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Parents Perception About Adjusment Disorder At First Day School In Permata Iman 3 Kindergarten



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Abstract

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Kindergarten is one form of early childhood education services for children aged 3-6 years which serves to lay the foundations towards the development of attitudes, knowledge, and skills. Therefore, self-adjustment is one of the important things in determining the success of a child in meeting the demands of the surrounding environment. This study aims to Identify Parents Perceptions of Adjusment Disorder At First Day School in PermataIman 3 Kindergarten Malang. The design in this study is descriptive. The population and sample in this study were all children aged 3-6 years who had just entered school as many as 84. The sampling technique used is total sampling. The instrument used in this study was the Child Behavior Checklist for Ages 1.5-5. This research was conducted at PermataIman 3 kindergarten in July 2019. Data obtained will be analyzed univariate and presented in percentage form. The results showed that adjustments to disorder at first day school in children in the mild category amounted to 66 (78.6%) and a small portion in the moderate category amounted to 18 (21.4%). This is probably due to factors of age, physiological conditions, order of children, and parenting. Based on the results of the study parents should be able to choose the right time to include children in the pre-school environment, namely at the age of > 4-5 years. And it is very important for the school to pay attention to the school environment, especially in the readiness of facilities, facilities and the environment.

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INTRODUCTION

Children are unique individuals where they have different needs according to their age stages (Cahyaningsih, 2010). This childhood is a period of development since the child can move while standing until they enter school. Characterized by high activity and discoveries. They usually attend pre-school programs. In Indonesia, 4-6 years old usually follows the kindergarten program (Dewi, et al 2015). According to data from the Badan Pusat Statistik (BPS) in Indonesia in 2017 the number of kindergartners in 2015 was 4.3 million and increased to 4.5 million in 2016. Based on the results of pre studies at TK Permata Iman in January 2019 the results of reports on each the year obtained the number of student admissions last 3 years on average 40-50 students. From interviews with a number of teaching teachers, most students who just entered at first day school often experience adjustments such as crying, not wanting to be left by parents, not being obedient to teachers, and often angry. Kindergarten is a form of early childhood education services for children aged 3-6 years which serves to lay the foundations of development including the attitudes, knowledge, and skills needed for early childhood in adjusting to their environment (Malik, 2011). In biology adaptation means adaptation. In psychology known as the word (adjustment). During human life is required to adjust to the environment that aims to get harmony between environmental demands and the desires within him (Kusdiyanti, et al 2011). When children start school, they will surely be faced with many new requests, new challenges, learning new schools, teacher expectations, and friends. Not infrequently children become lazy at school, do not want to go to class, very dependent on parents. Therefore adjustment is one of the important things in determining the success of children in meeting the demands of the surrounding environment (Susanti, Widuri, 2013). So it should be as educators and parents must be more wise in responding to this. Assistance and especially giving information to parents to prepare children before entering school or to introduce the school environment early is a good way to overcome the problem.

METHOD

The research design used in this study is descriptive in order to see the description of the per-

ception of parents about the Adjustment of Disorder in Children. This research was conducted on 15-22 July 2019 in Permatalman 3 Kindergarten Malang. The population and sample in this study were all parents of children 3-6 years who had just entered TK Iman 3 Kindergarten as many as 84 students. The sampling technique used is total sampling. The instrument used in this study was the Child Behavior Checklist for Ages 1.5-5 years (Achenbagh & RescolaTahun 2000) with a total of 30 questions include concentration, behavior, sadness, physical disturbance, and breaking the rules. Parenting was measured using a questionnaire consisting of 28 questions containing parenting tendencies with questions number 1-9 authoritarian, democratic 10-19, and 20-18 for permissive parenting with answer choices strongly disagree, disagree, agree and totally agree (Yusman, 2009). The instrument assessed by looking at the respondent's answer in answering the question item. If the respondent answers most of the numbers 1-9, the respondent is categorized as having authoritarian parenting.

Furthermore, the data obtained were analyzed by univariate analysis using SPSS 21 and presented as a percentage.

