

Developing Social-Emotional Skills in Preschool Children Through Drawing and Storytelling Activities

Ni Nyoman Tri Ayu Rupani Sudana^a, Luh Putu Ratih Andhini^b, Aritya Widiarti^c

^{a,b,c}*Department of Psychology, Faculty of Business, Social Technology, and Humanities,
Universitas Bali Internasional*

Jl. Seroja Gg. Jeruk No. 9 Denpasar Timur, Bali

Corresponding Author:

^b*ratihandhini@unbi.ac.id*

ABSTRACT

Preschool children are children aged 5 to 6 years who have various potentials. According to the World Health Organization's (WHO) 2019 report, 5-25% of preschool-aged children experience difficulties with their social-emotional skills, which have an impact on their readiness for school. Appropriate and engaging stimulation is crucial for supporting the social and emotional development of preschool children. Based on this background, this study aims to determine whether there are changes in the social-emotional abilities of preschool children before and after being given treatment in the form of drawing and storytelling activities.

This study employed a quantitative experimental approach, utilizing a one-group pre-post test design. Data collection was conducted by involving raters who used observation sheets and documentation during the study. The participants in this study were 14 children from Group B at Taman Kanak-Kanak X, Mengwi District, Badung Regency. The results of this study showed that there were changes in the social-emotional abilities of preschool children before and after treatment in the form of an increase in several aspects of behavior through drawing and storytelling activities. This can occur because, during the activity, children have much interaction with their peers and can express the feelings or emotions they feel through the results of the drawing.

Keywords : Social-Emotional Skills, Drawing, Storytelling

INTRODUCTION

Preschool children can be defined as children aged between three and six years who are enrolled in early education or preschool programs (Samsudin & Hanief, 2023). Some forms of preschool education include daycare centers (TPA) for children aged 3 months to 5 years, playgroups for children aged 3 years, and kindergarten programs for children aged 4-6 years. The development of social-emotional skills encompasses two distinct types of development: social development and emotional development. Emotional development tends to be how children develop their feelings, while social development leads to how children can interpret themselves as part of a group (social). Therefore, the development of social-emotional abilities can be defined as a person's ability to interact with the social environment and build relationships that involve emotions, thoughts, and actions (Janah, Fadhli, and Kristiana., 2019). According to the Regulation of the Minister of Education and Culture of the Republic

of Indonesia Number 137 of 2004, there are three main aspects in the development of social-emotional abilities of preschool children (aged five to six years), namely self-awareness, a sense of responsibility, and prosocial behavior.

Stimulation activities during the preschool period should be conducted more creatively and engagingly to motivate children and prevent them from becoming easily bored. The activities provided can take the form of simple tasks, such as drawing, which are then varied with storytelling activities to prevent monotony and train children's ability to convey the content of their drawings orally and in writing.

Drawing is an activity of manifesting ideas and imagination as well as artistic ability and creativity into the drawing media based on reality and thoughts at a particular moment. Through drawing, children express their thoughts and emotions (such as happiness, sadness, fear, anxiety, etc.), provide an overview of the problems they may face, and produce a more detailed definition of a thing or object (Poerwati & Cahaya, 2018; Sari, Ernawati, and Wiwin, 2016).

In addition to drawing activities, storytelling activities can also make learning in the classroom more engaging and help stimulate the development of preschool children's social-emotional abilities (Purwandari et al., 2022). Storytelling is the verbal action of a person with another person using or without using tools (Anisah, Dwistia, and Selvia, 2022). Through storytelling activities, children can develop their communication skills and self-confidence, enabling them to meet achievement standards and interact effectively with their environment. Based on the description above, stimulating social-emotional development in preschool children remains important. However, based on previous research, a discrepancy remains in the results of studies on drawing and storytelling activities, leading researchers to incorporate more creative activities, such as drawing and storytelling. This study aims to determine whether there are changes in the development of social-emotional abilities in preschool children before and after receiving treatment.

METHODS

The method used in the study employed a quantitative experimental approach with a pre-experimental design, specifically a one-group pretest-posttest design. This study employs non-probability sampling techniques, specifically purposive sampling. Purposive sampling is a sampling technique that involves selecting participants based on specific criteria (Sugiyono, 2019). The sample in this study was determined based on two types of criteria, namely inclusion criteria and exclusion criteria. The inclusion criteria in this study are preschool children aged 5-6 years who have at least one problem in the development of social-emotional abilities, which are based on preliminary studies previously carried out. Meanwhile, the exclusion criteria in this study were consecutive participant subjects who were unable to attend during the research period due to illness or permission issues. Research participation consisted of 14 individuals, obtained through sample size calculations using the formula from the research (Fidyono, 2020).

$$n = \frac{N \cdot z^2 \cdot p \cdot q}{d(N \cdot 1) + z \cdot p \cdot q}$$

Figure 1. Sample Determination Formula

Description:

n : estimated sample size

N : estimated population size

z : standard normal value for $\alpha = 0.05$ (1.96)

p : estimated proportion ($p = x/n$)

q : $1 - p$ (100% - p), thus q is 100% - 70% = 30%

d : selected margin of error ($d = 0.05$)

Data collection was conducted using an observation sheet developed to assess social-emotional abilities, as quoted from research (Janah, Fadhli, and Kristiana, 2019), which consisted of 40 items modified according to research needs. As a first step, researchers will modify the items contained in previous studies to meet their research needs. Then, the items on the scale will be tested for validity through expert judgment. After obtaining a validation coefficient of 0.991, indicating that the scale is valid, the researcher then tested the reliability of the scale using a test-retest system and obtained a reliability coefficient of 0.964, confirming that the scale is reliable. In addition to using observation sheets, this study also employed video documentation to collect research data.

