The Influence of Self-Adjustment on Social Interaction of 4-5 Years Children

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Abstract

The ability to interact socially is one aspect of the characteristics of growth and development. The inhibition of the self-adjustment process can interfere with the child's social interaction process. Social interactions that do not meet social expectations will endanger social acceptance by the group. This will eliminate the opportunity for children to learn socially. The absence of adjustments between parties who interact also makes the process of social interaction disrupted and can be stopped. This study aims to determine the effect of the adjustment on the social interaction of children in TK Pertiwi 2 Serang. This research is quantitative with the method of Simple Linear Regression Analysis. The population of the study is all children aged 4-5 years in Serang Village with a sample of 38 children. The sampling technique is Purposive Sample, which is the determination of samples with certain considerations. The research data are obtained through validity and reliability tests of 41 items and 0.937 for the adjustment scale and 39 items and 0.950 for the scale of social interaction. Based on the results of Simple Linear Regression analysis, a correlation value of 0.804 is obtained. It means the relationship between the variables of self-adjustment and social interaction is high. The coefficient of determination is 64.7%, rounded up to 65% positive effect, meaning that the better the child's adjustment, the better the social interaction. While 35% are other factors that are not examined. The calculation results obtained by the regression equation Y = 21.121 + 0.765X. The equation corresponds to a simple linear regression formula, Y = a + bX, where Y is the dependent variable, a constant, b regression coefficient, and X independent variable.

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INTRODUCTION

Education for children less than six years is very important compared to education in the next level because the future life performance of someone has been prepared (Pranoto & Hong, 2014). In preschool, children age 2-6 years is an important period of the entire stage of development. At this stage, there is a process of laying down the basic structure of complex behavior that is built throughout the life of the child. With the development of the child's nerve cells rapidly and proper stimulation will lead to the mental functioning of the child to understand the environmental conditions. This is what causes children to be able to adjust themselves to the social environment around them.

Hurlock (1991) revealed that self-adjustment is a person's ability to adjust to others which means the extent to which individuals are able to react effectively to relationships, social situations, and realities. Someone who can adapt will easily blend in with his environment. Meanwhile, Social Interaction according to Andarbeni (2013) is a relationship between individuals one with another individual, individual one can influence another individual or vice versa, so there is a mutual relationship. Social interaction is a process of reciprocal relations carried out by individuals with individuals, between individuals and groups, between groups and individuals, between groups and groups in social life.

This self-adjustment is closely related to the interaction process of an individual. The earlier the child is invited to interact with other individuals, the easier it is for the child to adjust. Children who have lots of social interactions with others will easily blend in with their new environment. Children will not feel awkward or embarrassed to join their new environment. When the child is at the beginning of the school period, the child will be faced with many new people they don't know. Although there may be some individuals they know before, such as neighbors or relatives, but if the child has difficulty adjusting, the child will experience obstacles in social interaction.

Meanwhile, based on research conducted by Ria, et al. (2013) entitle "*Faktor Dominan yang Mempengaruhi Kemampuan Berinteraksi Sosial (Studi Kasus Anak yang Bermasalah di TK)* (Dominant Factors Affecting Social Interacting Ability (Case Study of Troubled Children in TK))", showed that children's self-concept is the dominant internal factor affecting the ability to interact with children. While the encouragement from the teacher is the dominant external factor affecting the ability to interact with children, and the most dominant factor influencing the ability to interact with children is encouragement from the teacher.

The conditions at TK Pertiwi 2 Serang, on average, children are accompanied by their parents and caregivers. The reasons for parents are varied, some because their homes are far away so there is no need to go back and pick up children, there are also because there are no jobs at home, some children don't want to be left behind and ask to be accompanied at school. Based on observations, the adjustment of children in these schools is still lacking, seen based on children who do not want to be left behind by their parents and still cry when left behind and children have not been able to put themselves in school even though learning activities have lasted almost 2 semesters. While the social interaction of children in the school is quite good, there are still 3-4 children who experience obstacles in social interaction.

