

Influence of Birth Order on Children's Sense of Responsibility

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Abstract: Every child born into a family has different genetic characteristics and is exposed to different social environments, including their birth order. Each child's attitude, personality, and behavior will be influenced by those factors. Within the family, the sense of responsibility of the eldest child, the middle child, and the youngest child will differ due to the differences they have as members of the social group. Therefore, it is necessary to examine this to find out the effect of birth order on children's sense of responsibility by taking samples from early childhood aged 5-6 years as the firstborn, the middle child, and the youngest child. This study used a quantitative-correlational method with questionnaires as data collection techniques. The results of this study obtained data and facts that the birth order process showed an influence in several aspects, such as children can respect time, obey the rules, return items according to their place, accept the risk of actions taken, protect their belongings, do not easily blame or accuse others, are willing to admit and apologize for mistakes made, and do activities before being directed or ordered. Birth order is proven to have a significant positive influence on children's sense of responsibility.

Keywords: Birth Order, Early Childhood, Responsibility.

INTRODUCTION

Humans are basically born in a state of weakness. In early life, the child will depend on parents and others for some time. In early childhood, known as the golden age, children become more sensitive to stimuli from the environment. Providing educational stimulation at this age is very important because 80% of major brain development occurs from birth to before the age of 8, while the remaining 20% develops during the rest of their life after childhood.

Papalia explained that the growth and development of a child is considered by paying attention to all aspects of development, including social-emotional aspects. According to him, changes and stability in emotions, personality, and social relationships form socioemotional skills or so-called psychosocial skills (Tatminingsih, 2019).

According to Yusuf, children's socialization skills develop through various opportunities and interactions with people around them, such as parents, siblings, peers, playmates, and other adults (Suryani, 2019). It is important for children to have healthy social and emotional development as it enables them to behave well, understand the meaning of life, and smoothly transition from childhood to adulthood. According to Harlock, social development involves acquiring the ability to act in accordance with social demands (Suryani, 2019).

Social skills and social responsibility are included in social development, according to Kostelnik, Soderman, and Waren. A child's ability to adapt to his or her environment is called social competence. For example, when a child wants to play with his friends in order. Social

responsibility includes the child's ability to fulfill obligations, respect individual differences, be aware of their environment, and carry out their responsibilities (Fuadia, 2022). Emotional development is the ability to motivate oneself, overcome pressure, understand emotions, and delay satisfaction (Sa'diyah, 2018). Emotional development is characterized by a person's maturity in dealing with their emotions, including thoughts, psychological changes, and expressions in one's behavior (Sa'diyah, 2018).

According to research conducted by Terza Travelancy, it shows that children are not making the necessary progress in their social and emotional development. Behaviors such as following rules, welcoming others, and regulating emotions naturally are indicators (Batubara et al., 2023). In addition to self-image, responsibility is an individual's effort to care for himself and others. The roots of the development of individual social responsibility lie in the functions of empathy, emotion regulation, and self-identity. Anita Lee and Sara Prasasuti pointed out that responsible behavior in children starts from simple things. Start by taking care of their own luggage, tidying up the bedroom and storing all the play equipment they use (Kurniasih et al., 2020). Quoted from Talking Tree books, responsibility is something that children must take on.

Rimm Sylvia says that children should start learning about responsibility from the age of two, although parents may have to work hard to instill it each time the child learns a new responsibility. Parents can support children in learning responsibility by showing and fulfilling their own responsibilities (Salsabila & Nurmaniah, 2021).

Responsibility is the ability to respond positively by helping others, fulfilling responsibilities, and contributing to society and community (Ansori, 2021). For early childhood, assuming responsibility is not easy. This process requires a safe and comfortable learning environment, as well as patient support from parents and educators. It is very important to give children a sense of responsibility from a young age as it will have a positive impact on their lives in the future.

According to Sukiman, an attitude of responsibility brings great benefits, including that responsible people will be respected, trusted and liked by others. They also have the courage to admit mistakes and try to correct them, so that able to face problems firmly (Ningrum & Pamela, 2022).

The formation of an attitude of responsibility in children has an initial foundation that starts from the family. The attitude of educators also plays a major role in helping the development of potential children, such as respecting children's opinions and encouraging them to speak up, giving children opportunities to think, consider and imagine, and allowing children to make decisions independently.

However, based on observations made at RA Darul Fikri Jambearum on August 12-2024 to August 16-2024, it was found that many children seemed to lack a sense of responsibility. Some of the behaviors that reflect this include reluctance to clean up toys after playing, unwillingness to return borrowed items, and tend to let the mess around them without trying to fix it. In fact, the ability to be responsible is not only important for the continuity of daily life, but also to shape children into individuals who are independent, disciplined, and able to cooperate with others in the future.

This phenomenon of lack of responsibility can be influenced by various factors. One of them

is the birth order in the family, which often has an impact on children's character development. Therefore, researchers interested in conducting research related to Birth Order in the context of children's sense of responsibility.

