



# PROCEEDING

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“Strengthening Quality of Education through ASEAN Networking”

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**Faculty of Teacher Training and Education  
Sebelas Maret University**

Jl. Ir Sutami 36 A Kentingan 57126  
Surakarta Central Java, Indonesia  
Email : [icliqe.uns@gmail.com](mailto:icliqe.uns@gmail.com)  
web : <http://icliqe-uns.pe.hu>

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## **About ICLIQE 2017**

The 2<sup>nd</sup> ICLIQE 2017 invites researchers, academicians, educators, practitioners, government agencies, and consultants around the world to attend and share their insights, perspectives and new trends of research which relate to the same theme of the conference, "International Conference Learning and Quality Education". Manuscript submitted to the 2<sup>nd</sup> ICLIQE must follow the manuscript format and guideline of paper which is available on the official website of the 2<sup>nd</sup> ICLIQE 2017. The editorial and reviewer board of the ICLIQE will review the papers. Full paper submitted to the conference will be peer-reviewed.

Upon acceptance, the paper that has been presented at the conference by one of the authors will be published in the conference proceeding of ICLIQE 2017. The strictly selected papers will be suggested to be published in the international journals indexed in scopus under self-process submission. Others papers will be published in International Journal of Pedagogy and Teacher Education (IJPTE) and other reputable journals indexed in DOAJ or Copernicus. In the case of publications, the additional payment of publication will be taken and be the responsibility of the respective authors.

## SPEECH FROM THE RECTOR OF UNS

ICLIQE 2017, Sebelas Maret University: October 28<sup>th</sup> 2017

Distinguish invited speakers, distinguish delegated and guests, dear colleagues, ladies and gentlemen,

Assalamu'alaikum warahmatullahi wabarakatuh, good morning

On behalf on Universitas Sebelas Maret (UNS), I would like to thank you for coming to this international conference in educational sciences. It is my honor to welcome you all at the second International Conference Learning Innovation and Quality Education – ICLIQE 2017. I wish to extend my sincere gratitude to all respected delegates, invited plenary speakers, paper presenters, delegates and guests, and all participants for attending this conference as the esteemed guests on this conference. It is, indeed, our honor to be with you in a great moment of conference.

The theme of the conference, which is “Strengthening Quality of Education through ASEAN Networking” is about making changes in order to improve the quality of education. This conference I believe will assist presenters and participants in appreciating the strengths, challenges, innovations, and reforms in education at both national and international levels.

Ladies and gentlemen, let me take this opportunity to congratulate the organizing Committee for putting great effort into making this conference of ICLIQE a great success. I am certain that ICLIQE 2017 with its dedicated committee will continue to organize more international gathering in order to extend the collaborations both in academic and publication networking among the neighboring countries. I wish all ICLIQE 2017 speakers, presenters, and participants find the conference meaningful to the scholarly development in educational sciences, and I hope you find your stay in solo rewarding and memorable.

Have a great day of conference! Thank You!

Wassalamualaikum'alaikum warahmatullahi wabarakatuh

Prof.Dr. Ravik Karsidi., M.S.

Rector of Univeritas Sebelas Maret.

## SPEECH OF THE CHAIRPERSON

Distinguished delegates and guests, respected invited Speakers,  
Dear Presenters and Participants, ladies and gentlemen.  
Assalammu'alaikum warahmatullahi wabarakatuh,  
Good morning to everyone.

As the chairperson and on behalf of the organizing committee, It gives me great pleasure to extend to you all a very warm welcome to the second International Conference Learning Innovation and Quality Education (ICLIQE) 2017, hosted by the faculty of teacher training and Education, Sebelas Maret University, Surakarta. And welcome back all of you who attend the previous conference of ICLIQE 2016, really appreciated to be back here again with us.

We are extremely grateful to: 1. Prof. Dr. Ravik Karsidi., M.S., 2. Prof. Dr. Saleh Amat., 3. Prof. Madya Dr. Melor Md Yunus, 4. Prof. Handoyo Puji W., Ph.D and 5. Prof. Jiro Takai. Many of you have traveled long distance to be with us. I bid you a very warm welcome to Indonesia. We are indeed honored to have you here with us and we appreciate your willingness to openly share your knowledge and experiences.

The theme of this year's conference is "Strengthening Quality of Education through ASEAN Networking" which embraces five main topics, namely: 1. Learning innovation and the quality of special education, 2. Learning innovation and quality of early childhood education, 3. Learning and quality of education in primary school children, 4. Professionalism in Education Counseling, and 5. Learning and Quality and Education Technology. With many research activities now taking on a global dimension, it is imperative to discuss positive approaches towards inculcating best research integrity practices.

