



Parents' Perception on Early Childhood Social Interaction Ability Viewed from Competitive Sports in Semarang Sport Clubs

Rizky Yanuar Rini ✉

Department of Early Childhood Teacher Education, Faculty of Education, Universitas Negeri Semarang, Indonesia

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Abstract

Individual competitive sport club that children participate in make the level of their competitiveness increased. Children are required always compete and win until the emphasis on victory is often by the tendency to apply the concept of 'win by all means' that can affect the development of children social interaction. The purposed of this research is to know the image of early childhood social interaction capability that participated in badminton, inline skate, swimming, taekwondo, and gymnastic club in Semarang based on parents' perception. Research method in this study used quantitative research with comparative approach. The subject of this research is 95 parents of 4-6 years children that participate in competitive sport club in Semarang and also domiciled in Semarang. Quota sample is used as sampling technique. Total of subject obtained is 45 people consisted of 9 parents of badminton athletes, 9 parents of inline skate athletes, 9 parents of swimming athletes, 9 parents of taekwondo athletes, and 9 parents of gymnastic athletes. Scale of early childhood social interaction ability is used as data collection tool whereas F-test is used as data analysis. Resulted of the research based on statistical calculation shows F calculated 1,421 whereas F table 0,61 which mean F calculated < F table (1,421 < 2,61) and p value > 0,05 which is 0,245 (0,245 > 0,05) which means there is no difference of early childhood social interaction ability based on sports club. Based on the research results can be conclude that there were 2 sport club with social interaction ability at a medium level and that was badminton with the mean score was 101,33 and inline skate with the mean score was 109,44. Then there were 3 sport clubs with social interaction ability at a high level and that was swimming club with the mean score was 112,33, taekwondo with the mean score was 112,67 and gymnastic with the mean score was 114,11.

INTRODUCTION

Child's social development is strongly influenced by the surrounding environment because since birth the child is influenced by the social environment. One aspect of social development that must be developed early is the ability of social interaction. The ability of social interaction can be obtained by children through the process of socialization with the surrounding environment. Padil and Supriyanto (2007: 97) explained that the ability of social interaction is a process in a person to the stage of maturity in social relations because interaction is a major requirement of social activities. Bonner (Gerungan, 2009: 62) states that social interaction is a relationship between individuals or more, where the behavior of one individual affect, change or improve the behavior of other individuals or vice versa. Based on that opinion, it can be said that social interaction will affect one's behavior.

Social development in childhood grew out of a child's relationship with family members. Social interaction is extended from home to neighbor, the social interaction of children with other children outside the family can provide opportunities for children to socialize with other children of equal status, develop relationships with comparisons of social identity, find the social differences of the family, and develop ability of children's social character (Djiwandono, 2006: 77). The relationship of children to groups within the family can influence the social development that exists within the individual child (Anaprawati, 2013). As mentioned above, the ability to socialize is obtained in addition to the results of one's maturity, also through aspects of learning that began at an early age.

Parents as primary educators must understand the level of achievement of each child's development, especially when the child starts learning to interact socially with the people around him (Apriyanti, 2016). There are many ways to develop social interaction skills of early childhood, among them is by following the Early Childhood Education. Early Childhood Education provides character-based education as a national movement that starts from childhood because it has important factors in shaping the character of the child. In addition to shaping the character of early childhood, Early Childhood Education is also beneficial for personal development and social development (Awalya, 2012). With innovative learning models, and with the right learning atmosphere attractive and fun, children will be able to establish cooperation and social relation-

ships with both peers and with teachers at school (Apriyanti, 2016). In addition through formal education, sports also have an important role in socializing children with social values contained in the surrounding environment. Through sports the child can learn responsibilities, make a better individual child, achievement and learn to behave socially as suggested by Roberts and Treasure (Lee, 2002: 1) that "... involvement in sport can lead to such valuable lessons and contribute to positive personality development has long been a coveted ideal for the supporters of competitive sport for children. Beyond question, sport can provide a forum for teaching responsibility, conformity, subordination of self to the greater good, and the shaping of desirable achievement and social behaviours."

Another reason why parents include children to a sports club is because every parent wants to find his or her child in a fit and healthy condition, in addition to the potential that his or her child can become a professional athlete in the future if it is considered to be quite talented, making the sports club choosed by many parents. Not all children have the same interests in sports activities and each child has different needs and interests. But there are still many parents who provide all the needs of children in the same way, whereas every child has different needs (Dewi, 2016).

