

Correlation Study between Teacher-Child Relationships and Social Skills for 5-6 Years Old

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Abstract. Correlation Study between Teacher-Child Relationships and Social Skills for 5-6 Years Old. One aspect that can affect social skills is the teacher-child relationship. This study aims to determine the teacher-child relationship with the social skills for 5-6 years old. This type of research uses a quantitative approach with correlational methods. The sampling technique used total sampling with 50 children. Data collection techniques using a questionnaire. The data analysis technique uses the product-moment correlation test. Findings of this study show that there is a relationship between teacher-child relationships and children's social skills. The higher the relationship between teacher and child, which is marked by closeness, the better the social skills displayed by children at school. The lower the teacher-child relationship, which is characterized by conflict and dependence, the more negative behavior appears in social skills at school.

Keywords: Teacher-Child Relationships, Social Skills, Early Childhood

Abstrak. Studi Korelasi Hubungan Guru-Anak dan Keterampilan Sosial Anak Usia 5-6 Tahun. Salah satu aspek yang dapat mempengaruhi keterampilan sosial adalah hubungan atau relasi guru-anak. Penelitian ini bertujuan untuk mengetahui hubungan guru-anak dengan keterampilan sosial anak usia 5-6 tahun. Jenis penelitian menggunakan pendekatan kuantitatif dengan metode korelasional. Teknik Sampel menggunakan total sampling dengan jumlah sebanyak 50 orang anak. Teknik pengumpulan data menggunakan angket. Teknik analisis data menggunakan uji korelasi produk moment. Temuan penelitian ini menunjukkan terdapat hubungan relasi guru-anak dengan keterampilan sosial anak. Semakin tinggi hubungan guru dan anak yang ditandai dengan kedekatan maka semakin baik keterampilan sosial yang ditampilkan anak di sekolah. Begitu sebaliknya semakin rendah relasi guru dan anak yang ditandai dengan konflik dan ketergantungan, maka semakin banyak muncul perilaku negative dalam keterampilan sosial di sekolah.

Kata Kunci: Hubungan Guru-Anak, Keterampilan sosial, Anak Usia Dini

INTRODUCTION

Education is important given to children at an early age because the potential that develops in children can prepare them to live and adapt to the environment in the future (Ariyanti et al., 2018; Badrudin et al., 2022; Nisak et al., 2022; Wulandani & Putri, 2022). PAUD is education that focuses on fine and gross motor, emotional intelligence, and fundamental decisions that lead to growth and development, both plural and spiritual (Amalina, 2020; Sabri et al., 2020; Saleha et al., 2022; Wulandani & Putri, 2022).

Early childhood is an individual who experiences a process of growth and development and a child to face the future (Khamidah & Sholichah, 2022; Nuha & Munawaroh, 2022). Children's growth and expansion are called the Golden Age, a period when children hone and develop their skills and potential (Azzahra et al., 2021; Huliayah, 2016).

One of the most important skills that children must have in preschool is social skills (Astuti, 2016; Diswantika, 2022). The early development of these skills makes it easier for children to overcome further developmental challenges and helps them develop normally and healthily (Karwati, 2016; A. Kurniati et al., 2020). Social skills in kindergarten are characterized by activities of maintaining interpersonal relationships with other children, showing satisfactory responses, not fighting, not wanting to win alone, sharing cakes and toys, and often helping friends and teachers (Maria & Amalia, 2018). Children need to have social skills to enter a wider social life (Istianti, 2018).

The potential of children must be developed both through formal and informal education. One development that needs to be achieved is social skills that enable children to build good relationships with others, support school readiness, and improve adaptation to academic performance. Social skills are an important part of human life. People cannot interact with others without social skills.

Research conducted by Hasanah, (2019), found that children's social skills are built by maintaining good relationships and indicating positive and negative attitudes towards the surrounding people. Research conducted by Euis, (2016) found that social skills encourage children to speak more boldly, and express their feelings and problems. Besides the home environment, the school environment also includes a place where children can practice their social skills, and kindergarten teachers must be able to implement environmental management. The delay in the development of children's social skills is because the surrounding adults rarely stimulate the child. Many parents lack the time to interact with their children and cannot teach other skills or leave education to teachers (Astika & Bunga, 2016).

