



Utilizing Effective Communication in Interactions with Same-Age Peers: Children Aged 4-5 Years

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Abstract

The use of effective communication by young children aged 4-5 years in interactions with peers is very important because it has a very influential impact on the social development and communication skills of children. The aim of this research is to determine the use of effective communication by young children aged 4-5 years in interactions with peers. This research method uses qualitative methods with observation, interviews and documentation methods. The results of this research show that the use of effective communication by young children aged 4-5 years in interactions with peers is very important due to the social development and communication skills of children. From this research it can be concluded that the use of effective communication by young children aged 4-5 years in interactions with peers is very important for social development as well as training social skills in children and children being able to control their own emotions. Therefore, the researcher hopes that future researchers will further develop the use of effective communication from young children aged 4-5 years in interactions with peers. The researcher also recommends to future researchers to use this research as a reference in conducting research on the use of effective communication in early childhood 4-5 years old in interactions with peers.

Keywords: *Effective Communication, Early Childhood, Interactions, Peers.*

Abstrak

Pemanfaatan komunikasi efektif anak usia dini 4-5 tahun dalam interaksi dengan sebaya sangatlah penting dikarenakan, sangat memiliki dampak yang sangat berpengaruh dalam sebuah perkembangan social dan kemampuan berkomunikasi pada anak. Tujuan dari penelitian ini adalah untuk mengetahui pemanfaatan komunikasi efektif anak usia dini 4-5 tahun dalam interaksi dengan teman sebaya. Metode penelitian ini menggunakan metode kualitatif dengan metode observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa pemanfaatan komunikasi efektif anak usia dini 4-5 tahun dalam interaksi dengan teman sebaya sangat penting dikarenakan untuk perkembangan sosial dan kemampuan komunikasi pada anak. Dari penelitian tersebut dapat disimpulkan bahwa pemanfaatan komunikasi efektif anak usia dini 4-5 tahun dalam interaksi dengan teman sebaya sangat penting untuk perkembangan social serta melatih kemampuan social pada anak dan anak dapat mengontrol emosionalnya sendiri. Maka dari itu peneliti berharap kepada peneliti selanjutnya mengenai pemanfaatan komunikasi efektif anak usia dini 4-5 tahun dalam interaksi dengan teman sebaya untuk lebih dikembangkan. Peneliti juga merekomendasikan kepada peneliti selanjutnya agar menggunakan penelitian ini sebagai rujukan dalam melakukan penelitian tentang pemanfaatan komunikasi efektif anak usia dini 4-5 tahun dalam interaksi dengan teman sebaya.

Kata Kunci: Komunikasi Efektif, Anak Usia Dini, Interaksi, Teman Sebaya.

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INTRODUCTION

The dynamic nature of education requires a careful balance between standardized objectives and individualized learning needs to accommodate the diverse talents and interests of students. Research by Cloutier et al. (2020) underscores the necessity of adapting educational approaches to meet the evolving demands of society, emphasizing the importance of a holistic educational framework. Additionally, Alhalabi's work (2016) highlights the need for ongoing assessment and refinement of educational goals to ensure that they align with contemporary challenges and contribute effectively to the development of well-rounded and adaptable individuals. Education is an endeavor to elevate the quality of knowledge acquired through both formal and informal learning, aiming to foster high-quality human resources. The precise determination of educational objectives is crucial to achieving the desired quality without adversely affecting the learning outcomes of other students.

Early Childhood Education (ECE) stands as one type of exchange program tailored for children from birth to 18 years old (Smith et al., 2023). This is implemented through the provision of stimulating education to support the overall development of children, encompassing physical and mental aspects, ensuring they acquire the necessary skills to continue their education (Prasanna et al., 2023). The organization of early childhood education emphasizes laying the foundation for physical growth, intellectual development, socio-emotional skills, language and communication, and spirituality, tailored to the unique developmental stages of young children (Kayiran & Sönmez, 2020). Play is considered a child's right and should be available to every child without exception.

Skills can be viewed from etymological (language) and terminological (vocabulary) perspectives. Communication, a fundamental human activity, involves participating in or belonging to a group, and common opinion refers to general consensus (Shah et al., 2018). Communication is vital for human life and societal development (Wen et al., 2021). Effective communication strengthens social systems that often rely on each other, and without it, communities cannot coexist harmoniously.

A child's ability to communicate effectively with others is known as effective child communication, encompassing both verbal and nonverbal communication, appropriate word choices, and the ability to understand and respond appropriately (Rajeswari et al., 2019). Important aspects of effective communication include verbal and nonverbal communication, active listening, and social skills.

