The Social Factors That Influence Children's Interactions and Behavior in Classroom

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A B S T R A K

Faktor sosial menunjukkan interaksi yang kompleks dan dapat memberikan berbagai efek pada interaksi sosial anak-anak. Tujuan penelitian ini yaitu menganalisis faktor-faktor sosial yang mempengaruhi interaksi dan perilaku anak-anak di lingkungan kelas. Jenis penelitian ini yaitu penelitian kualitatif. Penelitian kualitatif ini melibatkan anak-anak dan dua guru mereka di taman kanak-kanak. Metode pengumpulan data menggunakan observasi dan wawancara. Instrument pengumpulan data menggunakan lembar kuesioner. Teknik analisis data menggunakan analisis deskriptif kualitatif. Data dianalisis dengan teknik analisis isi. Hasil penelitian menunjukkan bahwa hubungan yang saling menghormati, percakapan dan komunikasi nyata, keterlibatan intelektual siswa, berbagi kepemilikan dan tanggung jawab dalam belajar, dan lingkungan kelas adalah kunci pembelajaran yang efektif bagi anak-anak. Para guru mengenali kemajuan anak-anak, sehingga mereka mulai menghargai lebih baik banyak perilaku sosial yang ingin dikuasai anak-anak. Pengaturan ruang kelas diyakini sebagai tempat yang sangat baik untuk anak-anak, dan para guru memperhatikan kemampuan mandiri anak-anak untuk tugas atau keterampilan melalui interaksi mereka.

A B S T R A C T

Social factors show complex interactions and can affect children's social interactions. This research analyzes social factors that influence children's interactions and behavior in the classroom environment. This type of research is qualitative research. This qualitative research involved children and two of their teachers in kindergarten. Data collection methods use observation and interviews. The data collection instrument uses a questionnaire sheet. The data analysis technique uses qualitative descriptive analysis. Data were analyzed using content analysis techniques. The results show that respectful relationships, honest conversation and communication, intellectual engagement of students, shared ownership and responsibility in learning, and a classroom environment are the keys to effective learning for children. Teachers recognize children's progress, so they begin to value many of the social behaviors that children want to master. The classroom setting is an excellent place for children, and teachers pay attention to children's independent ability for tasks or skills through their interactions.

1. INTRODUCTION

The interconnection of social factors is undeniable. Understanding the complex social influences on children's interactions entails evaluating social background, peer relationships, and classroom dynamics (Obaki, 2017b; Sadruddin, 2020). The core to children's social lives is social interaction, in which dynamic social ties develop between children and children, children and groups, and groups, children, and groups of children (Birhan et al., 2021; Gaspar et al., 2018; Kim & Kim, 2021). At times, children may face difficulties with their classroom interactions. may face difficulties in expressing themselves or understanding others during the interaction. This can be due to language barriers, speech and language disorders, or a lack of communication skills. Communication challenges can hinder effective peer interactions and lead to misunderstandings or frustration. Conversely, children may need help understanding and considering others' perspectives, leading to a lack of empathy and respect. This can result in hurtful or dismissive behaviors, affecting the classroom atmosphere. It is apparent that how children interact with adults and their peers greatly impacts their growth and learning progress. (Birhan et al., 2021; Leyva et al., 2015;

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O'Connor & Evans, 2019). Although children do not speak to each other or do not exchange signs, social interaction still takes place because each is aware of the other party causing changes and development in the feelings, judgments, senses, and responses toward life.

A child will experience moral development, along with the broader extent he interacts. At first, a child only interacts in his family environment (Ansari & Purtell, 2017; Kim & Kim, 2021). Here the formation of moral foundations occurs and will be a reference for their living life when interacting. Moral development refers to developing one's understanding and adherence to the rules that govern human interactions, particularly concerning what is considered right and wrong behavior (Hariandi et al., 2020; Tanfidiyah, 2018). The moral formation is difficult for young children because of the inconsistencies in the concepts of right and wrong found in everyday life that confuse them (Daratista & Yusuf, 2021; Ibam et al., 2018). This concept will be a barrier for children in moral and social formation, dealing with how they interact with the community. Classroom interaction is explored from the viewpoint of social interaction to discover the methods teachers and students use to perform classroom business. A child can compare the thoughts and knowledge that have been a form of the ideas and expertise of others. Social interaction and moral development are linked together in a relationship between two individuals or where the behavior of one individual influences, changes, or improves the functioning of another individual or vice versa (Aulia, 2020; Rahiem et al., 2020). According to the study's findings, moral reasoning influences social preference indirectly through its influence on social behaviors and directly.

