teacher Needs	1	4	B	5	SB
	In accordance with the Needs Children Age	2	4	B	5	SB
	Early	3	4	B	4	B
		4	5	SB	5	SB
		5	4	B	5	SB
		6	3	CB	4	B
		7	4	B	4	B

Presentation Systematics	8	5	SB	5	SB
	9	4	B	4	B
	10	4	B	5	SB
amount		41		46	
Average		4,1	B	4,6	SB
Score Percentage		82%	B	92%	Valid

Having conducted the test, the validity of the program by the experts, subsequently conducted a test practical's implementation of the program by doing a test try limited to one class of Group B at TK Islam BukitTinggi. The results were obtained through questionnaires were distributed to teachers who do practice test program, a questionnaire to the child as well as the observation that the researchers did obtain no obstacles either by a teacher or child in carrying out the program (see table 4).

Table 4. Practical Results of Teacher's Questionnaire

Aspect	Indicator	Item-Number	R1	R2	R3	Average	Symbol
Theory	The <i>Star of the Week</i> learning model makes it easy for teachers to stimulate children's social intelligence	1	5	4	5	4.67	
	The <i>Star of the Week</i> learning model makes it easy for teachers to stimulate children's emotional intelligence	2	4	4	5	4.33	
	The <i>Star of the Week</i> learning model makes it easier for children to build peer relationships	3	5	5	5	5.00	
	The <i>Star of the Week</i> learning model increases children's enthusiasm for the learning process	4	4	5	5	4.67	
	The <i>Star of the Week</i> learning model fosters a positive learning climate	5	4	4	4	4.00	
Presentation	The <i>Star of the Week</i> learning model is easy for teachers to understand	6	4	4	5	4.33	
	The <i>Star of the Week</i> learning model is easy to apply	7	5	5	4	4.67	
	The media and teaching aids needed in the <i>Star of the Week</i> learning model can be obtained easily by the teacher	8	5	5	5	5.00	
	The <i>Star of the Week</i> learning model is easy for children to understand	9	4	4	5	4.33	
	The presentation time is in accordance with the allocation of learning time	10	4	4	4	4.00	
	amount	10	44	44	45	45.00	
	Average					4.5	
	Score Percentage					90%	Very Practical

Table 5 shows the results of the Observations of Teachers on Children in Program Implementation. It appears that a high percentage score explains that this program is suitable for use in early childhood classes.

Table 5. Results of Practical Observations of Teachers on Children in Program Implementation

Aspect	Indicator	Grain	R1	R2	R3	Average	Symbol
Theory	Children's ability in understanding the material presented	1	4	5	5	4.67	
	Children's ability to express positive feelings towards peers	1	4	4	5	4.33	
	The material provided is liked by the child	1	5	4	4	4.33	
	The material provided can motivate positive intrinsic children	1	5	5	4	4.67	
	The material provided can motivate positive extrinsic children	1	4	4	4	4.00	
	Presentation	Media and learning tools are liked by children	1	4	4	4	4.00
Media and learning tools are easy for children to use		1	5	5	5	5.00	
Children enthusiastic about the presentation of the program		1	5	5	4	4.67	
The teacher's explanation of the procedure for implementing the Star of the Week Model can be understood by the child		1	5	4	4	4.33	
Children can express their feelings verbally or in writing		1	4	4	5	4.33	
		amount	10	45	44	46	44.33
	Average					4,43	
	Score Percentage					88.67%	Very Practical

The final stage (see table 6) in the develops process is to see the effectiveness of the program by conducting limited trials. Trial is limited to doing for a few weeks, because the program is the Star of the Week is a treatment sustainable that due to all children. All children will get a turn as the star, the trial is the activities that were carried out one child per week is abbreviated into three children per week, so that from 18 children who exist in a group trial limited everything has to turn in a time of six weeks.

