



The Influence Of Value Socialization Method On Independent Characters And Responsibilities In Early Children In The Kindergarten Xaverius 1 City Of Jambi

Tumewa Pangaribuan✉, Affan Yusra

Early Childhood Teacher Education University of Jambi
Departement of Guidance and Counselling University of Jambi

Article Info

Received September 2019
Accepted October 2019
Published November 2019

Keywords:

Methods of socializing values, independent character, responsibility

Abstract

This study aims to: 1) Describe the use of the value socialization method to the independent characteristics and responsibilities of Xaverius 1 Kindergarten 1 Jambi City children. 2) Describe the difference between the control class without using the method with the experimental class using the value socialization method on the independence and responsibility of children in Kindergarten Xaverius 1 Jambi City. While the tool used in research is the scale of child development achievements. This type of research used in this study was to use a quasi-experimental design with a Randomized Pretest-Posttest Control Group design with a level of 0.05%. The results showed 0.170 smaller than <0.05, it can be concluded that H_a was accepted.

© 2019 Universitas Negeri Semarang

✉Corresponding author:
University of Jambi
E-mail: tumewa.pangaribuan@unja.ac.id, Affan15yusra@unja.ac.id

ISSN 2476-9584

INTRODUCTION

The child is the potential to grow a nation in the future that has a special nature and characteristic. This specificity lies in his attitude and behavior in understanding the world he must face. The family as the smallest and closest environment of a child determines how the person can exercise his role as an individual or social creature well. The family was the first time someone knew the affection, humanity values, and norms that prevails in society. Therefore, the family as the first and foremost institution responsible for the socialization of children's values, must be the foundation for the establishment of children's character, as a capital of life in adulthood. Ideally a family is a system in which there is a division of love, respect, and responsibility.

To realize a character resource that is not easy and requires a long time. Families can not play their own role, because with increasing age also increases the scope of the environment entered by early childhood. This is supported by the results of a study by Subianto (2013) and Meriyati (2016) which states that the formation of children's character must also involve the family, school, and community. At school age, the school environment in question is school education both formal school education. Previous research has also found that there are differences in the quality of children based on children's participation in school education. According to Rao (2010), children's participation in school education can improve the quality of their development. Children who attend school education have better quality of development compared to children who do not attend school education. Educational institutions are expected to help families in socializing the character values of children in an effort to produce children of character. This is reinforced by the government's policy to socialize character values in children through the application of character education in learning activities. Amalia and Martani (2013) also emphasized that improving the quality of children to children of character can be achieved if children also get character education in the school environment.

Considering that there are still limited studies that discuss the methods of socializing values and characters in preschool children, research that focuses on these studies needs to be done. Through this research, it is expected that a comprehensive understanding of the conditions of parenting practices and the formation of children's character in the family and school environment can be obtained in an

effort to create better quality children. The purpose of this research is to describe the use of the value socialization method to the independent characteristics and responsibilities of kindergarten children Xaverius 1 Jambi City and to describe the difference in influence between the control class without using the method with the experimental class using the value socialization method on the independence and responsibility of children at TK Xaverius 1 Jambi City.

This research is supported by the results of Jannah's research (2012) regarding the form of parenting in instilling moral behavior in children in the Ampek Angkek District in children aged 4-6 years found that parents who apply the form of authoritarian parenting can cause difficulties for children to socialize. Parents who apply the form of parenting democracy show good moral behavior in accordance with expectations. Permissive parenting forms are not appropriate to instill moral behavior in children, due to the lack of instilling moral ethical values. Thus, improving the quality of care can also improve the method of socializing values to children.

Based on the research results Nisak, Ekosiswoyo, & Fakhruddin (2012) conducted a study entitled "Parenting Parents in Instilling Child Discipline (Case Study on Factory Labor Families in Patemon Sub-District of Gunungpati Sub-District of Semarang City)" in school-age children. The results showed that parenting style plays an important role in instilling discipline in children. The efforts made by parents in instilling the discipline of children, namely: providing self-example, providing religious education, teaching moral values, training responsibilities.

RESEARCH METHOD

The research design used in this study was to use a quasi experimental design with a Randomized Pretest-Posttest Control Group Design. The experimental design used in this study was the experimental design of the Quasi Experiment model, with pre and post-test research designs. Experimental design is a research design that has a control group, but cannot function fully to control external variables that affect the conduct of an experiment.

