

Personal Social And Emotional Developments of The Age of Preschool That Followed And Didn't Follow The Playgroup in Aba 05 Penyangkringan Weleri Kindergarten

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Abstract: The age of a preschool is a golden age and unique for children because this phase is the starting point for children to know the outside world in addition to the family. There are several important developments for children of which is the personal social development and emotional development. The development need to be given stimulation that in accordance with the child's need. The child will get good stimulation through the early childhood education, one of them is the playgroup. The purpose of research is knowing the personal social development and emotional development the age of a preschool that followed and didn't follow the playgroup in ABA 05 Penyangkringan Weleri Kindergarten. The study design using descriptive comparative with approach cross sectional. A sample of research as much as 72 the age of preschool in ABA 05 Penyangkringan Weleri Kindergarten, with techniques a sample of using a total of sampling, the questionnaire's personal social and emotional development as a tool collecting data research. The data obtained in the analysis of the use of a test independent t-test with SPSS Version 23. According to the result of the test independent t test. There is personal social development (p value: 0,002) and emotional development (p value: 0,017) the age of a preschool that followed and didn't follow the playgroup in ABA 5 Penyangkringan Weleri Kindergarten. The nurse , parents, and teacher should be able to give stimulation early as well as facilitate so that children can be grown in optimal and have good personality.

Keyword: *The age of preschool, personal social development, emotional development*

I. INTRODUCTION

Growth and development in children is a process that takes place naturally [3] One of the stages of development of the child is of preschool age. Child at preschool age is a unique person who is the starting point stage of human development began to recognize the external environment than the family. There are several aspects of child development, some of which are personal social and emotional development. Personal development social development of a child is associated with the ability to independently like to wear their own clothes, go to the toilet alone, socialize and interact with their environment[5]. While emotional development is a feeling that is owned by a child, whether it's feeling happy or sad, emotional development in a child's self will emerge when he experienced interaction with the environment. Child's emotional development is closely related to personal development social [2]

Based on reports Indonesian Department of Health (2010) infant health care coverage in the early detection of growth and development of infants was 78.11%, to 89.33% of Central Java province. With the number of infants who have growth disorders in Indonesia 45.7% to 32.6% in Central Java province (Suherman, 2010). Nglorog showed a decrease in the Village of detection coverage of social issues of personal development among children, that not all children pass the personal development of social sector, namely by 43.4%, while the coverage in 2009 amounted to

51.3%. Meanwhile, according to the analysis SKRT (Household Health Survey), showing symptoms of emotional disorders foster child reaches high enough that 259 per 1,000 children. The data showed an increase in social problems personal development of children annually, as well as emotional disorders figures show quite high.

Child development which includes personal social and emotional development of children will develop according to age level, if the children get well stimulation in early childhood education or preschool. In Indonesia there are some early childhood education institutions that had already been known to the general public one play group. Playgroup is one of the early childhood education (2-4 years) in non-formal pathway as a provision for early before children enter kindergarten [6]. The results of the study Clarke- Stewart and Fein (1983), showed that children who early on had followed the educational program (group play), they are more independent, competent and mature, in the sense that they are more confident, expressing themselves verbally, knowing the world social, and can adjust (Santrock, 2007).

Based on the results of preliminary studies as many as 72 children were divided into three classes, where 39 children followed the KB and 33 other children did not follow Playgroup. Of the 72 children who was educated in ABA 05 Penyangkringan Weleri kindergarten seen some children tend to be aloof, less dependent child,

the child is less active, less able to keep emotions, and less enthusiastic when children participate in various activities such as competitions for early childhood.

II. METHODS

The method used is descriptive with comparative approach cross-sectional. Researchers conducted ABA 05 Penyangkringan Weleri Kindergarten. in September 2015 to March 2016. The sample in this research is all population of as many as 72 children. The sampling technique used is total sampling and bivariate analysis was used to test T- Independent/t-test.

