

EMOTION DEVELOPMENT STIMULATION METHOD IN CHILDREN 5-7 YEARS OLD

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Abstract: The age of 5-7 years is the golden age, where all aspects of child development are in a period of rapid growth. Development stimulation at that phase is very appropriate to do. Five to seven years old is a transition from early age to childhood, emotional development of children enters a critical period where the child has recognized the emotions that exist in him but has not been able to manage it properly. Emotion is an important aspect for children to defend themselves in life. One important factor in stimulating children's emotions is the teacher. How teachers' perceptions and understanding of children's emotional development and stimulation are sufficiently influential on the child's ability to recognize and manage his emotions. The purpose of this study was to find out how teachers understand and how to stimulate children's emotions 5-7 years in school. Subjects in this study were early childhood teachers and lower class elementary school teachers totaling 25 people. Data collection uses interviews and open questions. Data were analyzed using a qualitative approach. The results showed that the teacher's understanding of children's emotional development was good, but the provision of stimulation of emotional development in children was not precise. Stimulation by the teacher still depends on the teacher's own perception and understanding which has not yet in accordance with the concept of children development.

Keywords: teacher understanding, stimulation, emotion development, 5-7 years old children

INTRODUCTION

Emotions are feelings that are physiologically and psychologically owned by children and are used to respond to events that occur around them. Emotions for children are important, because emotions can help children focus their attention, and emotions provide power to the body and organize thought to be adjusted to needs (Goleman, Izard and Ackerman, Le Doux in Hansen & Zambo, 2007)

Emotional development of children aged five and under to childhood can be seen from the behavior that is more open to their social environment, it causes emotions so closely related to children's social development. Emotion and social are a series of processes for children to acquire knowledge, attitudes and skills to recognize and manage their emotions, establish and achieve positive goals, show concern and empathy for others, build and maintain positive relationships, make decisions, responsible, and effective interpersonal care of situations. (Payton, Weissberg, RP, Durlak, Dymnicki, Taylor, Schellinger & Pachan, M., 2008 in Lisa, K, 2015)).

In connection with the term moving and creating movements, Santrock (2013) views from psychology perspective as the correlation between feelings and physical movements of individuals is an expression of feelings in an individual so that it is

reflected in spontaneous behaviors or physical movements. Thus, the meaning of the term emotion is an expression of physical movement that reflects the individual's feelings (Mashar, 2011).

With regard to emotions, it is the same as talking about feelings. Individual feelings changes every second. Some experts say that there are two types of emotions that tend to appear in individuals, namely: positive emotions and negative emotions. Positive emotions, including patience, funny, cheerful, happy, pleased, like, love, affectionate, and many more. While negative emotions include impatience, anger, suspicion, anxiety, jealousy, fear, sadness, hate, and so on. The feeling of each individual is formed on the basis of things originating from within and outside of the individual himself and gives an implicit influence in accordance with the readiness of acceptance from within the individual himself.

Santrock (2007) suggests that emotions are influenced by biological factors and past experience. This means that someone can show angry, happy, pleased and other behaviors because of the experience they have experienced. For example when a child feels frightened when he hears lightning, he may feel reminded of the experience when he was shocked to hear and see lightning. So that he will show alert behavior when he hears lightning, he is scared that the same situation and condition will happen again

The emotional development of a child is strongly influenced by the environment, one of important factors to be developed by the school and the teacher. Education at the age of transition between the age of toddlers to childhood is an important period to be given stimulation of emotional development. According to Mashar (2011), citing the opinion of Foot et al said that children who experience obstacles or developmental problems will not develop optimally. The occurrence of problems in emotional development in early childhood is influenced by the role of the teacher in stimulating.

Children do not develop automatically, but are influenced by the way the environment treats them. When children enter the school environment such as kindergartens and formal schools in low grade elementary schools, chances and opportunities for interaction are increasingly widespread. The stimulation provided by the teacher includes influential ones. The way the teacher gives stimulation to the child is dependent on the teacher's understanding of the meaning of stimulation and understanding of the child. Being a good teacher means he or she must be willing and able to recognize who their students are. Introduction to children is important, because every child is unique (Pearsons & Sardo, 2006). But the reality shows that in general teachers ignore the uniqueness of children.