As for the population in this study were students of B-Cream and B-Merah Kindergarten Xaverius 1 Jambi City. The sampling technique used in this study is positive sampling technique. there were 36 students who were subjected to

the study with low to high levels of independence and responsibility. Data collection in this study was carried out using instruments in the form of child development achievement scale. The scale of the child's developmental achievement was then tested for normality, linearity and the t-test with the help of the Microsoft Excel 2013 program and SPSS 20.00 for windows.

RESULTS AND DISCUSSION

In this section, it will explain what has been obtained, including data: conditional testing, analysis, observations from treatments (treatments that have been given in the experiment). Description of the Level of Independence and Responsibility of Children in TK Xaverius 1 Jambi City. Based on the results of the scale of child development achievements, it can be explained a picture of the independence and responsibility of kindergarten children Xaverius 1 Jambi City Class B Crim based on the indicators can be seen in table 1. as follows:

No	Indicators	Score				
		Ideal	High	Lowest	Total	Average
1	Know the right	8	8	7	132	7,33
2	Obeying class rules	8	8	5	126	7
3	Set yourself up	8	8	5	123	6,83
4	Responsible for the behaviour for self-kindness	4	4	3	65	3,61
5	Initiative	12	11	8	173	9,61
6	Able to deal with problems and obstacles	12	11	7	175	9,72
7	Competition	8	8	6	123	6,83
8	Able to make decisions	8	8	5	113	6,27
Overall		68	66	46	1030	57,2

Tabel 1. Description of the Level of Independence and Child's Responsibility in TK Xaverius 1, Jambi City before being given treatment

No	Indicators	Score				
		Ideal	High	Lowest	Total	Average
1	Know the right	8	8	5	110	6,11
2	Obeying class rules	8	7	2	111	6,16
3	Set yourself up	8	8	5	117	6,5
4	Responsible for the behaviour for self-kindness	4	4	3	117	6,5
5	Initiative	12	10	7	65	3,61
6	Able to deal with problems and obstacles	12	12	7	151	6,83
7	Competition	8	8	5	158	6,77
8	Able to make decisions	8	7	4	106	5,88
Overall		68	64	38	818	41,86

Tabel 2. Deskripsi Tingkat Kemandirian dan rasa Tanggu Jawab Anak di Tk Xaverius 1 Kota Jambi Sesudah diberikan perlakuan

Tabel 3. Tabel tingkat kemandirian dan rasa tanggung jawab anak di TK Xaverius 1 Kota Jambi Sebelum diberi perlakuan

No	Indicators	Score				
		Ideal	High	Lowest	Total	average
1	Know the right	8	8	5	114	6,33
2	Obeying class rules	8	7	5	110	6,1
3	Set yourself up	8	8	5	118	6,5
4	Responsible for the behaviour for self-kindness	4	4	3	66	3,6
5	Initiative	12	10	7	149	8,27
6	Able to deal with problems and obstacles	12	12	8	179	9,94
7	Competition	8	8	5	120	6,70
8	Able to make decisions	8	8	5	117	6,5
Overall		68	65	43	973	53,94

Tabel 4. Tabel tingkat kemandirian dan rasa tanggung jawab anak di TK Xaverius 1 Kota Jambi Setelah diberi perlakuan

No	Indicators	Score				
		Ideal	High	Lowest	Total	Average
1	Know the right	8	8	6	113	6,64
2	Obeying class rules	8	7	7	118	6,94
3	Set yourself up	8	8	6	125	6,94
4	Responsible for the behaviour for self-kindness	4	4	4	63	3,7
5	Initiative	12	10	8	166	9,22
6	Able to deal with problems and obstacles	12	12	8	171	9,5
7	Competition	8	8	9	111	6,16
8	Able to make decisions	8	8	5	109	6,5
Overall		68	65	53	976	55,6

In this study, a test of the requirements of research data was also carried out as a basis for consideration for selecting and determining the types of data analysis techniques to be used in testing the research hypothesis. Therefore, requirements analysis tests conducted on the data of this study are descriptive test, normality test, t-test and linear regression test. Normality test, used before the data is analyzed, especially the data normality test. Normality test aims to determine whether the variables in the study are normally distributed or not. If the data are not normal, then parametric statistics cannot be used so nonparametric statistics need to be used. To test for normality in this study using SPSS computer program assistance with the Kolmogrov-Smirnov formula, if it is significantly greater than 0.05 then the data is normally distributed. The results of normality tests of child development achievements in 36 B-Cream and B-Red Kindergarten students in Xaverius 1 Jambi City obtained a significance of

869 so that the data included were normally distributed. As in the table below:

EXPERIMEN	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CONTROL	.260	2	.			
54	.260	2	.			
56	.260	2	.			
57	.329	4	.	.895	4	.406
59	.136	5	.200	.987	5	.967
61	.260	2	.			

