Character Development in Generation Alpha Through Social-Emotional Learning With Parent Involvement

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ABSTRACT

Children born in 2010 until now are called Generation Alpha. Generation Alpha is amidst advanced information technology at its golden age. They are familiar with the technology and internet world from an early age and also known as the digital native. Children, who are studying in playgroups, kindergartens, and elementary schools today, are Generation Alpha, who closes to Information Technology (IT). They can access and absorb various information. In addition to school, parents also play a role in the social-emotional development of children. Therefore, a learning model that can optimize the social-emotional abilities of children is needed. The social problems of children today are quite concerning. We can see it from various media that recently showed the amount of violence and bullying that both the perpetrators and victims are children. Hence, we need to do preventive actions for children from an early age. The increase of technology and information affects the heavy information which is easily accessed by children without being filtered. Children made it as a model and imitated it. Schools today still focus on cognitive development and have a minimal application of social development. While at home, parents have limitations. Schools need a model of social-emotional development intervention that involves collaboration with parents.

This study aimed to evaluate the application of social-emotional learning models by involving parents. The alternative exerted to achieve this goal was to develop a learning model that can be used to teach social-emotional skills in early childhood. It was done by conducting Research and Development which includes following activities: (1) research and gather information, including reading literature, observing the class, and preparing a report on the development needs, (2) plan the prototype of the developed component, (3) develop the initial prototype; (4) conduct limited trials, (5) revise, (6) conduct results trials, (7) conduct product revisions, (8) conduct field trials operationally, (9) conduct final revisions to the model, and (10) spread to various parties. Based on the results of the evaluations conducted at eight ECE institutions located in eight sub-districts in East Jakarta, the average success rate of the program was 85.87%. Based on the data above, it can be concluded that the program can be well and successfully implemented.

Keywords: Social-Emotional Learning Model, Parent Involvement, Early Childhood Education.

1. INTRODUCTION

Children born in 2011 to 2025, according to Mark McCrindle, are Generation Alpha. This generation is already familiar with information technology even since it is still in the womb. Children of this digital native are very familiar with the technology. In fact, according to the predictions from Nellis, a Cranfield University professor, a child from Generation Alpha would later take up jobs that have not existed yet. Along with the growth and development of technology, there was a change in the educational process, especially early childhood education (ECE). Some ideas from Ki Hadjar Dewantara (1964), can be used as a reference for the development of national education in this era. Among them are the Panca Dharma, where education needs to be based on five principles, including freedom base, natural base, cultural base, nation base, and humanity base, and the Tri Pusat Pendidikan, which explained that education occurs in three environments, namely family, school, and community. The Tri Pusat Pendidikan mentioned is the education received by children within three environments, namely family environment, school environment, and community environment. The intended school environment is formal school or madrasa education. The first time children get an education was obtained through the family, or known as informal education. Learning inside the family happened every day, along with the interaction between children and their families. Parents are role models for their children. In the family, parents have a significant role in shaping and developing the character and personality of children. The better the quality of the family, the more likely the child will grow and develop a great personality and character.

In Developmentally Appropriate Practice (DAP), services for early childhood education ranging from 0 years to 8 years. At this age, children have very rapid physical and mental development. Therefore, the process of education and nurture must support the optimization of child development. The roles of school, parents, and community to optimize child development, are necessary to create the supporting time, opportunity, and resources. According to John Dewey, an education expert, the failure to overcome school social problems caused failure in education. It was because schools are social public (Dewey, 1964). Shaw (2009) suggested that social-emotional learning is essential to be applied in schools to meet the needs of 21st-century students. The positive relationships, as well as the family and environmental supports, are very important in improving the social-emotional abilities of children. The reports from the National Commission on Social, Emotional, & Academic Development, found that:

Positive, supportive relationships and rich, stimulating environments spur the brain to form, prune, and strengthen connections that promote further development and learning. A lack of social and emotional support and stimulation can hamper development and growth. Thus, babies who are deprived of touch can fail to thrive, lose weight, and even die. *nationathope.org* downloaded on April 2, 2019.

It shows the It shows the importance of the capability of parents and educators in developing the social-emotional skills of children, especially in Industry 4.0, like now, where direct interaction between parents and children tended to decrease because of the increasing number of families using gadgets.

