

The Impact of Preschool Outdoor Environment on Children's Socio-Emotional Development

(Impak Persekitaran Luar Prasekolah Terhadap Perkembangan Sosio-Emosi Kanak-Kanak)

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ABSTRACT

Children are involved in various forms of social interactions, experiences, and the setting of environments in outdoor play areas that support children's socio-emotional growth. It is necessary because the environment leaves a memorable experience for children. Other than that, it is crucial for their training and physical coordination. In addition, children's emotional and social skills were indirectly assessed. This paper intends to incorporate an outdoor environment in preschools to meet the socio-emotional developmental needs of preschool children. Preschools located in Peninsular Malaysia were considered to be discussed in this paper. Conducting interviews with four teachers from various types of preschools can provide an initial picture of the external environment development in preschools. Early experiences of external environment interactions and the presence of social interactions with teachers and peers in preschool often impact the children's learning experience. Two conclusions from the research findings guide the discussion on how the relationships of the preschools' outdoor environment can foster the preschoolers' socio-emotional growth. First, they acquire social and emotional competence with a combination of different experiences through shared or solitary experiences. Second, it was found that a variety of outdoor games with engaging spaces that offer attractions imminently stimulates game-based learning in contributing to the socio-emotional competence of preschoolers.

Keywords: Socio-emotional; outdoor environment; preschool; early childhood; social interaction

ABSTRAK

Kanak-kanak terlibat dalam berbagai interaksi sosial, pengalaman, dan keadaan persekitaran ruang bermain di luar yang akan menyokong pertumbuhan sosio-emosi kanak-kanak tersebut. Ini penting kerana keadaan persekitaran akan meninggalkan pengalaman yang menjadi memori kepada kanak-kanak tersebut. Selain itu, ia juga penting sebagai latihan dan koordinasi fizikal bagi kanak-kanak. Sebagai tambahan, kemahiran emosi dan sosial kanak-kanak juga akan teruji secara tidak langsung melalui keadaan persekitaran. Kertas kajian ini berhasrat menyesuaikan persekitaran luar di prasekolah supaya dapat memenuhi keperluan pertumbuhan sosio-emosi kanak-kanak prasekolah. Prasekolah di Semenanjung Malaysia telah menjadi fokus perbincangan dalam kertas kajian ini. Temubual bersama empat orang guru dari pelbagai jenis prasekolah membantu bagi mendapatkan gambaran awal berkenaan pembangunan persekitaran luar di prasekolah. Pengalaman awal interaksi persekitaran luar serta interaksi sosial bersama guru dan rakan sebaya di prasekolah kebiasaannya meninggalkan kesan berpanjangan terhadap pengalaman pembelajaran bagi kanak-kanak. Dua kesimpulan asas yang diperolehi daripada kajian ini membawa kepada perbincangan tentang bagaimana hubungan antara

persekitaran luar di prasekolah dapat membantu perkembangan aspek sosio-emosi kanak-kanak. Pertama, kanak-kanak memperoleh kompetensi sosial dan emosi dengan kombinasi pengalaman yang berbeza sama ada menerusi pengalaman bersama atau secara individu. Kedua, kepelbagaian permainan luar dengan menggabungjaln ruang menawarkan tarikan yang merangsang pembelajaran berasaskan permainan yang akhirnya akan menyumbang kepada kompetensi sosio-emosi di kalangan para pelajar prasekolah.

Kata kunci: Sosio-emosi; persekitaran luar; pra sekolah; awal kanak-kanak; interaksi sosial

INTRODUCTION

The outside environment offers a variety of genuine phenomena that encourage children to play freely and develop social relationships among themselves, or between children and teachers, as well as the ability to interact with relevant stakeholders or their parents. The study's perspective is given to the connected experience of the outdoor environment, which refers to the preschool's outdoor play space. When children explore the unique features of the environment to connect preschool learning to the student experience, the outdoor setting is deemed successful. Children investigate and convey stories about the world around them, learn and practice skills, and develop a variety of associated needs through play, all of which contribute to their individual and social well-being (Larrea et al. 2019; Loizou 2017).