^a. This is a lower bound of the true significance.
^b. CONTROL is constant when EXPERIMEN = 52. It has been omitted.
^c. Lilliefors Significance Correction
^d. CONTROL is constant when EXPERIMEN = 55. It has been omitted.
^e. CONTROL is constant when EXPERIMEN = 58. It has been omitted.

Before further data processing, the prerequisites of the research are normality. Then the data is processed. Linearity test is done to find out whether each data variable The method of socializing values (X) tends to form a linear line distribution of the independent character and the responsibility character (Y). Linearity test uses a linear regression model using the SPSS 20.00 computer program. The results of the linearity test are presented in Table 5.5 as follows:

Table 5. Linearity Test Methods for Socializing Values and Character of Responsibility

			Sig.
CONTROL * EXPERIMEN	Between Groups	(Combined)	.704
		Linearity	.490
		Deviation from Linearity	.670
	Within Groups		
	Total		

Then these results indicate the simple regression in predicting the independent characteristics that are influenced by the method of value socialization. After the prerequisite test analysis is carried out and it turns out that each variable score meets the statistics further, then a hypothesis test is carried out namely the Influence of the Value Socialization Method Against Independence and Responsibility For Children. Comparative analysis of the value socialization method to the characteristics of independence and responsibility in children.

R square in this study amounted to -188 which shows the correlation coefficient between the socialization method of value to independence and responsibility in children. The r square value indicates that the influence of the socialization method on children's independence and responsibility.

T-test results table between the control group and the experimental group

	N	Correlation	Sig.
Pair 1 EXPERIMEN & CONTROL	18	-.188	.456

	Paired ...	95% Confidence ...	Upper	t	df	Sig. (2-tailed)

The characteristic of independence and responsibility in this study is the individual's subjective beliefs about his ability to carry out tasks, overcome problems and carry out the actions needed to achieve certain objectives. This function of independence and responsibility includes influencing behavior choices, career choices, and influencing the quality and quantity of business. The difference in the level of independence and responsibility is influenced by factors including the nature of the task at hand, external incentives, the status of the individual in the environment, information about one's abilities. From the Linearity test that has been done by researchers, the results obtained are the sig value on Beethoven is 1,864 which means that the significance value is greater than 0.05. It means that H0 is accepted which means that from the two classes there are no significant differences and it can be concluded that students from both classes have the same level of homogeneity. So if after being given treatment (treatment) in the two classes there are differences in the results between the two classes, it is not due to differences in the initial ability of the two, but because of the two classes get different treatment during the learning process. While the results of the normality test obtained by researchers are the Asymptotic Significant Value of the Kolmogorov-Smirnov test known to be 0.200 (> 0.05). Then it can be stated that the null hypothesis is accepted which means the data from both classes are normally distributed.

Based on the results of the hypothetical calculations conducted by researchers that is using the t-test (t-test) the value of sig on independence and responsibility for children with the material delivered namely "Self" is equal to 0.170, which means > 0.005. It can be concluded that H0 is rejected and Ha is

accepted, it is a sign that the results of the two data obtained have very significant differences. While the material "My Five Senses" is 0.32 which is > 0.005, so H0 is also rejected and accepts Ha. This also means that there is a very significant difference between the two.

In the Table the average comparison between the experimental group and the control group. In the first table of learning in the material "Self" experimental class (BCream) has an average of 27.750 while in the control class (B Red) the average is 53.94. Whereas in the second material which is in the material "air has pressure" in the experimental group the average value of the posttest was 53.94 while in the control group it had a mean of 53.94. This proves that in the learning process using a simple experimental method on the two materials that have been delivered by researchers has an influence on the mastery of the concept of children's air rather than learning using the demonstration method.

This proves that the results of the statistical hypothesis analysis in this study can be concluded that H0 is rejected, while Ha is accepted. In other words it means that the use of the value socialization method has an influence on independence and responsibility for children in kindergarten Xaverius 1 Jambi City. Based on the results that have been carried out by researchers, it can be seen that there are differences in the results of the posttest scores in the two groups due to the existence of different treatments between each class so that the responses received are also different. The researcher gave treatment using a simple experimental method in the experimental group and did not use the control group. The responses received and generated from the two groups differed. Mastery of concepts that must be mastered by children, among others, the level of mastery of the concept of the child can mention, the level of mastery of the concept of the child can explain, and the level of mastery of the concept of the child can mention the results of observations during the learning process, the control group of children listening and listening to the material delivered when researchers are conducting demonstrations and the teacher looks more active during the learning process. In