The effort and seriousness in developing countries in developing early childhood education is a very reasonable idea. Various research results in Indonesia indicate that early age is a significant time for children's education (Adriany, 2019; Kristanto, 2020; Listiana & Rachmawati, 2017; Rahiem et al., 2020; Rukiyati et al., 2020). Other research investigated Indonesian kindergarten teachers' perspectives and observations on using stories and storytelling for Moral Education (Rahiem, et.al., 2020). It was found that Dramatization helps children comprehend the meaning of stories and learn moral values from them. Traditional songs can positively impact the development of a child's character in several ways (Kristanto, 2020). These include recognizing religious beliefs such as acknowledging God's creation, developing a habit of worship, comprehending virtuous behavior like righteous and honest acts, helping friends in need, speaking and behaving politely, differentiating between good and bad behavior, recognizing religious holidays and rituals, and learning to respect other people's religions and their practices of worship. Early childhood is in the fastest growth and development stage, both physical and mental. In addition to physical and motor growth and development, moral development (including personality, character, and morality), social, emotional, intellectual, and language also last very rapidly, especially in children's golden age (children are 4-6 years old) (Putu et al., 2018; Rukiyati et al., 2020; Sari et al., 2020). This study intends to explore the golden moments of the children and how social needs are fulfilled through interactions in the classroom. A child who has a happy period fulfilled all physical needs and psychics early in development is predicted to be able to carry out subsequent developmental tasks.

Four factors define early education quality (Huliyah, 2016; Permana, 2021; Pianta et al., 2018). First, program structure, such as school day length or teacher qualifications. The second includes playground equipment and staff, student, and parent activities. Third is direct teacher-student interactions. Finally, aggregate indicators like quality rating and improvement systems incorporate measurements. Ki Hadjar Dewantara, the Indonesian founding father of Taman Siswa School, then summarizes all potential children in their actions, feelings, and intentions. Teachers need to understand the different individual needs of the child. However, some factors are severe or irreversible in the child; for example, the genetic factor. Therefore, the early learning center or preschool is aimed to facilitate each child with the environment and proper coping guidance so that the child can thrive according to their genetic capacity. Regardless of how individual characteristics emerge in social, cognitive, language, and behavioral development, they influence and combine the likelihood of success in the primary challenges of life: formation of supportive relationships and achievement of productive work applicable first in the school setting. Early childhood educators need to have recent experience with children's needs and interests, what promotes their development in all domains, and what kind of environment they need to thrive and flourish that might affect the student's progress and academic achievement. In order to understand each child's character, intelligence, behavior, and tendencies, there should be an inquiry about the children's interactions and behaviors because only those will see how far the children's fundamental abilities, characteristics, what tendency, and so on (Hasanah & Deiniatur, 2019; Hulukati & Maryam, 2020).

Fostering social-emotional skills is vital for schools to address through preventive interventions. This is because these skills have been found to significantly impact adult life outcomes (Domitrovich et al., 2017; Poerwati & Cahaya, 2018). Cognitive development, social-emotional development, moral and religious development, language development, and art development are five aspects of development that kindergarten teachers must address when educating their students, as determined by the design of learning

in kindergarten (Gaspar et al., 2018; Rukiyati et al., 2020). It's crucial to ensure that infants develop optimally in their early years for their growth and well-being. This study will address the need to understand classroom settings/ environment, social development setting, social development in the classroom, and the significant factors of classroom interaction, and review some critical studies related to this topic. Moreover, this study will enrich the studies superficially in an eastern Indonesia setting. We will also shed light on some of the questions. This research analyzes social factors that influence children's interactions and behavior in the classroom environment.

