



The Role Of Teachers In Developing Social Skills In Children Aged 5-6 Years Through The Field Trip Method

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Abstract

Kemampuan sosial anak usia dini berkembang melalui interaksi langsung dengan lingkungan yang kaya akan pengalaman nyata. Metode karyawisata memberikan kesempatan kepada anak untuk belajar di luar kelas melalui kunjungan ke tempat-tempat yang bersifat edukatif dan rekreatif, sehingga mendorong terciptanya pembelajaran yang bermakna. Penelitian ini bertujuan untuk mendeskripsikan peran strategis guru dalam menstimulasi perkembangan keterampilan sosial anak usia 5-6 tahun melalui penerapan metode karyawisata di RA Jauharotul Mualimin. Pendekatan kualitatif dengan desain deskriptif digunakan dalam penelitian ini, dengan satu orang guru sebagai informan utama. Pengumpulan data dilakukan melalui observasi terstruktur, wawancara mendalam, dan dokumentasi. Analisis data meliputi proses reduksi, penyajian dalam bentuk visual, dan penarikan kesimpulan secara induktif. Hasil penelitian menunjukkan bahwa guru berperan sebagai pembimbing, pengajar, motivator, fasilitator, dan evaluator. Selama karyawisata, guru melakukan serangkaian tahapan, antara lain persiapan alat dan bahan, pengelompokan anak berdasarkan pendamping, pembacaan doa, dan pengarahan pengamatan terhadap objek studi. Temuan ini menegaskan pentingnya keterlibatan aktif guru dalam mendukung perkembangan sosial anak melalui pendekatan pembelajaran berbasis pengalaman.

Keywords: Peran Guru, Pengembangan Sosial, Kunjungan Lapangan

Abstract

The social abilities of early childhood children develop through direct interaction with environments rich in real experiences. The field trip method provides opportunities for children to learn outside the classroom through visits to educational and recreational sites, thereby promoting meaningful learning. This study aims to describe the strategic role of teachers in stimulating the development of social abilities in children aged 5-6 years through the implementation of field trip methods at RA Jauharotul Mualimin. A qualitative approach with descriptive design was employed in this study, with one teacher serving as the primary informant. Data collection was conducted through structured observation, in-depth interviews, and documentation. Data analysis encompasses reduction processes, visual presentation, and inductive conclusion drawing. The findings indicate that teachers fulfill roles as guides, instructors, motivators, facilitators, and evaluators. During field trip activities, teachers implemented a series of stages, including the preparation of tools and materials, grouping children based on supervisors, prayer recitation, and directing observation toward study objects. These findings confirm the importance of active teacher involvement in supporting children's social development through experience-based learning approaches.

Keywords: *Teacher Role, Social Development, Field Trip*

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INTRODUCTION

Early childhood is a growth phase marked by important transformations in a child's life (Ridwan, 2023). Changes that occur include overall development, including fine and gross motor skills, cognitive capacity, language skills, social interaction, and ethical and religious values (Nurhafani, 2023). The social domain is one of the aspects that has high urgency in the overall development, so it needs special attention. (Sari, 2024). The improvement of social abilities is ideally facilitated through appropriate and sustained stimulation (Suargani, 2023). The complexity of the surrounding environment, including the strong influence of scientific and technological advances, is one of the determining factors that cannot be ignored. (Children and Screens, 2023). The development of modern technology often brings psychological pressure that affects the emotional balance of children and indirectly affects the process of their social growth (Siti Amina Rahayu, 2022).

The progress of social interaction in young children of preschool age becomes an essential element because at this stage, the formation of social character takes place, and the growth of social life begins to blossom. The mold of the development of social behavior in the childhood era also contributed to directing the pattern of social relations in the future. The acquisition of skills to behave according to societal norms is commonly termed as social development, in which individuals are imbued with insights, mental attitudes, moral values, and behavior through various communal interactions. Therefore, from an early age, optimisation of the formation of social ties should be encouraged, because the child's personality infrastructure will be used as an asset to take part in the family environment, customs, community, and other social domains (Khatijah, 2021).

