Early Childhood Moral Intelligence raised by Grandmother, Household Assistant, and Daycare Provider

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Abstract

Children do not only need intelligence in the academic field but also in interacting with others in accordance with the prevailing moral norms in society. Intelligence is influenced by parenting. In Indonesia, parenting of working parents' families is usually carried out by grandmothers, household assistants, and daycare providers. This study aims to analyze differences in the moral intelligence of children raised by grandmothers, household assistants, and daycare providers. A total of 208 children aged 5-6 years (106 boys and 102 girls) in the city of Semarang, who were willing and approved by parents, were involved in this study. The children's moral intelligence score in this study was obtained through storytelling test techniques presented by the researcher verbally, considering that early childhood children cannot read fluently. Data analysis techniques used descriptive analysis and one-way analysis of variance (ANOVA) with the help of SPSS 20.0 for Windows. The results of this study differed from previous studies in that there is no difference in the moral intelligence of children aged 5-6 years in the city of Semarang that is raised by grandmothers, household assistants, and daycare providers. Based on the results of the study it can be concluded that the roles of grandmothers, household assistants, and daycare providers are no different in fostering moral intelligence in early childhood. The level of moral intelligence of early childhood can also be influenced by the individual, age, social interaction, education, and the context of the situation. Discusses the moral intelligence of young children who are cared for by grandmothers, household assistants, and daycare providers

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INTRODUCTION

Moral is one aspect of development in early childhood. Morals are needed by humans to think, behave, and behave in a good way of interacting with others (Ananda, 2017; Oladipo, 2009). The scope of aspects of moral development in early childhood in the Minister of Education and Culture Regulation of the Republic of Indonesia Number 137 of 2014 concerning National Standards of Education includes, the ability to act politely, honestly, helpfully, respectfully, tolerant of differences in others, sportsmanship, and maintaining personal hygiene as well as the environment.

A child does not only need intelligence in academics but also an understanding of the moral norms prevailing in society (Pranoto, 2017). Children's understanding of moral norms prevailing in society is called moral intelligence. Children's understanding of moral norms prevailing in society is called moral intelligence. Moral intelligence is needed by children to interact with the surrounding environment. Children who have moral intelligence, can distinguish right from wrong and behave according to the rules that apply in the community.According to Winurini (2016), moral intelligence is the main intelligence that directs other intelligence so that humans have a meaningful and pleasant life.

Borba (2001) argued that moral intelligence needs to be nurtured early so that children have the instinct to distinguish right from wrong so that children have the ability to protect themselves from bad influences. Good moral development not only prioritizes moral thinking but also emphasizes moral feelings, and moral behavior (Lickona, 1991; Coles, 2000; Santrock, 2007).

A child basically has a good nature. The environment around children has a very strong influence on the development of children's moral intelligence. One of the factors that influence the development of moral intelligence in children is parenting (Notosrijoedono, 2015). Children get the first care from both parents. Parents have a very important role and function in fostering children's moral intelligence. Parents are role models for children in doing moral norms. That is because from an early age child often imitate everything that is done by adults around them, especially parents. An ideal child gets good moral guidance from both parents. Good moral development in children must balance moral knowledge, moral feelings, and moral behavior (Rifa, 2017).

Unfortunately, recently parents have transferred childcare to surrogate caregivers because of work. So that moral guidance that should be done by parents becomes less than optimal. Lack of moral development in children will have an impact on the child's lack of understanding of the rules so that there is a deviation of behavior by the child (Sinulingga, 2016).

Parents in Indonesia who are busy working, often entrusting childcare to grandmother, household assistant, and daycare provider. According to Pratt et al (2014), and Libscomb et al (2014), childcare conducted by someone other than parents is called non-parental care. The condition of working parents causes moral guidance that should be done by parents also done by childcare providers.

