



Self-Help Abilities of Children Age 4-5 Years Viewed from Preschool Education

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DOI: <http://dx.doi.org/10.15294/belia.v9i2.36853>

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History Article

Submitted 20 January 2020

Revised 27 August 2020

Accepted 1 November 2020

Keywords

self-help ability; educational place; preschool

Abstract

This study aims to determine the differences in the self-help abilities of children aged 4-5 years viewed from preschool education. The type of research used in this study is a comparative causal study. The populations in this study are all children aged four to five years or were in the kindergarten in Gunungpati, Semarang City where in the population there were children who took different preschool education places. The sampling technique used was purposive sampling technique that is the technique of determining the sample based on certain considerations with a total number taken 192 samples. The data collection method used in this study is the Likert Scale. The data analysis method used is the independent sample t-test. The results of the calculation of the hypothesis can be accepted if the Sig. <0.05. The results show that the value of sig. (2-tailed) is greater than 0.05 which is 0.964 > 0.05 so H_0 is rejected. Based on these results it shows that there is no difference in the ability of self-help children aged 4-5 years in Gunungpati between children who get a preschool education place either at school or family.

How to Cite

Kusuma, A. R., & Mukminin, A. (2020). Self-Help Abilities of Children Age 4-5 Years Viewed from Preschool Education. *Early Childhood Education Papers*, 9(2), 121-128.

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INTRODUCTION

Early childhood is a child who is at the age of 0-6 years (the 2003 Law on the National Education System) which is still in the process of growth and development. We often call it the golden age, which occurs within the first five years because at that time 90% of the physical brain of a child has been formed. At this stage, children begin to be given direction because this opportunity will not come twice (Hasan, 2010). At that time children indeed experience rapid growth and development and it is very potential for children which in the next life will be different from that period.

Education for early childhood is very important because it is a fundamental stage in building the character of children (Khamidun, 2012) which is supported by the understanding of early childhood education according to the National Education System Law No. 20 of 2003 article 1 paragraph 14 that, "the early childhood education is a coaching effort to children from birth until at the age of six carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education ". The statement is very reinforcing that indeed education for early childhood is very important.

In addition to an education which is an important thing that is needed by children, following the aspects of children's development, three basic needs must be met so that children can grow optimally during these most decisive times, including the first is good health and nutrition needs by providing balanced nutrition. The second next basic need is love, and the last is stimulation. Based on the three basic needs, one thing is the main, namely stimulation. Good creativity and intelligence can only be obtained by children with the stimulation of people in their surrounding environment, so parents are obliged to build an environment that is conducive to children's growth and development. The stimulation from their parents is very helpful in the child's growth and development.

To get the best stimulation, it makes so many parents want their children to develop properly according to their age in various ways (Inayah & Khamidun, 2016). One of them is by educating children through an educational institution where the goal is that children can get more stimulation from experts. One of the best solutions is early childhood education (PAUD), as mentioned in the National Education System Law in section seven of article 28 paragraph 2 na-

mely "Early childhood education can be divided into 1) formal education (Kindergarten), 2) non-formal education (Playgroup, daycare, etc.), 3) informal education (education in the family and environment) (Hariwijaya & Sukaca, 2009).

Education for children is not also be obtained through formal ways such as kindergarten, playgroup, daycare, etc. where there is a curriculum in it that can meet all the needs of children and have achievement standards that children must-have. As explained above that education can be done through informal ways, namely the family and the environment. A good environment will produce good children and vice versa. In contrast to the formal early childhood institutions that we can find easily, family education is more important. Family education is the first education for children. Children's success is a reflection of parents who successfully educate their children.

The parents' wish who put their children into the early childhood Institution often makes parents complacent and forget their role at home. Because basically, it is important for mothers and fathers to collaboratively carry out care and do household tasks, with good commitment and communication about parenting and school patterns, and there is dialogue and time together for parents and children to play (Inayah & Khamidun, 2016). According to Astuti (2017) in the Inayah & Mukminin's article (2018), it said that "Good cooperation between parents and schools to harmonize activities at school and home is needed to train children to have healthy behaviors. The failure of parents will make educators in some early childhood institutions feel difficult. It can be seen by many children who are not ready to enter school such as crying, always wanting to win, not being able to toilet, eating must be fed, and so forth.

