



Compliance In Early Childhood (Ages 5-6 Years) In School and Home Settings

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Abstrak

Penelitian ini meneliti Compliance (kepatuhan) pada anak usia dini dengan rentang usia antara 5-6 tahun di TK X Bangkalan. *Compliance* (kepatuhan) adalah perilaku yang perlu dimiliki oleh anak usia dini. Kepatuhan diperlukan anak dalam mengikuti aturan yang ditetapkan. Aturan dapat berbeda dalam setting sekolah dan setting rumah, namun ada beberapa bentuk aturan yang hampir sama pada kedua setting tersebut. Aturan ditetapkan oleh guru dan orang tua dengan tujuan anak dapat lebih disiplin serta mandiri. Compliance (kepatuhan) tidak dapat diraih dengan instan dalam membentuk perilaku anak usia dini, akan tetapi memerlukan sebuah proses. Penelitian bertujuan ini untuk melihat compliance (kepatuhan) yang tercermin lewat perilaku yang konkret dalam dua setting dan untuk melihat perilaku seperti apa yang dilakukan anak dalam menaati aturan. Hasil dari penelitian ini menyebutkan bahwa kepatuhan anak usia dini di sekolah dan di rumah. Penelitian ini menggunakan pendekatan penelitian kuantitatif dengan jenis penelitian deskriptif. Penentuan populasi dan sample dilakukan dengan purposif sampling yaitu TK YKK1 Kab. Bangkalan dengan jumlah responden sebanyak 30 anak. analisis data dilakukan dengan menggunakan SPSS dan diperoleh hasil bahwa kepatuhan anak pada setting rumah dan sekolah memiliki kategori sedang. Kategori sedang tersebut adalah anak memiliki sikap patuh terhadap aturan di rumah maupun sekolah namun dari bari beberapa aspek, anak melanggar aturan yang diterapkan oleh sekolah maupun lingkungan rumah.

Abstract

This research examined compliance in early childhood with an age range between 5-6 years in TK X Bangkalan. Compliance is a behavior that early children need to have. Compliance is necessary for children to follow the rules set. The rules can be different in school settings and home settings, but there are several forms of rules that are almost the same in both settings. Rules are set by teachers and parents so that children can be more disciplined and independent. Compliance cannot be achieved instantly in shaping early childhood behavior, but it requires a process. This research aimed to see compliance reflected through concrete behavior in two settings and to see what kind of behavior children do when obeying the rules. The results of this research showed that early childhood compliance formed behaviors at school and at home, such as taking off shoes, putting bags in place, greeting teachers and parents. This research used a quantitative research approach with descriptive research type. Determination of population and sample were done by purposive sampling, namely TK YKK1 Kab. Bangkalan with a total of 30 respondents of children. Data analysis was performed using SPSS and the results were obtained that child compliance in home and school settings had a medium category. The medium category means that the child has an obedient attitude towards the rules at home or school but there are several aspects, the child violates the rules applied by the school and home environment



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INTRODUCTION

Implementing moral values in early childhood can be done in various ways. One of which is to introduce to children about habituation in carrying out daily life. The process of introducing moral values to children can begin from introducing how children can carry out the rules that are applied in the environment, especially the rules of the teacher and parents. Children aged 0-6 years are in the perfect development phase which is often known as the golden age, where parents can provide appropriate stimulus to children with the support of health, nutrition, care and education (<https://www.kemendiknas.go.id/index.php/page/read/31/586/fase-tumbuh-kembang-anak>, accessed on March 9, 2020, at 11.09)

Compliance is when a child responds according to requests from parents (Bayley & Osborne, 2003). Compliance comes from internal motivation of parental rules that arise from the ability to self-regulate, obedience based on parental supervision influenced by internalization (Feldman, Ruth & Klein, Pnina, 2003).

2-year-old child is very attached to the temper tantrum because at this age the child begins to have autonomy (independence), which is shown through the desires and decisions of oneself. The more children begin to age, the more desires they have. This sometimes makes a difference to the parents' order or rules that have been made ([https:// schoolofparenting.id/kenalan-sama-fase-terrible-two-pada-anak-yuk/](https://schoolofparenting.id/kenalan-sama-fase-terrible-two-pada-anak-yuk/), accessed on March 9, 2020, at 14.33). The existence of conflict is caused by differences in the commands and rules set by parents, so that it is not surprising that children will be resistance, cry, scream, or show the temper tantrum that they have.