Table 6. Effectiveness Results

Aspect	Indicator	Grain	Average	Symbol
Emotional Social Development	The material provided can stimulate children's ability to appreciate the strengths of themselves and their peers	1	4.22	
		1	4.56	
	The material provided can stimulate children's desire to interact with peers	1	4.44	

Aspect	Indicator	Grain	Average	Symbol
	The activities carried out can minimize negative attitudes / perspectives towards their peers	1	4.72	
	The activities are carried out to foster an attitude of sportsmanship and patiently wait their turn	1	4.17	
	The activities carried out can improve children's ability to adapt to their environment	1	4.22	
	Activities undertaken can stimulate children's intrinsic and extrinsic motivation to behave positively	1	4.56	
	Activities undertaken to foster an attitude / positive outlook on themselves alone and peers	1	4.89	
	Activities carried out can increase the child's sense of care for others	1	4.72	
	Children are able to recognize the emotions of themselves and others	1	4.22	
	Children are able to control and express their own emotions	1	4.39	
	Children can express their feelings	1	4.22	
	The activities carried out can control the child's aggressive behavior	1	4.83	
		1	4.17	
		1	4.39	
		1	4.56	
		amount	80.17	
		Average	4.45	
		Score Percentage	89.08%	Effective

4.1.4 Phase Dissemination

Stage of the latter in the development program is the Star of the Week for the development of social emotional based relationship friend peer is the application program that has been developed and tested on a scale that is large. The dissemination stage was carried out in the same school but carried out in all 6 classes of Group B at the Islamic Excellent Kindergarten, Bukittinggi City, totaling 6 classes. The physical form of the star of the week program in class, can be a poster like in a figure 3. The poster in figure 3 shows that all classmates give awards in the form of stars and short writings with positive comments for children's attitudes in certain weeks.



Figure 3. Poster Star of the Week Program

4.2 Discussion

This research produces a program in which the design or design of the program developed is based on peer relationships and is in accordance with the stages and characteristics of early-childhood social-emotional development. The Researcher idea to develop this program originated from the concern of researchers about the lack of a special activity program for stimulating social-emotional development that specifies activities to improve the social emotional at early childhood.

Social-emotional competence as described as the result is reflected in the ability of children to engage with others and be able to express their feelings. Children who have not / are not stars are seen to be able to express their feelings about the star's personality through expressions of the superiority of a star such as good child stars. Stars love to share. Stars never shout, or stars like to smile. That means this program is in line with research (Lane & Shepley, 2019) which found that preschool children with and / or without special needs can learn to say the words of what they see, and practice social skills by commenting on peers, for example, Wow it's cool. According to Hernández et al., (2020) commenting activities are a form of early stimulation for emotional intelligence through communication.

In addition, the results of this study are also able to answer problems in preliminary research, where in initial observations on several occasions, the researcher found the behavior of children who withdrew from their peer groups. The inability of some children to socialize with their peers is motivated by obstacles in language development. Obstacles like this were also found in the study results (Conti-Ramsden et al., 2019) where one of the inhibiting factors for peer relationship is language interference.

So, through the disclosure of star's positive behavior as written on the Star of the Week poster paper, it is slowly being able to erode the barriers to language development. That means there are other developments that have also emerged in this research, namely the development of literacy. Literacy is generally defined as the ability to read and write and use spoken language (Fajriyah, 2018). The positive stigma that children attach to the star through the expressions written on the Star of the Week poster, is proven to be able to generate a positive sense of pride and self-esteem in children. Children feel proud of themselves, become confident and happy, are able to present themselves as pleasant, adaptable, and of course have positive self-esteem, because it is an individual's evaluation of himself positively or negatively (Santrock, 2012). This evaluation shows how individuals assess themselves and whether or not the abilities and successes they get are recognized. This assessment can be seen from their appreciation for their existence and meaning for what they are.

The Star of the Week program is seen as being able to meet one of the five human needs. Maslow's (1984) thinking emphasizes that every child has the right to meet their needs starting from basic needs, to get a sense of security, to be appreciated, recognized, received with love and affection, to shape their self-confidence, so that their self-actualization will be realized by developing themselves according to their interests and talents. On one occasion, researchers found intrinsic motivation in stars to behave in a positive way with their friends. When there was a small argument between the star and one of his friends, the star suddenly realized that one of his friend's expressions stated that he (star) "doesn't like to be pushy." This empirical fact proves the Morrison's (2012) statement about someone who respects himself will always protect himself from wrong and negative actions.

This research also produces extrinsic motivation in each child to bring up behavior that allows him to be accepted and liked by his peers. When children see a star being valued through their positive behaviors, other children who have not / are not stars are motivated to behave positively as well, with the hope that when they turn to being stars, their other friends will rate them positively as well as they will assess their children positively. Who is currently a star? That means, there is a behavior bias that encourages children to repeat the behavior again. This award-giving strategy is also illustrated in research (Moberly et al., 2014; Wilson & Corpus, 2001) in where early-childhood teachers tend to give rewards to motivate their students.

