

DIFFERENCES IN DEVELOPMENT OF INDIVIDUALS AND LANGUAGES EARLY CHILDREN REVIEWED FROM MOTHER STATUS IN KEMALA TK BHAYANGKARI 08 BAJAWA-NTT

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Abstract: Family is the first environment experienced by a child when born into the world, and during preschool times, the family is the most important social agent. When many parents work, childcare shifts to close relatives, namely grandmother / grandfather, in parenting between parents and grandparent have their own characteristics, but they have the same hope that the child becomes an independent person. The purpose of this study was to determine whether there were differences in the level of early childhood independence in terms of caregiver subjects (parents and grand parenting). This study uses a quantitative method with a quasi-experimental research type, namely the experimental group and the control group are not chosen randomly but by grouping the research subjects based on the groups that have been formed. The population in this study The population targeted in this study were all kindergarten children B in Kemala Bhayangkari 08 Bajawa-NTT kindergarten. The sampling technique in this study uses purposive sampling which is carried out by sampling techniques with certain considerations. The considerations in determining the sample are the characteristics of kindergarten children A. According to Roscoe (in Sugiono, 2010), in an experimental study using experimental groups and control groups, the number of sample members of each group was between 10 s / d20. Based on this review, the number of samples in this study amounted to 40 children, of which 20 children from group A became the experimental group and 20 children from group B1 became the control group. Data analysis method of this study is analysis of variance (ANOVA) with the help of SPSS 19 for Windows. Based on the results of the study, first) The development of early childhood independence that is cared for by working mothers shows that children tend to be able to be independent without the help of teachers at 65.0% and the remaining 35.0% of children are at a level of independence capable of teacher balance. While the independence of early childhood raised by mothers who do not work shows children tend to be able to be independent without teacher assistance by 55.0%, and the remaining 40.0% and 5.0% of children have a level of independence with the guidance of teachers and children begin to be independent. Early childhood language development that was cared for by working mothers showed that 85.0% were very good language development, 10.0% of children's languages began to develop, and 5.0% of children's language developed according to expectations. Whereas the language development of early childhood raised by non-working mothers showed that 35.0% were in very good language development, 55.0% of children's languages developed according to expectations, and 5.0% of children's languages began to develop. Second) There are significant differences in the independence and development of early childhood language between children cared for by mothers who work and do not work outside the home. There are some suggestions that the writer wants to put forward, including: PAUD Teachers are expected to be able to evaluate and develop activities that enhance early childhood independence; and, it is hoped that the results of the research can provide information to all parties, especially mothers, to pay more attention to the independence and development of early childhood language

Keywords: Independence, Parenting, Grand parenting

1. Introduction

The very rapid development of times and technology now demands serious responses from various circles. There needs to be a strategy from various parties to be able to use technology properly and correctly, and be accountable. The use of technology on the one hand can have a positive impact, but on the other hand it will have a negative impact on the user. This requires parents to be more maximal in educating children during the growth process.

The process of human development as a whole has begun since the fetus in the mother's womb and continues to experience changes until entering the golden age. At the time of development referred to, the child will experience a significant increase in intelligence, so the experts call it the golden age. In the growth period since the child in the womb to be born and grow into an early child the role of parents, especially mothers through behavior and habits in everyday life will demand the personality of the child itself. The poor behavior and habits of a mother can have a negative impact on the development of the child, on the contrary the better the behavior and habits of mothers in everyday life can help the formation of children's character in a better direction and periods of growth and development.

The behavior and habits of the mother are emphasized in providing education to children, because early childhood itself has an excellent ability to imitate until eventually the imitated behavior and habits are carried away and formed into children's character. Early age in this case is a child less than 6 years old is a golden opportunity for children to learn. Therefore, this opportunity should be utilized as well as possible for children's learning because the curiosity of early childhood is at the top. There is no age after that which keeps the curiosity of children beyond the early age. One thing that needs attention is that early childhood learning orientation is not focused on achievement, such as the ability to read, write, count, and mastery of other academic knowledge, but the learning orientation needs to be directed towards personal development, such as attitudes, interest in learning and various potential and basic abilities

Basically, to achieve optimal development children need to get stimulation from the environment. Provision of stimulation must be done at the right time with an adequate amount. Parents must know well about the child's situation and be sensitive to the needs of children. The opportunity to play with other children makes children have many opportunities to work together and understand the perspectives and feelings of others

Children begin to develop all aspects and potential that exist within themselves early and the first time it occurs when children are in a family environment, where the family is the first and foremost children's learning place in developing the potential that is in the child before children step on school. In addition to family children also build interactions outside the home with neighbors and peers. This is what makes children begin to learn about their differences with other people around them and begin to improve the ability to communicate with others, respect and respect others, and recognize the surrounding environment.