Based on a survey conducted by GNFI (Good News From Indonesia) in 2018 in Indonesia, the number of internet users reached 132 million people. This number showed that half or more than 50 percent of Indonesia's population was able to access the internet. While in the same report, it was revealed that from hundreds of millions of internet users in Indonesia, 60% had accessed the internet using a smart phone (accessed on April 20, 2018). Because of that, we need a learning model that can optimize the social-emotional skills of children through parent involvement in Industry 4.0. This model is required according to the current condition, where more and more children have social-emotional problems. The social-emotional abilities of children affect academic competence and other skills.

The research conducted by Martin R. West, Hans Fricke, and Libby Pier in 2015 to 2016 in 400,000 kindergarten and elementary school students in Africa, America, Latin America, and Asia obtained the following results:

Social-emotional competencies, including growth mindset, self-efficacy, self-management, and social awareness, develop in students over time. We find that the extent to which students report that they possess these skills varies over the course of students' schooling, and that these patterns differ for girls and boys, for students from economically disadvantaged and advantaged backgrounds, and for students from different racial and ethnic backgrounds. (Martin R. West, Hans Fricke, Libby Pier, 2018 p. 13)

It reveals that various interventions from parents and school policies, the selection of an approach and learning model, and the implementation of proper treatment, affected the social-emotional skills of children.

Based on a survey conducted by the authors in Special Capital Region of Jakarta throughout 2018 about social-emotional competence, which includes social skills, problematic behavior, academic competence, recognize and manage emotions, emotion regulation, and emotional expression in children aged 4-6 years, it was found that ordinarily, children in DKI had enough competences while some of them were still lacking. Therefore, we need a model of intervention (learning activities) that can support children to train their social-emotional skills. These activities must be integrated with learning at school and involve parents at home. One of the activities that children often do

both at home and school is play. Play is a suitable tool in helping children to develop their abilities. Hence, the provision of stimulation through play is one of the efforts that can be done to solve these problems. Play is a medium that can improve the development of children because this activity will facilitate children in strengthening their development aspects. Play is also one of the necessities for early childhood because, through play, children will gain knowledge that can develop their abilities. Based on those matters, it is clear that play is the foundation of early childhood learning.

The provision of appropriate interventions can develop the social-emotional skills of children. One of the options is through play. Using exciting games is one type of activity that can be applied as a social-emotional learning tool for children. For this reason, the authors will develop an intervention model to hone the emotions of children through play. The game can be performed at school with the help of a teacher or at home with parents. It is in line with the opinion of CASEL. SEL implementation is reflected not only in classroom instruction but also in policies and practices on school climate, culture, and partnerships with families (CASEL, 2019). Consequently, the cooperation that supports each other will help the completion of a program.

On this occasion, the author will develop a game-based learning model that can be used for social-emotional learning by involving parents. The game is termed as an emotional sharpener (PERISAI). The game can be used at school with teacher guidance or at home with parental guidance. Thus, parents are required to involve in the social-emotional intervention of children. The use of the play-based learning model the author did because playing provides enormous benefits for child development.

Play is a remarkable teaching and learning technique for young children. Through play, children can understand the physical development and skills and language mastery in terms of vocabulary and grammar rules. Play can develop their enjoyment of learning by using interesting material and media so that children can follow smoothly (Susanto, 2017: 97). Good quality play is linked to positive learning outcomes in the cognitive, emotional, social, and psychomotor domains, and in the six areas of learning (Angging, 2009: 28). Through play, children can increase their aspects of development. The model of social-emotional learning through play approach with the parent involvement is expected to optimize the social-emotional of children. Through the application of the social-emotional learning model, it is assumed that the social-emotional of children can develop better and more positively.

2. METHOD

2.1. Research Context

This research was conducted in East Jakarta. This area was chosen because it is quite strategic and accessible. Teachers of ECE institutions were pretty enthusiastic and had a high commitment to optimize the growth and development of children, especially in enhancing the social-emotional skills of children. Parents in East Jakarta can also be sufficiently persuaded to cooperate in increasing the growth and development of children. Thus, the development of parental involvement models can be done. In addition, based on a survey conducted by the authors in Special Capital Region of Jakarta throughout 2018 about social-emotional competence, which includes social skills, problematic behavior, academic competence, recognize and manage emotions, emotion regulation, and emotional expression in children aged 4-6 years, it was found that ordinarily, children in DKI had enough competences while some of them were still lacking. Therefore, we need a model of intervention (learning activities) that can support children to train their social-emotional skills. These activities must be integrated with learning at school and involve parents at home.