RESULT

An objective description of the results of research and discussion. Clearly explained in the form of narration and data based on the purpose of the study, if necessary accompanied by tables.

Table 1 Frequency Distribution of Respondents in Permata Iman Kindergarten 3

No	Age of Children	f	%
1	3-4 year	16	19
2	>4-5 year	58	69
3	>5-6 year	10	12
Total		84	100
No	Sex of Children	f	%
1	Male	49	58,3
2	Female	35	41,7
Total		84	100
No	Relation Parents	f	%
1	Father	25	29,8
2	Mother	59	70,2
Total		84	100

No	Class	f	%
1	Play Group	14	16,7
2	Kindergarten A	70	83,3
Total		84	100

No	Parenting	f	%
1	Democratic	66	78,6
2	Free	16	19
3	Authoritarian	2	2,4
Total		84	100

No	Illness History	f	%
1	There is no	59	70,2
2	Coghing Fever	9	10,7
3	Allergy	9	10,7
4	Convulsions	2	2,4
5	Lung disease	4	4,8
6	Heart disease	1	1,2
Total		84	100

Source: Primary Data

Based on Table (1) above, it is known that the age of children more than half > 4-5 years is 58 (69%), the sex of children more than half is male, 49 (58.3%), the relationship between parents and children more than half were mothers (59.2%), almost all classes of kindergarten A were 70 (83.3%), parenting patterns were more than half democratic 66 (78.6%), and a history of illness suffered by children more than half did not have a history of illness of 59 (70.2%).

Based on Table (2) above it is known that the average number of children is number two, and the order of the second child.

Based on Table (3) above it is known that more than half of respondents have perceptions about adjusment disorder at first day school in children in the mild category of 66 (78.6%) and a small proportion in the moderate category of 18 (21.4%).

Table 2 Frequency Distribution of Sibling Number and Birth Order

	N	Minimum	Maximum	Mean	Std. Deviation
Sibling number	84	1	4	2	,786
Birth order	84	1	3	2	,677
Total	84				

Source: Primary Data

Table 3 Adjusment Disorder At First Day School

No.	Category	f	Percent (%)
1	Mild	66	78,6
2	Moderate	18	21,4
3	Severe	0	0
Total		84	100

Source: Primary Data

Tabel 4 Crosstab Adjusment and age

Age	Adjusment		F
	Mild	Moderate	
3 - 4	14	2	16 (19%)
>4-5	44	14	58 (69%)
>5-6	8	2	10 (12%)
Total	66 (78,6%)	18 (21,4%)	84 (100%)

Table 5 Crosstab Adjusment and physiological condition

Pyshiological Adjusment	Adjusment		F
	Mild	Moderate	
Yes	17	8	25 (29,8%)
No	49	10	59 (70,2%)
Total	66	18	84 (100%)

Tabel 6 Crosstab Adjusment and parenting style

Parenting style	Adjusment		Total
	Mild	Moderate	
Democratic	52	14	66 (78,6%)
Free	13	3	16 (19%)
Authoritarian	1	1	2 (2,4%)
Total	66	18	84 (100%)

Based on Table (4) above it is known that more than half of respondents have age > 4-5 in the mild category of 44 (66%).

Based on Table (5) above it is known that more than half of respondents haven't physiological condition in the mild category of 49 (74%).

Based on Table (6) above it is known that more than half of respondents have democratic style in the mild category of 52 (66%)