Training children's social skills can be done by helping them not to damage others, showing them how to correct their mistakes through apologies, getting used to helping and respecting other children, and respecting parents (Hamidah, 2017). The method used is expected to help children to handle problems in their environment and have empathy for others, want to express themselves, and be able to hold emotions and solve problems (Kur'ani, 2019).. The teacher is a facilitator in every child's development. If the teacher can stimulate the child's social development well, the child will adapt to the environment and himself, and the child can solve the problem without harming others (Pratiwi & Kurniawan, 2018).

According to Fakhriyani, (2018) the ability of early childhood to form playgroups and establish communicative relationships with various peers is a relationship that shows social skills. Ckurnia, (2018), states that social skills are very important to be taught to children from an early age. If children are not used to interacting with peers and those

closest to them, they will have difficulty socializing into adulthood. The relationship between teachers and children has a positive impact on children's academic achievement (Suryana, 2016).. The teacher-child relationship is characterized by two important dimensions: closeness and conflict (Kumalasari & Susanto, 2017).

According to Henricsson & Rydell, (2004) the dimension of closeness refers to the level of affection, warmth, and open communication in the teacher-child relationship. Teachers can increase emotional and psychological closeness with children so that they feel more comfortable at school. The dimension of conflict is a situation where children feel problematic, so they feel uncomfortable when they see the teacher. Conflicts are often caused by problems that arise at home, and children feel comfortable with their teachers.

A good teacher-child relationship is characterized by a high level of closeness and a low level of conflict (Pianta, 2001). A close relationship between teachers and children can motivate learning, encourage good behavior, and improve children's performance (Ormrod, 2009). Children who have good relationships with their teachers do very well in school. Children who have close relationships with their teachers have several characteristics, such as warm relationships with their teachers and open communication with them (Zain & Putra, 2020). The close relationship between teachers and children is related to the acquisition of social skills in children.

Research conducted by Hertinjung, et al., (Hertinjung et al., 2008) shows that social skills are influenced by the relationship of children with their environment. Healthy relationships with certain teachers are positively related to children's prosocial behavior, whereas conflicted relationships are more aggressive, socially withdrawn, and more likely to experience poor academic performance (Garner & Mahatmya, 2015).

Previous research has stated that there is a relationship between teacher and child relationships with social skills, but there is still little research on early childhood social skills in terms of teacher-child relationships in Indonesian kindergartens. For this reason, it is important to do this research to answer the research objectives to find out the significance of the relationship between children's teachers and the social skills of children aged 5-6 years in kindergarten.

METHODS

This research belongs to the type of quantitative approach with the correlation method. This research approach uses cross-sectional, which is a study in which the independent and dependent variables are studied for a certain period. The research site is in the Lima Kaum District, Tanah Datar Regency, West Sumatra Province. The time of the study was carried out from January to June 2022.

The sampling technique in this study was carried out by the Total Sampling method, with 50 children. Total sampling is a sampling technique where the number of samples is the same as the total population. Data collection techniques using questionnaires. The dimensions of the teacher-child relationship are 1) closeness, 2) conflict, and 3) dependence (Pianta, 2001), with a rating scale ranging from very high with a score of 5 to very low with a score of 1. The dimensions of the social skills (Handayani et al., 2021) are: 1) empathy, 2) responsibility, 3) independence, 4) cooperation, and 5) politeness is measured by a rating scale starting from always with a score of 5 and never with a score of 1. The data analysis technique uses the product-moment correlation test.

