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Parent's Coping Strategy Model for Early Childhood Problems

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Keywords: Assessment, Coping Strategy, Early Childhood Problem.

Abstract: The aim of this study was to describe coping process implemented by parents and to know the benefits and its constraints and also the processes that have been applied. The coping strategy model for early childhood issues becomes important, when the coping strategies provided by parents are imitated by early childhood as a strategy to deal with the problems of early childhood. The strategy coping model given by the parent is required to provide appropriate learning as the basis for early childhood to overcome the problem in the future. This study use qualitative research. This research was conducted at 7 (seven) schools in Gugus 9 Sukun Malang. Based on the results of research that has been implemented, coping strategy model implemented by parents to overcome the problems of early childhood is to use (1) problem focused coping and (2) emotional focused coping, through mechanism of problem review first. Emotional focused coping carried out by parents for early childhood is focused on the ultimate goal and not on solving the problem. The coping strategy learning process for early childhood also has a process similar to emotional focused coping, where parents have no more role in the coping strategy learning process in children. The right coping strategy learning process is needed by early childhood to capitalize the ability of children in dealing with stress and solve problems in the right way.

1 INTRODUCTION

As is known, early childhood is a group of people aged 0-6 years. In accordance with Law Number (UU) 20 Year 2003 regarding National Education System Chapter I Article I that early childhood education is a newly born child until the age of 6 years. This age is a very decisive age in the character formation and personality of children in good living, including strategies to handle the pressure of the problem in the right way. Santoso (2011) said that early childhood education approach are: (1) the concept of learning while playing, (2) closeness with the environment, (3) nature as a means of learning, (4) children learning through their five sense (5) the concept of life skills, (6) children as active learning, (7) educators must be close to children with affection, (8) ethics and aesthetics need to be given simply. Of the eight principles of early childhood education or learning can be drawn one conclusion that early childhood education still touches education in simple and fun for early childhood, and not given in ways that are very intensive and torturing children that

cause stress in children at early aged. Pienaar (2010) argues that similar experiences of children about stress and coping less explored compared to adults and adolescents. From the research that has been done on children, many have used checklists only, which were originally developed by and for adults or adolescents or developed for children without consulting them. Only recently have children begun to be consulted on issues of concern to them. A similar opinion is expressed by Akbar (2014), which describes the unique forms and ways that teachers and early childhood perform in dealing with the stresses and problems experienced by early childhood at school, ie teachers who are able to deal with stress and problems experienced by early childhood in their own way and unstructured in the learning process, and they do not understand that the way is properly imitated by early childhood.

Stress experienced by children can be of various causes. Some studies that have been implemented mention the child's stress can be of various causes. Child stress can be adapted to a new environment (Land and Norton, 1985), status as a special needs or

disability (Russo and Fallon, 2002), chronic illness suffered or suffered by his brother, and death from members of his closes family (Ketchell, 1987). For early childhood stress in Indonesia, some of the first major causes are over-stimulating stress due to excessive parental demands on school performance, national final exams, unsuitable school curriculums, social stress, and nutritional deficiencies. Data from Personal Growth shows that 4 out of 5 children in Jakarta are under stress. The recommended steps to cope with stress, or coping strategies, experienced by children also vary. Sadock et al. (2000) provide an explanation, coping is a general term that refers to the strategies individuals actually use to manage stressful life situations involving perceived or actual threats. The real step begins with the proposed curriculum of choice preferred by the child, the change of parental mindset that puts forward the care **that is appropriate to the needs of the child and the value of personal obsession, better communication between the child and the parents, and the correct feeding pattern** with providing adequate nutrition for children and not by providing fast food that can cause obesity and stress to children due to excess weight (Nilawaty, 2012). Parents of students as the closes environment of early childhood, certainly have the greatest role in implementing coping strategies and learning process. Parents of students must have their own way with the competence, capacity and ability that varied according to the background of parents when dealing with stress experienced by young children. Such varied abilities, capacities and competencies, the researcher aims to assess the coping strategies applied and the learning process by parents to early childhood, both on coping strategies, coping strategies, and coping strategies for early childhood. From the above description, the focus of this research is the form of coping strategies applied by parents to solve early childhood problems.

2 RESEARCH METHODS

This research is conducted by qualitative method, with naturalistic approach, which aims to understand the natural context and understand the subject of research in depth and interpretative, meaning finding facts. This method is used to see first-hand the reality of the field conducted by the subject of research without adding or changing events that occur in the field or trying to understand the behavior of research subjects in terms of frame of thinking and acting of the subject of the research itself.

Data analysis method used is Miles and Huberman method with 4 (four) kinds of activities in qualitative data analysis, that is data collection, data reduction, data model and withdrawal/verification conclusion, and for data validity, researcher use 3 (three) validity of data, namely: triangulation, peer review through discussion, and auditing (Miles, 1984).

3 RESULTS AND DISCUSSION

The research was conducted in 7 (seven) institutions, namely: (1) TK PKK, (2) One Roof Kindergarten, (3) TK Agape, (4) PP Delima, (5) PP Istiqomah, (6) PP Avocado, (7) PP Happy Tralala (HT), in Gugus 9 Sukun Kota Malang. From the interviews, observation, and document analysis on the subjects of the informants, the results were obtained for (1) the form of coping strategies applied by parents to the problem of early childhood (2) the coping strategy of parents for early childhood (3) strategy learning process coping parents to early childhood, described as Table 1 follows:

Table 1: Stress and problem in seven institutions.