The phenomenon in some competitive sports clubs today, many children are required to always compete and win, until the emphasis on victory is often accompanied by the tendency to 'win by all means', this can adversely affect the children. Children who join sports, especially sports achievements often get pressure from various parties. Agreeing with the above statement, Lee (2002: 34) states that: "Children who get involved in sport often find that there are pressures on them from many different sources ... They may have to meet the needs of a club, they may be a coach's pathway to higher things, they may represent their parents' hopes for achievement, or they may be considered as future international stars to represent their country".

Based on observations at several competitive sports clubs in Semarang that have early childhood athletes, researcher found an obstacle in early childhood athletes in socializing with other children. They seem less able to interact with other group members and tend to interact only with their parents during breaks or during exercise. Coaches rarely interact with children outside the training process, most of the coaches at the club dont know the names of the children he

trained. High levels of competition in many individual competitive sports clubs also affect the low social interactions of early childhood athletes. Expectations of research on social interactions of early childhood at competitive sports clubs of Semarang is children have better social interaction ability. The ability of good social interaction is the child can make social contact that is characterized by the ability of children in conversation, mutual understanding, and able to cooperate with others. Similarly, the ability to communicate with others characterized by the openness, empathy, supportiveness, positiveness, and equality in communicating. This study aims to get the facts and explain the difference in social interaction ability of early childhood in terms of competitive sports in Semarang sports clubs based on parents' perceptions.

METHOD

Research method in this study used quantitative research with comparative approach. The subject of this research is 95 parents of 4-6 years children that participate in competitive sport club in Semarang and also domiciled in Semarang. Quota sample is used as sampling technique. Total of subject obtained was 45 respondents who were divided into five groups of 9 respondents from badminton club, 9 respondents from inline skate club, 9 respondents from swimming club, 9 respondents from taekwondo club, 9 respondents from gymnastics club. Scale of early childhood social interaction ability is used as data collection tool whereas F-test is used as data analysis.

RESULTS AND DISCUSSION

Based on the research result known that the result of the research based on statistical calculation shown F count equal to 1,421, while F table equal to 2,61 which mean Fcount <Ftable (1,421 <2,61) and p value > 0,05 that is 0,245 (0,245 > 0,05) with the badminton's mean score was 101.33, the inline skate club's mean score was 109,44, the swimming club's mean score was 112,33, the taekwondo's mean score was 112,67, and the gymnastic's mean score was 114, 11. The results of the study indicated that there was no significant difference of early childhood social interaction ability from the five subject groups, it means there was no difference in the ability of early child social interaction based on the sports club.

Table 1. Overview of Parents' Perceptions of Early Childhood Social Interaction Ability from All Research Subject

Score Categories of Early Childhood Social Interaction Ability	Score	Total Research Subject	Percentage
High	112-148	20	44%
Medium	75- 111	23	51%
Low	37 – 74	2	4%
Total		45	100%

Based on the table above, it can be seen that there were 44% or 20 subjects with social interaction ability at a high level, there were 51% or 23 subjects with social interaction ability at a medium level, it also can be seen that there were 4% or 2 subjects with social interaction ability at a low level. Based on the description above, it can be concluded that the highest were subjects with social interaction ability at a medium level with 51% of percentage. According to the results, it can be said that the early childhood social interaction ability who join the five competitive sports club are in the medium and high category. This result cause no significant difference in early childhood social interaction ability of the five subject groups. The results of this study in line with Giriwijoyo and Sidik theory (2012: 71-86) which suggests one of the benefits of sport in children that can strengthen the association. In line with the statement above, Maksum (2008: 48) argues that sports activities provide a good opportunity for children and adolescents to be integrated in social networks and develop social trust.

Table 2. Description of Research Data on Early Childhood Social Interaction Ability

	N	Min	Max	Mean
Gymnastic	9	107	122	114.11
Taekwondo	9	76	132	112.67
Swimming	9	74	136	112.33
Inlineskate	9 92		120	109.44
Badminton	9	73	112	101.33
Valid N (<i>listwise</i>)	9			

Based on the table above, it can be concluded that there were 2 sport club with social interaction ability at a medium level and that was badminton with the mean score was 101,33 and inline skate with the mean score was 109,44. Then there

were 3 sport clubs with social interaction ability at a high level and that was swimming club with the mean score was 112,33, taekwondo with the mean score was 112,67 and gymnastic with the mean score was 114,11.

Tabel 3. Data Collection Results of Early Childhood Social Interaction Ability on Badminton Club

Score Categories of Early Childhood Social Interaction Ability	Score	Total Research Subject	Percentage
High	112-148	1	11%
Medium	75- 111	7	78%
Low	37 – 74	1	11%
Total		9	100%

Based on the table above, it can be seen that there was 11% or 1 subjects with social interaction ability at a high level, there were 78% or 7 subjects with social interaction ability at a medium level, it also can be seen that there was 11% or 1 subject with social interaction ability at a low level. Based on the description above, it can be concluded that the highest are subjects with social interaction ability at a medium level with 78% of percentage.