All of these problems can be overcome before they enter formal school, namely kindergarten. Considering early childhood education is very important where it is marked by the number of successful people because of their education even though there are also people who are successful without education. It is undeniable that education is very influential in early childhood because at this time, children are very active in absorbing all forms of information from outside. The period before they enter formal kindergarten is often referred to as preschool age where at that age is used to prepare the children's needs both physically and mentally before entering school.

All experiences experienced by children until the age of 4 years can be called the experience of preschool children (Seefeldt & Wasik,

2008). Most children learn from experience (Faqumala & Mukminin, 2016), both in the form of formal, non-formal and informal education. Preschool age can influence and determine the following child development (Aziz, 2014). It was at this time that the skills that children were required to possess before entering school were of great concern to parents. One of these skills is the ability to help themselves or self-help. The ability of self-help or what we usually call self-help ability or in terms of children with special needs, namely self-development is still rarely heard in the general public. These terms represent how people can take care of themselves in their daily activities. Judging from the meaning of the word, development is a process or effort in building or perfecting. So, Self-Development is an effort to build an individual to be better to realize independence in daily life without relying on others. (Widati, 2011)

In a broader sense, self-development includes self-care, self-help, and self-care which the ultimate goal is the child can become an independent individual in any case (Widati, 2011). The purpose of the word help according to Loughary (1979) in his book says that the process of helping is a series of processes that help people to change desires, for example from confusion about something to understanding, from anger to calmer, from not sure to sure, and so on. This helping process requires caring people to help in providing concepts, information, and examples of skills.

The self-help ability is not only needed by adults, but it is also really needed for children because it is an important skill for the next child's life. Singh (2012) argues that "the self-help ability is a period where children can do all things themselves without the help of others". The ability of self-help is one of the cores of children's development achievements because this is where children must be able to learn to become independent individuals starting from themselves. In that way, children will be able to complete other tasks that are more complex and complicated. The self-help ability in children is one of the most important steps for children before getting to know school life.

According to Volkmar and Wiesner (2009) in Pretzel (2019) in the Encyclopedia of Autism Spectrum Disorders, they state that the self-help ability is one of the basic skills that children must have to live independently both successfully for themselves and socially. Even this skill become the basis for the first 10 years life of children to form another basis in life. This ability is often referred to as the activities of daily living. Ac-

ording to Scheuermann and Webber (2002) in Pretzel (2019), they argue that everything they do is related to children's independent behavior including eating and drinking, grooming, personal hygiene, and toileting are very important in social acceptance.

The development of children is so rapid in their golden lifetime happens at an early age. Because any delay in achieving self-help skills will most likely become more significant as they got older, it is important to start teaching adaptive skills such as dressing and undressing, personal care, and toileting as early as possible, namely preschool to promote independence in adolescence and adulthood (Volkmar and Wiesner 2009). At the age of 4-5 years, the achievement of children's self-help abilities is slightly higher. For example, they want to try to eat alone without orders, try to wear shoes by themselves, and can brush their teeth (Hariwijaya, 2009). Children at this age greatly affect the independence of children in the next age because if the child is not trained to be independent, later, it will be difficult for them to follow developments in their age.

The self-help ability at this age has begun to perfect. For example, they are capable of eating by using spoons, can go to the toilet by themselves, and can pour water into a glass (Hariwijaya, 2009). It was made clear in his book Trainer (2012) that, "if at the stage of a toddler, children do have to be taught to eat alone with help, but at this age, children must be able to eat alone without help". Even in the case of toileting, children have to get used to defecating by themselves. This is the age where it becomes the determination of children's learning success in pre-school age. If children at this age have been able to help themselves, then in the next life it will be easier for children to develop their life skills.