Various studies have also determined that the nature of these surroundings, the activities that children participate in, and the use of children should all be given more consideration. (Waller et al. 2010). The majority of studies on the characteristics of social play and their effects on children's development have been undertaken in the classroom, with only a few taking into account the preschool outside environment (Veiga et al. 2016). Outdoor activities promote cognitive, social-emotional, and physical motor skills, as well as awareness, the ability to discern cause-and-effect linkages, observation skills, creative thinking skills, focus, and creativity in children (Yildirim & Akamca 2017; Herrington & Studtmann 1998).

Social play is the best way to enhance psychosocial development because it involves the coordinated engagement of individuals at various stages of development. Games are beneficial when a youngster is motivated to engage in cooperative play with other children, can regulate emotional stimuli, and has the essential skills to initiate interactions with others for his social responses to be viewed as healthy (Coplan et al. 2006). According to Erik Erikson's Psychosocial Development (1950; 1968), every kid has the potential and competence of various socio-emotional abilities depending on their age and ability. Indirectly, the external environment, with its mix of levels and participation of children at various stages of development, provides numerous benefits to children's general social development.

Children are active agents who learn through investigating their surroundings as part of systemic relationships, according to ecological psychology theory (McClain 2017; Chawla 2007; Gibson 1979). Their visual experience extends beyond the object structure's actual purpose to produce it according to their desires.

Outdoor settings are well-known for being among the most memorable places during childhood. The playground is vital not only for training and physical coordination but also puts a child's social and emotional skills to the test. The purpose of this study was to investigate the influence of the external environment on preschool children's socio-emotional development. Furthermore, while putting this research into reality, it was part of an endeavor to adapt some findings from the perspective of child development into outdoor space design.

METHODOLOGY

The investigation of the main themes of the broader study, which referred to the Bronfenbrenner Ecology of the environment that influences overall children's development, used a grounded theory approach with the development of a semi-structured interview protocol. There are 12 socio-emotional skills constructed from various studies referring to third stage psychosocial (Erikson 1959), which was used as interview questions in this research. An in-depth examination of the theories used in this study will aid in the construction of a new model for children's socio-emotional development through outside environment contact based on respondents' experience and expertise. The data was gathered using the snowball sampling technique, and due to the Movement Control Order, which mandated Malaysia to apply an online learning method, only four early childhood experts were successfully approached and willing to provide their perspectives on this study.

Three of the respondents worked as early childhood educators (3-6 years old) at a variety of preschools across Peninsular Malaysia, with two of them having more than ten years of experience in the field. Meanwhile, one respondent was the preschool manager, who oversaw the premises and child development programs in each preschool. These respondents have varying educational implications on the development of their children, which are dependent on their opportunities to gain experience through training or work exposure related to the outdoors and activities. Two of the total respondents have expertise and experience in planning the outside environment, which must be incorporated into the daily learning and activities of children. Due to the system used in their kindergarten, the other two respondents place a greater emphasis on academic learning rather than using the external environment. These two responders, on the other hand, continue to use the outdoors, but primarily for annual occasions such as sports. Even though half of the respondents were unfamiliar with educating children in an

outside environment, they did have experience instructing their kids through physical activities and amenities within their kindergarten.

The data were analyzed using Atlas.ti software after all interviews were audio-recorded and transcribed. Atlas.ti allows to code and writes memos in the same interface. Selected quotations from the transcribed data are assigned to a code that represents a comparable group. With the new information from the interview data, the number of codes rose. After that, all of the codes were organized together by category and theme.

RESULTS AND DISCUSSION

Figure 1 shows the interaction between the outdoor environment of preschool to children’s Socio-emotional. According to Figure 1, 12 socio-emotional development among children through outdoor environment was identified which are encouraging friends to play together, helping others, does not force their own will, receiving help from others, solving problems while playing, greet friends well, able to control emotions, exchange with each other, sharing goods, talking a turn, speak politely and have a social role.