METHODS

You have flexibility to name your following headings. You may use typical words or phrases like “methodology”, “literature review”, “previous studies” or “findings and discussion” as well as the words or phrases of your own as the title of your following headings. You have to use either “conclusion” or “concluding remarks” as the title of your last heading.

This research uses a quantitative approach with a correlational type to determine whether or not there is an influence between birth order variables on children's sense of responsibility. It is said to be quantitative because the data obtained is processed in the form of numbers and processed using statistical methods and then interpreted. The purpose of using a quantitative approach is to provide a quantitative description of symptoms using average scores, deviations, graphs, and other elements. In addition, it uses predictions and estimates that are based on the results of analysis and established methods.

Socio-emotional development includes a child's ability to manage emotions, build social relationships, and explore the environment (Fuadia, 2022). Hurlock mentioned that social development involves interactions with family and peers, both inside and outside the classroom (Age & Hamzanwadi, 2020). Crow & Crow emphasized that emotions affect preschoolers' personality and adjustment (Age & Hamzanwadi, 2020).

Research by Islami et al., (2023) showed that female students had higher self-control than males, with the youngest and middle children tending to be lower. Ismaniar et al. (2023) found a significant relationship between social environment and early childhood behavior, where parental guidance is important to increase positive behavior. Hjern et al., (2021) found birth order and socioeconomic disadvantage influenced behavioral and emotional problems in early childhood.

Asriyatin & Astutik (2023) and Sukmawati et al. (2023) highlighted the influence of birth order on perseverance and independence, with firstborn children showing better results than middle and youngest children. Yalçın (2021) emphasized moral development in preschool children that reflects universal values.

Winarsih & Wahyuningsih (2024) found that the experimental learning method effectively increased children's curiosity and responsibility, while Ulfah, et al., (2023) showed that the local wisdom-based storytelling method significantly increased responsibility. This research strengthens the relevance of birth order to character development, especially responsibility in early childhood. Based on previous research, researchers want to know the influence of Birth Order on the character of early childhood responsibility. That is birth order can also affect the child's personality.

This research was conducted at RA Darul Fikri Jambearum, Patebon sub-district, Kendal district. The population in this study is early childhood aged between 5-6 years old as the firstborn, middle child, youngest child or the 1st child, 2nd child, 3rd child and so on who are in RA Darul Fikri Jambearum, Patebon District, Kendal Regency. According to Sugiyono (2019) purposive sampling

is a sampling technique with certain considerations. The purposive sampling method is applied when sampling is based on certain considerations or criteria that have been formulated. The characteristics or criteria that must be met are children as the eldest child, middle child, youngest child aged 5-6 years in RA Darul Fikri Jambearum, Patebon District, Kendal Regency.

RESULT AND DISCUSSION

Hurlock explains that firstborns have common characteristics such as maturity in behavior, caused by more interaction with adults and the responsibilities that parents expect from them. They are often uncomfortable with the role of role model for younger siblings and are more susceptible to influence and pressure from parents and peers (Untariana & Sugito, 2022).

The middle child, born after the firstborn, includes the second, third, and so on before the youngest child. Usually, second children have better life experiences and learn to collaborate and interact with others. The personality of the middle child is formed from their observation of their older sibling's behavior. Second children tend to be competitive and feel discouraged if their brother shows anger or resentment. The hallmark of middle children is their ability to compete and even outperform their older siblings in competitive situations. In conflict situations between siblings or younger siblings, middle children are often more polite and willing to help (Asriyatin & Astutik, 2023).

The youngest child, being the last in the birth order, often gets preferential treatment, which can lead to the risk of becoming problematic (Adler). This makes them usually develop faster and better than their older siblings. However, because they are often pampered, youngest children tend to lack independence and sometimes show excessive enthusiasm for achievement in various matters (Adler) (Asriyatin & Astutik, 2023).

Meanwhile, children who have no siblings in the family are called only children. According to Adler, only children will not lose their dominant position in the family, remaining the center of attention because this ability is unique to them and not to siblings, but to their parents. In the results of this study explain that HI is accepted which states that there is an influence of birth order on children's sense of responsibility. It can be explained that there is 98% for birth order to affect children's sense of responsibility. That birth order plays a role in increasing children's sense of responsibility, the birth order process shows an influence in several aspect indicators, such as children respecting time, being able to obey rules, returning items according to their place, accepting risks for actions taken, protecting their belongings, not easily blaming or accusing others, willing to admit and apologize for mistakes made, can carry out activities before being directed or ordered.

The test results show that Birth order has a positive effect on children's sense of responsibility. Children with a higher birth order tend to show a greater sense of responsibility. This means that a child's position in birth order has a significant impact on how much responsibility they show.

Birth order in a family has a significant impact on the development of children's personality and behavior, including their sense of responsibility. In general, birth order can influence how children perceive their role in the family and their sense of responsibility and how they develop

attitudes and behaviors related to responsibility.

Alfred Adler further explained that Elders: usually show a greater sense of responsibility as they are often expected to set an example and help care for their younger siblings. Middle Child: May have varying degrees of responsibility depending on family dynamics, but they often learn to be independent and competitive. Youngest Child: May show a lower sense of responsibility at an early age, but this can change over time.