Some experts also expressed their views on development in children aged 4-5 years. The National Association for the Education of Young Children (NAECY) (2002) in Yunitami (2014) explains the characteristics of self-help skills in 4-year-old children, including Wearing clothes without help, brushing teeth and combing hair, not spilling water when handling glasses, wearing shoes and buttoning a. A child at the age of 4 years according to NAECY has been able to wear and undress without assistance, brush their teeth and comb their hair, use a cup or spoon, wear shoes but have not been able to tie the rope.

Based on the results of interviews with parents, the researcher found the self-help ability of children when they are home from both of the children who attended school before kin-

dergarten and those who did not attend school. Children who get education in early childhood education sometimes want to bathe by themselves but still being supervised, want to eat by themselves because they feel dissatisfied when their food is prepared by others, can put on their socks, and when going to school, children are still assisted while wearing clothes but when coming home from school take the initiative to take off clothes and replace it by themselves. It is seldom, the child took the initiative to carry out their independent tasks.

Children who get education only from their parents have the self-help ability that is not much different from children who go to school in early childhood education. Children sometimes need help in certain conditions such as before leaving for school, they still getting help while bathing but brushing their teeth, wearing their socks and shoes, and eating breakfast by themselves. The other activities in the morning are daily habits; children are trying to do it themselves such as eating, wearing clothes, bathing, and others.

Preschool experiences for children are very important (Rao & Shun, 2012). According to Edward C. Melhuish (2015), they said that "The difference in a child's preschool-age experience can be a measure of the extent to which a child's development goes and how useful the preschool experience is for the child" shows that the experience of preschool age does not guarantee that children are able to do everything themselves when entering school age. There are still many children who are less able to live independently by still needing the help of others in helping themselves. It makes it difficult for teachers and parents to deal with the problem. Of course, the problem is an evaluation for parents in educating their children. According to this opinion, it can be understood that one component that supports the success of children at school is independent living skills. Pre-school age experience of children here is very important for the child's maturity to go to school.

Based on the previous explanation, the researcher wants to research with the title "Self-Help Ability of Children 4-5 Years Old Viewed from Preschool Education Places in Sukorejo and Gunungpati Sub-Districts, Gunungpati District, Semarang City". The ability of self-help for each child is different makes the researcher interested in examining these differences at home. The education place that they got before entering kindergarten went to a significant difference. The preschool institution of children is either through formal, non-formal or informal channels, resea-

chers want to know the difference in the child's self-help abilities. The purpose of this study was to determine differences in the children's self-help ability aged 4-5 years viewed from preschool education in Sukorejo and Gunungpati, Semarang.

METHODS

In this study, researchers will use a quantitative research approach with a causal-comparative research design. In his book, Purwanto (2016) said that "Comparative causal research is the research used to find out or compare the differences between dependent variables in one subject group with another subject group". In that study, the researcher did not control the independent variable because the variable had already occurred or did already exist. The independent variable (x) is the variable that influences or causes changes or the appearance of the dependent variable (Sugiyono, 2011: 39). The independent variable in this study is preschool institutions while the dependent variable (y) is the variable that is affected or the variables that are the result of the independent variable. The dependent variable in this study is the self-help ability of children aged 4-5 years.

The population in a study is a generalization area in the form of objects or subjects which have properties or characteristics that can be examined and concluded by the researcher (Sugiyono, 2011). The populations in this study were all children aged four to five years or children in kindergarten A in the Gunungpati, Semarang, wherein this population, some children received a preschool education at school or family with a total number of children aged four to five years, namely 723 children. The sample is the part of the population under study that can be the representative of that population. Sampling is done by using a purposive sampling technique. Purposive sampling technique is the taking technique that is done by making certain considerations. Researchers took 2 groups of regions in Gunungpati Subdistrict, namely Gunungpati and Sukorejo, both of which have the same number of sample members, namely 96 samples in each region. The institutions in that area include ABA 38 kindergarten, Pertiwi 44 kindergarten, Annur kindergarten, Al Jannah kindergarten, Pertiwi 37 kindergarten, and Qomarul Huda kindergarten with a total number of the subjects is 192.