Education is one of the important factors in developing all aspects and potential that exist in children, as stated by Pidarta (2013: 12) that education is an effort to create a situation that makes students want and can learn at their own urges to develop talent, personal, and other potential optimally towards the positive. The aspect of child development today is an important aspect that must be considered by parents, especially mothers, so that their children experience a formation process that is perfect both physically and mentally. However, some parents do not understand this, where there are parents who have low knowledge, assuming that every child's development is not influenced by parenting and closeness between children and parents

Along with the development of today, where there is gender equality between father and mother because the second position is considered the same in fostering and caring for the family, then a mother is no longer just a housewife but can also be a career woman and often entrusts her child to caregivers as well as to the day care park children (TPA) so that the interaction between parents and children is reduced. This can affect the development of children in developing children's independence to develop optimally because what is needed by the caregiver of children is also developing children's

language is not optimal because children only interact with peers and caregivers without knowing other environments.

Besides family environment, it is also one of the supporting factors for child development, therefore it is necessary to arrange the environment in such a way so that the child feels comfortable to learn while playing so that all aspects of the child's development that he carries from birth can develop perfectly. One aspect that can be developed in the environment is independence and language where in an environment that has children in the same age, the child can develop their independence and language, one of the ways to develop their independence is through efforts to do their own work and one of the ways to develop the language aspects, namely children start learn to interact with peers

Apart from the previous description, the facts in the field show that not every early child has good abilities. This ability is the ability to be independent and have the ability to speak. The development of independence and early childhood language in Kemala Bhayangkari 08 Bajawa Kindergarten - NTT was still far from ideal conditions. Every early childhood in Kemala Bhayangkari 08 Bajawa Kindergarten - NTT does not have the same abilities including the development of independence and language.

The ability of independence and language of children can be varied, where some children have the ability of independence and language that is already good while others are not good enough. Based on the results of interviews with teachers at Kemala Bhayangkari 08 Bajawa-NTT Kindergarten during the pre-study period on April 1, 2017, it was obtained information that children's abilities varied greatly depending on the role of parents before the child was in school and the teacher when the child was in school.

Against the conditions stated earlier the authors are interested in conducting research on the " Differences in the Development of Independence and Early Childhood Language Reviewed From Mother's Status in TK Kemala Bhayangkari 08 Bajawa - NTT ". This study was conducted to examine in depth the conditions in the field, in order to find out the differences in the ability of independence and language of early childhood raised by mothers working outside the home and mothers not working outside the home at TK Kemala Bhayangkari 08 Bajawa.

2. Methodology

a. Research Types and Approaches

The research design uses Quasi Experiment. The characteristics of the Quasi Experiment method are that the experimental group and the control group are not chosen randomly but by grouping the research subject based on the groups that have been formed. The reason for using the quasi-experimental method is to see the effect of working mother status and not work on the independence and development of early childhood language. So the researchers compared the two classes (TK B1 and TK B2). Variables that became the focus of attention in this study consisted of: (1) Mother status (X) as independent / independent variables, (2) Development of independence (Y1) and language development (Y2) as the dependent / dependent variable. The influence of these variables is shown in the following chart:

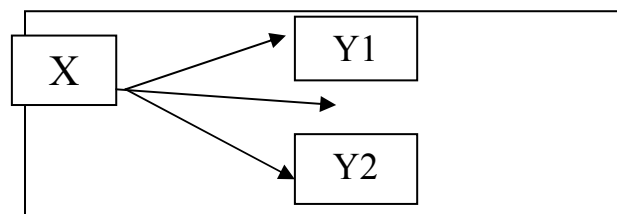


Chart 3.1. The relationship between independent variables and related variables

Information:

X: Mother's status

Y1: Development of Independence

Y2: Language Development

Research Variables and Operational Definitions

This quantitative research is a research to examine the influence between variables. In this study there are two types of variables namely independent variables (X) and dependent (Y). Independent variables (X) are variables that explain or affect other variables. While the dependent variable (Y) is the variable described or influenced by the independent variable. In this study, the dependent variable (Y) is the development of independence (Y1) and language development (Y 2).