2.   METHOD

This study is qualitative research focused on the children's interactions and behavior during their learning process in a classroom. The data was obtained through observation and interviews. The participants of this study were ten children aged 4-6 and two teachers. The data collection process was completed in three days, while the entire research took about a month to complete, beginning with contacting the participants and ending with the confirmation of the information that was collected during the process of gathering the information. Brief Description of the Teachers showed in Table 1.

Table 1. Brief Description of the Teachers

Name	Major	Teaching Place	Duration of Teaching Service
Teacher A	Early Childhood Education	A Kindergarten in Kupang, NTT	September 2018-Present (4 years, 5 Months)
Teacher B	English Education	A Kindergarten in Kupang, NTT	July 2021 – Present (1 year, seven months)

The first phase of the research was observation. The observation was undertaken in a kindergarten in Kupang, East Nusa Tenggara, Indonesia. The observation is held to observe all students' activities during the class process. A note-taking technique is also applied during the observation. The use of this method as assessment instrument that can be utilized to discover about growth and development of young students. The observation was conducted in a single day, from the morning session to the end of class. The observation was carried out with ensuring that the learning processes of both teachers and pupils were not interrupted or distracted. The researchers were focused on some indicators in the observation which were active participation of the children as it indicated the engagements and interest, verbal and non-verbal communication among the children and between the children and the teachers, task engagement, how students follow the instructions, regulate their emotion, show respect and resolve conflicts and during interactions,

The second method is an interview which was done with the two teachers of the kindergarten. The interviews were done in the following day after the observation day. This instrument is used to highlight the children's abilities across various learning contexts. More specifically, the questions were related to how the learning process and interactions happened in the classroom and whether teachers were aware of children's behaviors in the classroom. Semi-structured and semi-directed questions is used as an interview technique which means that it has been prepared by researchers but provide space for discussion or conversation that may develop including question or arguments from the interviewee during the interview. All conversation during the interview was well recorded. Grid of Observation and Interview Instruments showed in Table 2.

The data was analyzed in content analysis technique where data derived through these different sources required content analysis, focusing on written or spoken language as communication, to provide an overview and comprehension of the intended meaning (Renz et al., 2018). First, the researchers reviewed and highlighted the specific words from the interview transcript and the result of the observation that appear to convey the most significant ideas or notions. The researchers then explored the text by collecting their initial impressions, thoughts, and analysis. As this procedure progresses, categories for codes emerge that reflect more than one central idea. These were extracted directly from the text and served as the basis for the initial classification method. Finally, analyzed, interpreted the findings and discussed the implications for understanding the social factors influencing the children's interactions and behavior in the classroom. The researchers validated the data through some types of processes: using more than one data collecting instrument to gain the data, ensuring the items on the instruments adequately cover and measure the purpose of the research being constructed, and gathering the feedbacks from the teachers after data analyzing and interpreting the data.

Table 2. The Grid of Observation and Interview Instruments

Aspect/Factor	Classroom Observation Instruments	Interview Instrument
Classroom Phase	Structured observation checklist: assessing the teaching phases applied in the classroom	Teachers' Interview: Reflecting the teaching practice and their personal experiences
Children Engagement	Engagement observation: observing children engagement during the learning process	Teachers' Interview: gathering insights on classroom atmosphere
Teacher-Children Interaction	Interaction Observation: observing interaction between the teachers and the children	Teachers' interview: asking teachers perception and experiences
Peer Interaction	Interaction Observation: observing interaction among the children	Teachers' interview: asking teachers perception and experiences
Classroom Rules	Classroom observation: Assessing the rules applied in the classroom	Teachers' interview: gathering insights on the practical rules applied in the classroom

3. RESULT AND DISCUSSION

Result

According to the result of the class observation, there were five sessions of the children and the teachers' activities in a day of school: circle time, main session, snack time, playing time and lunchtime. There were tables and chairs for the teachers and children. Most of the time, they sit in a circular setting, so it was seen that the teachers were able to recognize and see all of the students in the classroom. Brief Description of the Children's Activities showed in Table 3.

