Abstract:

This research aims (1) to know whether the pattern of social games does influence in improving children’s emotional intelligence, (2) to see how deep is the influence, and (3) to acknowledge how effective the use of such pattern in the kindergarten education system. Accordingly, pre-experimental research on 30 kindergarten students is conducted. This research results that the pattern of social games does influence toward children’s emotional intelligence. It is shown by the mean difference between the score of emotional intelligence prior to the treatment and after the treatment. Prior to the treatment the mean is 2.3667 and after the treatment the mean becomes 3.5667. While the difference in terms of influence of such pattern in improving the emotional intelligence on children is very significant, which is 0.000. Thus, the pattern of social games can really take part in children’s emotional intelligence. The pattern of social games can be developed optimally in pre-school education. Therefore, kindergarten teachers should try to incorporate the principal of such games in learning process. Parents as emotion trainers have great opportunity to apply such principal. In doing so, they should be trained to be emotion trainers through the pattern of such social games.

(end)