This is in line with the opinion of (Habsy et al., 2024) in his research entitled "Adlerian Counseling Theory: A View of Human Nature by Looking at Subjective Perceptions and Personality Patterns Reviewed by Birth Order and Sibling Relationship". That birth order has a significant effect on the child's personality. Firstborns tend to be more responsible and ambitious, middle children are more adaptive and social, while the youngest child is often spoiled and has a low sense of responsibility.

This is in line with research conducted by Anders Hjern (2021) examining Birth order and socioeconomic disadvantage predict behavioral and emotional problems at age 3 years. Finds that birth order and socioeconomic disadvantage predict behavioral and emotional problems in children aged 3 years. Findings showed that a higher risk of mental health problems tended to occur among the first child in the family and with socioeconomic disadvantage, such as young parents, low parental education, and single living arrangements after divorce. This study suggests that a greater focus on the first child is also relevant for mental health at preschool age (Hjern et al., 2021).

Overall, the results of the analysis show that birth order does have an influence on the development of a sense of responsibility in early childhood. A child's position in birth order determines the extent to which they are given responsibility by their parents, which in turn affects the level of responsibility they exhibit. Therefore, the findings support the hypothesis that first-born children tend to have a greater sense of responsibility, whereas youngest or middle children may exhibit lower levels of responsibility, depending on their upbringing and family dynamics.

The results of this study are in line with Alfred Adler's birth order theory, an Austrian psychologist, is one of the important concepts in individual psychology that explains how a person's position in the family birth order can affect the development of their personality and behavior. According to Adler, birth order or a child's birth position in the family (as firstborn, middle child, youngest child) can affect their personality and behavior when interacting with other family members.

Research conducted by Yalcin (2021) examines Moral Development in Early Childhood: Benevolence and Responsibility in the Context of Children's Perceptions and Reflections. Found that preschool children show intention-oriented moral values and show behavior that is in line with these values, especially towards family members and people in need. In addition, children attributed moral values not only to humans but also to nature, showing the potential for universal moral thinking at an early age (Yalçın, 2021).

Adler believed that birth order affects the way a person copes with challenges and interacts with others, and that understanding this birth position can help in understanding family dynamics and individual development. While this theory offers valuable insights, it is also important to

remember that a person's personality is influenced by a variety of other factors such as environment, education, and life experiences.

Research conducted by Ermawati Dwi Winarsih (2024) which examines the application of experimental learning methods to increase children's curiosity and responsibility found that the application of experimental learning methods succeeded in increasing the curiosity and responsibility of children aged 5-6 years in Kindergarten B SYS Tangerang. It was found that the average value of curiosity increased from 61% to 80%, while the average value of responsibility increased from 62% to 80% (Dwi Winarsih & Wahyuningsih, 2024).

Another study conducted by Hafifa Nur Asriyatin, et al (2023) examined the relationship between birth order and study perseverance of class XII students of SMA Negeri 2 Sumenep. This study shows that there are differences in the level of learning perseverance of XII students of SMA Negeri 2 Sumenep based on birth order. In general, XII grade students of SMA Negeri 2 Sumenep have a level of learning perseverance in the medium category. It was found that firstborns tend to be more independent than middle children, while middle children tend to be less diligent than youngest children. However, the eldest child is almost the same as the youngest child in the level of perseverance (Asriyatin & Astutik, 2023).

The results of the data analysis test explain that there is a positive relationship. It can be concluded that there is a significant and positive influence between birth order and children's sense of responsibility. It is explained that first-born children and youngest children have a higher sense of responsibility compared to middle children. As the youngest children are often pampered, they tend to learn a lot from their older siblings and further develop a sense of responsibility as they get older. The eldest child, although expected to be an example and caretaker of younger siblings, has slightly less responsibility than the youngest child in this context. Meanwhile, the middle child lacks a clear role in the family, which makes their sense of responsibility tend to be more varied and lower than that of the eldest and youngest children.

CONCLUSION

From the results of the above research, birth order has a contribution rate of 98.2%, to children's sense of responsibility. The percentage of each child's sense of responsibility is: firstborn 36.3%, middle child 22.0%, and youngest child 41.7%. There is a very strong and positive linear relationship between birth order and pre-school children's sense of responsibility. With a correlation coefficient (R) value of 0.991, it was found that the higher the birth order of a child, the higher the sense of responsibility they showed. This birth order plays a role in increasing children's sense of responsibility, the birth order process shows an influence in several aspect indicators, such as children respecting time, being able to obey the rules, returning items according to their place, accepting risks for actions taken, protecting their belongings, not easily blaming or accusing others, willing to admit and apologize for mistakes made, can do activities before being directed or ordered.

Birth order is proven to have a significant positive influence on children's sense of responsibility. This can be seen from the results of the simple linear regression test which shows a significant value of $0.000 < 0.05$. It can be concluded that the hypothesis H_a which states that

there is an influence of birth order on children's sense of responsibility is accepted, and Ho is rejected.

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