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## **THE SCHOOL ASPECTS CAUSED CHILDREN STRESS**

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### **Abstract**

This study was conducted to determine aspects of the school as factors causing stress in early childhood school in Malang District. This study uses a qualitative case study and using model analysis techniques Miles & Hubberman. The research was done at Village Sukonolo & Village Wiyurejo, Malang District. Based on research conducted, there are three (3) categories of school factors that cause stress in early childhood: (1) human resources, (2) basic school infrastructure, and (3) program implemented in the school environment. While coping strategies that teachers for the stress of children in school aims to: (1) eliminate the stress of children and (2) provide learning coping strategies, by (1) the creativity and experience of teachers in child care, (2) identification of students a unique, (3) the cooperation of teachers in dealing with the stress of children.

**Keywords:** Child's Stress, Coping Strategies, School

### **INTRODUCTION**

Teachers are the most important part in school. School success, largely determined by the success of teachers in providing educational services. In granting this service, schools prioritized good relations and mutual regard between teachers, students, parents or guardian of students, employees and the community at all levels of school. For early childhood teacher or a student teacher of pre-school, the situation became more sensitive because of the education service that was given from early childhood teachers for children need more of its own sensitivity to the develop of social-emotional, cognitive, and behavioral's students.

White, quoted by Hurlock (1997; 26), after years of researching the children during the preschool years, found 2 years of the first importance in laying pattern for personal and social adjustment. In his opinion, "Giving social life rich for children aged 12 to 15 months are the best that can be done to ensure a good thought." So we need education from early childhood as the primary basis to form a child in order to become a man of noble character, physically healthy, skilled, confident, and independent provision.

Current development nowadays, for school age children an early age under the UU No. 20 Year 2003 on National Education System determined the age of 0-6 years, but the study of science in higher education is 0-8 years. Santoso (2011; 1) states, this age are often said to be a golden age, that mean at this age is the most appropriate to set up his own, especially with regard to religion, norms, values, intellectually (mind, heart, body, and feelings), discipline, tolerance and others. From some expert conclusion opinion that the golden age of early childhood is an important period in the formation of the aspects that support life when I grow up, the early childhood education in Indonesia began to grow rapidly. And it was followed by increasing the quality and quantity of the ability of early childhood teachers.

The quality is reinforced by the ability of law contained in the Act (UU) No. 14 Year 2005 on Teachers and Lecturers Chapter IV, Article 8 states that teachers are required to have academic qualifications, competence, educator certificate, physically and mentally healthy, and have the ability to achieve national education goals. The teacher competency includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education.

In practice, the ability of teachers to educate not solely academic nature only. Teacher competence has become a major base in the implementation of the learning process in schools, but to aspects of teacher competence also gained from the experience and process of lifelong learning. Especially aspects that are closely related to the emotional social abilities of children on the basis that the individual or early childhood is a unique child and have each other's



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differences or individual differences. Capacity to increase the ability of early childhood development for the social aspects of emotional through the ability of storytelling, storytelling, or as a director in opera performances of children, only a small percentage of teachers who must have the ability to develop the social-emotional skill of children. Research from Akbar (2015) describes the role of coping strategies, the stress of children, and the educational model in solving the problems of children is another capability that should be owned by teachers to educate and develop social-emotional abilities of early age children. The teacher shall also have the capacity and ability to develop capabilities social-emotional in early childhood both in the provision of infrastructure, tools, models, and concepts or designs that are likely to be sufficient to develop social-emotional abilities of children with the ultimate goal of shaping the character of a strong early childhood.

In the implementation of teaching and learning in schools, especially in early childhood education, often encounter many obstacles that can generally be overcome by teachers individually and in groups. Barriers and obstacles in the process of teaching and learning that occurs can form of administrative and technical implementation of the learning process. But along the way, there are still barriers and obstacles in the learning process. Teachers as a major figure in the learning process in schools to interact with students who have personality, different from each other.

Understanding the character and personality identification of students by teachers are able to influence the process of teaching and learning in the classroom. Ability and sensitivity of teachers are needed for the adjustment of both the method and the design of teaching and learning in the classroom to a student with another student. When the student is able to adapt in the school and in the classroom, the learning process becomes better and better. However, students are also able to experience obstacles and less able to adapt to various reasons so that the process of teaching and learning in schools to be disrupted.

The learning process that is plagued by a variety of causes are both from within and outside the school environment, early childhood as students often experience pressure resulting in the stress of its own and if it does not immediately get the handling right, will result in inhibiting the development process better, directly or indirectly, individually or with other students. Early childhood ability to cope with stress is also still needed to be sharpened properly and not by way of flooding techniques, galvanizing with problems in repeatedly to obtain a strong individual quality, and not also with military-style training model. Early childhood ability to cope and manage the stress they experienced required to be a particular concern for teachers to shape the tough character in early age. Strategies or skills to cope become mandatory for early childhood teachers because of the tendency of the stress of children are increased recently.

