



**Jurnal Pendidikan Usia Dini**

<http://journal.unj.ac.id/unj/index.php/jpud>

Volume 14. Number 2. November 2020

e-ISSN (Online Media): 2503-0566

P-ISSN (Print Media): 1693-1602

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## Children's independence Skills Analysis at Low Socioeconomic Environment

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DOI: <https://doi.org/10.21009/JPUD.142.08>

Accepted: August 15<sup>th</sup>2020. Approved: September 4<sup>th</sup>2020. Published: 30<sup>th</sup> November 2020

**ABSTRACT:** Research suggests that child independence is more popular in countries with greater wealth and a higher percentage of the educated population. Various research implications expect children's independence and compliance to increase over time in developing countries. This study aims to describe the independence of early childhood who comes from low-income families or at low socioeconomic environment. Using quantitative descriptive, data collection techniques are carried out through a questionnaire. The study population was 30 respondents from the ECE institution who were included in the list of low-income families in 2018, using an area sampling technique. Overall, the teacher stated that all indicators of dependence on children from low-income families had reached the high category, which was 75%. The implication of further research is that aspects of independence in physical abilities, self-confidence, responsibility, discipline, sociability, sharing, and independence in terms of emotional control in early childhood can develop better in a low socio-economic environment.

**Keywords:** *Early Childhood, Independence skills, low-socioeconomic environment*

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## 1 INTRODUCTION

Independence in early childhood when completing self-care routines such as getting ready for school or studying throughout the morning, as well as participating in individual activities for long periods of time, are important life-long impact skills (Jimenez-Gomez et al., 2020). Early year is a very strategic time for development in the aspect of independence in the next age (Havighurst et al., 2010). Independence is one of the items that must be generated by habit, and the presence of parents plays an important role in cultivating the independence of their children because most of the time a child in a day is with his parents, particularly (Amini, 2018). When the environment has an important role in building children's independence, the conditions and roles of various family backgrounds in early childhood education become a question, does the independence of children with low-income and high-income family backgrounds affect this?

Some study showed that there was a link between stunting and social independence deficiency. An earlier research also found that stunted kids had a lower social-emotional score (Nahar et al., 2020). The performance ratio of social independence skills in children who were not stunted had a higher performance ratio compared to stunted children (Meylia et al., 2020). Park and Lau's (2016) study found that child independence was more common for the national level in countries with higher income and a higher percentage of the educated population; personal socio-economic status at the individual level rather than national socio-economic characteristics predicts the priority of individual parents towards the independence of children; higher social class estimates a higher likelihood of superiority. Sometimes the weakness of children's independence arises because parents from low-income groups do not have many opportunities to meet children's needs and often have negative parenting styles. Research shows children who do not have this kind of parenting can develop good self-regulation and independence (Julian et al., 2019).

According to data from the Central Statistics Agency of Pekanbaru City in 2019 (BPS, 2019), the poverty line in the city of Pekanbaru during the period 2001-2010 experienced an increase, namely in 2001 the poor population in Pekanbaru City amounted to 38,200 people until 2010 amounted to 52,700 people. In 2011 the poverty line of Pekanbaru City was recorded at 326,705 or an increase of 6.73% from 2010. Next from the same source the percentage of poor households in the City of Pekanbaru in the almost poor category (potential to be poor) was 51,69%, poor category 37,31%, and very poor category is 1,01% of the total number of poor households in Pekanbaru City. From these data it is clear that the poverty rate in Pekanbaru City is increasing every year. As a result, the dropout rate according to the Central Statistics Agency of Pekanbaru City is increasing. It can be concluded that poverty is one of the obstacles in education.

However, in fact, sometimes there is a phenomenon of the formation of independence in children with low-income families, due to the busyness of parents earning a living forcing children to become more independent in taking care of themselves. Meanwhile, children with high-income families tend to place caregivers around the children and make children less trained in independence. To fill this gap, this study aims to determine the independence of children aged 5-6 years in Riau Province from low-income families. This study determines children's independence through indicators of physical abilities, self-confidence, responsibility, discipline, social, sharing and controlling emotions.

## 2 THEORITICAL STUDY

The capacity of the child to develop independence, such as eating or cleaning their toys, was social independence (Meylia et al., 2020). Independence skills in children are life skills that need to be instilled from an early age through well-designed programs (Kaya & Deniz, 2020). In terms of social skills, it was found that most preschoolers had adequate cooperation, engagement and independence skills, although few were those with a lack of such skills (Charilaos et al., 2018). Self-regulation refers to the ability to monitor one's own thoughts, reactions, and actions when interacting with internal and external stimuli and rejecting dominant responses to participate in goal-directed behavior, this is related to one's independence (Bridgett et al., 2015).