DISCUSSION

Based on Table 3, it is known that more than half of respondents have parental perceptions about adjustment disorder at first day school in the mild category of 66 (78.6%) and a small proportion in the moderate category were 18 (21.4%). According to Susanti&Widuri (2013) mentioned that the factors that influence adjustment disorder at first day school in children include family, physiological, psychological factors, developmental and maturation factors, and environmental factors. Based on the theory and facts above, it can be assumed that parents perceptions about adjustment disorder at first day school in children are mostly in the mild category of 66 (78.6%) allegedly influenced by several factors. The first factor is the development and maturity of the child. According to Putri (2013) children's development and maturity are related to age. Based on the tabel 4 results of the study found that most children aged >4-5 years as many as 58 children (69%). The results of this study are in line with Putri (2013) which states that at this age children children have the ability to understand the talk of others and are able to express their thoughts within certain limits. It is assumed that in children aged >4-5 years the child has had a mature level of cognitive development to enter the new environment including the school environment. Because children already have the main stock in interpreting all forms of instruction including from teachers and peers. So that children no longer have difficulty adjusting because they have understood certain information related to its presence in the new environment. In addition, according to Putri (2013) it is mentioned that socially development of children aged >4-5 years is the age of exploring where children are very interested in the outside world and the new environment. Based on this theory it is assumed that children will actually feel happy and comfortable by entering the school environment. So that children will not experience adjustment disorder be-

cause school is a new place that they must recognize. In this case, according to the researchers, it is very important to pay attention to the school, especially providing an interesting learning environment and can be explored by children.

The second factor that is thought to influence parental perceptions about adjustment disorder at first day school in children is mostly in the mild category of 66 (78.6%) is a physiological condition. Based on table 5 it is known that almost all children do not have a history of illness of 59 (70.2%). It can be assumed that the condition of healthy children will make it easier for them to adapt to the new environment. The researchers assumptions are in line with Widuri (2013) which states that health and physical illness also influence adjustment. Good quality adjustment can only be achieved in good physical health. This means that physical disturbance suffered by someone will interfere with the process of adjustment. Chronic illnesses can cause a lack of self-confidence, feelings of inferiority, feelings of dependency, feelings of pity, and so on.

The third factor is the family, based on table 6 it is known that parenting is more than half democratic in number of 66 (78.6%). It is assumed that democratic parenting will shape the character of children who are open and have accepted changes including changes by entering a new environment, namely school. This researcher's opinion is in line with Susanti&Widuri (2013) which explains that children who are raised in democratic families, generally have a better adjustment outside the home than children with authoritarian families. Mareta & Masithoh (2017) argues that parents must find parenting patterns that are most appropriate for children. Because proper care will shape children to grow and develop properly.

Based on Table 3 above it is also known that a small proportion of respondents have perceptions about adjustment disorder at first day school in children in the moderate adjustment category of 18 (21.4%). The results of this study are thought to be related to child and physiological sequence factors. The first factor is number of birth of the children. Based on the data it is known that almost half of respondents number of birth is second and third birth number have an experience moderate adjustment disorder of 9 (42%). The results of this study are assumed that children who experience moderate adjustment disorder are not the firstborn. This is possible because children who are not first-

born children tend to all their needs and desires are always fulfilled by parents. The researchers assumptions are in line with Susanti & Widuri theory (2013) which states that the birth order of a child affects the child's adjustment. Eldest children have good social adjustments. The eldest child is described as more mature, helpful, easy to adjust, and controls himself better while the child born later is the most rebellious.

The second factor is physiological. Based on the results of the study, it was found that almost half of the respondents had children with a history of various diseases such as allergies, cough colds, fever, etc. totaling 8 (41%). The results of this study are assumed by researchers that disrupted physiological conditions make children uncomfortable to be in a new environment. The researchers' assumptions are in line with Susanti & Widuri (2013) which states that good quality adjustment can only be achieved in good physical health. Chronic illnesses can cause a lack of self confidence, feelings of inferiority, feelings of dependency, feelings of pity, and so on.

CONCLUSION

Parents' perceptions about adjustment disorder at first day school in children in the mild category were 66 (78.6%) and a small proportion in the moderate category were 18 (21.4%). This is likely due to age, physiological conditions, child order, and parenting.

SUGGESTION

The results of this study can be input for all parents of children, one of which is that the family environment has a major contribution to the readiness of children to enter the new environment. So

parents should be able to provide support and motivation to children during the transition period. In addition, parents should be able to choose the right time to enter the child in the pre-school environment, namely at the age of >4-5 years.

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