

Proceeding

THE **2**
ND

International Seminar on Education

Theme

**“Understanding Future Trends
Towards Global Education”**

Rocky Hotel Convention Centre Padang,
October, 20th-21st, 2016

Collaboration:

Fakultas Ilmu Pendidikan Universitas Negeri Padang
Institut Pendidikan Guru Kampus Pendidikan Teknik Malaysia



Bank Nagari



PROCEEDING

INTERNATIONAL SEMINAR ON EDUCATION

(ISE) 2nd, 2016

Theme:

“UNDERSTANDING FUTURE TRENDS TOWARDS
GLOBAL EDUCATION”

Venue:

Rocky Hotel Convention Centre,
Padang, Sumatera Barat Indonesia
October, 20th-21st, 2016

Collaboration:

Fakultas Ilmu Pendidikan Universitas Negeri Padang
Institut Pendidikan Guru Kampus Pendidikan Teknik Malaysia

ISBN: 978-602-73537-2

SOCIAL BEHAVIOR DEVELOPMENT OF EARLY CHILDHOOD ESTABLISHED BY PARENTS

Syur'aini
PLS FIP UNP

Abstract

A lack of parental knowledge about early childhood education leads to inaccuracy action in educating children. This research is aimed to find out the description of parenting style to develop the social behavior of early childhood established by the parents. This research is a case study using qualitative approach. The research subjects are parents in 'Aisyiyah 6 Kindergarten. The result shows that the parenting style established to develop the social behavior of early childhood in term of cooperation is using permissive, in term of fair competition is using pressure, in term of sympathy is using antipathy, in term of avoiding dependence is giving pressure, and in term of selflessness is using selfish way.

INTRODUCTION

Childhood is a play time where the children's life is full of fun and joy. Play can directly influence all aspects of the children's intelligence development including social development. The children learn how to cooperate and share with each other. Moreover, play makes the children happy and gives the positive impact to their development. It is as stated by Hurlock (1989) that play is an activity done for pleasure without considering the result obtained. That activity is carried out voluntarily, without coercion or pressure from the outside. Furthermore, some experts state that play lasts throughout the children's life. Mayesty (1990) said that play is an activity done any time because play is life and life is play. It implies that there is no day without playing for the children because that is their world.

Nowadays, there are many parents do not understand how to educate their children. They require their children to learn as an adult learner. Thus, they forbid their children to play. When the parents send their children into early childhood school, they want them to be taught about reading, writing, and arithmetic. They do not realize that their children's intelligence is not about reading, writing, and arithmetic only. It is about many other things needed by the children including their social development.

According to Hurlock (1980) social development of childhood consists of: imitation, competition, cooperation, sympathy, empathy, social support, sharing and intimate behavior. Social intelligence is ability to establish relationships with other people all the times; personal ability which is relatively sedentary in a person to have relationship with others (Hunt; Suyono Vernon in 2007).

The social development can be seen from the traits/ characteristics which appear. The characteristics of social development of children ages 5-6 are marked by the appearance of social and non-social behavior patterns. According to Hurlock (1980) the social behavior patterns include: (1) imitation, imitating as same as a group, the children imitate the attitude and behavior of people whom they admire (2) cozzmpetition, a desire to outperform and beat others (3) cooperation, the children play cooperatively and group

activities increased in frequency and duration during this period (4) sympathy, requires an understanding of others' feelings and emotions. Thus, it only occurs before age 3. The more play contacts, the more sympathy grows (5) empathy, requires an understanding of others' feelings and emotions and an ability to imagine themselves as others (6) social support, support from peers becomes more important in the end of early childhood. The children assume that delinquent and disruptive behavior is a way to gain support from their peers (7) sharing, getting along with others makes the children find out that a way to get social approval is through sharing their property especially toys. The selfishness gradually turns into generousness (8) intimate behavior, the children derive satisfaction from the warm, close, and personal relationship with others. They will gradually give love to people outside their home such as the teacher in their school or inanimate objects such as their favorite toys or even blanket. These objects are called favorite objects.

