International Conference on Teaching and Learning Proceeding
Faculty of Education and Teacher Training – Universitas Terbuka
UTCC, South Tangerang, Banten, May 15th 2025
Vol. 1, No. 1, pg. 107 – 117
ISSN: 3046-594X

INCREASING EARLY CHILDHOOD RESILIENCE NN SOCIAL CHANGE BY INSTILLING SOCIAL-EMOTIONAL SKILLS

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Abstract: This study aims to increase early childhood resilience in social change by instilling social-emotional skills. The method used is classroom action research conducted on 15 early childhood children at a kindergarten in Samarinda City. This research was conducted in two cycles, wherein in each cycle, three meetings were held for one hour each. Data was collected through observation and interviews with teachers and parents. The results showed that children showed increased resilience and ability to cope with social change after being given social-emotional skills training. Indicators of growing resilience observed include controlling emotions, solving problems, and communicating well. Teachers and parents also reported that children improved their social interaction with peers and family. It can be concluded that providing social-emotional skills training can increase early childhood resilience amid social change. This training can be carried out through a play approach and fun activities so that children can easily practice social-emotional skills in everyday life. Therefore, it is recommended that educators and parents pay more attention to developing children's social-emotional skills from an early age to increase their resilience in facing social changes in the future.

Keywords: *social-emotional skills; resilience; early childhood*

Accepted: 30 April 2025 Approved: 15 May 2025 Published: 01 June 2025

INTRODUCTION

This early age is also known as the critical *period*. During this period, the maturity of the child's physical and psychological functions are ready to respond to stimulation from the surrounding environment (Musringati, 2017). Therefore, to ensure that children's growth and development run optimally, all children's growth and development needs must be met properly. The needs for growth and development include adequate nutritional intake, the provision of appropriate stimulation and interventions, and a supportive environment (Tanto, 2021). If one or more of these needs are not met, it can cause disruption or less than optimal growth and development of children. For example, a child who is well cared for and stimulated but does not get enough nutritional intake, then the child's growth and development hampered (Anwar & Ahmad, 2016). This *golden age*

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period has a very large influence on the next stage of growth and development in children (Febiharsa & Djuniadi, 2018).

Resilience or resilience in life is a skill that is important to develop in early childhood. Educators can help children develop the ability to overcome challenges and learn from difficult experiences. In facing all conditions and environments, children need to be empowered with understanding and skills that encourage resilience in life so that they can grow and develop well. According to previous research, resilience is a separate problem in fostering resilience character in early childhood, both at school and at home. Early childhood learning activities still influence and dominate the planning and implementation by teachers in kindergarten/PAUD institutions, as seen in coloring/drawing activities with colored pencils/crayons, reaching only 20.90% of the completeness value. The phenomenon occurs because students who feel tired quickly are used to being helped and are reluctant to complete it. This shows that many educators in kindergarten/PAUD institutions still have not been able to design appropriate learning activities to stimulate early childhood learning. If this condition is left without serious attention, as a result, students' performance in simple activities, such as coloring/drawing, which should be done by students in a fun way, can cause stress on students.

Children's social-emotional development includes two important aspects, namely social competence (the ability of children to adapt to their environment effectively) and social responsibility (children's commitment to their tasks, communicating with their environment (Mansur, 2014). In this modern era, rapid and complex social change has presented significant challenges for early childhood. Therefore, developing resilience in early childhood is important to face and adapt to social change well. Each child's response to certain events, occurrences, and treatments of the environment varies greatly, and this is greatly influenced by the problem-solving skills they have learned. These differences create a picture of the child's socio-emotional state, whether they show excitement, habitual reactions, or even try to escape out of fear when faced with challenges from their environment. One of the things that greatly affects a child's process in responding to certain events and expressing them through facial expressions, body movements, and words is the intent of early childhood social-emotional development (Arif, 2021).

A child's resilience is a child who is resilient in the face of vulnerability. Resilience is the ability to defend oneself from stress. Resilience is part of positive psychology (Yuhenita, 2021). This is also in line with the thinking of Brooks and Goldstein in Hamid Patilima, who stated that children's resilience is a process leading to certain qualities and/or ways of seeing themselves and the world in the face of challenges and pressures (Arif, 2021).

