



Implementation of Market Day in Developing Social Emotional Children Aged 4-5 Years at Pagaruyung Kindergarten

*Wulan Nisfu Saumi¹, Ferdian Utama², Leli Fertiliana Dea³, Muhammad Yusuf⁴, Siti Roudhatul Jannah⁵

^{1,2,3,4,5} Universitas Ma'arif Lampung, Indonesia

 wulannisfu12@gmail.com

Abstract

This research is motivated by its benefits *Market Day* to develop *soft skill* For example, children are brave, creative, have entrepreneurial skills, are responsible, don't give up easily, are independent, conscientious, capable and have social skills. Implementation *Market Day* This is very educational, namely that children will directly interact with the surrounding environment such as peers and educators. This research aims to determine implementation *Market Day* in developing the social and emotional development of children aged 4-5 years at Pagaruyung Kindergarten. This research is qualitative research using descriptive methods with the aim of maximizing implementation *Market Day* to develop the social and emotional development of children aged 4-5 years at Pagaruyung Kindergarten. Research methods include observations and interviews. This research aims to determine implementation *Market Day* in developing the social and emotional development of children aged 4-5 years at Pagaruyung Kindergarten. The results of this research show that in implementation *Market Day* social emotional children aged 4-5 years have met the indicators of achieving social emotional abilities in accordance with the social emotional development achievements of children aged 4-5 years. Research contributions as additional materials, guidelines, references and information as well as the results of this research can provide insight regarding implementation *Market Day* in developing social emotional children aged 4-5 years.

Keywords: Implementation, Market Day, Social Emotional

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INTRODUCTION

Strategy is combining various actions to achieve activity goals. In early childhood education, activities can be carried out in the form of play and other activities. Apart from that, early childhood learning strategies must be carried out with full interest, full of fun and games that also do not take away from childhood (Yuliartina, 2021). The general behavioral patterns used by teachers and students to carry out teaching and learning activities are known as learning strategies. All teacher efforts to utilize various learning methods to achieve the desired goals are collectively referred to as learning strategies (Ulani et al., 2024).

Learning strategies can also be understood as patterns of learning activities that instructors choose and implement contextually based on student characteristics, the environment in which they teach, school policies, and the specific learning goals they have

created. The procedures and approaches that make up learning strategies guarantee that students will actually achieve their learning goals (Harisnur & Suriana, 2022). Carrying out the learning process at early childhood education institutions really requires an attractive and active learning strategy (Nurul & Khairul, 2022). Various activities are required to be implemented in learning activities, for example foot and hand movements, sports, dancing, playing and anything else that is a positive activity (Destrinelli & Leony, 2019).

So that no errors occur when giving *inside* in early childhood, it is necessary to look at the problem of learning strategies for early childhood, as well as looking at the criteria for typical children, the particularities of the child's world and adapting them to the child's age stages (Riyanto, 2022). According to NAEYC (National Association of Early Young Children) guidelines, this period falls between the ages of 0 and 8 years. According to the Government Regulation of the Republic of Indonesia, Number 17 of 2010 Article 1 Paragraph 3, the early age range in Indonesia is between 0 and 6 years. (Talango, 2020).

Market Day means one of the activities that can be used to improve children's social emotional skills, because *Market Day* involving all children at the consumption, distribution and production stages (Juwita, 2022). The involvement of all children in each process is a stimulus that can improve children's social emotional skills (Isnaini, 2019). *Market Day* useful for development *soft skill* For example, children are brave, creative, have entrepreneurial skills, are responsible, do not give up easily, are independent, conscientious, capable and have social skills (Sulistiyowati & Salwa, 2019). *Market Day* means one of the buying and selling activities carried out by children with peers, parents or teachers. *Market Day* teach children how to interact and how to behave towards the surrounding environment. When children take turns selling at school, be it commodities or food, this activity is very educational, namely children will directly interact with the surrounding environment, for example their peers, parents and teachers (Rismayani et al., 2023).

Children's social emotional development is demonstrated by their sensitivity in conveying knowledge about other people's feelings while living their daily lives. Children are connected to parents, siblings, playmates, and the wider community on several levels (Usmin et al., 2023). Hurlock explains that emotional development is the stage where children practice their main social stimuli, which are obtained from learning to socialize, group demands, and behavior, and that social emotional development is the development of behavior that is in line with social demands (Lubis, 2019).

Based on observations made by the author during PPL activities at Pagaruyung Kindergarten, Terbanggi Besar District, Central Lampung Regency, it was found that many children had not developed to their maximum social and emotional level, especially children aged 4-5 years due to a lack of socializing with peers.