2.2. Population and Sample

The populations in this study were all ECE institutions in East Jakarta. The sample was taken from several ECE institutions that had students aged 4-6 years. The ECE institutions involved came from eight sub-districts in Jakarta including Cakung, Pulogadung, Jatinegara, Makasar, Matraman, Kramatjati, Ciracas, and Cipayung. There were sixteen teachers and ten parents in each institution who became research samples. In developing the intervention model, the authors involved educators from ECE institutions that will be used as mediums for testing the research prototype. The research samples represented the population that applied the social-emotional learning model with the parent involvement. Research subjects would fill out their data, data of children, and involved in program development. The educators were instructed to perform the learning model with the parent involvement. The involved parents were given direction from the ECE institutions and monitored through the program application by filling out the Program Implementation Assessment Sheet.

2.3. Research Procedure

The sample in this study were sixteen teachers and eighty parents whose children studying at ECE institutions with the following details: from eight institutions that were subjected to research in East Jakarta, each institution prepared ten parents to become research samples. A total of sixteen teachers were invited to develop an intervention program for children with parent involvement at school and home. Both teachers and parents were evaluated regarding their knowledge about social-emotional competence

to examine the feasibility of the model before the test. There were five emotional domains through social-emotional learning (SEL), including (1) Self-awareness, the ability to accurately recognize personal emotions, thoughts, and judgments and how they influence behavior; (2) Self-management, the ability to regulate personal emotions, thoughts, and behavior in different situations by managing stress effectively, controlling impulses, and motivating oneself; (3) Social awareness, the ability to empathize with others, including people from various backgrounds and culture; (4) Relationship skills, the ability to build and maintain healthy and beneficial relationships with a variety of individuals and groups; and (5) responsible decision-making, the ability to make constructive choices about personal behavior and social interaction
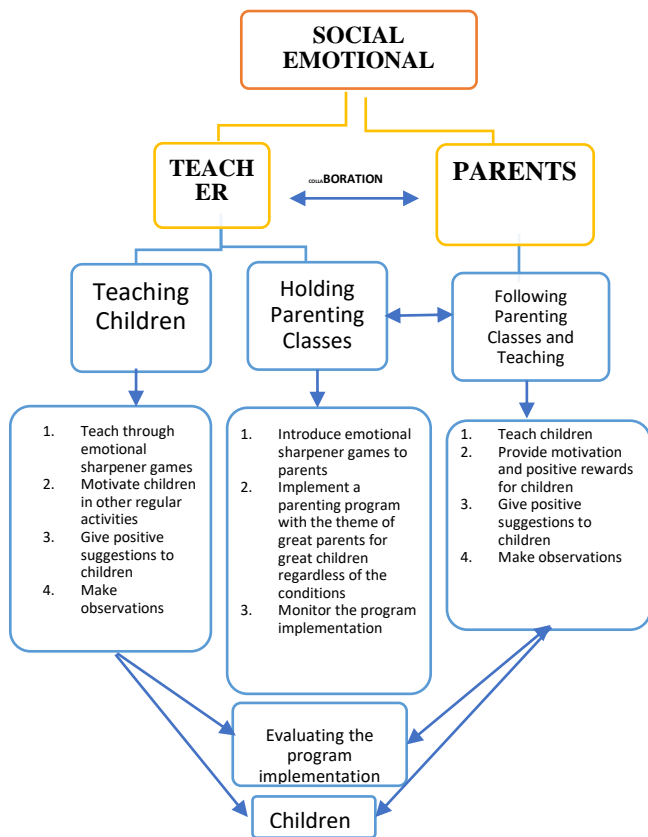
based on ethical standards, safety issues, and social norms (CASEL, April 2019).

Parent Involvement Model

The assessment that will be observed from the results of the social-emotional learning model testing by involving parents includes: (1) The knowledge of teachers regarding the SEL concept; (2) The ability of teachers to develop programs; (3) Level of material difficulty and program implementation; and (4) The feasibility of the model. The success of developing a SEL model will be noticed when 71% of the participants can use it properly.

2.4. Procedures

This study was a research development. To see the feasibility of the model, an evaluation of the model was performed through trials. The evaluation research steps include: (1) Clarification of the reasons for evaluation; (2) Selecting an evaluation model; (3) Identifying relevant parties; (4) Determination of the components to be evaluated; (5) Arranging an evaluation and activities schedules; (6) Data collection and analysis; and (7) Reporting on evaluation results.

