

THE STIMULATION OF ELEMENTARY SCHOOL STUDENTS' SOCIAL-EMOTIONAL DEVELOPMENT THROUGH YOGA ASANAS

Kadek Aria Prima Dewi PF1

State Institute of Hindu Dharma Denpasar

primadewipf@gmail.com; primadewipf@ihdn.ac.id

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Keyword: <i>Stimulation, social-emotional, yoga Asanas, elementary education</i>	Abstract This study aimed to describe the process of elementary school students' social-emotional development through Yoga <i>Asanas</i> . Social and emotional intelligence plays an important role in determining one's success (Daniel Goleman in Iriyanto, 2006). This intelligence can encourage the development of children to start and have social relationships with others and become the basis for the development of their academic ability. This research was focused on elementary school students especially in big classes (class IV-VI). Yoga <i>Asanas</i> was an option to stimulate social-emotional intelligence because there were movements that could stimulate that ability through body movement exercises which corresponded to the growth and development of the brain in the secondary phase of Yoga <i>Asanas</i> .

INTRODUCTION

Elementary education is one of the most important levels of education that determines the success of life. , " education is a "passport" for learners to develop themselves in the future, as well as a "basic stock" to be able to live decent in social life (Rozano, 2010: 51). One of the factors supporting individual success in life is to master the various abilities that have the function to improve the social and emotional development. Both good and bad of social and emotional development of children can be identified from various behaviors that showed by them, such as children always want to win themselves, be aggressive, quickly angry, every wish must always be obeyed, defiant even withdraw from the environment and do not want to hang out with their friends (Puspita, Budiartati, & Desmawati, 2013).

Summarizing the opinions of Goleman, Izard, and Ackerman, Le Doux, (Hansen & Zambo in Martami: 2012), emotions are feelings that are physiologically possessed by children to respond to activities occurring around them. Various forms of emotion that are the response of activities that occur in the children's environment will continue to grow in line with the stimulation provided by the environment. For those reasons, a program or strategy of education and learning should pay attention to points that support children's social and emotional development.

The phenomenon is that children, especially at the elementary school level, have not developed the social and emotional aspects. Today schools emphasize more on educational programs for cognitive fulfillment. Decades of educational practice in Indonesia are oriented towards Bloom's taxonomy, which divides the educational sphere into cognitive, affective, and psychomotor. In fact, some subjects initially intended to strengthen children's character education, such as Pancasila Moral Education, Character Education, Religious Education, and Citizenship Education, tend to be over-cognitive. There is a neglected aspect of Bloom's taxonomy, the realm of willingness-the willingness that grows within the learner. Bloom forgot about this cone domain. Therefore, it is only natural that so many people "know the good", but "do not want to do the good that they know". His will is less awakened in the educational process they experience (Akbar, 2011: 4).

To be able to develop this connective domain, the education programs in elementary education should be more emphasis on the development of social and emotional aspects. The children's social and emotional is a process of learning on how to interact with others in accordance with existing social rules, and children are better able to control their feelings in accordance with the ability to identify and express those feelings. The children's social and emotional progress gradually and through the process of reinforcement and modeling. According to Martinko (in Nurjjanah, 2017: 52-53), at this stage of development, they have also been able to interpret an event as a social and emotional structure and processes such as self-concept, standard, and goal of value formation. It is characterized by a plan as part of an action in a particular social situation. The process of social development will be a social action when there is a process of attention, the process of the reproduction process of motion, the process of mutation and observation of motivation.

According to Rogers in Puspita et al (2013: 37), an important point that becomes an emphasis on developing children's social and emotional attitudes with this approach is an ongoing commitment and consistency by all components of the school. However, the outline

of the approaching model has not been able to contribute significantly, since not all schools are able to maintain their commitment and consistency.

