

# 14. Relationship Between Self Regulation with Self-Esteem of Early Childhood in Kindergarten Islamic Integrated Bina Amal Semarang City.

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**Relationship Between Self Regulation with Self-Esteem of Early Childhood in Kindergarten Islamic Integrated Bina Amal Semarang City**

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**Abstract**

Kindergarten Islam Integrated Bina Amal Semarang is a one of the formal institutions for early childhood education. Early childhood Education has an important role to shape the personality of a child. Self-regulation and self-esteem is a one aspect of personality which is very important and affect the human behavior to adjust to the environment, because a high self-regulation and self-esteem owned by a child can affect attitudes, behaviors and various other aspects of the child. The problem in this research that there is a relationship between self-regulation with self-esteem of young children. This study has purpose to determine the relationship between self-regulation with the self-esteem of early childhood in kindergarten Islamic Integrated Bina Amal Semarang City. This study uses quantitative research correlational nature using two scales, namely Self Regulation Scale and Self-Esteem Scale of Early Childhood. The population in this study is all students of TK B who attend school in Islamic Kindergarten Integrated Bina Amal Semarang with sampling technique that is quota sampling with amount of 36 sample research. Method of data analysis in this study using product moment correlation analysis. Based on the results of the study, shows that self regulation has a significant relationship with the self-esteem of early childhood. This is shown from the probability value (sig 2 tailed) of  $0.000 < 0.05$ . Significant value of both variables is lower than 0.05 which implies that there is a relationship between self-regulation with the self-esteem of early childhood. The value of correlation coefficient of both variables is 0.973. Based on the interpretation of correlation coefficient of 0.800-1.00 including strong or high, it shows that the relationship between self-regulation and early child self-esteem has strong strength. The direction of the relationship between the two variables are positive. The higher the self-regulation a child has higher the self-esteem. Conversely, the lower the child's self-regulation, the lower the child's self-esteem.

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## INTRODUCTION

Children's life is a mandate from Allah SWT that must be maintained and cared for as well as possible. Since birth the child has been given a variety of potential that can be developed to support life in the future. If this potential is not stimulated properly, it will become a bottleneck for future growth next child. In early childhood education gives the effect of a very important for children's development and a foundation for children's success in the future (Octaviana and Astuti, 2016). The majority of early childhood educators are more concerned with the development of children's cognitive and psychomotor aspects. In fact, it not only promote the academic aspect, but instill in the child's personality is also important. The formation of personality is a long process that should start early in children and will only be felt after these children grow into adults (Lusiana, 2012). One aspect of personality that need to be developed at an early age is self-esteem (Hastuti, 2016).

Self-esteem is an important component in the formation of self-concept in children, which will be carried over until he was an adult. Klass and Hodge (Ghufron and Risnawita, 2014) argues self-esteem is an individual assessment of yourself, which is obtained from the interaction of individuals with their environment, and acceptance, appreciation, and how people relate to that individual. Often, low self-esteem become an obstacle to the individual to begin interacting with their peers. Individuals will be insecure or lacking in confidence, crabby, difficult to build interaction with others, and feel isolated amid his friends so that he tends to withdraw from their environment (Simanjutak and Ndraha, 2010). If the childhood self-esteem does not grow well, it can form a negative self-image in children. For example, children who get labeled "stupid boy", then it will be embedded in the child that he is ignorant children. In contrast, children with high self-esteem tend to show behaviors such as self-contained, active, daring to express their opinions, and confidence (Hastuti Coopersmith, 2016).

According Setyono (2011) says that a person's dignity has been active since he was a child. Children aged under 5 or 6 years old can not yet be measured levels of self esteemnya, but the age between 5-6 start to look the formation of self-esteem in children, namely on the capabilities they have and the extent to which he is able to do something with standalone (Utari 2007). High-low self-esteem of children is influenced by various factors, one of which is the family. The way

children behave is determined by the educational process that takes place in a family environment. Family environment is a place for a person's first socialization. This relates to the attitudes of the parents is an important factor in the formation of self-esteem. According Gunarsa (Nuryani, 2015) the influence parents have on the psychic life of children in the first years after the birth of a very large and crucial to the development of the next child. Research conducted by Ariyati and Astuti (2017) explains that often the children who grew up with parents whose acceptance would negatively affect the child's self concept to be negative, while children will have a positive self-concept if the positive reception of his parents.