The results of the study was accordance with Ilhan's research (2017), the respondents are Turkish badminton altet consisting of national athletes, European champions and Olympic athletes. The results of this study indicate that badminton athletes have a greater chance of social interaction with other athletes despite the competition when competing. This is certainly different from the early childhood in the Badminton Association Club of Semarang, considering it is still rare early childhood who started training at the club. Not many peers in badminton club make the average social interaction ability of early childhood athletes in badminton clubs was in the medium category.

Tabel 4. Data Collection Results of Early Childhood Social Interaction Ability on Inline Skate Club

Score Categories of Early Childhood Social Interaction Ability	Score	Total search Subject	Re-Sub-ject	Percent-age
High	112-148	2		22%
Medium	75- 111	7		78%
Low	37 – 74	-		-
Total		9		100%

Based on the table above, it can be seen that there were 22% or 2 subjects with social interaction ability at a high level, there were 78% or 7 subjects with social interaction ability at a medium level, it also can be seen that there were no subject with social interaction ability at a low level. Based on the description above, it can be concluded that the highest are subjects with social interaction ability at a medium level with 78% of percentage.

The high interest of children on inline skate sports can increase the social interaction ability of children. In accordance with the Block's research (2011) which states that roller blade or inline skate can improve the five social competence among others; self awareness, self management, social awareness, responsible decision making, and relationship skills.

Tabel 5. Data Collection Results of Early Childhood Social Interaction Ability on Swimming Club

Score Categories of Early Childhood Social Interaction Ability	Score	Total Research Subject	Percentage
High	112-148	5	56%
Medium	75- 111	3	33%
Low	37 – 74	1	11%
Total		9	100%

Based on the table above, it can be seen that there were 56% or 5 subjects with social interaction ability at a high level, there were 33% or 3 subjects with social interaction ability at a medium level, it also can be seen that there were 11% or 1 subject with social interaction ability at a low level. Based on the description above, it can be concluded that the highest are subjects with social interaction ability at a high level with 56% of percentage. This is in line with Nurkamilah's (2014) study titled Aquatic Learning for Five-Year-Olds at PAUD Gemilang Pontianak which shows that swimming can improve children's social skills among the following; improve the ability of children to share equipment with friends, the ability of children in interacting with friends, the ability of children in showing a happy expression when playing water. Based on the description, it can be interpreted that swimming is a swimming activity that is considered fun by the children, in addition to children can play in the water, children can also play with his friends so that there is a social interaction.

Tabel 6. Data Collection Results of Early Childhood Social Interaction Ability on Taekwondo Club

Score Categories of Early Childhood Social Interaction Ability	Score	Total Research Subject	Percentage
High	112-148	6	67%
Medium	75- 111	3	33%
Low	37 – 74	-	-
Total		9	100%

Based on the table above, it can be seen that there were 67% or 6 subjects with social interaction ability at a high level, there were 33% or 3 subjects with social interaction ability at a medium level, it also can be seen that there were no subject with social interaction ability at a low level. Based on the description above, it can be concluded that the highest are subjects with social interaction ability at a high level with 67% of percentage. The results of this study in accordance with the theory proposed by Purnamasari (2017) that the quality of social interaction of martial arts athletes such as karate, judo, and taekwondo was in good category.

Tabel 7. Data Collection Results of Early Childhood Social Interaction Ability on Gymnastic Club

Score Categories of Early Childhood Social Interaction Ability	Score	Total Research Subject	Percentage
High	112-148	6	67%
Medium	75- 111	3	33%
Low	37 – 74	-	-
Total		9	100%

Based on the table above, it can be seen that there were 67% or 6 subjects with social interaction ability at a high level, there were 33% or 3 subjects with social interaction ability at a medium level, it also can be seen that there were no subject with social interaction ability at a low level. Based on the description above, it can be concluded that the highest are subjects with social interaction ability at a high level with 67% of percentage.

According to Shamshiri's research (2013), early childhood participation in the gymnas-

tics program can improve children's social skills consisting of cooperation, social interaction and independence and can reduce the social problems of children. In line with the above theory, Lobo (Shamshiri, 2013) suggest on the effect of an eight-week-long gymnastic program on 40 childrens can improve children's social skills, including significant social interaction skills.