Without wholehearted support from many parties, this conference is impossible to come into a reality. Therefore, on behalf of the committee, I would like to take this opportunity to extend my appreciation to the rector of sebelas maret University, Dean of faculty of teachers training and education, plenary speakers, paper presenters, reviewers, delegates and guest, participants, and all sponsoring agencies that we have supported us to host this conference. And also, my sincere thanks go to my organizing team and student volunteers for their un-tiring efforts to make this conference as a memorable one.

In addition, as the report data, we reviewed and selected 155 abstracts for concurrent session of presentation. We believe that we can learn plenty of things from different presenters. This 2017 conference is attended by more than 200 participants coming from different countries and regions in and beyond Indonesia. Selected papers will be published in indexed proceeding.

I wish all presenters and participants a fruitful and memorable experience at the second ICLIQE 2017 in Solo. Last but not least, I do hope we will meet again at the third International Conference Learning Innovation and Quality Education (ICLIQE) 2017.

Thank you.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Prof. Drs. Gunarhadi., M.A., Ph.D.  
Chair, the Organizing Committee

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**The Role of Group Dynamics in Shaping Social Behavior Early Childhood in A  
Kindergarten, Bogor, Indonesia****Ronny Gunawan<sup>1</sup>**

Universitas Kristen Indonesia, Jakarta

Corresponding email: onigunawan08@gmail.com

Early Childhood is a gold generation aged 2 to 6 years which is very valuable for a nation in the future, therefore the formation of early childhood is the responsibility of parents and school. In Early Childhood Education does not emphasize the ability to read, write, and arithmetic, but also more emphasis on aspects of the formation of social behavior. The formation of early childhood social behavior in schools can be applied through group dynamics. In group dynamics every child can learn or be guided to respect others, share food, respect each opinion from his friends and help others who have difficulty in learning so that children's social behavior can begin to be established. The group dynamics applied in schools is to form learning groups, where social behavior can be observed according to age level. This study uses qualitative methods and triangulation techniques, where the study group is divided into three parts, namely Play Group age 2 s / d 4 years, study group A age 4 s / d 5 years, and study group B age 5 s / d 6 years and researchers make observations on each student's social behavior. The results of this study indicate that group dynamics have a significant role in shaping the social behavior of early childhood in Kindergarten.

**Keywords:** *Group Dynamics, Early Childhood, and Social Behavior*

**INTRODUCTION**

Social behavior is the actions and habits undertaken by individuals in social life. Social behavior can also occur based on the individual's response to the social situation. The social behavior of humans has begun since the man knows his predicted environment in the under three years (toddler), where at that time people begin to learn to respond to every situation that occurs around it, such as the child's response to the behavior of parents who make him laugh. Thus human social behavior is formed from an early age. The main element that shapes human social behavior from an early age is the family, where the family, in this case the parent has a very important role as the main and first former of the social behavior of children. In addition, school is the second form of social behavior of children. Since the child comes out of the house, that is, in childhood enter kindergarten children begin to have wider socialization than the first time, that is family. In this kindergarten children begin to learn to live socialize with peers and teachers.

**1. Child Social Behavior.**

Human social behavior is formed based on self-knowledge received from childhood, which according to Syam (2012) said that human recognition of himself by nature is influenced by the people around him, which is divided into three groups, namely: first,

significant others (parents and siblings) who first formed the introduction of humans since childhood; second, affective others (such as those with emotional attachment) like best friends; and thirdly, the generalized others, such as teachers, lecturers, neighbors and so on. The three classes affect the influence of human recognition of himself which ultimately affects his social behavior. In accordance with the opinion of Sham above, affective others (people who have emotional ties) such as teachers can shape the child's self-reinforcement reinforced by Gunawan (2000) that socialization is a process of guiding individuals into the social world. Such socialization is implemented within the scope of education, where teachers guide learners to have behaviors that can adapt to their environment and are not affected by negative behavior in their environment. Socialization is a learning problem, in which the individual (learners) learns about the behavior, habits, and patterns of culture as well as various skills in socializing such as speaking, socializing, dressing, eating procedures, and so on.

Gaster (1991) in the journal *Environmental Research* Vol. 158 (2017) 729-736 article (Richardson, 2017) says that children today are less sociable in the open environment than children of previous generations. Children in the present generation have associations that tend to be inclusive, ie on gadgets. Starting from the game pattern to the present-day friendship space owned by children today are on their own smartphones, much different from those of past children, where their social relationships are in real terms, such as walking together, play traditional games and eat together at a food stall. At present the scope of child socialization is limited to the smartphone screen they have, but it has a wider range of friendships (not just limited to friends physically, but cyberspace). Such behavior can affect children's perception of their social behavior. Not only in children, but the virtual world also affects parents in which children learn the behavior. When parents are more focused on their smartphones, children also have the same behavior.

