
Improving Early Childhood Social Skills Through Habits of Greeting, Smiling, and Saying Goodbyes at TKIT Insan Madani

Meningkatkan Kemampuan Sosial Anak Usia Dini Melalui Pembiasaan Salam, Senyum, dan Sapa Di TK IT Insan Madani

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Abstract

Early childhood social skills need improvement, particularly in children's confidence to interact, greet others, and demonstrate positive social behavior in the school environment. This study aimed to improve the social skills of children aged 5–6 years through the habituation of greetings, smiles, and salutations (3S) at TK IT Insan Madani. The study employed Classroom Action Research using the Kemmis and McTaggart model conducted in two cycles. The participants were 15 children in Group B aged 5–6 years, while the object of the study was children's social skills. Data were collected through observation and documentation and analyzed using quantitative and qualitative descriptive techniques. The findings showed an improvement in children's social skills from 48.3% in the pre-cycle stage to 66.7% in Cycle I and 81.7% in Cycle II. The 3S habituation was proven effective in enhancing children's social skills. Teachers are recommended to implement the 3S habituation consistently to support children's social development.

Keywords: classroom action research; early childhood education; 3S habituation; social skills; social development

Abstrak

Kemampuan sosial anak usia dini masih perlu ditingkatkan, terutama dalam keberanian berinteraksi, menyapa, dan menunjukkan perilaku sosial positif di lingkungan sekolah. Penelitian ini bertujuan meningkatkan kemampuan sosial anak usia 5-6 tahun melalui pembiasaan salam, senyum, dan sapa (3S) di TK IT Insan Madani. Penelitian menggunakan Penelitian Tindakan Kelas (PTK) model kemmis dan McTaggart yang dilaksanakan dalam dua siklus. Subjek penelitian adalah 15 anak kelompok B usai 5-6 tahun, sedangkan objek penelitian adalah kemampuan sosial anak. Data dikumpulkan melalui observasi dan dokumentasi, kemudian dianalisis menggunakan teknik deskriptif kuantitatif dan kualitatif, hasil penelitian menunjukkan peningkatan kemampuan sosial anak dari 48,3 % pada prasiklus menjadi 66,7% pada siklus I dan 81,7% pada siklus II. Pembiasaan 3S terbukti efektif meningkatkan kemampuan sosial anak guru disarankan menerapkan pembiasaan 3 s secara konsisten untuk mengembangkan kemampuan sosial anak usia dini.

Kata Kunci: kemampuan sosial, anak usia dini, pembiasaan 3S, perkembangan sosial, penelitian tindakan kelas

A. INTRODUCTION

Early childhood education is crucial for shaping various aspects of a child's development. One aspect that needs to be developed early on is social skills. Social skills are closely related to a child's ability to interact, cooperate, communicate, understand social rules, demonstrate good manners, and adapt to their surroundings. Well-developed social skills will help children build positive relationships with teachers, peers, and their social environment. Conversely, children with poor social skills tend to have difficulty interacting, lack self-confidence, struggle with collaboration, and are less able to adapt to their social environment (Suyadi & Ulfah, 2020).

Early childhood social development is also a crucial part of achieving the developmental milestones for children aged 5–6 years, based on the Child Development Achievement Level Standards and the Early Childhood Education Independent Curriculum. At this age, children are expected to demonstrate polite behavior, develop self-confidence, interact with peers and teachers, and possess good social communication skills in everyday life. Therefore, consistent stimulation of social development through learning activities and positive habits at school is essential.

According to Erikson's theory of psychosocial development, early childhood is in the initiative versus guilt stage, a stage where children begin to learn to build social interactions, demonstrate initiative, and develop self-confidence in their social environment. Children who receive positive support and stimulation from their environment will more easily develop social skills and courage in interacting. Conversely, children who lack social stimulation tend to be passive, shy, and lack self-confidence in social environments. This situation demonstrates the importance of providing learning experiences that can foster courage, independence, and self-confidence in children from an early age (Wahyuni, 2017). Furthermore, Vygotsky explained that children's social development develops through social interactions with their surroundings. Children learn to understand social behavior through communication, direct experience, and interactions with adults and peers. Children's social and emotional development is essentially formed through the process of interaction with the environment, which enables children to learn to understand themselves, others, and the various social values that apply in everyday life (Fitriya et al., 2022).