This research data analysis utilizes the Wilcoxon test, which aims to determine if there are changes before and after treatment in the form of drawing and storytelling activities. When analyzing data, researchers used SPSS 16.0 software.

RESULTS

Research data in the form of observation sheet data results and video documentation during the study to see changes in preschool children after being given stimulation through drawing and storytelling activities. In this study, the research participants consisted of 14 children, comprising 8 boys and 6 girls, all aged 6 years.

Table 1. Overview Of Preschool Children's Social-Emotional Skills

Social Emotional Ability Level	Interval	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Very High	$X > 136,00$	-	-	7	50%
High	$112,00 < X < 135,50$	9	64.3%	7	50%
Medium	$88,00 < X < 112,00$	5	35.7%	-	-
Low	$64,00 < X < 88,50$	-	-	-	-
Very Low	$X < 64,00$	-	-	-	-
Total		14	100%	14	100%

Based on this table, it is evident that there is a change in the form of an increase in the category after treatment. This is based on the children's behaviors that appeared during the post-test data collection, which showed a positive change. This means that children can be

more confident in expressing their feelings, take more responsibility for their work and belongings, and interact with and appreciate their friends' work.

Table 2. Hypothesis testing results

Test Statistics ^b	
	Posttest – Pretest
Z	-3.301 ^a
Asymp. Sig. (2-tailed)	0.001

Based on the results of the Wilcoxon test, it can be seen that the Asymp. The Sig (2-tailed) value obtained is 0.001, which indicates a difference between pretest and posttest values in the provision of treatment in the form of drawing and storytelling activities. Where this value is said to show a difference, based on the Wilcoxon test requirements, when the Asymp. Sig (2-tailed) shows a result of <0.05. Therefore, the Hypothesis (H₀) is rejected and indicates “there is a change in the social-emotional abilities of preschool children after being given a stimulus through drawing and storytelling activities.”

DISCUSSION

Based on the results of the hypothesis test, the Asymp. Sig (2-tailed) value of 0.001 which indicates a difference between pretest and posttest values so that the hypothesis (H_a) is accepted. This indicates that the social-emotional abilities of preschool children change after being exposed to stimuli through drawing and storytelling activities. The occurrence of changes in children's social-emotional abilities through drawing and storytelling activities is because when drawing, children can express their emotions through colors and shapes in the picture and have many interactions with their peers. This is supported by the opinion (Zakaria, Yunus, and Mohamed, 2021) that drawing can be a way for children to express their emotions through active interaction with those around them.

In addition, through storytelling activities, children can practice listening to their friends when telling stories, develop self-confidence, and exhibit a cooperative attitude with their peers. This is also conveyed in research (Sasmitha, 2021) that through storytelling activities, children learn to pay attention to friends who are speaking in front of the class, help friends when they have difficulty telling stories, show expressions of enthusiasm, and are able to understand existing rules.

Based on the data description of the research results on the social-emotional abilities of preschool children in Kindergarten X, it was found that before the treatment was given, the social-emotional abilities of preschool children in Kindergarten X were in the "moderate" category range of 64.3% and the "high" category of 35.7%. Meanwhile, after the treatment was given, the social-emotional skills of preschool children in Kindergarten X were in the "high" category range of 50% and the "very high" category of 50%. This once again confirms that there are changes in the social-emotional abilities of preschool children before and after stimulation through drawing and storytelling activities.

In the pretest data collection, it is known that in the aspect of self-awareness, children are still adjusting to the presence of researchers in the classroom, so many children are still reluctant

or shake their heads when asked to come forward to the front of the class to tell stories. In addition, in the aspect of a sense of responsibility, one to three children were seen still talking and shouting loudly when doing drawing assignments; some of the rest even stood up from their seats to see their friends' drawings. Meanwhile, based on the prosocial behavior aspect in the measurement week of the baseline condition, it is known that children still fight over drawing tools such as crayons and erasers when doing their work.

Based on posttest data collection, it can be seen that all research subjects can raise their hands and tell stories completely without the assistance of the researcher. The habit of sharing and completing tasks on time without shouting also began to form and was seen this week. In addition, when viewed from the posttest data, some child subjects have begun to be consistent in (1) aspects of prosocial behavior, such as sharing and appreciating the work of friends; (2) aspects of self-awareness such as children starting to be confident to tell the results of their drawings without being assisted by researchers with questions "What did you draw?" or "Why did you draw that?"; (3) aspects of responsibility such as being able to tidy up their drawing tools and drawing results.