Through the 13th verse of Surah Al-Hujurat, the Divine Word has been revealed as a guide for mankind, where God speaks the holy guidance as a form of his teaching. This divine Kalam is a clear proof of the wisdom of the creator, whose contents teach the noble values of humanity, Brotherhood, and the purpose of creating people to know each other in diversity. The Qur'an has been revealed to mankind in the form of a book.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ
اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

It means: "*O mankind, you have been created by us from a man and a woman, then arranged into various nations and various people, in order to create mutual recognition among each other. The most glorified before the Creator are those who most keep piety in themselves. Indeed, Allah's knowledge encompasses all things, and there is no limit to his knowledge of every creature.*" (Departemen Agama, 2019).

Early childhood is known as the sensitive phase in human life ([Denham, 2023](#)). At this stage, the child's senses and reasoning power are in the most receptive state to various stimuli that come from outside. Each impression received will imprint in his mind and potentially reappear when the child enters a more complex stage of life. This is in line with the concept of "sensitive periods" proposed by Montessori, in which children show intense interest and learning ability towards certain aspects within a specific age range. Research shows that this period is the optimal time for the development of children's social and emotional skills ([Daryati et al., 2022](#)).

Children at an early age, the seeds of intelligence and the ability to learn independently have begun to develop. The social sphere has an important role as a foundation for children's ability to adapt and establish relationships with the surrounding environment. Through this dimension, the child's potential can be optimally honed and directed from the very beginning of life. Positive social interactions in early childhood contribute to the development of social and emotional skills essential for a child's academic success and social life ([Morkel, 2015](#)).

Child education, early childhood education, requires cross-party cooperation. Not only teachers and parents, but also education policy makers and the wider community need to make a real contribution. All parties must work together to ensure the social needs of children are met during their growth and development process. Kolaborasi antara keluarga, sekolah, dan komunitas sangat penting dalam menciptakan lingkungan yang mendukung perkembangan sosial anak ([Palmer, 2019](#)).

Social phenomena in society show that many challenges hinder the process of social development of children. Various social problems often affect the upbringing and learning environment of children. Therefore, a comprehensive understanding of the importance of social aspects in early childhood education needs to be developed. Research shows that factors such as family stress, poverty, and lack of social support can hinder children's social and emotional development ([Soper, 2024](#)).

The child's sociability begins to appear from an early age. They can interact with their surroundings and usually start to have one or two close friends. This relationship is dynamic, because children have a tendency to easily adapt in social interactions ([Rifky, 2020](#)). Keterampilan dalam berinteraksi sosial adalah keahlian yang tidak mudah untuk memperlihatkan perilaku yang dinilai baik oleh masyarakat sekitar, dan bila sikap tersebut tidak sesuai harapan, maka sanksi akan diberikan oleh komunitas ([Ariyanti, 2020](#)). Given how crucial the role of social skills in everyday life, it is wise to cultivate them in children from an early age.

On Monday, July 8, 2024, researchers carried out a pre-survey by directly observing the situation in RA Juharotul Mualimin. An application for permission to observe the BI group of 12 children was submitted by the author directly. After observations were made, it was seen that to hone children's social skills, teachers used a learning method combined with games, namely the field trip

method. Learning by these methods is implemented by the class teacher in accordance with the theme being studied by the children.

The field trip method in the learning process is able to attract the attention of children to participate more actively in learning activities. When the teacher organizes this activity, the classroom atmosphere that is usually static will change to be more dynamic, because the activity is carried out outdoors, precisely in places that are new and interesting for children. These activities provide a hands-on experience that not only eliminates boredom but also increases the child's spirit to get involved. Thus, through the implementation of field trips, children can feel happiness and increase their enthusiasm for participating in learning.

The role of educators in developing social skills in learners requires high enthusiasm and full concentration when accompanying children in completing their tasks, through the instructions given through travel-based educational activities. In addition, the optimal work of teaching can be seen from various aspects, such as learning objectives, materials delivered, the use of learning facilities, approaches applied, and assessments and awards given to children. Before starting learning activities, an educator will usually draw up a teaching plan that includes stages ranging from opening, core lesson, to closing. Not only that, but an educator is also required to present each activity engagingly and encouragingly. After the plan is completed, the educator then prepares the tools and materials needed to organize educational activities based on field trips.

Seeing the exposure of the background that has been submitted previously, the author feels it is very relevant to carry out more in-depth research. Therefore, the authors plan to continue the study entitled "The Role of teachers in fostering social skills of children aged 5-6 years through the method of Kryawisata in RA Jauharotul Mualimin.

