

The Role Interaction of Parents on the Child's Emotional Development Preschool at Tanjung Pura Karawang

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Abstract: *The emotional mental development for preschool age is basic because of the potential development of a child's brain in this period will affect the psychological abuse of children. Mental process is a process of information processing activities to reach cognition, intelegensia, thinking, learning, problem-solving and the formation of the concept (Farida.dkk, 2013). The maturity of someone's child's emotions is the key to success in social relations. These skills is a major factor in supporting success in the Association. One of the key social skills is how good or bad a person reveals the perasaanya so it can be noted that the development of emotions is very influential on the development of the social child. Social interaction requires special skills that are driven by the condition of the child's emotions such as motivation, empathy and resolve conflicts. A child who can control themselves and easily demonstrate empathy and compassion would be easy to socialize with people around (Nurmalitasari1, 2015). This research uses experimental methods of approach are non is a descriptive survey research that used a quantitiative approach with Cross Sectional research design. The research was carried out in the village of TanjungPura Karachi during March and april 2018, the population in this study was a Preschooler atTanjungPuraKarawang and the number of samples as many as 70 respondents. The conclusion from this study is there is a relationship between the interaction of parents at preschoolers with the emotional development of the child. Suggestions in this study parents expected more conduct interactions with the child so that the child's emotional development well developed.*

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1. Introduction

The emotional mental development for preschool age is basic because of the potential development of a child's brain in this period will affect the psychological abuse of children. Mental process is a process of information processing activities to reach cognition, intelegensia, thinking, learning, problem-solving and the formation of the concept (Farida.dkk, 2013)

Whereas, in fact, early childhood is a unique individual which has a pattern of growth and development in the physical, emotional, social, cognitive, creativity, language and communication in accordance with the special stages are passed by the child. And various studies concluded that early childhood is children aged 0-8 years were in a stage of growth and development, both physically and mentally (Nurmalitasari1, 2015)

LeDoux in Beaty explains an emotion is the subjective experience of consciousness, the invasion of vibrant, a feeling. So the emotions have the experience, self awareness and generate a feeling of Emotion (Widiastuti, 2015)

These daily interactions can occur between individuals with family and community environment. A family is a unit in the community who have an important role to any member or any individual within the family, especially for children. Every child is experiencing growth in physiological and developmental psychologically (Kurniawan, 2015)

Social interaction is a process performed by any child when she acted in a relationship with other children. social interaction can also be understood as a process that is done a

child to identity meyakini himself to other children, and receive recognition of such identities so that formed differences of identity between a child with child other notions of social interaction above indicates that the identity of ourselves not merely implied by what we have, but is determined also by the recognition of all the people or a group of others towards us in certain situations (Kurniawan, 2015)

The development is the development of social behavior in children where children are asked to conform to the rules in force in the community. In other words, social development is a learning process of children in adjusting to the norms, morals and traditions in a group (Nurmalitasari1, 2015)

Early childhood education continues to experience increased from year to year. As the number of children in 2002 aged 0-6 years (28,311,300 people), only 5.69% served kindergarten, 11% have entered elementary and 52.25% built through community development program the family Toddler. The rest are 30.06% has yet to obtain educational services 7 However, in 2005, UNESCO noted that the participation of Indonesia in the OLD figures occupy the lowest position in the world (20%). The same phenomenon also happens at ASEAN, Indonesia belongs to low compared to Viet Nam, the Philippines, Thailand, and Malaysia. 8 now began to seem the existence of positive developments in the form of the growth of Group play and the Daycare rapidly in the Community (Rahman, 2009) Emotions are feelings that are physiological and psychological is owned by a child and used to respond against the surrounding events that took place. Emotions for early childhood is crucial, because with the emotions of a child can focus, and emotions provide the

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power for the body as well as organising thought to adjusted to needs (Martani, 2012)

American Academy of Pediatrics stated that developments of social emotion refers to the ability of the child to have knowledge in managing and emoting in full either positive or negative emotions emotions, are able to establish rapport with the other kids and adults around them, as well as actively exploring the environment through learning (Nurmalitasari1, 2015)

Family environment has a major role in determining the social and emotional development of the child at a later date (Rogram, 2015).