Nilawaty (2015) explain to stress early childhood in Indonesia some of the main causes first is over stimulating, as stress because of the demands of parents who exaggerated the performance at school, national final exams, the school curriculum is not suitable, socially or social pressure, and nutritional deficiencies. Data from Personal Growth showed that 4 of 5 children in Jakarta are stress. The steps are recommended to cope with the stress experienced by children also vary. Starting from the proposed curriculum option favored by children, changing the mindset of parents who put forward the care that suits the child's needs and values rather than personal obsession, better communication between children and parents, and the pattern of proper feeding with nutrition enough for a child and not by giving fast food can cause obesity and stress to the child that being overweight. Increased stress in children is also evident in the findings of the Institute Counseling Personal Growth. Director of Personal Growth Ratih Ibrahim, said 4 of 5 children who came to consult experienced severe stress indications. Children who stressed the visible at physical, emotional, psychological, social as well. Ratih said it serves counseling to thousands of children from the age of 2 years to 15 years. 40 percent of his clients are toddlers (aged under 5 years old) and 60 percent of school-age children. The children who attend counseling mostly shows his personal experience stress. Signs of stress on



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these children, clear from the attitude cranky, irritable, angry, lose interest, confidence faded. They also looked nervous, irritable, and sometimes withdraw from friendship. Having explored, it did find some of the factors causing stress in these children. First, the style of parenting is less precise, as that are authoritarian, undemocratic or neglect against children. Another factor is the pressure of the social environment and stimulation of parents who are also wrong (Tempo Online, 2015) . Stress children who were not only coming and going in a family environment. School as a learning institution, when the learning process is implemented not in accordance with the essence of the learning process, especially early childhood education, which is very vulnerable and sensitive to stimuli that are present, will be the location of the support for the growth of the early child's stress.

School as a shade student learning should have a conducive atmosphere and representative, both in terms of human resources, basic infrastructure, and programs that run on the development and growth of students optimally. Likewise with the institution of early childhood education. As an institution for the students early age are more vulnerable and sensitive to the learning process, the atmosphere and the conditions in the environment of early childhood education compulsory to be managed well despite requires hard work and attention, which must be owned by the manager of early childhood education, particularly teachers, in running the program learning. Efforts that there was rarely require sacrifices from all parties to foster and maintain the atmosphere remained stable for early childhood learning. However, not all of the managers of early childhood education, especially teachers, who are able and understanding about the values the essence of early childhood, resulting in learning from early childhood in the early childhood becomes blocked and turned into a very unpleasant to the effect that ended with the child's stress. And reports of the child's stress caused by early childhood institutions is already very much but has not been well documented and publicized to the media in order to maintain the commercial value of the early childhood institution.

The results of initial identification showed, many early childhood teachers who have not been taking classes bachelor in ECD / Psychology as administrative conditions and early childhood teachers in the early childhood environment. At 4 ECD in Sub District Sukonolo, there are only 4 early childhood teachers, 1 at each school early childhood, wending pursue college bachelor early childhood / Psychology, and 26 teachers and other educators are still graduates of junior to senior high school or equivalent, with experience of teaching between 3 up to 25 years. Early childhood teachers with junior-high school education and equal, have had direct effects on the application of the methods of learning for early children. One effect of **the low level of knowledge and understanding of the** essence of early childhood education is still applied many years of enactment of the learning model classical to *calistung* (reading, writing, counting) authoritarian and monotonous, in Grades Kindergarten A on all institutions of early childhood education with classroom teachers which have not been taking bachelor ECD / Psychology. As a result of the learning model that does not fit the essence of early childhood, then it can be predicted that the stress of children, in the plural in the first grade, occurred in the school environment, and teachers in grades kindergarten B has the additional task to cope with the stress of children who are already experienced since the process of teaching and learning in Kindergarten Class A.

Stress experienced in early childhood an especial concern for teachers to handle. Stress experienced in early childhood handled by teachers with a method that is self-taught or experiences in handling the stress of children who have succeeded before. With the experience and the process of handling the stress of children who are still individual, the teacher does not have a definite plan and a structured strategy for handling the stress of children. Coupled with the nature of the imitative of early childhood as the main characteristics of children, in the study of human behavior adult or teacher as a prime example of handling the stress by the children, the teacher should be obliged to set an example for students in stress management (coping)

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experienced by younger children because the other pupils will make the behavior of the teacher as **the best way to handle the situation was** going to happen later on.

Coping strategies implemented by teachers still need the right design and its integrated with the program and the process of early childhood learning, to obtain an effective and efficient so that a good learning process for young children, with the ultimate goal of making early childhood characterized formidable. Teachers were able to execute a coping strategy for early childhood, but still require a pattern and how that should have been integrated into the learning program. But teachers are often unaware that they have carried out and that is behavior that is already integrated into the behavior of pupils to cope with similar situations. Teachers also have models and designs remain undocumented perfectly to be a learning process that is standard for teaching and learning in schools (Akbar, 2015).