Research by Aulia & Sitorus (2025) also shows that the social and emotional development of early childhood is greatly influenced by the quality of social interactions provided by the school and family environment. Children's abilities to communicate, cooperate, show empathy, and adapt to their environment develop through meaningful and ongoing social experiences. Therefore, schools need to provide various forms of positive habits that can help children develop social skills from an early age.

The development of early childhood social skills is inseparable from the role of teachers and the school environment. Early childhood children learn through habituation, direct experience, and imitation of behavior carried out by adults around them. Teachers have an important role in creating a learning environment that is able to support children's social development through consistent positive behavior habituation activities. The role of teachers as role models and learning facilitators greatly determines the success of forming positive social behavior in early childhood (Maisarah, et al, 2025). One form of habituation that can be applied is the habituation of greetings, smiles, and greetings. This habituation aims to instill polite, friendly, caring attitudes, and build children's communication and social interaction skills from an early age. Through greetings, children learn to respect others; through smiles, children learn to show a positive and friendly attitude; while through greetings, children learn to build social communication with the surrounding environment (Hidayah & Sari, 2021).

Several previous studies have shown that social behavior habits influence the development of social skills in early childhood. Previous studies have predominantly applied social behavior habits as a general routine and have not optimized the planned reinforcement of social behavior through reinforcement, teacher role models, and gradual evaluation of children's social development based on social development indicators for ages 5–6. Several studies have shown that social behavior habits influence the development of social skills in early childhood. Research by (Putri & Lestari, 2023) shows that social behavior habits can increase children's courage in interacting and demonstrating politeness. Research by Inayah and Wiyani (2022) also found that social behavior habits through 5S activities help improve children's interaction skills with teachers and peers.

Furthermore, research by (Hidayah & Sari, 2021) explains that consistent social behavior habits can increase concern, cooperation, and social skills in early childhood. Based on this research, social behavior habits are seen as an effective strategy to support the development of children's social skills.

Based on initial observations at Insan Madani Kindergarten, it was discovered that the habit of greeting, smiling, and greeting has actually been implemented in daily activities at school. However, the implementation has not been running optimally. Some children are still not accustomed to greeting teachers and friends independently, lack confidence in interactions, have not consistently demonstrated friendly and polite attitudes, and still need to be reminded to practice greeting, smiling, and greeting. This condition indicates that children's social skills have not developed optimally, especially in aspects of courage to interact, social communication, self-confidence, and polite behavior in everyday life in the school environment. If this condition continues, the social development of early childhood will not develop optimally. Children will become accustomed to performing social behaviors only because of teacher instructions, not from self-awareness.

Therefore, a more planned effort is needed to optimize the habit of greeting, smiling, and greeting in order to improve the social skills of early childhood more effectively. In this study, the habit of greeting, smiling, and greeting is implemented through routine school activities, morning greetings, circle time, role play, positive reinforcement in the form of praise and simple rewards, and teacher role models in every interaction in the school environment. The novelty of this study lies in the implementation of the habit of greeting, smiling, and greeting which is not only carried out as a daily routine, but is optimized through planned reinforcement of social behavior, providing positive reinforcement, integrating greeting, smiling, and greeting activities into learning activities, and evaluating children's social development based on indicators of social emotional development for ages 5–6 years.