Each parent has certain considerations in choosing the right care for their children. According to Jappens & Jan (2012), parents choose grandparents in caring for children because the care provided by grandparents is more affordable, comfortable, and reliable than other providers. According to Ahn & Nary (2013) states that the reason some parents who work full time choose a household assistant in parenting because it is not limited to operational hours such as daycare. While some parents consider daycare as an appropriate and trusted place to provide care and care for children. According to Hamdiani et al (2016) daycare care patterns provide services to meet the needs of children and pay attention to the needs, interests, and development of children

Research on moral intelligence in early childhood that is taken care of by parents has been done a lot like research conducted by Karendehi et al (2016); Pangestu et al (2016); and research by Ahsan et al. (2016). However, there is no research in Indonesia that discusses the moral intelligence of young children who are cared for by grandmothers, household assistants, and daycare providers. The review in this article will discuss the moral intelligence of children aged 5-6 years through non-parental care performed by grandmother, household assistant, and daycare provider.

METHOD

This research used a quantitative approach with a survey method. A total of 208 children aged 5-6 years consisting of 106 boys and 102 girls in the city of Semarang participated in this study. This study used a purposive sampling technique related to permission at the study site because it involves the child's willingness and parental consent to participate in the study. Moral intelligence

scores in this study were obtained through story-telling test techniques presented by researchers verbally, bearing in mind that early childhood children cannot read fluently.

The instrument of moral intelligence in this study was developed based on aspects of Borba's moral intelligence. The aspects of moral intelligence include empathy, conscience, respect self-control, kindness, tolerance, and fairness. There are 14 questions on the instrument of moral intelligence provided with illustrative images. Illustration pictures were used to make it easier for children to understand the researcher's questions. Questions on moral intelligence instruments include the child's response (think, feel, and do) to an event.

The first step taken by the researcher was to conduct a research permit using the informed consent form. After being permitted, researchers conducted interviews using storytelling tests on research respondents. Categorizing children's answers to moral intelligence instruments in this study was based on the total score of children's responses using a 3-point Likert scale (high-low).

In the next step, the researchers conducted data analysis. Data analysis to determine the percentage of moral intelligence in each group was conducted using descriptive analysis. Data analysis to determine differences in the moral intelligence of children cared for by grandmothers, household assistants, and daycare providers, was conducted using a one-way analysis of variance test (ANOVA). Before conducting data analysis, researchers conducted an analysis prerequisite test. The analysis of prerequisite tests in this study included normality and homogeneity tests. Analysis of the data in this study was conducted using SPSS 20.0 for Windows software.

RESULTS AND DISCUSSION

Early childhood education essentially aims to facilitate children's growth and development as a whole and emphasizes the aspects of childhood development; cognitive development, social development, physical development, and motor development (Hazizah & Murni, 2019).

The results of the storytelling test were to measure the moral intelligence of young children who are cared for by grandmothers, household assistants, and daycare providers in the city of Semarang with a total sample of 208 children aged 5-6 years. The study sample consisted of 75 children raised by grandmothers, 64 children taken care of by household assistants, and 69 children taken care of by daycare providers. The results of measuring the moral intelligence of children aged 5-6 years in Semarang City can be seen in Table 1.

The results of descriptive analysis of children's moral intelligence scores show that the average value of the moral intelligence of children cared for by grandmothers is 29.24 with the lowest score of 15 and the highest score of 42. The average value of the moral intelligence of children raised by household assistants is 30.11 with the lowest score of 17 and the highest score of 41. While the average value of the moral intelligence of children cared for by daycare providers is 30.67 with the lowest score of 16 and the highest score of 42. The diagram of the categorization of moral intelligence of children in each care is presented as Figure 1.
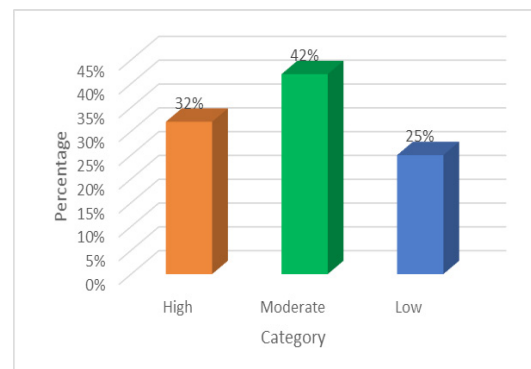