This research will be appointed about school aspects as early childhood stressors and coping strategies for early childhood teachers in school. Aspects of early childhood school as a location for research into the main focus for aspects of a school because school should be a location-sensitive early childhood development and social emotional learning, particularly early childhood stress and coping strategies. Hala, who was quoted by Zeece, stated that the development of children's sensitivity and understanding of what is thought, felt, and done by others is important to the effective functioning of the social world. That understanding is able to make the child identify, organize, and describe, and sometimes predict, the behavior of others (Zeece, 2000).

### LITERATURE REVIEW

#### Stress Children

In a variety of views on stress, Cox et al, cited by Matheny, Aycock, and McCarthy, stated that modern theories view stress as the perceived inequality between demands and resources perceived. Stress appear in children with complaints of abdominal pain, became nervous, sleeplessness, anger, infections, and stress. Symptom appearing in childhood are very diverse and occur for many reasons (Matheny, 1993).

Kowalenko describes several sources of stress experienced by children is: (a) the demands of school and frustration, (b) bad thoughts about themselves, (c) changes in growth, (d) problems with friends or parents, (d) an insecure environment and uncomfot with the environment around them, (e) sick or ailing parents, (f) the death or illness of someone's important, (g) too many changes (schools, teachers, shelter, and etc.) (Kowalenko, 2012).

Meanwhile, according to Shrier, sources of natural stress children experience is normal when children adapt to the process: (a) weaning (b) toilet training (c) early school entry (d) increasing demands for self-control and responsibilities that are not the inevitability of children. Still according to Shrier, as a factor that correlated significantly determine how the children can stress is: (a) biological vulnerability (b) differences in temperament (c) the stage of development (d) the nature and context of the stress (d) emotional support (e) support interaction (Shrier, 1984).

Rao and Chen, cited by Laessle and Lindel, stated that the relevance of specific factors of depressive disorders in childhood, are: (a) Social Factors; risk to suffer from psychological disorders are generally higher for children in families with low social status (b) Parental Psychopathology; depression in children are often associated and created by the interactions that support and positively with adults characterized by increased levels of interaction conflicts, critical and anger (c) Cognitive factors; as in the theory of depression for adults, recent research on children also show the style of attribution and cognitive distortions negative lead to the emergence and maintenance of depression (Laessle, 2010).



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As for other forms of stress a child according to Helms and Gable, cited by Matheny, Aycock, and McCarthy, divided into 2 types: (a) the emotional symptoms: fear, shame, and loneliness (b) the behavioral symptoms: defy to a teacher and hurt others (Matheny, 1993).

Brenner, Helms, and Gable, was quoted by Matheny, Aycock, and McCarthy, stated that because children are too young to feel the damaging effects of long-term stress on degenerative diseases, attention is usually focused on the role of stress in compromising the immune system, so that make students stress are more susceptible to conditions such as colds and flu. Additional emotional symptoms include depression, agitation, irritability, and anxiety, and additional behavioral symptoms include deficits or lack of attention and concentration, impulsive behavior, regression to the immature behavior, and social withdrawal or aloof (Matheny, 1993).

Patsy Allen stated that almost all the diseases are aggravated by stress. Stress increases of disease possibility and is directly associated with headaches, anxiety, asthma, ulcers, digestive problems, heart conditions, and even arthritis. Small children may be suffering from abdominal pain or a headache when some of the things that bother them at home or at school (Allen, 1993).

Anderson et al, cited by Lewis, estimates that 10% to 20% of school-age children show symptoms of social anxiety, isolation withdrawal, hypersensitivity, depression, and self-awareness (Lewis, 2002: 770).

Klein, Last, and Strauss, still cited by Lewis, expressing anxiety disorder associated with a negative impact in several domains such as low self-isolation, social, inadequate social skills, and academic problems in work (Lewis, 2002: 770).

Meanwhile, according to Lewis, cited by Allen, said that children are the most vulnerable to stress when: (a) have separated parents (single parent), (b) must see parent differently argued, (c) does not spend time with father and mother, (d) do not move together or separately with their teachers, (e) feeling left out of the group (Allen, 1993).

American Psychologist Association (APA) provides an explanation for the kids, stress can manifest itself through changes in behavior. General changes could include acting irritable or moody, withdraw from activities that pleases, routinely expressing concern, complaining more than usual about the school, crying, featuring reaction scared shocked, attachment parents or teachers overload, sleep too much or too little, or eating too much or too little (American Psychologist Association Online, 2012).

Ideally, students can learn (either in class or studying alone at home) with a sense of joy, enjoy all the academic activities in which they live. Therefore, all the energy that they have can be poured completely in the learning activities that they do, and in turn, afford optimal learning results they achieved. But in reality, many students are secretly developing anxiety, **fear of not being able to meet the demands of** academic work, anxiety will get a poor grade. As a result, they are not able to undergo the process of effective learning. Unfortunately, the condition of the anxiety experienced by students that it is often exacerbated by the attitudes and actions of parents and teachers. Whether we realize it or not, many parents and teachers to motivate children to learn by using a phrase that triggers anxiety (Gunarso, 2001: 75).

