

ECE Teachers' Perception and Promotion of Children's Resilience and Social Emotional Skills in Indonesia

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Abstract

This report captures the perception by ECE principals and teachers of social emotional conditions and resilience of early childhood education in students aged 4-6 years in Indonesia. Data regarding the perception and promotion by ECEC teachers of children's social emotional skills and resilience were obtained from focus group interviews with six participants and individual interviews with nine respondents from eight preschools. The data collected focuses on teachers' understanding of the terms "social emotional skills" and "resilience," what kind of practices (programs and activities in learning) they do to strengthen these skills and how they support children facing challenges. Early childhood teachers in Indonesia understand that social emotional skills and resilience are very important from an early age. Students need it in social interactions, self-regulation, and facing various social challenges (such as being in a new place and adapting). Challenges faced by teachers include a lack of in-depth understanding of concepts, a lack of conceptual material when pursuing professional teacher education, so teachers study independently via the internet, books, articles and discussions. Social emotional skills are the focus of developmental activities in learning as it is stated in the curriculum, but only 1 out of 8 preschools had a special program to strengthen resilience. However, activities provided by other early childhood teachers also include learning activities which strengthen resilience in children. This causes the assessment of resilience to be more limited than social emotional skills. These findings indicate that there is a need to strengthen resilience programs that are relevant to social emotional skills in early childhood, both from the government and institutional standpoint, so that children in Indonesia are ready from an early age to face global challenges in the future.

Keyword: Social emotional skills, children's resilience, early childhood education in Indonesia, teacher's perspectives, preschool program and activities in Indonesia, MELESAT.

A. Introduction

The purpose of early childhood education services in Indonesia is preparing the children to enter their next level of education with various stimulations. According to The Ministry of Education of Indonesia, early childhood education service is intended for children from birth to age six, and divided into three groups. The first is informal early childhood education. Children receive education informally within the family. This is based on the belief that after the child is born, the first education comes from the family or the surrounding environment who raises them. In this category, the government does not provide formal education units for children, but the government organizes community service programs that can help increase family knowledge in educating children. The second is Non-Formal Early Childhood Education Service. The children under age four can enter non-formal early childhood education service held by public or private preschools. Non-formal forms of ECE are called *Tempat Penitipan anak* or “TPA” (term for childcare in Indonesia) and *Kelompok Bermain* or “KB” (term for play group). The third is Formal early childhood education services, it refers to kindergarten programs for the children from age five to six, including *Raudhatul Athfal* (Islamic-based Kindergarten under the Indonesian Ministry of Religion) service. Both kindergarten programs under the Ministry of Education or Ministry of Religion are held by public or private preschools.

Apart from government policies, the process of creating high-quality ECCE is influenced by the culture in Indonesia. The cultural characteristics in Indonesia form the basis of the values that underlie educational practices such as the curriculum. For example, if the ECE service is located on the coast, the children will learn a lot about maritime matters. This is a characteristic of the preschool. Children will go to the fish auction, learn how fishermen sail, catch fish, sell or process it, even allowing children to make replicas of traditional fishing boats based on information obtained from fishermen. As another example, an ECE service located in a city/district that still has royal symbols (e.g. the Javanese kingdom with a strong culture), children will learn a lot about Javanese traditional clothing, batik cloth,

traditional Javanese games, etc. Giving children the opportunity to learn more contextually according to their cultural identity will provide meaningful experiences, resulting in quality learning.

Cultural characteristics also influence the teaching and learning approaches used in ECCE, and the way ECCE institutions are run in terms of organizational structure and leadership. For example, the emphasis on collectivity and community in Indonesian culture is seen in collaborative learning in the classroom. The culture of respect for elders in Indonesia shapes classroom discipline and behavior management. Leadership styles in ECCE institutions are influenced by a culture that emphasizes hierarchy and respect for authority. Leaders in the institution take a more authoritarian approach to decision-making and communication. By understanding this culture, it is imperative that leaders be strategic in their management of teams. Adapting leadership styles that align with cultural norms can foster collaboration, respect and effective communication within the institution.

Cultural characteristics also influence the understanding of child development and the parenting approaches used. Concepts of the child and parenting are closely tied to the family and ethnic group. Most Indonesians are influenced by patriarchal culture, but there is also a matrilineal community (e.g., the Minangkabau ethnic group). Gender roles often assign primary caregiving responsibilities to women while men are expected to be the family breadwinners.

The COVID-19 pandemic in 2020 has also impacted the education system in Indonesia, such as significant learning loss in literacy and numeracy. The restriction of direct contact in schools has led to changes in the curriculum system. “Kurikulum 2013”, the previous national curriculum in Indonesia, was adjusted into three optional schemes that schools could choose from. First, the “Kurikulum 2013”, the curriculum implemented before the pandemic. Second, the “Kurikulum Darurat” or Emergency Curriculum (which is a simplified “Kurikulum 2013”). And third, the “Kurikulum Prototype”, which is a competency-based curriculum to support learning recovery by implementing project-based learning.