Reviewing previous research such as, According to the first research, "Market Day with its buying and selling strategy, is especially useful in helping children develop their entrepreneurial character (Pratitis, 2018). Second, is another study that shows how Market Day can help children develop. This was taken from the results of research and discussions conducted on Group B1 students at Tat Twam Asi Kindergarten (Isnaini, 2019). Third, research entitled "Building Students' Entrepreneurial Spirit Through Buying and Selling Activities (Activity Analysis *Market Day* Yakmi Islamic Elementary School, Tangerang City)" The results of this research show that Market Day can help someone develop quality entrepreneurial skills because it involves more than just studying theories related to entrepreneurship (Mashud, 2019). Fourth research, the findings of this research show that apart from language development, Market Day also involves social and emotional development, as evidenced by the results of filling in the Checklist indicators (Wiresti, 2020).

The similarity with the research carried out is that the first research and this research both attempt to describe the implementation *Market Day*. The same type of descriptive-qualitative research was also used in this research. Use *Market Day* and the development of children's social skills are other similarities between this study and the second study. Utilization *Market Day* in research procedures is one of the similarities of the third research. The fourth study and the previous study are similar in that they both address social and emotional growth through initiative *Market Day*.

The difference with the research carried out is that this research is different from previous research because it does not focus on developing entrepreneurial character in elementary schools. In addition, this study differs from the second study because it examines class B students aged between five and six years. The third research is different because it aims to foster entrepreneurial attitudes among students in elementary schools. The fourth study differed from the authors' future research in that it looked at language features other than the social and emotional components of growth, which broadened the emphasis of the study and made it less concentrated.

Reflecting on previous research regarding effectiveness *Market Day* as an active and attractive learning strategy and Piaget also explained that many children's learning experiences are obtained using play, carrying out experiments using real objects along with concrete experiences (Hasanah, 2018). The author uses *Market Day* in order to increase the social emotional values of early childhood in Pagaruyung Kindergarten, because *Market Day* It is hoped that it can stimulate the process of developing children's social emotional values to the maximum. The objectives of this research are: To find out implementation *Market Day* in developing the social and emotional development of children aged 4-5 years at Pagaruyung Kindergarten.

METHOD

This research uses a type of qualitative research using descriptive methods with the aim of maximizing social emotional value through activities *Market Day* in children aged 4-5 years at Pagaruyung Kindergarten. The sampling technique used in this research is purposive sampling. Purposive sampling means taking samples that are carried out in line with the required sample requirements. Sampling was carried out deliberately using only certain samples that had certain characteristics, criteria, traits or characteristics (Firmansyah & Dede, 2022).

The data collection technique used in this research uses *In-depth interview*, observation and documentation. Then checking the validity of the data in this study was carried out using triangulation techniques. The triangulation technique means a technique for checking the validity of data that uses something other than the data for checking purposes or as a comparison of the data. The most widely used triangulation technique is checking with other sources. the possibility of capturing reality more validly (Agusta, 2019). There are stages taken when conducting data analysis, including the following: *First*, Assessment Analysis with reference to the Social-Emotional Development Achievements of Children Aged 4-5 Years. *Second*, Reducing data means choosing the main things, summarizing, focusing on the important things, looking for patterns and themes and also throwing away what is not needed. *Third*, Data Display in research data presentation is carried out in the form of a short explanation so that it is easier to describe and draw conclusions. In this study, to display data, text that has a narrative nature is used. *Fourth*, Drawing conclusions begins with the formulation of the problem, the research objectives are then checked for correctness in order to guarantee the validity of the data.

RESULTS AND DISCUSSION

Implementation *Market Day* In Developing Social Emotional Children Aged 4-5 Years at Pagaruyung Kindergarten

This research was conducted to examine the social emotional abilities of children aged 4-5 years during activities *Market Day* at TK Pagaruyung Bandar Jaya Barat. *Market Day* means one of the learning strategies which aims to provide awareness and a relatively more complete understanding of life, form a more stable mentality and emotional structure and develop daily attitudes (Suharyoto, 2018). *Market Day* also involves all children during the consumption, distribution and production stages. Production activities involve giving responsibility to children based on their class in turn to make products that have benefits and selling value for the entire school academic community (Mashud, 2019).

Market day an activity where children sell their merchandise which is then made an offer to friends, teachers and employees. *Market Day* also involves all children during the consumption, distribution and production stages. Production activities involve giving responsibility to children based on their class in turn to make products that have benefits and selling value for the entire school academic community. Next, children are asked to sell their products (distribution), then other children, including teachers, have responsibility as buyers (consumers). *Market Day* It can be carried out classically (by producing goods with a group) or independently (by producing goods individually) in line with the children's interests and the products to be produced (Mashud, 2019).

