

The Role Of Bali Cultural Values Under Development Social Child Age Early

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Abstract

This study aims to determine the role of Balinese cultural values on social development of early childhood. The Balinese cultural values focused on in this research are the *tri kaya parisudha* values. The *tri kaya parisudha* value consists of thinking (*manacika*), saying (*wacika*) and doing (*kayika*) good and right. The research method used is qualitative research. Technique collection data use observation, interview. The data analysis technique used is Miles and Huberman. The research findings show the role of *the tri kaya parisudha value* in activities Which it's been planned by the teacher good inside or outside class. This activity is able to develop the social skills of children aged 5-6 years, such as saying good and correct greetings, children acting as fathers, mothers, brothers and sisters and discussion activities carried out by teachers. The conclusion of this research is that social development will develop well if the role of the *tri kaya parisudha value* is optimized in children's play activities. Children need to be equipped with cultural values, especially *the tri kaya parisudha values*, so that they are able to socialize in their environment.

Keyword: Cultural values, Development Social, Child Age Early

1. INTRODUCTION

Development social is one aspect of necessary development in stimulation on child age early. Development social is ability Which related with behavior patterns Work Same thing, mercy heart, sympathy, empathy, friendly attitude, imitation and behavior attachment (Hurlock, 1978.). (Permendikbud, Year 2014) about National standards for early childhood education Chapter IV Standard fill Chapter 10 mentions:

Social-emotional as referred to include: a. self-awareness, consists on show self-ability, knowing feelings yourself and control yourself, as well capable adjust self with others; b. sense of responsibility answer for self and others, includes ability know right-his rights, obey rule, arrange yourself and be responsible on his behavior For kind fellow; And c. behavior prosocial, covers ability play with Friend peer, understand feeling, respond, share, as well as respect people's rights and opinions other; behave cooperative, tolerant, And behave polite.

Social behavior needs to be developed from an early age by providing opportunities child in role in a way direct for do activity with method Which pleasant. Study previously Which explore stage ideal socio-psychological development, that is, full participation in culture humans as a totality of normals, patterns, and rules that will gradually be mastered children to become adults (Vygotsky, 1978). On year First life (Hongjian, 2020) influence Friend peer No can underestimated, Because Initial interactions with peers, good positive nor negative, proven predict behavioral and social adaptation child on period teenager beginning, even after controlling for initial interaction effects children with two important person figures mature (that is, Mother And nanny child). Connection children with individual- individual in surroundings influence adaptation they to their environment and the acquisition of social behavior positive (Öngöreni, 2022). Through social interaction, children will gain experience so they can build their knowledge. This is in accordance with Vigotsky's opinion which states that children build their knowledge through social interaction and learning with adults (Masitoh, 2005)

Teacher build capacity child moment they know, understand And behave in accordance with norm social when interact One The same other. This involves describing, explaining, reasoning, role playing, giving examples, give bait come back Which constructive, and practicing socially regulated behavior which is intertwined in four pillars, namely *learning to know* (Learning to Know), (2) *learning to do* (Study Do Something), (3) *learning to live together* (Study Life Together), (4) *learning to be* (Study Become Something), (Charter, 2016)

Learning social-emotional in early childhood determines the stages behavior period front child in school. The current study examines the effects of the curriculum Skills social-emotional on behavior child in children's programs age early. Children receive instruction in Skills social and emotional use program Connect with Person Other. Teach Skills social on child age early determine the stage for learning in period front (Betsy L. Schultz, 2011). Study Which done (Selly, 2019) mention that Skills social Which shown by early childhood in the form of work the same and behavior adaptive. Child form Skills social through experiences and observations of the surroundings. By because That, person old And Teacher own role important in teach Skills social.