The Indonesian Ministry of Education is currently gradually implementing the “MERDEKA” curriculum which is a development of the “Kurikulum Prototype” for all levels of education including early childhood education. The “Kurikulum Merdeka” gives schools the opportunity to develop learning according to their potential. The early childhood education (ECE) curriculum in Indonesia is designed to support children's holistic development in various children development aspects or STPPA¹, including religious and moral values, Pancasila values², physical-motor, cognitive, language, and social-emotional, as stated by the Ministry of Education and Culture Regulation No. 5 of 2023 concerning Graduate Competency Standards in Early Childhood Education, Primary Education, and Secondary Education. The curriculum aims to build a strong foundation for children before they enter the next education level.

In the implementation of the “MERDEKA” curriculum, schools will be asked to develop a curriculum operational document that begins with analyzing the school environment, human resource capabilities, analysis of community conditions (including what characterizes the location of ECE services, parents' occupations, etc.). Furthermore, based on the results of the analysis conducted by the school, a vision, mission and learning based on school conditions will be developed, which will eventually become the special characteristics of the school. At the ECE level, children can learn about a topic they like from books owned by the preschool or from their observations of the environment around the preschool that they encounter on their way to preschool, during outing classes, or in other conditions that allow them to make observations.

Early childhood social-emotional development outcomes are specifically described through Ministry of Education and Culture Regulation No. 137 of 2014 on National Standards for Early Childhood Education. The regulation

¹ STPPA or *Standar Tingkat Pencapaian Perkembangan Anak Usia Dini* is indicator of ability or skill achieved by children in all aspects of child development and growth set by the Indonesian Government.

² Pancasila is an ideology believed by the Indonesian people. The values of Pancasila refer to the values of divinity, humanity, unity, democracy and justice.

mentions early childhood social-emotional development outcomes based on age categories (from three months to six-years-old) that include self-awareness (awareness of recognizing one's abilities, feelings, self-control and ability to adjust to others), a sense of responsibility for oneself and others, and prosocial behaviour. Resilience itself is not clearly mentioned in the curriculum. However, the project-based learning process in the “Merdeka” Curriculum allows children to encounter failure and find solutions. Social activities with peers also involve the social emotional skills. Both lead to the development of resilience in early childhood. Furthermore, teachers take their pre-service teacher training and in-service training, where they have been introduced to the concept of social-emotional skills, how children's SES milestones are based on age categories, and how to develop them in children. Therefore, the concept of children's social-emotional skills has been widely understood by teachers.

Thus, the role of government policy and culture in Indonesia contributes significantly to creating quality ECCE, especially in developing resilience and social emotional skills in early childhood. Synergy between various policies, local cultural values and family can create an ECCE environment that is inclusive, children-centered, and pays attention to the holistic needs of early childhood. The current curriculum in Indonesia known as MERDEKA curriculum, gives schools the opportunity to develop the curriculum with a contextual approach. Schools are given the opportunity to analyse the school environment (including students, parents, community, and school resources) as a basis for curriculum development. This curriculum provides differentiated learning that is appropriate to children's developmental stages including developing their physical, cognitive, social and emotional aspects as well as resilience.

This report is based on a survey conducted in Indonesia under the coordination of Child Research Net (CRN) with the aim of finding out the perception of teachers on children's social-emotional skills and resilience and how it is implemented in preschools, what kind of practices they use to promote resilience in children. In this survey, we asked senior ECEC teachers

and ECEC facility managers about nurturing "resilience" and relevant "social-emotional skills" in 4 to 6-year-old children. This survey consists of two parts: the preliminary survey and the main survey. The purpose of the preliminary survey was to obtain information to develop interview questions for the main survey. More precisely, the main survey aimed to determine the recognition of the terms "resilience" and "social-emotional skills" among senior ECEC teachers and ECEC facility managers, as well as ECEC teachers in their facilities, and what kind of practices they implement to promote resilience in children.

B. Analysis of Interview Results of Principals and Senior Teachers (Preliminary Survey)

1. Word Perceptions of "Social-Emotional Skills" By ECCE Facility Managers and ECCE Senior Teachers

The perception of social-emotional skills was asked of 6 ECCE facility managers and senior teachers. The head principal and senior teachers had various years of experience in early childhood education. Results showed 1 of the 6 participants, who is an assistant principal had heard of the term "social emotional skills" and knew what it meant, whereas 5 others only knew little about what it meant. Most of them understood children's social emotional skills as children's ability to manage their emotions and how to interact with other people while others mentioned children's adaptation into social settings as shown in the table below.