Table 3. Brief Description of the Children's Activities

Activity Session	Activity Description	Types of Interactions	Children's Behaviors
Initial activitiy	(15 Minutes) Children were gathered in a room with the teachers, talking about what would be done today. 1. Morning greeting 2. Praying 3. Small Talk	Teacher – students Students-students	Standing in lines, sitting in a circle, listening to the teachers, following the teacher's prayer, responding to the teachers,
Main session	The learning session; (60 Minutes) Topic of the day was the environment (animals) 1. Opening 2. Lesson delivery 3. Small Q&A 4. Writing (Worksheet) Individual Task 5. Writing (Whiteboard) Individual Task 6. Drawing and Coloring (Worksheet) 7. Folding Colored Papers - Individual 8. Playing Puzzles – Groups 9. Closing	Teacher-students Students-students Students-Media	Sitting in chairs, listening to the teacher, laughing at friend's silly comments, responding to the teacher, working on their worksheet, laughing at their classmates, saying thank you to teachers and friends, borrowing their mate's markers, checking on their mates, copying friend's drawing, ask for help to the teachers, taking friend's pencils, folding the papers improperly, invite friends to see their puzzles, singing and playing games with teachers,
Snack Time	(In-between the main session); (15 Minutes) the children enjoyed their snacks, most of the time talking with their mates	Students-students	Bragging about their snacks to their friends, running around the Class, testing the teacher's marker on the board, playing with the chairs, grabbing papers and making a mess of it

Activity Session	Activity Description	Types of Interactions	Children's Behaviors
Playing Session	After Class: (30 Minutes) Playing with toys in other rooms, some outside the Class.	Students-students Teacher-students	Running around the school hall, some playing alone while others playing with friends, chatting with friends, inviting the teacher to play along, bringing some additional toys to their friends, acting like policemen and thieves, running and catching friends, laughing together, helping friends to get rid of their 'enemies', help a friend to find a lost shoe, insulting their friends.
Lunch Time	Last session: Enjoying having lunch together	Students-students Teacher-students	Sitting and eating together, chatting with friends, asking for help from the teacher to take their lunch

The researchers found some interesting data as follow: in the introductory session, the children did activities individually or in a big group, following the teacher's instructions, the teachers took turns delivering the lesson and facilitating the children in working on their worksheets, the children were given responsibilities to do practical projects (i.e. drawing, coloring, folding papers), the teacher also gave chances to the children to ask questions and share opinions and their work with their classmates, and the teachers still monitor the children during their breaks, playing and eating time. Below are the detailed interactions shown by the children in the classroom setting:

In the observation, the children showed good eye contact and nodded to elicit more comments. The children found positive and safe experiences when the teacher used discussion rather than teaching, set the chairs in a circle arrangement, encouraged questions, and varied teaching methods. Children and instructors were having conversations during "initial phase" with greetings and brief Q&As about their days and activities outside of school. It is anticipated that this lesson will grab the students' attention, allowing them to easily and gladly accept and follow the day's main lesson. Typically, the questions from the teacher are How are you doing today? Are there any ill, unhappy, or cheerful people today? Have you had breakfast? What did you do before heading to school? Stimulus were also given with the purpose to put children in a good mood, so they are more eager to learn in Class. Usually, there were also small games played with the teacher or singing together during the initial phase.

The teachers showed acceptance of the students' opinions and thinking. It demonstrated the mutual respect characteristic of the constructivist approach. There was a time when a child was upset because her friend did not want to share the toys. The teacher acknowledges that she was mad and that feelings were okay when communicated respectfully This perspective supports Piaget's theory that stated children could experiment with different conflict resolution strategies, and they could and do resolve their own conflicts through negotiation ways. There are loving and demanding moments. The teacher should always be warm to communicate and respectful of the children.