The non-social behavior patterns include: (1) negativism or against the adult authority, it culminates between ages 3 and 4. The physical resistance evolves into verbal resistance. The children pretend not to hear or understand the adult request (2) aggressive, it increased between ages 2 and 4. The physical attacks are replaced by verbal attacks in the form of cursing or blaming others (3) overbearing behavior, it starts around age 3 and increases as the increasing opportunity for social contact (4) self-centered behavior, the children are often selfish due to the limited children horizon especially at home. The wider horizon will gradually diminish the selfishness (5) selfishness, it will be replaced by the interest and concern toward others. The duration of the changes depends on the number of contacts with others and the desire to be accepted by their peers (6) destructive behavior, the children often damage things around them when they get angry. (7) sex disagreement, until four years, boys and girls play together well. Then, the boys receive social pressure not to play effeminate activities. Many boys are aggressively against the girls (8) Prejudice, most of young children prefer to play with the same friends, but they rarely refuse to play with children from other races.

According to Goleman (2007) there are two major categories of social intelligence elements i.e. social awareness, what we feel about people and social facilities, what we do with that awareness then. The social awareness refers to a spectrum extending from feeling others' inner until understanding their feeling and thought to get complicated social situations which include: basic empathy, congeniality, empathic accuracy and social understanding. The social facilities rest on the social awareness to enable a smooth and effective interaction include: synchrony, self-presentation, influence, and concern.

Some explanations above indicate that there very close relationship between the social awareness and the social facilities. The social facilities can arise when a person has the social awareness. Thus, the social awareness should be built first to raise the social facilities.

The problem that often happens is that the parents do not raise the social awareness of their children. It is due to the parents' assumption that their children do not know anything yet and cannot to compromise. According to the parents, the child should be treated strictly without allowing them to always play. Therefore, there are many children against their parents.

RESEARCH QUESTION

The research question of this research is how is the description of parenting style in social behavior development of early childhood established by the parents?

RESEARCH METHOD

This research is conducted using qualitative approach and a case study design. The subjects of the research are the parents of 'Aisyiyah 6 Kindergarten, Ulak Karang Selatan, Padang Utara District, Padang. The selection of the research location is based on the criteria of social situation as stated by Spradley (1980):

(1) the location summarizes a lot of information related to the research topic, (2) the location is simple enough to observe, (3) the location is easy to access, (4) the location is allowed to observe, (5) the situation is not disturbed when observed, (6) the activities observed are done repeatedly, and (7) allow the researcher to participate.

The informants are the principal, teachers, and parents. They are selected based on the type of data required in this research. According to Bungin (2008) the selection of the informants is done through three stages: (1) the selection of the initial informant (key informant) to be interviewed or observed. In this research, the initial informant is the school principal as the manager of all school activities (2) the selection of further informants to expand the description of the information based on the principal's suggestion i.e. teachers and parents, and (3) stop the selection of the informants if there is no varied information. The technique used in determining the informants is snowball sampling.

The data collection techniques are observation and interview using observation guidance and field note. The data is analyzed qualitatively as recommended by Miles and Huberman (1987) i.e. data reduction, data presentation, and conclusion. The data validity is checked using four criteria as recommended by Lincoln and Guba (1985): (1) credibility (internal validity), (2) transferability (external validity), (3) dependability (reliability), and (4) confirmability (objectivity).

RESULT AND DISCUSSION

The social behavior is needed in everyday life. It is important because it can make people accepted in their society. People might not be able to live in peace or achieve happiness in their life without the social behavior. Regarding to the importance of social behavior, it should be developed since an early age. The social behavior intended in this research includes: 1) the development of cooperation, 2) the development of fair competition, 3) the development of sympathy, 4) the avoidance of dependency, 5) the development of unselfishness.

