Child Education Journal (2024), **6.3**, 162–175

Child Education Journal

The effect social skills training on pre-school children's emotional intelligence & social skills

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Article Information:

Submission	:	December 21, 2024
Revision	:	January 28, 2025
Accepted	:	January 31, 2025
Available Online	:	February 11, 2025
doi	:	10.33086/cej.v6i3.6849

Abstract

Teachers play an important role in enhancing the emotional intelligence and social skills of early childhood children, so teachers need to have the skills to teach emotional intelligence and social skills to their students. This study aims to empirically test whether social skills training interventions have an impact on children's emotional intelligence and social skills. The type of research used is experimental research with a pretest-posttest group design. The population and sample of the study are students from 2 kindergarten schools in Sidoarjo, totaling 60 students, using purposive sampling. Participants attended social skills training seven times, with each session lasting 60-120 minutes. The data collection technique used questionnaires (Emotional Intelligence Scale Social Skill Rating Scale Preschool Version) and documentation. The data analysis technique used is regression analysis. From the data analysis conducted, pre-test and post-test results for emotional intelligence and 0.051 for children's social skills were obtained. The research results prove that there is an influence of social skills training on the emotional intelligence and social skills of early childhood.

Keywords: social skills training, emotional intelligence, social skills, early childhood

INTRODUCTION

Kindergarten is part of Early Childhood Education as a place to help children develop various aspects of development, including emotional and social development, as a place for children to learn to socialize through play activities. Playing activities are conducted in a more formal and structured situation according to the applicable curriculum. In school, children are gradually introduced, taught, and required to follow various skills that they will later encounter in elementary school with an engaging attitude and method, namely through play (Rahayu et al., 2016).

Early Childhood Education aims to develop all the potential possessed by children, including moral and religious values, physical, socio-emotional, language, arts, mastering a number of knowledge and skills according to their development, as well as having the motivation and attitude to learn and create (Pratiwi et al., 2017). Emotional and social development is one of the developments that need to be stimulated from an early age, because emotional development can increase self-confidence, encourage children to socialize with peers, and enhance children's ability to adapt to their environment (Rahayu et al., 2016).

Siregar et al., 2021 explain that in reality, there are several issues related to the emotional and social development of early childhood, namely: (1) Some preschool children, specifically 53%, are still not independent and tend to be selfish, while 71% of children aged 3-5 years exhibit hyperactivity, tend to be naughty, spoiled, like to argue, rebel, are brave, and selfish. (2) Some children have not yet shown sufficient emotional intelligence towards new environments and experiences, such as being indifferent to strangers they meet, and still closing themselves off from getting to know others, so their emotional intelligence needs to be continuously honed; (3) some children tend to not have friends, tend to be withdrawn, and even do not want to open up to make friends with other children, some children still do not want to play in groups, and some children still want to be accompanied by a teacher in class; (4) Some children show poor social skills, especially in new environments and with new peers, such as preferring to sit alone, not wanting to play with new friends, and not wanting to be left alone by the teacher in class, so their social skills need to be continuously honed. Having emotional intelligence is one of the milestones in a child's emotional development. Individuals with emotional intelligence have the ability to recognize their own emotions and those of others, manage their own emotions, possess motivation, recognize the emotions of others, and build relationships. Children who possess emotional intelligence are characterized by self-confidence, openness to meeting new friends, honesty, a willingness to cooperate with peers, and an attitude of maintaining friendships (Uliyah, 2015). Furthermore, (Goleman, 2015) states that emotional intelligence is the foundation of social intelligence, which involves the ability to monitor feelings and emotions both in oneself and others, to differentiate them, and to use that information to guide thoughts and actions. Emotional intelligence is what functions as a person's self-control in taking action.

Emotional intelligence was first articulated by psychologists Peter Salovey from Harvard University and John Mayer from the University of New Hampshire to express emotional qualities that seem important for success in life. These qualities include empathy, expressing and understanding feelings, controlling anger, independence, adaptability, interpersonal problem-solving skills, perseverance, loyalty, friendliness, and respect. Fitri and Kustanti, 2020 assert that various studies in the field of psychology have proven that children with high emotional intelligence are happy, confident, popular, and successful children. Salovey (1994) developed emotional intelligence from Gardner into five main domains, namely: (1) self-awareness or self-recognition is the ability to recognize one's own feelings as they arise; (2) managing emotions is the ability to handle feelings so that they can be expressed appropriately; (3) self-motivation is the ability to persevere and strive to find many ways to achieve goals; (4) recognizing the emotions of others or empathy is the ability to read and feel the emotions of others. Empathetic people are able to pick up on hidden social signals that indicate what others need and want; (5) building relationships is the ability to connect with others and the skill of managing others' emotions (Dahlia, 2018).

