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Parenting Pattern Analysis For Social Emotional Development Early Childhood

(Study Case On Students Parents Of Madurese Culture In Integrated Early Childhood Post "Kunti" Sidotopo District - Surabaya City)

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Abstract

This study aimed to describe: (1) the views of *Kunti* integrated service post parents about early childhood parenting that they are considered has good value with its reasons; (2) parenting pattern about their early childhood as well as the factors on which to base their behavior; (3) the success criteria of social and emotional development of early childhood by parents; and (4) a collaborative effort *Kunti* integrated service post manager with parents in improving social and emotional development of their children. The approach used is qualitative with case study type. The location of this research in *Kunti* integrated service post is on Kunti Street I / 30 Surabaya. Primary data were obtained from the informant, the organizers of *Kunti* integrated service post, Head of *Kunti* integrated service post, and 10 informants Madurese ethnic migrants. Secondary data were obtained from the Chairman of RW VIII, Sidotopo district head, people around the *Kunti* integrated service post, and some parents who are not active in the program and informant from their husband. Data were collected through interviews, observation, and documentation. Data were analyzed with interactive analysis and Mile Huberman.

The results showed that the views of early childhood parents about parenting pattern is: (1) expect a pious child; (2) need an good example how to say and to behave; (3) the child must obey; (4) the parents have to be patient; (5) children need to be given the game; (6) children need to be taught the Koran; (7) the physical punishment is sometimes necessary; (8) needs to be a compliment if get achievement; and (9) must be selective in choosing a child mate. Parenting pattern to their children most likely to be authoritarian and others tend to be democratic.

Keywords: parenting pattern, social emotional development.

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A. Introduction

Education in the anthropological view of a part of the civilizing process, which gives the sense that the conservation and cultural transformation takes place for their education. Thus the development and cultural issues that occur today are an integral part of the educational process that has been happened until now.

To ensure continuity of qualified Early Childhood education, then it is required synergy between the Government, the Early Childhood Education Institute, and Families. The family is the smallest social unit that has a strategic role as the first environment \ known by the child and the highest in shaping the children character. During the early years of life, children receive stimuli from the family environment. Bronfenbrenner (1979) through the ecological system theory suggests that family environment is referred microsystems environment. This environment provides a very strong influence in shaping the child personality. Micro system is a circle that is closest to the child which includes activities and patterns of direct interaction of children with their closest environment such as interactions with parents, family members include brother and younger siblings, school, peers, toys and relationship / interaction and role in the child family. At this level the relationships that exist between the child and the elements has impact children directly, but at the same time affect the closest environment.

Two-way relationship is descibed by the children behavior who is influenced by the behavior and beliefs of their parents and at the same time a child can affect the behavior and beliefs of his parents because of their physical, personality and abilities.

This is what has the greatest impact and depth on child development. By the time the child is still a baby, the micro environment only includes parents and siblings, or caretakers when the baby is also get day care centers. The more age children become school age, The more growing micro system that is in addition to the family, it also includes a daycare and schools because children spend most of their time in these institutions. The most important point of this micro system is the direct contact and interaction of adults with children in the quite long time period and intensive.

In demography, Madurese culture covers an entire Madura island that includes four major districts in it, namely Bangkalan, Sampang, Pamekasan, and Sumenep. Madura tribe famous for straight speaking style, assertive and irritable, but they are also known economical, disciplined and diligent work. In order to perform the pilgrimage, Madurese - though poor - definitely keep little money for deposits pilgrimage. Moreover, Madurese are known to have a strong Islamic tradition, although sometimes perform rituals *Pethik Laut* or *Rokat Tasse* (equal to float gifts) which is not in line with Islamic teachings. Because the culture of Madura Island to cover the whole island, so the culture that were formed easily recoqnized. Actually Madurese community itself has spread all over the country, but the people who survive on Madura Island cultures still uphold the values of the cultural heritage of their ancestors, although in its development continues to move in line with the time progress as a form of modernization.

Obstacles often faced by madurese women in educating their children sourced from social and cultural changes in Madurese society impact on the attitude and mindset of the community. It can affect the way of educating their children.

At its beginning of the establishment Integrated Early Childhood Education Post (PPT), around 2008, some Madurese parents ethnic in Sombo Kampong Sidotopo District Semampir sub district not have the awareness to incorporate early childhood to the Integrated Early Childhood Education Post that, although no charges they have to pay, their consciousness is very low (the interview with the Head of the Integrated Early Childhood Education Post "Kunti", dated, 2 February 2014), but later, the majority of parents are aware increasingly of the importance of early childhood education, so that they choose the Integrated Early Childhood Education Post as an alternative in educating their children.