Drawing and storytelling activities indirectly stimulate children's cognition, which involves knowledge, experience, and various interaction processes that children have gone through. At preschool age, children tend to master visual language (picture language) more than spoken language or written language. When interacting, children will combine spoken language and picture language to help them understand the intentions of their interlocutors. Therefore, we often find in the field that children will learn faster if there are pictures or concrete forms that they can see visually. This can happen because children will process words through their imagination until finally processed through cognitive until the child can fully understand the meaning of the interlocutor's words.

This is in line with research (Zakaria, Yunus, and Mohamed 2021), which suggests that through drawing, children can produce a more detailed definition of an object or situation than speaking or writing. Knowledge and experience of the surrounding environment will greatly affect children's ability to interact or pour their thoughts into drawings. The existence of limited resources for expressing ideas through writing makes children tend to choose to express them through drawings. Children have different images that are unique and distinctive, and the results of these images are obtained from different environmental stimuli. Therefore, each child will have a different social-emotional interpretation.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the study, it is known that stimulation through drawing and storytelling activities can affect the development of social-emotional skills in preschool children. Drawing and storytelling activities indirectly stimulate children's cognition, which involves knowledge, experience, and various interaction processes that children have gone through. Some children's behavior that has changed after being given treatment in the form of drawing and storytelling activities is that children become more confident in conveying their feelings both through colors (pictures) and orally. Children are also more enthusiastic about participating in learning because activities are not monotonous and are more varied.

For future researchers, it is better to use a control group so that there is a comparison in seeing changes in the social-emotional abilities of preschool children. In addition, drawing and storytelling activities can also be included in compulsory learning for preschool children to stimulate their communication and emotional skills.

REFERENCES

- Anisah, Dwistia, H., dan Selvia, F. (2022). Upaya meningkatkan kemampuan berbahasa melalui metode bercerita pada kelompok a di RA. Akhlakul Karimah Tanjung Aman. *Al Jayyid: Jurnal Pendidikan Anak Usia Dini*, 1(1). DOI: <https://ojs.stai-ibnurusyd.ac.id/index.php/aljayyid/article/view/19>
- Fidyono, I. A. (2020). *Efektivitas stimulasi menggambar terhadap salah satu ketrampilan motorik halus pada anak usia (4–5 tahun) prasekolah di Tk A Margobhakti dan Tk A Mataram I Kecamatan Kartoharjo Kota Madiun*. [Stikes Bhakti Husada Mulia].
- Janah, M. M., Fadhli, M., dan Kristiana, D. (2019). Hubungan intensitas menonton youtube dengan perkembangan sosial emosional anak usia 5-6 tahun. *Edupedia: Universitas Muhhamadiyah Ponorogo*, 3(2). DOI: 10.24269/ed.v3i2.304
- Poerwati, C. E., dan Cahaya, I. M. E. (2018). Project-based drawing activities in improving social-emotional skills of early childhood. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 2(2), 183. DOI: <https://doi.org/10.31004/obsesi.v2i2.114>
- Purwandari, E., Handayani, N., Leo Agusta, O., Maburria, A., Haryanti, N., , P., dan BKPI IAI, P. (2022). Peningkatan kemampuan sosial emosional anak usia dini melalui metode bercerita. *Jurnal Pendidikan dan Pembelajaran Anak Usia Dini* 9(1). DOI: <https://doi.org/10.21107/pgpaustrunojoyo.v9i1.11685>
- Sari, D. P., Ernawati, R., dan Wiwin, N. W. (2016). *Pengaruh kreativitas menggambar terhadap perkembangan emosi anak usia pra sekolah di TK Enggang Putih Samarinda*. [Universitas Muhammadiyah Kalimantan Timur]. <https://dspace.umkt.ac.id/handle/463.2017/1772>
- Samsudin, M., & Haniefa, R. (2023). Konsep pendidikan anak prasekolah perspektif psikologi perkembangan dan islam. *Turats*, 16(2), 39-49.
- Sasmitha, N. A. (2021). *Penerapan metode bercerita untuk meningkatkan perkembangan sosial emosional di Tk Ainul Yaqin Tegal Rejo Trimurjo Lampung Tengah Tahun Pelajaran 2020/2021*. [Institut Agama Islam Negeri (IAIN) Metro].
- Sugiyono. (2019). *Metode penelitian kuantitatif*. Bandung: Alfabeta CV.
- Tatminingsih, S. (2019). Kemampuan sosial emosional anak usia dini di Nusa Tenggara Barat. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(2). DOI: 10.31004/obsesi.v3i2.170
- Zakaria, Z. M., Yunus, F., dan Mohamed, S. (2021). Drawing activities enhance preschoolers socio emotional development. *Southeast Asia Early Childhood Journal*, 10(1), 18–27. DOI: 10.37134/saecj.vol10.1.2.2021