Thus, this research is expected to contribute in the development of effective learning strategies to improve the social skills of early childhood through the habituation of positive behavior from an early age. Based on the description, the formulation of the problem in this study are: 1. How are the social skills of early childhood before the implementation of the habituation of greeting, smiling, and greeting at TK IT Insan Madani?, 2. How is the

implementation of the habituation of greeting, smiling, and greeting in improving the social skills of early childhood at TK IT Insan Madani?, 3. How is the improvement of the social skills of early childhood after the implementation of the habituation of greeting, smiling, and greeting at TK IT Insan Madani?

B. RESEARCH METHODS

This study uses a Classroom Action Research (CAR) approach to improve the social skills of early childhood children through the practice of greeting, smiling, and greeting at Insan Madani IT Kindergarten. Classroom Action Research (CAR) was chosen because it can gradually improve children's learning and social behavior. This study uses the Kemmis and McTaggart model, which includes planning, action implementation, observation, and reflection in each cycle (Arikunto, 2021).

The research was conducted at Insan Madani IT Kindergarten located on Jalan Terusan Dusun II Tembung, Percut Sei Tuan District, Deli Serdang Regency during the even semester of the 2025/2026 academic year. The subjects were 15 children in Group B aged 5–6 years, consisting of 8 boys and 7 girls. Most of the children still showed social skills that had not yet developed optimally, such as a lack of confidence when interacting and not being used to greeting teachers and friends independently.

The research was conducted in two cycles, each consisting of two meetings. Each meeting lasted approximately 60 minutes and was integrated into learning activities and routine school activities. Prior to the intervention, researchers conducted a pre-cycle phase to determine the initial state of the children's social skills through observation.

In cycle I, the habit of greeting, smiling, and saying hello was implemented through morning greetings, circle time, role-playing, learning activities, and daily social interactions within the school environment. Teachers provided direct role models and provided positive reinforcement in the form of verbal praise to children who demonstrated positive social behavior. After the implementation of the actions, researchers conducted observations and reflections to determine the development of children's social skills and any obstacles that arose during the learning process.

If the results in cycle I do not meet the research success indicators, the action will continue in cycle II with improvements based on the results of the previous reflection. In cycle II, the habit of greeting, smiling, and greeting is reinforced through simple rewards, the use of a kindness star board, more consistent verbal reinforcement, and the integration of activities into various learning activities and children's playtime.

The research focused on improving children's social skills through habituating greetings, smiling, and greetings. The social skills indicators observed included: greeting ability, smiling ability, greeting teachers and peers, courage to interact, politeness, independence in greeting, smiling, and greeting, and social confidence.

The data collection techniques in this study used observation and documentation. Observations were conducted to determine the development of children's social skills during the implementation of greeting, smiling, and greeting habits based on predetermined indicators. Observations were conducted using an observation sheet compiled based on indicators of social and emotional development for children aged 5–6 years. Meanwhile, documentation was used to strengthen the research data in the form of photographs of activities during the implementation of greeting, smiling, and greeting habits at school.

The research instrument consisted of an observation sheet for children's social skills, compiled based on indicators of early childhood social and emotional development. Before use, the instrument was validated through expert judgment by lecturers and class teachers to ensure the indicators aligned with the research objectives. The outline of the children's social skills observation instrument is shown in Table 1.

Table 1. Grid of the Child's Social Skills Observation Instrument

No	Observed Aspects	Indicator
1	Regards	Children are able to greet teachers and friends.
2	Smile	Children show friendly expressions when interacting
3	Who	Children are able to greet teachers and friends independently
4	Social interaction	Children dare to interact with their surroundings
5	Politeness	Children demonstrate polite behavior in daily activities
6	Social independence	Children do the 3S habit without being reminded

No	Observed Aspects	Indicator
7	Social confidence	Children are confident when communicating with teachers and friends

Assessment of children's social skills refers to the early childhood development categories: Not Yet Developing (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB). The criteria for assessing child development are presented in Table 2.