METHODOLOGY

Types Of Research

The research referred to in this study can be categorized as Field Research. This kind of research is carried out in a deep, detailed, and intense way on a particular subject, where the subject is studied as a complex problem. Research methodology refers to the scientific approach used to obtain data, with specific objectives and benefits. In this study, the approach applied is a qualitative approach (Waruwu, 2023). The type of approach chosen by the researcher is a descriptive qualitative approach, as described. (Fadli, 2021). A Qualitative method was chosen by the author with the application of the field trip method because it is more relevant to the subject of this study, in addition to the problems being analyzed being thorough, complicated, evolving, and full of deep values.

Time and place of research

The research was conducted in 2024 by focusing on teachers in Class B in RA Jauharotul Mualimin, Central Lampung, because they are considered to have a deep understanding and experience related to this research object, and continue to be involved in activities relevant to the object. The focus of this study is to examine the role of teachers in developing the ability of early childhood in Class B RA Jauharotul Mualimin.

Research Objectives

The sampling method used in this research is purposive sampling. Sample criteria 5-6 years old in RA Jauharotul Mualimin Lampung Tengah, the determination of sampling refers to the selection of specific segments of the population (if it relates to individuals, then specific individuals), which is carried out with special consideration (based on relevant criteria), and is based on the characteristics or traits of the population that has known before. (Firmansyah , 2022)

The researcher collects data in an incentive or in-depth manner that will be investigated based on criteria that include various aspects such as characteristics, traits, and specific characteristics, which are relevant to the sample used in this study. The primary source of data in this study came from classroom teachers and principal RA Jauharotul Mualimin in Central Lampung, who has direct experience in understanding Child Development.

Data collection techniques and instrument development

This research is also included in the category of field research, which is a type of research that is carried out directly with the research subject or respondent. Therefore, to obtain information in this study, several data collection techniques were applied by researchers, as follows:

1. Metode Field Research Methods

The subject of observation includes the social skills of children both inside and outside the school environment, as well as the behaviors and attitudes exhibited by teachers and learners in educational interactions. This study utilizes the approach of the karya wisata method as a means to understand the phenomenon in children aged 5 to 6 years in RA Jauharotul Mualimin, located in Central Lampung.

2. Interview method (interview)

The interview process used by the researcher is a free-format interview, but still directed, to prevent conversations that are not relevant to the issue under study. Before the conduct of the interview, several questions are carefully prepared, which are then directed to the topic to be discussed. In this context, the researchers asked questions related to the social development of children aged 5-6 years, and sought to obtain more in-depth information from the primary source, consisting of two people, namely the principal and homeroom teacher B1. The purpose

of this interview was to obtain data and information related to the social skills of these children, especially in the activities of Travelling Work in RA Jauharotul Mualimin Lampung Tengah.

3. Documentation Methods

In this study, the documentation process is the primary means used to obtain information and data, in the form of books, archives, numerical writings, images, and other documents in the form of reports and information that strengthen research. This is done in order to understand the real conditions in the field and obtain primary sources of information related to the interaction of school organizational culture and work motivation of teachers. The researcher, in this study, uses a non-participatory observation approach, that is, he is not directly involved in the observed activity, but only serves as an observer. The focus of the activity is the observation of social development in 12 students and the teacher's actions in implementing the field trip method. What is meant by the document in this study is a written record or data that is the reference material. This method is used to collect relevant information from documents in RA Jauharotul Mualimin, Central Lampung, such as the history of the institution, organizational structure, vision, and mission, as well as data related to the implementation of learning and evaluation of children's social development.

Data Validity Assurance Techniques

After the researcher has collected the data, the next step is to verify the reliability of the data or unify the information through triangulation techniques. In simple terms, triangulation refers to a procedure for testing the correctness of data, which is a commonly used method to ensure the validity of data in qualitative studies. This process is an attempt to obtain valid data by utilizing various method approaches. Triangulation itself has several types, which can be explained as follows:

1. Triangulation Of Sources And Techniques

The verification process using the triangulation technique is done by checking the source. This step is carried out with information obtained through the head of RA, teachers, and students, guna, and tringulasi techniques using observation, interviews, and documentation, assessing the extent of the role of educators in shaping children's social abilities in RA Jauharotul Mualimin.