Emphasis on development social-emotional on (Akiko, 2014) studies preschool Japan has show that emphasis curricular is on development social-emotional, and that pays very little attention given to teaching reading or mathematics or systematic effort for scaffold children's intellectual development. Show that program sort of it's in the minority, and that's the norm in Japanese preschool is "free" or education "Relax", A approach Which emphasize giving children young Which abundant chance to play freely and engage spontaneously in interaction with each other other and world physique. Results study (Shafira, 2022) entitled interior space relationships Study And play to development social emotional child age early. Design room Study And play child very influential on process grow flower child in park child. Child will grow in a way maximum if the child feels happy and comfortable moment play is at in something place Which support, Good in a way design nor the facilities.

When children learn rule Which more complex for arrange use Language in context (that is, pragmatics), Skills communication social, including

interaction social and cognition social, develop. Social and emotional learning model graded This is framework ideal for start prevention intimidation in level preschool (Lyndsay, 2017). Pattern foster democratic, is known that person old Which apply pattern democratic upbringing of their children tends to be more independent, achievement, capable find creative ideas according to level development, always enthusiastic in do activity, will be a successful person, have dreams, honor person old And person other, own Lots Friend, brave put forward opinion, feel safe because it always gets attention and direction life Which clear, so that child from democratic families tend to responsible responsible and optimistic to future (Rahimah, 2022).

Play is become need on child age early, Because The principle of children's learning is learning while play. In accordance with results study Which done (Rahmadiani, 2020). Play can practice Skills social on child like cooperation, share with fellow, value fellow, Help help, grow flavor empathy, become leader Which Good, responsible and honest. There are many benefits obtained by child when play besides practice Skills social, child Also will get knowledge and new experiences through play. So from That person old as environment First the child needs to understand its importance play for young children, for parents can help development child develop optimally. Related to classroom teaching is Vygotsky's idea of role play. According to him, teachers need to give children, especially young ones, lots of opportunities to play. A child's conceptual abilities are formed through play and imagination. Vygotsky argued that development is led by play. Vygotsky's concept brought a revolution in the field of learning, especially combining thought and language with socialization, he made learning a dynamic process that involved the development of higher human mental functions (Sadia et al, 2021).

Problem which happen in development social child age early according to (Abshor, 2017) the bad ability social-emotional child usually caused by things Which abstract the instructional process, they do not get experience meaning directly. Based on the findings (Aghnaita, 2022) so There is a number of dangers in the social development of children, among them happen neglect social, participation social Which too Lots, dependency and adaptability excessive,

unable to adapt with Good, as well as exists prejudice. Concern Which often discussed Good for person old nor educator, attention Which most often discussed is 'behavior'. Results study (Alexander, 2022) social-emotional problems in beginning period small there is findings show no social conformity as an important feature in journey development symptom depression.

2. LITERATURE REVIEW

Hurlock (1974) stated that the social pressure experienced by a person will force him to change his way of thinking, habits, values and beliefs or can be said to be his personality so that a person can be accepted in society. One of the factors that influences personality is the environment. Social skills in children are a type of strategy that children use when they try to initiate and maintain every social interaction they have with their friends. The ability to maintain social relationships with other people is an indicator of social skills (Curtis, 1997., Giverts, 2006. , Browne, 2008., Ashley ea, 2010).

3. MATERIALS AND METHODS

Study This use approach qualitative. Technique interview done in a way purposive sampling. Informantin study This Teacher And child age 5- 6 year. Data collection technique using observation, interview, documentation and study techniques literature. Strategy analysis data Which used is descriptive-qualitative analysis. The data analysis technique used is Miles and Huberman

4. RESULTS

From results observation Which done, that Application *Tri Rich Parisudha* on child age early already done with poured moreover formerly on device learning. Device learning Which in Meaning here is a teaching tool in the form of curriculum, program annual, program semester, implementation plan learning weekly and plan learning daily.