Table 1. Social-Emotional Development Achievements of Children Aged 4-5 Years

NO	Developmental Achievement Levels of Children Aged 4-5 Years
1	Demonstrate an independent attitude in choosing activities.
2	Control your feelings.
3	Understand the rules and discipline.
4	Want to help, assist and share with friends.
5	Shows enthusiasm when playing competitive games in a positive manner.

The social emotional abilities of children aged 4-5 years will be seen based on steps *Market Day*

Activity Planning *Market Day*

Teacher before implementing *Market Day* form an activity plan, this activity plan is prepared the day before the activity is carried out by holding a teacher meeting involving all class teachers because *Market Day* this is an activity that all students participate in

(Umami Risya, 2018). Educators before implementing *Market Day* form an activity plan, this activity planning takes the form of what will be sold at *Market Day*, and rules related to activities *Market Day*.

Table 2. Results of Activity Planning *Market Day*

No	Activity Rules <i>Market Day</i>
1.	Activity <i>Market Day</i> will be held on Saturday 02 March 2024.
2.	The activity process has the theme "Healthy Food".
3.	Children and guardians act as sellers and buyers in activities <i>Market Day</i> .
4.	The class teacher acts as a facilitator to help and direct and create a conducive atmosphere.
5.	The selling price limit is IDR 1000 for each purchase.
6.	Child purchase limit is Rp. 2000 per child.
7.	Children take turns being buyers and sellers alternately.
8.	Children who act as sellers are tasked with selling the food and drinks being sold.
9.	Children who act as buyers take turns buying in a row and take turns in an orderly manner.
10.	children, class teachers and parents work together to tidy up the classroom and clean the classroom together.
11.	The class teacher records the child's progress through an assessment sheet.

Apart from preparing plans and rules *Market Day*, during planning activities a daily learning program plan (RPPH) during the activity is also prepared *Market Day*

Activity Data Collection *Market Day*

The teacher will collect data on the name of the product along with the name of the child selling, the total and price of the product to be sold. Then the child will collect the facilities *Market Day* tangible *cocard*, wallet and apron (Pratiti, 2018). Educators record the name of the product along with the name of the child selling, the total and price of the product to be sold.

At the time of the observation activities, there were still many children who had not developed their social and emotional potential optimally. This is in line with the results of the interview on April 17 at 10:30 WIB with Mrs. Endrawati, S.Pd, as follows:

"The social emotionality of children in the Gunung Singgalang Kindergarten Pagaruyung classroom is good, although there are some children who still need encouragement and motivation from the teacher".

Through this data collection stage, aspects develop in children during activity data collection *Market Day* is that the child is willing to show an independent attitude in choosing activities, namely showing the courage to talk/ask questions to the teacher.



Figure 1. Data Collection Activities

During the observation, it could be seen that the ability to act independently when choosing activities for children aged 4-5 years at Pagaruyung Kindergarten, Bandar Jaya Barat, there were still children who needed motivation from the teacher. During data collection, children can show an independent attitude when choosing activities by choosing various kinds of food and drinks that they want to sell as well as various kinds of food and drinks that they want to buy.

Activity Preparation *Market Day*

Children who have the task of taking chairs and tables can take them independently to prepare chairs and tables. At the preparation stage the educator will explain the rules and procedures for the activity *Market Day* in children, educators help children aged 4-5 years to *setting* place to sell.



Figure 2. Preparatory Activities

At the time of implementation *Market Day* The children carefully listened to the instructions and explanations given by the teacher, the children also reminded each other of their friends who were starting to lose focus and invited them to stay in line so that the activity would proceed according to what the teacher had previously instructed and explained. Children who are careless and chat or push each other will be reminded again by the teacher about the rules and given motivation to implement them *Market Day* can take place in an orderly manner. As explained by Mrs. Sefina Meilani, S.Pd on April 17 at 10:30 WIB through her interview:

“In my opinion, the children always listen to the instructions and directions given by the teacher, the teacher also doesn't get bored, always reminding and motivating the children to remember the rules that have been conveyed. While queuing the children lined up in an orderly manner, there were still children who had not yet lined up and their friends reminded them to line up”.

Aspects that develop in children during the preparation stage *Market Day* At Pagaruyung Kindergarten Bandar Jaya Barat, children have shown a disciplined attitude and understand the rules when buying and selling by being disciplined in queuing and not pushing each other. They also always listen to the teacher's instructions who direct them in their activities *Market Day*. This is in line with the results of an interview on April 17 at 10:30 WIB with Mrs. Sefina Meilani, S.Pd:

“During the implementation of Market Day, the children understood the discipline and rules that the teacher instructed, the children were ordered to queue and line up neatly, the children also did not push each other and bought no more than Rp. 2000”.