The study was conducted for two weeks starting from October 7 to October 19, 2019. The data collection technique in this study is a questionnaire. The questionnaire is a data collection technique that is done by giving several questions

or written statements to respondents (Sugiyono, 2011: 138). This technique greatly facilitates the collection of data if the number of respondents is large. In this study, the questionnaire technique was transferred to the use of a research instrument in the form of a Likert scale. This instrument is used to measure the value of the variable that is studied. This questionnaire was filled out by parents from the sample. It is because the data needed will be more accurate when it is filled by parties who are close to the children. Questionnaires that have been filled out by respondents and have been given a score by researchers, then it is necessary to test the instrument to determine whether or not the items in the instrument using the instrument validity and reliability tests.

The data analysis used in this study is a descriptive statistical analysis. Descriptive analysis is a very important step in research because at this stage all the data that has been processed will be described so that the data is easy to read. The descriptive analysis in question is the comparative analysis technique of independent sample t-test. An independent sample t-test is used to determine whether two unrelated samples have different mean values. Before conducting this t-test different test, first, the researcher does the Prerequisite Analysis Test or Assumption Test that is the normality and homogeneity test.

RESULTS AND DISCUSSION

The study was conducted in Gunungpati, Semarang where there are 15 urban districts and 35 early childhood institutions. In this study, two

urban districts represent the population of this study, they are Gunungpati urban district and Sukorejo urban district. There are 3 institutions in Gunungpati urban district, namely Al-Jannah Kindergarten, Pertiwi 37 Kindergarten, and Qomarul Huda Kindergarten and in Sukorejo urban district, there are 5 institutions namely Aba 38 Kindergarten, Annur Kindergarten, and Pertiwi 44 Kindergarten. This research was conducted by filling the scale by parents of children aged 4 -5 years.

Descriptive analysis results of self-help abilities of children aged 4-5 years based on preschool institution through the application of SPSS 20 data that has become calculation result will be described through the Table 1. Based on the Table 1, the data listed is processed by SPSS. The table above shows that the calculation of self-help ability assessment variables based on preschool experience at the early childhood Institution (Playgroup, daycare, and early childhood) is 72 for the minimum score and 125 for the maximum score. While the calculation of self-help ability assessment variables based on preschool experience is not in any early childhood institution, getting a score of 77 for the minimum score and 120 maximum scores. In the group of children who did not attend school had an average score of 99.4 and a score of std. deviation of 11.4. Whereas the group of children who attend school before entering kindergarten has an average score of 99.3 and an STD score. deviation of 10.9 or rounded to 11. The results of the normality test data are as Table 2.

Based on the One-Sample Kolmogorov-Smirnov Test above, it shows that children who

Table 1. The Results of Data Description Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Not School	70	99.4000	11.43653	77.00	120.00
School	94	99.3191	10.97819	72.00	125.00

Table 2. Normality Test Results One-Sample Kolmogorov-Smirnov Test

		No School	School
N		70	94
Normal Parameters	Mean	99.4000	99.3191
	Std. Deviation	11.43653	10.97819
Most Extreme Differences	Absolute	0.085	0.051
	Positive	0.078	0.039
	Negative	-0.085	-0.051
Test Statistic		0.085	0.051
Asymp. Sig. (2-tailed)		0.200 ^{c,d}	0.200 ^{c,d}

*Test distribution is Normal

did not attend school are 70 have a significance value of 0.200 because of the significance > 0.05 or 0.200 > 0.05 then the data is normal. While the number of children who attend school is 94 has a significance value of 0.200 because of the significance > 0.05 or 0.200 > 0.05 then the data is also normal. The following are the results of the different t-test using the independent sample t-test.

Based on the Table 3, the two variables get the result of $t = 0.046$ and the value of sig. (2-tailed) = 0.964. It can be said that the value of sig. (2-tailed) is greater than 0.05 which is $0.964 > 0.05$. If the significance value of the t-test is greater than 0.05, there is no difference in the ability of self-help between children who get an education at school and in the family.