RESULT

This research was conducted on 50 respondents. After processing the data on the X variable is the teacher-child relationship, and the Y variable is the child's Social Skills, then the calculation results for each research variable are:

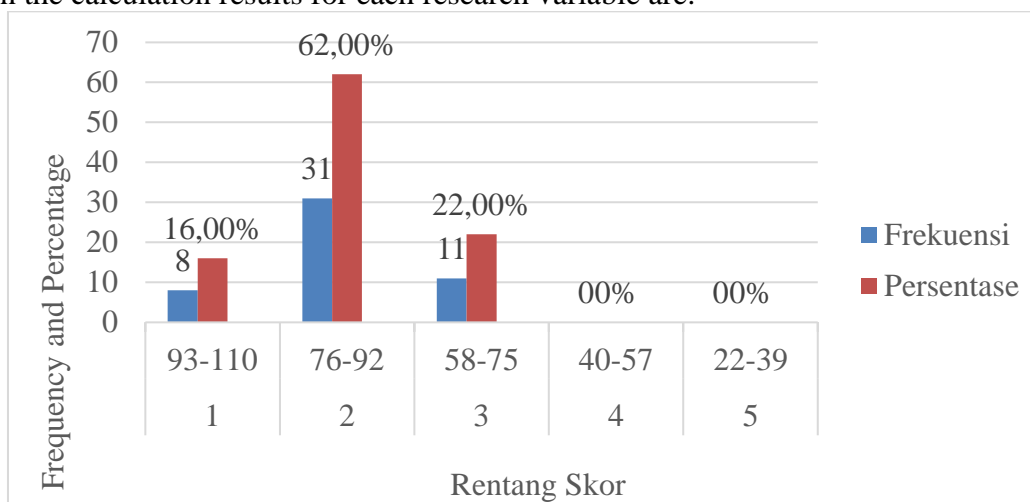


Figure 1. Percentage of Early Childhood Social Skills

From the chart in fig 1, it can be seen that the data on children's social skills are in the very high category of 13 children with a percentage of 26.00%, and the high category of 32 children with a percentage of 64.00%, while the medium category of 5 children with a percentage of 10.00%. Low and very low categories, no children occupy it. With this, it can be concluded that the teacher-child relationship is in the high category.

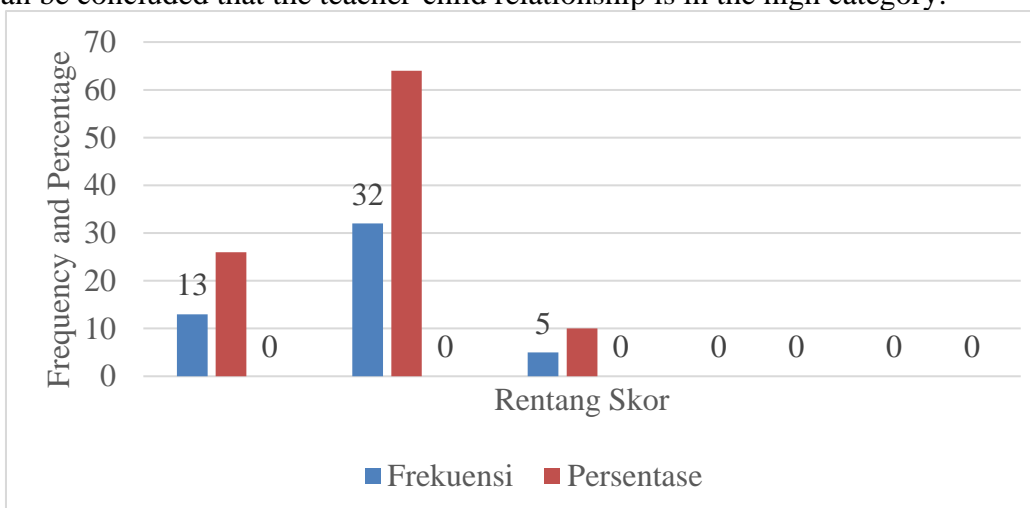


Figure 2. Percentage of Teacher-Child Relationship

From the chart in fig 2, it is shown that the teacher-child relationship data is in the very high category of 8 children with a percentage of 16.00%, in the high category of 31 children with a percentage of 62.00%, in the medium category of 11 children with a percentage of 22.00%, and the low and very low categories no children occupy it. it can be concluded that the children's social skills is in the high category.