What needs to be underlined is that in this activity, children are prohibited from expressing negative star behaviors. However, in this case, the researcher has other aims and objectives of developing this program. If the negative behavior of the star is also expressed in this activity, it is feared that it will cause negative emotions will lead to aggressive behavior can lead to violence (Ramani et al., 2010). Negative emotions from frustration and anger can underlie aggression and violence. Another impact of violence can interfere with emotional development, so that children who have emotional disorders are at risk of being rejected by peers (Kim & Cicchetti, 2010).

The positive behavior that is expressed is proven to be indirectly embedded in the child, so that behavior is manifested in the child's daily actions. The positive attitude of other children towards the star also makes the star feel that his friend is good at him, all friends except his existence. Of course, this makes children feel attached to one another. This attachment has a positive effect on the child's social and emotional development. The results show that attachment, and self-esteem has a positive effect on children's ability to socialize. This means that peer motivation is the driving force in which direction a child will determine his actions, and as a selector of good or bad deeds can cause him to be accepted or rejected by his peers.

Early-childhood teachers need to know active and fun learning strategies according to the developmental stages and characteristics of early childhood. This is so that the critical period of children's development can be passed perfectly. McMac and Snyder (2019) in their research also revealed that social-emotional learning proved to have benefits and is considered the best exercise in helping students apply the knowledge, attitudes, and skills needed to understand and manage emotions. The benefits of social-emotional learning for children, they are able to maintain cooperative relationships. Children can make responsible decisions, manage strong emotions, communicate clearly and assertively. Help children effectively solve problems, understand feelings in themselves and others and children have empathy for others.

The results shown in this study, that the materials in the Star of the Week Program show that early-childhood social-emotional competence can be optimized and needs to be strengthened through program integration into the curriculum. Early-childhood educators need to strengthen the design and implementation of their curriculum with a focus on social-emotional learning to support children's socialization processes while narrowing the social status gap (Yang et al., 2019). Children who develop warm and positive relationships with their peers and kindergarten teachers, are more enthusiastic about learning, more positive about coming to school, are more confident, and produce joyful achievements in the classroom.

5 CONCLUSION

The Star of the Week program is a peer-to-peer relationship-based program, which is considered to be an alternative for teachers in efforts to develop socio-emotional competencies in early childhood. The simplicity and ease of application as well as the cost savings in the media provision have been recognized based on the results of their validity, practicality and effectiveness. The Star of the Week program is also able to represent child-centered learning activities and is expected to be a pioneer for observers of early childhood development, to create similar programs that can be applied to early childhood education institutions. The implication of this research is to expect the presence of new products that attract children's interests and are able to develop social emotions for their welfare and success in the future.

6 REFERENCES

- Acar, I. H., Hong, S. Y., & Wu, C. R. (2017). Examining the role of teacher presence and scaffolding in preschoolers' peer interactions. *European Early Childhood Education Research Journal*, 25(6), 866–884. <https://doi.org/10.1080/1350293X.2017.1380884>
- Acar, I. H., Rudasill, K. M., Molfese, V., Torquati, J., & Prokasky, A. (2015). Temperament and preschool children's peer interactions. *Early Education and Development*, 26(4), 479–495. <https://doi.org/10.1080/10409289.2015.1000718>