Facts on the ground indicate that there are still children who have not been able to adjust to their environment properly. Every child enters a new environment, a child who has adjusted himself or herself has not reacted properly when the child is in his or her own environment. Children can be fussy, quiet, and even hysterical. When this happens it will certainly hinder the process of children's social interaction.

According to research conducted by Margetts (2005) entitled "Children's Adjustment to the First Year of Schooling: Indicators of Hyperactivity, Internalising, and External Behavior" shows that stress associated with changes and challenges at the beginning of school can cause problematic behavior due to adjustment disorder. So that children find it difficult to carry out social interactions. In addition, based on a study conducted by Ladd (1990) entitled "Having Friends, Keeping Friends, Making Friends, and Being Liked by Peers in the Classroom: Predictors of Children's Early School Adjustments?" indicates that children with a large number of classmates during the beginning of the school will develop a good perception of the school in the second month. And children who maintain good relations prefer school during the school year.

Based on the two studies, it can be concluded that the beginning of school is an important stage for children to interact socially. When at the beginning of school the child is able to develop perceptions both in relation to the group, then in the social process the child will not experience obstacles. This is in line with the research carried out by Susanti and Widuri in 2013 regarding adjustment in kindergarten children showing that

children who have not been able to adjust to themselves will hinder the process of children's interaction with their environment.

Based on previous research conducted by Kadai (2015) about the social interaction of early childhood with peers, it was found that one of the indicators of children who are able to carry out social interaction is the correspondence between children and their environment. Then it can be drawn to the conclusion that, indirectly, self-adjustment gives an influence on social interaction. It is because the more positive the child's self-adjustment, the more positive is the child's social interaction.

The problem of self-adjustment at the beginning of the school period cannot be separated from the child's readiness in school. Sometimes parents pay less attention to children's readiness to enter the school world. Parents usually only follow neighbors or friends who have sent their children to school. In addition, children who are not used to getting up early will usually experience difficulties when he is required to get up early because of school. If parents cannot provide an understanding that can be accepted by the child, the child will feel burdened with his activities at school. This research can be used as a reference for parents who want to send their children to the PAUD institution.

METHODS

This study uses a quantitative approach with simple linear regression analysis. Data in this study will be collected using a scale. This research is conducted at TK Pertiwi 2 in Serang Village, Petarukan District, Pemalang Regency. The population of this study is children aged 4-5 years who are students in the Serang village. The sampling technique used in this study is the "Purposive Sampling" technique, namely the taking of subjects is not based on strata, random, or area but rather the determination of the sample is based on certain considerations or objectives.

RESULT AND DISCUSSION

Table 1. Distribution of Self-Adjustment Frequency

Score	Frequency	Category
81-92	3 (1L, 2P)	Very Low
93-104	6 (2L, 4P)	Low
105-116	12 (6L, 6P)	Moderate
117-128	14 (9L, 5P)	High
129-140	3 (1L, 2P)	Very high

The data about self-adjustments are obtained from the results of the questionnaire that had been disseminated by researchers to parents or caregivers at TK Pertiwi 2 Serang. The highest value for the adjustment scale is 137 and the lowest value is 82.

Table 2. Distribution of Social Interaction Frequency

Score	Frequency	Category
81-90	4 (2L, 2P)	Very Low
91-100	7 (5L, 2P)	Low
101-110	11 (5L, 6P)	Moderate
111-120	10 (4L, 6P)	High
121-130	6 (3L, 3P)	Very high

Data about social interactions are obtained from the results of questionnaires that have been distributed by the researcher to parents or caregivers at TK Pertiwi 2 Serang. The highest value for the adjustment scale is 130 while the lowest value is 81.

Table 3. Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.804[a]	0.646	0.636	7.344

In the Table 3, the correlation value is 0.804. This value can be interpreted that the relationship between the two research variables is in the high category. Through the table above also obtained the value of R square or coefficient of determination (KD) which shows how good the regression model is formed by the interaction of independent variables and dependent variables. The KD value obtained is 0.646. So that it can be interpreted that the independent variable X has a contribution of 64.6% on variable Y whereas the remaining 35.4% is explained by other factors outside the model.