The normality test in this study uses the Kolmogorov-Smirnov method, because the respondents in this study are 50. Based on the results of the normality test, the results

show that the significance value is 0.200, where the value is greater than 0.05. So, it can be concluded that the two research variables have normal data distributions. Based on the homogeneity test listed, the results show that the value got from this homogeneity test is 0.112 where the value is greater than 0.05. So, it can be concluded that the data has the same variance. The linearity test has the aim of knowing the linear relationship between the X variable and the Y variable. The linearity test is used as a requirement in analyzing correlation or linear regression. It can be concluded that the variables in this study proved to be linear because the probability value of the reliable test was 0.084 greater than 0.05.

Hypothesis test

Tabel 1. Hypothesis Test

		Teacher Child Relationship	Social Skills
Teacher Child Relationships	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	50	50
Social Skills	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the results show that the Pearson correlation coefficient is 0.637**. This means that the correlation between teacher-child relationships and early childhood social skills is 63% or strong. Two asterisks (**) mean the correlation is significant at a significance level of 0.01. The correlation coefficient number is positive, so the correlation between the two variables is unidirectional. It means that the higher the teacher-child relationship, the higher the child's ability in social development.

DISCUSSION

From the results of the hypotheses that have been described, it is known that there is a relationship between variable X and variable Y, the teacher-child relationship with children's social skills. This study strengthens the theory presented by Orpinas & Horne, (2006), which states that the teacher-child relationship is an interpersonal relationship that is reciprocal and unified. This relationship plays a role in regulating children's behavior in small social groups and the teacher-child relationship is formed from interaction and cooperation.

The teacher-child relationship has a significant direct effect on early childhood social skills. This relationship is shown by the results of the product-moment correlation test, which got a positive person correlation positivity. This research is also supported by research by Hertinjung et al., (2008) which states that children's social skills will be low if the teacher-child relationship is also not good. In addition, he also said that the level of interaction affects children's social skills.

The close teacher-child relationship is related to the achievement of children's social skills. Children with close relationships with teachers are characterized by warm relationships with and open communication with teachers (Zain & Putra, 2020). This is in line with the research of Pianta (2001) which states that a close relationship between teacher and child will form a feeling of comfort when the child is close to the teacher. A close relationship can be seen from the child feeling comfortable telling stories with the teacher and feeling loved by the teacher (Baker, 2006). In addition, their relationships with peers are very important in forming bonds with their teachers. The results of another

study also showed that the teacher-child relationship was shown to replace parental attachment as a contributor to children's social development during the school-age period (Azzahra et al., 2021; Badrudin et al., 2022).

The results of other studies have also shown that when children form secure attachments, it results in positive cognitive development and social skills. Meanwhile, children who show insecure attachments were at risk of experiencing lower social competence and self-esteem. In addition, the teacher-child relationship influences early school change and experience, as well as social and academic competence (Sabol & Pianta, 2012).

The first environment where children practice social skills apart from the family environment is the school environment and those who are quite competent in introducing how to interact with the environment are teachers in kindergarten (Astika & Bunga, 2016). The lack of development of children's social skills is sometimes caused because adults around children provide adequate stimulation or reinforcement to children (Ashari & Anwar, 2022; Aulia & Amra, 2021; Zain & Putra, 2020).

Early childhood has a speed of forming neural connections that reaches 1 million per second. This connection is fueled by a loving, protected environment. In responsive and pleasant parenting, it can foster secure bonds and contribute to positive emotional-social development (Wiyani & Barnawi, 2012). The results of research and exposure in this study show that the teacher-child relationship has a significant direct influence on early childhood social skills. This can be evidence and strengthen relevant theories and research, so it can be concluded that to improve early childhood social skills, the teacher-child relationship must be strengthened, especially the closeness aspect, and minimize conflict and dependency in schools.

CONCLUSION AND SUGGESTION

This study shows that there is a significant relationship between teacher-child relationships and early childhood social skills. Thus, the implications of the results are directed at efforts to improve the relationship between teachers and children. Improving the quality of teacher-child relations can be carried out by holding a game activity while learning that prioritizes teacher-child interaction. Teachers need a good understanding of the basic concepts of child social development and teacher-child relationships. Principals can monitor the performance of their teachers and provide examples so that teachers can build relationships with their students. Parents must pay attention to the development and relationship of children with their school environment.

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