addition, the concept of knowledge is not well stimulated because children are more passive and even children sometimes do not pay attention to researchers well. There are children who walk around the class and there are some children who are busy chatting with their friends. This is different from the experimental group where the atmosphere in the classroom looks fun because the children are enthusiastic and eager to follow the learning because of the direct practice of the experiment that has been delivered by educators. In the experimental group children try to do their own experiments (direct practice) so that children can more easily accept and understand the contents of the material presented by researchers. Whereas in the demonstration group students only pay attention to educators and do not experience it directly so students are less able to accept and understand the contents of the material presented. This is in line with one of the strengths of the simple experiment method proposed by Syaiful B. Djamarah and Aswan Zain (2006: 84-85), which is a simple experiment that makes students more confident about the truth or conclusions based on their experiments.

In general, the learning process is going well and is in accordance with the learning plan that has been made before. When the learning process takes place there are differences between the experimental group with the control group. In the experimental group the children were enthusiastic and actively working on or experimenting quietly. Whereas in the control group when the researchers gave the material the children paid close attention but there were some children who were less able to pay attention to the researchers, some of them were absorbed in their own toys, some were bothering their friends and some were walking around in the classroom. The difference in the treatment and response is what makes the difference between learning outcomes between the experimental class (simple experimental method) and the control class (demonstration method). learning outcomes in the experimental class using the value socialization method look superior when compared to the control class using the demonstration method. The value

socialization method is a process of social interaction through which humans are born to acquire knowledge, values, attitudes, and skills that are essential for functioning as social beings and participating effectively in society. But not all learning materials in early childhood can be delivered using the value socialization method, because the value socialization method can only be applied to learning that requires proof as in science learning.

The results of this study are in accordance with the theories that researchers have studied previously, namely the value socialization method is very effective and efficient to be applied in kindergarten. By using the method of socializing the value of children can experience directly and do themselves about an event process, where children can analyze an event then draw conclusions and present the findings of an experiment they have done. In addition, the cause of the value socialization method is superior to the demonstration method because the value socialization method is one of the learning activities that requires children to think creatively and innovatively in problem solving and in analyzing the results of their findings, so that children are easier to understand the concepts. the scientific concepts they learn. The concept that children learn through the value socialization method is not a complex scientific concept or that has a variety of problems, but the child has the ability to be able to explain, mention, set examples, and be able to apply these concepts in their daily lives.

CONCLUSION

Based on the results of research and data analysis, it can be concluded that: There is a very significant difference ($p < 0.01$) of learning by using the value socialization method of self and responsibility to children. The experimental group had a higher posttest score than the control class. Based on the results of the calculation of the hypothesis by using t-test (t-test) for the posttest data, the value of T_{hitung} in the first subthema is $1.543 > 2.439$ so that H_0 is rejected and accepts H_a , while in the second sub-theme the value of $2.334 > 3.274$ so that H_0 is rejected as well and H_a is accepted, which

means that there is a very significant difference between the control group and the experimental group.

REFERENCES

- Amalia, M. & Martani, W. (2013). Pelatihan Penyusunan Program Pembelajaran Pendidikan Karakter Anak Usia Dini Pada Guru TK. *Humanitas*. Volume X, Nomor 2.
- Jannah H. 2012. Bentuk Pola Asuh Orang Tua Dalam Menanamkan Perilaku Moral Pada Anak di Kecamatan Ampek Angkek. *Jurnal Pesona PAUD*. 1(1).
- Nisak HK, Ekosiswoyo R, Fakhruddin. (2012). Pola Asuh Orang Tua Dalam Menanamkan Kedisiplinan Anak (Studi Kasus Pada Keluarga Buruh Pabrik di Kelurahan Patemon Kecamatan Gunungpati Kota Semarang). *Jurnal Pendidikan Non Formal dan Pemberdayaan Masyarakat*.
- Rao N. 2010. Quality Matters: Observations from early childhood programs in low resource environment in Asia. *World Conference on Early Childhood Care and Education: Building the wealth of Nations*. Moscow 27-29 September 2010.
- Syaiful Bahri Djamarah dan Aswan Zain. 2002. *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta.
- Subianto, J. (2013). Peran Keluarga, Sekolah, dan Masyarakat Dalam Pembentukan Karakter Berkualitas. *Edukasia: Jurnal Penelitian Pendidikan Islam*. Volume 8, Nomor 2. Hal. 331-354.