More specifically Purwanto said that the source of the anxiety of the students called anxiety academic form are: (1) the expectations of parents excessive, (2) academic tasks are too many and difficult, (3) social comparison with other students, and (4 ) experiences a failure. And the root of the academic anxiety is low self-efficacy (Purwanto, 2012: 85).

#### Copying Strategies

Lazarus (1996) noted that an understanding of the coping process is needed to understand the concept of emotion. He argues that copying is a fundamental aspect of emotion because it combines components of thinking, acting, and impulse action. Lazarus and Folkman define coping as a constant effort on cognitive and behavior to manage the demands of external and

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internal specific or considered as something burden or exceed the resources of the person (Lerner, 2003: 480).

Cognitive appraisal is the individual interpretation of the events in their lives as a dangerous, threatening or challenging and the process of determining whether they have the resources to cope with the incident effectively. Coping is basically one type of problem-solving. The process involves managing a situation of excessive, increase efforts to solve the problems of life, and finding ways to beat stress or reduce (King, 2012: 51).

Definition of coping with other models such as that discussed by Eisenberg (1996), cited by Seguin and Gionet viewed coping as part of a larger concept of self-regulation. And another model proposed by Ebata and Moos (1994) is still cited by Seguin and Gionet, explained that copying both as an active approach or avoidance (Séguin, 2012).

Pretending the problem does not exist or does not happen is a form of denial. Denial is an example of copying focused on emotions. In coping focused on emotions, people try to immediately reduce the impact of stressors, by denying the existence of the stressor or withdraw from the situation. But coping focused on emotions does not eliminate stressors (for example a serious illness) or not also help individuals to develop better ways to manage stressors. On the contrary, the coping focused on the problem assess the stressors they face and do something to change the stressor or modify their reactions to alleviate the effects of the stressor. The most fundamental way of coping that focused on emotions and focusing on the problem are common ways that people do to respond to a disease (Nevid, 2005: 259).

Denial of the disease can have several forms, such as 1) Failure to recognize the seriousness of an illness; 2) Minimize the emotional distress caused by the disease; 3) Misrepresenting existing symptoms as other factors (for example, assume the form of the blood in the stool does not mean anything and just because a local abrasion/scuff local), and 4) Ignore threatening information about the disease is felt.

Denial can be harmful to health, especially if it makes someone avoid denial of or do not meet the required medical treatment. Avoidance is another form of coping focused on emotions, in a study group of subjects who did coping avoidance of cancer (eg by trying to not think or talk about cancer) showed disease progression is more rapid at the time of evaluation a year later compared to those subjects directly act to fight their disease (Epping-Jordan, Compas, & Howell, 1994). As with denial, dodge people do not adhere to medical treatment, which may lead to a worsening of their medical condition. The possible evasive action also enhances the emotional distress and impairment, in turn, will affect the appearance of immune function.

Another form of coping focused on emotions is daydreaming or fantasizing is also a form of adaptation to the disease poorly. For instance dreamily contemplating what happens is like the disease is not experienced and missed the wonderful moments. Fantasizing or daydreaming is a form of escape is imaginary, not a form of action to address the problem.

We can control the situation better or not, it depends on how we choose to cope. The imbalance between individual ways of coping with the amount of information available can inhibit healing. In one study, patients with heart disease that use the way of coping repressive (relying on negation/denial) that receive full information about their situation indicates complication rates higher than patients using ways of coping repressive but did not receive full information about their situation (Shaw et al , 1985). Sometimes neglect to help people manage someone in managing stress, at least temporarily. Coping focusing on issues involving aa strategy to confront directly the sources of stress such as searching for information about the disease by studying its own or through a medical consultation. Search information helps the individual to remain optimistic because the information search was incurred hopes will get helpful information (Nevid, 2005: 260).

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Coping involves attempts to find sources of stress, to overcome barriers frustrating, and to resolve conflicts. When we implement coping, we tried to adjust the demands of our environment in a way that allows for our internal needs that must be satisfied. There are many ways of coping. Coping can be either direct action; may also involve avoidance, and it often contains, in particular in the case of stress, techniques to reduce uncertainty (Silverman, 1978: 402-403).

Sadock and Sadock explains, coping is a general term that refers to the actual strategies individuals use to manage stressful life situations involving a perceived threat or actual (Sadock, 2000: 6273).

Sadock and Sadock provide a form of coping strategies that can be done, (a) a strategy designed to reduce emotional distress, eg avoidance passively, and reassessment positive, (b) strategies designed to solve problems, such as direct action, confrontation, and search for information to solve the problem (Sadock, 2000: 6273).