Low self-esteem are also caused by the child's inability to regulate itself. Children who are unable to regulate themselves when faced with a problem, they tend not to confront how to cope with the problem appropriately. Children with good self-regulation has the ability to control emotion, can interact positively with others, avoid doing poorly and become independent learners (Charlesworth in Wahyuningtyas, 2015). Results of research conducted Harumi and Suleeman (2013) revealed that there is a significant positive relationship between self-regulation with self-esteem.

Bandura (Dariyo 2011) suggested that self-regulation is the ability of a person to perform an act that is directed in accordance with the wishes, expectations, and goals to be achieved in his lifetime. Regulation and self-esteem is an important aspect of life, because it deals with a person's adjustment to its environment (Harumi and Suleeman, 2013). A child who is able to organize themselves tend to be more acceptable to the surrounding environment. Papalia, et al (2014) argue that self-regulation is the foundation of a person to socialize, and it connects all aspects of physical, cognitive, social, and emotional.

Self-regulation is very useful when people establish social relations in interacting with other people, because of the presence of self-regulation will be able to regulate one's thoughts, emotions, and behavior that can be received either in a community environment. Gillespie and Seibel (2006) says that since the baby, the child already has the ability to regulate itself. Children begin to develop the ability of self-regulation through caring relationships with adults around. One is the environment around the child. The neighborhood around the life of a child is a child who makes the closest neighborhood children grow and develop a pattern of daily living habits or places where young people interact at home, at school and in

the lives of neighbors (Presetiayati, 2015).

The awareness of the adults around them are given to the child, it will develop children's ability to regulate itself. In connection with this, the self-regulation is important to be taught from an early age. If self-regulation is already embedded in children from an early age, the child will be responsible for the actions undertaken and will also be used to regulate and control their own behavior. Conversely, if the early age of self-regulation is not embedded in children, the children tend not to set the behavior well. Problems that occur in early childhood are often met by self-regulation that has not been a good child. If these problems are not soon to be overcome, it will be very bad impact on future development. In this respect the role of parents is very important to train the ability of self-regulation in children from an early age. One way to help develop the ability of self-regulation that can be done by instilling discipline early because through discipline a child can learn to behave in socially acceptable and responsible for their actions (Gunairiyah, 2013).

The fact the field is still found children aged 5-6 years who do not have the ability of self-regulation and self-esteem is high. It can be seen from the behaviors exhibited by the child such as failure to adhere to the rules, do not pay attention to the teacher, often disturbing, insulting, hurting friend, selfish, it's hard to be patient and not be able to control emotions. These children when they are separated from the group to actualize themselves, they tend to be less confident in his abilities, but when it is in the group he dared to do so. Based on observations conducted by the researchers found that the problem of children who have a poor self-regulation, tend to have a negative assessment of him. Based on the phenomena that occur in the field researchs saw that the self-esteem and self-regulation of children aged 4-5 years still need to be improved.

The results of observations conducted by researchers at the classes B1, B2 and B3 in Kindergarten Islamic Integrated Bina Amal Semarang City show learners not reveal self-regulation and self-esteem is high. as their children who do not comply with the rules when advised by a teacher, they seem moody and still repeating mistakes. On each activity these children often interfere with his friends when given the task of these children can not be responsible for completing its task, in every activity they always need help from others. In addition, they found children who have not been able to socialize well, they tend to withdraw from the environment. At the time of being hurt by a friend, they often cry and reported the inci-

dent to the teacher. Child looks not dare to solve their own problems. The fact is supported by the findings of Astuti (2015) which showed that the child's social relationships do not always develop as expected. There are still many children who have behavioral closed, withdrew from the friendship, avoid problems, and fear of expressing opinions, so that the necessary need a new learning method that is able to develop the social skills of children. The researchers concluded that self-esteem and self-regulation of children in Kindergarten Islamic Integrated Bina Amal Semarang City still need to be improved.