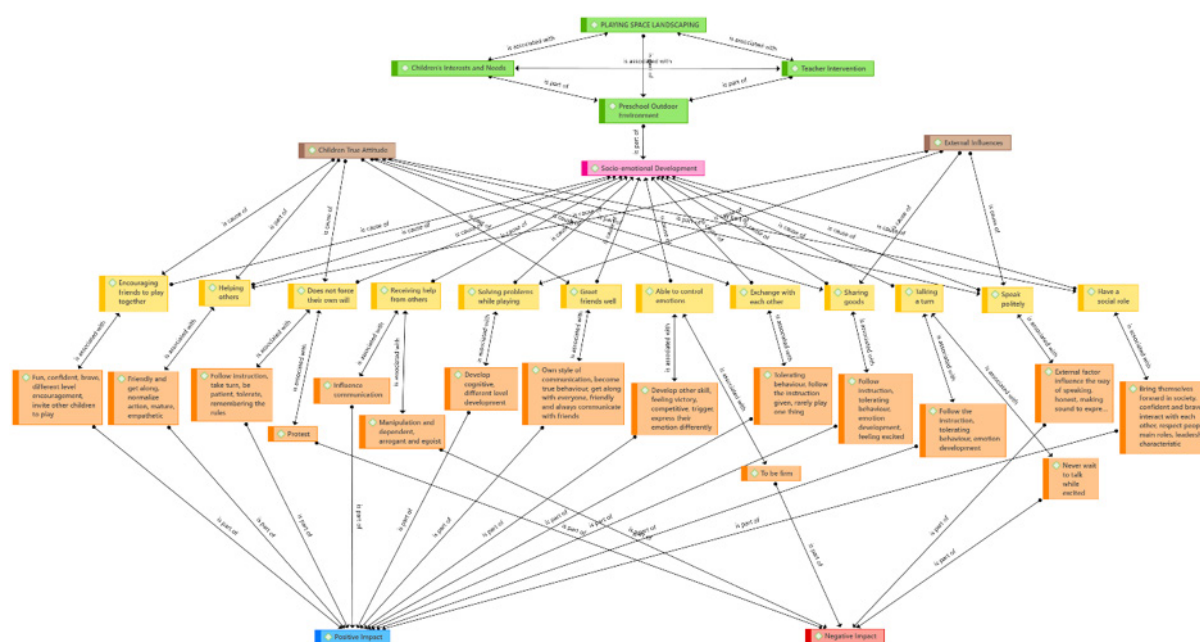


FIGURE 1. The interaction between the outdoor environment of preschool to children’s socio-emotional development

The three fundamental components in the evolution of social behavior, according to Bandura (1977), are the behavior, the individual, and the environment. This study found that the playroom landscape, teacher intervention, and children’s conduct are identified to be the characteristics of the environment outside the preschool that is dedicated to children’s socio-emotional development. It is because, everyone of them has different experiences, and they have different qualities while immersed in the surroundings. The tough outdoor environment was discovered to have pushed children to overcome their emotional constraints, prompting each child to go to the next stage of development.

ENCOURAGING FRIENDS TO PLAY TOGETHER

The design of the challenge game produced a lack of confidence in some children and caused them to be hesitant to undertake the game; yet, after witnessing their peers successfully overcome the obstacle, they gained confidence. Furthermore, kids won’t play by themselves. They favour playing with friends. They will have an easier time making friends once they start inviting friends to play with them.

As they play together, they support one another in gaining confidence, particularly the person who lacks confidence.

“They are fun and encourage their friends to play together” (P1)

“.. So from the activities we do, we can form the child’s self-confidence as if he wants to climb the hanging bridge himself, he must have confidence and courage. Because every child is not the same and in terms of socio skills, if his friends can go up, he will also have the confidence to go up. If he was alone, maybe that encouragement would be less” (P2)

“When child’s play outside, they will invite friends. Rarely do they play alone” (P3)

“but sometimes there are some child who don’t want to play and there will be one who need to ask them to play together” (P4)

Then, as they progress through the task, they get the confidence to undertake other challenges. According to Erik Erikson’s Psychosocial Development Theory, every child has a different level of development within their range. However, it is a person’s environment, together

with the child's self-acceptance, that activates their level of developmental competence (Pritchard et al. 2020).

HELP OTHERS

Some children have a helpful personality that has developed through time as a result of their everyday behaviors; others do it to draw people's attention, and they do like to make friends. This is a tendency that other children can pick up. Children gain maturity for their age from helping friends. Children who have developed empathy will enjoy helping others, especially their friends.