Compliance cannot be achieved easily because in compliance there are still several processes. Obedience requires a refraction by changing old habits with new ones. Maybe children need a long time in changing old habits into new habits. This requires adults in the environment around children to get involved. Adults in children's environments need patience and consistency in getting children used to obeying rules.

The benefits of compliance are instilled early on in children, that is, children follow the rules set by parents, teachers, and community. In the smallest scope, namely in the family, parents will make habits with children following the rules of parents, for example children take off shoes when entering the house, the child puts

the bag on the study table, the child lunches at the dinner table according to his time, the child sleeps at the set time. In school environment, the child will follow the rules in the school environment, such as kissing hands and greeting the teacher, taking off shoes when going into class, putting the bag in the space provided, doing the assignment the teacher has given.

Habituation in order to make children to become obedient to children from an early age can indeed affect children's moral development. The habit is channeled through daily activities that children usually do in a simple manner. But, looking at the current conditions, what happens in reality is the opposite. Parents assume that when children are in school, children will study thoroughly so that parents assume only get the rewards. This perspective must be changed step by step because changes in children will be permanent if there is reciprocity between teacher and child and parents and children. The synergy that occurs between the three education centers can be a bridge for the development of children's attitudes and behavior.

The phenomenon that often occurs today is that most parents prefer to shape cognitive rather than forming a child's personality in accordance with *akhlakul karimah*. For example, children must be prepared carefully to learn the subject matter which will be tested when going to elementary school. It can also have an impact on the decline in moral and character education in early childhood. Therefore, the understanding and knowledge of parents must be in line with the activities of habituation to positive daily behavior so that children have an attitude to be obedient to the rules that already exist in the family. The rule is certainly in accordance with the norms that apply in society such as rules that use a religious approach and customs.

Bandura and Walters (Gunarsa, 2014) explain that the role of imitation is very important. The process of socialization occurs directly or indirectly at an early age in interaction with the social environment. Adults or in this case parents can be a model for their children to imitate some or all of their personalities. The results of observations of children towards adults will bring up their perception of the behavior, personality and character of the child so that later it will be shown as a part of their personality.

Syafaruddin (2016) explains that "Early childhood has the nature of imitating. Parents are the first environment that children encounter, and then they tend to imitate what their parents do". This opinion can strengthen that the activities carried out by adults can affect the personality of children, especially if parents are accustomed to behaving in a disciplined manner so that children will tend to have an obedient attitude to the rules that have been told to children. Bandura (1969) also explains that children imitate behavior by others because it has the nature of observational learning if someone who sees is subjected to behavior from a social model (other people), and then the observational learning effect can occur where the child can obtain new forms of behavior solely by seeing or observing the actions of the model without openly showing a response before the model it imitates.

Some phenomena that occur related to compliance in early childhood when at home or at school are an attraction for researchers to observe the child's behavior towards adherence when at home and in the neighborhood. A variety of children's backgrounds and diverse family conditions also become a challenge for researchers to see the level of early childhood compliance to the rules that have been applied to the school and home environment. The place used for research is located in the settings of TK YKK 1 in Bangkalan Regency. The choice of location was based on several considerations. These considerations referred to a conducive school environment, educators and education staff balanced with the number of students, and the school environment within the district. Bangkalan is where mostly parents of students work and cannot wait for children when learning takes place.

LITERATURE REVIEW

Compliance

Compliance is when an individual receives influence because he hopes to get a pleasant reaction from a person or group. He adopts behavior not because he believes in the behavior but rather he wants to get a reward or recognition and avoid punishment or rejection by means of conformity (Kellman, Herbert, 1958). There are four factors which are the basis of one's compliance to certain values as quoted by (Sanjaya: 2006):

1. Normativist, is a type of compliance with the law which consists of three forms, namely compliance with values or norms, compliance with the process regardless of norms, and compliance with the expected results or objectives of compliance.
2. Integralist, is a type of compliance based on awareness with rational consideration.
3. Phenomenalist, is compliance based on conscience or small talk.
4. Hedonist, is compliance based on one's own desires.

Ways to form compliance in children

Establishing compliance in children that parents can do includes (<https://www.apacenter.com/how-to-increase-compliance-in-children/>, accessed on 26 November, 2019, at 13.56) namely (a) reducing the number of instructions, that is, the child listens to many instructions throughout the year. This is critical for giving necessary and important instructions. Even though everything looks important to parents, sometimes parents give instructions according to what parents like (e.g. wearing clothes, choosing colors, making legos in the specified shape). Increased independence and reduced instructions will increase and children will fulfill when they feel important, (b) giving clear instructions, that is, giving effective instructions and commands is very important to increase compliance. Some parents provide commands in the form of questions, for example: Can you fold clothes that are from clothesline? Several times, parents are not aware that children can fulfill what they want, for example: "Let's clean the toys, kids." Clear and polite instructions can increase compliance, (c) providing an explanation first, i.e. some parents are involved in negotiations or answer why their children need to fulfill. Explanation can improve compliance.