The Development of Cooperation

The result shows that the parenting implemented to the early childhood is more permissive in developing the cooperation. It can be seen from the interview result with some parents where they tend to let their children cry because they fight over a toy. They ~~do not persuade them or inform positive things to their children.~~ Moreover, they do not try other ways to stop the fight among their children. It is done because the parents do not know how to deal with them.

This parenting style may happen if the parents do not know how to build the cooperation. Usually, this type of parents does not pay attention or care toward what is

done by their children. It also becomes the impact of children's inability to cooperate with others. According to Shochib (2000), the ambivalence done by the children to ignore the request from their parents, relatives, or friends is the realization of social values which are possessed and appreciated based on the reason. For the children, it makes sense if they do something in their own world because their parents are busy with their own and ignore their existence. The parents' preoccupation is logically similar to the children's preoccupation in their world. Therefore, it is clear that the example from the parents is needed by the children. This is in line with Jamarah (2004) who states that the examples and habits performed by the parents cannot be separated from the children's attention and observation. When the children observe their ignorant parents, they also will be ignorant. Finally, the parents let the children as they want.

The interview result shows that the parents find difficulty in making their children be able to cooperate with their peers. It happens because they do not really understand how to build cooperative behavior in their children. The parents tend to look for a safe position by allowing and fulfilling what they want.

Furthermore, the parents do not have enough time to play with their children because of their work. There are parents (both mother and father) who go to work from morning until evening. Thus, the children do not get enough attention and guidance. Sometimes, the parents who are busy in working make their children often fight and force to ask something. The way that is often done is crying and thrashing to ask for what they want. The parents let their children's behavior as long as they do not disturb their work. Any requested always given and when the children come closer to their parents, they will be scolded.

From the description above, it can be concluded that the parents find difficulty in developing their children's cooperative behavior. It is due to the limited knowledge about early childhood education and limited time the parents have to guide their children. This condition makes the parents permissive and they tend to look for a safe position toward their children.

The Development of Fair Competition

The result shows that the parents tend to give pressure to their children. The interview result with some parents show that their children are weak and slow in learning. They are not as fast as their friends. In fact, the parents have not done the maximum effort yet. When they are asked why they do not give their children opportunity to do their best, they explain that they follow their parents' statement. They believe that the early childhood (read: children) cannot do everything yet. In addition, the parents do not need to force their children to do things that they do not want to. The children may not be able to do a job well because they can play only. Thus, they do everything slowly. In such cases, the children may need the guidance from the parents to do anything faster, for example the parents let the children know how to open the buttons when they are dressing. Some parents only demand their children to be fast and smart without giving any suitable solution. They also never give reward to their children. When the researcher confirms to the teacher, the similar thing also said by the teacher that many parents is not patient in taking care of their children. They choose a shortcut by letting their children do what they want. They never encourage their children to have competition such as asking them to compete in spending food or doing an activity. The parents do not understand how to give reward and how to

have a competition. The children's slowness may occur because there is no motivation from the parents to finish something quickly. It also makes the children do want to ask for help when they do an activity. The parents are easy to get angry when their children do anything slowly because they think there are still many works to do instead of waiting for their children.

Besides, the parents assume that the children may not be able to do something well. If they become an adult, they can do anything by themselves. That assumption makes the children like to impose their want toward their parents. The parents should build the competition by growing peace-loving behavior and non-violence in solving the problem (Language Education, 2008).

Every child should be given the opportunity to train their ability to compete with others. By having fair competition, the children will practice actively and learn continually. It is supported by some people who express that "competition happens anywhere, done by anyone, perhaps every second occurred billions of competition on this Earth! Then why was this ability not taught early to the child?" (<https://beeography.wordpress.com>). It is also said that the success in the future is determined by hard work and strong belief instead of automatically occurs. Therefore, we need to instill optimism in the children.