- 25 Akhri, K., & Wisz, M. S. (2018). *Sustainostic Nusantara : Managing marine plastic debris for sustainable tourism in the New Bali of Indonesia* (4.0). <https://doi.org/https://doi.org/10.7287/peerj.preprints.26747v1> |
- 9 Alwaely, S. A., Yousif, N. B. A., & Mikhaylov, A. (2020). Emotional development in preschoolers and socialization. *Early Child Development and Care*, 0(0), 1–10. <https://doi.org/10.1080/03004430.2020.1717480>
- 15 Asher, S. R., & Parker, J. G. (1989). Significance of Peer Relationship Problems in Childhood. *In Social Competence in Developmental Perspective*, 5–23. https://doi.org/https://doi.org/10.1007/978-94-009-2442-0_1
- 5 Beazidou, E., & Botsoglou, K. (2016). Peer acceptance and friendship in early childhood: the conceptual distinctions between them. *Early Child Development and Care*, 186(10), 1615–1631. <https://doi.org/10.1080/03004430.2015.1117077>
- 26 Blazevic, I. (2016). Family, Peer and School Influence on Children's Social Development. *World Journal of Education*, 6(2), 42–49. <https://doi.org/10.5430/wje.v6n2p42>
- 13 Chung, K. K. H., Lam, C. B., & Liew, J. (2020). Studying Children's Social-Emotional Development in School and at Home through a Cultural Lens. *Early Education and Development*, 31(6), 927–929. <https://doi.org/10.1080/10409289.2020.1782860>
- 3 Coelho, L., Torres, N., Fernandes, C., & Santos, A. J. (2017). Quality of play, social acceptance and reciprocal friendship in preschool children. *European Early Childhood Education Research Journal*, 25(6), 812–823. <https://doi.org/10.1080/1350293X.2017.1380879>
- 34 Conti-Ramsden, G., Mok, P., Durkin, K., Pickles, A., Toseeb, U., & Botting, N. (2019). Do emotional difficulties and peer problems occur together from childhood to adolescence? The case of children with a history of developmental language disorder (DLD). *European Child and Adolescent Psychiatry*, 28(7), 993–1004. <https://doi.org/10.1007/s00787-018-1261-6>
- 1 Di Maggio, R., Zappulla, C., Pace, U., & Izard, C. E. (2017). Adopting the Emotions Course in the Italian Context: A Pilot Study to Test Effects on Social-Emotional Competence in Preschool Children. *Child Indicators Research*, 10(2), 571–590. <https://doi.org/10.1007/s12187-016-9387-x>
- 37 Domitrovich, C. E., Staley, K. C., Durlak, J. A., & Weissberg, R. P. (2017). Social-Emotional Competence : An Essential Factor for Promoting Positive Adjustment and Reducing Risk in School Children Social-Emotional Competence : An Essential Factor for Promoting Positive Adjustment and Reducing Risk in School Children. *Child Development*, 1–9.
- 8 Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- 1 Elias, M. J., & Haynes, N. M. (2008). Social Competence, Social Support, and Academic Achievement in Minority, Low-Income, Urban Elementary School Children. *School Psychology Quarterly*, 23(4), 474–495. <https://doi.org/10.1037/1045-3830.23.4.474>
- 4 Fajriyah, L. (2018). Pengembangan Literasi Emergen Pada Anak Usia Dini. *Proceedings of the ICECRS*, 165–172. <https://doi.org/https://doi.org/10.21070/picecrs.v1i3.1394>
- 18 Forrest, C. L., Gibson, J. L., Halligan, S. L., & St Clair, M. C. (2018). A longitudinal analysis of early language difficulty and peer problems on later emotional difficulties in adolescence: Evidence from the Millennium Cohort Study. *Autism & Developmental Language Impairments*, 3, 239694151879539. <https://doi.org/10.1177/2396941518795392>
- 27 Hartup, W. W. (1992). *Peer Relations in Early and Middle Childhood*. https://doi.org/https://doi.org/10.1007/978-1-4899-0694-6_11

