

Relationship Of Parent Communication With Temper Tantrum In Preschool Children (Ages 3-6 Years) In Paud Buah Hati Mother And State 01 Sitiung Year 2020

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ABSTRACT

Temper tantrums are uncontrollable anger caused by an unpleasant atmosphere felt by the child, a behavior disorder in preschool children, which is part of the child's emotional development process. Factors causing temper tantrums are physiological, psychological, parents (communication and parenting) and environmental factors. Effective communication is one of the appropriate steps in reducing the incidence of temper tantrums in preschool children. The purpose of the study was to determine the relationship between parental communication and temper tantrums in preschool children (aged 3-6 years) at Paud Buah Hati Bunda and Negeri 01 Sitiung in 2020. The research method used Observational research is Analytical Inferential Hypothesis. The sampling technique used is total sampling with a population of 92 respondents and a total sample of 50 respondents. Analysis of the data used chi square test using SPSS. The results showed that out of 38 people (76%) of respondents the communication between parents was quite large, 34 people (68%) were at risk of temper tantrums and a small portion of 4 people (8%) were not at risk of temper tantrums. Based on statistical test results obtained, p value = 0.000 = 0.05. So that it can be concluded that there is a significant relationship between parental communication with temper tantrums in preschool children (ages 3-6 years) in Paud Buah Hati Bunda and Negeri 01 Sitiung in 2020. It is hoped that the results of this study will be able to communicate well using effective communication and knowing how to deal with temper tantrums.

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1. Introduction

Preschool age children are an individual developmental phase around the age of 3 to 6 years and usually children at this age attend a *kindergarten* or kindergarten program . In this phase the child gets the right education and care which will be an important capital for the child's development in the future. Characteristics of development in preschool age children include physical development, intellectual development, emotional development, language development, social development, moral development, and the development of religious or spiritual awareness (Yusuf, 2014) .

At one stage of the development of preschool children, namely socio-emotional development, where children begin to learn to understand and regulate emotions in exploring the environment. A child's failure to adapt to the environment can cause stress for the child, which will lead to negative behavior such as whining, crying, shouting and violent or aggressive body movements such as slamming things, rolling on the floor, hitting, kicking, stomping your feet or banging your head against a wall. . This behavior is called a *temper tantrum* (Dinantia et al., 2014) .

Temper tantrums can be defined as an outburst of emotion or uncontrollable anger. *Temper*

tantrum children are children who are excessively angry. *Temper Tantrums* are behavior disorders that often occur in preschool children aged three to six years. Even though it's really *tempered* Tantrums can occur at any stage of development. *Temper tantrums* are not a dangerous disease, but if parents allow *temper tantrums* to drag on and never provide the correct solution to the child, the child's emotional development can be disrupted (Wulandari, 2014) .

In essence, *temper tantrums* do not always bring negative things in child development. Child development experts consider that *temper tantrums* are a behavior that is classified as normal and is part of the process of physical, cognitive, and emotional development of children. As part of the development process, *temper tantrums* will inevitably end. Some positive things that can be seen from the behavior of *temper tantrums* are that children want to show their freedom, and express their pleasure, besides that children also want to express their opinions, express anger, and frustration to make adults and parents understand if children are confused, hungry, tired or tired. sick (Kirana, 2013) .

conducted by Lauren Waksclag (2012) in the *Journal of Child Psychology and Psychiatry* shows, the development of *temper tantrums* in preschool children, it was found that from 1,490 subjects, 83.7% of preschoolers sometimes experienced *temper tantrums* and only 8.6% experienced *temper tantrums every day* . Several studies in Chicago show that *temper tantrums* occur at least once a week in 50-80% of preschoolers. It is estimated that three-quarters of all *temper tantrums* occur at home, but the worst *temper tantrums* are often shown in public places which guarantee the child gets the most attention by making parents feel embarrassed (Maria, Yiw, & Babakal, 2017) .