"When a child is playing, all of a sudden his friends need help.. some of those friends need help right..then they become friendly and social at that time..then they hang out, that's when they can tell stories, like children we see, it's fun to play kan..ha..kan .. Because when they is playing, they likes it, he is good at manipulative, that thing he can design, it's like if we build what all they can do, right?" (P1)

"When we ask them to play the balancing bar, we don't even plan what to do, we just tell him to walk up there then his friend jumps and falls then his friend comes to help. Maybe that thing is familiar to any of them so we see he can do it, so he has achieved his development. Because if we normalize that thing, it will become a normal action. It means that good behavior is from the heart and not that the person says the noun is good. Because he's used to what we do. That's exactly what we want to do to these children, we want to achieve" (P2)

"..if people want to go down the slide, someone will help. According to the maturity of the kids, there are those who are strong and a little mature who will not ask for much help, but if they are immature they will cry, the mature kids will always help the weak. (P3)

"the empathetic nature of the child so as to be able to give help. likes to help other boys because his parents are like that too." (P4)

The behavior of students and the encouragement of their teachers create a positive environment. Furthermore, the play space landscape's design catalyzes unexpected events (Gull et al. 2019). Children who are older and more mature than others are more likely to offer assistance, such as escorting younger children upstairs or over hills, or seeking assistance from others when some children fall from their toys.

DOES NOT FORCE HIS OWN WILL

Every child has the material wants and desires of an adult; from there, we'll look at how the child can manage their emotions and feelings while playing. All of the teachers agreed that the children would be patient and tolerant while waiting for their turn to do the activity in the open air. The possibility of a greater external view and the allure of outdoor features to distract children while waiting is one causal aspect in this circumstance (Carr et al. 2017). They will also like seeing other kids participate in activities.

"The teacher always gives instructions..this one, that one... this group will play first..later another group... the children always follow the instructions .." (P1)

"And when they perform activities, these children will take turns because we will stimulate the child's development to be patient and know in turn. There are also children who when we do the activity we see that these children can tolerate. That means when he wants to play, he gives it to his friend first. And from what they do, we see in terms of reaction it means the formation of emotions and feelings" (P2)

"Helps also for children's interaction., In terms of playing outside children use a variety of ways to learn. If he plays skating, then his friends will spin. Help your friend up the stairs. The first time you enter the lined up play area, you can't push your friend away. people know that if people's friends don't line up, people tell people's friends to line up, it's okay for everyone to listen to instructions, because people learn from what the teacher reminds them. They will repeat what the teacher says for the advice of his friend" (P3)

"There will be kids who don't want to give up, that's why when I say he protests, some are positive and some are negative, for example, some protest because he has waited too long and some protest when they can't. Depending on the actual situation" (P4)

When an uncomfortable scenario arises for a child in the company of a child who refuses to give up expressing a protest against something with which their soul disagrees. This necessitates the teacher to engage in diplomacy with the student before acting inappropriately. This situation arose as a result of a lack of favored toys, and the children were forced to fight with other children; yet, the scarcity of toys was not a serious issue for teachers to discuss in comparison to the number of seats available during class.

RECEIVING HELP FROM OTHERS

Receiving assistance is one of the prerequisites for children to freely explore their world more widely in terms of the impact on the external environment. It's not only about asking for aid to meet a child's own needs; it's also about how the child perceives his or her surroundings. In agreement with the Kiziltas and Sak points of view (2018), children communicate with teachers and friends to express themselves in their surroundings. According to one of the study's participants, teachers should not provide direct assistance to children, but rather aid without entirely addressing their difficulties, and should not interfere with children's exploring skills by providing full assistance. As a result, the landscape aspect in the outdoor play space should be prioritized to encourage children to study in their surroundings and to stimulate more social communication and knowledge (Luken et al. 2011).