On the other hand, there is an opinion that today's generation is millennial or by Rhenald Kasali, it is called the Strawberry Generation (2017: vii). It is generations that are "spoiled", easily crushed by competition and uncertainty. For that matter, this generation needs an educational situation that provides challenges, accustomed to facing failure, have life skills, self-regulation and commonly makes decisions. All educational situations ideally provided for this millennial generation, require a supportive intelligence of social and emotional intelligence.

Given the importance of social and emotional aspects of the process of education today, it is necessary to have alternative efforts to make it happen. Some countries in the world such as America, India, Australia, and Canada, include Yoga activities in the curriculum. Butzer et al, describes that yoga has beneficial psychological effects on the brain and body, yoga facilitates the development of three main competencies: they are, awareness of mind and body, self-regulation, and physical fitness that can improve student behavior toward positive ones such as behavioral enhancement, mental, health, and performance (2016: 8).

Some schools in Indonesia, mainly schools in the area of Bali regularly have made efforts to involve students in yoga activities. The achievements and behaviors of children whose schools have developed yoga programs showed significant differences. One of them was SDN 1 Sumerta located in Denpasar (southern Bali). This research described the stimulation program of children's social and emotional development through yoga *Asanas* activity.

RESEARCH METHOD

This research used a descriptive qualitative approach. The type of data used was the type of qualitative data with the primary data sources were teachers, principals, parents, and students. Secondary data sources were from literature, books, journals, and proceeding. The research subjects were students in SD N 1 Sumerta. The technique of determining informant in this research was done by using purposive sampling technique. Data collection techniques used were interviews, observation, literature, and document studies. The data collected were then analyzed according to Milles and Huberman model (2009) with data triangulation ie data reduction, display data (presentation of data) and conclusion drawing/verification.

SOCIAL-EMOTIONAL DEVELOPMENT OF SCHOOL CHILDREN

The social ability of elementary school-aged children is determined by their maturity in language, emotion, and motor. This will be shown by the possibility of children having a larger social scope. Parent and children relationships are an important factor as an emotional basis for children in relation to their peers. The relationship between children and parents relates to the children's relationship with their peers. Relationships with peers are more self-training in expressing opinions, respecting other people's points of view, working together to find solutions when disputes arise and developing socially accepted standards of behavior. Whereas the children and parent relationships are based more on the need for emotional support and planting of the basic rules. The basis of interaction with peers is based on the relationship of children with parents (Wibowo, 2016: 1).

The social development of elementary school children can be seen from how to be friends at the present age from the past. If in earlier times, children can very easily be friends with anyone. Friendship is based only on, "What is your name, my name, and desire to play with. Friendship before the age of elementary school is easier to forget. After entering the elementary school-age friendship has been more focused on the same gender and similar interests and hobbies. Friendships are based more on matches, and there is a selection of who can be close friends.

This selection process led to the emergence of popular and child predicate children who are considered strange. The popular child is certainly the most liked and most invited friends with other children. While children who are not popular or considered strange, usually require extra effort and time to be accepted by their friends. Less popular kids usually look aloof, and nobody wants to play with them. Another impact of unpopularity is the child trying to do whatever the command of his friend to be acknowledged and invited to play by a group of interest to the child. The ways to help the child get along are: (1) building a healthy self-concept and self-esteem in children, (2) modeling the way of friends, (3) parenting of parents to be friendly and comfortable with themselves, (4) (6) giving children the freedom to develop their independence, (7) giving children freedom to make choices, (8) training in developing manners, (9) giving praise when children show good behavior when making friends (Wibowo, 2016: 4-8).

Socializing experiences in childhood will carry over to adults with children. A fun experience will help them in social and family life and adapt to the world of work. Considering the importance of family roles in developing children's social-emotional skills, the form of

stimulation developed ideally may involve the role of parents through a school interventive program.