The Development of Sympathy

Sympathy is a behavior that can feel what other people feel and try to help and comfort them. It is very important to build this behavior earlier because it will make the children have compassion and pity toward others. The result shows that the parents do not care about their children's feeling or being antipathy. They tend to get angry when their children got accident such as fall, nudged, etc.

The observation and interview result shows that the parents have not instilled the sympathy to their children yet. They assume that is not important thing to do. They often punish their children using words. Sometimes, the parents only concerned with their children's adherence toward them. They do not realize that running, climbing, encouragement, and jumping also needed by their children.

According to Sofia and Irdayanti (2014) one of researcher from the Institute for Social Research, Sara Konrath, states that empathy and sympathy of current college students is decreased 40% compared to students of the 80s and 90s era. This is happened because of the limited face interaction which is replaced by social media such as Facebook and Twitter.

The teachers and parents should be aware of this phenomenon to makes sure that sympathy and empathy remain embedded to early childhood. If those behaviors are instilled earlier, the next generation is expected to have respect and sympathy toward their parents, teachers, and friends.

The Avoidance of Dependency

Dependency is less supportive attitude toward the children's independence. The children will get used to depend on others if the parents do not direct them correctly. The result shows that the children's independence is already formed at their early age. However, the ways done by the parents do not make their children's independence grow. The parents do with suppression and coercion rather than affection.

From the interview and observation, it can be seen that there are some parents who accustom their children to do daily activity by themselves since early age to avoid the dependency on others. Besides, some parents do not accustom their children to be dependent in everyday life. It makes the children depends on others. In other words, the habituation and fulfillment of the children's daily needs can make them independent.

The authoritarian parents in forming the children's independence may be the cause of the children's dependency on others. The parents do not understand the meaning of independence for their children. They are already sure to what they do toward their children. Furthermore, they help their children's work. In fact, the parents become selfish if they do in such way. Setiaji (2015) states that we need to practice not to be selfish to achieve a healthy life. The selfishness or selflessness is not good behavior. We need to put the interests of the people above self-interest as well as to early childhood. The parents should train them in the early age because the child has the potential since birth.

The Development of Unselfishness

Unselfish people will always share what they have. If they are in the family, they are not always be the center of attention in the family and they like to think and help others. The parents at home are really possible to instill this behavior because the children are with family consisting of several members with different ages.

The result shows that the parents have already instilled the unselfishness to their children through selfish way. This may happen because the children are not trained to share with others or their peers. The parents should train them to share toys, food or opportunities. This should be done because basically humans have selfishness but they inadvertently become selfish people, as stated by Wibowo (2013) there is no person who deliberately want to be selfish, but selfishness is innate for everyone. This can be proved when playing with the early childhood. They will choose the best toys and they will be selfish. Sometimes, they want to take all the toys and do not want to play with others. This is an opportunity for the parents to instill unselfishness behavior. However, it should be done patiently instead of selfishly.

CONCLUSION

From the explanation above, the researcher concludes that: the parenting style established by the parents to develop the social behavior of early childhood in term of cooperation is using permissive, in term of fair competition is using pressure, in term of sympathy is using antipathy, in term of avoiding dependence is giving pressure, and in term of selflessness is using selfish way.

IMPLICATION AND RECOMMENDATION

This research result about the social behavior development established by the parents may be a suggestion for the teachers in implementing the childhood education. It is also be a guide for the teachers to provide guidance for the parents about childhood education. Moreover, the teachers are expected to cooperate with the parents to actualize the similar educating pattern between the teachers and the parents.