"To receive help from others, yes. We will help but we are not the ones who solve his problem or direct for a solution near him. An example of how he said "blue sea teacher?" so the teacher said "teacher thinks the teacher has seen the sea in the book, try to see it". This means that the teacher for help is not direct." (P2)

“Look at the situation as well. Even if it is too much, it is not good, it can also hinder their skills to solve problems. Because sometimes he’s used to us wanting to hurry. So we share a solution near him. Soon his skill will be disrupted. Because we focus a lot on the end result. That means if he wants to take water, we please take it because we are afraid of spilling. So we focus on that. We don’t focus on skills. If it spills, it is a process, he will learn even if it may take a moment or a long time. But he will learn” (P2)

“hmm, accepting other people’s help also depends, there is a boy, people help him, he is also angry, sometimes we see this boy like “eh, he’s busy”, for example, like there’s a boy reading the last prayer, there’s a boy, please correct it. He’s arrogant, he’s read wrong, he doesn’t want people to correct him. Ha because it depends on the type of assistance. If the boy is arrogant, we don’t have to help him. If the boy really asks for help, he can, unless we have to make observations on a boy for his socio emotional. That maybe we can get a different answer because we can look at his socio -emotional at home and at school” (P4)

From another perspective, students who rely on the instructor’s assistance will become unduly reliant on the teacher, making the learning environment less effective. Erik Erikson’s Psychosocial Development Theory, Group-Level 3 is the same way (Initiative vs. Fault) Children acquire a sense of initiative and confidence in their capacity to lead others and make judgments when given this opportunity. Children, on the other hand, acquire guilt if these tendencies are eradicated, either through criticism or regulation. According to the study participants, there are some instances in which children in this study refuse to accept assistance from others. This isn’t necessarily a bad thing; rather, it could suggest that the child is aware of his or her abilities.

SOLVE PROBLEMS WHILE PLAYING

Problem-solving while playing has the potential to influence how children communicate with one another, as well as benefit the cognitive development of children. Problem-solving does not have to be viewed from the same perspective as adults; rather, it should be viewed from the perspective of modest development, which is the outcome of the child’s behavior. The child will solve difficulties based on his previous experiences and what he observes in his surroundings.

“Corporate games, that one ... is able to solve problems when playing... children during play time. His cognitive development usually develops” (P1)

“When it comes to solving the problem, we can’t look at it on the same level as us. For example, fill a bowl with water. when he does many times still spills maybe he will look for another bowl that is more durable. So we call it problem solving. That level is there. For 4 years or less, we try to train children to solve problems. This cooperative play really helps to see children’s problem solving skills” (P2)

“If I compare children from montessori, they are usually good at solving problems because their approach is to learn while playing,

but in this kindergarten, children are usually able to read and less exposed to games. The good thing about academics is that when they go up to grade one, they can write and read, compared to the montessori who entered our kindergarten school, who are 6 years old, they still don’t know how to write, read, and hold a pencil. But children can also solve problems. Depend on the co -curriculum of the school. Reading, cutting and coloring and copying our kindergarten children’s essays, they can already do. But they are not good at solving problems and will often depend on the teacher” (P3)

However, according to Brock et al. (2009) While playing, the children and other members of the group will collaborate to solve related problems. This statement explains how a child can solve a problem by accident while playing. It can be conducted based on fundamental activities carried out by teachers that are tailored to the children’s developmental stage and appropriate for their experience. However, how might an outdoor playscape influence children’s problem-solving abilities while they play? (Kiewra & Veselac 2016).

GREET FRIENDS

Speech care is influenced by how teachers also rely on interventions from teachers’ children have honest souls, they will extract speech from what they feel, and they are unaware that the question does not match the current scenario, according to this study. The teacher will intervene with a response that is appropriate for the child’s discourse. Children will be exposed to the current external environment and will speak out loud.

“In fact, sometimes there are children who are half friendly, he will say “hey, come here friends..let’s do this.” So they with his own style, right? Sometimes you look at the behavior of they where it is. Ha..kids. It’s true that the future of playing is really fun, isn’t it?” (P1)

“when children play games together, they often get along differently from in class. People get along with everyone. If in class they are only close to the person next to them” (P3)

“not just saying hello there are children who are too friendly. playing time people will communicate with friends. if someone doesn’t talk enough, he doesn’t care. Usually a couple near the preschool who are less talkative. We also have to pay attention to whether he is the only child to the youngest child. We have to look at his background” (P4)

ABLE TO CONTROL EMOTIONS

According to Erikson, children between the ages of three and six solicit unpleasant sensations, and guilt emerges when children are required to act independently. When children are reckless or nervous, they will acquire guilt. They become less talkative as a result of this. Children can learn to express and control their emotions by including an outdoor environment such as an open field or playground.