According to Goleman, 2015, emotional intelligence encompasses abilities such as self-control, enthusiasm and perseverance, as well as the ability to motivate oneself. Nurtiani and Murniati, 2018 found that children's emotional intelligence is very important for their overall personal development. Emotional intelligence determines a child's ability to develop self-concept and regulate emotions, enabling them to adapt to their environment and be accepted and appreciated. In reality, several phenomena related to low emotional intelligence can be seen from occurrences such as in the research

findings of Febiola and Izzati, 2019 where a portion of preschool children, specifically 53% of the children, are still not independent and tend to be selfish. In addition, 71% of children aged 3 to 5 years exhibit hyperactive behavior, tend to be naughty, spoiled, argumentative, rebellious, daring, and selfish. Some children still show a lack of emotional intelligence, for example, children who are easily angered, behave aggressively, like to fight with peers, isolate themselves from making friends and socializing with peers, so their emotional intelligence needs to be continuously honed.

Li, 2023 explains that a child's intelligence in regulating emotional states and reactions affects family, peers, academic achievement, long-term mental health, and their ability to thrive in a complex world. Children who have poor emotional regulation skills will often cause problems. This can affect the household climate, including siblings or everyone around them. Similarly, in terms of friendship, a child who lacks the ability to control their emotions will have low social skills. They find it more difficult to make or keep friends. The inability to regulate oneself and emotions can lead to traits such as anger, withdrawal, anxiety, or other aggressive behaviors. Of course, it affects others, such as children who are rejected by their peers and issues of antisocial behavior. Those who withdraw and are rejected by their peers are also more likely to be bullied. On the other hand, good emotional regulation in children will have a positive impact on relationships and serve as a catalyst for achieving and succeeding in academics.

In addition to developing emotional intelligence, preschool educational institutions such as kindergartens also develop children's social skills. Rahayu et al., 2016 explain that social skills are forms of behavior, actions, and attitudes demonstrated by individuals when interacting with others, accompanied by accuracy and speed, thereby providing comfort to those around them. According to Salsabila et al., 2022, social skills include: communication skills, sharing, cooperation, and participation in community groups. Children who have strong self-awareness are ready to learn to live together with others. Putri (2017) added that social skills have characteristics, among others: (1) intrapersonal behavior; (2) self-related behavior; (3) behavior related to academic success; (4) peer acceptance; (5) communication skills.

Michelson et al. (Rachmah, 2018) mention that social skills are abilities possessed by individuals through a learning process, about how to handle or conduct social relationships appropriately and well. The results of the study (Maleki et al., 2019) show that from the teachers' perspective, girls have higher cooperation skills, self-control, and household skills, but from the teachers' perspective, there is no difference in social skills between genders except for a higher level of assertiveness in boys in preschool. Children's social skills need to be improved, as this can encourage them to interact with peers, enhance their adaptability, and increase their independence (Purnamasari et al., 2020). In reality, the social skills of some children are still lacking. Based on the researcher's observations (Perdani, 2013 in several kindergartens in the Sidoarjo area, some children tend to have no friends, are generally withdrawn, and are unwilling to open up to make friends with their peers. Some children even do not want to play in groups, and some children still ask to be attended to by the teacher when in class.