"After snack time, the children will start moving around, grabbing toys and items in Class to play with. Some children like to play with their friends during play sessions, but some also prefer to play alone Sensitive kids sometimes get mad and annoyed with their friends if their toys are taken without their permission. One time, a child reported an incident to me. I came to the two children and explained thing in a friendly way, such as: if your friend is playing, do not take it. Try to ask permission or wait for your turn." – Teacher A

By introducing young children to conflict resolution skills, they might be understood and enjoy, and children may be more likely to develop more sophisticated social skills. In a classroom that fosters mutual respect between children and teachers, children are expected to learn how to grapple creatively with conflict and provide agreeable solutions for everyone involved.

From the observation, the teachers in classroom settings also did much more talking; most of the dialogue in these classrooms was between teachers and students. The teacher managed most of the classroom's actions, whether in the content, the transitions, or even dealing with every day's schedule. Furthermore, when teachers encourage students in their peer interactions, it is more like the teacher provides opportunities for children to participate cooperatively as actual participation and engagement in

classroom settings. It is more than just letting them interact with their words because teacher interactions or teachers just observing that particular condition should help and extend children's thinking, push their commitment, and negotiate with each other when no adult intervenes.

> *"In a Q&A session with the teacher, the question typically the fast responses were: "What did you guys do yesterday?" They will be eager to chime in on what their friend told them about yesterday's activities. They feel like they want to be supported by their friends, who can share stories with teachers and be listened to by others*." Teacher A

Letting children express their own stories, experiencing many smiles and a ton of laughs in the circular chair setting, encourages them to ask questions, and discuss, asks if children understand, managing class conflicts to find viable solutions/ or become critical thinkers, and asks for feedback from them, are classified very important for developing and supporting children interaction and positive behavior in classroom settings.

The teachers maintained ownership of the classroom and most of the responsibility while the children's main tasks were listening and participating in activities. The teacher also controlled the decision about the lessons estimated. The teacher provided opportunities for the students to communicate with their classmates through questions, opinions, and tasks. Children are also taught to share with friends, whether it is toys, snacks or other items. A caring child will bring lots of good friends. However, before that, they need to understand that not all things in the Class or school are their things.

The children interacted while doing their routines in and outside the classroom. The daily class schedule had specific times for each content area for each phase of objectives. It started with a morning gathering before entering the Class to pray together. The teachers led the prayer, and the children needed to follow after. They usually sit in a circle to learn and interact. After that, the children enter the Class neatly at 8 am. They had a learning process for about 45 minutes, and snack time came. All the children were allowed to chat during the Class, but they had a 'voice level' for every session. The teachers led discussions, and after that, they did individual worksheet routines. During individual presentations, kids are taught to pay attention to what their friends say and respond to what they say. They sat on their chairs, watching their friend speak while her friend was presenting. When the Class is about to end, they pray together. The children had responsibilities to take care of the class items. They had meals together with their friends after Class every day. Children handled all routines, and they were more actively engaged with one another.

Regardless of their cultural beliefs and customs, children enjoy learning in a classroom where they can play and feel happy and secure. Some social factors influence the children's interactions and behaviors in a classroom setting. When differences and similarities in their characteristics are discovered simultaneously, children then learn how they value themselves, try to appreciate their peers, and develop meaningful relationships with one another. In early childhood programs, friendships support connection and security and build self-esteem. Thus, helping young children adapt more readily to the preschool setting.

> *"When playing together, girls usually anger issue or something like that. They typically resist giving in and prefer to play alone. On the opposite, boys tend to love to share and play together with their friends."* – Teacher B
> *"There is a child who was being spoiled, likes to be the center of attention in Class, and tends to want to win by herself. At first, we followed the child, followed her will first, and then slowly gave her understanding and examples that she could immediately follow. The child eventually begun to be able to 'play together' without having to be forced or scolded first. We must wait for them to change while giving good examples to follow naturally. They need to be friends"* Teacher A

Through the interview, teachers reflected on the children's progress in the classroom. In the classroom observed by the researchers, the teacher fostered such interactions, as demonstrated by the short story revealing a conflict between two students. By bringing those students together and supporting them in open discussion on the conflict, the opportunities for self-expression and exposure to the perspectives of others were enhanced (Ngongo & Benu, 2020). Sometimes, the teachers expressed their frustration when things did not work out as planned in the class (Nenotek, & Benu, 2022). Since the children spend a large part of their waking hours in preschool, the preschool teacher might see more situations demanding self-regulation, especially in socially interactive situations.