Table 2. Child Development Assessment Categories

Category	Criteria
BB	The child is not yet able to carry out the observed indicators
MB	Children begin to be able to carry out indicators with the help of teachers.
BSH	Children are able to carry out indicators independently, although not consistently.
BSB	Children are able to carry out indicators independently and consistently

The research data were analyzed using quantitative and qualitative descriptive analysis. Quantitative analysis was used to determine the percentage of children's social skill development in each cycle using the average score percentage formula. Qualitative descriptive analysis was used to describe changes in children's social behavior during the implementation of the 3S. The success indicator was set at a minimum of 80% of children achieving the BSH and BSB categories for the observed social skill indicators.

C. RESEARCH RESULTS AND DISCUSSION

1. Children's Social Skills Before the Implementation of the Habit of Greeting, Smiling, and Saying Goodbye

Prior to conducting the study, researchers conducted initial observations to assess the social skills of early childhood children at Insan Madani Kindergarten. These observations involved 15 children in Group B, aged 5–6 years. The results indicated that the children's social skills were still low. Most children were not yet accustomed to greeting, smiling, and

addressing teachers and peers independently.

Based on the observation results, 6 children were in the Not Yet Developing category, 5 children were in the Beginning Developing category, 3 children were in the Developing as Expected category, and 1 child was in the Very Well Developing category. The percentage of children's social skills at this stage was 48.3% in the Beginning Developing category.

Table 3. Results of Observations on Children's Social Abilities Before the Cycle

Category	Number of children	Percentage
BB	6	40%
MB	5	33,3%
BSH	3	20%
BSB	1	6,7%

Furthermore, observations also show that children's social skills have not yet developed optimally. Most children still require teacher assistance in greeting, addressing friends, and demonstrating courage in social interactions.

Table 4. Results of the Development of Social Competence Indicators Pre-Cycle

No	Social Competence Indicators	Percentage
1	Greeting	50%
2	Smile when interacting	46,7%
3	Greeting teachers and friends	45%
4	Courage to interact	43,3%
5	Good manners	50%
6	Independence in carrying out 3S	42%
7	Social self-confidence	41%

Based on these results, it can be seen that the social skills of early childhood at Insan Madani IT Kindergarten still need to be improved through more planned and consistent social habituation activities.

2. Results of the Implementation of the Habit of Greeting, Smiling, and Saying Goodbyes in Cycle I

In cycle I, the habit of greeting, smiling, and saying hello was implemented through morning greetings, circle time, role-playing, learning activities, and daily social interactions at school. Teachers modeled good social behavior and praised children who demonstrated positive social behavior.

Observation results showed that children's social skills improved compared to the pre-cycle stage. The percentage of children's social skills in cycle I was 66.7%, categorized as Developing as Expected.

Table 5. Results of Observations of Children's Social Skills in Cycle I

Category	Number of children	Percentage
BB	3	20%
MB	4	26,7%
BSH	6	40%
BSB	2	13,3%

The improvement of children's social skills in each indicator is presented in table 6.

Table 6. Results of the Development of Social Competency Indicators in Cycle I

No	Social Competence Indicators	Percentage
1	Greeting	68%
2	Smile when interacting	65%
3	Greeting teachers and friends	67%
4	Courage to interact	64%
5	Good manners	70%
6	Independence in carrying out 3S	63%
7	Social self-confidence	60%

After the implementation of the habit of greeting, smiling, and greeting, the social skills of early childhood began to show improvement. The implementation of this habit was carried out through daily activities at school, such as morning greetings, learning activities, circle time, role-playing, and simple social interactions. Teachers provided examples of good social behavior and created a comfortable and enjoyable learning atmosphere. Children began to be guided to get used to saying hello, smiling when interacting, and greeting teachers and friends. Observations showed that children's social skills increased to 66.7% with the category of Developing As Expected. The habit of greeting, smiling, and greeting began to have a positive influence on the social development of early childhood.