In general, parents who have early childhood children in the "Kunti" Integrated early childhood post lack of understanding of how to educate their children properly, the tendency is of the child neglecting, it is as stated by the chairman of the community of Integrated early childhood post, parents are busy working, often children receive less favorable treatment of her parents, especially her mother, with a pinch, rant all day, did not prepare the toys needed to stimulate a child, caring for and protecting from environmental influences were less positive, so the kids tend to have unguided activities, However, the main factors that are important in terms of education, care, and protection of the environment is the family, the parents, and families who live with children. Although government has brilliant policies but programs will not run optimally, when parents do not support the program performance. The synergy needed to ensure that policies and programs can be done together.

B. Design/Procedure

This study was done on society who lives in Madurese Sombo Kampong Sidotopo district Semampir sub district of Surabaya. The kampong is the home base of ethnic Madurese migrants (immigrants). Totally Integrated early childhood Post in the Sidotopo kampong there are 9 Integrated early childhood Post, two of which were in Kampung Sombo, the "Star Nine" Integrated early childhood post is located at Jln. Sombo V, No. 7 and "Kunti" Integrated early childhood post, which is located at Jln. Kunti I No. 30. "Kunti" a Integrated early childhood post that almost all parents are ethnic Madurese migrants. Therefore, researchers choose the Integrated early childhood post as the object of the study. Data were collected through interviews, observation, and documentation. Data were analyzed with interactive analysis and Mile Huberman.

C. Analysis

1. The Parents' view on good parenting

The views of Madurese ethnic migrants parents in Kunti Integrated Early Childhood Education Post to good parenting early childhood are: (1) expecting to be pious child; (2) children need to be given a sample of good saying and action; (3) the child must be obedient to their parents and early childhood

teacher; (4) the parents should be patient in educating children; (5) children need to be given the game; (6) children need to be taught the Koran; (7) partially see it is need for physical punishment (8) partial consideration to needs of praise when the child is able to behave according to the expectations of parents; and (9) selective in choosing friends playing children.

When examined, the parenting pattern of Madurese ethnic migrants in Kunti Integrated Early Childhood Education Post to their early age children are considered more inclined to authoritarian parenting though not fully. It was seen on the requirement for children obedient to their parents and early childhood teacher, the importance of physical punishment, and selectively choose the child's playmate, which means not to give the child the freedom to choose a playmate. Authoritarian parenting is parenting that gives many restrictions to the child and they have to enforce without exception without giving understanding in children. (Baldwin in Gerungan, 2004). Parents are always characterized by a rigid authoritarian, punitive, not showing affection and sympathy. Authoritarian parents also did not give the right to express opinions and to express feelings of children. (Stewart, in the End of 1989).

None of the informants who see the importance of dialogue with children about what actions you should do and what not to do and to express their feelings. The impression that emerges is the parents require children as parents want, for example, children should be pious, obedient to their parents and early childhood teacher, read Koran, and in choosing playmates must confirm parental choice. More than that the existence of several informants who see the importance of physical punishment adds conclusion that the parenting pattern idealized Madurese parents ethnic migrants in Kunti Integrated Early Childhood Education Post to his son/daughter was authoritarian.

2. Parenting Parents that were performed to children

The research findings showed parenting parents ethnic Madurese migrants in Kunti Integrated Early Childhood Education Post to their kids are not fully comply with their ideals. Five informants showed a tendency to authoritarian parenting, and five other informants showed democratic parenting.

Parenting pattern Mrs. Nur Hasanah, Mrs. Salamah, Mrs. Misnatun, Mrs. Misbeha, and Hj. Aan against their children tend to be authoritarian with indicators do: (1) Provide restrictions that must be done and must not be done to their early childhood; (2) Strict in providing surveillance, which means less giving freedom to children; (3) Scold the child if the child looks do wrong, even though the physical punishment in the form of a pinch, tweak the ears, and lightly blow; (4) Train speaks well to the Indonesian or Madurese language; and (5) Entrusting to the early childhood teacher to help their early childhood education.

Instead Mrs. Khoiriyah , Mrs. Romlah, Soimah, Mrs. Siti Fitriah, and Mrs. Rif'a tend to use democratic parenting. Indicators encountered priority: (1) monitoring the child's behavior, but somewhat flexible because of busy in working; (2) train the child's independence by asking the awareness of children to learn taking a bath and eating, looking for friends to play alone; and (3) provides ample opportunities for children to have conversation, and tell the story to their mates so that their speaking ability can be developed.