This self-regulatory capacity is also associated with several positive children's outcomes simultaneously and longitudinally, including social maturity (Blair & Raver, 2015) school preparation (Eisenberg et al., 2010), independence and positive adaptation (Blair & Diamond, 2008). A study suggests that in preschool children in low-income households, the capacity to self-regulate is correlated with social maturity (Lengua et al., 2015) and early childhood school achievement (Schmitt et al., 2014).

Compared to their wealthier counterparts, children in low-income families are at risk of bad performance in these environments, and one of the hypothesized pathway is self-regulation (Evans & Kim, 2013). It can also be especially relevant for children living in poverty to promote self-regulatory skills early in childhood (Buckner et al., 2009). It is generally understood that parenting shapes the production of self-regulation by young children (Bridgett et al., 2015), but it may also be important to moderate the effect of parenting on self-regulation. Based on the criteria for the poor families by the Pekanbaru city government, family boundaries said to be of low socioeconomic status are those that meet the following criteria: Parent education level: max. High school, Income level: below Pekanbaru city minimum wage (Rp. 2,100,000) and Type of residence: Semi-permanent house, rent, and adjusted to the facts of the field.

### 3 METHOD

This research is a descriptive study using a quantitative approach. Research is focused on the condition of natural objects, where researchers as a key instrument and emphasize meaning rather than generalization. This research was conducted from January to June 2020 in Kindergarten Negeri 5 and Ikhlas Rumbai Coastal Kindergarten with the characteristics of child respondents who come from marginalized environments. Sampling in this study was carried out using area sampling techniques, through two area determinations, namely suburban and urban areas in Pekanbaru. Respondents are children aged 4-6 years, 12 women and eight men who come from low-income families. Data collection used a research instrument in the form of a questionnaire, with 30 item questions to reveal the independence of children in 20 selected low-income families. Data collection was carried out in the following stages: Checking the completeness of the data entry instruments received from the research sample, making data processing tables, scoring and counting the number of respondents' answers and entering them into the processing table, and analyzing the data that has been obtained.

The data analysis technique used in this research is descriptive quantitative, this illustrates that the actions taken can lead to improvements, improvements, and changes for the better. The data analysis on the questionnaire was processed using a percentage formula. After the data has been determined the assessment criteria for each data obtained refer to the limitations, the grouping of data processing criteria is as follows (see table 1).

Table 1. Variable Data Processing Criteria

Percent	Category
81-100%	Very high
61-80%	High
41-60%	Average
21-40%	Low
0-20%	Very low

The description of the scores in the assessment criteria is very high for the maximum of children's independence and very low for the minimum level of independence of children who come from low-income families.

## 4 RESULT AND DISCUSSION

### 4.1 Result

The following are the results of the description of the condition of the children who were the subjects of the study.

#### 4.1.1 Description of Number of Research Subjects

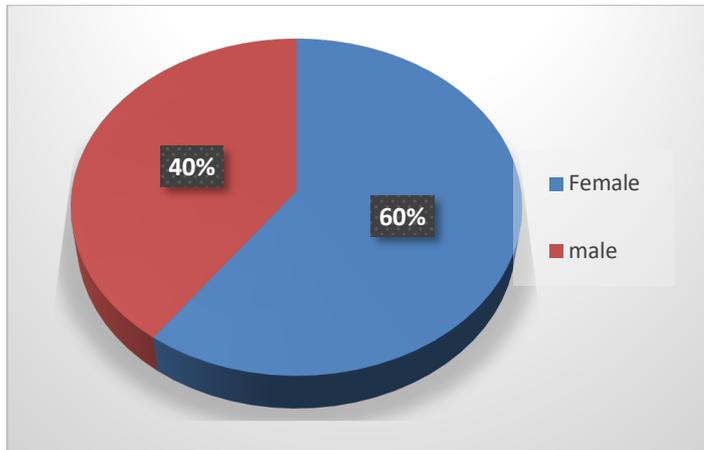


Figure 1. Sex

From the figure 1 there are 60% of girls, 40% of male students with low economic status who come from various kindergarten and ECE institution in Pekanbaru. Based on the results of the questionnaire, it is known that the parents' income from students who are the object of research starts from under Rp. 1,000,000, 00 to Rp. 3,000,000.00. 8 people have income below 1 million-rupiah, 8 people have income 1-2 million rupiah, and 4 people have income 2-3 million rupiah.