Process of Buying and Selling Activities

In this activity process, aspects that develop in children during the activity process *Market Day* At Pagaruyung Kindergarten Bandar Jaya Barat, children have shown an enthusiastic attitude in carrying out competitive games in a positive way. This is in line with the results of an interview on April 17 at 10:30 WIB with Mrs. Sefina Meilani, S.Pd:

“The children were very enthusiastic and received positively the Market Day activities. Children happily participate in buying and selling activities. They show joy when they are sellers in a friendly way, and are enthusiastic about searching and buying when they act as buyers”.



Figure 3. Children choose their favorite foods and drinks

Apart from showing an enthusiastic attitude in carrying out competitive games in a positive way, this is an aspect that develops in children during the activity process *Market Day* at Pagaruyung Kindergarten Bandar Jaya Barat is about controlling feelings. Children do not fight and are orderly during the buying and selling process.



Figure 4. Children carrying out the buying and selling process

Closing Activities

Program *Market Day* completed, the results of the interview conducted on April 17 at 10:30 WIB with Mrs. Sefina Meilani, S.Pd are as follows:

"When Market Day is held, we can observe children's social emotional skills through their sharing behavior. For example, a child without Jelly may have friends who want to share with them, and a child who drinks more will share with their friends. We can see how children show empathy towards their friends from now on."

According to the statement, children's social emotional skills during activities *Market Day* can be measured by how well they share with their peers. Social emotional development criteria for children between the ages of four and five state that sharing with peers is required of them. But as educators, we understand that each child reaches this stage at a different time and at a different pace. Therefore, it is our responsibility to help and encourage children who may still be reluctant or not ready to share.

The observation results show that children's sharing attitudes are widespread and natural with friends, as can be seen in observing activities *Market Day*. In this case, EF and GA shared and exchanged the food they bought, IBH and IM also shared drinks and tasted each other's drinks, MA and NRD bought cakes while TCM bought jelly, MA and NRD shared cakes with TCM and vice versa.

Based on the results and findings of the research that has been carried out, the results obtained from the Implementation of Market Day in Developing the Social Emotionality of Children Aged 4-5 Years in Pagaruyung Kindergarten obtained results that are in line with previous research such as first, "Market Day with its buying and selling strategy, is especially useful in helping children -children develop their entrepreneurial character (Pratiti, 2018). Second, is another study that shows how Market Day can help children develop. This was taken from the results of research and discussions conducted on Group B1 students at Tat Twam Asi Kindergarten (Isnaini, 2019). Third, research entitled "Building Students' Entrepreneurial Spirit Through Buying and Selling Activities (Activity Analysis *Market Day* Yakmi Islamic Elementary School, Tangerang City)" The results of this research show that Market Day can help someone develop quality entrepreneurial skills because it involves more than just studying theories related to entrepreneurship (Mashud, 2019). Fourth research, the findings of this research show that apart from language development, Market Day also involves social and emotional development, as evidenced by the results of filling in the Checklist indicators (Wiresti, 2020). The update in this research is implementation *Market day* can develop the social emotional values of children aged 4-5 years at Pagaruyung Kindergarten through steps *Market Day*

It is hoped that the contribution of this research will be additional materials or guidelines for Pagaruyung Kindergarten that require relevant writing and can provide additional references and information for readers who need research data and the results of this research can provide additional knowledge and insight regarding implementation *Market Day* In Developing Social Emotional Children Aged 4-5 Years.

CONCLUSION

Based on the results of observations and interviews as well as implementation documentation *Market Day*, which the author discusses implementation *Market Day* In developing the social emotional abilities of children aged 4-5 years at Pagaruyung Kindergarten Bandar Jaya Barat there are 5 levels of achievement of the social emotional abilities of children aged 4-5 years which develop through implementation *Market Day* in Pagaruyung Kindergarten Bandar Jaya Barat, conclusions can be drawn, namely, through steps *Market Day*. In the implementation of the steps *Market Day* In this process, it can be seen that 5 levels of achievement in the social and emotional abilities of children aged 4-5 years are experiencing development. The aspect that develops at the data collection stage is showing an independent attitude in choosing activities, then in the preparation stage at this stage the aspect that develops is understanding the rules and discipline, then in the activity process at this stage the aspect that develops is showing enthusiasm when carrying out competitive games positively and exercising control feelings, then closing at this stage the aspect that develops is wanting to help, help and share with friends.

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