The significance test table above is used to determine the level of significance or linearity of the regression. Criteria can be determined based on the test of significance value (Sig), provided that the Sig value is < 0.05. Based on the table above, the Sig value is obtained 0.00, meaning Sig. < significant criteria (0.05). Thus the regression equation model based on research data is significant, or the regression equation model

Table 4. Significancy Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3544.772	1	3544.772	65.719	.000[b]
	Residual	1941.780	36	53.938		
	Total	5486.553	37			

Table 5. Coefficient of Simple Regression

Model B		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	21.121	10.741		1.966	0.057
	Self-Adjustment	0.765	0.094	0.804	8.107	0.000

Table 6. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.804[a]	0.646	0.636	7.344

meets the criteria.

The results of the simple regression coefficient calculation above show the value of the constant coefficient is 21.121 the coefficient of the independent variable (X) is 0.765. So that the regression equation Y = 21.121 + 0.765X is obtained.

Based on the above equation it is known that the constant value is 21.121. Mathematically, this constant value states that at an adjustment of 0, social interaction has a value of 21.121. Then a positive value (0.765) contained in the coefficient of the independent variable (self-adjustment) illustrates that the direction of the relationship between independent variables (self-adjustment) and the dependent variable (social interaction) is in the same direction, where each one-unit increase in variable self-adjustment will cause an increase in interaction social 0,765.

After rcount is known as 0.804, then next to find out how much influence the variable X on Y uses the determinant coefficient r^2 expressed in percentage. The results are as follows:
r^2 = (0,804) 2 x 100%= 0.646416 x 100%= 64,6416 rounded up (65%)

From the results of the calculations above, it can be concluded that there is an effect of the variable adjustment on the social interaction variable 65%. While the remaining 35% is explained by other factors outside the model.

For example, AZ, AR, FE and VI. The four children belong to the category of children who experience obstacles in self-adjustment. They have not been able to adjust to their school environment and tend to be closed to interacting with

their peers. They prefer to spend time with their mothers when at school, both when studying in class or at rest. The four are even still waiting in class and are helped by their mothers in completing the assignments that the teacher gives. In contrast to AZ, AR, FE and VI, the adjustment is not good, TS, NN, and OL have good adjustments. They did not show concern when their mother and guardian left home. All three can also complete tasks that the teacher gives without the help of others. In addition, TS, NN, and OL are also able to blend in with their environment and make friends with their peers.

Social interactions that occur in AZ, AR, FE and VI are certainly different from the social interactions that occur in TS, NN, and OL. If AZ, AR, FE, and VI have not been able to accept the responsibility of TS, NN and OL have been able and willing to accept responsibility. This was seen when given the assignment by AZ and VI teachers who did not want to do it and preferred to play, while AR and FE wanted to work but did not want to finish it. Meanwhile, TS, NN, and OL want to do and complete the tasks given by the teacher. As social beings, individuals carry out social interactions with other individuals in order to fulfill their needs. Likewise children, children also have to do social interaction with their environment so that children can make positive relationships with individuals and other groups. Social interaction can be interpreted as a reciprocal relationship. This is because in social interactions there are actions and reactions from individuals who interact.

Every child has a different experience so

that the child's adjustment is "unique", not even a single identical twin reacts exactly. The self-adjustment of students at Pertiwi 2 Serang Kindergarten at the beginning of entering school is not good. There are children who cry and must be waited for in class during learning activities. Even until the learning activities that have lasted for 3 months, there are still 3 children who are still waiting in the classroom. Two of these children even have to be helped in completing school assignments.

The social interactions of students at TK Pertiwi 2 Serang, at the beginning of entering school, are also not good. Children's social interaction is only limited to parents or caregivers. The child has not shown his social attitude and fostered a friendship. Children also still look timid to communicate with their teachers and peers. After the learning activities at school have been running after one week, then the child can build friendships with their peers. Although they are still more comfortable with his mother or caregivers.