Aspects of social skills according to Gresham and Elliot (Setiani, 2014) include: cooperation, assertive behavior, responsibility, empathy, and self-control. Beaty (Siska, 2011) mentions that social skills include behaviors such as: (1) Empathy, where a child expresses their feelings by paying attention to someone who is stressed due to a problem and acknowledging the feelings of others who are experiencing conflict; (2) Generosity or kindness, where a child shares and gives their belongings to someone; (3) Cooperation, where a child takes turns or alternates and follows instructions willingly without causing arguments; and (4) Offer yourself and give help to others

The child's social environment, such as school, especially teachers, greatly influences the child's emotional intelligence or ability to manage their emotions. Teachers who are positive and supportive towards their students will have a very strong influence on the children's emotions and social development (Kilic et al., 2015). The development of emotional intelligence is greatly influenced

by the education and motivation of teachers in stimulating the emotional intelligence development of children at school. Each teacher has their own way of helping to enhance all aspects of their students' social-emotional development in the classroom. In addition to encouraging emotional development, teachers' attention can also promote the development of their students' social skills in the classroom. This is in line with the research findings (Salsabila, 2022) which concluded that there is a significant relationship between the role of teachers and the social skills of children aged 5-6 years during learning activities at school.

The role of family and teachers is very important in encouraging the development of children's social skills and emotional intelligence, especially the teacher's skills in stimulating the development of children's social skills. According to Gresham & Elliot (Kilic et al., 2015): Social skills are part of social-emotional learning, a similar opinion is also expressed by Jarolimek, 1990 that social skills will develop well starting with the development of emotional intelligence in children.

The stimulation applied by teachers in developing emotional intelligence and social skills can be either positive or negative. Positive stimulation, such as the teacher being able to understand the child's character or feelings, providing examples or role models, and being able to teach students well. In addition, children can also feel the affection from their teachers, allowing their personalities to develop healthily.Li, 2023 explains that the teacher's ability to resolve problems in the classroom is one of the first examples that children see in managing emotions and developing social skills with their peers. Children learn the "appropriate" reactions in different situations. They observe how teachers manage and struggle with strong emotions and impulses. Research shows that children of teachers who struggle with emotional regulation tend to experience dysregulation. If the teacher is reactive, shouts, or scolds every time a mistake happens, the child learns to be reactive and misbehave when things don't go their way. If the teacher remains calm and thinks critically, the child will be more likely to stay calm and seek solutions rather than blame. The younger the child, the stronger the imitation effect (Maleki et al., 2019). In addition to active observation, children also learn through emotional contagion - when children unconsciously feel their teacher's emotions and respond with the same feelings. For example, when the teacher frowns, raises their voice, or makes angry gestures, the children also become angry. When teachers raise their voices, children also raise their voices (Kilic et al., 2015).

The research conducted by Karisma et al., 2020 concluded that the role of teachers in managing children's emotions can be carried out through providing stimulation to children, namely teachers as role models, motivators, primary mirrors for children, and also as facilitators. The recommendation that can be given is that teachers should actively play a role in providing stimulation for children's emotional management abilities, so that children can interact well in their surroundings. In addition to affecting children's emotional intelligence, the use of teachers' coping skills can also influence children's social skills. This is in line with the research findings (Siregar et al., 2021) which show that the role of teachers in developing the social-emotional skills of early childhood children is as the primary and main educator, as a model, and as a friend to the child. Kusuma et al., 2021 explain that as teachers, they are obligated to provide love and attention to their students in the classroom. The affection and attention given to children should not be excessive, as it can hinder the development of independence. The results of the study (Salsabila, 2022) also concluded that there is a significant positive relationship between the role of teachers and the social skills of children aged 5-6 years during learning activities in schools in the Simokerto District of Surabaya.

In reality, some teachers have not yet been able to use skills to develop positive emotional intelligence and social skills in the classroom, resulting in children's emotional and social skills not developing well. Based on interviews with teachers at several kindergartens in Sidoarjo Regency, it was explained that some teachers feel overwhelmed in educating children, such as: children who are not yet independent, children who still ask to be waited on by teachers in the classroom, children who do not want to socialize and play with their friends, tend to be solitary, children who do not want to

learn in groups, selfish children, who want to win alone, and often hit their friends, children who also often throw tantrums when their wishes are not fulfilled. Facing these problems, the teachers lose control, so they often unconsciously scold the children and even hit or pinch them in front of other students. Some early childhood education teachers still lack an understanding of children's characteristics and use negative handling mechanisms to resolve problems in the classroom. The school provides intervention by offering social skills learning training, so that teachers can become good models in stimulating emotional intelligence development and effectively teaching social skills in the classroom, so that teachers do not easily get carried away by emotions or anger, become good role models, and are wise in dealing with children's problems. In addition, children can also feel the teacher's affection, allowing their personalities to develop healthily. Based on the background that has been outlined, this research intends to take the title "The Influence of Social Skills Training on Emotional Intelligence and Social Skills of Children Aged 5-6 Years."