“Usually the emotions are so good when playing. Cry for a while, when people play, it’s gone” (P1)

“Socio-emotionally, these children are happy and have fun. Because when they are in a fun and happy state, he develops many other skills” (P2)

“Could be the reason there are children that he is strongly competitive. There are children who can no longer compete, they will cry first, for example, if their friend wins, they will cry. Because we always do the telematch, I also saw that if we just play it, it’s like playing the tiger’s grandfather, it’s like there’s crying. That’s what it means in terms of how he controls his emotions” (P2)

“It really helps in terms of emotional development because we don’t know how to be a slave. Not all boys can” (P2)

“If the early children can go out to play and continue to fight, it becomes a habit, when we play here we teach, so in the beginning it is a little difficult but after the next day, they can control their emotions and play together. First time, it’s not allowed, but when the teacher reprimands me next time, he won’t do it again. It’s necessary to trigger their emotions, I hope they already knows what there are will do if they become too emotional like that again. So then kids can control their emotion” (P3)

“It’s not wrong to cry, if he cries, he’s always afraid of getting angry, his development is like he has to cry, he has to be angry and all those feelings, the child can explore all kinds of emotions. I hope he learns the process. For example, a child falls but why is he not crying, so we can also see if the child is not hurt or if there are injuries, why is he not crying. this all turns to how they express their emotions” (P4)

HAVE A SOCIAL ROLE

Children frequently bring their favorite toys with them when participating in outdoor activities. Some children are tolerant and willing to modify the object, but the teacher will consider the child’s personality when determining whether or not to be tolerant.

“That’s right. He must be going to do the above. Sometimes we can see this child’s plan who wants to do it first. Who wants to sing. We prepare, he must do. there must be a leader who represents every plan they make. they do as they have ever seen everywhere” (P2)

“kids know that if their friends don’t line up, they tell their friends to line up, everyone is okay, because people learn from what the teacher reminded them. Kids will repeat what the teacher said for the advice of his friend” (P3)

“there are children imitating their teacher’s style, they continue to be role-playing children in the classroom. If it’s time for us to go to the toilet, he can guard the toilet door and direct people to enter at that time. there are leadership characteristics that are highlighted” (P4)

EXCHANGE WITH EACH OTHER

Children are exposed to play and engage with their classmates while participating in outdoor activities. As a result, they must share and swap items such as toys. This will aid in the development of their abilities to communicate with one another when they are playing outside.

“For example, like us for a child near a toy, they will exchange. Like they always play later they feel bored then they give to their friend .. ha like that right. I said earlier, half the children don’t have other siblings, they don’t want to share. Usually he remembers he has. He doesn’t want to share with friends.. They don’t want to play with friends. but look at the activities, if in the sport they are here to share” (P1)

“To me it depends on the child. Yes, if he doesn’t want to change, we don’t have to. We also want the child to have a stand. So there is no way when the teacher says change, he changes even though he doesn’t like it. But there are children that he does tolerate, probably because he has siblings at home. When the teacher says change, he doesn’t care, he can play other things. So from a social point of view, I want to say that he is not for that thing, it is also wrong because this child is the same as an adult, he is a complicated and emotional person. We also want to teach him to be firm with his stand. Only the teacher will tell if we do a partnership, the teacher will explain. But if he’s firm with his stance at the time, maybe we’ll let him play first. Our example is for 10 minutes to play what we play. We set a time for the child, that’s when he changes. It’s like if we’re playing, suddenly we want to change, if we’re like kidnappers, we don’t like it either. So, if we tell in the beginning that everyone will play in 10 minutes, 5 minutes before the end we will remind, okay 5 more minutes we will change. Sometimes we have to give clear instructions or rules because these boys, if we suddenly, he finds it difficult to accept new things. We didn’t tell you at the beginning to share, suddenly we had to change” (P2)

“No problem. They is too active and rarely plays one thing outside. kids will change the game outside regarding to what they like” (P4)

SHARING GOODS

It’s never easy for kids to share their belongings. Integrating an outdoor environment, such as playing games with friends and following the teacher’s instructions, however, aids in the development of children’s socio-emotional skills.