The practical teaching and learning activities provide opportunities for children to enjoy and take responsibility for learning as appropriate. In the process, teachers must identify the children's education goal as autonomy and provide many opportunities for them to take the initiative, make decisions, and follow

through with work because we must believe that the children are competent (Beeh & Baun, 2022). These are evidence of the importance of children, interactions, and engagement in academic activity. The responsibility given and taken by the children best exemplifies the social environment.

> "*When it starts to be midday, it is usual for children to start paying attention to other things instead of listening to the teacher, so usually we will say like, "hello, pay attention, please," while still showing a smiling and friendly expression to the children. I think by doing that, s children will feel that they can comfortably chat and tell stories with the teacher without fear of being judged*." – Teacher B

In the classroom, the children were also responsible for instructional time; for example, during presentation time, one child leads the others while the teacher moves to the back of the group in the role of a participant. Children also negotiated their work in a daily planning time. Class and individual projects add to their decision-making opportunities. Based on the interview, the class schedule is flexible, allowing for spontaneity and interactions between the children. Opportunities to work together, such as project work and cooperative games, encourage peer interaction. Smaller classes often help, but a good teacher can also make a large class comfortable. They were doing activities that engage students in various ways—hands-on/practical application, journal reflections, or group work.

In the interview, the teachers stated that each class has its own rules that all students must abide. The children themselves make the rules. Rules in the classroom are usually made at the beginning of a meeting in the new semester. Examples of practices include: "Kindergarten children should not fight with friends, kindergarteners should be responsible for tidying up and storing toys taken after playing, kindergarten children should maintain cleanliness in the classroom, etc." They agreed because the rules were made by and with them.

> "*One of the rules that prevent big fuss in the classroom is the rule of using 'level voice': level 0 means silence, level 1 means whispering sound (whispering), level 2 means the volume of the voice is enough to be heard by the friend next door (talk to your friend beside you), level 3 means the volume of sound for presentations that all children in the Class can sufficiently hear, and level 4 means a large volume of sound that is commonly used outside the classroom. The teacher will remind, for example, "Today our voice level is 1; yes, for a while we had a voice level of 2 and such." If the kids are too noisy, interrupt them with: "voice level 1, please" or "waterfall down, sshh*" - Teacher A
> "*Usually, we give special attention to one or two kids while they are eating, but then. Children are also taught responsibility by washing their dishes after eating*." Teacher B

Discussion

This section will cover some intriguing findings in this study. First, friendships provide essential opportunities for children to learn and develop. Dealing with children's different personalities and characteristics, it is seemed that by implementing a peer problem-solving approach and leading to conflict resolution, children could practice their social skills in a safe and very encouraging atmosphere. Tensions or conflicts can also be identified between children as active participants, influencing decisions and participating in the planning and evaluation of their education, and educational values that emphasize evaluations of whether children have met specific learning objectives (Einarsdottir et al., 2015; Thompson, 2018). Teachers are also firm about reprimanding the wrong child so that they can learn from their mistakes. A social interaction interest in teaching and learning examines how teachers impart knowledge and how students demonstrate comprehension, and how the student's issue—his lack of understanding or knowledge—becomes established in their interactions (Koole, 2015; Nenotek, & Benu, 2022).

On the other side, Communication between teachers and children is crucial in early childhood education. It is vital to pay attention to the use of language that is simple and understandable to all children in the class. Position yourself as a 'friend' when chatting with children so they can be comfortable and interested in telling stories. Teachers must have a big heart, compassion, and patience when engaging with children (Heyder et al., 2020; Poerwati & Cahaya, 2018; Rukiyati et al., 2020). On the other hand, with communication, it will be easier for teachers to get to know the character and personality of the children in their class so that the teacher can know and understand the will and the right way to handle them.