In the education of the child can learn each of their social behavior both from teachers and peers. Kindergarten is a place for children to organize their social behavior among peers, especially in managing emotions and behaviors are formed in the classroom. (Rimm-Kaufman & Pianta, 2000 in Broekhuizen, 2016). In Kindergarten children are taught to have positive social behaviors, such as being polite to friends and teachers, sharing food with friends, helping friends who have difficulty in learning, and so on. Such social behavior can be taught by the teacher through games and group dynamics. In the game and group dynamics the teacher has a role as mentor. Early Childhood Education Teachers (PAUD) are responsible for guiding their students and fostering physical-motor, socio-emotional, cognitive, and spiritual development of learners. The socio-emotional development consists of two words, namely social and emotional development. Social development is concerned with improvements in the interaction of children with others, ranging from parents, siblings, playmates, to the public at large, whereas emotional development is associated with an overflow of feelings when children interact with others. So socio-emotional development is the sensitivity of children to understand the feelings of others when interacting in everyday life (Suyadi, 2009).

In its development, the social behavior of the aged child can be formed and guided. Child's social behavior should show positive social behavior such as helping a friend who has

difficulty in learning. Through the guidance of teachers at school, then the child begins to understand and realize what actions need to be done in social life. Positive social behavior is often termed prosocial behavior. Prosocial behavior within the child can be divided into 8 (eight) indicators, namely: showing care to friends who are distressed, can know the feelings of friends during the conflict, share something with friends, give something to friends, want to queue without making a fuss, meet the demand without argue, help friends in learning, care to others in need (Beaty, 2013).

a. Group Dynamics in Early Childhood Education

Children need the help of teachers and parents to foster their social behavior. Social behavior that is formed will be a social skill in children, so that children can be easy to socialize with the environment. In the Early Childhood Education the child is guided by the teacher to cultivate the social behavior that exists within them, with respect to the development of their own egos, for example, the child is led to learn to appreciate each opinion of their peers in opinion. Each child's personal has their own uniqueness, therefore the Early Childhood Education needs to organize each uniqueness each through group dynamics techniques

The term group dynamics is used to refer to a number of techniques, such as role play, group discussion, observation and feedback on group processes, and group decision makers, widely used in training groups on skills development of human relationships. Group dynamics can also be used to refer to a study to gain knowledge of the nature of the group, the laws of group development, and the interrelationships of its members, and relationships with other groups (Romlah, 2006).

Sukamta (1998) in Hartinah (2009) defines group dynamics is a system of bonds that affect each other between elements of one with the other because of the direct connection between these elements. Group dynamics is a shared psychological relationship of group members with regard to human behavior in small groups with the power of being in groups, the cause of the growth of these forces, and the effects on individuals, groups or the environment (Hartinah, 2009). Group Dynamics in Early Childhood Education is a technique to develop or foster children's behavior through the formation of groups according to the age of the child, the Play Group group aged 2 to 4 years, the TK A group aged 4 to 5 years, and group Kindergarten B age 5 up to 6 years. In accordance with the age of development, children are guided to have positive social behavior, such as appreciate each opinion of their friends, besides children are also mentored to have social skills. The three components of social skills that schools can develop in Early Childhood Education: helping children get clear ideas about socially adaptive behaviors, helping children understand how to use appropriate social skills, helping children placing learned abilities, so they can do so in diverse social situations in a child's environment (Geldard, 2011).

## **METHODS**

### **1.1. Participation**

In this study, researchers took samples at Early Childhood as many as 30 students in Bogor, Indonesia. The samples were divided into 3 age groups which were then developed into group dynamics, ie the Play Group group aged 2 to 4 years as many as 8 students, the TK A group of 4 to 5 years as many as 10 children, and the TK B group ages 5 to 6 year as many as 12 children. In this study the teacher became an observer in the dynamics of the group that was formed. Activities undertaken in this study is the Learning Process conducted according to established learning groups, such as learning to read, write, and count.

### **1.2. Procedure**

The method used in this study is a qualitative method, in which the data presented in the form of qualitative survey techniques. The steps undertaken are analyzing the theoretical studies to form research construction, after construction research is formed, then determined the indicators of research as the basis of the developed instrument, ie survey guidelines. This research is conducted in Teaching and Learning Process, where the researcher observes the learning process of each study group.