MATERIALS AND METHOD

a. Materials

The type of research is quantitative research using an experimental design Pretest- Posttest Group Design, with the following scheme:

O1	**X**	**O3**
O2		**O4**

Description:
01 : Pre test of experimental group
02 : Pre test of comparison group (control)
03 : Post test of experimental group
04 : Post test of comparison group (control)
X : treatment or social skills training

b. Data Collection Procedures

The respondents in this study are all students of Kindergarten B1 and B2 at TK Dharma Wanita Persatuan 2 Sidoarjo (30 students) as the experimental group and Safalas Kindergarten Sidoarjo (30 students) as the control group, making the total sample size in this study 60 students. The sampling technique used is purposive sampling.

There are 2 instruments used in this research: the Emotional Intelligence Scale for Children (EISC) and the Social Skill Rating Scale Preschool Version (SSRS).The EISC instrument consists of three dimensions and their formative factors, such as the emotion knowledge dimension which consists of 3 factors, the emotion expression dimension which consists of 3 factors, and the emotion regulation dimension which consists of 3 dimensions (Ananto and Vinayastri, 2021). The EISC instrument in the study has been adapted in Indonesia with the research population being children aged 5-6 years in Gresik Regency, using a multistage random sampling technique. The number of samples in this study is 267 samples from 5 kindergartens. Content validity was conducted by experts, resulting in 15 items in the emotional knowledge dimension, 12 items in the emotional expression dimension, and 13 items in the emotional regulation dimension. The empirical validity calculation uses factor analysis, the reliability calculation per dimension uses Cronbach's alpha, and the multidimensional reliability calculation uses stratified alpha. In the second or large-scale trial, it produced 40 items with a high level of reliability, with the reliability of the emotional knowledge dimension at 0.875, the emotional expression dimension at 0.714, and the emotional regulation dimension at 0.807, and the multidimensional reliability of emotional intelligence at 0.779. so it can

be concluded that this instrument is suitable for measuring the emotional intelligence of children aged 5-6 years.

Meanwhile, the Social Skill Rating Scale Pre School Version (SSRS Pre School Version) has been translated into Indonesian and adapted in the city of Surabaya by conducting validity and reliability tests on 273 preschool children aged 3-4 years and 5-6 years from 20 kindergarten schools. Before being tested on the sample, content validity was first conducted with experts. From the results of the adaptation test, the SSRS Pre school version instrument was found to be valid with validity scores ranging from 0.435** - 0.776** (r > 0.17; significance level 0.01). The instrument is declared reliable with an alpha coefficient of 0.847. The correlation results show a positive relationship between items and have good internal consistency, so the instrument translated into Indonesian is declared valid and reliable for measuring the social competence of preschool children aged 3–6 years (Angelya et al., 2018).

c. Data Analysis Procedure.

In the experimental group, the teacher provided social skills training, while the control group did not receive social skills training. This study uses 2 kindergartens, namely: TK Dharma Wanita Persatuan 2 Sidoarjo (30 students) as the experimental group, and TK Safalas Sidoarjo (30 students) as the control group. The data collection techniques used are the distribution of questionnaires and literature study (documentation). Before the assessment questionnaire is used for data collection, a validity and reliability test is first conducted by distributing the questionnaire to 20 respondents, consisting of teachers and students at TK Nusantara, with the aim of ensuring that the obtained data is truly valid and reliable. Data analysis techniques include: data normality test, regression test, t-test, and determination.

RESULT AND DISCUSSION

3.1 Result

3.1.1. Children's Emotional Intelligence and Social Skills of the Experimental Group and Control Group

a) Experiment Group

1. Emotional Intelligence of Student

Based on the observation results after the implementation of the Children's Social Skills Training intervention, it was found that the number of children with average emotional intelligence scores was 4 (2.3%), and the number of children with high emotional intelligence scores was 26 (27.9%). Thus, the majority of children's emotional intelligence falls into the high category.