Figure 1. Bar Chart of Children Moral Intelligence raised by Grandmothers

Based on Figure 1 it can be seen the percentage of moral intelligence of children aged 5-6 years who is raised by grandmothers in the city of Semarang. The moral intelligence of children raised by grandmothers in the high category iss 32% and in the moderate category is 42%, and the low category is equal to 25%.

Table 1. Descriptive Analysis of the Moral Intelligence of Children under Grandmother, Household Assistant and Daycare Provider Care

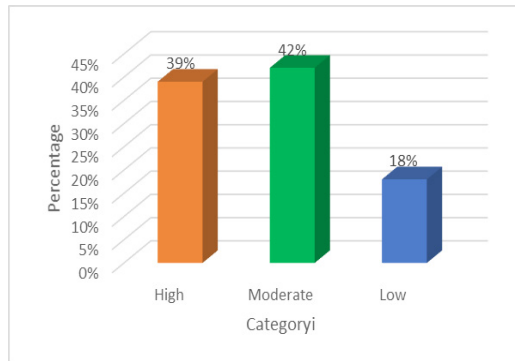| Child Moral Intelligence	N	Lowest Score	Highest Score	Average	Standard of Deviation
Grandmothers	75	15	42	29.24	7.044
Household Assistants	64	17	41	30.11	6.224
Daycare Providers	69	16	42	30.67	6.335

Figure 2. Bar Chart of Children Moral Intelligence raised by Household Assistants

Figure 2 shows the percentage of moral intelligence of children aged 5-6 years raised by household assistants in the city of Semarang. Children raised by household assistants have a percentage of moral intelligence in the high category of 39% and in the moderate category of 18%, and in the low category of 18%.
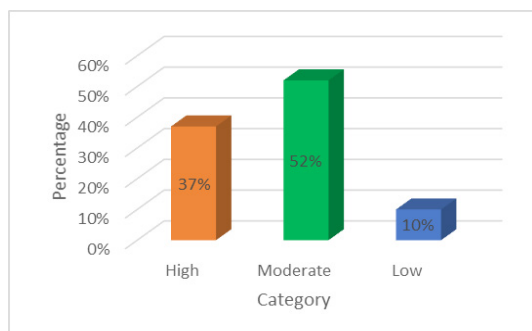

Figure 3. Bar Chart of Children Moral Intelligence raised by Daycare Providers

The moral intelligence of children aged 5-6 years who were cared for by daycare providers in the city of Semarang is shown in figure 3. Children who were cared for by daycare providers have moral intelligence in the high category of 37% and in the moderate category of 52%, and in the low category of 10%.

Before conducting data analysis to test the research hypotheses, researchers conducted the analysis requirements test. The analysis prerequisite test was carried out to determine the type of statistics to be used. The analysis prerequisite test used in this research was the data normality test and homogeneity test which will be described as follows.

Normality Test

The way to find out whether research data is normally distributed or not is to use a data normality test. Statistical test data normality can use

the Chi-Square test, Lilliefors, Shapiro Wilk, Kolmogorov Smirnov, and Jarque Bera. In this study, the data normality test used the Kolmogorov Smirnov test with the help of SPPS 20.0 for Windows software. The data met the normality assumption with a criterion of significance value> α (with α = 0.05). Data normality test results in this study can be seen in Table 2 as follows:

Table 2. Normality Test Results on Moral Intelligence Scores

	N	*Sig.2 tailed*	*Kolmogorov Smirnov*
Storytelling test	208	0.513	0.819

Based on the results of the normality test, obtained Sig. = 0.513. This value indicates that Sig.> 0.05. So it can be concluded that the moral intelligence score data is normally distributed. Normality test results are in accordance with the opinion of Prayitno (2010) that the data are normally distributed if it has a significance value> 0.05.