Quality education should start at an early age. The reason is that early childhood is in a period of rapid development, where everything that the child will get to give effect to the next life. This is in line with that expressed by Naim (2015) which says that the purpose of learning activities in the kindergarten program is to assist the development of attitudes, knowledge, skills and creativity needed by the child to adjust to the environment for further growth and development. According Khamidun (2012) for early childhood education is very important, because it is the basis for building their character, which is symbolized by the elevation of character, good attitude, intelligent, and creative.

Departing from the belief that early childhood is an important asset in the progress of a nation, the researchers focused this study in early childhood that learners who attend in Kindergarten Islamic Integrated Bina Amal Semarang City which is one of the formal educational institutions. Based on the above, the researchers are interested in doing research with the title "Relationship Between Self Regulation With Self-Esteem Of Early Childhood In Kindergarten Islamic Integrated Bina Amal Semarang City"

## RESEARCH METHODS

This study uses a quantitative correlation, which aims to determine the relationship between the variables concerned. The method used in this research is quantitative method that has ordinances, decisions, interpretations, and conclusions based on figures obtained from the statistical analysis. Quantitative research method can be interpreted as a method of research conducted by analysis using numbers. This method is used to examine the population or sample has been determined, data collection techniques typically use data collection techniques in the form of the instrument, as well as quantitative data analysis process in order to test the research hypothesis

(Sugiyono, 2015). The research was conducted approximately one month in Kindergarten Islamic Integrated Bina Amal Semarang City.

The variable in this research is Self-Esteem in Early Childhood as the dependent variable and Self Regulation as independent variables. According Arikunto (2010) variable is the object of research, or what is the focal point of a study. Data collection technique used scale. Sugiyono (2015) states that the scale of measurement is a measurement tool that is used as a reference to determine the range of the measuring instrument, where the instruments will produce quantitative data when used. Subjects in this study that learners kindergarten class B with quota sampling technique. The sample in this study were 36 learners TKB.

Data analysis in this research is the product moment correlation. correlation test product moment is a statistical test equipment used to test hypotheses or testing associative relationships. The hypothesis of this study is inferential data analysis, the analysis of data that is intended to draw conclusions by testing hypotheses (Anwar, 2011).

## RESULTS AND DISCUSSION

The period of early childhood is the best time to instill character and personality of the child. According Hasjiandito (2015) Early childhood education is one form of skills and education organization that focuses on laying the growth and development of the physical, intellectual, social, emotional, language and communication according anakmasing uniqueness and individual characteristics. The role of the adults around the child influence on all aspects of child development. Every parents wish their children develop optimally personality, but in fact the children come from a variety of family, community and attitude patterns of parents of children of different very influential in the development of behavior. Self-regulation is an important aspect in determining a person's behavior. Good self-regulation, the child will know and understand what behaviors are acceptable both in the environment. Morrison (2012) defines that self-regulation is the ability to control emotions and behavior to build positive social relationships with others.

Self-regulation has a major influence on social and emotional development of children because of the low socialization stems from low self regulation. In harmony with the opinion of Papalia et al (2016) which says that self-regulation is the foundation of socialization that connects all aspects of the development of physical, cognitive,

social, and emotional. This means that the level of self-regulation that is owned by a child will affect all aspects of child development. In connection with this, the self-regulation is important to be taught from an early age, so that the child will be able to regulate or control the negative behavior and being able to express positive and negative emotions appropriately.

In fact, in Kindergarten Islamic Integrated Bina Amal Semarang City there are 25% of children who are in the low category. It can be seen from the few examples of such behavior often screaming child in the classroom, teasing, fighting with a friend, take the words are not good, hit a friend and play during the learning takes place when their job is not finished. Often teachers always remind him, but children with low self regulation he would always repeat the deed has been done. Based on the events that occur in the field researchers noticed that children who do not have low self regulation, he tends to have low self-esteem.

Low self-esteem caused by the inability of the child to control himself well. Children who can not control themselves when faced with a problem, he tends not to confront how to resolve the problem appropriately. Children with good self-regulation has the ability to control emotion, can interact positively with others, avoid doing poorly and become independent learners (Charlesworth in Wahyuningtyas, 2015).