Population and Sample

The sample in this study amounted to 40 children, in which 20 children from group A became the experimental group and 20 children from group B1 became the control group. So the subject used in this study is as follows

Table 3.1. Research subject

Group	amount
Experiment	20 children
Control	20 children

Location, Time and Object of Research

The location of this research will be conducted at Kemala Bhayangkari 08 Bajawa-NTT addressing Kisanata Village, Bajawa Subdistrict, Ngada-Bajawa District, NTT. While the research subjects in this study were kindergarten B children in TK Kemala Bhayangkari 08 Bajawa-NTT This research will be conducted in the school year odd 2017/2018

Data collection technique

Data collection methods used in this study are:

1) Observation

Observation is a careful observation using the senses. Observation activities not only involve eye function but are also assisted by sensitivity of other senses. Riyanto (2007; 26) said that observation was a process of observation by directly involved with the informant. At the time of observation there was an intensive social interaction between researchers and subjects within the study.

In this study the author uses the method of direct observation. Direct observation gives researchers the opportunity to collect data in a real situation. Researchers also use documentation as a supporting instrument for smooth observation. The documentation meant here is in the form of data about the identity of students, the number of students and photographs of activities needed for research purposes

2) Questionnaire

Questionnaire is a data collection technique in which participants fill out statements or questions that are questioned by the researcher (Sugiyono, 2015: 193). In this study the questionnaire was used to obtain data related to differences in the development of language skills and children's independence in terms of the status of mothers in the District of Kemala Bhayangkari 08 bajawa

Research Instruments

The research instrument is a tool chosen by researchers in data collection. Margono (2010) defines an instrument as a data collection tool that must be designed and made in such a way that it produces empirical data as it is. The instruments used in this study are:

1) Observation

The observation sheet used in this study has two objectives of data acquisition, namely the activities of students and the role of parents. The observation sheet of students' activities is used as an instrument to observe and describe students' abilities in developing language and students' independence.

While the observation sheet of parents' role is an instrument used to measure the extent of the role of parents towards the development of language and children's independence. Affective domain observation sheets are used to record developmental data of students, especially the development of language and skills that are the research objectives. The elements of development that are observed include imitating the sentence conveyed by the teacher correctly, daring to tell stories, daring to express opinions, working on one's own activities, eating alone, cleaning up personal belongings

2) Sheet Questionnaire

Questionnaire sheet is a tool to collect and record data or information about students' responses to learning carried out. As a data collection tool, the questionnaire sheet contains questions that specifically explore the parents' answers about the child's ability to be further analyzed. A structured questionnaire sheet with a closed answer where each question or question has an alternative answer for students to choose from.

3) Validation

Before being used to collect data, an instrument must be tested so that the data collected can be justified. Sugiyono (2010) a valid instrument means that the measuring instrument used to obtain data (measuring) is valid.

Therefore, the observation sheet used for this study will be tested for the validity of each statement item by using Content Validity or content validity which is consulted by experts, then tested and analyzed. The validity test steps are as follows:

- a) Consultation of instrument items on experts
- b) Revision
- c) Instruments can be used

Data Analysis Techniques

Data analysis techniques are activities after data from all respondents or other data sources are collected (Sugiyono, 2010). Data analysis used in this study is analysis of variance (ANOVA) with the help of SPSS 19 for Windows. ANOVA is used to find out whether there are differences in the development of early childhood independence and language that are cared for by mothers who work outside the home and do not work outside the home.

In connection with the existence of several requirements that must be met before the statistical analysis technique is determined, it can be used, then the normality test and homogeneity test are held first.