2.4.1 Empirical Data and Model
2.4.1.1 Empirical Model

The empirical model used in this study was to evaluate the social-emotional learning model through parent involvement. The obtained qualitative data then reprocessed to examine the percentage value of the social-emotional learning models effectiveness using the following formula:

$$P = \frac{\sum x}{n} \times 100\%$$

P = Social-emotional learning models effectiveness

$\sum x$ = Total score obtained by research subjects

n = Maximum score

(Anas Sudjono, 2003, p.318)

2.4.1.2 Statistical Description

The description of the results of this research was delivered in diagrams. The data diagram described statistical data on the application of social-emotional learning models with parent involvement in East Jakarta.

3. RESEARCH RESULTS

The effectiveness of the use of the model was used to compare plans and processes with the results achieved. It is necessary to know the effectiveness standards beforehand to see the effectiveness of a model. According to Campbell J.P. (1989; p.121) in Starawaji (2009), there are ways to measure effectiveness in general, and most prominently as follows:

3.1 Program Success

The success of the program can be examined from the process and mechanism of an activity performed in the field. In this study, the success of the program is observed in the ability of teachers to apply the SEL model with the parent involvement. It can be seen from the ability of teachers to employ and develop it according to the needs of children in their respective institutions, the ability to apply SEL through games, and the ability of teachers to motivate parents to get involved with the program and implement it at home.

The following are the results obtained from eight sub-districts in East Jakarta that had implemented the SEL model:

Table of the Distribution of Average Frequency Test Results of the Application of the SEL Model with Parent Involvement

Class Interval	Absolute Frequency	Cumulative Frequency	Relative Frequency
14-15	1	1	1,25%
16-17	21	22	26,25%
18-19	45	67	56,25%
20-21	13	80	16,25%
	80		100%

The frequency distribution table above shows the calculation of the score for the respondents in eight sub-districts in East Jakarta. The estimation of categories for respondents was obtained from the calculation of scores collected from 80 respondents. The largest score obtained by respondents was 20, while the smallest score obtained was 16. After the largest score minus the smallest score, a value of 8 was obtained.

Thus, the calculation of the categories obtained from the results of the reduction in the largest score and the smallest score, then divided by the results of the calculation of the number of class intervals. From these calculations, the result was 2. This result indicated that the range of each group score was 2. The following diagram shows the categorization of the average percentage of the application test of the SEL model with the parent involvement group scores:
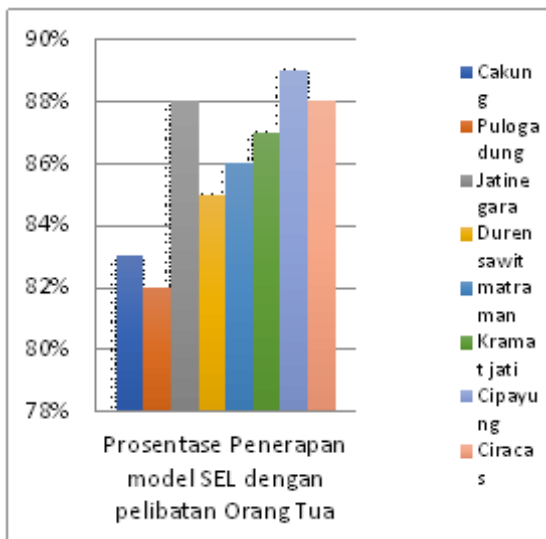

Figure 1. Diagram of Application Test Results of the SEL Model with the Parent Involvement

The results of the data in the field revealed that from eight sub-districts in East Jakarta, the SEL model with parent involvement had the following evaluation results: Cakung 83%, Pulogadung 82%, Jatinegara 88%, Duren Sawit 85%, Matraman 86%, Kramatjati 87%, Cipayung 89%, and Ciracas 88%. From the data above, the average percentage of application of the SEL model with parent involvement was 85%. The data showed that all research samples had been able to apply the SEL with parent involvement even though not 100% yet.