Self regulation and self-esteem is an important aspect of life, because it deals with a person's adjustment to its environment (Harumi and Suleeman, 2013). The point is that a child who is able to regulate itself properly, he tends to be more accepted by the surrounding environment. Similarly, self-regulation, self-esteem is also an important aspect of one's life, because of self-esteem can be regarded as the root of the problems faced by someone (Guindon in Harumi and Suleeman, 2013).

Self-esteem can be defined as an assessment of an individual against himself. If an individual can receive everything in him then the individual can be said to have a positive self-esteem. Conversely, if an individual can not accept everything that was in him then the individual can be said to have a negative self-esteem. This is in line with the opinion (Fiske and Taylor in Harumi and Suleeman, 2013) which says that a person who has high self-esteem she always think positive about him. Starting from a positive self-esteem, the child will be confident in the ability of self so that he was not easily discouraged and easy to reach an achievement.

One of the most important factors that determine a child is able to perform self-esteem (Clemes in naike, 2017). Low self-esteem will hinder high achievement in school. Smart kid but has a low self-esteem, may get poor results at school. This is because children with low self-esteem tend to get little satisfaction from the school and is easy to lose motivation and interest that may affect prestasiya in school. While children with average intelligence but have a high self-esteem, he will be able to solve all problems with optimism. Research conducted by Wibowo (2016) indicates that there is a significant relationship between self-esteem with academic achievement.

In connection with these two self-esteem is also very important to be implanted at an early age because of self-esteem is an important component in the formation of self-concept in children, which will be carried over until she was an adult. A person who in childhood and adolescence already have high self-esteem will likely continue to have a high self-esteem in young adulthood (Guindon in Harumi and Suleeman, 2013). This is supported by the results of the research done by Hastuti (2016) showed that self-esteem that has been formed at an early age will give a very significant influence on the behavior of a child's later life. Picture of the child will begin to develop both in terms of physical, psychological and social obtained through their interaction with the surrounding environment. This is because the other person's response to the child will cause the child to think and act on him.

Based on what has been detailed in table 16, the survey results revealed that the self-esteem of children in Kindergarten Islamic Integrated Bina Amal Semarang City at the level of middle category ie with a percentage of 39%, while 25% of children are at high category and 36% of children are at low category. The results of these studies show that children in kindergarten ISAM Bina Amal Semarang has a moderate level of self-esteem. The level of self-esteem which is showing that the child is able to regulate and control as well as the recognition behavior of other people, other than that the child is able to have a positive view of himself. Children with self-esteem while he tends to be able to follow ethical norms and moral standards which should be avoided and should be done, and he was able to do the job properly.

Based on the analysis of correlation test product moment showed that significant values of variables X and Y of 0.000. This value is smaller than 0.05, which means there is a significant correlation between the two variables. Corre-

lation coefficient of the two variables at 0.973. Based on the interpretation of the correlation coefficient according to the guidelines Arikunto (2010) found a correlation value from 0.800 to 1.00, including a strong or high, it indicates that the relationship between self-regulation and self-esteem early childhood has a powerful strength. Direction of the relationship between two variables is positive value.

Results of research conducted indicates that there is a positive relationship between self-regulation and self-esteem of young children. It is shown from the results of correlation test product moment in which the value of probability (2-tailed sig) of  $0.000 > 0.05$ . The data analysis correlation product moment using a level of significance value of 0.05. The research sample number of 36 children obtained probability value (sig 2 tailed) of 0.000. Criteria hypothesis is accepted if the value of probability (2-tailed sig)  $< 0.05$  and r count  $> r$  table. The results of the above analysis that the value (sig 2 tailed)  $0.000 < 0.05$  and r count value is equal to 0.973 greater than r table, then the hypothesis is accepted that there is a relationship between self-regulation and self-esteem of early childhood in Kindergarten Islamic Integrated Bina Amal Semarang City.

## CONCLUSION

Based on the results of research on the relationship between self-regulation and self-esteem in Kindergarten Islamic Integrated Bina Amal Semarang City, it can be concluded that there is a positive relationship between self-regulation and self-esteem of young children. The higher the self-regulation of children, the higher the self-esteem of young children. Vice versa, the lower the self-regulation of children hence the lower the self-esteem.

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