1) Normality Tes

Normality test is used to find out whether the data is normally distributed or not. If the results of this normality test indicate that the data is normally distributed, then the data is processed with parametric statistics using SPSS for windows. And if it shows the data is not normally distributed, then the data is processed with non parametric statistics.

2) Homogeneity Test

Homogeneity test is intended to find out the homogeneous data distribution or the data is not homogeneous. Based on the normality test and homogeneity test on the pre-test data in the experimental group and the control group, it can be stated that the data in both groups can use data processing with parametric statistics. Normal distributed data can use parametric statistics, namely ANOVA.

Table 3.9 ANOVA

Source of Variation	Amount Square	Level Freedom	Average square	F count
Between groups	JK_{antar}	m-1	JK_{antar} ---- = MK_{antar} m-1	MK_{antar} ---- = F_{hitung} MK_{dalam}
In Group	JK_{dalam}	n-m-1	JK_{dalam} ---- = MK_{dalam} n-m-1	
Amount	JK_{total}	n – m		

F test can be done by comparing F count with F table, if F count > from F table (H_0 is rejected, H_a is accepted) then a significant model can be seen in the significant column Anova (processed with SPSS 18 For Windows). The significant model during the column is significant (%) < Alpha. And vice versa if F counts < F table, then the model is not significant, this is also indicated by a significant column value (%) will be greater than alpha.

3. Results And Discussion

a. Results

In this study, the variable is Student Independence which consists of 8 (eight) statement items and Student Language Development consisting of 6 (six) statement items. The statistical tests used in this study are descriptive statistics, a prerequisite test consisting of (1) normality test using kolmogorov-smirnov, and (2) homogeneity testing using levene's test, as well as test differences using Analysis of Variance (ANOVA).

Description of Research Variables

Student and moral independence variables consist of 10 (ten) indicators and each indicator consists of 4 (four) rating scales, namely:

Early Childhood Student Independence:	Early Childhood Language Development:
Score 1 = Has not been able to	Score 1 = Undeveloped
Score 2 = Start being able	Score 2 = Start developing
Score 3 = Able to be guided by the teacher	Score 3 = Develop as expected
Score 4 = Able to be without the help of a teacher	Score 4 = Develops very well

Descriptive analysis is used to describe the state of the variable itself. This analysis was carried out by explaining the state of the Language Independence and Language Development of early childhood students in the TK B1 and B2 B2 groups in Kemala Bhayangkari 08 Bajawa-NTT Kindergarten, with a total of 20 children in the control group and 20 children in the experimental group.

The results description of the Student Independence and Student Language Development variables are as follows:

Descriptive of Student Independence in the Status of Working and Not Working Mothers

Frequency distribution of children's abilities seen from Student Independence, as follows:

Status_Ibu * Kemandirian Siswa * TK Crosstabulation

TK				Kemandirian Siswa			Total
				Skor 2	Skor 3	Skor 4	
TK B1	Status_Ibu	Ibu Bekerja	Count		7	13	20
			% within Status_Ibu		35.0%	65.0%	100.0%
	Total		Count	7	13	20	
			% within Status_Ibu	35.0%	65.0%	100.0%	
TK B2	Status_Ibu	Ibu Tidak Bekerja	Count	1	8	11	20
			% within Status_Ibu	5.0%	40.0%	55.0%	100.0%
	Total		Count	1	8	11	20
			% within Status_Ibu	5.0%	40.0%	55.0%	100.0%

Based on the table above shows that the results of observation in the TK B1 group with the status of working mothers can be seen the majority obtained early childhood independence lies in the score category 4 (able without teacher assistance) there are 13 children (65.0%) and the remaining 7 children (35.0 %) lies in the score category 3 (Able to be guided by the teacher).

While the results of observation in the TK B2 group with maternal status did not work, it was seen that the majority obtained early childhood independence lies in the score category 4 (able without teacher assistance) there were 11 children (55.0%), independence of children in the score category 3 (Able to teacher guidance) there were 8 children (40.0%), while the least in the early childhood independence in the score category 2 (Start able) there were 1 child (5.0%).