Another thing that must be considered in developing the social-emotional of children is the completion of the development phase of the brain according to the age of growth. This condition is described in the learning pyramids of Williams and Shellebegeer (in Gracia, 2018: 4). That the social development of the children's emotions develops in the second phase of brain development. In general, there are three phases of development, namely (1) primary, (2) secondary and (3) tertiary.

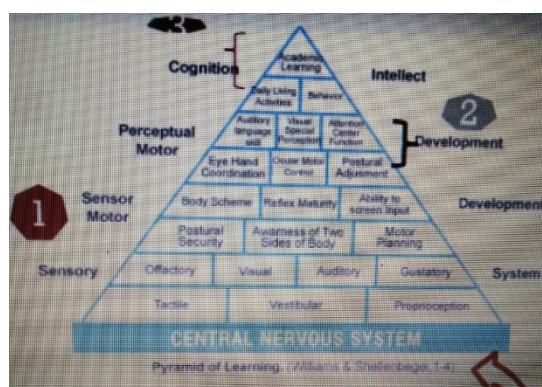


Figure 1: The Pyramid of Learning Williams and Shellegeber (Source: Anne Gracia, 2018).

Some of the learning experiences that the children should have to get good social-emotional skills have been described in detail in the pyramid. The forms of stimulation for the social and emotional development are in the second development phase, with the form of stimulation on 6 points, ie (1) eye-hand coordination (i), (2) ocular motor control ii, (3) postural adjustment (iii), (4) auditory language skill (iv), (5) visual special perception (v) and (6) attention center function (vi). These six parts are used as the basis for the development of stimulation programs through yoga *Asanas*.

SOCIAL-EMOTIONAL STIMULATION THROUGH YOGA ASANAS

The stimulation programs developed in schools are conducted with peer-to-peer relationships and parent-child relationships. Peer-to-peer relationship approaches are embodied in the yoga club program and build a school culture that is implemented through three principles: rule, regulation, and routines. Then the parent-child relationship approach is implemented through yoga parenting.

Stimulation of Social-Emotional Development in Yoga Club Program

Yoga club is a self-development activity of students who are packaged in extracurricular programs which are held twice a week. This activity was held in the morning at 06.00 WITA. This activity must be followed by children of class IV-VI.

To be able to do yoga in the morning, then the children were required to have breakfast with a light meal such as fruits or bread, it aimed to reduce the effects of nausea when yoga activity carried out. The selection of food prior to following yoga activities was a form of emotional control stimulation because early childhood was conditioned to get used to manage/control themselves to perform yoga activity.

The steps or stages of this yoga club activity are:

1. Opening Prayer (*Japa*)

The activity begins with the reciting of *japa*, firstly, as an introduction to the pleading of salvation to the ruler of the practice of yoga āsāna and to the ruler of the universe of God Almighty (Ida Sang Hyang Widhi Wasa), in order that what is done in yoga practice can be beneficial to the students as well as avoided from mistakes in moving.

At this stage, the children performed a prayer with the position of both hands covered in the chest, eyes closed, and upright sitting position. The form of stimulation was in hand and eye coordination (i), position control and eye movement to focus the image (ii), posture adjustment (iii), listening instruction (iv), and focusing attention (vi).

2. Pranayama (Processing of breath)

Pranayama was performed by covering both hands in front of the chest (in the middle of the pit of the heart) by making a deep breath through the nose and reciting the mantra "*Ang Namah*" followed by holding the breath followed by reciting "*Ung Namah*" then slowly exhaling through the nose and reciting "*Mang Namah*", all mantras were spoken in the heart. It was done repeatedly for three times. The form of stimulation was in hand and eye coordination (i), position control, and eye movement to focus the image (ii), posture adjustment (iii), listening instruction (iv), and focusing attention (vi).

3. Stretching (*Pawanamuktasana*)

Stretching began with stretching on the joints of the legs and joints of the neck, as well as stretching to train the abdominal muscles. The form of stimulation was in the hand and eye

coordination (i), position control, and eye movements to focus the image (ii), posture adjustment (iii), listening instruction (iv), visual perception (v), and attention (vi).