Schwarzer, who was quoted by Greenglass, split coping into four (4) types: (a) Reactive Coping, defined as an attempt to cope with the stress that has occurred; (B) Anticipatory Coping, defined as an attempt to counter the threat, individuals face a momentous event that will happen in the near future; (C) Preventive Coping, defined as an attempt to build up the resources of resistance general reduce the severity of the consequences of stress, and reduces the likelihood of stressful events in the same place (d) Proactive Coping, consists of efforts to build a common resource that facilitates the attainment challenging goals and increase personal development (Greenglas, 2012).

Early childhood teachers as a subject as people would react to adapt to the existing stress. But early childhood teachers who were on duty at the school not only react to stress for itself, because the teachers are also required to educate early childhood to react to stress, either through the imitative behavior or through specific behavior that aims to reduce the stress that exists. Shrier explained is important that parents, doctors, and teachers educate themselves about how children think, feel, and react in various stages of development so that they can better appreciate what kind of experience tend to be very traumatic and what steps can be taken to help children (Shrier, 1984).

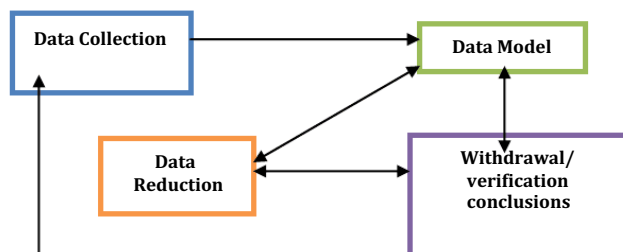
### METHOD

The research was conducted using qualitative methods in order to understand the natural context and understand the subject of in-depth study and interpretive, meaning that seek find facts (Putra, 1994: 67). Method research approach used is qualitative method naturalistic. This method was chosen because researchers wanted to directly the realities in the field without adding or changing events that occur in the field or trying to understand the behavior of the subject of research in terms of thinking and action framework of the research subject itself (Moleong, 2010: 31).

Data collection techniques used were interviews, observation, focus group discussions, and document analysis. Analysis of the data in this study using Miles & Huberman models. According to Miles and Huberman there are 4 types of activities in the analysis of qualitative data, namely data collection, data reduction, data model and withdrawal/verification conclusions, which can be described with the interactive model as follows (Miles, 1984: 20):

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To obtain the validity of the data, the researchers used 4 technical examinations of the validity of data, namely: the extension of participation, triangulation, peer inspection through discussion, and auditing.

### RESULTS AND DISCUSSION

Based on observations and interviews of the subject informant, data as aspects that exist in the schools as causes of children stress are: (1) the quality of early childhood teachers is low, (2) the demands of parents at the school, (3) the basic infrastructure which is still minimal.

#### Low Quality of Early Childhood Teachers

The first and most aspects of children stress from the informant to researchers is not fulfilled yet sufficient quality in human resources (teachers) for early childhood education. Begin with the administrative requirements are not met, namely bachelor ECD or Psychology. Teachers and early childhood educators from junior-high school graduates or equivalent do not have the capacity and ability to care and early childhood education with appropriate strategies, properly and correctly. The common cases are early childhood teachers Kindergarten Class A, when *calistung* (reading, writing, counting) already giving lessons to their students, by means of classical and monotonous and unprincipled play with learning by playing which should be implemented in the early childhood environment. The capacity of early childhood teachers of junior high school or the equivalent in the understanding and knowledge of early childhood which is the low effect on learning strategies that a teacher has to be very minimal and not creative, and result in the significant stress of children in the classroom. Lack of knowledge and understanding of early childhood teachers, as well as methods and strategies for early childhood learning is limited, then the process of learning to walk monotonous, students do not enjoy the lessons and stress demonstrated by the often rowdy behavior in the classroom and defiance. The noise in the classroom terminated teachers through reprimands or corporal punishment for children who were noisy.

Teachers with a minim understanding of early childhood as well, do not have a pattern or strategy approach to early childhood in a persuasive manner. This teacher still thinks that early childhood education is no different than elementary school students and the implementation of the learning process is also similar to the model of basic education. Learning process takes place in the classical and students are required to obey and follow the direction of the teacher, not the teacher guiding students appropriate with capacity and needs in the learning process. With the load demand to always follow the direction of the teacher, the students have the burden of greater understanding, the learning environment is no longer fun, and stress that children often arise in the classroom. And the next process is rushed out in a way students jostled and really enjoy the game outside the room so rarely that the students returned to the classroom orderly after playing outdoors. Students have a lot of defiances to enter the classroom, and teachers often give corporal punishment to students who disobey and not with a persuasive approach to the children of disobedience does. With that methods and strategies that are not varied, honed properly, and child-friendly, the development of children's ability to be disrupted.