Descriptive of Student Language Development in Working and Not Working Mother Status

The frequency distribution of children's abilities can be seen from the students' language development as follows:

Status_Ibu * Perkembangan Bahasa Siswa * TK Crosstabulation

TK				Perkembangan Bahasa Siswa			Total
				Skor 2	Skor 3	Skor 4	
TK B1	Status_Ibu	Ibu Bekerja	Count	2	1	17	20
			% within Status_Ibu	10.0%	5.0%	85.0%	100.0%
	Total		Count	2	1	17	20
			% within Status_Ibu	10.0%	5.0%	85.0%	100.0%
TK B2	Status_Ibu	Ibu Tidak Bekerja	Count	2	11	7	20
			% within Status_Ibu	10.0%	55.0%	35.0%	100.0%
	Total		Count	2	11	7	20
			% within Status_Ibu	10.0%	55.0%	35.0%	100.0%

Based on Table 4.3 shows that the results of observation in the TK B1 group in terms of the status of working mothers, it can be seen that the majority obtained language development in early childhood is in the score category 4 (very well developed) there are 17 children (85.0%) and the rest there are 2 children (10.0 %) is located in the score category 2 (Start Developing), and at least 1 child (5.0%) has a category of language development in score 3 (developing as expected).

While the results of observation in the TK B2 group with maternal status did not work, obtained the development of early childhood language located in the score category 4 (very well developed) there were 7 children (35.0%), independence of children in the score category 3 (developing as expected) there were 11 children (55.0%), while the least in the development of early childhood language in the score category 2 (Start developing) there were 2 children (5.0%)

Analysis Requirements Test

The error rate (significant level) used in this study was 0.05. Test requirements of this analysis aims to find out there are irregularities or disturbances or not to the variables in the model. The following are some of the test requirements that are carried out include:

- 1) Normality Test

The normality test in this study uses one sample kolmogorov-smirnov. To find out whether or not normal data can be known from the magnitude of the p value calculated on each variable to be studied. Testing criteria if the value of asymp.sig (2 tailed) \geq 0.05 then the data is normally

distributed. Conversely, if the value of asymp.sig (2 tailed) ≤ 0.05 then the data is not normally distributed.

The following table is the result of the normality test of several variables in this study:

Perlakuan	Kelompok	Variabel	Kolmogorov Smirnov	Signifikasi
Ibu Bekerja	Eksperimen	Kemandirian Siswa	0.913	0.375
		Perkembangan Bahasa Siswa	0.953	0.323
Ibu Tidak Bekerja	Kontrol	Kemandirian Siswa	0.727	0.665
		Perkembangan Bahasa Siswa	0.795	0.552

Based on the Test Table 4.5, the Normality Test results can be seen that the value of asymp.sig (2 tailed) for the mother status control group does not work on the independence and language development variables of early childhood is 0.665 and $0.552 \geq 0.05$, the data are normally distributed.

Whereas for the independence and development of early childhood language variables in the experimental group working mother status is 0.375 and 0.323, meaning that the significant value is more than 0.05, it can be said that the data is normally distributed.

1) Homogeneity Test

According to Budiarti (Sugianto: 92) that to do homogeneity can be done using Levene's Test, by looking at the significance level of the Levene F value calculated. If the Levene F count shows a significance level of more than 0.05, it can be said that there is no difference in variance between sample groups or in other words the variance between groups is the same. Homogeneity test results can be seen in the following table:

	Levene Statistic	df1	df2	Sig.
Skor Kemandirian Siswa	1.073	1	38	.307
Skor Perkembangan Bahasa	.207	1	38	.652

Based on the homogeneity test table it can be seen that the Levene F value counts the independence variable of early childhood shows a significance level of 0.307, greater than 0.05, it can be said that there is no difference in variance between sample groups or in other words the variance between groups of early childhood independence variables is same. Likewise, the Levene F value calculated the language development variables of early childhood showed a significance level of 0.652 more than 0.05, so it can be said that there was no difference in variance between sample groups or in other words, the variance between groups of independence and early childhood language development variables was the same.