- Hernández, Y. C. U., Núñez, E. F. D., Inga-Arias, M., & Lozada, O. R. (2020). Early stimulation and emotional intelligence and its incidence in communication learning at the initial level. *International Journal of Early Childhood Special Education*, 12(1), 433–441. <https://doi.org/10.9756/INT-JECSE/V12I1.201023>
- 4 Khoiruddin, M. A. (2018). Perkembangan Anak Ditinjau dari Kemampuan Sosial Emosional. *Jurnal Pemikiran Keislaman*, 29(2), 425–438. <https://doi.org/https://doi.org/10.33367/tribakti.v29i2.624>
- 17 Kim, J., & Cicchetti, D. (2010). Longitudinal pathways linking child maltreatment, emotion regulation. *J Child Psychol Psychiatry*, 51(6), 706–716. <https://doi.org/10.1111/j.1469-7610.2009.02202.x> Longitudinal
- Kompri. (2016). *Motivasi Pembelajaran Perspektif Guru dan Siswa*. PT Remaja Rosdakarya.
- 35 Krauthamer Ewing, E. S., Herres, J., Dilks, K. E., Rahim, F., & Trentacosta, C. J. (2019). Understanding of Emotions and Empathy: Predictors of Positive Parenting with Preschoolers in Economically Stressed Families. *Journal of Child and Family Studies*, 28(5), 1346–1358. <https://doi.org/10.1007/s10826-018-01303-6>
- 16 Lane, J. D., & Shepley, C. (2019). Research to Practice: Promoting Academic and Social Behaviors in a Small Group. *Journal of Early Intervention*, 41(4), 279–282. <https://doi.org/10.1177/1053815116643833>
- 33 Lojk, M., & Adolfsson, M. (2017). *Promoting peer interactions of preschool children with behavior problems A Systematic Literature Review*.
- 19 Magdalena, S. M. (2013). Social and emotional competence - predictors of school adjustment. *Procedia - Social and Behavioral Sciences*, 76, 29–33. <https://doi.org/10.1016/j.sbspro.2013.04.068>
- Maslow, A. (1984). *Motivasi dan Kepribadian: Teori Motivasi dengan Ancangar Hirarki Kebutuhan Manusia*. Gramedia Pustaka Utama.
- 4 Mayar, F. (2013). Perkembangan Sosial Anak Usia Dini Sebagai Bibit Untuk Masa Depan Bangsa. *AL-Ta Lim*, 20(3), 459–464. <https://doi.org/https://doi.org/10.15548/jt.v20i3.43>
- 20 McCormac, M. E., & Snyder, S. (2019). Districtwide Initiative to Improve Tier 1 With Evidence-Based Classroom Lessons. *Professional School Counseling*, 22(1b), 2156759X1983443. <https://doi.org/10.1177/2156759x19834438>
- Moberly, D. A., Waddle, J. L., & Duff, R. E. (2014). Journal of Early Childhood Teacher Education The use of rewards and punishment in early childhood classrooms The use of rewards and punishment in early childhood classrooms. *Journal of Early Childhood Teacher Education*, 37–41. <https://doi.org/10.1080/1090102050250410>
- 8 Moore, J. E., Cooper, B. R., Domitrovich, C. E., Morgan, N. R., Cleveland, M. J., Shah, H., Jacobson, L., & Greenberg, M. T. (2015). The effects of exposure to an enhanced preschool program on the social-emotional functioning of at-risk children. *Early Childhood Research Quarterly*, 32, 127–138. <https://doi.org/10.1016/j.ecresq.2015.03.004>
- 39 Morris, A. S., & Williamson, A. C. (2019). Building early social and emotional relationships with infants and toddlers: Integrating research and practice. *Building Early Social and Emotional Relationships with Infants and Toddlers: Integrating Research and Practice*, 1–351. <https://doi.org/10.1007/978-3-030-03110-7>
- 4 Morrison, G. S. (2012). *Dasar-dasar Pendidikan Anak Usia Dini (PAUD)*. Indeks.
- 32 Nix, R. L., Bierman, K. L., Domitrovich, C. E., & Gill, S. (2013). Promoting Children's Social-Emotional Skills in Preschool Can Enhance Academic and Behavioral Functioning in Kindergarten: Findings from Head Start REDL. *Early Educ Dev*, 24(7), 1–7. <https://doi.org/10.1080/10409289.2013.825565> Promoting

- 29
Nurmalitasari, F. (2015). Perkembangan Sosial Emosi pada Anak Usia Prasekolah. *Buletin Psikologi*, 23(2), 103. <https://doi.org/https://doi.org/10.22146/bpsi.10567>
- Ramani, G. B., Brownell, C. A., & Campbell, S. B. (2010). Positive and negative peer interaction in 3- and 4-year-olds in relation to regulation and dysregulation. In *Journal of Genetic Psychology* (Vol. 171, Issue 3). <https://doi.org/10.1080/00221320903300353>
- Santrock, J. W. (2012). *Perkembangan Masa Hidup*. Erlangga.
- 11
Shearer, R. J. B., Domínguez, X., Ell, E. R., Rouse, H. L., & Fantuzzo, J. W. (2010). Relation Between Behavioral Disorders Problems in Classroom Social and Learning Situations and Peer Social Competence in Head Start and kindergarten. *Journal of Emotional and Behavioral Disorders*, 18(4), 195–210. <https://doi.org/https://doi.org/10.1177/1063426609351172>
- 14
Uslu, F., & Gizir, S. (2017). School belonging of adolescents: The role of teacher–student relationships, peer relationships and family involvement. *Kuram ve Uygulamada Egitim Bilimleri*, 17(1), 63–82. <https://doi.org/10.12738/estp.2017.1.0104>
- 1
Wang, C., Hatzigianni, M., Shahaean, A., Murray, E., & Harrison, L. J. (2016). The combined effects of teacher-child and peer relationships on children’s social-emotional adjustment. *Journal of School Psychology*, 59, 1–11. <https://doi.org/10.1016/j.jsp.2016.09.003>
- 5
Wang, Y., Palonen, T., Hurme, T. R., & Kinos, J. (2019). Do you want to play with me today? Friendship stability among preschool children. *European Early Childhood Education Research Journal*, 27(2), 170–184. <https://doi.org/10.1080/1350293X.2019.1579545>
- 36
Watanabe, N., Denham, S. A., Jones, N. M., Kobayashi, T., Bassett, H. H., & Ferrier, D. E. (2019). Working Toward Cross-Cultural Adaptation: Preliminary Psychometric Evaluation of the Affect Knowledge Test in Japanese Preschoolers. *SAGE Open*, 9(2), 2–4. <https://doi.org/10.1177/2158244019846688>
- 38
Westrupp, E. M., Reilly, S., McKean, C., Law, J., Mensah, F., & Nicholson, J. M. (2020). Vocabulary Development and Trajectories of Behavioral and Emotional Difficulties Via Academic Ability and Peer Problems. *Child Development*, 91(2), e365–e382. <https://doi.org/10.1111/cdev.13219>
- 21
Wilson, L. M., & Corpus, D. A. (2001). The Effects of Reward Systems on Academic Performance. *Middle School Journal*, 33(1), 56–60. <https://doi.org/10.1080/00940771.2001.11495578>
- 30
Yang, W., Datu, J. A. D., Lin, X., Lau, M. M., & Li, H. (2019). Can Early Childhood Curriculum Enhance Social-Emotional Competence in Low-Income Children? A Meta-Analysis of the Educational Effects. *Early Education and Development*, 30(1), 36–59. <https://doi.org/10.1080/10409289.2018.1539557>