There were times where the children were out of control in the learning process. They seemed not to enjoy the class discussion with the teacher. The teachers were not letting the students out of the lesson. They tried to get the students' attention back which was short. Young children's attention spans are typically short, making it difficult for them to sit still and focus on one activity for an extended period of time (Poerwati & Cahaya, 2018; Rahiem et al., 2020). However, the children were seemed to enjoy their routines in the classroom. Routines are an ideal natural environment for children's learning because they

are repetitive by nature, allowing for multiple teaching opportunities within a supportive interaction between a child and a care provider (Ferretti & Bub, 2017; Rahiem et al., 2020). The children also were supported to share things with their classmates. Children may have decided to share with a happy recipient not because they thought he or she was in need but because they wanted the recipient to be happy (Heyder et al., 2020; Trawick-Smith et al., 2014). They need to ask for permission for taking or doing something and take responsibility for breaking the school's items or their friends' stuff. Those behaviors are applicable in any circumstance in their life. Toys may have the same influence on children's development as organized group time activities and other curriculum elements (Trawick-Smith, et.al., 2014).

The teachers and children created a classroom community based on norms or "class promises" for interactions that they negotiate. Those rules encourage communication, including sharing ideas, opinions, and questions and resolving conflicts. Children are expected to follow the rules and orderly things right as, same as learning from the perspective of others and working with others in group projects. The role of the teacher can impact a variety of situations, including the classroom environment, how staff and students respond to each other, and overall behavior management in their classroom (Daunic et al., 2021; Vijayan et al., 2016). The teacher is also vital to proper classroom management, supporting children's positive behaviors. Students whose good relationships with their teachers are characterized by higher levels of closeness and lower levels of conflict demonstrate more optimal outcomes (Benu, 2018; Ansari et al., 2020). In this sense, teachers must support children's development of interpersonal understanding and socio-moral competence. They were given chances to share opinions and ideas about what they want to do for the rest of the learning process. The teachers must realize that that is much less intimidating. During the two years of kindergarten, teachers believe that their kids have acquired significant moral growth. Children's independence and self-confidence are the most evident development (Cosso et al., 2022; Rukiyati et al., 2020).

Teachers must maintain control and implement an effective behavior management system: A strategy is an action taken by the teacher to stop disruptive behavior and return the student to academic activities (Vijayan and collegues, 2016). It is essential to remember that each classroom student is unique and responds differently (Benu, 2018). Acceptable or effective behaviors in one group may not be the same in a different peer group. This could impact the success of interactions when children come together in their interactions. When children enter kindergarten, they are confronted with increased independence and responsibility (Ferretti & Bub, 2017). Incomplete in this stage leads to children being at risk for an inability to take action on their own and focus on the sense of inferiority and their feeling of incompetence about their relationships with their peers, abilities, and their social roles. This research is limited only to the children in a Kindergarten in Kupang, Indonesia. The sampling used was also convenient sampling which refers to the population study participants being conveniently accessible to the researchers. Therefore, it could only be generalized to some kindergarteners in Indonesia. Future studies on early childhood education, specifically in Eastern Indonesia, may be conducted by future researchers to explore more facets of children's learning behaviors within a more expansive setting and with a more significant number of participants.

4. CONCLUSION

Based on the research findings, it appears that students' learning process in the classroom is typically divided into multiple sessions, with noticeable social interactions taking place during these sessions. Their social interactions consist of real communication and conversations which is covered in the relationships among them and the engagements they demonstrate, sharing and ownerships and the daily routines. during the learning process. The children personality, teachers' role, classroom environment, management and rules influence are the social factors influence the children social interaction in the classroom setting. These findings suggest essential constructs to consider in constructivist education dealing with the social factor influencing children's interaction and behavior in every classroom. It mainly deals with young learners: respectful relationships, real conversations and communications, and purposeful talking; support students' intellectual engagement; and shared ownership and responsibility in behavior, learning, and the classroom environment as the key to that achievement.

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