According to Santrock, a child's courage characteristics come from three main sources: the individual, the nuclear family, and factors outside the family. In terms of individuals, children's courage develops in children who show traits such as superior intellectual ability, attractive personality, ability to socialize easily, high levels of self-confidence, strong self-esteem, talents, and strong beliefs (Hamid, 2015). Self-resilience that comes from within the individual child is a very important capital so that children can be resilient. To bring about resilience in children, of course, the right stimulus is needed so that it can be responded to in the form of various early childhood social-emotional development abilities.

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A child's resilience that is built from himself can be realized in habituation and interaction with the environment outside of himself or in his family. This factor also has a great influence on children because children spend their days with their peers while at school. This is in line with John Locke's empiricist theory, which states that the source of all knowledge must be sought in experience, the view that all ideas are abstractions formed by combining what is experienced, that sensory experience is the only source of knowledge, and not reason (Uyoh Sadullah, 2003). The view of this theory implies that the environment around the child has a significant influence on shaping the social-emotional development of the child. The more suitable the environment is with the needs of children's development, the greater the impact on children, as well as children's resilience.

Schoon also supports a similar idea to Santrock, namely that children who have resilience are those who can adapt to their environment. The environment affects the development of children through various levels of complex interactions that occur around them. This interaction involves the relationship between home, neighbors, and school in the child's daily life for a long period. The child's interaction with this environment, which serves as the center, is the driver of children's development, surrounded by an interaction system (Schoon, 2006).

The role of teachers in developing children's resilience through the educational process is a comprehensive package offered by the world of education to stimulate all aspects of children's potential, including cognitive potential, psychomotor potential, and affective potential. Through educational experiences in these three domains, children can more easily express their ability to control emotions, overcome problems, and communicate effectively. The ability of children to develop resilience is very important, as it is a source of strength that allows them to survive in various life situations. Resilience is an approach that helps children to be ready to face vulnerabilities and challenges, as well as to avoid setbacks, so that they can achieve success in various aspects of life in the future (Hamid, 2013).

The project learning method is one of the teaching methods by provides opportunities for students to solve problems in daily life either individually or individually or in groups. Previously, there was a study that examined studies on children's resilience in orphanages, but the children who were the object of the research and the subjects were 7-10 years old. (Amelia & Aisya, 2021). This research is more focused on early childhood in the age range of 5-6 years, for the readiness of children for the next level of education. Focusing on the learning process with the project-based learning method is one way to provide learning experiences to children by confronting children with daily problems that must be solved in groups, and children are also able to communicate well in expressing their ideas so that children will indirectly be able to control their emotions in project-based learning activities.

The purpose of the research is to provide the right alternatives and solutions for educators in kindergarten/early childhood institutions to be able to change learning steps/strategies to increase early childhood resilience by instilling social-emotional skills. The main problem that will be reviewed in this article is how to increase resilience in early childhood through daily and weekly learning implementation plans by referring to indicators of increased resilience observed through indicators of the ability to control emotions, solve problems, and communicate well. Thus, education does not only carry

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out one domain, namely the cognitive domain, related to the task of educators who have an important role in the world of education in producing resilient children.

METHOD

The research method used in this study is Class Action Research (PTK). Classroom Action Research is a scrutiny of learning activities in the form of an action that is deliberately raised and occurs in a classroom at the same time (Arikunto et al., 2009). This research was carried out in two cycles, where in each cycle, three meetings were held with a duration of one hour per meeting. Data was collected through observation and interviews with teachers and parents.

In this study, the researcher acted as a participant observer because in addition to conducting research, the researcher also taught. In this collaborative research, the researcher and the classroom teacher jointly determine activity planning, carry out joint improvement activities, and evaluate and determine reflection. As for the consideration of using classroom action research, first, classroom action research is a method and bridge between theory and practice, or in other words, the contribution of research to the problems faced by using the theories it has. Second, classroom action research can examine mistakes in a practical, situational and kontekstual, and aims to determine the right actions to solve the problems faced. In general, this method is more towards problem-solving and improvement. The participants in this study were the children of the B-2 group of Tunas Rimba 1 Samarinda Kindergarten, which amounted to 15 children, consisting of ten boys and 5 girls. With an age range of five to six years. However, this activity was only attended by 12 children. Because the other 3 children rarely go to school. The data analysis technique in this study uses qualitative data analysis. The opinion expressed by Hopkins (in Wiraatmadja, 2010).