III. RESULT AND DISCUSSION

ABA 05 Penyangkringan Weleri kindergarten located in the village Penyangkringan, District Weleri, Kendal, established on July 21, 2004 granted the right as the Institute for Early Childhood Education, operating licenses and permits the establishment of the Office of UPTD Kendal, located in Jalan Niaga No. 34 Village Penyangkringan, District Weleri, Kendal, postal code 51 355.

Table 4.1 The Frequency Distribution of Respondent Based on Sex (N=72)

Participation of playgroup	Frequency	Percentage
Man	37	51,38%
Female	35	48,62 %
Total	72	100%

Based on the data frequency distribution of respondents by group Gender male respondents can be seen as much as 37 respondents (51.38%) and 35 female respondents (48.62%) so that respondents more men than women.

A. Univariate analysis results

Table 4.2 The Frequency Distribution Of Respondent Based On Of Playgroup

Participation Of Playgroup	Frequency	Percentage
followed the playgroup	39	54,2 %
didn't follow the playgroup	33	45,8 %
Total	72	100%

Based on the data frequency distribution of respondents by participation Playgroup, knowable respondents who followed the group played a total of 39 respondents (54.2%) and did not follow the group played a total of 33 respondents (45.8%) so it can be concluded that the respondents who follow the group to play more compared with respondents who did not follow the group play.

According to educators in TK ABA 05 Penyangkringan, it is influenced by factors of parents, one of which is the socio-economic conditions. Socio-economic conditions are either likely to cause parents include their children in group play.

Early childhood education (ECD) is the level of education before the basic education level, which is a

development effort that is intended for children from birth up to the age of six years are accomplished by providing educational stimuli. One form of early childhood education on the path of non-formal is a play group. Group play is one form of early childhood education on the path of non-formal education for children aged 2 to 4 years [6]. Playgroup aims to provide initial supplies of children before entering kindergarten.

Research conducted Maiwon et al [4] largely follow a group of children playing. In that study, children who participated in group play is largely supported by high parental education.

Another study conducted by Wahyuni et al [8] show that children who have a parent with higher education tend to prefer to include their children in group play. Wahyuni et al also found that parental education influence the child's development[8]. Parents should be able to determine the proper education for their children. Lack of parental knowledge about the importance of providing a stimulus since childhood, for example through a game or about the game in accordance with the stages of child development can have adverse effects on children's development. This is what makes the reason for parents to include children in group play.

Both of these studies have in common with the results of this study. This is shown by the factors that influence the participation of children in group play is a factor either parent socio-economic conditions as well as parent education. These studies also have the same characteristics of respondents are preschoolers. Also in the study also aimed at children who attend play groups and not follow group play.

Table 4.3 The Score Of Personal Social Development Of The Age Of Preschool In ABA 05 Penyangkringan Weleri Kindergarten.

Development	Mean	Median	Std. Deviasi	Min	Max
Personal social development	11,72	12,00	2,69	5	17

Table 4.4 The Data Normality Test of Personal Social Development Of The Age Of Preschool In ABA 05 Penyangkringan Weleri Kindergarten

Development	N	P Value
Personal social development	72	0,023

Table 4.5 The Frequency Distribution Of Personal Social Development That Followed And Didn't Follow The Playgroup In ABA 05 Penyangkringan Kindergarten

Personal Social Development	Category	Frequency	Percentage
Followed The Playgroup	Good	25	64,1 %
	Bad	14	35,9 %
Didn't Follow The Playgroup	Good	12	36,4 %
	Bad	21	63,6 %
Total			100%

Table 4.6. The Score Of Personal Social Development That Followed And Didn't Follow The Playgroup In ABA 05 Penyangkringan Kindergarten

Personal Social Development	Mean	Median	Modus	Std. Deviasi	Min	Max
Followed The Playgroup	12,61	13,00	13	2,60	7	17
Didn't Follow The Playgroup	10,66	11,00	11	2,43	5	14

Research conducted in ABA 05 Penyangkringan Kindergarten. showed that children who participated in playgroups tend to have a sort of personal social better views of the personal social development of children who attend the nursery have good growth reached 64.1% (25 children) of the 39 children, which does not follow the play has a good development only 36.4 (12 children) of 33 children. It can also be seen from the data analysis, in which children participating in group play has an average value of 12.61 while children who do not come into play have an average value of 10.66. Minimum and maximum values obtained in children who participated in group play are 7 and 17, whereas in children who did not join play groups are 5 and 14.