### **1.3. Measurement**

The measurement applied in this research uses survey data in qualitative form. The data analysis used is Triangulation technique, where the researcher uses the theory study, the thinking of the researcher, and the result of survey which will be drawn into a hypothesis. The indicators that become the construction of research are as follows: showing care to friends who are in distress, can know the feelings of friends during the conflict, share something with friends, give something to friends, want to queue without making a fuss, fulfill the request without arguing, help friends in learning .

## **RESULTS**

From the research and survey conducted by researchers in getting the results in accordance with each group as follows:

### **1.4. Results from Group Dynamics Play Group**

After the observation on the learning process in the group Play group obtained results that children aged 2 to 4 years: the generalization of the survey results obtained results that children aged 2 to 4 years is still in the level of adjustment to the new social environment. The school environment is a new environment for Play Group children, so they still need more guidance from teachers in adapting to their social environment, such as in playing and singing with friends. Often they also show their ego in having one game by not allowing their friends to touch the game they are playing. Thus children aged 2 to 4 years still need mentoring and guidance in:

- a. Show care to friends who are in distress.

- b. Knowing the feelings of friends during the conflict, for example they often fight fight over toys,
- c. Share something with friends,
- d. Giving something to a friend,
- e. Want to queue without making a fuss,
- f. Meet the demand without arguing,
- g. Helping friends in learning.

The above is not because they are not able to perform the seven indicators above, but they do not understand deeply their social environment. In addition, children aged 2 to 4 years still have a strong enough memory of the situation and conditions in the family, where there are children from Play Group who are too educated with over protective by their parents.

#### 1.5. Results from Group Dynamics TK A

In the group dynamics activities associated with the Teaching and Learning Process, researchers found the fact that children aged 4 to 5 years have been able to control their egos, of course with the direction and guidance of teachers who educate. They have begun to understand and do the meaning of:

- a. Show care to friends who are in distress.
- b. Knowing the feelings of friends during the conflict, for example they often fight fight over toys,
- c. Share something with friends,
- d. Giving something to a friend,
- e. Want to queue without making a fuss,
- f. Meet the demand without arguing,
- g. Helping friends in learning.

Understanding of the seven indicators has been obtained by the child based on the development of age and group dynamics process as long as they are guided by the teacher. Thus the development of social behavior of children aged 4 to 5 years is better than the Play Group age.

#### 1.6. Results from Group Dynamics TK B

The result is that children of that age generally have known who the social environment, they have been able to adapt and perform the seven indicators of social behavior in children, namely:

- a. Show care to friends who are in distress.
- b. Knowing the feelings of friends during the conflict, for example they often fight fight over toys,
- c. Share something with friends,
- d. Giving something to a friend,

- e. Want to queue without making a fuss,
- f. Meet the demand without arguing,
- g. Helping friends in learning.

The ability to recognize the social environment is not only because they have grown up in behavior, but because of a learning process during their time in the school of Early Childhood Education (PAUD) with the guidance of teachers in group dynamics.

## **DISCUSSION**

From the three research results above, that is Group Dynamics Process in Group Play group, TK A, TK B, it can be discussed that the more age of adult child, the social behavior of children have started to grow and lead to the process of maturity, but it can not be denied that the role early childhood teachers in guiding the child are still indispensable even though the child is already in the kindergarten group B. The formation of social behavior has been formed in group dynamics activities, since the child is in the Play Group group. Thus, group dynamics or should be interpreted in accordance with their age can form a significant social behavior to achieve social skills, in which children can: show care to friends who are in distress, can know the feelings of friends during the conflict, share something with friends, give something to friends, want to queue up without making a fuss, fulfill requests without arguing, help friends in learning.

Ability of children aged 5 to 6 years in playing the role of social behavior due to have got the process from the age of 2 years, 4 to 5 years, until the age of 6 years. Therefore, group dynamics in Early Childhood Education is very significant in nurturing the social behavior of children, until finally after they enter elementary school they become skilled in social behavior and not become selfish man. In children aged 2 to 6 years do not have insight into social behavior because, the school is the second environment for them in addition to the first is the family.

## **CONCLUSIONS**

From the overall research results, it can be drawn a conclusion that Group Dynamics for Early Childhood in Teaching and Learning Process has a very significant role in shaping the social behavior of children. Child social behavior can be a social skill when it has been started since play group, ie age 2 to 4 years, it happens because age 2 to 4 years is the initial formation for children in socializing, besides also the pattern of egocentric which is increasingly eroded for children have social concerns that ultimately have social skills.

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