3. Children's Social Skills After Initial Implementation of the Habit of Greeting, Smiling, and Saying Goodbye

To optimize the development of children's social skills, the habit of greeting, smiling, and greeting is reinforced through various learning strategies and more intensive reinforcement of social behavior. Reinforcement is carried out through verbal praise, motivation, simple rewards, the use of interesting learning media, and increasing the consistency of the application of the 3S habit. Teachers provide examples of good social behavior and get children used to greeting, smiling, and greeting in various situations. Role-playing activities are also carried out more frequently to help children understand the importance of interacting politely, friendly, and confidently.

Observation results show that children's social skills have improved significantly. There are no more children in the Not Yet Developing category. The number of children in the Starting to Develop category decreased to 2 children, the Developing According to Expectations category increased to 7 children, and the Developing Very Well category increased to 6 children. Overall, children's social skills achieved a percentage of 81.7% with the Developing Very Well category. The habit of greeting, smiling, and saying hello that is carried out consistently and reinforced through positive reinforcement can have a significant impact on the social development of early childhood.

4. Children's Social Skills After Reinforcement of the Habits of Greeting, Smiling, and Saying Goodbye

Reinforcing the habit of greeting, smiling, and greeting (3S) is crucial for the social development of early childhood. With more intensive learning strategies, children learn to interact better. Teachers provide praise and motivation, and use engaging learning media. They also provide direct examples by actively interacting with children. Children begin to become accustomed to greeting, smiling, and greeting in various situations. They learn through role-playing (*role play*) to interact politely and confidently.

Observation results showed a significant improvement in children's social skills. No children were categorized as Not Yet Developing (BB). Two children were categorized as Beginning to Develop (MB), seven were categorized as Developing as Expected (BSH), and six were categorized as Developing Very Well (BSB). Overall, children's social skills reached 81.7%, categorized as Developing Very Well (BSB). Consistent 3S habits and positive reinforcement have a significant impact on children's social development. Children can now independently apply greetings, smiles, and salutations. They are more confident when interacting and more active in communicating. Children's manners have also improved. They are accustomed to saying hello, showing smiles, and greeting friends first. Their social behavior in play and learning in the classroom is also friendlier.

5. Improving Children's Social Skills After Implementing the Habit of Greeting, Smiling, and Saying Goodbye

The results of the study showed that the habit of greeting, smiling, and greeting (3S) was able to improve the social skills of early childhood gradually in each cycle. In the pre-cycle stage, children's social skills obtained a percentage of 48.3% with the category of Starting to Develop (MB). After the implementation of the actions in cycle I, the percentage increased to 66.7% with the category of Developing According to Expectations (BSH). Furthermore, in cycle II, children's social skills increased again to 81.7% with the category of Developing Very Well (BSB). The increase shows that the habit of 3S which is carried out consistently and planned is effective in improving the social skills of early childhood at

TK IT Insan Madani, especially in the courage to interact, friendly attitudes, politeness, and social confidence.

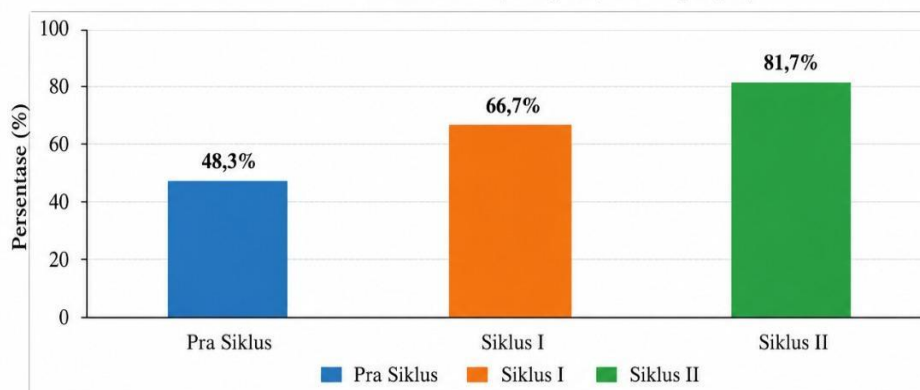


Figure 2. Improving the Social Skills of Early Childhood Through the Habit of Greeting, Smiling, and Saying Goodbye (3S)