The influence of the great families in the formation of the Foundation of the child's personality. Families who failed to form a child's personality is usually filled with family conflict or unhappy. Heavy duty of the parents to convince their family functions is completely safe, comfortable for their children. The House is a paradise for children, where they can be intelligent, righteous, and of course would be sure of birth and bathinnya.

The primary role of parents and the first for children education, nurture, guide and educate is a noble task of a variety of barriers and challenges, while teachers in all schools is the second after the educators parents at home.

Along with the development of the times, moral education within the family began to wear off. The current globalisation attacked in all aspects of life of society, not only the city but also the community rural communities. Thus, it cannot be denied that the who's role is huge as the determinant of moral formation of man-man was born.

Mental emotional problems are not resolved will give negative impact on child development, especially to the maturation of his character, this resulted in the occurrence of mental disorders can be an emotional high risk behavior. Research conducted in the village of Pucang Simo Ticino obtained the emotional mental disorder prevalence in children ages 3-5 years with results of as many as 74.2% (Farida. dkk, 2013)

Emotional development in early childhood was marked by the emergence of the evaluative emotions to realize a sense of pride, shame, and guilt, in which the appearance of this emotion shows that children have already begun to understand and use regulations and social norms for judging their behavior (Nurmalitasari, 2015)

The maturity of someone's child's emotions is the key to success in social relations. These skills is a major factor in supporting success in the Association. One of the key social skills is how good or bad a person reveals the perasaanya so it can be noted that the development of emotions is very influential on the development of the social child. Social interaction requires special skills that are driven by the condition of the child's emotions such as motivation, empathy and resolve conflicts. A child who can control themselves and easily demonstrate empathy and compassion

would be easy to socialize with people around them (Nurmalitasari1, 2015)

In the Ministerial Regulation Number 58 Year 2009 concerning early childhood education standards was made standard on the level of achievement of development based on age group. Age group is divided into the stages of age 0-2 years, stage < ages 2-4 years, stage < age ≤ 4-6 years. Preschoolers as mentioned above, i.e. between the ages of 3-6 years old. As for the level of achievement of the development of the scope of the social development of the child's emotions at the age of 3-6 years (Nurmalitasari1, 2015)

An example of the function of emotion in the lives of early childhood, for example: fear is one of the emotions that are used for "survival". At the moment the emotions of fear appears on the child, then the child becomes aware of the environment and give rise to an attitude of caution on a child's smile is an expression of emotion is happy, with a smile of the child will be able to give a sign to the vicinity of the situation experienced and the need to conduct interpersonal relationships. In short the emotions all the time to help children survive and berkomunikasi with the environment. Emotions are evolving all the time, emotions on early childhood evolving from simple to be a condition that is more complex. Emotions evolved as a result of interaction with the environment gai (Martani, 2012)

The results of the research conducted by the Child Welfare Foundation of Indonesia (YKAI) also showed that 5% of children who live in the hamper do aggressive behavior when there is an event of a conflict, for example, the child would be upset and didn't want to ask I'm sorry when it made a mistake. In addition 21.6% of children will be countered with aggressive behaves if there is a friend of his who was angered because it assumes that aggressive behavior is reasonable and ordinary things (YKAI, 2010).

From the results of 20 interviews with preschool age children in discover data, 15 children (75%), indicates when the child in child marahi vent to another person or object, and five children (25%), showed a child when in melampiskan not marahi to other people or objects. Based on the above phenomenon, then the researcher is interested in researching more about the "Interaction of parents on the child's emotional Development Preschool at the village of Tanjung Pura Karawang"

2. Research Methods

The design of this research is non-experimental descriptive research survey which is a quantitative approach used by Cross Sectional research design a research to study the dynamics of the correlation between risk factors with effects, by means of approach, observation or data collection at once on a time (time point approach) (Notoatmodjo, 2012). This research was conducted in the territory of the village of Tanjung pura Karawang.

