

Study of Self-Control Behavior in Early Childhood at KB and TK Islamic Center Samarinda

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Abstract-The background of this research is the habit of applying aspects of religious and moral values in children's daily lives. The purpose of this study was to analyze the children self-control behavior, the teacher's process in stimulating children self-control behavior, analyzing the impact of children self-control behavior at age 5 - 6 years in KB (playgroup) and TK (kindergarten) Islamic Center Samarinda. This research uses a qualitative approach with the case study method. The subjects of this study were 3 (three) boys, namely AZ, RF, and RZ in group B of 24 (twenty four) children who were enrolled in the KB and TK Islamic Center Samarinda. Data collection techniques are used through participatory observation, structured interviews, and documentation. The results of this study show that self-control behavior can be analyzed through 3 (three) indicators, which are (1.) behavioral control, (2.) cognitive control, (3.) decisional control. In conclusion, the way that teachers will be able to stimulate children self-control behavior at age 5 - 6 years is through applying the behavioural habit of religious and moral values such as introducing the example story of the Prophet Muhammad and his companions, accustomed to say asthma in every activity, and Islamic values strengthening. The impact of selfcontrol behavior set the pattern of interaction between social relationships among friends, create a focus on achieving goals, being able to choose actions that provide benefits, being able to show emotional maturity and not easily affected by the society.

Keywords: *Behavior, Self Control, Early Childhood.*

I. INTRODUCTION

The era of globalization is a condition that signifies the development that has been very rapid, this makes various cultures including foreign cultures can easily enter and received by the nation's children [4,6,10]. Globalization is a borderless era shown by changes in social structures that exist in the community, so giving moral values from an early age were expected to strengthen the child's character that leads to self-control in community [1,9].

Education is a place for children to get nurture and guidance in child development, one of the forms of education is at the level of early childhood units, especially kindergarten [11]. At this age, children are entering the golden age, which is the best period in the development of children where at this time the brain experiences a rapid development [3].

Self-control behavior in early childhood is when children change the way that they should be in the society to the contrary, self-control is the ability of self in controlling behavior to achieve certain goals such as thinking, feeling and behaving [2,9]. Self-control ability can be trained and stimulated since childhood, so that the children can grow to control themselves, the core of self-control is controlling emotions in children [7]. Children who are trained in early self-control will have a sense of empathy, self-resilience, and good social skills. Emotional intelligence is useful for children in establishing social relationships and interacting with others. Conversely, children with low self-control will be easily injured, often fall even when walking [8].

Children do not know the objects or actions that will endanger them, such as holding a burning mosquito coil, holding a caterpillar that is crawling on a tree, inserting a finger into a power outlet, and so on.

Problems found by the researchers when observing the KB and TK Islamic Center Samarinda is that there were 3 (three) children who were very prominent in the Byang kindergarten class experiencing difficult conditions to control themselves while in their social environment. Some examples that appear to be seen in selfcontrol behavior in 3 (three) kindergarteners B are angry when they do not get what they want, lack of focus on various activities provided by the teacher such as not wanting to complete the task when experiencing mistakes, grief excessive, easily offended, pretending to cry, disturbing friends, throwing and damaging toys in the classroom.

II. METHOD

Based on the explanation, this study aimed to analyze the behavior, the process of stimulation, and the impact of early childhood self-control behavior. This

research is a qualitative research with a case study. The research took place in KB and TK Islamic Center Samarinda. The subjects of this study were 3 (three) boys, namely AZ, RF, and RZ who were in class B at age 5 - 6 years. The data collection is done through interviews, observation, and documentation. Data analysis is carried out through data collection, data reduction, data presentation, and conclusions.

Data collection was conducted as presented in the research methodology, beginning with observations of activities that lasted for 1 (one) week in KB and TK Islamic Center Samarinda. Various objects are clearly observed, starting from the child's activities while inside and outside the classroom and the teacher's activities during the learning process.