Figure 2 shows an increase in early childhood social skills at each stage of the study. In the pre-cycle stage, children's social skills reached 48.3%, indicating that most children still needed teacher guidance in applying greetings, smiling, and greetings when interacting in the school environment. After the interventions in cycle I, children's social skills increased to 66.7%. This improvement indicates that children are beginning to be able to interact better, are more confident in greeting teachers and friends, and are beginning to implement the 3S habits, although not yet fully independent.

Furthermore, in cycle II, children's social skills increased significantly to 81.7% and achieved the research success indicator. Children began to be able to greet, smile, and say hello independently without constant reminders from the teacher. Furthermore, children appeared more active in interacting, exhibiting friendliness, and having better social confidence. Thus, the research results indicate that the consistent and planned implementation of greeting, smiling, and greeting (3S) habits is effective in improving the social skills of early childhood at Insan Madani IT Kindergarten.

DISCUSSION

From the research conducted, we can see that practicing greeting, smiling, and saying hello (3S) can improve the social skills of early childhood children at Insan Madani IT Kindergarten. This improvement occurs gradually. Initially, children's social skills were only at 48.3%, then increased to 66.7% in the first cycle, and to 81.7% in the second cycle.

This improvement demonstrates that by regularly implementing the 3Ss and with positive reinforcement, children can develop their social skills. This is particularly evident in their courage to interact, social communication, self-confidence, and politeness towards teachers and peers. Improvements in children's social skills do not occur suddenly. The process of social habituation occurs repeatedly in daily school activities. Early childhood is still in a developmental stage where their social behavior is formed through direct experience, social interaction, and imitation of their surroundings. As stated in Bandura's social learning theory, children learn by observing, imitating, and modeling the behavior of adults or peers.

In this study, teachers consistently modeled the 3S behavior in every interaction at school. Gradually, children imitated and habituated these behaviors in their daily lives. This imitation process is one of the main mechanisms for developing social behavior in early childhood (Maisyarah et al., 2019). The study also showed that providing praise, motivation, simple rewards, and other positive recognition can increase children's enthusiasm for social interactions. This aligns with Skinner's behaviorism theory, which states that behaviors that are positively reinforced are more likely to be repeated. Children who receive appreciation for good social behavior are more motivated to practice the 3S without needing to be reminded by the teacher. Therefore, positive reinforcement is crucial in developing social habits in early childhood.

The research also shows that a learning environment that supports social interaction can help children develop better social and emotional skills. This aligns with Vygotsky's theory, which states that children's social development occurs through interactions with their surrounding social environment. In this study, activities such as morning greetings, circle time, role-playing, and daily social interactions provide opportunities for children to learn to communicate, cooperate, and build social relationships with teachers and peers.

The findings of this study align with those of Aulia & Sitorus (2025), which showed that social-emotional learning in early childhood needs to be evaluated and developed through activities that provide opportunities for children to actively interact with their social environment. Repeated interactions can help children develop better communication skills, empathy, and social skills. Research by Khadijah et al. (2020) also shows that consistent habituation through learning activities can enhance the development of positive behavior in early childhood. Children will more easily form good habits if they receive direct examples and continuous reinforcement from teachers.

Furthermore, research by Parapat et al. (2023) explains that the learning process for early childhood requires providing meaningful and repeated experiences to optimally develop basic skills. The principle of continuous habituation is also a crucial factor in the successful development of early childhood social skills.

Through these activities, children not only learn to greet and smile, but also understand social norms, respect others, and build self-confidence in their social environment. When children receive support, motivation, and positive social experiences, they are more likely to develop social skills and courage in interactions. Conversely, a lack of social stimulation can lead to children becoming passive, shy, and lacking in self-confidence.