Data Analysis Techniques

Analysis of data is a study that deals with information that has been structured or obtained through field observation. In this context, researchers utilize qualitative approaches in data processing, such as the process of searching and grouping information in an organized manner. It includes transcriptions, field notes, interviews, and other material that has been compiled to explore the meaning contained in it, so that the findings can be conveyed with a clear understanding to others. The primary purpose of analysis in qualitative research is to interpret and identify emerging themes, facilitate understanding, and describe the results received.

In this qualitative research, data is analyzed inductively, which is an analysis process that starts from the collected data and then develops into a specific pattern of relationships. These patterns are then inferred, resulting in data that is valid and easily understood by researchers and other parties. The data collection process is repeated until it reaches the saturation point, according to Miles and Huberman's model. Therefore, these steps in data analysis rely heavily on continuous data collection until enough information is available to draw the correct conclusions.

In this research, which is descriptive qualitative, the tool used is an observation sheet that is applied during the activity. The observation sheet contains indicators that reflect the social development of children through the field trip method. Researchers use observation guidelines to make the observation process more focused, so that the collected data can be managed easily.

RESULTS AND DISCUSSION

RESULTS

Based on the narrative of Ibu Sri Istianah as the bi-homeroom teacher, it can be concluded that every field trip activity is designed to foster social skills in children that run according to the right time. In order for this activity to be more effective, some steps are routinely applied by educators, such as preparing equipment and materials according to a predetermined plan, forming groups of children and their supervisors, holding joint prayers tailored to their respective beliefs, and directing the child's focus on objects that need to be observed. During the field trip activities, the teacher gives freedom to the children, from introduction to implementation, which remains by the established learning theme.

Meeting 1

On October 26, 2024 until the date, at 08.45 WIB, efforts to cultivate the social abilities of children aged 5-6 years through the field trip method, with a total of 12 students with a visit to the Fire Department post, the need for activities needed for learning has been prepared by the teacher. Assessment can be taken from indicators of social development, namely cooperation and responsibility. In learning activities, children who have been divided into groups are allowed to practice extinguishing fires that have been practiced by firefighters. Children are always asked to work together when lifting the hose to pour water on the fire. Before the learning activity was completed, the children sang the firefighter profession song, and the teacher continued to ask if the children were happy to do field trips to visit the fire station and asked questions related to the duties of firefighters. The children answered enthusiastically at the end of the activity, praying together. The results can be obtained as follows:

Chart 1. Child Social Development Assessment Results

No	Nama	Indikator Perkembangan Sosial Anak Usia 5-6 Tahun							
		Tanggung Jawab				Prososial (Kerjasama)			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Ahmad Fakhri Nur.M			✓					
2	Ahmad Khotibul Umam			✓				✓	
3	Ahmad Rizki Syahputra							✓	
4	Alam Enggar Pratama							✓	
5	Alsya Safina			✓					✓
6	Anisa Syalwa Kirania			✓				✓	
7	Bana Mutaqin Al Huda							✓	
8	Faza Layinatul Asma				✓				✓
9	Ferdi Dwi Kusuma				✓				✓
10	Indra Setiawan				✓				✓
11	Kelfin Firmansyah			✓					✓
12	M Fajar Adika				✓				✓

Rubric of Social Assessment of Children Aged 5-6 Years

Criteria

1. Interact and be responsible with friends

- BB : The child cannot interact with friends and cannot be responsible properly
- MB : The child can interact with friends and can be responsible with a bit of help, but still needs improvement
- BSH : The child can interact with friends and can be responsible, but sometimes still needs help
- BSB : children can interact with friends well, are friendly and polite, and can already be responsible with themselves and others

2. Prosocial (Cooperation)

- BB : Children cannot cooperate with friends in doing activities well
- MB : The child can cooperate with friends in doing activities with a small quantity of help, but still needs improvement.

The results of observations at the first meeting on October 26, 2024, showed that almost all children developed very well as expected. At the first meeting, the activity of 12 children developed as expected and developed very well. It can be concluded that children can easily understand what the teacher instructs and understand the commands that the teacher gives, so that children better understand the purpose of learning with the theme, and will understand environmental awareness.