ANOVA

After testing the requirements analysis, the next step is to do data analysis. The data analysis technique used in this study is ANOVA test (Analysis of Variance), because the independence and language development variables of early childhood fulfill the assumption of normality, then ANOVA different test is used, because it has 2 independent variables and 1 independent variable. ANOVA test results with the help of SPSS 19.0 software, can be seen in Table 4.6, as follows:

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Skor Kemandirian Siswa	Between Groups	6.384	1	6.384	66.761	.000
	Within Groups	3.634	38	.096		
	Total	10.018	39			
Skor Perkembangan Bahasa	Between Groups	4.563	1	4.563	46.989	.000
	Within Groups	3.690	38	.097		
	Total	8.253	39			

Based on Table 4.6, it can be seen that the Fcount test value of the independence variable is 66.761 with a significance value (P) of 0.000. While the Fcount value of the language development variable is 46.989 with a significance value (P) of 0.000.

a. Discussion

Based on the results of the observation, it was proven that there were significant differences in the independence of early childhood who were cared for by mothers who worked with mothers not working outside the home, so that it could be said that the status of working mothers and not working had a significant effect on early childhood independence. This was reinforced by the results of descriptive analysis which showed that the percentage of early childhood independence with a score capable of without teacher assistance to working mothers was 65.0%, greater than 55.0% of mothers who did not work.

The results of this study are in accordance with the opinion of Havighurst (2005) who argued that one aspect that influences student independence is the social aspect, with regard to the ability to be brave actively fostering social relations, but not dependent on the presence of other people around and emotional aspects that show that ability individuals to manage and control their emotions and reactions by not being emotionally dependent on others

Reinforced also by Supartini (2004) opinion independence is a person's attitude and behavior that reflects actions that tend to be individual (independent), without help and help from others, in other words independence is identical to maturity, doing something does not have to be determined or directed entirely by people other.

Based on the description above, the author argues that independence for early childhood is very important to continue to be fostered, because by conducting experiments, direct observation and exploring the surrounding phenomena, children's independence will begin to develop **Mother's Status of Working and Not Working Affects Early Childhood Language Development**

Based on the results of the observations it was proven that there were significant differences in the development of early childhood language that were cared for by mothers who worked with mothers not working outside the home, so that it could be said that the status of working mothers and not working had a significant effect on early childhood language development. This is reinforced by the results of descriptive analysis which shows that the percentage of early childhood language development with very well developed scores on working mothers is 85.0%, greater than those of mothers who do not work at 35.0%. This shows that language is acquired and learned naturally for children to meet needs in their environment. Language is able to change and control behavior not only in children, but in other behaviors. As a social tool, language is a way of interacting with others. Language also facilitates and is sometimes responsible for cognitive growth. Language also makes it possible to express our own uniqueness as individuals.

4. Conclusions And Recommendations

Conclusion

Based on the results and discussion of the research that has been carried out and the difference test with Analysis of Variance (ANOVA), it is concluded that

- 1) The development of early childhood independence that is cared for by working mothers shows that children tend to be able to be independent in the category of independence without the help of

teachers at 65.0% and the remaining 35.0% of children are at a level of independence capable of teacher balance. While the independence of early childhood raised by mothers who do not work shows children tend to be able to be independent without teacher assistance by 55.0%, and the remaining 40.0% and 5.0% of children have a level of independence with the guidance of teachers and children begin to be independent.

- 2) Early childhood language development that was cared for by working mothers showed that 85.0% were very good language development, 10.0% of children's languages began to develop, and 5.0% of children's language developed according to expectations. Whereas the language development of early childhood raised by non-working mothers showed that 35.0% were in very good language development, 55.0% of children's languages developed according to expectations, and 5.0% of children's languages began to develop.
- 3) There are significant differences in the independence and language development of early childhood who are cared for by mothers working outside the home and mothers do not work outside the home.

Suggestion

Based on the conclusions of the study, there are several suggestions that the authors would like to put forward:

- 1) PAUD teacher
PAUD teachers are expected to be able to evaluate and develop activities that enhance early childhood independence
- 2) Parents
It is hoped that the results of the research can provide information to all parties, especially mothers, to pay more attention to the independence and development of early childhood language
- 3) Other researchers
It is hoped that the next researcher can further research about learning methods that can improve the independence and development of early childhood language.

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