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This type of treatment and approach to early childhood by early childhood teachers high school diploma or equivalent is not everything and completely deviate from the essence of early childhood learning in general. The capacity of early childhood teachers who still do not pass bachelor degree but has a longer experience (> 25 years) into early childhood teachers, has the advantages of a strategic approach to early childhood a little bit better to the students who stress through previous teaching experiences. But these advantages still has limitations. These teachers have the ability to predict the behavior of stress, aggressive, or spontaneous act of early childhood, based on the feelings and experiences, rather than objective considerations apparent behavior from early childhood. Another limitation of capabilities based on experience is the purpose of the implementation of the approach or strategy to reduce or eliminate the stress experienced by younger children. Teachers who have bachelor degree in ECD / Psychology has learning objectives of each behavior, at every opportunity, not least when applying coping strategies for early childhood, which eliminates stress early childhood and learning how to cope with the stress they experienced at a later date, both for the individual and for young children in class. While the focus of early childhood teachers coping strategies with high school graduates only focus on eliminating stress experienced by children.

Limitations of early childhood teachers of high school graduates are not unknown to the teacher concerned. Lack of knowledge and understanding in early childhood is deeply aware and understood, but with consideration of the age, the behavior of the continuation of the child or the short-term effects that are not seen, time constraints with the jobs of administrative, as well as the reluctance of teachers themselves to learn and gain knowledge and understanding the latest in early childhood education, early childhood teacher of high school graduates still have the ability and capacity of early childhood education with limited quality will still be there.

So with the low teacher of capability and capacity, beginning with unmet administrative requirements early childhood teachers (bachelor ECD / Psychology), and accompanied by an aversion to learning and other considerations, a model of learning strategies for children can be limited, monotonous and not fun because learning model that is not varied, and a model of treatment for young children who are still equated with the education model classical basic education, that all knowledge, understanding and the information is actually able to be obtained in the bachelor degree of early childhood / Psychology, resulting in stress younger children in the school environment, both individually and collectively in class.

The learning model which is not appropriate for early childhood forced in early childhood environment, not entirely the fault of early childhood teachers or school. School of early childhood education model that is less appropriate apply in accordance with the essence of early childhood education, for example, reading, writing, and counting lessons for kindergarten classically, are based on the insistence of the parents themselves. Parents demanded reading, writing, & counting lessons with the same method of learning in primary schools to be implemented in early childhood, and the model at home. And forwarded its effects are prolonged stress that occurs in children.

**Parents Demand to The School**

Parents also have a role in the child's stress at school, although occur indirectly. Almost all parents have less early childhood special attention to the background of early childhood education teachers, which is actually the administrative requirements of the establishment of early childhood. Parents lack of attention on the background of education of each early childhood teachers, because the main focus of the parent is the child who is able to think and orderly well handling by the teacher, then graduate with having the ability reading, writing, & counting, as the main condition for entering the favor primary school level. Another role that given by parents on the behavior of the child's stress is the support given by parents to teachers when teachers give reading, writing, and counting in classical learning methods, enforced by corporal punishment, and monotonous.



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Educational background and lack of knowledge and understanding of early childhood from parents also provide a role in the stress of children in school. These parents do not understand the basic essence of early childhood education, both for aspects of education, parenting and nurturing. Almost all parents do not have a focus on the basic needs of its early age children, both in the family and in the school environment. Almost all parents are reluctant to increase knowledge and a basic understanding of education, parenting and early childhood nurturing a variety of reasons, namely: early childhood education duration is short and assessed non-formal, and parents rushing. The low quality of education and understanding of the needs of early childhood, resulting in ignorance of the basic needs of young children and omissions on the model of learning that is not correct that held at the school, which ended with the stress of children in school.

Parents also lack monitoring, evaluation, and supervision of the learning process that is not in accordance with the essence of early childhood learning. The learning process is not pleasant, monotonous, less varied and evolving, application of corporal punishment and other models are less appropriate to the learning process early childhood, has not been the focus of monitoring students' parents in the school, resulting in the child's stress at school not resolved. There is no objection information, the protest note, or refutation of parents against false teaching and learning strategies, the process is still being done in schools, and will continue.

#### The basic infrastructure is still minimal

The basic infrastructure is vital objects in the learning process of children in the school environment. The schools that are still in the districts have either limited access to information as well as for the transport of goods and services. Road infrastructure is already there, but not yet supported by adequate transportation facilities. With the lack of transportation, the cost of goods, particularly APE, and services become more expensive, while early childhood education in the district has limited funds management.

The effect of the lack of infrastructure of the school environment is a limitation of the variation tool educational games (APE) that can support the learning process in schools. APE is in school there was the impressed origin and some of them do not work at all and left alone. There is no SOP or manual use of existing APE. APE unused rated as APE that does not support early childhood learning and there is no attempt to revitalize APE become significantly better.

Limitations APE also inhibit the activity of the students while playing or when to use it to take turns, and often ends with a scramble in use. In some instances, there are teachers who are trying to regulate the use of APE both in the classroom and outside the classroom. Teachers only appealed to the students to take turns in using existing APE, and no action or intervention when a student is disappointed and showing the stress behaviors (sullen, anger) for APE to be used interchangeably. APE existing limitations also make teachers and students experience barriers to use for learning. And with the lack of equipment supporting the learning process takes monotonous and not varied, which ended with the stress of children.