Research conducted in Indonesia, 23% to 83% of children aged 2 to 4 years have experienced *temper tantrums* . Data from parents often respond to children who have *temper tantrums* in an inappropriate way, namely 59% trying to calm the child, 37% ignoring it and as much as 31% telling the child to be quiet. This data shows that parents often make mistakes when dealing with children who have *temper tantrums* . In fact, *temper tantrums* are actually an opportunity for parents to introduce angry emotions to their children and how to deal with them when they feel these emotions and react to normal emotions (angry, frustration, fear, and annoyance) naturally (Psikologizone, 2012) in (Zakiah, 2015) .

The incidence of *temper tantrums* is an obstacle if the duration of the *temper tantrum* is more than 15 minutes. Children's aggressive behavior is influenced by the environment. the environment around the child such as the home environment, school environment, neighborhood and playground environment as well as in the virtual environment (environment that supports the child's growth and development) Virtual environment such as television, books, magazines, internet (gadgets), and video games (Zakiah , 2015) .

Temper tantrums are behaviors that need to be handled so that the child's development process can run better, if this behavior is not handled properly and gradually the impact can harm the child himself, endanger others, *child abuse* is also common, children tend to be disliked and shunned by his friends. The social impact of *temper tantrums* can affect a child's emotional development if left unchecked. If a child who is experiencing a *temper tantrum* is seen by a child who does not have a *temper tantrum* , it can have an effect on the surrounding environment, because children tend to imitate existing events (Yunianto, 2014) .

Children with *temper tantrum behavior* at the age of 3 to 6 years, will continue to bring the behavior as a problem into adulthood. In addition, angry children often grow up to become angry adults, especially in situations that involve interpersonal conflict and require negotiation. The survey shows that anti-social behavior from the age of 5 years is associated with acts of violence at the age of 18 (Yunianto, 2014) .

The best approach to eliminate the behavior of *temper tantrums* or seeking attention is to ignore it, try to communicate well by saying kind, gentle, and lowering the tone to the child, giving a tight hug can stop the child from trying to hurt himself in the right child -completely loses control when a *temper tantrum* occurs, and performs distracting movements as long as the behavior does not injure the child. Early identification is a useful way to anticipate possible problems or risks with developments during this period (Yunianto, 2014) .

Factors that cause children to experience *temper tantrums* include: Physiological factors, namely tired, hungry or sick; Psychological factors, including children experiencing failure, and parents who are too demanding of children according to their parents' expectations; Parental factors, namely parenting and communication; and environmental factors, namely the family environment

and the environment outside the home (Kirana, 2013).

When a child experiences a *temper tantrum*, the closest people who are with the child are parents, teachers and neighbors. Parents are the most troublesome and responsible for calming children. Parents often lose their temper and use various means to try to comfort and distract, even to the point of scolding, pinching, and hitting to stop their child's crying. This actually makes the child's emotions not channeled freely. Handling *temper tantrums* can be in the form of communication techniques for preschool-aged children, parents need to learn this. Approach to communication in preschool children using the technique of giving influence (suggestion). Giving this technique is called hypnoparenting. (Rokhmiati & Ghanesia, 2019).

Children learn from parents which comes from the choice of words spoken to children. Parents usually provide direct socialization to their children about good communication. Communication between parents and children is a very important thing in parenting and the way parents communicate is influenced by parenting styles in the family, where communication is a tool or as a bridge in the relationship between families. The poor quality of communication in the family will have a negative impact on the integrity and harmony in the family itself (Nurudin, 2017).

In communication, there is not only an exchange of information but also an understanding between the two parties. This is what is called effective communication. Effective communication means that the communicator (*sender*) and the communicant (*receiver*) both have the same understanding of a message. Communication is said to be effective if the message is received and understood as intended by the sender of the message, there is reciprocal action carried out voluntarily by the recipient of the message, and can improve the quality of interpersonal relationships and there are no obstacles (Nurudin, 2017).

The same is true for the relationship between parents and children. Communication will be effective if the message conveyed by parents is the same as the message received by the child. Effective communication is important and complex for all parties. It is especially important for parents to create open and effective communication with their children in order to create a good relationship. Many benefits can be obtained from effective communication between parents and children, including children can learn how to communicate effectively because they see what their parents are doing and children will be able to develop their communication skills (Wulandari, 2014).