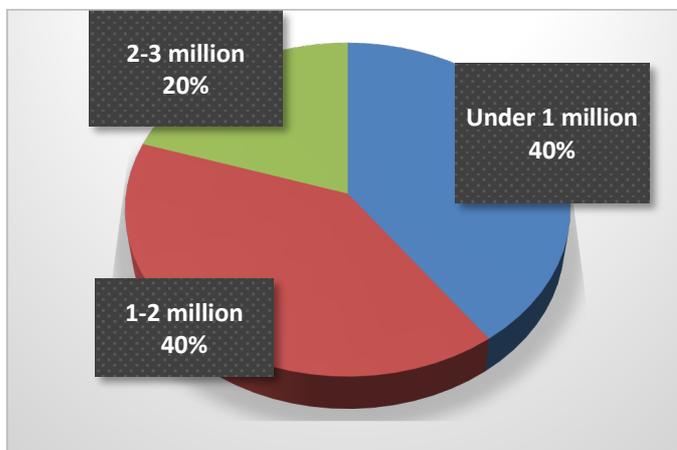


Figure 2. Parents Income

From the figure 2 there are 40% the parents Income who earn below 1 million rupiah, 40% earn 1-2 million rupiah and 20% earn 2-3 million rupiah.

#### 4.1.2 Overview of Research Results

The study consists of one variable, namely the independence of children aged early from families of low social economic status in the city of Pekanbaru. Based on the data processing that has been done, then the data can be analyzed by the research questions have been raised is how the independence of children aged early from families of low social economic status in the city of Pekanbaru. The description of the results of the study are as follows (see figure 3).

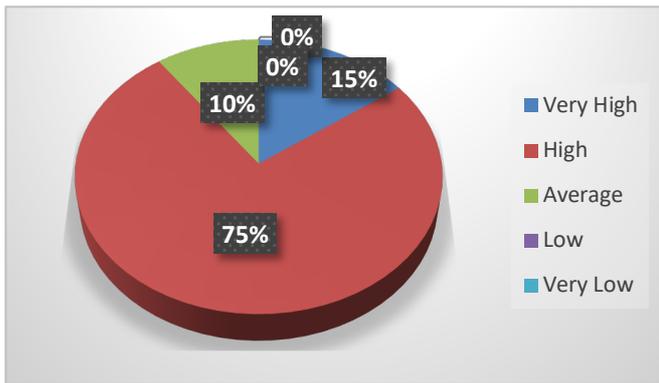


Figure 3. The Independence of Children from Low-Income Families

Overall, from all indicators, the independence of children from poor families is already in the high category, with 75% of teachers saying that children are independent. There are no children who are not independent.

#### 4.1.2.1 Indicators of Independence in the Aspect of Physical Ability

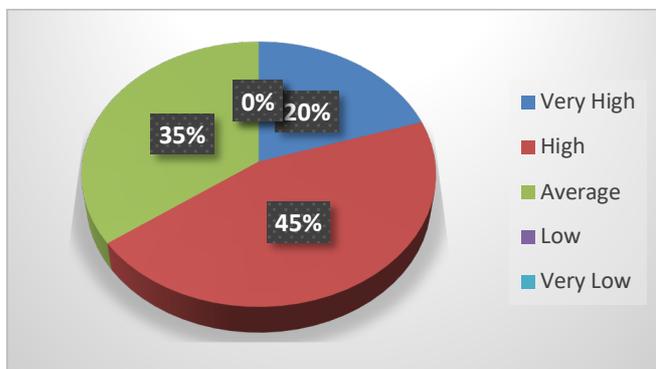


Figure 4. Physical abilities

From the figure 4, it can be seen that most children have high physical abilities which is as much as 45% of teachers say that children can go to the toilet alone, brush their own teeth, and wear shoes and can feed themselves

#### 4.1.2.2 Indicators of Independence on the Aspect of Confidence

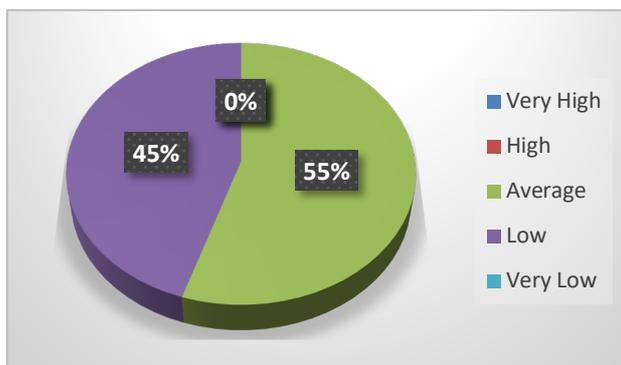


Figure 5. Self Confidence

From the figure 5, it can be seen that most children (55%) have a value average independence aspect of self-confidence. Children do their own work, dare to ask if they do not understand, are not afraid to go to school alone, and can be left at school.