4. Surya Namaskara

Surya Namaskara consisted of twelve parts, each associated with one of the twelve symbols of the zodiac. A complete round of Surya Namaskara consisted of twelve parts performed twice in a row. The form of stimulation was in the hand and eye coordination (i), position control, and eye movements to focus the image (ii), posture adjustment (iii), listening instruction (iv), visual perception (v) and attention (vi).

This stage was also very helpful to maximize the phase of brain development in the primary stage (under 7 years old), which allowed each student to have different experiences according to the pattern of parenting or stimulation performed by parents at home. In a simple way, this movement could be interpreted as having benefits to help the children to improve the shape of muscle control, in an effort to maintain balance and reduce tension.

5. Asana

There were various types of *āsāna* in yogic teachings that have various benefits and uses. In general, the *asana* movement consisted of a standing *āsana*, sat *āsana*, and lying down *āsana*. The form of stimulation was in the hand and eye coordination (i), position control, and eye movements to focus the image (ii), posture adjustment (iii), listening instruction (iv), visual perception (v), and attention (vi). This stage also helped the brain control of muscle movement to maintain balance and reduce tension.

6. Closing Prayer (Japa)

The closing prayer was carried out with a comfortable sitting position, the back of the neck, and the straightened head. Both hands were placed above the knee, forming the *mudra jnana* ie the attitude of the hand done with the thumb and forefinger attached. Then slowly breathing was set and both eyes were closed.

In this yoga club program, schools had helped students to build relationships with peers in the form of joint activities in yoga activity. In this activity, the children were helped to build self-concept and healthy self-esteem, gave freedom to children to develop independence, practiced to develop manners, and gave praise when children showed good behavior when making friends. Praise or support was not only obtained from teachers, but also from peers.

Stimulation of Social-Emotional Development in Yoga Parenting

It has been described in the previous section that parent-child relationships are the basis of the relationships that children can make with their peers. Although at this stage, the children have the ability to build relationships with peers, the effort to provide exemplary still must be done continuously.

Yoga parenting is a yoga activity that must be done by parents and children at home. This activity, at any time, is also held in the school. Forms of stimulation that occurred more to the provision of motivation to the children through the fulfillment of emotional needs are feeling safe, loved, and appreciated. This need unravels in the pyramid of Abraham Maslow's needs.

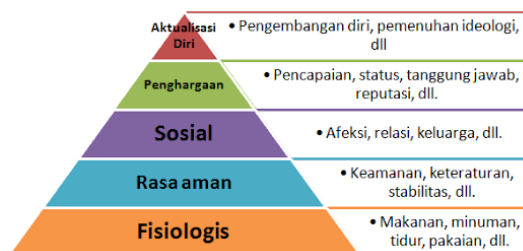


Figure 2: Pyramid of Needs (Source: <https://doriasrawijaya.wordpress.com/2017/06/05/runtuhnya-piramida-kebutuhan-abraham-maslow/>).

Yoga activities provide the fulfillment of these needs, in the form of parent-child interaction of quality, touch, praise, and service.

CONCLUSION AND SUGGESTION

The social-emotional development of elementary school children was determined by several factors, namely the basis of peer relations, which was determined by the relationships established by parents and children. Another supporting factor was precisely the form of stimulation according to the child's brain development stage, and precisely the parenting pattern in the phase before the child entered the primary school level. This phase was the phase where the child's muscle had been controlled so that it would greatly affect the balance and decrease the tension through reflex movement.

Yoga *Asanas* provided appropriate stimulation in the learning pyramid at the secondary stage development which included 6 points: they were (1) eye-hand coordination (i), (2) ocular motor control (ii), (3) postural adjustment (iii), (4) auditory language skill (iv), (5) visual special perception (v) and (6) attention center function (vi).

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