Personal social development of children in this study based on the assessment of eight personal social development indicators, namely general self-help, self-help eating, dressing self-help, self-direction, occupation, communication, locomotion, and socialization. The results showed that personal social development of children who attend preschool majority has a good personal development such as to help themselves in terms of eating, dressing, occupation, and locomotion when compared with those not following the Play Group.

Social development is an achievement of personal maturity in social relations. Social development can also be defined as the process of learning to conform to group norms, morals, and traditions or ability to interact with others. Stage of development of preschool children will be appropriate when children participate in play groups before the child goes to kindergarten

Table 4.7 The Score Of Emotional Development Of The Age Of Preschool In ABA 05 Penyangkringan Weleri Kindergarten

Development	Mean	Median	Std. Deviasi	Min	Max
Emotional development	13,86	14,00	2,54	8	18

Table 4.8 The Data Normality Test Emotional Development Of The Age Of Preschool In ABA 05 Penyangkringan Weleri Kindergarten

Development	N	P Value
Emotional development	72	0,013

Table 4.9 The Frequency Distribution Of Emotional Development That Followed And Didn't Follow The Playgroup In ABA 05 Penyangkringan Kindergarten

Emotional development	Category	Frequency	Percentage
Followed The Playgroup	Good	27	69,2%
	Bad	12	30,8%
Didn't Follow The Playgroup	Good	16	48,5%
	Bad	17	51,5%
Total			100%

Table 4.10 The Score Of Emotional Development That Followed And Didn't Follow The Playgroup In ABA 05 Penyangkringan Kindergarten

Emotional Development	Mean	Median	Modus	Std. Deviasi	Min	Max
Followed The Playgroup	14,51	15	15	2,28	9	18
Didn't Follow The Playgroup	13,09	13	14	2,65	8	17

The results showed that the emotional development of children who attend preschool have a better emotional development seen from the emotional development of children who followed play groups have good growth reached 69.2% (27 children) of the 39 children, who did not follow the play has developmental The only good 48.5% (16 children) of 33 children. This is evidenced by the mean value of 14.51 standard deviation of 2.28, a minimum value of 9.00 and a maximum value of 18.00 while children who do not follow the group play a mean value of 13.09, the standard deviation of 2.65, the minimum value of 8.00 and a maximum value of 17.00.

The development is the increased ability (skill) in the structure and function is more complex in a regular pattern and can be predicted, as a result of the maturation process that involves the differentiation process of the cells of the body, the body's tissues, organs, and organ systems are developing such-such, so that each can fulfill its function. It also includes the development of emotional, intellectual and behavior as a result of interaction with the environment. (Soetijiningsih, 2010).

Besides these things also shows that children who attend play groups have reached an indicator assessment of preschool children's emotional development consisting of anger, fear, jealousy, curiosity, envy, joy, sadness and affection.

