

Impact of Habituation Methods on Children Moral and Social Emotional Development

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Article History

Received: 27.05.2018

Accepted: 09.06.2018

Published: 30.06.2018



Abstract: The purpose of this study is to improve the moral and social development of early childhood emotional. In this study the specific targets expected are in addition to improving students' moral and social development in RA Al-Hikmah. This research is a classroom action research using observation for its data gathering and habituation method as the subject to be tested. While the technique of data analysis using descriptive, Anova and Tukey Analysis. By using Anova it can be concluded that there are differences in the moral and emotional development of children between cycles, and if examined in more detail using tukey analysis then significant post-pre-cycle differences occur in the second cycle.

Keywords: Moral development, Emotional social development, Method of Habituation, early childhood.

INTRODUCTION

Basically the newborn does not have a hierarchy of values and conscience. The newborn child is non-moral or not immoral. In this case the newborn child behaves not guided moral norms. But gradually he will learn the moral code of the parents, and then from the teachers, and playmates, they learn the importance

Following moral codes, Learning to behave in a moral manner acceptable to the surrounding environment is a long and slow process, but the basics are laid in childhood and it is on this basis that a child develops moral codes that guide his behavior when it becomes great [1].

Moral is generally defined by psychologists as the attitudes and beliefs of someone who helps the person to decide what is right and wrong [2]. Furthermore Hook [2] states that the concept of morality itself is influenced by the rules and cultural norms in which a person is brought up, so internalized within the person. Morality is not part of "standard equipment" at the time a person is born, because a person is born without morals.

Two influential experts in the theory of moral development are Jean Piaget and Lawrence Kohlberg [3, 4, 2]. In discussing Kohlberg's theory of moral development, we cannot escape Piaget's work on moral development. Piaget is the foundation of moral development theory with a cognitive approach. Piaget rejects the view of nativism that morality is something inherited as well as the views of social learning theory that morality is derived from others. Piaget and later developed by Kohlberg, proves that growth in moral reasoning is a process of moral development which is a process of forming cognitive structures [5]. Piaget and Kohlberg use the term moral judgment, which is often

interpreted with moral reasoning, to show that moral development is related to cognitive structure.

That is why Davaney, O'Brien, Tavegia and Resnik [6] suggest the importance of efforts in developing the child's social and emotional through the five social and emotional learning competencies, a joint effort at school, at home and in child development institutions helping young people have self-awareness so that they will be able to recognize emotions and values as well as one's strengths and limitations; aware of others (social awareness) so as to show understanding and empathy towards others; have good relationship skills so that they can build positive relationships, work in teams, and solve problems effectively; making responsible decision making by making constructive and ethical choices about personal and social behavior; and able to manage themselves so that they can organize emotions and behaviors to achieve one goal. Davaney *et al.*, [6] called that competence will eventually result in children who are able to achieve a balance on the skills they need to live ethically and responsibly. Koenig, Cicchetti and Rogosch [7] prove that maltreating children exhibit

different behaviors and attitudes to their moral development, with the effect of differences based on the type of error.

Certain social competencies empirically coincide with school success including pro-social behaviors that maintain positive relationships with peers and teachers and self-regulating skills that support controls inhibit aggression [8-11]. Bierman *et al.*, [11] also quotes from Denham and Burton [9], Crick and Dodge [12], and Youngstrom *et al.*, [13] who say that effective pro-social engagement is closely related to emotional competence (eg the ability to recognize and manage emotions) and with social problem solving skills (e.g., the ability to interpret problems, generate and consider alternative solutions, and engage in planning anticipation considering the various consequences of the solution).

The result of stable social interaction, the potential of children will be more focused in achievement, social relationships, and leadership spirit. Children need a healthy emotional development as a readiness to learn [14] because emotional and social development is in line with children's cognitive development [15] as well as a measure of individual success.

RESEARCH METHODS

This research was conducted in RA Al-Hikmah and the research object was 29 children. This form of research is Classroom Action Research, which is a study that provides action to the object of research, which is done with a continuous cycle until the objectives of the study, is achieved. The data collection technique is to observe the observed variables using observation using instrument: 1) The child wants to invite friends to play and learn by the method of training and habituation, 2) The child is happy to help the method of training and habituation, 3) Mutual plead and apologize the method of practice and habituation and 4) The child is always grateful if you get a method of training and habituation. Assessment with observation criteria: 1) Not Developed, 2) Start Developing, 3) Expanding According to Expectations and 4) Growing Very Good. The analytical technique used is descriptive statistics to explore the results of observation on child behavior, Analysis of Variance to see the significance of differences between cycles as a whole and Tukey analysis to see the significance of differences between cycles in more detail.