#### 4.1.2.3 Indicators of Independence in Responsible Aspects

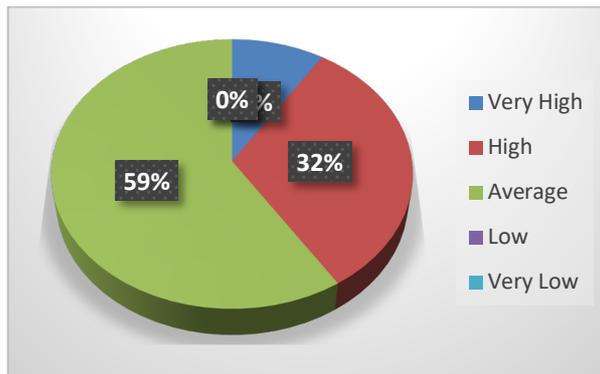


Figure 6. Responsible Aspects

From the figure 6, it can be seen that most children are already independent in the aspect of responsibility, 32% of children are already in the high category.

#### 4.1.2.4 Indicators of Independence in Disciplinary Aspects

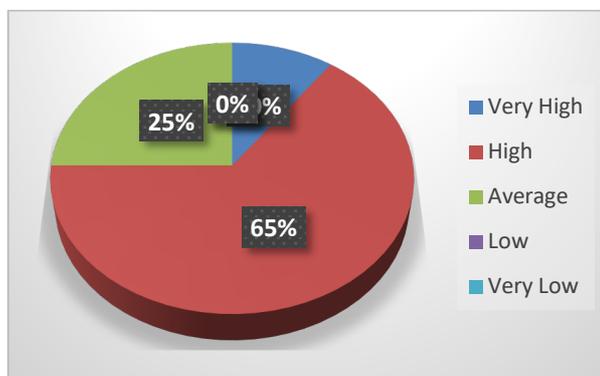


Figure 7. Disciplinary

From the figure 7, it can be seen that 65% have a good habit on disciplinary. Most teachers answer that children do not go to school late, throw trash in their place, obey the rules at school, and always sit neatly when studying.

#### 4.1.2.5 Indicators of Independence in the Social Aspect

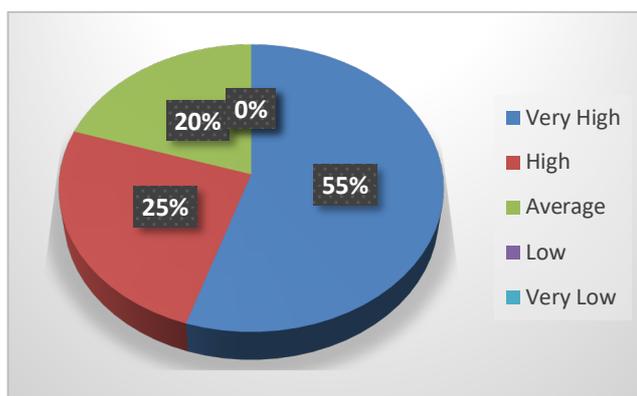


Figure 8. Social Aspect

From the figure 8, it can be seen that most children already have quite a high degree of independence, most of which are 55% of children in the very high category.

#### 4.1.2.6 Indicators of Independence in Mutual Sharing Aspects

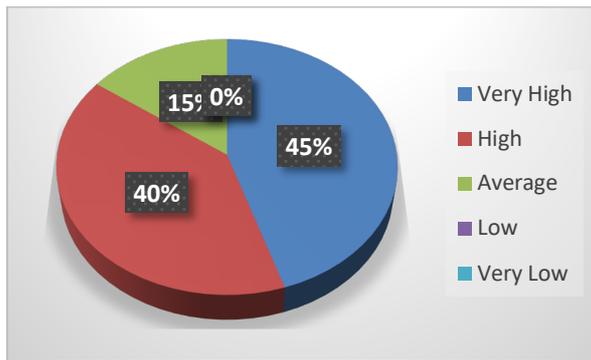


Figure 9. Mutual Sharing

The independence of children in the aspect of sharing is largely already high, 45% of children are already in the very high category.