Homogeneity Test

After conducting the normality test to find out normally distributed data, the next prerequisite test that must be done was the homogeneity test of the data. Homogeneity test data was used to determine whether the data in the study came from homogeneous groups (same variant). Homogeneity test in research using the Levene Test (test of homogeneity of variances). Data came from homogeneous groups with criteria of significance value> α (with α = 0.05). Homogeneity test results can be seen in table 3.

Table 3. Homogeneity Test Results of Moral Intelligence Scores in the Group of Grandmother, Household Assistant, and Daycare Provider

Levene Statistic	df1	df2	*Sig.*
0,958	2	205	0,358

Based on the homogeneity test results obtained Sig value = 0.358. This value indicates that the value of Sig> 0.05. So it can be concluded that the variance in the group of grandmothers, household assistants, and daycare providers is the same (homogeneous). Homogeneity test results in accordance with the opinion Rifa'i (2008) that if the significance value> 0.05 then the data obtained from groups that have the same variant (homogeneous).

After the two prerequisites were fulfilled, a hypothesis test was then performed. The hy-

pothesis test used in this study was the k sample comparative hypothesis test. According to Sugiyono (2010), the comparative test k sample was used to test differences in groups of more than 2. In this study there were 3 sample groups namely the group of children raised by grandmothers, the group of children cared for by household assistants, and the group of children cared for by daycare providers. The k-sample comparative test in this study is as follows.

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Hypothesis testing to prove differences in the moral intelligence of young children who are cared for by grandmothers, household assistants, and daycare providers is to use one-way analysis of variance test (ANOVA). The purpose of using this technique is to examine the significance of the difference in the average moral intelligence of children in the three groups. Comparative hypothesis testing in this study with the help of SPSS 20.0 for windows. ANOVA test decision making criteria in this study is that if F arithmetic> F table then there are differences in moral intelligence of children aged 5-6 years in the city of Semarang who are cared for by grandmothers, household assistants, and daycare providers. Decision making can also be done by looking at the significance value, with the provision that if the significance value <significance level is 5%, there are differences in moral intelligence of children aged 5-6 years in Semarang that are cared for by grandmothers, household assistants, and daycare providers. ANOVA test results in this study can be seen in Table 4 as follows.

Table 4. ANOVA Test Results of Moral Intelligence Score of Children between those raised by Grandmother, Household Assistant, and Daycare Provider.

	df	Mean Square	F	Sig.
Between groups	2	37.338	.866	.422
Within groups	205	43.128		
Total	207			

Based on the ANOVA test results obtained the calculated F-value = 0.866. The calculated F value is then compared with the F table obtained from the statistical table with df1 = 2, and df2 = 205 which is 3.04. So it can be seen that F-arithmetic <F-table. ANOVA table also shows Sig value> 0.05. Based on the calculated F-value and

the Sig. then it can be concluded that there was no difference in the moral intelligence of children aged 5-6 years in the city of Semarang who were cared for by grandmothers, household assistants, and daycare providers.

This can also be seen in the mean (average) value of each group. Grandmothers' childcare group has an average value of moral intelligence of 29.24. The group of children who were cared for by household assistants has an average value of moral intelligence of 30.11. Whereas in the group of children who were cared for by daycare providers have an average value of moral intelligence of 30.67. The mean value also shows that there is no significant difference in the average value of each group.

The results of this study indicate that the hypothesis in the study is not proven. The moral intelligence of children who are cared for by grandmothers, household assistants, and daycare providers do not have a significant difference. This shows that the roles of grandmothers, household assistants, and daycare providers are no different in fostering moral intelligence in early childhood. The results in this study differed from previous studies conducted by De Moura et al (2014) in that there are significant differences in care performed by mothers, grandmothers, household assistants, and daycare providers.