Therefore, consistently practicing the 3Ss can help children develop optimal social confidence. The results of this study also support previous research conducted by Putri & Lestari (2023), which explained that practicing social behavior can increase children's courage in interacting and foster politeness in everyday life. Another study conducted by Inayah and Wiyani (2022) also showed that consistently practicing social behavior can help children improve their social interaction skills with teachers and peers. Furthermore, research by Hidayah & Sari (2021) explains that routine social behavior can improve communication, caring, and cooperation skills in early childhood. According to Nurlaili (2024), teachers play a crucial role in shaping children's social behavior through consistent modeling, practice, and positive reinforcement. In the context of early childhood education, social behaviors such as greeting, being polite, respecting others, and being able to interact positively do not emerge spontaneously but require a continuous stimulation process through daily practice. Therefore, the application of greetings, smiles, and salutations (3S) is a form

of simple habituation that can help children develop their social skills from an early age (Fauziah et al., 2024).

This research is also supported by findings explaining that early childhood social-emotional development can develop through consistent positive behaviors, social interactions, and environmental stimulation by teachers and parents (Harahap et al., 2022). Early childhood essentially learns through imitation of the behavior of adults around them. When teachers consistently demonstrate the 3S behaviors, children will gradually internalize these behaviors and become part of their daily habits. A positive school environment full of social interaction also helps children learn the values of empathy, cooperation, tolerance, and social communication skills.

This activity also helps them express themselves boldly and communicate actively with their surroundings (Nurjannah & Sitorus, 2025). Children who interact frequently tend to have better social adaptation skills than children who receive less social stimulation. In this study, the 3S habituation—greeting, smiling, and saying hello—not only helps children learn to greet others. This habituation also helps children build positive social relationships, demonstrate respect, and increase self-confidence when communicating with teachers and peers. The novelty of this study is the implementation of the habituation of greeting, smiling, and saying hello, which is not only carried out as a daily routine. This habituation is optimized through positive reinforcement, teacher role models, the use of role play, and the integration of social habits into various learning activities. This study also evaluated children's social development gradually based on indicators of social-emotional development for ages 5–6. In this way, the process of improving children's social skills can be observed in a more structured manner. This study does show positive results. However, there are still several limitations. The study was only conducted in one class with a limited number of subjects. Therefore, the results cannot be generalized widely. The relatively short research period also meant that long-term observations of children's social development were not possible. Furthermore, observations of children's social behavior were influenced by their emotional state and the environmental situation at the time of the study. Therefore, further research is expected to be conducted with a larger number of subjects. A longer

research period is also needed. Furthermore, developing more varied social habituation strategies could help achieve more optimal results.

D. CONCLUSIONS AND SUGGESTIONS

From our research at Insan Madani Kindergarten, we can see that early childhood social skills still need to be improved. Before we implemented the greeting, smile, and say hello (3S) habit, children's social skills were still relatively low. Many children were hesitant to interact, were not accustomed to greeting teachers or friends, and were impolite in their daily lives. At the beginning of the study, children's social skills only reached 48.3%. However, after we implemented the 3S habit in a planned manner, children's social skills gradually improved. We implemented this 3S habit through morning greeting activities, learning, circle time, role-playing, and daily social interactions. We also provided praise and role models for the children. After implementing the 3S habit, children's social skills increased to 66.7% in the first cycle and 81.7% in the second cycle. This means that the 3S habit is effective in improving early childhood social skills. We recommend that teachers continue to implement the 3S habit consistently in all school activities. This way, children can become accustomed to good social behavior. Teachers must also provide positive reinforcement, role models, and motivation to children. Schools are also expected to support the 3S habituation program by creating a friendly, polite, and communicative school environment. Parents can also implement the 3S habituation at home to help children become accustomed to positive interactions. For other researchers, this study can serve as a reference for developing research on strategies for habituating social behavior in early childhood. By using more varied methods and media, we can obtain broader and more in-depth research results.

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