Table 1. Category of Emotional Intelligence Score Acquisition in Children in the Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	4	2,3	2,3	2,3
	Good	26	97,7	97,7	100,0
	Total	30	100,0	100,0	

2. Social Skill of Student

Table 2. Category of Social Skill Score Acquisition in Children in the Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	7,0	7,0	7,0
	Good	27	93,0	93,0	100,0
	Total	30	100,0	100,0	

Next, in Table 2, it is noted that the acquisition of social skills scores for children in the average category is 3 children (7.0%), and the acquisition of social skills scores for children in the high

category is 40 children (93.0%). Thus, the majority of children's social skills fall into the high category.

b) Control Group

1. Emotional Intelligence of Student

Meanwhile, based on observations after the social skills training intervention in the control group in Table 3, it was found that the number of children with low emotional intelligence scores was 5 (17.2%), the number of children with average emotional intelligence scores was 13 (44.8%), and the number of children with high emotional intelligence scores was 11 (37.9%). Thus, the majority of the children's emotional intelligence falls into the average category.

Table 3. Category of Social Skill Score Acquisition in Children in the Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	5	17,2	17,2	17,2
	Sedang	13	44,8	44,8	62,1
	Tinggi	11	37,9	37,9	100,0
	Total	29	100,0	100,0	

2. Keterampilan Sosial Anak

Next, from Table 4, it is known that the acquisition of children's social skills scores in the control group, which falls into the low category, is 3 children (10.3%), the acquisition of children's social skills scores that fall into the medium category is 14 children (48.3%), and the acquisition of children's social skills scores that fall into the high category is 12 children (41.4%). Thus, most of the children's emotional intelligence falls into the average category.

Table 4. Category of Social Skill Score Acquisition in Children in the Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	3	10,3	10,3	10,3
	Sedang	14	48,3	48,3	58,6
	Tinggi	12	41,4	41,4	100,0
	Total	29	100,0	100,0	

3.1.2. The Influence of Social Skills Training on Children's Emotional Intelligence

a) Normality Test

Based on the Kolmogorov-Smirnov test, the results are shown in Table 5.

Table 5. Category of Social Skill Score Acquisition in Children in the Experimental Group

		Unstandardized Residual
N		72
Normal Parameters [a,b]	Mean	,0000000
	Std.Deviation	18,04178958
Most Extreme Differences	Absolute	,102
	Positive	,098
	Negative	-,102
Test Statistic		,102
Asymp.Sig.(2-tailed)		,063[c]

a. Test distribution is Normal
b. Calculated from data
c. Lilliefors Significance Correction

Table 5 shows the significance value obtained as 0.063 > 0.05. Thus, the residual data is normally distributed, so the research data meets the requirements for data analysis with regression.

b) Linearity Test

Based on the linearity test, the data obtained is as shown in the table below.

Table 6. Results of the Linearity Test on the Influence of Social Skills Training on Children's Emotional Intelligence

			Sum of Squares	df	Mean Square	F	Sig.
emosi-anak* koping-ortu	Between Groups	(Combined)	26704,780	25	1068,191	4,881	,000
		Linearity	13661,381	1	13661,381	62,421	,000
		Deviation From Linearity	13043,399	24	543,475	2,483	,004
	Within Groups		10067,539	46	218,860		
	Total		36772,319	71			

Table 6 shows that the results of the linearity test of social skills training with children's emotional intelligence obtained an F value of 62.421 with a significance of 0.000 < 0.05. Thus, the influence of social skills training on children's emotional intelligence is linear. This means that the more effective the social skills training, the higher the child's emotional intelligence

c) Analisis Regression Analysis

The analysis technique used to test the research hypothesis employs simple regression analysis. The results of the simple linear regression analysis are presented in Table 7.

Table 7. Results of the Analysis of the Influence of Social Skills Training on Children's Emotional Intellegence

Model	Unstandardized B	Coefficients Std.Error	Standardized Beta	Coefficients t	Sig.
1(Constant)	15,326	19,330		,793	,431
pelatihan-SS	2,111	,328	,610	6,433	,000

Dependent Variable: EI-anak

Based on the regression results, the following equation was obtained:

Y1 = 15.326 + 2.111 X

From the equation, it can be explained that; Without the influence of social skills training, it can be determined that the children's emotional intelligence is 15.326 (low). The regression coefficient for social skills training shows a positive value of 2.111, meaning that the variable of social skills training has a positive influence on children's emotional intelligence.