Based on the results of the interviews, each caregiver has the same perception that moral education is important to apply from an early age so that childcare is applied seriously according to standards. This shows that the caregiver's perception of the importance of moral education influences behavior in caregiving. The statement is in accordance with the opinion of Walgito (2005) and Siregar (2013) that individual behavior (response) is a reaction from the existence of a perception of stimulus. Forms of care for grandmothers, household assistants, and daycare providers in instilling moral values are no different because they all have the same perception about the importance of moral education.

Notosrijoedono (2015) revealed that the education system in schools affects the moral intelligence of young children. This can be seen in the bar chart of moral intelligence categorization in this study. The categorization of moral intelligence of early childhood who is cared for by daycare providers has the lowest low percentage score and is dominant on moderate scores when compared to other providers. However, the difference was not significant between daycare providers with grandmothers and household assistants. The three providers were located in the

city of Semarang. The majority of the population is Javanese residents whose system of life has a culture of upholding group values. As stated by Koentjaraningrat (1984) that Javanese people have customs of courtesy that are used in a style that is adjusted to their position. For example, getting children to have good manners when talking to older people.

In addition, research conducted by Yusuf (2014) shows that values believed by grandparents in parenting influence involvement in parenting. Pujiatni & Aulia's research (2013) also stated that grandparents have a role in maintaining values in the family and setting an example for grandchildren. So that grandchildren are able to show aspects of moral intelligence such as enthusiasm, courtesy, compassion, and caring. Specific research examining the effect of parenting household assistants on moral intelligence has not been found. However, from the statements of Walgito (2005) and Siregar (2013) coupled with the fact that the household assistant is Javanese, the results of the study indicate that caregiver beliefs about a value affect the caregiver's behavior in parenting practices.

The findings in this study indicate that caregiving by grandmothers, household assistants, and daycare providers is not the only factor influencing children's moral intelligence. Other factors that can affect moral intelligence are also revealed by Pranoto (2017) which includes individual factors and social factors. Meanwhile, according to Lutfia & Duryati (2014), factors that can affect moral intelligence are age, education, intelligence, social interaction, and peers. Berns (2007) also revealed that there are several factors that can affect children's moral intelligence, namely individuals, situation contexts, education, and social contexts.

A child who enters school age does not only interact with parents and providers at home. However, children also interact with the teacher and his friends, so that the development of children's moral intelligence can also be influenced by the environment at school. This is supported by the results of research conducted by Dewi & Fithria (2017) that peers are one of the factors that can influence the development of moral understanding. While Hidayat (2017) stated that teachers also have a very important role in fostering children's morale, even though parents have a greater role in building moral grounds in children. Therefore, parents, daycare providers, teachers, and the social environment of children in fostering morale will be effective if there is an example or example. This is supported by Sand-

erse (2013) that the example is the most effective method in instilling moral values so that it affects the development of moral intelligence.

CONCLUSION

Based on the results and discussion in the study, it can be concluded that there is no difference in the moral intelligence of children aged 5-6 years in Semarang City who were cared for by grandmothers, household assistants, and daycare providers. This shows that the role of grandmothers, household assistants, and daycare providers in parenting has no difference in fostering moral intelligence in early childhood. The difference in the level of moral intelligence of early childhood can be influenced by other factors not examined in this study such as individual factors, social interaction, age, education, and context of the situation. Moral intelligence is the basis of all intelligence in children. Fostering moral intelligence in early childhood requires collaboration from various parties, both parents, providers, schools, and the community. Although there are various factors that can influence the development of moral intelligence, children can accept or reject ideas obtained from the surrounding environment. Therefore, both parents, teachers, providers, and the community need to collaborate in moral development by paying attention to moral reasoning, moral feeling, and moral behavior so that solid character can be formed.

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