Table 1. School managers' and senior teachers' understanding of the term "social emotional skills"

Understanding of the term "Social-Emotional Skills"	Principal	Assistant Principal	Senior Teacher
Heard the term & know the meaning well	0	1	0
Heard the term & know a little what it means	2	0	3
Heard the term but don't know what it means	0	0	0
Never heard the term & don't know what it means	0	0	0

The understanding of senior teachers at Early Childhood Education (ECCE) institutions in Indonesia regarding social emotional skills in early

childhood is an important key in developing effective educational programs. As teachers who have experience and a more mature understanding, senior teachers understood that social emotional skills played an important role in forming children's character and adaptability. They realized that developing this aspect from an early age could help children become more holistically balanced individuals. Data obtained in the field from senior teachers at ECCE institutions indicated that teachers' understanding of social emotional skills involves skills such as recognition and management of emotions, effective communication skills, empathy, cooperation, and conflict resolution. Senior teachers recognized that learning is not just about academic knowledge, but also about helping children understand themselves and interact with their social environment.

Senior teachers' understanding of social emotional skills was influenced by various factors. During their professional training program (PPG: *Program Profesi Guru*, a national training program by the government to acquire a teacher's license), teachers received special training where they have gained a deeper understanding of the concepts. However, there were also teachers who were unqualified for the professional training program. Consequently, their understanding of social emotional skills was more limited, so they instantly searched on the internet about the concept of social emotional skills as it was mentioned in the survey. In addition, senior teachers' understanding of social emotional skills was also influenced by their work experience in the field. This experience can help them develop a deeper and more detailed understanding of these concepts.

Furthermore, leadership roles in ECCE institutions also influence senior teachers' understanding of social emotional skills. School principals or administrators who support and encourage the development of social emotional skills will create a work environment that is conducive for teachers to continue learning and developing in this regard. Conversely, the interview results indicated that if the leadership is less supportive, senior teachers feel less motivated to develop their understanding and skills in teaching social emotional skills.

2. Perceptions of the Word “Resilience” by ECCE Facility Managers and ECCE Senior Teachers

A total of 6 interviewees which have roles as school managers and senior teachers were asked about their perception of resilience. There were 2 facility managers (principal and assistant principal) who stated that they have heard of the term “resilience” and do not know what it means, and 4 respondents stated they have heard the term and know a little what it means. They interpreted resilience as the children’s ability to survive in socializing in a new setting, meeting new people, and dealing with challenges in order to form their mental health and overall wellbeing. They said, for example, children can assist others, such as peers or teachers, understand their own health by eating a healthy diet, exercising, and getting enough rest.

The summary data of facility managers’ and senior teachers’ understanding is shown in the table below.

Table 2. School managers’ and senior teachers’ understanding of the term “resilience”

Understanding of the term “Resilience”	Principal	Assistant Principal	Senior Teacher
Heard the term & know the meaning well	0	0	0
Heard the term & know a little what it means	1	0	3
Heard the term but don’t know what it means	1	1	0
Never heard the term & don’t know what it means	0	0	0

The understanding of senior teachers at Early Childhood Education (ECCE) institutions in Indonesia about resilience in early childhood is important for creating an educational environment that supports children's holistic development. Senior teachers who knew a little about the term “resilience” in early childhood realize that resilience is a child's ability to survive, bounce back and develop positively even when facing challenges, stress or failure. They understand that resilience is an important aspect in building children's character and readiness to face changes and pressure in the future. Senior teachers who understand resilience tend to integrate this concept into their teaching and learning approaches in the classroom. They strive to create a

safe, open, and loving learning environment, where children feel supported to try, fail, and learn from their experiences. This approach helps children develop self-confidence and resilience in facing challenges.

However, not all senior teachers have a good understanding of resilience in early childhood. For some of them, this concept is new. There were teachers who learned about the term resilience when they were interviewed for this topic and then carried out searches from various sources, for example books, articles, internet and discussing with senior teachers and also interpreted the meaning of resilience literally for themselves. Even so, the data shows that the teachers have implemented nurturing resilience through children's activities at school settings, as I will explain in the next section.

3. Special Activities and Practices Carried Out at the Manager/Senior Teachers' Facilities to Develop Resilience and Relevant Social Emotional Skills

Special activities and practices that are usually carried out by senior teachers in developing resilience and relevant social emotional skills in early childhood have a very important role in forming children's character and adaptability. Senior teachers have experience and a deep understanding of the needs of young children in meeting challenges and developing the social emotional skills and the ability to bounce back from failure in life. The results from the preliminary survey showed that there are several special activities and practices that are often held by senior teachers at Early Childhood Education (ECCE) institutions in Indonesia to develop resilience and social emotional skills in early childhood.