Mettinf II

On Thursday, 02 November 2024, the second meeting was held at 08.30 WIB. The Media that will be used in the lesson has been prepared by the teacher. In learning activities to foster children's social skills through the method of field trips to visit fishing every child yang brought fishing bawa rods and bait for children fishing, children are very responsible and show cooperation among their friends and provide assistance to other friends when difficulties, after it is finished fishing children are given instructions that before ending the fishing trip, the children learning activities the teacher invites the children to get together to collect fishing equipment, clean the hook and bait, after that ask the children how the children feel after fishing today, the children answered with pleasure and enthusiasm. The field trip ended by singing the song sayonara, then continued to read the prayer together. The results of the study can be seen from the evaluation as follows:

Table. II. Social Assessment Of Children Aged 5-6 Years

No	Nama	Indikator Perkembangan Sosial Anak Usia 5- 6 Tahun							
		Tanggung Jawab				Prososial (Kerjasama)			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Ahmad Fakhri Nur.M			✓				✓	
2	Ahmad Khotibul Umam			✓				✓	
3	Ahmad Rizki Syahputra				✓				✓
4	Alam Enggar Pratama			✓				✓	
5	Alsya Safina				✓				✓
6	Anisa Syalwa Kirania			✓				✓	
7	Bana Mutaqin Al Huda				✓			✓	
8	Faza Layinatul Asma				✓				✓
9	Ferdi Dwi Kusuma				✓				✓
10	Indra Setiawan				✓				✓
11	Kelfin Firmansyah			✓					✓
12	M Fajar Adika				✓				✓

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- BB : Children cannot cooperate with friends in doing activities well
- MB : The child can cooperate with friends in doing activities with a bit of help, but still needs improvement
- BSH : Children can cooperate with friends in doing activities well, but sometimes need help
- BSB : Children can cooperate with friends in doing activities well without any help

Description

1. Score 1: The child has not reached the expected standard; it needs special attention
2. Score 2: The Child has not reached the expected standard, needs improvement
3. Score 3: The child has reached the expected standard, but still needs improvement
4. Score 4: The child has reached the expected standard

Based on observations at the second meeting, which was held on November 02, 2024, it can be concluded that almost all children are developing very well, by expectations. This is because the children have shown an attitude of responsibility and cooperate in field trips held in fish ponds for fishing. In these activities, the role of teachers who always accompany and provide support also plays an important role. With the field trip method approach, the 12 children showed progress in the aspects of cooperation, communication between teachers and students, and the achievement of the desired development. In conclusion, children are able to easily understand the instructions given by the teacher and follow orders well. Compared to the previous meeting, the development of children at this second meeting looks very significant.

Meeting III

On November 09, 2024, at 07.30 WIB, the third meeting began. Before the learning process begins, preparation by educators for the tools and materials needed, the teacher gives each group 1 polybeak and 1 type of root crops for planting. Children start planting. Every group works together, like taking the land, planting, and finally, some children water the plants that have been planted and harvest vegetables that can be harvested. Assessment can be taken from the objective indicators of cooperation and responsibility as follows:

Table .III. Assessment of Social Development through Field Trips

No	Nama	Indikator Perkembangan Sosial Anak Usia 5- 6 Tahun							
		Tanggung jawab				Prososial (Kerjasama)			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Ahmad Fakhri Nur.M			✓				✓	
2	Ahmad Khotibul Umam				✓				✓
3	Ahmad Rizki Syahputra				✓				✓
4	Alam Enggar Pratama				✓				✓

5	Alsya Safina	✓	✓
6	Anisa Syalwa Kirania	✓	✓
7	Bana Mutaqin Al Huda	✓	✓
8	Faza Layinatul Asma	✓	✓
9	Ferdi Dwi Kusuma	✓	✓
10	Indra Setiawan	✓	✓
11	Kelfin Firmansyah	✓	✓
12	M Fajar Adika	✓	✓

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- BSH : Children can cooperate with friends in doing activities well, but sometimes need help
- BSB : children can cooperate with friends in doing activities well without any help

Description

1. Score 1: The child has not reached the expected standard, needs special attention
2. Score 2: The Child has not reached the expected standard, needs improvement
3. Score 3: The child has reached the expected standard, but still needs improvement
4. Score 4: The child has reached the expected standard

Based on the results of observations at the third meeting, which took place on October 9, 2024, it can be concluded that almost all children are developing very well, in accordance with the established expectations. In the activity of growing vegetables, namely leeks, conducted in groups, there is an increase in cooperation and communication between teachers and students. A total of 12 children involved in the field trip method-based learning activities showed progress by expectations, starting from the planting process to harvesting garden products in the school yard. Thus, it can be

said that children can easily understand the instructions given by the teacher and follow the commands well.