The population of this research is a Preschooler in the village of TanjungPura Karachi. Sampling using simple random sampling, random sampling that is simple as

Lottery and every individual has the same opportunities (Saryono and Anggraeni goddess, 2013). The samples on this research totalled 70 respondents.

3. Results

Interaction of parents against emotional development

Table 5.3: Interaction of parents on the child's emotional Development Preschool AtTanjungPura

Emotional development	Interaction				Value		P	OR (CI 95%)
	No good		Good					
	N	%	n	%	N	%		
No good	27	38,6	1	1,4	28	40	0,000	3,510 (3,464-35,565)
Good	3	4,3	39	55,7	42	60		
Value	30	42,9	40	57,1	70	100		

Karawang

Based on table 5.3. obtained results that respondents who had a parent interactions in children pre-school is good with good emotional development totaled 39 respondents (55.7%), whereas the interaction of parents on children pre school is not good with no emotional development both totaled 27 respondents (38.6%). Test result statistics retrieved value $p = 0.000$ ($p < 0.05$) then H_0 is rejected. As such that there is a relationship between the interaction of parents at preschoolers with the emotional development of the child.

4. Discussion

Based on the results of the statistical analysis of the retrieved value $p = 0.000$ ($p < 0.05$) then H_0 is rejected. As such that there is a relationship between the interaction of parents on children pre school with pre school children's emotional development. Result OR known 3.510 (CI-3,464 35,565), meaning parents that their interaction is not good at risk 3.510 times more likely not to have the child's emotional development is good compared with parents who interact well.

Interactions with his parents is very important for the development of the personality of the child. When the interaction effect of good parents to their children then it will cause the child develop good anyway. An atmosphere of interaction parents at home had an important role in determining the child's life at school. Parents need to make the home as a container to interact intensively with his son (Subroto, 2004).

Social interaction is a process performed by sutu each child when she acted in a relationship with other children. social interaction can also be understood as a process that is done a child to identity meyakini himself to other children, and receive recognition of such identities so that formed differences of identity between a child with child other ranks. Understanding social interactions above indicates that the identity of ourselves not merely implied by what we have, but is determined also by the recognition of all the people or a group of others towards us in certain situations (Liliweri, 2010).

The research is in line with previous research done by Kurniawan (2015) that wouldn't have the result that the development of social interaction both in the category of respondents as many as 13 children (52%), very good as 6 children (24%), and pretty good as 6 children (24%). Based on an analysis using statistical test of Chi Square with the known value of 0.05 confidence level p value of 0.030 thus p value less than 0.05 so H_0 is rejected in other words there is a relationship between the interaction of parents with emotional development of the child.

Based on the analysis of researchers doing field developmental preschool children's social interaction in this research note in the category either, that children are able to interact with the research upon the stage with the introduction of the researcher. Children do not feel fear in the interact with the researchers at the time researchers conduct home visits.

5. Conclusion

Based on the results of the research that has been done then it can be inferred:

Univariate analysis results obtained from 70 of the respondents either parent interaction totalled 40 respondents (57.1%) good emotional development totalling 42 respondents (60%)

Based on the results of the statistical analysis of the retrieved value $p = 0.000$ ($p < 0.05$) then H_0 is rejected. As such that there is a relationship between the interaction of parents at preschoolers with the emotional development of the child.

Advice

- 1) For parents
Expected to do more interaction with the child so that the child's emotional development well developed.
- 2) For Subsequent Researchers Expected results of this research can be used as an additional reference for conducting research related to the development of pre-school children's social interactions and subsequent researchers should add some variable such as factors that affect the children as well as associated with emotional intelligence.
- 3) For educational institutions Expected results of this research are able to provide a new discourse of social interaction in the development of pre-school aged children.
- 4) To improve the performance of health workers and health care personnel about the importance of disseminating the development in children ages pre Milwaukee public.

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