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Factual Conditions of Early Childhood Prosocial Development in the Arena Playing Facilities in the City of Padang General

Setiawati^{1*}, Jamaris¹, and Rusdinal^{1,2}

¹ Department of Non-Formal Education Universitas Negeri Padang, Padang, Indonesia

² Educational Administration Department, Universitas Negeri Padang, Padang, Indonesia

*e-mail: setiawatipls@gmail.com

Abstract

This research is motivated by the low participation of parents in the development of children's prosocial activities in the arena of public facilities, which results in poor prosocial abilities of children. This can be seen from the behavior of early childhood who like to monopolize the game, not patiently waiting for their turn, likes to hit friends, and does not like friends, do not want to share and so forth. The purpose of this study was to describe the factual conditions of child prosocial development due to public play by the family so far. P.The approach used is qualitative with the type of case. The setting of this study was carried out in Singgalang Padang complex, while the research subjects were parents who brought their young children to play in public play facilities. Researchers were key instruments, and data collection techniques used participatory observation, in-depth interviews. Data analysis techniques using qualitative analysis. The results showed that parents had not participated in the social development of children in the public play arena. There are several reasons for parents why they do not carry out the prosocial development of their children, among them they argue that: (1) it is not yet time, the social development of children is done, because they are still too small. (2). Even if directed they don't understand, (3) there are parents who think that they don't know that social development needs to be done since the child is still small (4) There are parents who don't want to know about the situation and they are more focused on children themselves. Suggestions in this study need to provide information to parents or caregivers about children's social development early on in the public play arena.

Keywords

factual conditions, child prosocial, general facilities

1 Introduction

Child's prosocial development is greatly influenced by the process of treatment or parental guidance in introducing various aspects of social life, or the norms of social life or encouraging and giving examples to children, about how to apply these norms in daily life (Bernal, Urpi, Rivas, & Reparaz, 2011). Early social experiences in the family environment are complementary to his experience in the family environment (Hurlock, 2000). Furthermore, Hurlock also explained that the social experiences of childhood children from their environment will affect the social behavior of children after they grow up. If the child has a child experience that is less or unpleasant from the environment, then the child tends to behave anti-social, and vice versa, if the child gets a pleasant experience in dealing with their environment, then the child tends to behave prosocial.

The role of the family in the social development of children is very important and very decisive, because the family is the initial education and is the foundation for the development of children's potential for the future, so the family can be called "Madrasatul Hall". This is as stated by (Melati, Setiawati, & Solfema, 2018). As for what parents can do in a child's social development are: present themselves as models for social behavior, familiarize social behavior and make rules for limiting children's behavior to act in social confusion.

Public play facilities which are in the midst of the community are a very strategic place in the development of children's prosocial. This is in addition to children being faced with natural situations, interactions with peers, also the environment is very challenging and mutually interactive in both persuasive and competitive forms. This is consistent with the results of research conducted by

Nurmalitasari (2015), that children's social development is obtained from maturity and learning opportunities from various environmental responses

Public play facilities in Singgalang Housing, as well as in other public playgrounds such as Muarao Lasak Beach, Taman Budaya, are deliberately made for children's playgrounds and are expected to develop children's potential, including their prosocial development. But in practice, family education has not been fully implemented by parents, especially those relating to the formation of social aspects of early childhood. One of the things that researchers can point out is the event that occurred in the arena of public facilities in the city of Padang, especially in the Singgalang Housing Complex, In general, parents have not shown the development of social values, especially the value of solidarity with children because of playing such as when children use facilities in the playground parents let their children monopolize without giving a response, when children eat their own food, parents do not invite children to share, and so forth. One of the suspected causes is the lack of understanding of parents about the importance of social development of children from an early age, but also due to the available care facilities that do not support the social development of children diarena play public play facilities. . One of the suspected causes is the lack of understanding of parents about the importance of social development of children from an early age, but also due to the available care facilities that do not support the social development of children diarena play public play facilities. One of the suspected causes is the lack of understanding of parents about the importance of social development of children from an early age, but also due to the available care facilities that do not support the social development of children diarena play public play facilities.

Based on the background of the problem above, the purpose of this study is: to describe the actual facts of social development of early childhood by parents in the social development of children in the arena of public facilities in the city of Padang,

This research needs to be done keeping in mind that social behavior is an activity in dealing with others, both with peers, parents and siblings. Child's social experience at an early age is a starting point for children in the development of caring attitudes towards others (prosocial) If the child gets a pleasant social experience, then he feels happy and can be socially behaved, but if the child gets a less pleasant social treatment, then there will be anti-social attitude towards the concerned and memorable until the adult child (Hurlock, 2000). Parents are the people who are closest to the child emotionally, when the child is more in the family environment, then here the stimulation of child development, Education that takes place at home / in the family environment (including informal education). Informal education is the process of education that a person gets from daily experience consciously or unconsciously, generally irregular and unsystematic, from someone born to death, which is done through habituation, behavior modeling and through the rules and activities carried out in obtaining information through reading, association and through daily activities undertaken.