Data processing and analysis in class action research is carried out continuously throughout the research from beginning to end, starting from the initial orientation or observation stage to the end stage of the entire action program by the main characteristics of the problem and the purpose of the research, then it is stated in a descriptive form. Data collection during the process of implementing actions in the form of observation notes, test results, questionnaires, interviews, or other data collection methods relevant to the problem being studied. The data that has been collected is analyzed by quantitative descriptive. This data analysis is used to determine the results obtained based on scoring techniques to evaluate the effectiveness of the actions that have been carried out, and perform a simple analysis.

The purpose of data analysis is to assess the extent to which this class action research is successful, it is necessary to identify the scores that have been obtained. In this study, the formula used to calculate the percentage (Sugiyono, 2017) is as follows:

$$P = \frac{F}{N} \times 1000$$

Figure 1. Presentation Formula

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Information:
F = The frequency with which the presentation is sought
N = Number of cases
P = Percentage number

After collecting complete data, the researcher then tries to compile and group the data and select the data obtained in the research, with this category interpreted in four levels presented in the following intervals:

Table 1. Success Criteria Achieved

Creterie	Category Score	Score
Appears	BSB	7-9
Sometimes Appears	BSH	5-6
Not Yet Appearing	BB	3-4

Information:
Maximum value : 3 x 3 = 9
Minimum grade : 3 x 1 = 3

RESULT AND DISCUSSION

This research has been carried out in the class of Group B 2 of Tunas Rimba 1 Kindergarten Samarinda, which is a class that is given social-emotional skills treatment or actions that refer to indicators of the ability to control emotions, solve problems, and communicate well. The results of the study consisted of pre-action data or before being given resilience ability, the results of the first cycle of data, and the results of the second cycle of data. The results of the pre-action of social emotional skills for the children of the B2 group of Tunas Rimba 1 Kindergarten are as follows:

Table 2. Children's Resilience Ability in Preaction

Indicator	Criterion			%	Total
	BSB	BSH	BB		
Ability to control emotions	4	3	5	58.3	
Troubleshoot	5	4	3	75	
Communicate well	4	2	6	50	
Precycle Percentage					61

Based on the results of the data on children's resilience ability during pre-action contained in table 1, it is known that there are 4 children or 33% who have social-emotional skills that have emerged in the sense of developing very well (BSB), then 3 children or 25% whose resilience skills are included in the criteria sometimes appear with the category of developing according to expectations (BSH) and there are 5 children or 42% whose resilience skills have not yet appeared.

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After obtaining the data, the researcher then proceeded to provide treatment or cycle flow, namely cycle I. In cycle I, the researcher designed social-emotional development activities to be carried out, starting from compiling daily activity plans, preparing media and activity materials, and setting the place of activity. Each meeting includes three main steps, which are opening, core, and closing. After completing the first cycle with three meetings, the authors have summarized the data results as follows:

Table 3. Recapitulation of Children's Resilience Ability in Cycle I

Indicator	Criterion			%	Total
	BSB	BSH	BB		
Ability to control emotions	6	4	2	83.3	
Troubleshoot	5	6	1	91.6	
Communicate well	5	3	4	66.6	
Percentage					80.5

In Table 3, there is an increase in children's resilience skills after being given play activities, following the indicators of social-emotional development for resilience skills. However, the increase has not met the achievement standards set by the researchers, thus, it will be continued in cycle II. Before continuing in cycle II, the researcher conducted several reflections or evaluations in cycle I. Several things need to be improved, especially from the media and learning materials, and the author's steadiness in controlling the class. Cycle II will be replicated similarly to Cycle I, which includes three meetings. After conducting the children's resilience activity three times, the researcher summarized the results of the data from the 1st to the 3rd meeting and obtained the following:

Table 4. Recapitulation of Children's Resilient Abilities in Cycle II

Indicator	Criterion			%	Total
	BSB	BSH	BB		
Ability to control emotions	11	1	0	100	
Troubleshoot	10	2	0	100	
Communicate well	10	1	1	91.6	
Percentage					94.44

Table 5. Comparison of Children's Resilience Abilities in Pre-Action, Cycles I and II

Indicator	Pre-Actions		Cycle I		Cycle II	
	F	Percentage	F	Percentage	F	Percentage
Ability to control emotions	7	58.3 %	10	83.1%	12	100 %
Troubleshoot	9	75%	11	91.6%	12	100%
Communicate well	6	50%	8	66.6%	11	91.6%
Total		61 %		80.5 %		94.44 %

A visualization of the results of the study can be seen in the following graphic:

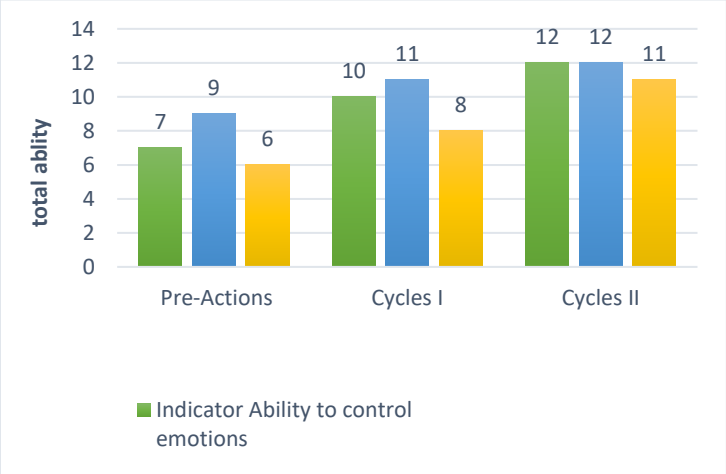

Figure 2. Development of Children's Resilience Skills

Table 5 and Figure 2 above show that the child's resilience skills ability starts with pre-action activities, then continues in cycle 1 and then continues activities in cycle 2, it can be seen that the achievements of the child resilience skill indicators have emerged and the expected targets, which are measured through indicators of children's ability to control emotions, solve problems and communicate well.

Overall children's assessment ability before action or precycle was obtained as a result of 4 children or 33% of all children who appeared (BSB), 3 children or 25% of all children who had the criteria for inter-emergence (BSH) and 5 children or 42% of all children who had criteria for not appearing (BB). On the ability of children to control emotions, data were obtained on 5 children or 42% of the number of children who had criteria that had appeared (BSB), 4 children or 33% of children who had criteria that sometimes appeared (BSH) and 3 children or 25% of children who had criteria that had not yet appeared (BB). For the ability of children to solve problems, data were obtained on 4 children or 33% of children who met the criteria that had appeared (BSB), 2 children or 17% of children who had criteria that sometimes appeared (BSH), and 6 children or 50% of children who met the criteria had not appeared. On the ability of children to communicate well, data were obtained on 2 children or 17% of the total number of children who met the criteria that had appeared (BSB), 4 children or 33% of all the number of children who had criteria that sometimes appeared (BSH), and 6 children or 50% of all the number of children who met the criteria that had not appeared (BB).

In the first cycle of actions, there has been an increase, but it has not met the set success target. In the implementation of the first cycle, many obstacles trigger the implementation of actions to be less than optimal, so that the expected increase does not occur. The results of the data obtained during the implementation of the first cycle of actions on improving the ability to reciprocate with social and emotional skills as a whole there were 6 children or 50% of the number of children who met the criteria that had emerged or developed very well (BSB), 4 children or 33% of the number of children who

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had criteria sometimes appeared or developed as expected (BSH) and 2 children or 17% of the number of children who entered the criteria had not appeared or developed (BB). In cycle I for the category of children's ability to control emotions, data were obtained on 5 children or 42% of children who met the criteria that had emerged or developed very well (BSB), 6 children or 50% of children who had criteria that sometimes appeared or developed as expected (BSH) and 1 child or 8% who entered the criteria that had not appeared or developed (BB).

In the category of problem-solving children, 4 children or 33% of children who met the criteria appeared or developed very well (BSB), 2 children or 17% of children who had the criteria sometimes appeared or developed as expected (BSH). And 6 children, or 50% of children, who are still not emerging or have not developed (BB). For the category of children who can communicate well, 5 children or 42% of children who meet the criteria have appeared to develop very well (BSB), 3 children or 25% of children who have criteria sometimes appear or develop as expected (BSH) and 4 children or 33% of children who meet the criteria have not developed (BB). The implementation of the first cycle of actions shows that the results obtained are not much different from the results of the data during the pre-action.

Improving children's resilience through social-emotional skills after the implementation of the first cycle of actions has increased, but has not met the target success indicators that have been set. With the improvement of children's resilience skills through social-emotional skills that have not met the success target, it is necessary to improve actions in cycle II, namely the researcher makes a clear and mutually agreed plan before the activity is carried out on the child, the researcher uses instructions with simple sentences or language so that it can be understood by the child, the setting where the child's teaching and learning process is used is changed in appearance where during the implementation of the first cycle of actions, the researcher made or drew his own, but during the second cycle, the researcher used more attractive images, the results of searches on the internet with a slide display (audio visual) and finally the author arranged the position of the children, namely a circle (circular). In addition, the author also motivates all children and gives gifts or rewards as appreciation for their efforts in carrying out activities according to the rules.