Democratic parenting that parents are often discussed on the action to be taken, explain the reasons and regulations, answer questions the child, and be tolerant. (Baldwin, in Gerungan, 2004: 203). Democratic parenting or also called authoritative parenting is a style in which parents encourage children to be independent but still set limits and control over their actions. Effective verbal discussion make possible, and parents show warmth and affection to children. Children who have parents who are socially democratic are competent, confident, and socially responsible. (Santrock, 1995: 257).

3. Children's Social Development Success Criteria

The findings shows that Madurese ethnic migrants parents in "Kunti" Integrated Early Childhood Education Post found success criteria indicated by the child's social development of children's behavior: (1) if invited to speak, the child would answer; (2) The children feel happy when playing with friends their age; (3) If they are taught to imitate speech, they can imitate; (4) To their mate sometimes want to give something sometimes; (5) They do not like to disturb her friends; (6) Do not like to be shy when asked to shake hands with others; and (7) If they talked to other people can answer.

The criteria are almost in line with the criteria of social development of children aged 0-3 years according Sujiono (2009), namely: (1) Reacting to others; (2) Enjoy the time with their peers; (3) to maintain engagement with other children for a very short period; (4) Being able to share without the need to persuade; (5) Demonstrate the little ability to delay satisfaction; (6) to imitate the actions of others; and (7) Start engage in parallel play.

The parent ability to propose social development success criteria of children are almost in line with expert opinion is a form of the early childhood teacher achievement in disseminating the effort to improve the social development children. It is caused by small possibility for parents in low level education or only graduates from Primary School can have closer opinion to the expert opinion.

4. Emotional Children Development Success Criteria

The research findings indicate that the criteria that the success of a child's emotional development according to parents is: (1) Children do not like to get angry; (2) Have compassion for his friends; (3) always feel cheerful, happy; (4) cry on the situation appropriately; and (5) are willing to share something on his friends. Meanwhile, according to Sujiono (2009) children emotional development aged 0-3 years are: (1) Unable to tolerate frustration; (2) Easy to cry or scream; (3) Often unable to control the urge or impulse; (4) Starting to express affection; (5) Requires a routine and a sense of security; (6) Starting to feel the emotions of other children; and (7) Start to express about themselves, sometimes firmly.

If compared between the parents opinions with the Sujiono opinion above, there are differences in terms, such as parents put criteria "do not like to get angry," while Sujiono put criteria "cannot tolerate frustration." This is something that is fair because in the parents mind, outburst angry is a reflection of the emotions, so emotional development of good children are they do not like to get angry.

Student parents put the indicator crying at a reasonable situation while Sujiono put criteria "easy to cry or scream." In this case it is more logical is the opinion of the parents. For children excessive

crying or unnatural a reflection of children experiencing emotional instability, may be too sensitive or have a traumatic experience.

Other indicators that interesting to be discussed are the student parents put the indicator "has compassion for his friends" and "willing to share (candies, cakes, and toys) to his friends." While Sujiono put indicators "began to express affection" and "began to feel the emotions of the other children."

Those two opinions by researchers there is no difference in principle. The indicator "has compassion for his friends" and "willing to share his friends" is an expression that the child had expressed affection to each other in real acts. Children want to share with their peers show that child feel the emotions of other children, that feels "compassion," so it is needed to be given something, namely sweets, toys and cakes.

5. Cooperation Efforts of "Kunti" the Integrated Early Childhood Education Post with parents in improving social and emotional children development

a. Efforts PPT the Integrated Early Childhood Education Post and obstacles encountered
The findings showed that based on the interview with the Head of "Kunti" the Integrated Early Childhood Education Post, early childhood teacher, and parents can be summarized "Kunti" the Integrated Early Childhood Education Post efforts in improving social and emotional development of children is reflected in the realization of "Kunti" the Integrated Early Childhood Education Post program include:

1) Meet the requirements of the Integrated Early Childhood Education Post, good administration, the environment / location, educators, infrastructure and appropriate financing Education Minister Regulation No. 58 Year 2009 on Standards of Early Childhood Education (ECD).

2) Organize the learning process: (1) in fun for atmosphere children; (2) through play that stimulate children to be active, creative and explorative; (3) that encourages interaction among children with their peers, children with adults, and children with the environment in a natural setting; (4) can help children to become independent, disciplined, able to socialize, and have the basic skills to support the development of growing children; (5) implemented gradually, continuously, consistent, factual and complete so it has significance for children.

