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Abstract

This research aims to discover how the teacher's efforts improve the social-emotional development of elementary school children in grade II at Sdn Karawang Kulon 1 during learning. This research uses descriptive qualitative research. The ability of children's social-emotional relations develops because of their curiosity about everything in the world around them. Social-emotional development involves relationships and interactions with other people through the feelings expressed by someone towards other people, be they happy or sad feelings. This research uses descriptive qualitative research. The ability of children's social-emotional relations develops because of their curiosity about everything in the world around them. Social-emotional development involves relationships and interactions with other people through the feelings expressed by someone towards other people, be they happy or sad feelings. This research uses descriptive qualitative research. The ability of children's social-emotional relations develops because of their curiosity about everything in the world around them. Social-emotional development involves relationships and interactions with other people through the feelings expressed by someone towards other people, be they happy or sad feelings.

Keywords: emotional, social, elementary school children

1. Introduction

The ability of children's social-emotional relations develops because of their curiosity about everything in the world around them (Zinsser et al., 2014). In its development, every child wants to know how to make excellent and safe relationships with the world around them, both physical and social. Emotional and social relations can be interpreted as the individual's ways of himself (Augustsson, 2010). This social-emotional relationship also involves adjustment to the environment, such as eating together in groups and playing. American Academy of Pediatrics 2012 (Maria & Amalia, 2018) Explaining early childhood's emotional and social development is the child's ability to manage and express emotions completely, both positive and negative. Many parties can help in children's social-emotional development, namely parents, teachers, and the environment. With the role of parents or teachers are the first educators in children's everyday life. Children show good attitudes, behaviors, and habits by providing education in social-emotional development.

The teacher plays a vital role in socializing and also controlling students' emotions in activities carried out at school, even in everyday life. However, the teacher is also fair in being responsible for shaping student behavior. The importance of the duties and role of teacher professionalism in education reform also needs to be used as a reference for improving the quality of education in the future. Educational reform is a response to the development of global demands to adopt an education system that can develop human resources to meet the demands of the developing era. Without the role of a teacher, children cannot behave according to predetermined norms and activities that must be carried out by someone in a specific position and the actual behavior that is carried out in an organization or society (Isnawan & Sudirman, 2022). According to (Faujiah et al., 2021) Social, emotional development in early childhood is

a process of learning in children about interacting with people around them by social rules, and children are more able to rely on their feelings according to their ability to identify and express their feelings which are obtained gradually and through a process of strengthening and modeling.

However, during the initial observation, it was found that the children had not been able to socialize and control their emotions when the teacher gave group assignments, where the children still liked to play alone, did not want to help friends, and had difficulty sharing. In addition, researchers also conducted interviews with homeroom teachers about social-emotional development. In this case, the homeroom teacher provided information about the results of the observations that the researchers made, including children who tend to be reluctant to cooperate when given group assignments; children are also reluctant to apologize to their friends when they make mistakes. At SDN Karawang Kulon 1, the teacher plays a role in developing children's social-emotional by their knowledge, for example, by grouping children in learning and grouping children when given assignments by the teacher for children who are not yet able to work together. According Sholihah et al. (2021), to achieve social development and be able to socialize, an individual must require three processes. The three processes are interrelated, and if there is a failure in one of the three processes, it will reduce the socialization level of the individual.

Children are the generation that will continue the nation's life continuously and naturally. In this generation, children will grow and develop according to their respective stages of growth and development (Kalina et al., 2009). There is a very close relationship and a significant difference between growth and development. The growth contains more quantitative elements, namely the addition of physical size to the body structure. Children become physically bigger, and internal organs such as hands, feet, body, brain, and others increase. While development is all the changes that occur in children seen from various aspects, including physical aspects (motor, emotional, cognitive, and psychosocial (how children interact with the environment) (Rohima & Tasu'ah, 2021).

According to Haditono (Anisah et al., 2021), development is an eternal and permanent process that leads to an organization at a higher level of integration based on growth and coercion in learning, and an organization or higher behavior structure occurs. Individual traits and environmental characteristics determine behavior to become actual and materialized in the development process (Saarloos et al., 2009). Based on the problem's background, this study aims to determine how the teacher's efforts improve the emotional and social development of elementary school-aged children in grade II SDN Karawang Kulon 1 during learning.

2. Methods

This study uses a qualitative approach. According to (Sugiyono, 2018) Qualitative method is a research method used to research natural object conditions, where the researcher is a crucial instrument, data collection techniques are carried out in a triangulation (combined) manner, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. This research uses a descriptive research method.

According to (Sugiyono, 2018), the Descriptive method describes or gives an overview of the object under study through data or samples that have been collected as they are, without conducting analysis and making generally accepted conclusions. The cases studied in this study were to examine problems regarding the social-emotional development of children in grade II elementary school at SDN Karawang Kulon 1.