Meanwhile, according to Kadai (2015) there are four indicators of children's social interaction; they are cooperation, competition, opposition, and conformity. As stated in the study, one indicator of social interaction is the existence of conformity. Social interaction can go according to plan when the parties involved are able to make adjustments to one another. Adaptation in kindergarten children shows that the factors that influence it are psychological factors, prenatal environment, learning experience, environmental conditions, parenting parents/family. This factor is closely related to the readiness of children to enter the school world. When children are ready to go to school children will not experience obstacles in school. In addition, children who are ready for school are also able to adapt themselves to the school with all its attributes, including the rules of school and peers. It is evident that children who have not been able to adjust will hinder the process of interaction of children with their environment.

Based on the results of research conducted by Booren, Downer, and Vitiello entitled "Observations of Children's Interactions with Teachers, Peers, and the Task across Preschool Classroom Activity Settings" showed that the average interaction between children and teachers was higher in teacher settings, such as large groups. The average child's interaction with peers and more positive assignments in directed child settings, such as free choice. The experience of children more conflict during breaks and routines or transitions. It

can be concluded that the results of the study are in accordance with the aspects of social interaction proposed by Santoso (Yuanita, 2014). They are the existence of relationships, goals, individuals, and relationships with the structure and function of the group. At TK Pertiwi 2 this attack has been fulfilled in learning activities. Children are able to establish friendships with peers and teachers with the aim of communicating with other individuals in learning activities as well as outside learning activities.

A study of preschool classroom behavior and children's play in the context of the home. Fantuzzo and McWayne (2002) provide further evidence that problematic, hyperactive, and passive-lacking behavior in the classroom is directly related to disruptive play at home. The findings of this study are in line with previous research, underlining that children who show behavioral problems in preschool classrooms show greater difficulty interacting with peers in all other contexts, such as the context of the home and environment.

The problem of self-adjustment at the beginning of the school period cannot be separated from the child's readiness in school. Sometimes parents pay less attention to children's readiness to enter the school world. Parents usually only follow neighbors or friends who have sent their children to school. In addition, children who are not used to getting up early will usually experience difficulties when he is required to get up early because of school. If parents cannot provide an understanding that can be accepted by the child, the child will feel burdened with his activities at school. It would be better before children actually take part in activities at school, parents include children to do school orientation first. So that when the new school year arrives the child is ready for school. This orientation activity can be filled with an introduction to the school environment, including the rules of school and peers.

Another study conducted by Ismail (2016) stated that effective group play methods were used to improve children's social skills. When children are accustomed to gathering with many people, children will remain calm when faced with situations that require children to meet many people so that the child's social interaction is better when compared to children who are rarely invited to gather. Children who are rarely invited to gather or rarely meet with many people will feel anxious when he is faced with a situation that requires meeting many people. The ability of children's social skills needs to be trained early because it is this social skill that will become the provision

of children in association with their peers. However, before learning social skills, children need to learn to accept themselves first. When a child is able to accept himself, then the child will be able to accept the environment and be able to adjust.

Based on the results of SPSS calculations, it can be concluded that there is an influence between variable Y on variable X. In other words, Ha is accepted, which is there is an effect of self-adjustment on the social interaction of early childhood at TK Pertiwi 2 Serang, Petarukan Subdistrict, Pemalang Regency and H0 is rejected, ie there is no influence adjustment to the social interaction of early childhood at TK Pertiwi 2 Serang, Petarukan District, Pemalang Regency. According to the hypothesis described above, that self-adjustment is closely related to social interactions. Children who are able to adjust themselves well will be able to do good social interaction with the people around them. Although self-adjustment is not the only factor that influences social interaction, based on the results of the study, the fact that self-adjustment influences social interaction is 65% with a positive influence. This means that if the better the child's adjustment, the better the social interaction.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that there is a significant effect between adjustment and social interaction of children aged 4-5 years at TK Pertiwi 2 Serang. The results of the study show that self-adjustment provides a positive influence on children's social interaction. The better the child's adjustment, the better the child's social interaction. Adjustment is a unique process, each child will have different self-adjustments. Some can quickly adjust to their environment, some are slow to adjust to their environment. Children who are able to adjust themselves to their environment will easily carry out social interactions with individuals in their environment. This happens because if someone has been able to accept himself, then someone will be able to easily accept other people.

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