Subsequent observations lasted for 2 months where the researcher was relatively closer to the child and the teacher during the learning process. These observations obtain important records that lead to the refinement of records resulting from previous observations. Important notes that become additional are related to the teacher's approach to AZ, RF, and RZ who experienced self-control behavior disorders with relatively varied methods.

The results of this record show changes in AZ, RF, and RZ who have low self-control behavior to be better than before. During both first and second observation, the researcher also observed various teacher activities after it was completed. Lesson plan seemed to be very prepared seen from the length of the teacher staying after school when the activity is finished.

The indicators of self-control behavior in this observation are:

- Behavioral Control
- Manage behavior
- Modify the stimulus
- Cognitive Control
- Obtain information
- Conduct an assessment
- Decisional Control
- Determine choices and choose various actions.

Each of these indicators has certain subindicators as stated above, the sub-indicators that will be the focus for the achievement of each indicator that will be observed carefully by the researcher.

Researcher conducted in-depth interviews with the teachers who acted as the facilitators of learning activities in KB and TK Islamic Center Samarinda, structured interviews with the classroom teachers and the center teachers during the first and second observations, important notes during the first and second observations becoming material for preparing guidelines in the interview.

III. RESEARCH AND DISCUSSION

Important notes obtained from the observations in the first 2 (two) months lead to an overview of the teachers and children activities, starting from children's activities

while inside and outside of the classroom and teachers' activities during the learning process. Findings show that the "teacher" plays a role as a child companion while directing children's self-control behavior. Teacher involvement in intervening children is very limited when the teacher is on picket in the centre.

Other findings indicate that "AZ, RF, and RZ were always given reinforcement by the teachers at each activity starting from the greeting at the yard, eating their food, to activities in the classroom". Furthermore, it was also found that "the rules that were made by the teachers when AZ, RF, and RZ were wrong is to say sorry, it was not only applied to the children but also to the teachers. This was seen when the teacher made a mistake or forgetting something the teacher did not hesitate to say sorry to the children".

The activities of children and teachers during their stay in KB and TK Islamic Center Samarinda were varied. The activities observed during the 2 (two) weeks of observation used all the facilities available at the KB and TK Islamic Center Samarinda, whether it was the room, game equipments or the school yard. The centre opens 3 (three) classes every day according to the order of class distribution on a weekly basis, while for the non-moving classes, they will have a library schedule, an outdoor play, and a dhuha prayer in the class. When the activity takes place in the center, it will be divided into two groups: group 1 (one) moves first, while group 2 (two) learns in Al-Islam. At the time in Al-Islam AZ, RF, and RZ learned to recite the Koran, write hijaiyah letters, read hadiths and short prayers so that while waiting for the moving center the child could engaged to those activities. All rules that have been created in class or center will be agreed to be followed together, not only by the children but also to the teachers.

In the first month, AZ, RF, and RZ were observed from activities while inside and outside of the classroom. AZ, RF, and RZ still needed guidance on self-control behavior with friends for example when playing with friends, RF often shows excessive emotions when he did not get what he wants, he will hit and disturb other friends. In the second month, RF began to develop behavior control, RF seemed to have been able to control his behavior and respond to the stimulus naturally and not in a hurry for example when having to queue in hand washing activities, marching on the field during flag ceremonies and when playing with friends, even though at this stage RF were still unstable, but there were visible changes. In the third month all indicators were seen in the behavior of AZ, RF, and RZ thanks to the guidance and continuous strengthening from the teacher through attitudes of customary cultivation of religious and moral values, such as accustomed to sharing food, listening to stories of the companions of the Prophet Muhammad SAW, saying good names of God when children say or behave harshly towards friends. AZ, RF, and RZ were trained to have self-control from an early age so that later they can be accepted by the surrounding

environment and able to survive the era of development that is growing rapidly.

Self-control behaviour on AZ, RF, and RZ in the KB and TK Islamic Center Samarinda

Based on the results in the field, self-control behavior in AZ, RF, and RZ in KB and TK Islamic Center Samarinda is visible through daily routine activities such as marching, ablution, playing with friends, and activities while inside and outside of the classroom. As stated by Sri Rusmini who proposed that early age children have started to recognize their social interaction, they need friends to play with and begin to shape their characters, early social experiences that determine children's behavior while growing up.