On plan implementation learning weekly and plan learning daily, from activity beginning to end of activity. The application of *Tri Kaya Parisudha*

starts with children present on morning day, like say regards “Om Swastiyastu” Which It means Hopefully in circumstances happy on gift from Hyang Widhi/god Which Maha one. With say regards good with Teacher or with Yes friend, child Already perform skills directly social and application from *tri rich parisudha*. Greeting activities done also good in in nor outside class.

Results Study related know teachingsbase religion Hindu Which Wrong the only one is *tri rich parisudha* isas base for behave inhis daily life. Because withunderstand base from teachings *tri rich parisudha* child will be able to differentiate where Which Good, where what is allowed and what is possible done. Train children with introduction prayer daily so child will capable more near with the creator. The activities available in opening activities, such as activities observe self Alone. This activity is directed at children introduce himself like Name, characteristic features And attribute Which worn child. The activity of introducing yourself so that your friends know your name or characteristics. characteristic from child the, so that child capable and more easy insocialize. Behavior like disclose self ability for share, intertwine connection and communication request help, help and give praise is is part from Skills social opinion in on show Skills social divided into several main dimensions that is: ability disclose What Which felt, ability various with What Which owned And Have sensitivity social to fellow (Elliot et al, 2001).

The next activity is to discuss the parts of the body that can be touched and those that must be protected. This activity teaches children to communicate well with teachers or their peers. By communicating well and correctly, children are able to practice social skills. This reflects the role of the *tri kaya parisudha*, namely in the parts of *wacika* (saying the right thing) and *kayika* (doing the right thing) and training to think well and correctly (*manacika*). Activities carried out indoors include children saying hello, discussing with teachers and peers. Other activities such as how method disclosethanks to Lord, person old, Teacher or even his friends. Example activity grateful to Lord on in give it health, child taught For said Which Goodthrough prayer and taking care of the body through eat food Which nutritious. According to (Parker, 1995) with Skills social a child

will become popular among his colleagues with a child's social skills will bring up attitude warmth, friendliness and ability for cooperate.

5. DISCUSSION

In the research findings above, it can be seen from the role of tri kaya parisudha wacika (saying the right thing) and kayika (doing the right thing) and training to think well and correctly (manacika). The role of the tri kaya parisudha can develop social development through playing with the child's development stages. This research is supported (Sheridan, 2005) by explaining that social skills usually refer to discrete goals that direct behavior that allows individuals to interact effectively with other people in their environment. Sheridan and Walker identified two things that are important for children's social skills. First, a child must learn various social skills that will be needed in various situations, in other words, a child must master social behavior that will be necessary and useful when interacting with other people. Secondly a child must learn to relate in ways that are acceptable to others in various social situations.

(Martha, 1994) social skills in children are the use of general social reinforcement in peer group relationships. These load points include imitating smiling, laughing, giving affection and verbalization. Children who have good social skills are of course able to express what they feel well and of course in the right place, so that their peers are able to accept them fully. Good expression skills are an indicator of good social skills in children. According to (Vincent, 1998) social skills in children are thoughts, actions and regulation of emotional activities that enable children to achieve personal or social goals while maintaining harmony between them and their social partners. A child's ability to achieve their personal and social goals is considered an indicator of a child's good social skills. A child is able to maintain harmonious relationships with their peers is also considered a key point of a child's social skills.

6. CONCLUSION

Skills social isskills that can be learned by individual since age early regarding patterns connect with other people through ways that are accepted by the environment and can each other profitable, no only benefit himself but also profitable for person other. Skills social somebody capable adapt self with environment the ability to collaborate and overcome problems and respect yourself and person other. Role *tri kaya parisudha* seen in activities Which Already designed by teachers both inside and out outside of the classroom. These activities capable develop Skills social child age 5-6 year, like activity say regards and role playing and discussion activities Which done Teacher. Activity seen, role *tri kaya parisudha* Which in it's about *wacika* (says yang right) and *kayika* (doing the right thing) and train to think well and Correct (*manacika*). Skills social It will develop well if the role of *tri kaya parisudha* is optimized in activities play child.

7. REFERENCES

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