Language plays a crucial role in enabling a child to communicate effectively with their environment. Around the age of 4-5, children can use between 900 and 1000 different words, including negative, neutral, and command expressions (Dahm, 2023). At this age, a child can communicate clearly and comprehensively, using mathematical formulas and recognizing various shapes and colors, while also learning about their surroundings (Hastall et al., 2023).

The personality and social development of a child are influenced by interactions with peers. Peer relationships in a university setting allow children to interact in an environment they create, fostering understanding, cooperation, sharing, and caring for each other (Bos – Van Den Hoek et al., 2019). Through interactions with peers, children learn to appreciate one another, develop a sense of responsibility, work collaboratively, share, and care for their peers (Degotardi et al., 2022).

The purpose of this research is to understand the utilization of effective communication by 4-5-year-old children in interacting with peers. This investigation aims to highlight the importance of effective communication for the social development of children, enhancing their cognitive abilities, language skills, and conflict resolution capabilities in interactions with their peers.

METHODS

The research method employed by this researcher is qualitative research with a descriptive qualitative approach. Qualitative research is a method that emphasizes in-depth exploration (Schmid et al., 2022). The application of qualitative research methods in analysis is likely to yield a more comprehensive understanding of a specific phenomenon (Nurani et al., 2019). This study was conducted at TK Darul Falah in Koto Besara, Dharmasraya regency, with the aim of investigating the utilization of effective communication in early childhood aged 4-5 years during interactions with peers. The research instruments included observation, interviews, and documentation. Data analysis involved data reduction, data presentation, and drawing conclusions/verification.

RESULTS AND DISCUSSION

Based on the observations conducted by the researcher at RA Darul Falah Dharmasraya, it was found that there is a factual utilization of effective communication for children aged 4-5 years in interactions with peers. Children in the school are accustomed to using polite and good language when interacting with peers on a daily basis. They apply effective communication while playing together because they have been accustomed by teachers and parents to communicate effectively when talking. This language proficiency improvement is further enhanced as the teachers at RA Darul Falah always employ effective communication when interacting with the children they teach.

Effective communication during early childhood interactions with peers has a positive impact on children, leading to enhanced language abilities. By implementing effective communication, children develop social skills and gain confidence. It also improves their language skills, enabling them to resolve conflicts they may encounter. The application of effective communication when interacting with peers demonstrates an increase in a child's self-confidence, social and emotional abilities, fostering good relationships. This allows children and their peers to exchange ideas and foster mutual understanding.

Effective communication involves conveying information clearly and accurately, making it easily understandable to others and ensuring that others can comprehend what is being conveyed. One crucial aspect of effective communication is the communicator's ability to deliver a message clearly using appropriate media and understandable advice. Effective communication occurs when there is two-way information exchange between the communicator and the receiver, with both parties meeting the expectations of the other.

The ability to communicate effectively is a key factor influencing an individual's success. In childhood, a child's communication ability is crucial for building a strong social environment. Developing social skills, children learn that communication and collaboration are essential for effectively managing their environment at school. Students who struggle with communication may face challenges in adapting to peers and their surroundings, potentially disrupting group efforts and hindering progress.

Communication can be achieved when someone has the ability to communicate effectively in both spoken and written language (Nunamaker, 2022). This includes speaking in easily understandable language, understanding a baby's needs, and even sipping and chewing gum that can benefit a baby. These actions contribute to a child's sense of happiness, safety, health, and productivity in line with their potential (H. Yang et al., 2021).

In the first form of communication, which is written and spoken language, children need to be taught to communicate clearly and accurately. Parents speak to their children in everyday language, and gestures, both bodily and otherwise, are used to explain. Therefore, one effective strategy for communicating with a diaspora child is to model behavior performed by the message sender so that the message is easily understood and interpreted by the child (Hong et al., 2021).

To make this effective communication easily understood by children, several actions need to be taken. Among them are using language that is easy for children to understand, using simple words appropriate for the child's age, being a good listener when the child speaks, and engaging in role-playing activities to enhance communication skills. For children aged 4-5 years, the language development stage involves a diverse and rich vocabulary. It is important to note that each child develops individually at different rates.

CONCLUSION

Based on the results of the analysis and discussion conducted, it can be concluded by this researcher that the study aimed to understand the utilization of effective communication in early childhood aged 4-5 years during interactions with peers. The utilization of effective communication for early childhood is crucial for language development. Engaging in effective communication helps children expand their social skills, as they interact directly with peers. Through effective communication,

children can comprehend others' feelings, collaborate, share, and build confidence in direct interactions with their peers.

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