With effective communication, children feel heard and understood so that they can foster a positive assessment and appreciation of the child himself. This of course can foster confidence in children. On the other hand, ineffective communication will create feelings of worthlessness or unimportance and not being understood. Children may also see their parents as unhelpful and trustworthy. Parents often do not know how to communicate effectively with their children. Parents only communicate when children make mistakes or use sentences that are commonly used when communicating with fellow adults so that children do not understand what their parents want and it makes children frustrated so they have *temper tantrums* (Wulandari, 2014).

Communication between parents and children is very important for the development of the child's personality. If parental communication has a good effect on children, it will cause children to develop well, the atmosphere of parent-child communication at home has an important role in determining children's lives at school. Parents must be the home as a place to communicate intensely with their children. Therefore, communication is said to be an important factor in parenting and the way parents communicate is influenced by how the parenting style of parents in the family (Wulandari, 2014)

Based on the initial survey conducted by researchers on October 14, 2019, it was obtained from the results of interviews from 10 parents who were waiting for their children at PAUD Buah Hati Bunda and Negeri 01 Sitiung, it was found that the problem of child behavior was the biggest problem, namely the problem of *tempered children. tantrums* (parents label the behavior by whining, crying, screaming, stomping feet, banging the head, throwing or breaking objects, hitting or kicking, and slamming the body to the floor or rolling over).

Parents said their children still had *temper tantrums* at home and in public places. The results of the interview also show that the biggest cause of *temper tantrums* is because their wishes are not fulfilled immediately, children will cry loudly, and scream if their wishes are not granted, some will hit their mothers, throw things when they are angry, and some children will have *temper tantrums* by rolling over. -rolling on the floor, running away from his parents, kicking tables and chairs.

Five parents (50%) said that the actions and attitudes they take when their child is angry are that they immediately scold and pinch their child until the child stops crying and some just leave it until the child stops crying or stops being angry, or is indifferent to their child's attitude. Five other parents (50%) said that their actions advised their children in a firm way, such as inviting them to communicate and giving understanding to their children by asking them to be quiet and not get angry.

Attitudes from parents there are those who try to distract the child so that the child stops being angry or angry, there are also parents who give a hug to the child if the intensity of the temper tantrum is getting higher or uncontrollable and while parents understand and interpret what they want child with gentle words and through the body language and expressions expressed or shown by the child.

After parents take action and show their attitude towards their children who experience *temper tantrum behavior*, the response of some children's *temper tantrum behavior* even more shows their emotions and this makes parents feel embarrassed when they are in certain places. There is also a response from children who immediately stop or stay silent from crying, angry behavior and want to be invited to communicate, obey the words and persuasion of their parents.

Based on the problems above, the researcher is interested in conducting research with the title "The Relationship of Parental Communication with *Temper Tantrums* in Preschool Children (Age 3-6 Years) at PAUD Buah Hati Bunda and Negeri 01 Sitiung in 2020."

2. Method

The research method used is *Observational Research with Inferential Hypothesis Analytical*. The type of research that will be used is quantitative research. This research was conducted on February 28 and March 3, 2020 at the Mother's and Country's Fruit of Heart PAUD 01 Sitiung, Dharmasraya Regency.

3. Result and Discussion

3.1. Research Result

a. Univariate Analysis

TABLE 1
FREQUENCY DISTRIBUTION OF RESPONDENTS BASED ON PARENTAL COMMUNICATION AT THE BUAH HATI BUNDA AND NEGERI 01 SITIUNG PAUD IN 2020.

No	Parental Communication	f	%
1.	Well	12	24.0
2.	Enough	38	76.0
3.	Not enough	0	0
	Amount	50	100.0

Based on Table 1, it can be seen that almost all respondents, namely 38 people (76%) parental communication is sufficient

TABLE 2
FREQUENCY DISTRIBUTION OF RESPONDENTS BASED ON TEMPER TANTRUMS IN THE BUNDA HATI AND NEGERI 01 SITIUNG PAUD IN 2020.