d) T-Test

Based on the t-test results as shown in Table 5, it can be explained that the effect of social skills training on children's emotional intelligence shows a calculated t-value of 6.433 with a significance value of 0.000 < 0.05. In the t-table with a sample size of 60 (30 students in the experimental group and 30 students in the control group) at a significance level of 0.05, a value of 1.980 was obtained. Considering that the calculated t > table t, it can be concluded that social skills training has a significant effect on children's emotional intelligence. This can prove hypothesis 1.

e) Determination Test

Table 8. Results of the Determinant Coefficient Test on the Influence of Social Skills Training on Children's Emotional Intelligence

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	,627[a]	,807	,384	8,55958

Predictor : Social Skill Training
Dependent Variable : Social Skill

In Table 8, it is known that R2 (R square) obtained a result of 0.372 or 37.2%. This means that the variable of social skills training affects the emotional intelligence of children by 37.2%, and the remaining 62.8% is influenced by other variables not included in the regression model.

3.1.2. Social Skill Training of Emotional Intelligence and Children Social Skills

The average emotional intelligence (EI) was 95.51 and social skills (SS) 43.82 before the social skills training, and it was the same between the experimental and control groups. Based on Table 11, the average emotional intelligence showed a significant change in both the experimental and control groups (statistically significant p-value), from 93.68 in the pre-test to 97.79 in the post-test. Emotional intelligence in the experimental and control groups, both before and after being given social skills training (SST), remained within the good range, based on the cutoff point value (84.1) on the questionnaire. Although there was a significant increase in both the experimental and control groups, the increase in the experimental group showed a higher number compared to the control group.

Table 9. Differences in EQ and SS of kindergarten students in Experimental and Control Groups Before and After Social Skills Training

	SST	n	Mean	SD	SE	t	p value
EQ	Before	30	87,34	14,778	2,397		
Experiment	After	30	107,39	7,741	1,256	-3,860	0,0001*
	Difference		20,05	7,037			
	Before	30	93,68	15,345	2,489		
Kontrol	After	30	97,79	12,735	2,066	-4,517	0,0001*
	Difference		4,11	2,61			
SS	Before	30	35,03	3,276	0,531		
Experiment	After	30	54,00	10,118	1,641	-5,481	0,0001*
	Difference		18,97	6,842			
	Before	30	37,68	5,152	0,836		
Kontrol	After	30	43,63	7,539	1,223	4,167	0,0001*
	Difference		5,95	2,387			

Based on the results of the statistical test, it can be concluded that at 5%, there is a significant increase in the average emotional intelligence and social skills of students before and after being given SST therapy in the experimental group (p-value <) in both the experimental and control groups.

Table 10. Analysis of EI and SS Scores in The Experiment and Control Groups After SST Intervention

Var	Group	n	Mean	SD	SE	t	p value
E12	Experiment	30	107,39	7,741	1,256	3,973	0,0001
	Control	30	97,79	12,735	1,066		
SS2	Experiment	30	35,03	3,276	0,531	-2,684	0,009
	Control	30	37,68	5,152	0,836		

Students' Emotional Intelligence after being given Social Skill Training intervention in the experimental group showed a significantly higher improvement compared to the control group (p-value <). Similarly, the students' Social Skills in the experimental group showed a significantly higher improvement compared to the control group (p-value <).

6.2 Discussion

a.The Effect of Social Skills Training on Children's Emotional Intelligence

Based on the research results, it is known that the regression coefficient of Social Skills Training shows a positive number of 2.111, meaning that the Social Skills Training variable has a positive influence on children's emotional intelligence. If given Social Skills Training, then children's

emotional intelligence will increase. The effect of Social Skills Training on children's emotional intelligence shows the t value of 6.433 with a significance value of 0.000 <0.05, it can be concluded that Social Skills Training has a significant effect on children's emotional intelligence. The R2 (R square) value obtained results of 0.372 or 37.2%. This means that the Social Skills Training variable affects children's emotional intelligence by 37.2% and the remaining 62.8% is influenced by other variables not included in the regression model.