“It’s like this telematch, this sport is really here to work together, you can’t share. Depa follow the instructions, if we give instructions, depa here follow. If you go where, play what Aaaa... if you play that... teacher always gives instructions..this one... this group will play first..later another group... ha let’s follow the instructions ..” (P1)

“He doesn’t want to play because he doesn’t want to share because maybe at home he has something great hahaha. As far as games like that, even parents can buy. So he wants to wonder what if he can’t play here he can play at home because there is at home. Oh he

doesn't want to play but he goes to the park too because he wants to be a good boy because maybe he wants to play with friends peacefully without interruption. There are slaves like that. There are some children that I see as too advanced, for example, they don't even want to hang out with their friends. If a man is lazy to serve actually hahaha. Lazy to fight or actually near the house he can't get any service. He's used to it himself, he's used to not being able to and lacks attention" (P4)

TALKING A TURN

When children participate in an activity that requires them to wait for their turn, their patience can be cultivated. Talking in turn, for example. It's because children's nature is to never wait. As a result, engaging in an outdoor activity such as playing together will assist them in developing patience and tolerance.

"Ok like this..everyone wants to talk..ha ok teacher, I want you to talk first..ok this one..for example, my sister talked first. After that, this one just said that. Ha, just follow the instructions, right? It means that there is tolerance. The taste of that experience" (P1)

"And when they perform activities, these children will take turns because we will stimulate the child's development to be patient and know in turn. There are also children who when we do the activity we see that these children can tolerate. That means when he wants to play, he gives it to his friend first. And from what they do, we see in terms of reaction it means the formation of emotions and feelings" (P2)

"they never wait their turn to speak when they go out site" (P3)

"There are those who can't wait their turn, especially those who talk a lot. Another child who can't finish talking, he also wants to talk" (P4)

SPEAK POLITELY

Furthermore, using the appropriate words for the scenario aids in the development of children's socio-emotional skills. Their ability to communicate will be improved through activities that take place outside. As they progress through the process, children will learn to use the correct words and talk politely.

"Sometimes it means to say this word, sometimes bring it from home, right? The reason is that this word starts from his house. Because we're talking about this..this boy..if he's always boys, he talks like this..talk like that again. Hmm right. It's like I'm talking like this..it's like he's very hyperactive..it's like he's very savage right..he doesn't sit still..for him to be the leader..for what2..now he's ok. Ok I appointed you as the class leader..ha..you share.. please share the book, please quote..ha... Later we want to see the fun joke..that's his self-confidence. Ha .. Like in the group of boys with the teacher, with the community, it means with the parents, yes too..right..ok if someone comes to say hello..good morning everyone, right when someone comes to class, right..visit. .right" (P1)

"Aah, I just want to talk like if I say this, boys, if I play this, they not, they will shout "run". But there are also those who are matured, there are also those who chat with each other, but if the one who plays physically, I don't think there is one, he focuses on playing, right? For example, he will tell the teacher what he saw. Maybe in terms of speech care, this is the way he talks to his friends. A new example of toilet training, he peed there, he would tell "teacher, this is pee" and then his friend cried. They just want to tell you, I don't want to make fun of you. These children are honest. Or he wants to tell "I have a beautiful painting, you are not beautiful". if that requires intervention from the teacher as well. Everything he does informs us like that" (P2)

"our school now there is no problem in communication. they communicate politely. most of these children are present in families that value adab. they also respect us" (P3)

"depends on where he is, it bring up from their house or environment outside" (P4)

CONCLUSION

The exploration of how the relationships of the preschool outdoor environment can support children's socio-emotional development is guided by two key results from the research. To begin, they develop social and emotional competency through a variety of experiences, whether shared or solitary. The second is that a wide range of outdoor activities with interesting locations provides attractions that encourage game-based learning, which contributes to preschoolers' socio-emotional competency. It is backed up by the fact that a person's environment influences their level of developmental competence as well as their self-acceptance. A helpful environment is created by the behavior of children and the encouragement of their teachers. The architecture of the play space environment, on the other hand, catalyzes unexpected events. The possibility of a greater external view and the allure of outdoor features to distract children while waiting is one causal aspect of this circumstance.

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