According to Skinner, behavior is the response or reaction of a person to external stimuli. This behavior occurs through the process of a stimulus to the organism. At this time AZ, RF, and RZ are very happy in the process of making friends with anyone but not having a stable emotion and they honestly say what they see, hear, and feel the things that need to be directed and trained so that AZ, RF, and RZ are acceptable by the society. Self-control behavior can be analyzed through several activities when AZ, RF, and RZ were within the school environment, the function of education here is to prepare children to get to know the world, from the smallest (family) to the widest (school, general public). A teacher's sensitivity in this case will be very needed, because through a professional teacher it could be found a strategy from an early recognition of AZ, RF, and RZ who experienced self-control behavior disorders.

Some of the things that underlie the researcher to give details on the self-control behaviors that were visibly appeared on AZ, RF, and RZ while in the initial observation in KB and TK Islamic Center Samarinda are:

1. RZ quickly convey what is on his head without remembering the rules that were given by the teacher.
2. RZ often does not want to complete the assignments given by the teacher.
3. AZ and RF still need to be under the supervision of the teacher in order to control themselves, the child will only obey the rules when there is a teacher watching them.
4. AZ and RF require detail explanations when they have to accept opinions from others
5. (cause and effect).
6. RF shows an aggressive reaction to a friend when he doesn't get what he wants.
7. The teacher's process in stimulating self-control behavior on AZ, RF, and RZ in KB and TK Islamic Center Samarinda, the researcher has been connecting it to the relevant study by Tri Purwanti which states that the effective actions in behavioral research include: (1) Giving rewards. (2) Delay pleasure as a punishment. (3) Motivate children. (4) Ignoring children as extinction actions. (5) Performing an

exemplary action. (6) Self-management training. (7) Social skills training.

8. Similar to the response based on the research results that the teacher's process in KB and TK Islamic Center Samarinda in stimulating self-control behavior on AZ, RF, and RZ in Kindergarten B were through:
9. The attitude of habituation and the cultivation of moral and religious values, (welcoming children by saying hello, when the child is upset or angry the teacher says subhanallah, introduces children to charity activities, while eating lunch try to get used to sharing with friends, giving examples through stories and hadith).
10. Teaching AZ, RF, and RZ to get used to making choices through activities to choose their own storybooks that are routinely done at home from school.
11. Make various group activities so that AZ, RF, and RZ are able to work together and reduce individual desires.
12. When AZ, RF, and RZ are wrong the teacher does not immediately judge but listens to their explanation first.
13. Being a good and consistent example in obeying the rules that were agreed to be followed together, not only by the children but also to the teachers.

Religious and moral values covered the presence of learning atmosphere for the development of good behavior as well as for the social life in the context of play. Provide opportunities for children to know and understand the learning experience gained from the society through observing, imitating, and experimenting that takes place repeatedly and involves all the potential and intelligence of the child.

The reinforcement given by the class teacher and the center teacher is through the stories of the Prophet Muhammad and his companions, accustomed to saying *asmaul husna* in every activities, and Islamic values strengthening, the reinforcement were given to children continuously until the child feels able to do good self-control without having to be reminded again. When KB and TK

Islamic Center Samarinda teachers make the rules, they instill good examples so when they break the rules they need to apologize to the child. When a child fights, the teacher does not directly punish the child, but first asks the cause of the child to fight so that one child feels respected in their opinions.

The impact of self-control behavior on AZ, RF, and RF in Islamic Center Samarinda KB & TK Samarinda

Based on the results of the research, the impact of self-control behavior set the pattern of interaction between social relationships among friends, create a focus on achieving goals, being able to choose actions that provide benefits, and being able to show emotional maturity and not easily affected by the society.