Research subjects are people who will become sources of data or information in qualitative research. The subjects in this study were class II students at SDN Karawang Kulon 1. The selection of subjects was carried out using a purposive sampling technique. After obtaining respondents totaling 30 students in 1 class who were the subject of the study, 10% of

the 30 students were selected, namely three subjects, each of whom would represent for interviews. The selection of subjects is in line with the opinion of Asikin (Jailani, 2015), which states that in conducting descriptive research (educational field), choosing a sample that represents 10-20% of the population is advisable.

3. Results and Discussion

The social development of elementary school students in their social development is that children are starting to be competent with peers, have friends, and can be independent and share. In contrast, from an emotional standpoint, elementary school students can express reactions to others and control Zusnani's emotions (Baharun, 2016).

This study's socio-emotional development of elementary school students went through the analysis stage. Social-emotional development is two developments that cannot be separated from one another because they are interrelated. When elementary-age students have good social-emotional development, these students will quickly get along and interact well with everyone as well as the learning environment and social-environmental activities.

Social education occupies a critical position in addition to students' cognitive development in the development of the world of emotions. Because the social-emotional development of students is very influential in the school environment and the community environment. The socio-emotional development of elementary-age students greatly influences behavior, control, adjustment, and with rules. When students condition themselves with their environment, their emotional and social functions will improve. Social and environmental factors and family environment influence students' social and emotional development.

In the stage of social-emotional development not all students can go through development well, on the other hand students experience a problem to develop social-emotional because there are negative influences from social and family environments that are less supportive. Therefore the role of parents and teachers is very influential in the social-emotional development of elementary-age students by providing guidance and direction to the social-emotional development of elementary-age students so that the expected social-emotional development is achieved.

Based on the results of initial observations made by CLASS II students at SDN Karawang Kulon 1, during the learning process, there was one student who had low social-emotional development, namely (AA). From a social standpoint, these students like to be alone when resting and do not have confidence in interacting with their classmates; AA is also less able to work together in a study group. Meanwhile, from an emotional point of view, AA has been unable to control his self-confidence during learning.

Social-emotional development is a theory that cannot be separated from one another. In other words, discussing emotional development must intersect with children's social development. Both are mutually integrated into a complete psychological framework. Social-emotional development is influenced by parents' attitudes, ways, and personalities in nurturing, nurturing, and educating their children (Alam et al., 2018).

Children's social and emotional development is stated that the home, community, and school environment influence social and emotional development during elementary school (Runisah et al, 2021). Socio-emotional development in late childhood, namely aged 6-12 years, apart from the role of parents, schools must also be involved to play a role because children spend more time at school at the age of 6-12 years is when children begin to enter school level Base. Good socio-emotional development plays a vital role in a child's readiness for school and obtaining good academic achievement.

Social-emotional development develops a child's resolve against the broader social world. At this time, children become more sensitive to their feelings and the feelings of others. Students will better regulate their emotional expression in social situations, and they can

respond to the emotional pressure of others. During students' social-emotional development, the role of parents and teachers is very influential in forming good social-emotional development.

Social-emotional development at the elementary age needs to be considered to get special attention from parents and schools because it guides students to communicate and interact well with each social group and adjust to their emotions.

4. Conclusion

Based on the results of research conducted on "Teacher's Role in Developing Social Emotional Elementary School Children in SDN Karawang Kulon 1, West Karawang District," it can be concluded as follows:

- a. The Social Emotional Development of Elementary School Children in SDN Karawang Kulon 1, West Karawang District, has been going well because the teacher, before starting the lesson, has made a daily learning plan (RPPH) and assessments for students to see how far the child's development is from day to day, by findings, those that have developed as expected are Aditia Pratama, Fatih Hadi Hermanto, Naisyah Amirah, Risky Aditya, Rasya Anggraini. Very well-developed are Abdul Rijik, Aqila Azahra, Alwi Septian Anugrah, Anita Chairani, Asyfa Putri, Luthfi Ardana, Rizka Ananda Putri, Zahrana Ayuandari, and Syafira Ramadhani. Moreover, Isnaini Ramadhani, Ihsan Rivandi, Azka Aldric Ramadhan, and Zahra Anggraini are starting to develop.
- b. The teacher in the learning process plays a vital role. In the learning process, the teacher not only carries out the function of transferring knowledge but also functions to instill values and build students' character sustainably and sustainably. As for the role of the teacher that has been carried out at SDN Karawang Kulon 1, namely the teacher as a teacher as an educator, the teacher as a manager, the teacher as a supervisor, the teacher as an innovator, the teacher as a motivator, the teacher as a communicator
- c. We are supporting factors in developing social-emotional elementary school children at SDN Karawang Kulon 1: family and environmental factors. Moreover, the inhibiting factors in developing social-emotional elementary school children at SDN Karawang Kulon 1, namely: Egocentric.

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