First of all, one of the activities carried out by senior teachers was the creation of a supportive and safe learning environment. A positive, loving environment is essential in helping children feel comfortable experimenting, learning, and growing. Senior teachers strive to create an environment where children feel supported to try new things without fear of failure or negative judgement. Furthermore, senior teachers said they organize structured play activities to help children develop social emotional skills such as cooperation,

sharing and resolving conflict. Play is a natural way for children to learn and develop their social emotional skills. Senior teachers create games and activities specifically designed to teach children about the importance of cooperation, effective communication and conflict resolution.

Senior teachers also said they held activities that emphasize learning through real experience or experiential learning. They take children outside the classroom for field trips, nature observations, or participation in social activities. Through these hands-on experiences, children learn about social interactions, decision making, and hands-on problem solving, all of which are important social emotional skills to develop.

Senior teachers also answered they organized activities that teach children about emotions and how to manage them. They use storybooks, role plays, or group discussions to help children identify and express their feelings appropriately. Senior teachers also teach emotional management strategies such as deep breathing, talking about feelings, or sharing with friends when they are having trouble.

In addition, senior teachers mentioned they used time outside the classroom, such as during breaks or lunch to organize informal activities that develop children's social emotional skills. They encourage children to interact, play, and share with their friends outside of formal learning contexts. This helps children feel more comfortable in social interactions and develops social emotional skills in everyday situations.

Senior teachers also said they organized activities that emphasize cooperative learning, where children work together in groups to achieve certain goals. They assign tasks that require cooperation between children, such as group projects or team games. Through this collaboration, children learn the importance of working together, effective communication, and appreciating the contributions of each group member. Furthermore, senior teachers used stories or fairy tales to teach children patience, resilience and self-confidence. They choose stories that depicted characters who faced obstacles and overcame them with social emotional skills and resilience. By

listening to these stories, children learn that they too can be strong and resilient in facing challenges in their lives. Senior teachers also said they held activities that teach children about empathy and respect for differences. They use role-playing, group discussions, or art activities to help children understand other people's feelings and experiences. By understanding other people's perspectives, children learn to appreciate diversity and build empathetic relationships with others.

Senior teachers set positive examples through their own behavior in the classroom. They show a calm, patient and understanding attitude in facing challenges or conflicts. By setting a good example, senior teachers influence children's behavior and attitudes, helping them develop social emotional skills that are relevant in everyday life. Finally, senior teachers also involve parents in activities aimed at developing children's resilience and social emotional skills. They hold parent-teacher conferences, workshops, or family events designed to help parents support children's development at home. By involving parents, senior teachers ensure that children's learning and development of social emotional skills takes place not only at school, but also in the home environment.

4. Educational Programs and Materials Implemented at ECCE Institutions to Foster Resilience and Social Emotional Skills

Educational programs and materials that are usually and frequently implemented in Early Childhood Education (ECCE) institutions have a crucial role in fostering resilience and social emotional skills in early childhood. In this analysis, we will explain several examples of educational programs and materials that facility managers and senior teachers answered that were implemented in ECCE institutions in Indonesia to create a learning environment that supports the development of resilience and social emotional skills in young children.

Senior ECEC teachers answered that social emotional skills development activities were adopted in ECCE institutions. These programs are designed to help children develop skills such as cooperation, effective

communication, empathy, and conflict management. Teachers use a variety of activities such as group games, role plays, and discussions to help children understand the importance of social emotional skills in everyday interactions.

The survey responses indicated that educational material about emotions and emotional management were also taught at ECCE institutions. Children are taught to identify and express their feelings appropriately and learn strategies for managing strong or negative emotions. This helps children understand themselves and build skills to overcome challenges and frustrations.

In addition, material about patience, perseverance, and resilience was also included in the ECCE curriculum. Children are taught the importance of persisting and not giving up when faced with difficulties or failure. Senior teachers said they use stories, games and other activities to help children develop a strong mental attitude and the determination to keep trying .

They mentioned that project-based learning programs were also implemented in ECCE institutions to foster resilience and social emotional skills. Children are given the opportunity to work together in groups to complete challenging projects or assignments. During this process, they learn how to collaborate, share ideas, and solve problems together, which are important social emotional skills.

The results also indicated how ECCE institutions also held extracurricular activities or activities outside the classroom designed to foster resilience and social emotional skills in children. For example, they organize social activities such as visits to nursing homes or environmental activities such as tree planting. Through participation in these activities, children learn about empathy, respect for diversity, and the importance of contributing to society. In addition, decision making and problem solving is often emphasized in the ECCE curriculum. Children are taught strategies for solving problems they face in everyday life, as well as the importance of critical and creative thinking in facing challenges. This helps them build the ability to handle complex situations and make good decisions.