Table 4.11 The Data Normality Test of Personal Social Development That Followed And Didn't Follow The Playgroup In ABA 05 Penyangkringan Kindergarten

Personal Social Development	N	P Value
Followed The Playgroup	39	0,220
Didn't Follow The Playgroup	33	0,086

Table 4.12 The Difference Of Personal Social Development That Followed And Didn't Follow The Playgroup In ABA 05 Penyangkringan Kindergarten

Personal Social Development	N	Mean	Standart Deviasi	Mean Difference	C.I 95%	T	P value
Followed The Playgroup	39	12,61	2,60	1,95	0,75 - 3,14	3,26	0,002
Didn't Follow The Playgroup	33	10,66	2,43				

Research conducted in TK ABA Penyangkringan 05 shows the results of 0,002 p-values <0.05 with a mean follow playgroup is 12.61 and did not follow the playgroup is 10.66 with the mean difference was 1.95. So that there are significant differences between the children who attend the playgroup and children who do not follow group play. This is because children who attend play groups have personal social development faster. Kids get a better stimulation and better able to socialize with the environment.

Research conducted by Cahyani [1] shows that there are significant differences between the social personal children participating in full-day kindergarten and

kindergarten Regular in Surakarta. Children who participate full-day kindergarten and playgroup largely stimulated almost the same to support the development of personal social. The research results also apply to research conducted by the researchers. In this study of children who attend preschool have a personal social development better. This is because children who attend play groups received early stimulation before children enter kindergarten.

Playgroup to be a factor for increasing the personal development of social children, children from an early age has been following education program (Playgroup), they are more independent, competent and mature, in the sense that they are more confident, expressing themselves verbally, knowing the social world, and can adjust. In fact three preschoolers, two preschool children who follow the group to play more capable of conducting personal social and emotional development according to age compared with the preschool children who do not follow the stages of group play (Santrock, 2007).

Table 4.13 The Data Normality Test of Emotional Development That Followed And Didn't Follow The Playgroup In ABA 05 Penyangkringan Kindergarten

Emotional Development	N	P Value
Followed The Playgroup	39	0,159
Didn't Follow The Playgroup	33	0,164

Table 4.14 The Difference Of Emotional Development That Followed And Didn't Follow The Playgroup In ABA 05 Penyangkringan Kindergarten

Emotional Development	N	Mean	Standart Deviasi	Mean Difference	C.I 95%	T	P value
Followed The Playgroup	39	14,51	2,28	1,421	0,26-		
Didn't Follow The Playgroup	33	13,09	2,65		2,45	2,45	0,017

The results showed that there were significant differences between the emotional development of children who followed playgroups with children who did not follow group play. Results are visible from 0,017 p-values <0.05 with a mean of children who attend play groups was 14.51 and the mean kid who did not join a playgroup is 13.09, so there is a mean difference of 1.421.

Research conducted by Veronika [9] shows that children who attend preschool have the ability to discipline better than children who do not follow playgroup. Discipline is a part of the character formation of children, children who attend play groups will receive an early stimulus for the development includes in terms of character formation. This is similar to the research that shows that children who attend play groups have better emotional development. Emotional development is also one of the emotional character formation of children. One of the determining factors of emotional development of children that learn by likening himself the son imitating emotional reactions of others can be realized with the kids to a drama or role play (Harlock, 2010).

Research conducted Fathonah (2006) shows a method of learning in the group stage play covers aspects of storytelling, singing, drama, problem-solving, outbound,

demonstrations, exploration, and debate is good because it refers to the stages of learning the menu stage play groups issued more.

Another study entitled socio-drama influence on the emotional intelligence of preschool children [7] found there are differences in children after getting stimulation through sociodrama.

The method is obtained in the group stage play. Both studies aligned with the research conducted the study because survey respondents are preschoolers, shows the emotional development of children whose first the following group plays better because they get a variety of learning to shape a child's emotional.

IV. CONCLUSION

There is 39 children attended preschool and 33 children did not follow Playgroup in TK ABA 05 Penyangkringan. Personal development of social and emotional development of preschool children in kindergarten ABA Penyangkringan Weleri 05, which follows a group play has sort of personal social and emotional development is better than that do not follow group play. There are significant differences in the personal development of children who attend the social groups do not follow the play with a play group (p-value = 0.002), and no significant differences in emotional development (p-value = 0.017) children who attend play groups with not following the play group.

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