Providing an explanation after an instruction can have an impact on the instructions given is open to negotiation. Giving one time instruction, i.e. repeating instructions or scolding can cause frustration and screaming. The child can fulfill the instruction if parents seriously give the instruction. Rather than giving orders, it is better to give settings on the consequences and rewards (rewards) for compliance and can reduce stress and provide a clear structure for the child to be more

successful, (d) following with consequences, namely reducing gifts or other consequences can be effective in increasing compliance that can be applied consistently. Justice, and related consequences can also help, for example if the child does not hear the instruction while watching TV, and then after the first instruction, the child's pleasure when watching TV can be reduced, (e) giving a reward for compliance, that is, it can be something important with praising the child if the child follows the rules. To make a specific command word by explaining which behavior makes mother happy, and this will increase compliance in a child.

Early Childhood

A child is a gift that is entrusted by God to humans in order to be able to continue offspring or new individuals who will later become the successors of existing living systems in a family. A child born is one important asset because by regeneration, humans can develop new science and technology. Early Childhood is a child who experiences physical, social emotional, cognitive, motoric growth at the age of 0-8 years (<https://www.who.int/topics/early-child-development/en/>, accessed on 26 November, 2019 at 14.15). In addition, early childhood also has a developmental task to do. According to Hurlock (1978) developmental tasks are "tasks that arise in or around certain individual life periods, success in doing so raises happiness and success in carrying out other tasks later, while failure leads to unhappiness, community disapproval, and difficulties in carrying out other tasks later".

Aspects of Early Childhood

Aspects of early childhood related to child development (Susanto, Ahmad, 2011) are (a) children who are good at imitating, i.e children like to imitate adults, and children are the reflections of parents. But, an imitation of children is not only in the parents but also in the surrounding environment. Parents need to introduce rules in playing and behaving, (b) the world of children is a world of playing, that is, children explore the surrounding environment by playing, but in playing parents can also introduce rules, (c) children are still developing, i.e. children are still experiencing a lot development both quantitatively and qualitatively, (d) a child is

still a child that is parents need to realize that the child actually has his own desires, (e) a child is a creative figure that is in understanding the environment around the child involving all aspects of development owned such as motor development, language, cognitive, social-emotional, (f) a child has an innocent nature which means the child does an activity according to the parents' commands (a habituation is needed so that the child can do the desired rules), (g) growing the level of self confidence of the child by not labeling children, giving praise to children, laughing together, and not scolding or reprimanding in public, (h) recognizing the character of children, by providing stimulation and support to children, (i) understanding the child's world by discussing with other experts such as psychologists, nutritionists, pediatricians so that children can develop optimally, (j) involving all activities with children namely inviting children to make rules and a list of activities that need to be done.

METHODS

This research used a quantitative research approach. Quantitative research is characterized by testing theory with quantitative analysis (Gabriel Amin Silalahi, 2003). This quantitative research is a descriptive study in order to find out the level of early childhood compliance in TK YKK 1 Bangkalan. This research involved 30 kindergarten students aged 5-6 years, using purposive sampling. Researchers chose TK. YKK 1 Bangkalan as a research location because of getting a recommendation from the Head of Education office in Bangkalan. This research used behavioral observation data checklist. According to Herdiansyah, behavioral checklist or commonly referred to as a checklist is a method of carrying out observations and is able to provide information about the emergence of observable behavior or not by giving a tick (√) if the behavior appears during the observation process (Herdiansyah, 2009: 136). Observation is observing an individual with a certain time. This observation was done by direct observation and use participant observation. This research used a descriptive data analysis. According to Sugiyono (2012: 13), a descriptive research is a research conducted to see the value of variables independently, both in one variable or more, without any comparison, as well as correlating with other variables. In this research, we want to describe the

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compliance behavior (compliance in) of children aged 5-6 years in school and home settings. The researchers want to describe compliance behaviors such as what is often done by children aged 5-6 years in school and home settings.