REFERENCES

- Bungin, Burhan. 2008. *Analisis Data Penelitian Kualitatif*. Jakarta: Raja Grafindo Persada.
- Djamarah, Syaiful Bahri. 2004. *Pola Komunikasi Orangtua dan Anak dalam Keluarga: Sebuah Perspektif Pendidikan Islam*. Jakarta: Rineka Cipta.
- Goleman, D. 2007. *Social Intelligence: Ilmu Baru tentang Hubungan Antar Manusia*. Jakarta: PT Gramedia Pustaka Utama.
- Hurlock, Elizabet B. 1989. *Perkembangan Anak Jilid 2*. Terjemahan oleh Meitasari Tjandrasa. Jakarta: Erlangga.
- Hurlock, Elizabet B. 1980. *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan Edisi Kelima*. Terjemahan oleh Ridwan Max Sijabat (Ed). Jakarta: Erlangga.
- Lincoln dan Guba. 1985. *Naturalistik Inquiri*. Beverly Hills: Sage Publication
- Miles, M.B. & Huberman, A.M. 1987. *Qualitative Data Analysis: A Sourcebook of New Methods*. London: Sage Publications.
- Shochib, Moh. (2000). *Pola Asuh Orangtua Dalam Membantu Anak Mengembangkan Disiplin Diri*. Jakarta: Rineka Cipta.
<https://beeography.wordpress.com/2012/07/09/pentingnya-kompetisi-dalam-pendidikan-dasar>. Accessed 2016, 2 October.
- Sofia, Maya dan Indrayani, Marlina. 2014. *Lima Cara Menumbuhkan Rasa Empati*.
<http://life.viva.co.id/news/read/497486-lima-cara-menumbuhkan-rasa-empati>.
 Accessed 2016, 2 October.
- Setiaji, Wibowo. 2015. *Tirto Jiwo*. <http://tirtojiwo.org/?p=2691>. Accessed 2016, 2 October.
- Spradley, James.P. 1980. *Participant Observation*. New York: Holt Rinehart and Winston
- Suyono, Hadi. 2007. *Social Intelligence: Cerdas Meraih Sukses Bersama Orang Lain dan Lingkungan*. Jogjakarta: Ar-Ruaa Media.
- Wibowo, Handoyo. 2013. *Sikap Positif*. <http://handojowibowo.blogspot.co.id/2013/10/mementingkan-diri-sendiri.html>. Accessed 2016, 1 October.

Padang, October, 20th-21st, 2016

Reviewers:

- **Prof. Dr. Rusdinal, M.Pd**
(Universitas Negeri Padang)
- **Dr. Alwen Bentri, M.Pd**
(Universitas Negeri Padang)
- **Dr .Ramlan Hamzah**
(Institut Pendidikan Guru Kampus Pendidikan Teknik Malaysia)
- **Dr. Kwan Shwu Shyan**
(Institut Pendidikan Guru Kampus Pendidikan Teknik Malaysia)

Editor/layout:

Syahrul Ismet, S.Ag., M.Pd

Cetakan Pertama, 2016

ISBN: 978-602-73537-2

Diterbitkan Atas Kerjasama:

Fakultas Ilmu Pendidikan Universitas Negeri Padang

Alamat: Jalan Hamka Komplek Air Tawar Padang Sumatera Barat Indonesia

Telp/fax: (0751) 7058693

Web: fip.unp.ac.id

Institut Pendidikan Guru Kampus Pendidikan Teknik

Alamat: Komplek Pendidikan Nilai Bandar Enstek 71760 Nilai

Negeri Sembilan Darul Khusus, Malaysia

Telp: 606-7979699

Web: www.ipteknik.edu.my

123. Early childhood education based on thematic and sciencitic learning (Dadan Suryana)	949	
124. Penerapan Metode Pembelajaran Menggambar Melalui Ekspresi Bebas Taman Kanak-Kanak (Farida Mayar)	972	144. 145.
125. Urgency of Training Program For Improvement Of Management Competence Early Childhood Education (Mhd. Natsir, Melvina)	977	
126. The Effectiveness Of Home Media Maket To Reading Ability Of The Childhood in Kindergarten Negeri 1 Padang (Indra jaya)	983	Topik: I 146.
127. Preparing the Intelligent Comprehensive Human Welcome Globalization Era Through Early Childhood Education Management Holistic- Integrative (Ismaniar)	990	147.
128. Efektivitas penggunaan <i>video camera</i> dalam pembelajaran dan implikasinya pada anak usia dini (usia 4-6 tahun) di kota padang (Nenny Mahyuddin)	996	148.
129. Effectiveness of The Uses Of Fingers In Fine Motor Developing Skills Of Children In Kindergarten In Padang City (Rakimahwati - Finy Putri Utami)	1007	149.
130. Pengaruh Kliping Gambar terhadap Kemampuan Bercerita (Syahrul Ismet)	1014	150.
131. Social behavior development of early childhood established by parents (Syuraini)	1021	151.
132. Pengaruh Media Panggung Kata Terhadap Kemampuan Membaca Anak Di Paud Jabal Rahmah Padang (Yulsyofriend)	1028	152.
133. Implikasi Kurikulum Taman Kanak-Kanak Dalam Bidang Pengembangan Kognitif Di TK Negeri II Padang (Zulminiati)	1033	153.
Topik: Bimbingan dan Konseling		
134. Hubungan Kefungsian Keluarga Dengan Salah Laku Pelajar (Luqman Hakim Harun)	1042	154.
135. Impak Terhadap Kualiti Siswa Guru Melalui Bimbingan Mentoring Program Bina Insan Guru (Amir Hamzah bin Aman)	1051	155.
136. Menangani Perlakuan Pelajar Dengan Menggunakan Intervensi ABC (Ramlan Hamzah, Sabariah Ismail)	1062	156.
137. Kaunseling Siber: Pendidikan Sepanjang Hayat Dalam Kaunseling (Ramlan Hamzah)	1072	Topik: S
138. Pentingnya Kompetensi Multikultural Bagi Konselor (Mudjiran)	1079	157.
139. Meningkatkan Keterampilan Konseling Dengan State Deficits As Goals Untuk Memberikan Bantuan Profesional (Netrawati)	1085	
140. Motivasi Berprestasi Dilihat Dari Segi Tingkatan Pendidikan (Riska Ahmad)	1091	158.
141. The Application Of Impact Counselling In Therapy Started With Individual Counseling Expressive To Cope The Personal Problems By College Students (Syahniar)	1096	
142. Menjadi Konselor Multidimensional Bagi Klien Remaja (Yarmis Syukur)	1104	160.
143. Konseling Modifikasi Kognitif Perilaku (KMKP) dengan Teknik <i>Modeling</i> Untuk Meningkatkan Efikasi Diri Akademik Siswa	1110	



**KEMENTERIAN RISET, TEKNOLOGI PENDIDIKAN TINGGI
UNIVERSITAS NEGERI PADANG
FAKULTAS ILMU PENDIDIKAN**

Jl. Prof. Dr. Hamka, Kompleks Perguruan Tinggi Air Tawar Padang 50131, Phone/Fax : (0751) 7058693

Email: info@fip.unp.ac.id Homepage: <http://fip.unp.ac.id>



Certificate

Number: 043/ISE/X/2016

This to certify that:

SYUR'AINI

as

PRESENTER

For International Seminar on Education Entitled:

“Understanding Future Trends Towards Global Education”

Colaboration With

Faculty of Education Universitas Negeri Padang and Technical Education Campus Institut Pendidikan Guru

Padang, 20th to 22nd October 2016



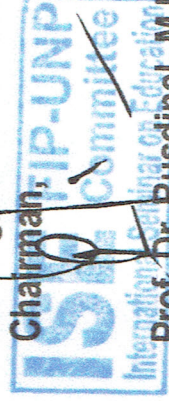
Rector,

Prof. Dr. Ganefri, Ph.D

NIP. 19631217 198903 1 003

Padang, 22nd October 2016

Chairman,



Prof. Dr. Rusdinal, M.Pd

NIP. 19630320 198803 1 002