Education in the family is the first and foremost education for every child. According to Widiastuti, Hartini, & Rakhman (2020), The family is the source of all child development. What children will become in the future, family will have an influence. This is caused because a child, especially at an early age is more in the household than outside the home. The goal of family education is so that children and family members can grow and develop as much as possible maybe according to his ability, to become someone who is independent in society and can be a productive person for himself and his environment. Then each family member develops into an adult who understands the nation's cultural acts and becomes a pious person in accordance with the teachings of his religion (Tim Pengembang Ilmu Pendidikan FIP UPI, 2007).

Children's education should have been given from the beginning from the parents. To prepare a good generation is not easy. Parents as educators in the family environment must have knowledge about moral / moral education and child development, in addition it must also know the obligations in educate children. Lickona (2004) explained that "the family is the foundation of both intellectual and moral development, helping parents to be good parents is the single most important things a school can do to help students develop strong characters and succeed academically". Based on Lickona It can be explained that the foundation of children's moral and intellectual development is the family.

From some of the above understanding, it can be concluded that the family is basically a container for the formation of the character of each of its members, especially children who are still in the guidance and responsibilities of their parents. How a family treats their children will have an impact on the development of their children's behavior, as stated by Dimerman (2009) that "the family is the first school of virtue. This is where we learn about love. It is where we learn about commitment, sacrifice, and faith in something larger than ourselves. The family lays down the moral foundation of which all other social institutions build. From the above statement it can be concluded that family is the first school, in this family we learn everything and the family is the foundation of moral and social education.

The discussion on social development has several expert opinions, including: Hurlock quoted by Musyarofah (2017), states that social development is the acquisition of the ability to behave in accordance with social demands. Meanwhile, according Susanto (2012), social development is the achievement of maturity in social relations, or in other words it can be stated the process of learning to adjust to group norms, morals and traditions, merge into a unity that communicates and works together. some of the opinions above, it can be concluded that social development is the acquisition of social abilities in accordance with social demands in the achievement of social relations that are in accordance with one's level of maturity both in the family structure,

According to Hurlock in Musyarofah (2017), to achieve social development and be able to socialize, an individual needs three processes. The three processes are interrelated, so if there is a failure in one process will reduce the level of individual socialization. These three processes are: (1) Learning to behave socially acceptable. (2) Learn to play an acceptable social role. (3) Able to behave socially.

The process of social development of children according to Moh Padil and Triyo Supriyatno cited by Musyarofah (2017), can be done in two ways: first, the process of social learning, which is often referred to as socialization, and secondly, through the formation of social loyalty. Furthermore Ary H Gunawan quoted by Musyarofah (2017), argues, sociological socialization means learning to adjust to scratches, folkways, traditions, and group skills. Whereas psychologically socialization means / includes habits, temperaments, ideas, attitudes and values. Thomas Ford Houll was quoted by Musyarofah (2017), to achieve social development and be able to socialize, an individual needs three processes. The three processes are interrelated, so if there is a failure in one process will reduce the level of individual socialization. These three processes are: (1) Learning to behave socially acceptable. (2) Learn to play an acceptable social role. (3) Able to behave socially.

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2 Methods

This study uses a qualitative approach to the type of case research. The setting of this study was conducted in Singgalang Padang complex while the research subjects were parents who brought their children who were early age (3-4) to play at public play facilities. The sampling was done with the "Snowboal Sampling". The researcher was a key instrument, and the data collection technique was used participatory observation, in-depth interviews. Data analysis techniques using qualitative analysis.

3 Research Results and Discussion

3.1 Result

Based on observations Participatory and in-depth interviews of researchers with parents who bring their children to play because of playing public play facilities, obtained information that parents have not carried out social development of their children in the public playground. This was observed from the results of observations of a child named SY, who was brought by his grandmother to the public playground. SY is engrossed in playing the available swings in the arena. Not long after that came SL, who also wanted to play the still-empty crocodile beside SY. There was not the slightest attempt made by SY's grandmother to persuade her grandson to refuse SL to ride in a swing with him. In addition, SL's grandmother took action to bring her grandchildren home crying.