Meeting IV

On November 17, 2024, at 08.30, the fourth meeting was held. The Media that will be used in the learning has been prepared by the teacher, while students are welcomed in front of the gate with a handshake as a form of respect. After the question and answer session was done, the children were invited by the teacher to shop for the needs of the mother with the money that had been given to the children from the parents to shop for vegetables. When choosing vegetables you want to buy, the children first put into a plastic bag vegetables or food that ingin dibeli children want to buy and also when putting the ones you want to buy into a plastic bag dengan senang happily children help their friends to put vegetables and food into plastic bags and children make transactions with the help of calculating the total amount of groceries to the seller. The results of the study can be seen from the evaluation as follows:

Table. IV. Assessment Of Children's Social Development Through The Field Trip Method

No	Nama	Indikator Perkembangan Sosial Anak Usia 5- 6 Tahun							
		Tanggung Jawab				Prososial (Kerjasama)			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Ahmad Fakhri Nur.M				✓				✓
2	Ahmad Khotibul Umam				✓				✓
3	Ahmad Rizki Syahputra				✓				✓
4	Alam Enggar Pratama				✓				✓
5	Alsya Safina				✓				✓
6	Anisa SyalwaKirania				✓				✓
7	Bana Mutaqin Al Huda				✓				✓
8	FazaLayinatul Asma				✓				✓
9	Ferdi Dwi Kusuma				✓				✓
10	IndraSetiawan				✓				✓
11	Kelfin Firmansyah				✓				✓
12	M Fajar Adika				✓				✓

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- BSH : Children can cooperate with friends in doing activities well but sometimes need help
- BSB : Children can cooperate with friends in doing activities well without any help

Description

1. Score 1: The child has not reached the expected standard, needs special attention
2. Score 2: The Child has not reached the expected standard, needs improvement
3. Score 3: The child has reached the expected standard, but still needs improvement
4. Score 4: The child has reached the expected standard

In observations carried out at the fourth meeting, which took place on November 16, 2024, it was revealed that almost all students showed very positive developments and in accordance with what was desired. In the meeting session, the children participated in educational tourism activities by visiting a store owned by the mother who was selling. All the children in the BI class showed excellent development, especially in interacting with vegetable traders. They began to show confidence and practical communication skills, both in oral and non-verbal forms. Children also show a good ability to cooperate with their peers to achieve common goals. Thus, it can be concluded that the children easily understand the instructions given by the teacher, which allows them to understand better the purpose of learning the theme of this traditional market. In addition, they can also get to know various types of vegetables, food, and learn to transact. Overall, their Social Development shows significant progress through this field trip method.

At the end of the meeting, it can be concluded by the researchers that the data collected on the development of social skills in children through field trips in RA Jauharotul Mualimin showed very positive results. This field trip activity plays an important role in stimulating children's interest in learning, as they do not feel bored or saturated during the learning process. This is because these activities are often carried out, making children continue to feel curious and want to continue learning while playing, using a fun method as applied in RA Jauharotul Mualimin.

This research activity shows the extent of children's social skills through the field trip method. On the other hand kegiatankaryawisata can see the extent to which the social ability of children in understanding the instructions that teachers provide, with the field trip activities to foster the social ability of children to be interested in learning activities as he said ibu Sri istianah

homeroom teacher BI “ *Yes, field trip activities can make children more interested in learning activities, because the real learning, field trips that give children a real and meaningful learning experience. So that children can understand how social learning at school, through direct interaction with the environment, also improves communication skills. Field trips allow children to interact directly with the surrounding environment, so that children can gain broader knowledge and experience.*” (CW 2.7)

Based on the results of interviews that have been conducted, it can be seen that activities such as educational trips to locations that are fun for children can trigger their interest in the learning process, especially in developing social skills. This activity provides a meaningful first-hand experience for them. Therefore, through these activities, children can gain greater insight and knowledge. In addition, they are also more focused on the learning process and can understand the stages of these activities better, which makes it easier for them to follow the lessons. During the activity, the children showed mutual assistance, cooperation, and responsibility by the direction of the task given by the teacher. This reflects significant progress in their social development. As conveyed by Ibu Sri Istianah, the homeroom teacher, *"the role of teachers in guiding, teaching, motivating, and acting as facilitators and evaluators, went smoothly. In the BI class, the social aspects of the children developed well through this field trip activity. With the theme of plants, this activity is considered successful because the children show solid cooperation, help Friends, group cooperatively, and are responsible for each task given."* (CW. 2.8)