RESULTS AND DISCUSSION

From the results of observations of pre-cycle research until the third cycle can be seen the moral development and social emotional children through methods of habituation in the assessment instrument as seen in table 1 below:

Table-1: Descriptive Statistics of Moral and Social Emotional Child Development through Habituation Method

Ability to be achieved	Not Developed (ND)	Start Developed (SD)	Expanding According to Expectations (EAE)	Growing Very Good (GVG)
a. Children want to invite friends to play and learn by the method of training habituation				
Pre-Cycle	13.33 %	26.66 %	46.67 %	13.33 %
Cycle 1	0 %	20 %	33.33 %	46.67 %
Cycle 2	0 %	0 %	53.33 %	46.67 %
Cycle 3	0 %	0 %	46.67 %	53.33 %
b. Children want to invite friends to play and learn by the method of training habituation				
Pre-Cycle	26.66 %	53.33 %	20 %	0 %
Cycle 1	24.67 %	20 %	20 %	33.33 %
Cycle 2	0 %	20 %	20 %	40 %
Cycle 3	0 %	0 %	46.67 %	53.33 %
c. Mutual begging and forgiving methods of practice and habituation				
Pre-Cycle	33.33 %	46.66 %	20 %	0 %
Cycle 1	40 %	20 %	20 %	20 %
Cycle 2	0 %	33.33 %	40 %	16.67 %
Cycle 3	0 %	13.33 %	46.67 %	40 %
d. The child is always grateful if you get something with the method of training and habituation				
Pre-Cycle	46.67 %	53.33 %	0 %	0 %
Cycle 1	46.67 %	20 %	20 %	13.33 %
Cycle 2	6.67 %	26.67 %	46.67 %	20 %
Cycle 3	0 %	13.33 %	53.33 %	33.33 %

In the pre cycle, the emotional and moral development of children based on the minimum mastery of "Expanding According to Expectations (EAE)" can

be obtained average is 28.89% whereas based on the maximum completeness of "Growing Very Good (GVG)" can be obtained an average of 3.33%, then the

total reaches 32.22% of children in the category complete and 67.78% unfinished. This shows the moral and emotional nature of children is still not good. Therefore it is necessary to exercise and habituation so that the expected results can achieve maximum success

In the observation of cycle 1, the emotional moral and social development of the child based on the minimum completeness of "Expanding According to Expectations (EAE)" can be obtained the average is 23.33% while based on the maximum completeness of "Growing Very Good (GVG)" can be obtained an average of 28.33%, then the total reaches 51.66% of children in the finished category and 48.34% unfinished. This shows the moral and emotional social of children has slightly increased but still in good category. Good category here is still in the low range that is considered the ability of children can be improved even more. Therefore it is necessary to exercise and habituation so that the expected results can achieve maximum success

In the 2nd cycle observation, the children's emotional and moral development based on the

minimum completeness of "Expanding According to Expectations (EAE)" can be obtained average is 45% whereas based on the maximum completeness of "Growing Very Good (GVG)" can be obtained on average 33.33%, then the total reaches 78.33% of children in the category completed and 21.67% unfinished. This shows the moral and social emotional children are also increasing but still fall into the category very well in the low range and is considered the ability of children can be improved again Therefore it is necessary to exercise and habituation so that the expected results can achieve maximum success

In the 3rd cycle observation, the children's emotional and moral development based on the minimum completeness of "Expanding According to Expectations (EAE)" can be obtained average is 45% while based on the maximum completeness of "Growing Very Good (GVG)" can be obtained an average of 43.33%, then the total reached 88.33% of children in the category thoroughly and 11.67% unfinished. This shows the moral and emotional social has reached the maximum limit and into the category very well in a good range as well.

Table-2: Multiple Comparison Result Using ANOVA and Tukey Analysis

	Cycle 1	Cycle 2	Cycle 3	
Pre-Cycle	0.196	0.001	0.000	F-Value = 10.634 Sig = 0.000
Cycle 1		0.174	0.012	
Cycle 2			0.672	

Furthermore, in Table-2 shows the comparative results of moral and emotional development of children between cycles. With the value of F-value of 10,634 and supported by the value of sig = 0.000 concluded that there are differences in moral and emotional development of children between cycles, but this result is not enough to show comparison between cycle in more detail. To be able to see differences in moral and emotional development of children between cycles is used tukey analysis method. The test results show that there is no difference in moral and emotional development of children between pre-cycle with the first cycle. New differences occur between the pre-cycle with the second cycle and the third cycle. In addition, significant differences are also shown between the first cycle and the third cycle.

From the results of the above analysis confirmed that the method of habituation or in other words done continuously, then the moral and emotional development of children could show significant changes. The trials carried out until the third cycle supported by the value of the significance that exists show the more frequent treatment aimed at changing the moral and emotional child the better the moral and emotional a child.

CONCLUSIONS AND RECOMMENDATIONS

Efforts to improve the moral and emotional social of children by using methods of training and habituation can be done. The increase can be seen from the average increase in percentage of pre-cycle stage and after class action. Therefore, it is necessary to use various learning strategies as an alternative in the appropriate learning process for early childhood more appropriate using methods that can be done and felt directly by the child. Appropriate learning for early childhood is more appropriate to use methods that can be done and felt directly by the child. In addition there needs to be other learning development, learning tools that are interesting for children, communication between teachers and parents about children development in school and role of Parents in doing the exercises and also at home habituation in order to increase child development consistently.

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