3) Incidentally provide basic health care to children to cooperate with other parties as good as possible.

4) Incidentally organize counseling for parents on good parenting, nutrition and good health practices.

5) In incidental work together with parents and the community in providing nutritious meals and supplements vitamin needed by children.

"Kunti" the Integrated Early Childhood Education Post constraints faced in providing education services to students include:

1) Infrastructure compliance still far from the standard because of the limited ability of organizers and parents.

2) In cooperation with the nearest health center to provide basic health services to children, the health center has not completely sincerely willing to help.

3) In the provision of healthy school environment got trouble because classrooms have only uses RW VIII hall (public facility) whose position is in the middle of the Maduresee kampoong, besides the cramped space, the playground is limited to one with classrooms, slum and no playground.

4) Lack of learning media such as learning the story books, teaching aids for natural science education, flannel boards and equipment, provided whiteboard, tape recording and VCD.

5) There is no available from the standard infrastructure are: Equipment outdoor games such as tubs, a sandbox, a sliding board, plank, swings, jungle gym, toyhorse. No playground outdoors area moreover the toys media.

6) Macro and Micro role play media are. Toys media support or to know local or traditional culture. While the available media are: Geometric board, puzzle, bar, mote for tasseled; and Simple educative games media.

7) In terms of the administration of educators, "Kunti" the Integrated Early Childhood Education Post still does not meet the suitable standards of educators, from 7 early childhood teacher, just the head Integrated Early Childhood Education that has been certified early childhood teacher training. The rest early childhood teacher not qualified early childhood educators, especially the qualification requirements of the ownership certificate or early childhood training certificate.

8) In terms of the education budget, "Kunti" the Integrated Early Childhood Education Post is still very alarming, the cost of education management only from parents. Only some early childhood teachers get some incentives received assistance from the Education Department Surabaya.

b. Parents' efforts and obstacles encountered

Parents' efforts in helping improve children's social and emotional development, according to Headmaster of Kunti the Integrated Early Childhood Education Post and parents, i.e:

1) Parents are obliged to meet the cost of their children's education, although a small but very significant for the running operation of "Kunti" the Integrated Early Childhood Education Post.

2) Most parents accompany their children go to school in order to understand the learning process and find out what they should do at home to care their children.

3) Parents have also been working to continue the child care in the home as it has done early childhood teacher, for example, to train children to talk, tell stories, read the prayer, get used to a healthy life, to give healthy foods and beverages, give vitamins and keep the environment always stay clean. In addition, some parents convey the learning progress of their children to early childhood teacher.

The obstacle faced because of economic limitations and low level education of the parents. Besides lacking basic nutrition and health needs of their children the provision of a clean and healthy environment are not met because most of them live in lodge or rent houses.

D. Recommendation

The views of parents of Madurese ethnic migrants in "Kunti" the Integrated Early Childhood Education Post to good early childhood parenting i.e.: (1) expecting a pious child; (2) children need to be given a sample of good saying and action; (3) the child must obey; (4) the parents should be patient in educating children; (5) children need to be given the game; (6) children need to be taught the Koran; (7) the physical punishment is sometimes necessary; (8) need praise when children behave according to the parents expectations; and (9) selective in choosing friends. Parenting parents pattern Madurese ethnic migrants in Kunti the Integrated Early Childhood Education Post to their children most of it tends to be authoritarian and others tend to be democratic. The tendency of authoritarian pattern characterized by: (1) provide restrictions that can and cannot do; (2) strict supervision; (3) not giving freedom; (3) scold the children if they make mistake; (4) if necessary give physical punishment; (4) train good saying; and (5) entrust to the Integrated Early Childhood Education Post. The tendency of democratic parenting style is characterized by: (1) monitoring the child's behavior, but flexible; (2) train the child's independence; (3) provide sufficient opportunity for children to talk.

The success of social development of children by parents is shown by the behavior of children: (1) if the children ask to talk they will respond; (2) the child happy when playing with friends his age; (3) can imitate speech; (4) without prompting want to share something to their friends; (5) do not like to disturb her friends; (6) do not be shy if asked to shake hands with others; and (7) when asked question they can answer. The success of emotional development of children by parents is shown by the children behavior: (1) do not like to get angry; (2) to have compassion to their friends; (3) is always cheerful and happy; (4) crying on the situation appropriately; and (5) are willing to share something on his friends.

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