

DIFFERENCES IN ROUGH MOTORIC DEVELOPMENT, LANGUAGE AND PROSOCIAL BEHAVIOR IN CHILDREN WHO KINDERGARTEN PROGRAM FULL DAY AND REGULAR

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ABSTRACT

Aim/Objective: The background of this research is Targeted SDGs of quality education by 2030 ensure that all children have access to quality early development, care, and pre-primary education.

The purpose of this study is to find out the differences in Roughmotoric, language and prosocial behavior development in children undergoing kindergarten and regular daytime kindergarten learning.

Material and method is Types and designs in this study use Mixed Methods namely Sequential Explanatory Designs. Population in Quantitative Research children aged 4-6 years who attend learning in kindergarten and regular programs, and qualitative research populations School Leaders, Teachers / Teaching Staff, parents. Quantitative research sample is 34 respondents in Full Day program Kindergarten and 38 people in Regular program and for Qualitative research are School Leaders, Teachers / Teaching Staff, parents, sample technique in Quantitative research is Total Sampling, and for Qualitative research is proportional simple random sampling. Examination using KPSP and prosocial behavior observation sheets in quantitative research, and in qualitative research using interview guides and focus group discussion guides. Data analysis in quantitative research uses Mann Whitney and qualitative research uses data reduction analysis techniques, data display and conclusion drawing / verification.

Results The results of quantitative research on bivariate analysis showed that there were significant differences between children undergoing full-day and regular program kindergarten. On p-value motor development was 0.008 ($p < 0.05$), language p-value was 0.006 ($p < 0.05$) and prosocial behavior p-value was 0.009 ($p < 0.05$). Qualitative research results are not found any obstacles and efforts have been made to improve the quality of Roughmotoric development, language and prosocial behavior, so that it has benefited and achieved expectations of Roughmotoric development, language and prosocial behavior in children undergoing kindergarten full and regular programs.

Conclusion : The conclusion of this study is Roughmotoric, language, and prosocial behavior development. in children who undergo full-day kindergarten program is better than regular program kindergarten.

Keywords: Language development, rough motor development, prosocial behavior, kindergarten

INTRODUCTION

Children as the next generation and managers of the future of the nation need to be prepared from an early age through the fulfillment of their rights, namely the right to live, grow, develop, and participate fairly in accordance with human dignity and protection from violence and

discrimination. As mandated in the Law. No. 23 of 2002 concerning Child Protection that guarantees and fulfillment of children's rights is the joint responsibility of parents, family, community and the State.

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quality early development, care, and pre-primary education. Children as the next generation and future manager of the nation need to be prepared early on through the fulfillment of their rights, namely the right to live, grow, develop, and participate appropriately in accordance with human dignity and dignity, as well as get protection from violence and discrimination. As mandated in the Constitution No. 23 of 2002 concerning Child Protection that guaranteeing and fulfilling children's rights becomes a joint responsibility of parents, families, communities and the State.

The population in Indonesia is a young population structure. This can be seen from the large number of young people who are still high. In 2013 the number of preschool children was 9,537,374 people (Ministry of Women Empowerment and Child Protection, 2013). In 2015, the population of preschool children decreased slightly, namely in 9,451,943 people (Kemenkes RI, 2016).

The purpose of this study is to find out the differences in Roughmotoric, language and prosocial behavior development in children undergoing kindergarten and regular daytime kindergarten learning. Growth and development experienced a rapid increase at an early age, from 0 to 5 years. This period is often also referred to as the "Golden Age" phase. Golden age is a very important time for pay close attention to the child's growth and development so that as early as possible can be detected if abnormalities occur.

In a study, Benjamin S. Bloom said the intellectual development of a child is very rapid in the early years of a child's life. About 50%, the variability of adult intelligence has occurred since the child was 4 years old, an increase in quality of 30%. Next occurs at the age of 4-8 years, and the rest in the middle or end of the second decade or when 8-18 years (Susilo, 2016).

According to Kurniawan, in 2016 it is estimated that 167 children in developing

countries experience growth delays. Meanwhile, Asia shows a drastic decline from 49% in 1990 to 28% in 2010, namely from 190 million children to 100 million children who experienced developmental delays. According to the Indonesian Ministry of Health in 2011, the incidence rate in Indonesia was 16% of children under five had impaired gross motor development and fine motor development, hearing loss, lack of intelligence and speech delays.

Failure to learn motor skills that are important to children or their peers will adversely affect the child's social and personal adjustment. Likewise, if a child wants to be accepted as a peer group member, failure to learn games and self-help skills that are very helpful for social acceptance will result in poor social and personal adjustment. Because children cannot do what their peer group is doing, they will feel inferior and because they cannot be accepted as members of the peer group, children will become bullies. (Hurlock, 2013).