The respondents indicated that play activities are also important to develop social emotional skills. They said, through play, children learn social emotional skills such as sharing, communicating and working together through games designed to help them learn in a fun and engaging way. This helps children understand the importance of social emotional skills in their social interactions. Furthermore, self-respect and respect for others were taught in ECCE institutions. Children are taught to appreciate their own uniqueness and achievements, and to respect the contributions and achievements of others. This helps them build a healthy sense of self-confidence and the skills to provide support and appreciation to others.

Learning programs about cooperation and teams were also implemented in ECCE institutions. Children are given the opportunity to work in groups to complete specific tasks or projects. During this process, they learn how to work together, share ideas, and appreciate the contributions of each group member, which are important social emotional skills. Furthermore, two of the six teachers had organized activities that teach children to respect the differences. Children are taught to respect the diversity of cultures, religions and other backgrounds, and how to interact positively with people who are different from them. This helps them build relevant social emotional skills in an increasingly diverse society. Two of six teachers have commented on effective communication and good listening taught through activities at ECCE institutions. Children are taught how to convey their ideas and feelings clearly and effectively, and how to listen attentively when others speak. This helps them build communication skills that are important for success in social interactions.

Lastly, ECCE institutions also held activities that teach children about responsibility and leadership. Children are taught to take responsibility for their own actions and decisions, as well as how to lead and motivate others in achieving common goals. This helps them build leadership skills and develop a responsible attitude in everyday life.

C. Analysis of ECCE Teacher Interview Results (Main Survey)

1. Word Perceptions of “Social-Emotional Skills” by ECCE Teachers

Early Childhood Education teachers in Indonesia have multiple roles in their school as the number of teachers is limited. The number of human resources at ECCE facilities depend on the number of the students in both public and private schools. This survey was conducted with 9 people working in the ECEC field from 5 provinces across islands in Indonesia. Data was collected from November 2023 to February 2024.

Out of the total of 9 interviewees, asked about their perception of social-emotional skills, none knew what it means well. There were 5 head principals, 2 senior teachers and 2 junior teachers who knew a little about what it means, as shown in the summary table below.

Table 3. Teachers’ understanding about the term social-emotional skills

Understanding of the term “social-emotional skills”	Principal	Senior/ Junior Teacher
Heard the term & know the meaning well	0	0
Heard the term & know a little what it means	5	4
Heard the term but don’t know what it means	0	0
Never heard the term & don’t know what it means	0	0

The perception of "Social-Emotional Skills" by ECCE teachers in Indonesia is influenced by various factors, including their experience in college, participation in workshops, seminars and discussions, as well as their educational context. In this analysis, it will be explained how this understanding is formed and how it influences teachers' teaching practices based on the results of interviews.

First of all, college experience was the main foundation in building ECCE teachers' understanding of social-emotional skills. Courses such as developmental psychology, character education, and early childhood learning methods helped them understand the importance of social and emotional aspects in early childhood learning. Furthermore, participation in workshops, seminars, and discussions provided opportunities for ECCE teachers to

deepen their understanding of social-emotional skills. The teachers' responses showed they learned innovative teaching strategies, gained insights from other educational practitioners, and shared among them children's experiences in facing challenges related to developing social-emotional skills in early childhood.

Senior teachers also said they held project-based learning activities (for example P5-Project) that emphasize collaboration and creativity. These projects allow children to work together in groups to complete a specific task or project. During this process, children learn how to work together, share ideas, and solve problems together, all of which are important social emotional skills.

However, despite the challenges and differences in perception, the majority of ECCE teachers in Indonesia realize the importance of developing social-emotional skills in early childhood. They recognize that these skills are an important foundation for a child's future academic and social success.

Additionally, more and more ECCE teachers are beginning to adopt a holistic approach to early childhood education, integrating social-emotional skills development with the academic curriculum. They realize that learning is not just about achieving high academic grades, but also about helping children become socially and emotionally balanced individuals.

2. Perceptions of the Word “Resilience” by ECCE Teachers

There were 9 interviewed in this section. Three of them had heard of the term “resilience” and knew what it means well while the other five only know a little about what it means, one had heard of the term but did not know the meaning as shown in the table below. They defined resilience as the children's ability to recover from any challenges, failure or stress. They also mentioned resilience is related to teacher's role to support students to enhance their resilience.

Table 4. Teachers' understanding about the term of resilience

Understanding of the term "Resilience"	Principal	Teacher
Heard the term & know the meaning well	2	1
Heard the term & know a little what it means	3	2
Heard the term but don't know what it means	0	1
Never heard the term & don't know what it means	0	0

There were 9 ECCE teachers who had heard the word "resilience". There were 2 principals and one teacher who stated that they knew and understood the meaning of resilience well, while 5 others stated that they heard the term resilience but only knew a little about what it means. This could be due to a lack of exposure to these concepts in educational curricula or teacher training, or simply a lack of awareness of the importance of these skills in children's development.