The results of this study support the results of research conducted by (Karisma et al., 2020) which concluded that the role of teachers in managing children's emotions can be done through providing stimulation to children, namely teachers as role models, teachers as motivators, teachers as the main mirror for children and teachers as facilitators. The suggestion that can be conveyed is that teachers should play an active role in providing stimulation for children's emotional management skills, so that children can interact well in the surrounding environment. In addition to influencing children's emotional intelligence, the use of teachers' coping skills can also affect children's social skills. This is in line with the results of research (Siregar et al., 2021) which shows that the role of the teacher in developing the social-emotional abilities of early childhood is as the first and main educator, as a model, and as a friend for children.

Teachers need to improve coping skills related to handling children (problem-focused coping), because according to Folkman and Lazarus in (Baqutayan, 2015) problem-focused coping, includes: (1) Seeking social support, is a way that individuals deal with their problems by seeking social support from family or the surrounding environment, which can be in the form of sympathy and attention (2) Confrontive coping, an attempt to change circumstances or situations that are considered stressful in an aggressive way, a fairly high level of anger, and risk taking; (3) Planful Problem-solving, an attempt to change circumstances that are considered stressful in a careful, gradual, and analytical way.

According to the social learning theory developed by Albert Bandura (1986) in (Lesi, 2019) explains that humans are quite flexible and able to learn how to behave and behave. The learning point of all this is vicarious experiences. Although humans can and have learned a lot from direct experience, they learn more from observing the behaviour of others (imitation).

Emotional intelligence, according to Salovey and Mayer in (Goleman, 2015), is defined as the ability to feel and express emotions appropriately, according to the situation (accepting other people's perspectives), the ability to understand emotions and emotional knowledge (understanding the role of emotions in friendship and marriage relationships), the ability to use feelings to facilitate thinking (being in a positive mood, which is associated with creative thinking), and the ability to regulate yourself and others (the ability to control anger). According to (Goleman, 2015), emotional intelligence is an ability that includes self-control, enthusiasm and perseverance, and the ability to motivate oneself. Therefore, children's emotional intelligence is the ability of children to control themselves, increase enthusiasm and perseverance, and the ability to motivate themselves.

b.The Effect of Social Skills Training on Children's Social Skills

Based on the research results, it is known that the regression coefficient of Social Skills Training shows a positive number of 1.040, meaning that the Social Skills Training variable has a positive influence on children's social skills. If teachers are given Social Skills Training, then children's social skills will improve. The effect of Social Skills Training on children's social skills shows the t value of 6.730 with a significance value of 0.000 <0.05, it can be concluded that Social Skills Training for parents has a significant effect on children's social skills. The R2 (R square) value obtained results of 0.393 or 39.3%. This means that the Social Skills Training variable affects children's social skills by 39.3% and the remaining 60.7% is influenced by other variables not included in the regression model.

The results of this study support the results of research (Salsabila, 2022) which concluded that there is a significant positive relationship between the role of the teacher and the social skills of children aged 5-6 years. (Kusuma et al., 2021) also explained that basically as teachers are obliged to give love and attention to their children. However, the affection and attention given to their children should not be too excessive, because it can hinder the development of independence.

Ecological theory views that human development is influenced by the environmental context. The reciprocal relationship between the individual and the environment will shape the individual's behaviour. Information on the environment in which the child lives will describe, organise and clarify the effects of a varied environment. Berofenbrenner mentions five interrelated layered environmental systems, namely microsystems, mesosystems, ecosystems, macrosystems, and chronosystems (Salsabila, 2022).

Social skills are an individual's ability to communicate effectively with others both verbally and nonverbally according to the situation and conditions that exist at that time, where these social skills are learned behaviour. In addition, developing children's social skills early on will help build a rational thinking process and can make good decisions in the future, he will also understand himself and others. According to Hargie and Saunders (2008) in (Hargie et al., 1994) social skills bring a person to be more courageous to speak up, express every feeling or problem faced and at the same time find an adaptive solution, so that they do not seek escape to other things that can actually harm themselves and others. (Sudjana and Suryana, 1989), reinforces that with social skills students will be able to express both positive and negative feelings in interpersonal relationships, without having to hurt others.