As for coping strategy that is done by the teacher to eliminate the stress of children are as follows: (1) the creativity and experience of teachers in child care, (2) the identification of a unique student, (3) the cooperation of teachers in dealing with the stress of children.

#### Creativity and experience of teachers in parenting

In the process of learning, coping strategies are implemented, either in the form and shape of incidental learning directly in the implementation, coping strategies implemented by teachers are still not planned, structured, or schemed if the program should be implemented in careful planning. Coping strategies were undertaken by teachers spontaneous and implemented based on the creativity and experience of teachers in the form of child care or in the form of learning. There has been no documentation or written plan, or certain structures in the process of coping strategies implemented by teachers of early childhood. Coping strategies by teachers of early

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childhood in the form of the learning process carried out not in the form of planning structured learning, but carried incidentally and in the scope of learning in the classroom by way of storytelling or storytelling with the theme for certain events experienced by the child and lead to stress, such as fights, deaths, and others. The learning process in the form of fairy tales and storytelling implemented coherently given starting from background events to step coping strategies implemented in the story in the form of solving problems.

Coping strategies step and learning process implemented by teachers on the basis of social emotional learning conducted by teachers of early childhood, and not on the basis of a school program in a structured and written. Schools do not provide child learning programs on stress and coping strategies, implemented by both early childhood and teacher in the learning process. Learning programs in schools are still focusing on cognitive and motor, for emotional social norms, religion, and morality is still focused on the conditioning of everyday behavior and imitation of the actions and attitudes of teachers in schools.

#### **Unique student identification**

Early school entry is currently selected and assessed by the teacher as the most appropriate way to identify potential problems that will appear later on in school. The behavior is shown when students enter school teachers are categorized into the normal student, special needs, or unique that requires a particular approach in interacting. When a student first enters school, teachers will identify in detail the aspects of a good pupil of the parents themselves, another class teacher ratings were observed, pupils neighbors, and people nearby or who know a particular pupil. There is no pattern of certain observations by the teacher when observing pupils. The only form of interaction and the behavior exhibited, especially when adapting the first time in the school environment, the benchmark teachers assign specific treatment or intervention, including coping strategies when students experience stress.

Pupil rating is getting better and appropriate, in line with its experiences in early childhood teachers who already understand the child comprehensively. But behavioral assessments to the child when the stress is still categorized as pupils 'naughty' or pupils 'manageable' and leads to the judgment of the rigid (judgment) in children by teachers who do not understand about early childhood completely, or the teachers who have a degree. By sticking to the initial assessment of the current school, teachers who have a bachelors will continue to provide treatment or intervention with the same model when he first entered the school and does not develop in accordance with the development of the child's behavior better.

#### **Cooperation of teachers in dealing with the stress of children**

All teachers have agreed to address the stress behavior of the child that can not be addressed individually, to be addressed jointly by school teachers, either directly or indirectly. A teacher at class more active, or has the power to determine decisions in dealing with the stress of children (coping). And another teacher has a role as a safety measure for the destructive child. Even teachers are already a graduate or undergraduate, have the same roles and functions in handling the stress of children in teamwork.

No senior teachers and new teachers choose to cope the stress experienced by children alone. Teacher experience in dealing with the stress of children is the basis for treatment of pupils coping. But the experience does not determine whether the teacher will cope with the stress experienced his own or in collaboration with other teachers in the intervention behavior. Teachers still choose cooperation with other teachers to cope with the stress experienced by students, at least in a certain form of supervision to students.

#### **CONCLUSIONS**

Based on research conducted, schools factors as a cause of stress early childhood there are 3 categories, the first category, namely (1) human resources. Human resources are meant here is



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not just a resource teacher who still has a minimal quality of early childhood education and education in terms of understanding that does not meet the administrative requirements early childhood teachers in learning, but the role of parents are still not optimal in a student's development played a role in the emergence of the child's stress. The main role of teachers and parents in the child's stress, in addition, to consider the behavior of the child's stress is normal, mainly located in the function and ECD models are still considered synonymous with basic education. With a basic understanding is not correct, then emergent anticipation behavior is not appropriate for young children. The role of teachers and parents who are minimal, the ECD was coupled with a reluctance to learn and focus on meeting student needs early childhood, then the stress of children who happen to be increasingly complex, and not only in the school environment.

The next category is an aspect of the stress of children in school is (2) basic infrastructure. Infrastructure facilities basis is supporting learning. However, facilities is important if the function for tools in early childhood learning. Not only the physical form infrastructure is still lacking, but the management and proper management (SOP) on facilities especially APE became an obstacle and a source of stress of children. Teachers have limited assumptions and the lack of infrastructure, the location of schools into primary votes for the lack of APE & facilities to students early age. But teachers still can take advantage of the existing environmental potential in utilizing the environment to the learning process as compared to having to rely on APE for tools in early childhood learning with CTL (Contextual Teaching & Learning), for example. It is the lack of teachers in understanding the function and role of facilities, especially early childhood APE, supporting factors not directly on the child's stress.