One of the eight preschools had a special program named MELESAT (belongs to preschool's disaster curriculum) focused on the development of resilience among students. The majority of early childhood facilities do not provide special programs to develop resilience, but the interview results showed that the teachers did several activities that support the development of resilience in daily learning such as implementing student-centered and problem-based learning.

After explaining the meaning of the concept of resilience and providing concrete examples in the context of early childhood education, the ECCE teachers began to understand the importance of this concept. They recognized that resilience refers to a person's ability to bounce back from adversity, overcome obstacles, and adapt to change, all of which are important skills for children's development.

3. Special Activities and Practices held by ECCE Teachers to develop Resilience and Relevant Social Emotional Skills

Early Childhood Education (ECCE) has an important role in helping children develop resilience and relevant social emotional skills. Through the interview, we found out that some ECCE teachers adopt a variety of specific

activities and practices designed to facilitate the development of these skills. In this analysis, we will discuss some specific activities and practices that ECCE teachers undertake to achieve this goal, accompanied by concrete examples from the field.

First of all, one of the activities carried out by ECCE teachers that is related to developing resilience was through games and physical activities. Games such as group games or team games can help children build resilience to failure and uncertainty. For example, in group games that involve challenges or competition, children learn to work together, overcome failure, and bounce back after being defeated.

Furthermore, the use of stories or fairy tales was also a common practice in developing resilience by ECCE teachers. These stories often depict characters who face challenges or hardships, but ultimately overcome those obstacles. Through stories, children can learn the importance of remaining optimistic, persistent, and finding creative solutions to the problems they face.

One teacher commented that collaborative activities in group learning also helped in strengthening children's social emotional skills and resilience. She said as an example, collaborative projects that involve creating art together or building models can help children learn about cooperation, communication, and problem solving together. Through this process, they learn how to work together to face challenges and resolve conflicts that may arise.

Additionally, practices that involve self-reflection also helped children develop resilience. ECCE teachers said they held time for group discussions or journaling activities³ where children can reflect on their experiences, identify their emotions, and think of solutions to overcome the problems they are facing. For example, after facing a conflict with a friend, children are asked

³ At the end of the class activities, the teacher asks the children about their feelings or if there was anything that made them unhappy. If there was anything notable in the class, the teacher would write it down to analyze and evaluate what the teacher should do to strengthen the children's needs in the next meeting. This would also be written in the end of semester report if needed.

to reflect on what they learned from the situation and how they can deal with conflict in the future.

Teachers also mentioned the use of relaxation and mindfulness techniques applied by ECCE teachers to help children manage emotions and stress. For example, they said they teach children deep breathing techniques or simple meditation exercises to help them calm themselves in stressful situations. Through these exercises, children learn to recognize and manage their emotions more effectively.

Responses showed that reward and reinforcement practices also played an important role in the development of children's social emotional skills and resilience. ECCE teachers provided praise and recognition to children when they demonstrated positive behavior or successfully overcame challenges. For example, when a child successfully completed a difficult task or helped a friend who was having difficulty, the teacher praised the child and provided positive reinforcement for this behavior.

One respondent commented activities that teach problem solving skills were also an important part of the development of resilience by ECCE teachers. Children are taught to identify problems, develop strategies to overcome those problems, and evaluate the solutions they find. For example, in a problem-solving activity, children are asked to design and build a bridge from simple materials that can withstand a certain load.

Additionally, practices that encourage independence and responsibility also contributed to the development of resilience. ECCE teachers said they provided opportunities for children to take initiative, make their own decisions, and manage their own tasks. For example, children were asked to plan and carry out projects on their own, so that they learn to take responsibility for their actions and decisions.

Practices that encourage respect for diversity were also important in the development of social emotional skills and resilience. ECCE teachers commented they promoted respect for differences and diversity among children, in terms of cultural background, ethnicity or ability. Through

activities that emphasize respect for diversity, children learn to appreciate and celebrate differences, and build inclusive and supportive relationships.

Furthermore, activities that involve effective communication also played an important role in the development of social emotional skills and resilience. ECCE teachers often provided opportunities for children to practice communicating clearly, listening attentively, and expressing their ideas and feelings appropriately. For example, in group discussions, children are taught to listen to each other and provide constructive responses to their friends' ideas.

Finally, practices that encourage cooperation and togetherness are also important in developing social emotional skills and resilience. ECCE teachers said they created opportunities for children to work together in groups, share ideas, and complete assignments together. For example, in collaborative projects, children learn to support each other, work together, and value the contributions of each group member.