Calhoun and Acocella have stated, defining self-control as a regulator of a person's physical, psychological, and behavioral processes with a series of processes that

shape him. There are two reasons that require children to be able to control themselves gradually. First, children live in a group so that in satisfying their desires, children must control behavior in order not to disturb other children's comfort. Second, society or the environment encourages children to constantly organize better behavior for themselves.

As this is also conveyed by Golfriend and Merbaum, self-control as an ability to compile, guide, regulate, and direct forms of behavior that can bring individuals towards positive consequences. To strengthen the findings, researcher also linked the relevant study results by Yarisca Sany Rachman, who stated that the impact of social behavior that were formed are giving in, not mocking and bluffing, never quarreling, sharing food and drink, being able to obey the rules, being able to interact with others, providing support, friendly, independent, willing to cooperate, willing to help, easy to adapt, behave on its own initiative and behave well which is a characteristic of each subject. In conclusion, through this qualitative approach, researchers can find results in the form of positive behavioral changes.

The impact of self-control behavior plays a huge role in the children development, in which they will live in a social environment that requires skills in gathering with a group. Basically each individual needs each other, so that good cooperation is needed between individuals so it does not harm other individuals. Broadly speaking, selfcontrol is related to how individuals control emotions and encouragement from within themselves so that they can make decisions and take effective actions in accordance with moral values and social expectations.

IV. CONCLUSIONS

Self-control behavior on AZ, RF, and RZ at the KB and TK Islamic Center Samarinda can be seen through children's daily activities, analyzing self-control behavior on AZ, RF, and RZ at the KB and TK Islamic Center Samarinda through daily routine activities such as marching, ablution, playing with friends, and activities inside and outside the classroom. Analyzed through 3 (three) indicators in the child's observation sheet, consists of (a) behavioral control (regulating behavior, modifying stimulus), (b) cognitive control (obtaining information, making judgments), (c) specific control (determining choices and choosing various actions). The characteristics of low self-control behavior were shown by the 3 (three) children who were the subject of this research, as follows:

- a. RZ quickly convey what is on his head without remembering the rules that were given by the teacher.
- b. RZ often does not want to complete the assignments given by the teacher.
- c. AZ and RF still need to be under the supervision of the teacher in order to control themselves, the child will only obey the rules when there is a teacher watching them.

- d. AZ and RF require detail explanations when they have to accept opinions from others
- e. (cause and effect).
- f. RF shows an aggressive reaction to a friend when he doesn't get what he wants.

The teacher's process in stimulating selfcontrol behavior on AZ, RF, and RZ at the KB and TK Islamic Center Samarinda through several ways:

- a. The attitude of habituation and the cultivation of moral and religious values, (welcoming children by saying hello, when the child is upset or angry the teacher says subhanallah, introduces children
- b. to charity activities, while eating lunch try to get them used to share with friends, giving examples through stories and hadith).
- c. Teaching AZ, RF, and RZ to get used to making choices through activities to choose their own storybooks that are routinely done at home from school.
- d. Make various group activities so that AZ, RF, and RZ are able to work together and reduce individual desires.
- e. When AZ, RF, and RZ are wrong the teacher does not immediately judge but listens to their explanation first.
- f. Being a good and consistent example in obeying the rules that were agreed to be followed together, not only by the children but also the teachers.

The reinforcement given by the class teacher and center teacher is through the stories of the Prophet Muhammad and his companions, accustomed to saying asmaul husna in every activity, and Islamic strengthening, the reinforcement is routinely given to AZ, RF, and RZ continuously until felt able to control themselves well without having to be reminded again.

Other efforts that can be done by the teacher in the process of stimulating selfcontrol behavior in AZ, RF, and RZ are:

- Synergize the pattern of education between teachers in PAUD institutions and parents at home.
- Be objective in each child and see all the potential of children from different sides.
- Treat children according to the character of the children, because each child has different talents, interests and behaviors.

The impact of self-control behavior on AZ, RF, and RZ at KB and TK the Islamic Center Samarinda are regulating patterns of interaction between social relations among friends, focusing on goals to be achieved, being able to choose actions that provide benefits, and being able to demonstrate emotional maturity and not easily affected by the environment.

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