The quality and quantity of care for early childhood according to Mönks, Knoers, and Haditono (2004) relates to the provision of stimulation. Provision of stimulation must be in accordance with the needs of children, children who get excessive or lack of stimulation, will cause children to experience developmental problems. Developmental problems can occur because the stimulator does not understand the progress of development. Developmental achievements in the development of early school-age children are critical. It means that the provision of stimulation is based on knowledge

of typical child development or related to the uniqueness of children, no longer based on the point of interest of parents or teachers.

Therefore, how the teacher's understanding of emotional stimulation and aspects of children's emotional development is an important thing to study. The purpose of this study was to determine the teacher's understanding of the method of providing stimulation for emotional development of children aged 5-7 years.

The research questions are as follows;

1. How is the teacher's understanding of the emotional development of children aged 5-7 years?
2. How is the teacher's understanding of emotional stimulation?
3. How is the form of emotional stimulation by the teacher?

APPROACH & RESEARCH METHOD

The subjects of this study were 10 kindergarten teachers and 15 elementary school teachers so that the total was 25 teachers. Teachers who are the subject of research are 7 males and 18 females, with varied educational backgrounds. There are teachers whose educational background is SPG (equal to senior high education with specialization in education and teaching), D2 and Bachelor (undergraduate). The teaching experience of each teacher is quite varied, with at least five years of teaching experience and a maximum of 25 years. The research subjects were teachers from two kindergartens and two elementary schools located in the Surakarta area, they all taught classes, which in each class consisted of 15 children up to 35 children.

RESULTS AND DISCUSSION

Based on the information provided by the research subject through interviews and self reports (the contents of the questionnaire are open), the following results were obtained:

1. The teacher's understanding of emotional stimulation in children aged 5-7 years is good. Research subjects said they understood about stimulation and stimulation in providing stimulation at school, delivered in curriculum objectives by making preparations for teaching and learning activities as outlined in the weekly learning plan (RPM) and daily learning plan implementation (RKPH) for kindergarten and daily activities for Elementary School, as well as preparing teaching aids that will be used on that day, preparing evaluation for children.
2. Teacher's understanding of emotional development of children aged 5-7 years.

The teacher understands emotional development as well as other aspects of development, but they do not understand that there is uniqueness and variation in the emotional development of children aged 5-7 years. The teacher still thinks that if there is something different in the emotional expression of students, the child experiences emotional problems. The teacher is quite able to recognize each child in his class, the average teacher takes between 4-6 weeks to find out one by one the

character of their students. But teachers better recognize the ability of students on cognitive abilities alone.

The data obtained also shows that the child is recognized as a child who has a problem if the child does not show behavior or performance as other children in completing their tasks. This condition can be affected because the teacher's educational background varies. A person's understanding of a person's characteristics and development is influenced by their educational and cultural background. Understanding of the uniqueness of children is seen only on differences in cognitive abilities.

3. Teacher's efforts to stimulate children's emotional development

The data obtained shows that there is no specific and specific form of teacher stimulation for child development, the teachers adjust from the existing curriculum. emotional development stimulation activities are given together with classroom learning. Activities that are often carried out are drawing, story telling as a means to express children's thoughts and feelings, but are not followed up to stimulate emotional development. From the research it was also known that many teachers used game media in the form of blocks, picture books, and listening to songs. the selection of using the media for teachers reasoned in order to improve language skills and skills for writing and reading. The reason stated by the teacher, is a form of developing children's abilities more on the ability of academic achievement or cognitive ability alone.

The above conditions show that teacher stimulation in developing children's emotional development is inadequate. The teacher has not understood and correctly applied stimulation of emotional development based on the level of achievement of a child's development. The teacher also does not involve existing learning activities to explore his emotional development. Hsu (2008) said the involvement of children in providing emotional stimulation was inadequate. Even though children learn from the environment not only follow the teacher's instructions, but are more based on the experiences they encounter in their daily lives.

CONCLUSION

Based on this research, the teacher's understanding of stimulation of emotional development of children aged 5-7 years is still inadequate so that the form of stimulation in children is less appropriate. The form of stimulation by the teacher is more oriented to cognitive abilities alone. Mastery of teachers in providing stimulation of emotional development is not yet in accordance with the level of achievement of child development.

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