4. Educational Programs and Materials Implemented at ECCE Institutions to Foster Resilience and Social Emotional Skills

Educational programs and materials that are usually implemented in ECCE institutions that contribute to the development of children's resilience and social emotional skills have a variety of approaches and methods specifically designed to meet their developmental needs. Various aspects of learning, from physical activities, social interactions, to understanding emotions, are often integrated into the ECCE curriculum to provide a holistic and comprehensive learning experience.

According to the interviewed teachers, one of the approaches commonly used in ECCE institutions was daily play. Through play, children not only develop gross and fine motor skills, but also build resilience to overcome frustration, learn to share, and interact with peers. Play activities such as group games, puzzles, or art activities allow children to learn about cooperation and solving problems together. Apart from that, teachers mentioned that learning through stories or fairy tales is also an integral part

of the ECCE program. Carefully selected stories can provide children with role models for how to deal with obstacles and challenges in everyday life. Teachers can choose stories that illustrate values such as perseverance, optimism, and cooperation, which help build the foundation for children's development of resilience.

Results indicated that practices including activities that contribute to the development of children's social emotional skills were introduced in ECCE institutions as part of their curriculum. This included learning about sharing, empathy, self-control, and resolving conflict well. Through activities such as role-playing, or simulating real-life situations, children learn how to interact with others in positive and meaningful ways. Teachers also commented that materials that introduce emotional understanding were also a focus in developing children's resilience and social emotional skills at ECCE institutions. Teachers helped children identify and express their feelings in healthy and productive ways. This included activities such as discussing feelings, creating an emotion board, or reading a book about expressing emotions.

According to the teachers, social emotional skills and resilience development activities at ECCE institutions also included a problem-solving component. Children are taught to identify problems, develop problem-solving strategies, and evaluate results. This helps them face challenges more confidently and effectively in the future.

Answers revealed that reward and reinforcement practices were used as part of ECCE daily activities to strengthen children's social emotional skills and resilience. Through praise given by teachers and recognition of positive behavior, children are encouraged to continue doing good and overcome challenges with confidence. A teacher commented that materials on responsibility is also included in the ECCE curricula to help children understand the importance of taking responsibility for their actions and decisions. This included activities such as planning and managing small projects, giving them the opportunity to show initiative and independence.

Approaches oriented towards developing social emotional skills also included activities for cultivating empathetic behavior. Children are taught to understand and feel what others feel, and how to respond with compassion and understanding. This helps build healthy and supportive relationships between children. Furthermore, resilience development programs involve learning about tolerance of frustration and failure. One of the interviewed teachers mentioned a program named MELESAT. MELESAT is a curriculum implemented by one of the preschools that focuses on disaster conditions through habituation activities, material content and learning using project-based learning through Mathematics, Existence, Literacy, Engineering, Science, Art and Technology materials. Children are taught that mistakes are a natural part of learning, and that it is important to bounce back after failure. This helps them develop strong mental resilience and a positive attitude towards challenges.

5. Use and Content of Evaluation and Assessment Tools for Resilience and Relevant Social-Emotional Skills

The evaluation and assessment tools used by ECCE teachers to measure social-emotional skills in early childhood are critical to ensuring appropriate development and providing effective feedback to children. The use of this evaluation tool must be appropriate to the characteristics and needs of children at their stage of development.

One evaluation tool that was mentioned by a teacher is direct observation. Teachers pay attention to children's behavior during social interactions, play, and participation in group activities. These observations provide a direct picture of children's social-emotional abilities and assist teachers in assessing the extent to which they have achieved specific developmental goals.

6. Provision and Content of Feedback to Parents Regarding Their Children's Resilience and Acquisition of Relevant Social-Emotional Skills

The feedback that ECCE teachers provide to parents included an evaluation of children's progress in developing social-emotional skills. It was

related to or involved teachers' observations of children's behavior in the classroom, their interactions with peers, and their participation in socially oriented activities. The feedback ECCE teachers provide to parents also included information about efforts made in the classroom to foster social-emotional skills.

D. Discussion

Based on the analysis of the interview data, it appears that social emotional skills of early childhood children in Indonesia have significant variations. Most children still face challenges in developing their social emotional skills, including the ability to interact with peers, express emotions appropriately, and resolve conflict in healthy ways. However, it is important to note that there is variation between children in these abilities, suggesting that there are individual factors that influence the development of social emotional skills.

To strengthen the skills in children, first, teachers' understanding of children's social emotional skills needs to be improved to acquire correct knowledge. When it comes to senior teachers' understanding of social emotional skills, it is important to note that each teacher has a unique perspective based on their experience, background, and personal belief. Therefore, collaboration and discussion between senior teachers can be an effective means of sharing experiences and expanding the understanding of social emotional skills. In facing the challenges and complexities of teaching social emotional skills, it is important for senior teachers to have high self-awareness and openness to continuous learning. They must be ready to respond to changes in early childhood needs and adapt to the challenges that may arise in their educational context.