After an in-depth interview with SY's grandmother, with the conclusion the answer "SY is still a little book, after all, if he is already big he will change by himself". Then the next day when the researcher

conducted an interview with the FFS family about the incident at the playground, the answer the researcher received from the long dialogue could be concluded, , he is selfish, likes to scratch friends. So I prefer to bring SL home"

Based on the results of observations and interviews conducted by the researchers with the two subjects above, it is illustrated that not even the two parents are aware that their behavior is giving a negative and negative impact on their children. Besides the events above, there are still many events that occur that do not reflect the development of social values in children, such as: not sharing food eaten by a child with other friends, allowing other children who also want to play with toys that are there while their parents are not there, parents who are engrossed in huddles, sometimes sometimes it's not worth listening to. After in-depth interviews with parents who bring their children to play to the Public Play Facility about the development of social values, 1) Parents do not understand that children's social abilities need to be developed early. 2) Parents still assume, too quickly instill children's social abilities because they are still small. 3) Parents have gotten used to and have begun to instill social life in children because of playing, but no effort has been made if the child refuses and tends to follow the will of the child. Some parents do not realize that children will imitate what they do, such as talking about other people, having fun using cell phones and so on. From a number of findings as explained, it can be concluded that the factual conditions encountered in the field, namely in the umumprihal playground of social development especially at the Singgalang Padang Complex, have not been well implemented.

3.2 Discussion

Based on several field findings that prosocial development especially prosocial development of early childhood in the public play arena by the family has not been carried out properly. One of them is the lack of understanding of parents about children's social development. The lack of understanding of these parents is very influential on the care of their children. This is evident from the results of researchers Parents have a very important role in providing education for their children in a family. The involvement of parents in the education of children has proven to have many positive effects on children and on their development many of these children achieve success when they reach adulthood and dive into the real social world.

Throughout their lifetime, humans always experience education. Education has many meanings depending on the context and importance of the conversation. In a certain sense education is a process of human civilization and civilization. With human education that has the potential and instincts as values-free creatures, it is taught civilization and culture in order to have characteristics as civilized and cultured human beings. How does a person educate as well as he will have manners and culture as an adult? in the narrower sense of education is associated with schooling. People who reach high schools are referred to as highly educated. Conversely, people who only attend schools at a low level are called low-educated. In this sense education is school. In other context, education is the process of human maturity, meaning giving "something" to an infant or child and adolescent to be able to appear as an adult human in time. Adult humans are characterized by the maturity of the body and soul so that he is ready to play a role in his social system.

In life, humans are social creatures. Social beings are creatures that help each other, help in providing assistance to families, groups, and people who are not known without looking at race or religion sincerely and do not expect any reward. Helping for humans, this behavior is expected that humans tend to be unselfish, generous giving comfort and attention to the welfare of others that they are able to help. According to research from Susanti, Syafmen, and Ramalisa (2011), that the development of prosocial behavior is one type of social competency possessed by early childhood. This behavior conceptualizes positive behavior with others including helping, sharing, volunteering, collaborating, and calming.

Prosocial behavior is one of them where this personality is very necessary to form noble values from an early age and will have an impact as an adult he will be a human being responsible and beneficial to others. According to Eisenberg and Mussein translated by Dayakisni and Hudaniah (2009), argues that prosocial behavior includes sharing, helping, generosity, cooperation, cooperating, honesty and honesty, and donating), the attitude developed like this in a person from an early age will have an impact on positive behavior until adulthood. Humans are essentially as social creatures, among others, always dependent with others, the need to interact with others, the sense of mutual giving and receiving, have a sense of solidarity in social life. Indonesian culture cannot be separated from these behaviors and values because of the many disasters that hit various regions in Indonesia. Prosocial characteristics that can develop well if stimulation from the closest people is done well and correctly. There are prosocial behaviors possessed by individuals that are already predisposing but can also be obtained by explicitly teaching children to behave in prosocial behavior, such as establishing safe and comfortable relationships,

communication, modeling and support (Hyson & Taylor, 2011). Prosocial characteristics that can develop well if stimulation from the closest person is done well and correctly. There are prosocial behaviors possessed by individuals that are already predisposing but can also be obtained by explicitly teaching children to behave in prosocial behavior, such as establishing safe and comfortable relationships, communication, modeling and support (Hyson & Taylor, 2011). Prosocial characteristics that can develop well if stimulation from the closest person is done well and correctly. There are prosocial behaviors possessed by individuals that are already predisposing but can also be obtained by explicitly teaching children to behave in prosocial behavior, such as establishing safe and comfortable relationships, communication, modeling and support (Hyson & Taylor, 2011).

Prosocial behavior or positive behavior is optimized through the role of family and is assisted by educational institutions that are influenced by the environment and habits of people around. According to Yoon-Mi & Rushton in Lestari (2013), in his research found that prosocial behavior 55% is influenced by genetic factors and 45% due to environmental factors. Genetic factors that in fact originate from the personality or innate nature of both parents such as empathy, emotions and experience, and environmental factors that are formed from family, culture, practice and parenting style from an early age.

4. Conclusion

The real conditions at the field show that parents are not currently doing prosocial development of their children in the public facilities playground. A suitable model is needed, so that it can help parents develop the prosocial child in the playground, especially for young children.

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