Based on the interview, the children understood the instructions that the teacher gave well and followed the learning process well. Therefore, the role of teachers in fostering social skills through the field trip method is considered successful, because these activities make it easier for teachers and children to carry out learning activities according to the theme, with this anak- children in the process kegiatan of learning activities taking place children have shown the ability to cooperate and responsibility towards themselves and their friends. With the field trip activities, there is an increased interest in learning activities as conveyed to Ibu Sri Istianah as follows: “ *Yes, field trip activities can make children more interested in learning activities, because real learning experiences, field trips provide children with real and meaningful learning experiences. So that children can understand how social learning at school, through direct interaction with the environment, also improves communication skills. Field trips allow children to interact directly with the surrounding environment, so that children can gain broader knowledge and experience.*”(CW 2,9)

It can be concluded that field trip activities to foster children's social skills increase children's interest in learning activities with this method; therefore, the role of teachers shows that it has been done in RA Jauharotul Muallimin in improving child development, one of the Social Development.

DISCUSSION

Field trip learning activities can improve the social skills of children aged 5-6 years in terms of cooperation, communication, and empathy. The results showed that the role of teachers is vital in field trip learning activities. Teachers can help children develop their social skills by providing direction, support, and positive feedback, and good reactions to children by first directing children about what to do before starting the field trip, so that the field trip runs well. RA Jauharotul Mualimin not only teaches children in the classroom but also outside the classroom, but the role of teachers in RA Jauharotul Mualimin, teachers make variations in how to teach children not saturated, then they anticipate interspersed with how to do field trips so that children are not saturated with activities in the researcher can describe that early childhood social development is characterized by increased willingness of children in the process of field trips method.

Learning field trips, teachers do five activities, namely, a visit to the fire station where children are trained to practice putting out fires, also save animals, visiting fish ponds, visiting vegetable gardens, and visiting traditional markets. The results of observations at the 1-4 meeting showed that almost all children developed very well as expected. At the meeting, 12 children with the approach of learning activities through the field trip method were observed in terms of cooperation and communication between teachers and students. It is said that children develop as expected in learning activities that have been implemented.

So from the results of the study, the BI class amounted to 12 children who developed very well because children can easily understand the instructions given by the teacher, and children have shown learning cooperation, learning about responsibility, and learning to interact with the surrounding environment, both others, teachers, and peers.

This study is in line with the nativist learning Theory proposed by Vigotsky social interaction which is also called socio-cultural Theory, which emphasizes that how field trip learning methods can improve social skills, this Theory states that cognitive development and learning abilities of children can be influenced by social interactions, such as teachers, others, peers. This interaction helps the child in acquiring new knowledge and skills, as well as developing the child's social abilities (Lesilolo, 2019; Suryadi & Daryati, 2022).

Albert Bandura's social learning Theory emphasizes that humans do not learn from direct experience, but also through the experience of other people's behavior. This learning process involves attention, retention, reproduction, and motivation. Field trips, as a learning method that involves visits to external locations, provide opportunities for students to observe various models of behavior, such as teachers, local communities, and individuals with certain professions. Thus,

enhancing social development through observation and interaction (Nadirah, 2019).

This study is also in line with the convergence theory of wiliam stern shows that social development can be enhanced through interaction with the environment, which can be realized through the method of field trips, field trips allow learners to interact with new environments, meet new people, thereby expanding the child's social experience (Eka Mariana, 2018)This study supports the findings of previous research which shows that in fostering the social skills of children aged 5-6 years through the field trip method has a positive impact on children's social development, such as increasing the ability to interact, cooperation, and responsibility in groups.. Factors that influence the success of using the field trip method for learning that aims to improve children's social development include careful preparation, structured planning, interesting implementation, and comprehensive evaluation, in addition to positive interaction between children, teachers, and the environment also plays an important role in the success of the field trip method.

CONCLUSION

The role played by teachers in the social development of children aged 5-6 years in RA Jauharotul Mualimin. These roles include a learning director, encouragement, facilitator, mentor, and appraiser. The improvement of children's social abilities can also be achieved by applying the field trip method in the educational process.

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