For example, ECCE teachers face obstacles such as large class sizes, varying individual needs, and pressure to complete preschool and teachers' administrative tasks, all of which can limit the time and resources available for social-emotional skills development. The teachers overcome these challenges by making various efforts in developing children's social emotional

skills. They use a variety of learning approaches and techniques that contribute to the development of social emotional skills, such as role-playing, collaboration-based activities, the use of motivational stories, as well as reflection and group discussion activities. In addition, teachers also apply relaxation and mindfulness techniques to help children better manage their stress and emotions. ECCE teachers' efforts in developing the social emotional skills in early childhood in Indonesia are crucial in helping children overcome the social challenges they face and preparing them for more complex social interactions in the future.

Thus, the understanding of senior teachers at ECCE institutions in Indonesia regarding social emotional skills in early childhood has a significant impact in creating a learning environment that supports children's holistic development. By continually improving their understanding in this area, senior teachers play a more effective role in helping children develop strong social emotional skills and prepare them for future success.

As for the development of children's resilience, it is important to increase the understanding of resilience among senior teachers who do not yet fully understand it. Special training on the concept of resilience and strategies for its development in early childhood can be an effective step in increasing their understanding and skills in this regard. The training can help senior teachers provide a more supportive approach to the children in the classroom.

The ability of children to bounce back from adversity, regulate emotions, and adjust with their friends is something that needs to be developed in children's lives. Seeing the importance of resilience for children should be clearly regulated in the curriculum along with social-emotional skills. The concepts and indicators of resilience for children that can be applied by teachers in preschools should be made clear. The research findings show that as educators, all teachers at preschool have an important role in providing support, modelling and creating learning experiences that can strengthen resilience in children. One of the teachers we interviewed said that they use many learning practices that can develop children's resilience, such as

project-based learning activities. Senior teachers who have longer teaching experience also help to give children a wiser perspective on overcoming problems. For young early childhood teachers, understanding the concept of resilience can help them understand their role and make them realize the importance of creating a learning environment that supports the development of these skills both inside and outside the classroom. An understanding of resilience can also open up further discussion and reflection among ECCE teachers on how they can integrate resilience into their educational practice while addressing the challenges and barriers they may face through various strategies according to the needs of the children.

ECCE teachers can share their stories or observations about how children demonstrate resilience in their daily lives, for example how they overcome conflicts with peers, deal with failure in completing assignments, or adapt to new environments. Teachers can organize activities that emphasize providing positive feedback and rewarding desired behavior. They provide praise and recognition to children when they demonstrate appropriate behavior or successfully overcome challenges. By providing positive feedback, senior teachers motivate children to continue trying and develop resilience when they face obstacles.

Improving teachers' understanding of resilience and social emotional skills for early childhood needs to start with a reflection on their role as early childhood teachers who must develop all children's potential. By realizing their role, teachers can be motivated to help children develop resilience and social emotional skills. Teachers' skill development can be done through various ways, such as self-learning, attending seminars, workshops and training. The government also provides support by providing an online platform that allows teachers to support each other in sharing good practices in developing learners' potential including resilience and SEL development.

Overall, specific activities and practices frequently carried out by ECCE teachers make a significant contribution to the development of resilience and relevant social emotional skills in children. ECCE teachers also provide the advice for parents on how to support children's social emotional skills and

resilience development at home, including strategies for managing emotions, encouraging cooperation and facilitating positive social interactions. The development in parenting styles will be one of the challenges in developing students' social-emotional skills. It is necessary to provide education to the community and parents regarding the importance of children's social emotional skills, so that planned and measurable stimulation is not only carried out at childcare facilities but is also strengthened at home. Collaboration between preschools, parents and the community in children's activities will be able to strengthen more contextual social emotional skills. Through a holistic, development-oriented approach, ECCE teachers can help children develop the skills necessary to overcome challenges and succeed in life.

Additionally, leadership in ECCE institutions can also play an important role in promoting the understanding and implementation of resilience concepts among senior teachers. Principals or administrators who support and encourage the development of resilience will create a work environment that is conducive for teachers to continue learning and developing in this regard. Support from superiors can provide a strong impetus for senior teachers to develop their understanding and practice regarding resilience. Furthermore, collaboration between senior teachers can also be an effective way to increase the understanding of resilience. Group discussions, exchanging experiences, and sharing best practices can help senior teachers support and learn from each other in applying the concept of resilience in their educational practices. This will create a dynamic learning culture in ECCE institutions.

Thus, an explanation of the concept of resilience can have a significant impact on the perceptions and practices of young ECCE teachers in Indonesia. Through a deep understanding of the importance of resilience and learning experiences supported by concrete examples from the field, they can become more effective in helping children develop resilience and social-emotional skills necessary for success in life.