The final category that supports the child's stress is (3) program implemented in the school environment. Coercion reading, writing, & counting in early childhood with corporal punishment in early childhood is a major cause of children stresses aspects at school. There is no specific prohibition in the learning process reading, writing, & counting in early childhood, but the pattern and methods of learning in early childhood reading, writing, & counting certainly have a significant difference between early childhood to primary school age children. Reading, writing, & counting lesson understanding in early childhood that is still not appropriate results in learning action for reading, writing, & counting wrong and resulted in the child's stress. Parents are still many who consider reading, writing, & counting is the most important part of the learning outcomes in early childhood with a basic consideration as the main requirement when entering the primary school level, which is considered more important and formal. Recently, still very much in elementary school state in Malang Regency still enforce the rule. Programs that do not correspond to the essence and early child development in the early childhood impact on learning strategies that are not in accordance with the stages of child development in the early childhood environment, with ending the stress of children.

Results of research on the coping strategies that teachers do to the stress of children in school aim to (1) eliminate the stress of children and (2) providing learning coping strategies. All teachers agreed that the stress of children should be addressed as soon as possible or interfered with the assumption that these conditions greatly affect a child's learning strategies either individually or in group classes. With the stress of children who immediately eliminated, it is expected that conditions become a conducive classroom and relearning running smoothly and normally. The task of the teacher is fully realized by the teacher that when eliminating the problems of stress for the child, the teacher not only eliminating it but also required to provide the appropriate learning for pupils. Teachers did not have a mature concept of providing learning coping strategies, but with the experience and knowledge gained, the coping strategies set by the teacher as a learning model to the students can develop well as a chronology of the experience of teachers, especially for teachers who have a degree.

In practice, the basic treatment coping strategies implemented by teachers have certain characteristics. The first characteristic coping strategies implemented by teachers, namely: (1)

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the creativity and experience of teachers in parenting. Coping strategies implemented by the teacher only by the creativity of each individual teacher and carried out not by any specific method, but through previous experiences of the same case. Coping strategies model implemented by teachers is very risky to fail because each child has different characteristics despite having behavior and form the same stress, so that in doing should not be just based on experience with similar cases, but also how teachers make certain judgments about the stress experienced by the child and then correct the problem based on the characteristics that fit the child. Teachers who use this method assumes the consideration of speed and intervention in child cope with stress.

A characteristic way of coping strategies and the next step is to (2) identify students who are unique. This way used by teachers, with consideration of difficulty in identifying students with specific categories and require unique and specific treatment anyway. This method is used by teachers to strategies for coping with a case by case consideration of cooperation of certain students who have typical behavior that tends to be different from the others. Categories students classified as unique by many teachers rated as a child 'naughty' unruly, and can only be regulated by specific means and tools as well. Identification of students currently implemented, beginning in school well when interacting with their peers or with older people or adults rather than students. Another consideration for the assessment of its unique student preparation in the treatment and tools that will be used to calm the particular student.

The characteristic way of coping strategies and the next step is to (3) the cooperation of teachers in dealing with the stress of children. All teachers agreed that in order to overcome the stress of children can not be done individually. Coping strategies implemented by teachers rely on the cooperation between teachers. Minimally teachers have linkage cooperation in monitoring the results of the assessment and coping strategies that have been implemented. The series of cooperation to do all of them are spontaneous. All teachers agreed that cooperation among teachers to cope with the stress of children remain to be implemented, although individual teachers still have ratings that they contradict one another premises.

The level of education, knowledge, and understanding of teachers in early childhood plays an important role in the strategy of teaching and learning in early childhood, and it is strongly influenced by the teachers' motivation and interest in learning itself. Interestingly, that factor teachers as one of the aspects that play a role in the child's stress do not occur in an urban environment. Aspects of teachers for early childhood stress in urban environments are very rare because of the access and acquisition of information models that are very easy to obtain. Early childhood teachers in urban areas do not require extra effort in an attempt to upgrade information about the child was over early. Linkage, forums, and discussions can be held almost every day, both in the internal school and outside the school environment, through social media, and through face to face, which allows teachers to get information quickly when teachers obtain educational information, strategies parenting, or answers to obstacles to overcome the stress of children.

Aspects of quality of education and knowledge as well as the motivation and desire to learn teachers and parents, facilities for ECD is minimal, and programs that are not integrated between early childhood and elementary directing parents on the choice of a dilemma to impose certain programs are not yet age-appropriate child development is an important aspect the stress of children in school. Improving the quality of education of teachers and parents are needed, and supporting infrastructure improvements become indispensable in Malang District to suppress the occurrence of child sustained stress.

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