RESULTS

1. Assumption Test

		Statistics	
		school setting compliance	home setting compliance
N	Valid	30	30
	Missing	0	0
Mean		29.93	25.07
Std. Error of Mean		.958	.743
Median		29.00	24.00
Mode		29	21 ^a
Std. Deviation		5.245	4.068
Variance		27.513	16.547
Range		24	16
Minimum		22	20
Maximum		46	36
Sum		898	752

Based on the analysis results that have been carried out through the SPSS application, it can be seen that the average for home settings is 29.93 and for home settings is 25.07. The highest value of home settings is 46 and home settings is 36, and the lowest value for school settings is 22 and home settings is 20.

A. Home setting

Table 1. Conversion Data Reference of Quantitative Data into Qualitative

No	Score Interval	Classification
1	$(X \geq Mi + 1 Sdi)$	High
2	$(Mi - 1 Sdi) \leq x < (Mi + Sdi)$	Medium
3	$(X < Mi - 1 Sdi)$	Low

Table 2 Eligibility Criteria referring to Arikunto (2012)

Data source		Score Interval		Classification
Max score	46	37.175	$<x$	High
Min score	22	24.685	$<x < 35.175$	Medium
Mi	29.93		$x < 24.685$	Low
Sbi	5.245			

Based on the analysis results in accordance with the eligibility criteria table above, it can be concluded that 1 out of 30 students has a high score, 27 children have a medium score, and 2 children have a low score.

B. School Setting

Table 3. Conversion Data Reference of Quantitative Data into Qualitative

No	Score Interval	Classification
1	$(X \geq Mi + 1 Sdi)$	High
2	$(Mi - 1 Sdi) \leq x < (Mi + Sdi)$	Medium
3	$(X < Mi - 1 Sdi)$	Low

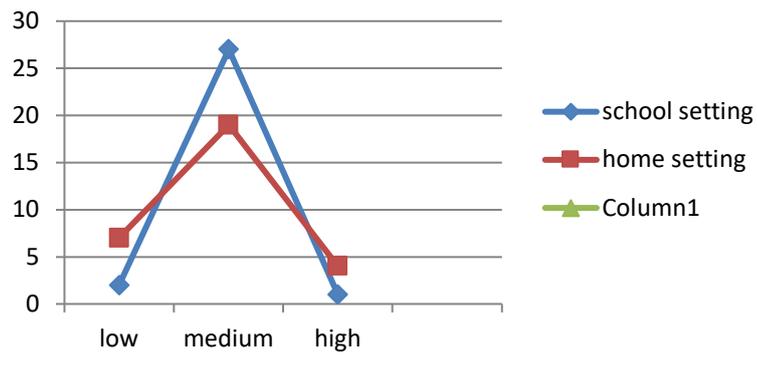
Table 4. Eligibility Criteria referring to Arikunto (2012)

Data source		Score Interval		Classification
Max score	36	29.138	$<x$	High
Min score	20	21.002	$<x < 29.138$	medium
Mi	25.07		$x < 21.002$	low
Sbi	4.068			

Based on the analysis results in accordance with the eligibility criteria referring to the eligibility criteria above, 4 out of 30 students have high scores, 19 children have moderate scores, and 7 children have low scores.

As for the results of data analysis from the research, it can be said that the child compliance scores in school settings and home settings show moderate assessment criteria, where more children in TK YKK 1 Bangkalan have a medium category. The following is a chart of compliance assessment scores on home and school settings

Table 5. Scores of child compliance assessments in home and school settings



DISCUSSIONS

Based on the results of the data exposure in the previous section, it was obtained that the children's compliance with TK YKK 1 illustrates that most students have a medium category. The medium category consists of 27 children in school settings, and 19 children in home settings. Child compliance is formed as a result of habituation, obedience that is formed before the game the child is also given knowledge about the rules at school and at home, and the importance of following the rules. Establishing child compliance does not necessarily succeed in a short time. It takes a long time to get the optimal outcomes of the behavior you want to form. The formation of behavior from an early age is expected to have an impact on the personality of children who are wise and virtuous.

CONCLUSIONS

Compliance that is formed in early childhood is usually done by providing good parenting and habituation. The results of this research indicated that most children when in the school and home environment have attitudes to comply with the rules, but not all of these rules can be implemented by children. Students who were used as objects of research have a medium category, where the category of

children has an attitude to be obedient but in one condition and another aspect the child violates and does not comply with the rules that exist in the school and home environment. With the habituation of children to obey the rules, it is expected to increase the level of morality of children in carrying out daily life.

SUGGESTIONS

The formation of compliance in early childhood can be done in various ways. Formation of compliance through habituation, formation of compliance through media or stories of the Prophet and the Apostle, and can be by using traditional game media that have local wisdom values. It is expected that this research can provide insight to further researchers to examine compliance in early childhood through traditional play or in other ways.

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