#### 4.1.2.7 Indicators of Independence in Aspects of Controlling Emotion

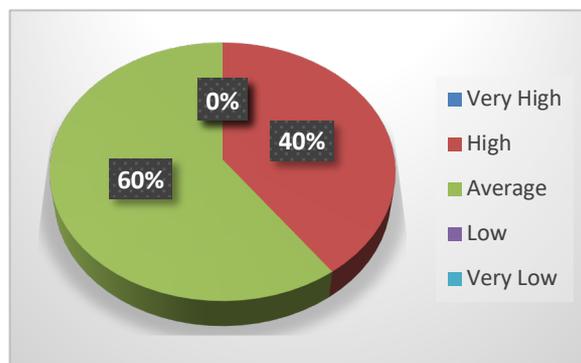


Figure 10. Controlling Emotions

From the figure 10, it can be seen that most children already have quite a high in controlling emotion aspects, most of which are 60% of children in the very high category.

## 4.2 Discussion

Independence of children in aspects of controlling emotions 60% of children are independent and able to control emotions. The teacher says that the child does not shout when scolded, the child does not cry when he wants something, the child does not get angry when his friend mocked and did not shout when disturbed by his friend. Based on research findings show that in general many children are still having difficulty in developing good relationships with others. Emotions and social processes are a series of processes for children to acquire knowledge, attitudes, and skills to recognize and manage their emotions, set and achieve positive goals, show concern and care for others, build and maintain positive relationships, make decisions, take responsibility responsible, and handle interpersonal situations effectively. The facts from the results of the research on high self-reliance in children are related to positive parenting that may occur accidentally due to coercive circumstances. Positive parenting is another fact that relates to essential social skills. Appropriate upbringing and, in particular, greater participation of mothers in family routines has been found to correlate with children's cooperative attitudes, self-control behavior and generally greater social skills. Therefore, the concrete results of Charilaos et al., (2018) research clarify that the understanding of strong emotions and supportive parenting can foster children's independence.

This is in line with the results of this study which found only 3% of all child respondents who did not have problems in managing emotions. However, this ability is strongly influenced by the environment, is not permanent, can change at any time. In addition, caregivers or parent help their children successfully deal with negative arousal under challenging circumstances by reading the signals of their children, predicting changes, redirecting focus and/or listening to the needs of their children in a timely way. In the sense of a caregiving partnership, children learn how to exercise these talents. Over time, these interactions of co-regulation help children develop self-directed mechanisms to control their own thoughts and attitudes while experiencing difficulties (Brophy-Herb et al., 2012).

The findings of the study on independence in disciplinary aspects, in children with low-income families in Pekanbaru, it was found that the children's independence was quite high. This is related to a simple life which forces parents to encourage children to be more independent due to the inability to serve children's needs or not being able to hire caregivers. This is in line with research findings regarding inhibitory control abilities and the abilities to shift focus from the desired object are some of the previously developed self-regulating abilities found in infancy (Cirino et al., 2018). Children whose mothers have a more constructive influence, with positive involvement, instruction, and strengthening children's obedience has a positive impact on parenting with the growth of children's independence, a sense of responsibility, and social skills.

The most important finding is the result of children's independence in sharing with friends. It is quite surprising when this sharing attitude comes from children with low-income families. Logically, children from this environment should have difficulty sharing, because they themselves are always in need. However, field findings suggest different things, these children have quite high independent values in the aspect of sharing. This may grow from imitating the attitudes of adults in their environment. Children's attitude factors are known as factors that can change the way of parenting, which is marked by the character of the child (Ellis et al., 2011). Several studies have shown that the influence of children such as race (Rhoades et al., 2011), moderates the relationship, between parenting and executive activities with respect to executive functions, a construct related to self-regulation (Fay-Stammach et al., 2014).

## 5 CONCLUSION

The independence of children from poor families is in the high category, where as many as 75% of teachers stated that the children were independent: (1) most children have high physical abilities which is as much as 45% of teachers say that children can go to the toilet alone, brush their own teeth, and wear shoes and can feed themselves, (2) 55% that most children have a fairly high independence aspect of self-confidence, (3) that most children are already independent in the aspect of responsibility, namely 59%, 32% of children are already in the high category, (4) No child is undisciplined. Most teachers answer that children do not go to school late, throw trash in their place, (5) that most children already have quite a high degree of independence, most of which are 55% of children in the very high category, (6) children in the aspect of sharing is largely already high, 45% of children are already in the very high category, and (7) most children already have quite a high in controlling emotion aspects, most of which are 60% of children in the very high category. The results of this study are expected to become a reference for related parties, especially the world of education to pay attention to children who come from poor families in order to stay in school and maintain their independence.

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