This research was considering the requirement of social interaction based on Soekanto's theory (2009: 62) that were social contact and communication. The meaning of social contact is when the child can make social contacts wich devide into some aspects that were characterized by the ability of children in conversation, mutual understanding, and able to cooperate with others. Similarly, the ability to communicate with others who consider aspects of communication based on the theory DeVito (2011: 286), which is characterized by the openness, empathy, supportiveness, positiveness, and equality. Aspects of social interaction of the entire subject will be described as follows:

Tabel 8. Analysis of Parents' Perception on Aspects of Interaction of Social Ability of Early Child from Total Research Subject

	Aspects	Mean	Persentase	Kategori
1	Coversation	128,57	71%	Medium
2	Cooperation	136,43	76%	High
3	Understanding	131,6	73%	Medium
4	Openness	142	79%	High
5	Emphaty	133,75	74%	Medium
6	Supportiveness	126,75	70%	Medium
7	Positiveness	140,33	78%	High
8	Aquality	132	73%	Medium

Based on the table above, it can be seen that the openness aspect is in the highest category of early childhood social interaction ability of the entire research subject with a mean of 142 and the percentage of 79%. The child's openness during social interaction at a sports club can be seen from most early childhoods who say honestly when talking to club friends, coaches and parents. Children learn to understand the values of the character of honesty with joy through the traditional game which is one of the recreational sports (Lusiana, 2012). Most children always tell the activities that have been done in the club to the parents.

The results showed a positiveness in the second. The highest percentage of attitudes of

positive attitudes was in gymnastics at 90% and the percentage of the lowest positive attitude aspect was in badminton at 67%. A positiveness is very important in establishing social interaction, a positiveness that is meant to be a positive attitude for yourself, others, and communication situations. A positive environment and situation will help the child to learn to be comfortable and happy (Kurniawati, 2017).

The next aspect of social interaction that is still relatively high is the aspect of cooperation. The highest percentage of cooperation aspect is found in gymnastics sport was 83% and lowest percentage of cooperation aspect is found in badminton was 71%. The aspects of cooperation in early childhood of the five branches of competitive sports in Semarang have the high category. During team practice, the child chooses a friend to be a partner. This is what makes the aspect of cooperation is high, because through the election of friends and the selection of partners in cooperative play, children learn to work together to achieve goals, children are also encouraged to learn to apply patterns of social behavior such as cooperation, competition, generosity, social, sympathy, empathy, dependence, friendly attitude, selflessness, imitation and attachment behavior (Suroningsih, 2013).

The fourth aspect is empathy that belongs to the medium category. The highest percentage of empathy is in gymnastics at 81%. But in badminton empathy is in the lowest with a percentage of 67% and have medium category. Most children can be concludes that they have good social development, according to Nugrahaningtyas's study (2014) children who already have a good emotional social development when children are able to show aspects of development well, just as children can show empathy, compassion, and can be tolerant of friends.

The fifth aspect is the equality that belong to the medium category. The highest percentage equality aspects contained in swimming club at 78%. Based on data from the results of research shows some children in sports clubs have a high score, children can assume all friends have the same position and treat all friends at the club as well. However, in badminton club the equality aspect is in the lowest with percentage of 68% and include medium category. Sports activity is one of the activities outside the classroom that can develop the character of tolerance or similarity, the statement is in line with the statement Hardani (2016), the effort to develop the character of tolerance and assume all friends have the same position can be done through a series of learning activities both

within and outside the classroom that is related to the diversity of knowledge. So children can understand and accept diversity and be able to interact, exchange ideas, and work with other groups that are different from the group.

The sixth aspect is mutual understanding belonging to the medium category. The highest percentage of mutual understanding aspect was found in swimming club at 79% and the percentage of the lowest mutual understanding aspect was in the inline skate club at 68%. There will be no positive social interaction between individuals if the individual does not understand and understand each other. Based on data from the results of the study, some children can receive advice with the heart of the coach, be patient in waiting for the turn and paying good attention to what the coach's instruction.

The seventh aspect is conversation and belongs to the medium category. Most of the early childhood when in the club just focus on doing the exercises and rarely interact with other friends even at rest. This is in line with the statement of Zulminiati (2012) which states that strong egocentric behavior in early childhood will affect children during play. Things can be seen when children play with other children without interaction.

The last aspect of social interaction is the supportiveness that belong to the medium category. This supportiveness aspect is in the lowest rank on badminton with a percentage of 63%. Based on data from the results of research indicates that in sports that have a tough competition cause low levels of giving support or motivation to others, some children often report the ugliness of friends to their parents.

CONCLUSION

Based on the research results and discussion obtained through research data about the early childhood social interaction ability based on competitive sports in Semarang sports club according to the parents' perception, it can be concluded that there is no difference in the ability of early childhood social interaction based on the competitive sports of the five groups subject. Early childhood social interaction ability of badminton and inline skate are in medium category, while the early childhood social interaction ability of swimming club, taekwondo and gymnastics were in high category.

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