No	Temper Tantrum	f	%
1.	at risk	36	72.0
2.	No Risk	14	28.0
	Amount	50	100.0

Based on Table 2, it can be seen that most of the respondents, namely 36 people (72%) are at risk of *temper tantrums*.

b. Bivariate Analysis

TABLE 3

CROSS TABULATION OF PARENTAL COMMUNICATION RELATIONSHIPS WITH TEMPER TANTRUMS IN PRE-SCHOOL CHILDREN (AGE 3-6 YEARS) AT THE MOTHER'S AND MOTHER'S CHILD EARLY CHILDHOOD EDUCATION 01 SITIUNG IN 2020

Parental Communication	Temper Tantrum				Amount	
	at risk		No Risk		f	%
	f	%	f	%		
Well	2	4.0	10	20.0	12	24.0
Enough	34	68.0	4	8.0	38	76.0
Total	36	72.0	14	28.0	50	100.0

$p \text{ value} = 0.000$ $a = 0.05$ $X^2 \text{ table} = 3.841$ $X^2 \text{ count} = 20.505$

From table 3 , it can be seen that of 38 people (76%) of the respondents whose parental communication was sufficient, 34 people (68%) were at risk of *temper tantrums* and a small portion, namely 4 people (8%) were not at risk of *temper tantrums* .

Based on the results of statistical tests obtained, the value of $X^2 \text{ count} = 20.505$ $X^2 \text{ table} = 3.841$ with the provisions of *degree freedom (df) = 1* and $p \text{ value} = 0.000 = 0.05$. So based on the statistical table, this shows that H_0 is rejected and H_a is accepted, which means that there is a significant relationship between parental communication and *temper tantrums* in preschoolers (aged 3-6 years) at PAUD Buah Hati Bunda and Negeri 01 Sitiung in 2020

3.2. Discussion**1. Parental Communication**

According to the researcher's assumption, with sufficient parental communication, it shows that parents have not been maximal in fostering, establishing and maintaining relationships with their children. This is related to the age of the parents. Age affects how the application of good communication or bad communication in a family to their children. This age is also related to a person's mindset, so if parents do not have mature thoughts , parents are not able to apply good communication. In general , the less mature age , the mindset is still lacking in carrying out a family bond and the mental readiness is also lacking .

That communication is considered a very vital need in human life has several functions, namely as a suggestion to express all feelings of affection, attention and support and can increase intimacy and openness between parents and family children by communicating well can provide a barometer (reject measure: good, bad and so on) to the child. Parents must have good knowledge to inform good knowledge of children and provide a barometer for children to feel warmth, comfort, attention, affection, guidance, provide examples of good behavior to children by instilling the values of good character and morals. and all of that aims to form good behavior in children both in the family, school or community environment.

According to the assumptions of researchers, different children, different ways of approaching parents in communicating. Especially for parents who have preschool children, parents must be patient because at this age children ask a lot of questions because children are in the phase of cognitive development and language development. Children aged 3-6 years are developing language skills and have unlimited curiosity. Preschool age is the age of being active and happy to play. Sometimes parents have difficulty reminding, conveying messages, teaching and advising or talking to children. Effective communication that can be applied or applied by parents to children, especially to preschoolers, includes: by using positive sentences.

2. Temper Tantrum

Children who are at risk of *temper tantrums* occur in large numbers. *Temper tantrums* are caused due to the child's wishes being disobeyed, *temper tantrums* are a form of uncontrolled expression

of individual emotional expressions in the form of angry outbursts which are also positive and negative responses to individual internal and external stimuli which usually result in the child crying, whining, hitting, slam, and so on. Usually what many preschoolers experience is that when the child's wishes are not obeyed, the child's emotions arise. Children will show various kinds of behavior, such as stubborn and rebellious because they are developing their personality and behavior its autonomy. According to the researcher's assumptions, when compared with research by (Rokhmiati & Ghanesia, 2019) according to the results of the research, it can be shown that students at Paud Buah Hati Bunda and Negeri 01 Sitiung are dominated by female students who are at risk of *temper tantrums*. Actually this *temper tantrum* is not a disease but a behavior that can be seen from the positive and negative side of the session. Judging from cultural factors that in the culture or habits of the Minangkabau community, girls tend to be more loved, pampered, and need attention than boys who are considered more independent and unemotional. This is what makes *temper tantrums* happen a lot in girls.