Paper 3

ORIGINALITY REPORT

20%
SIMILARITY INDEX

%
INTERNET SOURCES

%
PUBLICATIONS

20%
STUDENT PAPERS

PRIMARY SOURCES

1 Submitted to The University of Manchester
Student Paper **2%**

2 Submitted to Portobello Institute
Student Paper **1%**

3 Submitted to Chester College of Higher
Education
Student Paper **1%**

4 Submitted to Universitas Pendidikan
Indonesia
Student Paper **1%**

5 Submitted to Macquarie University
Student Paper **1%**

6 Submitted to Universitas Lancang Kuning
Student Paper **1%**

7 Submitted to Universitas Negeri Jakarta
Student Paper **1%**

8 Submitted to University of Wollongong
Student Paper **1%**

9 Submitted to University of Derby

Student Paper

1 %

10

Submitted to Syiah Kuala University

Student Paper

1 %

11

Submitted to Florida State University

Student Paper

1 %

12

Submitted to Charles Sturt University

Student Paper

1 %

13

Submitted to Nottingham Trent University

Student Paper

1 %

14

Submitted to University of Southampton

Student Paper

<1 %

15

Submitted to City University of Hong Kong

Student Paper

<1 %

16

Submitted to Kennesaw State University

Student Paper

<1 %

17

Submitted to University College London

Student Paper

<1 %

18

Submitted to University of Bath

Student Paper

<1 %

19

Submitted to University Of Tasmania

Student Paper

<1 %

20

Submitted to Liberty University

Student Paper

<1 %

21	Submitted to University of Reading Student Paper	<1 %
22	Submitted to CSU, San Jose State University Student Paper	<1 %
23	Submitted to Vanguard University Student Paper	<1 %
24	Submitted to Laureate Higher Education Group Student Paper	<1 %
25	Submitted to University of Huddersfield Student Paper	<1 %
26	Submitted to Hong Kong Baptist University Student Paper	<1 %
27	Submitted to Loughborough University Student Paper	<1 %
28	Submitted to Georgia State University Student Paper	<1 %
29	Submitted to Universitas Negeri Padang Student Paper	<1 %
30	Submitted to University of Cambridge Student Paper	<1 %
31	Submitted to Higher Ed Holdings Student Paper	<1 %
32	Submitted to Northcentral	

Student Paper

<1 %

33

Submitted to The Hong Kong Polytechnic University

Student Paper

<1 %

34

Submitted to Loma Linda University

Student Paper

<1 %

35

Submitted to Monash University

Student Paper

<1 %

36

Submitted to Neapolis University Pafos

Student Paper

<1 %

37

Submitted to Queensland University of Technology

Student Paper

<1 %

38

Submitted to Texas Christian University

Student Paper

<1 %

39

Submitted to University of Dundee

Student Paper

<1 %

40

Submitted to Flagler College

Student Paper

<1 %

41

Submitted to Griffith University

Student Paper

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography Off