After improvement and reflection, in cycle II, there were significant results; there was an increase in resilience through social-emotional skills, according to the success indicators that have been set. The results of the overall children's resilience ability obtained after carrying out cycle II are that all children whose resilience ability has emerged with the criteria of very good development (BSB), with a total score of 102 and can be categorized with 94%. The results that have been obtained show that improving resilience through the social-emotional skills method has been successful because the success percentage reaches 94% of the predetermined success target of 80%. The data results for each category of children's social-emotional abilities were for the child's ability

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to control emotions such as waiting for their turn, data was obtained on 11 children or 92% of the number of children who met the criteria had appeared or developed very well (BSB), 1 child or 8% of the number of children who had criteria sometimes appeared or developed as expected (BSH), and 0% or no children who had not appeared or the criteria had not developed (BB). Children with the problem-solving category obtained 10 children or 83% of the number of children who met the criteria have emerged or developed very well (BSB), 2 children or 17% of the number of children who sometimes appear or develop as expected (BSH) and 0% or no children who have not appeared or developed (BB).

The category of children who can communicate well is obtained 10 children or 83% of the number of children who meet the criteria have emerged or developed very well (BSB), 1 child or 8% of the number of children sometimes appear or develop as expected (BSH) and 1 child or 8% of the number of children who have not yet emerged or developed (BB). It can be seen that each indicator of social-emotional skills to improve children's resilience ability increased with an achievement of 80%. So, with the implementation of social-emotional skills to improve children's resilience skills at Tunas Rimba 1 Kindergarten in Samarinda City through two cycles, it has been successfully carried out and shows results that are under the goals of achieving child development and learning for classroom teachers.

Table 6. Total Score of Pre-Action Children's Resiliency Ability, Cycle I and Cycle II

Information	Pre-Actions	Cycle I	Cycle II
Total Score	65	81	102
Percentage (%)	61%	80.5 %	94.44%

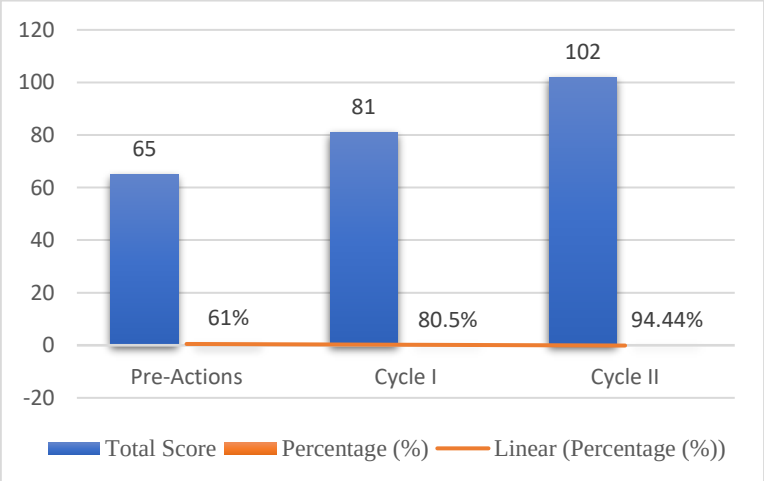

Figure 3. Comparison of the results of Children's Resiliency abilities in the cycle

CONCLUSION

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Based on the results and discussions, it can be concluded that children's social-emotional skills activities can improve the resilience ability of group B children at the age of 5-6 at Tunas Rimba 1 Kindergarten, Samarinda. It is evidenced by the average increase in the child's resilience ability that has been achieved, where at the time of pre-action the results are 61%, then in the first cycle it increases to 80.5%, then increases again to 94.44% in the second cycle. The resilience ability of group B children increased after the researcher provided reflection and improvement of the setting of the learning place and media. Educators should be able to maximize children's social-emotional skills activities by integrating activities that can increase children's resilience in every stage of learning carried out during the learning process, from beginning to end. Educators can be more creative in creating learning for children and also design collaborative and creative learning activities with students with clear rules and instructions so that they can make children express themselves and develop their ability to communicate and mature emotionally. Educators can use a more attractive learning approach to explain activities in short and clear language so that it is easier for children to understand.

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