Apart from the family environment, the community and school environment also play an important role in fostering children's development. In the community environment, children will adjust to their environment, if the environment is good then the children will be good. Conversely, if the environment around the child is not good, then the child will not be good. And in the school environment, the teacher is a figure who plays a very important role in educating and helping child development. Part of the child's time is spent in school, so the teacher must be able to take advantage of the time to help children prepare for an increasingly complex life (Asmira & Dwi, 2012).

For this reason, efforts are needed to minimize unfulfilled needs of early childhood. It is necessary to provide appropriate care and education for early childhood, this is related to the substitute role of temporary parents carried out by service institutions in the community. The phenomenon that occurs is often parents

ignore how education and care should be applied to early childhood (Hamdiani, Siti, & Basar, 2016).

Based on the results of a preliminary study at the Shool And Day Care Hocus Focus Family which was conducted by researchers by interviewing one of the teaching staff, it was found that each child has a different character, 2 people are less able to concentrate in the Regular Program Kindergarten and in the Full Day Kindergarten program, 1 person is obtained. who cries easily, tends to be quiet and 1 person always asks for help when they are on the move, 3 people always dominate every game they play and don't want to give in and in the Regular Program Kindergarten and 2 people do everything with need help and are less independent.

Meanwhile, for gross motoric development and language in the Shool And Day Care Hocus Focus Family, there are 3 children who cannot compose sentences correctly, 2 children in kindergarten regular programs and 1 child in full day programs. There are 2 children having difficulty maintaining their body balance when jumping, 1 child in the regular kindergarten program and 1 child in the full day program. For gross motor development, there are 2 children in the regular program kindergarten who still have difficulty jumping on 1 leg and have not been able to bounce the ball well. Based on the above studies and from preliminary studies, the researcher is interested in conducting research with the title Differences in gross motor development, language and prosocial behavior, there are children who undergo full day and regular Kindergarten learning.

MATERIAL AND METHODS

Development is gradual change and expansion; the developmental stage of complexity from the lower to the higher; increasing and expanding one's capacity through growth, maturation and learning. Rough motor is a body movement that uses large muscles or most or all members of the body that are affected by the child's own

maturity, Language development is a form of language that uses articulation or words used to convey intent. Because talking is the most effective form of communication, Prosocial behavior (prosocial behavior) is any voluntary behavior that is shown to help others. In line with previous research put forward by Hammond regarding prosocial behavior of early childhood includes such as: sharing, helping, entertaining, and working together. Types and designs in this study use M Data collection techniques in quantitative research were carried out in the first stage of research which will be carried out in October at the School And Day Care Hocus Focus Family, namely by assessing gross motor development and language using KPSP and making observations using Observation Sheets to assess prosocial behavior.ixed Methods namely Sequential Explanatory Designs.

Bivariate analysis to examine differences in gross motor development, language and prosocial behavior in children undergoing full day Kindergarten learning with children undergoing regular Kindergarten-Kank learning. In the study, a normality test was carried out using the Kolmogrov Smirnov. To analyze the data in a bivariate manner, data testing was carried out by using the Mann-Whitney test on data that was not normally distributed, if the data were normally distributed then the statistical test used the Independent T Test, both of which have the same objective of comparing gross motor development, language. and prosocial behavior in children. Significant level ($\alpha = 0.05$), guidelines in accepting the hypothesis: if the probability data (p) < 0.05 then H_0 is rejected and if the value (p) > 0.05 then H_0 fails to be rejected

Data collection techniques in qualitative research were carried out in the second stage of research, qualitative data collection was carried out by interviews and FGD (Focus Group Discussions) which were conducted on key informants who had been assigned as samples, namely school

leaders, teachers / teaching staff and parents of students at School And Day Care Hocus Focus Family, which is implemented per sample group.

The sample in this quantitative study were children aged 4-6 years who attended full-day and regular Kindergarten lessons in the School And Day Care Hocus Focus Family Program with a total of those who attended the learning. The sample in this quantitative study were children aged 4-6 years who attended full-day and regular Kindergarten lessons in the School And Day Care Hocus Focus Family Program with a total of those who attended the learning.