Based on the results of the calculation of the independent sample t-test, we can see in table 4.2, it can be concluded that there is no significant difference which means H_a is rejected. In the researcher's hypothesis which states that "There is a difference in the ability of self-help of children aged 4-5 years between children who have a preschool education place at the early childhood Institute and family" was rejected. So that the results of this study indicate that there is no difference in the self-help ability of children aged 4-5 years viewed from the education institutions before kindergarten.

The Differences in Self-Help Ability of Children 4-5 Years Old Based on Preschool Education Places

Early childhood education has the principle of learning, one of which is developing life skills. Among them are learning life skills, namely, children learn to help themselves to be independent, be responsible, and have self-discipline. Independent is defined as a condition that can make an individual stand-alone, not dependent on others. According to Hikmah (in Safitri, 2018), independence can be interpreted as a form of personality-free from dependency. The discussion on independence is quite extensive because independence itself is divided into several sections. Taking one of the parts there is an aspect of the child's self-help ability which is the ability to help themselves without the help of others. These abilities include eating by themselves, dressing

or dressing by themselves, personal hygiene and toileting.

Good self-help ability is caused by good stimulation too. The ability to provide good stimulation can affect growth and development optimally, especially the independence of children. In pre-school age children according to Hartono (in Safitri, 2018), the potential that must be developed is independence, because, at this age, children have begun to learn to separate themselves from families and parents who enter a broader environment, namely the kindergarten or playground environment. Independence which includes the self-help ability is the ability to carry out daily activities or tasks alone or with a little guidance following the stage of development and capacity.

Children who are already good in their self-help abilities can take advantage of the surrounding environment to learn and have the ability to overcome the problems they face, such as family, school, and community environments. According to Wiyani (2016), if a child has been inculcated an independent attitude since childhood, then when he has to get out of the care of his parents to live independently he will not feel difficult and not dependent on others. Whereas Martinis & Jamilah (2013), said that children who are not independent have difficulty in adjusting to their environment so that they have a rigid personality and distress others, not confident, unable to complete tasks properly, and always depend on others.

This study discusses the differences in the ability of self-help between children who did not go to school before entering kindergarten and children who before entering kindergarten, had experienced learning in daycare, playgroup, and Pos Paud. Children who attend school before entering kindergarten are usually more prepared and more independent than children who do not attend school before entering kindergarten. However, after conducting research, it can be taken a thought that there is no significant difference between children who do not go to school before entering kindergarten and children who before entering kindergarten have experienced learning in TPA, KB, and early childhood post.

This might be due to several factors, na-

Table 3. Independent Sample T-Test Test Results

		T-Test For Equality Of Means			
		t	df	Sig. (2-tailed)	Std. Error Difference
Self-Help ability	Equal variances assumed	.046	162	.964	1.76435
	Equal variances not assumed	.046	145.391	.964	1.77500

mely the role of parents in the family. According to Ariyati & Astuti (2017), they state that “family education is the first major education that determines someone’s personality”. However, there are some parents of children are workers; indirectly they do not know or fully understand the child’s abilities at home. Most of the working parents choose to put their children in early childhood institutions so that the children get the need to develop maximally. However, there are children who while at school show that they can do their work or are good at their independence, but when at home they become spoiled while gathering with their parents. In his research, Wicaksono (2016) states that “stimulation from the family, especially parents, is very influential in optimizing children’s development, so it can be said that in families, children learn to be social beings who will carry out their social personal development tasks to interact and socialize with others, and run activities independently to meet their needs “.

CONCLUSION

The results of this study showed that there was no difference in the self-help ability of children aged 4-5 years between those who get an education at school and family. The self-help ability is a basic skill for children to prepare themselves to succeed in other skills. Each child’s ability is different based on the stimulation and environment that the child gets. Good stimulation will produce good children, while children who do not get enough stimulation their development will be hampered. As well as environmental factors that influence children’s development, namely the good environment that is formed, it will form good children and succeed in their development. While children who are in an environment that is less supportive, their development will be hampered.

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