3.2 Comprehensive Goals Achievement

The results of the research on social-emotional learning models with parent involvement can be seen in the following diagram:
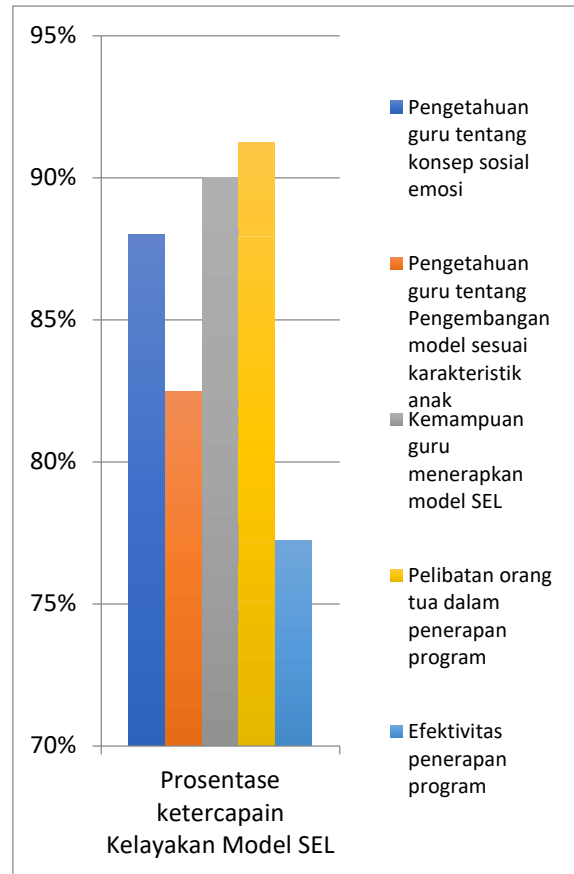

Figure 2. Diagram of Application Achievement Percentage of SEL Model with the Parent Involvement

The diagram above shows that the percentage of the achievement success level of the knowledge of teachers about the concept of social-emotional aspect was 88%, the understanding of teachers about the model development according to the characteristics of children aspect was 82.5%, the ability of teachers to apply the SEL model aspect was 90%, the parent involvement in the program application aspect was 91.25%, and the effectiveness of the application of the program was 77.25%. The average percentage of the success level of the model trials was 85.87%. So, it

can be concluded that, in general, the social-emotional learning model with parent involvement can be applied well.

3.3 Results Discussion

The game-based social-emotional learning (SEL) model that was applied to develop the character of Generation Alpha was a process where children acquired and effectively applied the knowledge, attitudes, and skills needed to understand and manage emotions, as well as set and achieve positive goals with the help of adults (teachers and parents) who guided them in collaboration.

Social-emotional learning (SEL) refers to the skills and abilities that allow individuals to relate to others, set goals, manage emotions, and resolve conflict. The Collaborative for Academic, Social, and Emotional Learning (CASEL), a leading organization for the practice and research of SEL, defines SEL as: the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Hanover Research, 2017)

The SEL model that the authors developed could be applied well by teachers and parents. As a material to help ECE educators in applying this model, the authors made Guidelines for the Implementation of SEL in Early Childhood. Guidelines created to perform SEL in early childhood were made in the form of modules that can be used as a reference. The implementation of SEL in early childhood was designed in such a way with play and parent involvement approach.

The form of involvement of the social-emotional development was by facilitating communication between educators and parents, such as:

1. ECE educators and parents support programs in groups to produce solutions on problems that arise.
2. Positive Parenting Program as an educational effort undertaken for parents to develop positive views and attitudes about the gifts of their children regardless of the circumstances, as well as the social-emotional education training.
3. Play with Parents program, a program organized by educators in kindergarten involving fathers, mothers, and children that can be implemented as competition and playing together. This activity can be performed at the beginning and end of the semester.
4. The implementation of social-emotional stimulation programs at home according to the school program by giving positive rewards from each activity of children.
5. A liaison book including a monitoring sheet of children's behavior at home for a month.

Based on the results of research data in the field, it can be concluded that the overall results of the application of the SEL model with parent involvement in East Jakarta had been suitably achieved. Areas with the highest average percentage values, namely Cipayung and Matraman, showed that ECE educators were able to work well together, and the program has been implemented.

4. CONCLUSION

The development of social-emotional learning models (SEL) with parent involvement aimed to optimize the social-emotional development of children by performing fun, motivate, and appreciative activities intensively. Through the application of this model, children are intended to be healthier, able to control themselves, calm, optimistic, and eventually, the expectations of parents, teachers, and even society can be actualized. The application of this model was also useful for training to be a more patient individual so that children can control positive emotions, be optimistic, not easily give up when faced with difficult conditions, and so on. It can be concluded that the SEL model with parent involvement can be implemented well and get a good response from parents.

5. ACKNOWLEDGMENT

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