RESULT

A. The Results Of Quantitative Research

The results of quantitative research on bivariate analysis showed that there were significant differences between children undergoing full-day and regular program kindergarten

Table 1.1 The Differences between the Full Day Kindergarten Group and the Regular Kindergarten Group on Gross Motor Development

Gross Motor Development					
Group	N	Mann-Whitney U	Wilcoxon W	Z	p-value
Full Day Kindergarten Group	34	432,000	1027,000	-2,658	0,008*
Regular Kindergarten Group	38				

*Mann Whitney test. 0,05 level of signifikan

Based on Table 1.1, it can be seen that the results of the analysis in the study using the Mann Whitney show a p-value of 0.008 (P <0.05). The conclusion is that H₀ is rejected, which means that gross motor development in the full day kindergarten group is better than gross motor development in the regular kindergarten group.

Table 1.2 Differences of Full Day Kindergarten Groups and Regular Kindergarten Groups on Language Development

Language Development					
Group	N	Mann-Whitney U	Wilcoxon W	Z	p-value
Full Day Kindergarten Group	34	425,000	1020,000	-2,727	0,006*
Regular Kindergarten Group	38				

*Mann Whitney test. 0,05 level of signifikan

Based on the results of Table 1.2 above, the results of the analysis in research using the Mann Whitney show a p-value of 0.006 (P <0.05). The conclusion is that H₀ is rejected, which means that language development in the full day kindergarten group is better than in the regular kindergarten group.

Table 1.3 The Differences between Full Day Kindergarten Groups and Regular Kindergarten Groups on Prosocial Behavior

Prosocial Behavior					
Group	N	Mann-Whitney U	Wilcoxon W	Z	p-value
Full Day Kindergarten Group	34	438,000	1033,000	-2,626	0,009*
Regular Kindergarten Group	38				

Based on the results of Table 1.3 above, it can be interpreted that the results of the analysis in the study using Mann Whitney showed a p-value of 0.009 (P <0.05). The conclusion is that H₀ is rejected, which means that the prosocial behavior of the full day kindergarten group is better than the prosocial behavior in the regular kindergarten group.

B. The Results Of Qualitative Research

The results of qualitative research on bivariate analysis showed that there were significant differences between children undergoing full-day and regular program kindergarten.

Opinion of informants about the constraints of implementing kindergarten learning programs full day and regular programs on differences in gross motor development, language and prosocial behavior. According to the informant, there were no obstacles in the implementation of the kindergarten learning program for the full day program against differences in gross motoric development, language and prosocial behavior, but found obstacles in implementing the regular program kindergarten learning program against differences in gross motoric development, language and prosocial behavior.

Opinion of informants about the efforts carried out in facing the constraints of implementing the kindergarten learning program full day and regular programs on differences in gross motor development, language and prosocial behavior. According to the informant, various efforts can be made to improve the quality of gross motoric development, language and prosocial behavior, namely by increasing creative learning programs and activities, updating, and quality time, quality of human resources and creative learning for programs, regular learning of differences in gross motor development, language and prosocial behavior. And efforts made to overcome obstacles in the implementation of full-day learning programs against differences in gross motor development, language and prosocial behavior are efforts to improve the quality of learning the results of the focus group discussion further improve the quality of parents and children

Informants' opinions about expectations in running kindergarten learning programs full day and regular programs on differences in gross motor development, language and prosocial behavior. According to the informant, the hope of running a full day and regular program is to improve the quality of gross motoric development, language and children's prosocial behavior.

Kindergarten learning ram lessons full day and regular program on differences in gross

motor development, language and prosocial behavior. According to the informant, the benefits of implementing the kindergarten learning program for the full day program on differences in gross motoric development, language and prosocial behavior are more beneficial when compared to implementation, the regular program kindergarten learning program is due to the limited time that children have who participate in regular and targeted programs. learning and academic achievement targets, so the opportunity for teachers to provide opportunities to simulate gross motoric development, language and prosocial behavior is limited when compared to the full-day kindergarten program because in the full-day program in the morning children participate in academic activities, and during the day they participate in activities which can improve gross motor development, language and prosocial behavior.

CONCLUSION

The conclusion of this study is Roughmotoric, language, and prosocial behavior development. in children who undergo full-day kindergarten program is better than regular program kindergarten

Based on data on gross motoric development, language and prosocial behavior, most of the children who undergo full day kindergarten learning have high gross motoric and language development (exceeding their age) and high prosocial behavior, children undergoing regular program kindergarten learning have gross motor development and normal language (according to their age) and moderate prosocial behavior.

Based on data on gross motoric development, language and prosocial behavior in Based on data on gross motoric development, language and prosocial behavior in children undergoing regular program kindergarten learning have gross motor development and normal language (according to their age) and moderate prosocial behavior

Based on data on gross motoric development, language and prosocial behavior, there are significant comparisons in children undergoing full day and regular kindergarten programs.

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