Social skills are the ability to regulate thoughts, emotions and behaviour to initiate and maintain relationships or interactions with the social environment effectively by considering social norms and interests as well as personal goals. In general, these social skills can be seen in several forms of behaviour: first, self-related behaviour (intrapersonal) such as controlling emotions, solving social problems appropriately, processing information and understanding the feelings of others; second, behaviour related to others (interpersonal) such as initiating interactions and communication with others; and third, academic-related behaviour, such as obeying rules and doing what the teacher asks.

c.The Effect of Social Skills Training on Children's Emotional Intelligence and Children's Social Skills

Based on the statistical tests above, it can be concluded that at a 5% significance level, there is a significant improvement in the average emotional intelligence and social skills of children before and after the Social Skills Training (SST) therapy was provided to the experimental group (p-value <) in both the intervention and control groups.

Social Skills Training has been proven to have a significant effect on the emotional intelligence of early childhood. This is due to the ability of the training to help children recognise, understand, and manage their own emotions, as well as recognise the emotions of others. According to Goleman (2000), emotional intelligence encompasses five key domains: recognising one's own emotions, managing emotions, motivating oneself, recognising others' emotions, and building social relationships.

The implementation of social skills training often involves simulating social interactions, role-playing, and teaching empathy, all of which support the development of emotional intelligence. For example, role-playing in specific social scenarios helps children practice managing emotions such as anger, sadness, or happiness in real-life situations. Research indicates that children who participate in Social Skills Training show significant improvements in emotional awareness and self-motivation (Denham et al., 2009).

Early childhood social skills include the ability to cooperate, share, communicate, and resolve conflicts. Social Skills Training enhances these skills by providing children with practical experiences in social interaction. Gresham and Elliott (1990) state that good social skills are closely related to the

ability to adapt to social norms and build healthy interpersonal relationships.

Through this training, children are taught to understand social rules, such as taking turns in speaking or playing, apologising, and expressing their needs politely. Activities like these not only enhance social skills but also strengthen children's self-confidence in interacting. Research by Webster-Stratton and Reid (2014) shows that social skills-based interventions can improve children's ability to collaborate and resolve conflicts with peers.

Social Skills Training not only has a separate effect on emotional intelligence and social skills, but also builds synergy between both. Children with high emotional intelligence tend to better understand others' emotional needs and adjust their behaviour in social situations. Conversely, children with good social skills are more likely to practice emotional intelligence in everyday interactions. The simultaneous improvement in both aspects provides a strong foundation for the socio-emotional development of young children, as stated by the Collaborative for Academic, Social, and Emotional Learning (Guide, 2013).

This research contributes significantly to understanding how social skills training can enhance the emotional intelligence of young children. The findings suggest that this training helps children not only understand and manage their emotions but also improves their ability to respond to the emotions of others. Previous studies have shown that strong emotional intelligence in early childhood is crucial for their social and academic development (Denham et al., 2009; Van Hasselt et al., 1979).

In addition to enhancing emotional intelligence, social skills training can improve children's ability to interact with peers. This study contributes to the development of more effective training methods for teaching children how to communicate, share, cooperate, and resolve conflicts positively. This aligns with the findings of Joseph & Strain (2023), which show that early social skills interventions can improve children's social interactions.

Another contribution of this study is providing a foundation for the development of early childhood education curricula that focus more on social and emotional skills. By emphasising the importance of social skills, this research offers practical recommendations for educators and parents to support children's social and emotional development through activities tailored to their needs (Kaspar and Massey, 2023).

The main contribution is providing empirical evidence on the effectiveness of social skills training that can be used by educators to design and implement similar training programmes in educational settings. This opens opportunities for further research that could expand the reach and impact of social skills training on emotional intelligence in young children.

CONCLUCION

Based on the research findings and discussion, the conclusions can be drawn as follows:

a. Social skills training has a significant effect on children's emotional intelligence.

b. Social skills training has a positive and significant effect on children's social skills.

c. Social skills training has a positive and significant effect on both emotional intelligence and social skills in children.

AUTHOR CONTRIBUTION STATEMENT

M conducted the research, formulated the problem, and analyzed the results of the interviews with selected sources. N.E and I.A.F helped initiate the research methods and disseminate the results that have been done. S.A and F.H helped develop the theoretical framework, determine the framework in the study. R.H. and T.C. helped develop the discussion and improve this article. F.K.F. helped translate and proofread and improve this article. All authors have contributed to the writing of this article

DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation

in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

The dataset generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

ACKNOWLEDGMENT

We are very grateful to the Partner who has helped and given permission to conduct research at his school. Then also all parties who have helped and guided in writing this article.

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