3. Parental Communication Relationship with *Temper Tantrums* in Pre-School Children

Parents who feel that the incidence of *temper tantrums* in young children This preschool is a common thing and assumes that children are supposed to whine and cry if their wishes are not fulfilled. The lack of information about the importance of handling *temper tantrums* is what makes parents sometimes let it go, just ignore it, and even fulfill it all the wishes of children when their children are experiencing *temper tantrums*, without knowing what the future impact will be as a result of parents who think that *temper tantrums* are normal things that will affect the development of children as adults. In addition, each family has their own way of educating, shaping, and building the child's personality. The role of parents is very important in dealing with this *temper tantrum* because parents are the main factor and determine how their child's personality is about how to help in their emotional development, parents behave, communicate and educate their children. Parental communication plays an important role in children's emotions because with good communication, children will respond positively. Good communication can also educate children because parents easily understand their children's needs, can express parents' expectations for their children clearly and teach children to communicate well, children will learn from parents who come from the choice of words spoken by parents towards his children. The ability of parents to communicate with children greatly affects the behavior of children later. When parents are able to communicate well, it can minimize the risk of *temper tantrums* in children and vice versa if parents are not able to communicate well then the number of *temper tantrums* cannot be minimized at pre-school age where later it will be at risk to yourself, parents and the environment. According to the researcher's assumptions, apart from being a factor in the occurrence of *temper tantrums* in children, parental communication that is carried out effectively and well in the sense that the message conveyed by parents is the same as the message received by the child with good language will make the child able to understand the wishes of others. parents with good behavior in the emotional, cognitive and personality development of children. In addition, good parental communication can be the right step in minimizing the incidence of *temper tantrums* in children. Parents can also make agreements with children to prevent children from doing bad things. For example, children are too happy to play, do not want to be invited home, cannot be said well, also cannot be lured by something that children like. Before leaving, parents should make an agreement first. Communicating by advising children in public places, usually parents advise or yell at children in front of people who are being bullied. In such a situation, parents can invite the child to stay away from the crowd, or speak slowly in the child's ear. If it's too much, parents can pull the child's hand slowly, don't hurt him. For example, a child pulls a friend's hair, parents may immediately pull the child's hand, keeping him away from the child. Parents are obliged to help children recognize the emotions felt by children. One way to reduce *temper tantrums* in children is to talk to them and find out the reason the child has *temper tantrums*, after that the parents tell what the name of the feeling that the child is experiencing and how it should be conveyed, whether angry, sad, or disappointed. Therefore it is important for parents to maximize their role in guiding, shaping emotional development and building personality development and cognitive development of children so that they become adults who can control themselves and have good personalities in dealing with if something they want cannot be obtained. Based on the description

above, it can be concluded that good communication can minimize the occurrence of *temper tantrums* in preschool children.

4. Conclusion

Based on the results of research and discussion on the relationship between parental communication and temper tantrums in preschool children (aged 3-6 years) at Paud Buah Hati Bunda and Negeri 01 Sitiung in 2020, the following conclusions can be drawn: a) Parental communication at Paud Buah The Heart of Mother and Country 01 Sitiung is almost entirely (76%) sufficient; b) Temper tantrums in the Mother's Child Early Childhood Education and Negeri 01 Sitiung mostly (72%) are at risk; c) There is a significant relationship between parental communication and temper tantrums in preschool children (aged 3-6 years) at PAUD Buah Hati Bunda and Negeri 01 Sitiung in 2020, namely (p value = 0.000).

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