School	Stress and Problems		
	Programme	Human Resources	Infrastructure, tools & equipment
TK PKK		Less quantity and quality of parenting	Toys, hyperactive kids
TK Satu Atap		Less quality of parenting from the nanny	
TK Agape	Less effective teacher communication	Less quantity and quality of parenting	Less toys & kids activity
PP Delima		Not good enough parenting	
PP Istiqomah		Kids can't obey the rule and deny parent command	Gadget addcited, hyperactive kids
PP Alpukat		Less quantity and quality of parenting, only with the nanny	Gadget and smartphone addcited
PP H.T	Less effective teacher and parents communication	Not good enough parenting	
Coping	Emotional Focused Coping	Problem Focused Coping	Emotional Focused Coping

Parent's Coping Strategy Model for Early Childhood Problems

3.1 Form of Coping Strategies Applied by Parents

The subjects of informants suggested that the main problems in early childhood are on (1) parenting aspects, namely the opportunity and the quantity of care time that is limited to early childhood. Parenting is a separate child problem, because the subject of the parent realizes that the behaviors the child demonstrates with lack of parenting such as defiance, often sulking and crying, and being spoiled from early childhood to parents. These problems they try to overcome by giving time to vacation on every weekend on a regular basis with the family by shopping and visiting tourist attractions. The subject of the informant planned it with the family and felt adequately able to overcome the problem of lack of opportunity and the quantity of time that is lacking. Another way they do is to play with children and get together with family after coming home from work activities, although parents just come home until the night at night. Parents' subjects do not need specific tools to overcome such parenting problems, because their focus is on parenting and togetherness. The subjects do so on a regular basis, and feel sufficient to overcome the lack of timing. For parenting by grandparents, grandmothers, or nannies, the subject of parenting is not a problem because it has been replaced by them. Problem focused coping becomes the choice of parents who have lack of time for parenting, with plans to change the time after coming home from work and on weekends.

Problems (2) communication to children becomes the next most problems experienced by parents to early childhood. The problem of communication from child to parent is because the subject of parent does not understand the intention or intention of the child's communication to the parent, either verbally or non-verbally. The subject of parents feels that communication problems are children who are unable to communicate meaning, so that children become stressed and show behaviors such as crying, yelling, and rebelling. Parents' subjects also feel that communication difficulties when parents give orders or invitations to children in performing activities. The subject of the parent feels more often ignored by the child and the subject of the parent has not found the right way to solve the problem. The subject of a parent tends to give a high volume command until the child turns his attention to the parent. Subjects of parents often feel angry and not trying to find another way to communicate well to the child. Parent subjects are often ignored orders and invitations when children are still actively playing games on smartphones. The

subject of a parent feels that the smartphone given to the child is a way to show that they are giving their child the love they want, and the parent's subject considers communication problems to be different issues with the smartphone they have given. Emotional focused coping is chosen by the parent subject because parents are not looking for a better and efficient way to tackle communication problems, and only prioritize the higher volume of communication to be heard by the child. The last problem experienced by parents is (3) an active child and parents feel unable to control his behavior. Subjects expect parents to be able to order, not a lot of behavior or activity, able to assist parent activity at home. Child activities at home are judged by disruptive parents and unable to be properly controlled. The subject of parents assesses the behavior of children in homes that are very active and categorized by the subject of 'hyperactive' parents. The subject of the parent feels that the behavior is caused by a lack of activity, and should not be the child behaving that way. The subject of a parent has a way to overcome the problem of the child's activity by telling him to play outside so as **not to interfere with the work of the parents** at home, playing with the family at home, and giving the smartphone. The problem of children who are active at home is judged by the subject of the parent is very disturbing with the assessment that the child's activity does not support the activity or work of parents at home. Child activities at home that are considered disturbing are not facilitated properly but assessed by the parents must be muffled because the behavior should not be done by the child at home. Emotional focused coping is chosen by parents at home, because parents are unable to find the right way to facilitate and channel the activities of children at home. The subject of parents to assess the behavior of children at home must be calm and inactive so as not to interfere with parents.

3.2 The Process of Coping Strategies for Parents of Early Childhood

The subject of a parent takes the way or process for coping strategies by using the steps he perceives as the best way according to his ability. The subject of a parent focuses coping strategies on the goal to be achieved in accordance with his wishes. The problem is felt by the subject of the parent still appears and left until the child starts growing up or until the child is able to behave according to the will of the parents. There is no systematic process to solve the problems

of early childhood experienced by parents. The process can be seen in the following figure 1:

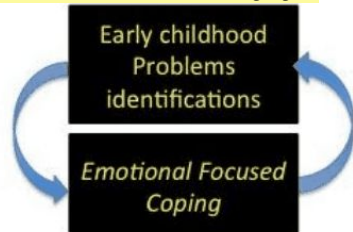


Figure 1: The process to solve the problems of early childhood experienced by parents.

The way in which parents solve the problem of early childhood is not through consideration or discussion of communication with the parties concerned. The subject of the parent has the confidence to solve the problem independently and understand the early childhood well. New consideration is needed if it is considered early childhood problems faced by parents related to health by going to the doctor. Emotional focused coping becomes the choice of parents in the process of solving the problem because the goal is the will of the parent, the problem is quickly completed, and does not solve the problem objectively.

3.3 The Process of Learning Coping Strategies of Parents to Early Childhood

The subject of the parent does not specifically provide the design or the way to solve the problem. The subject of parenting gives the process of learning coping strategies to early child age only through communication that try to be woven, and persuasive gathering with family. Parental subjects also often ask for 'translation' of the child's communication intent both verbally and non-verbally, especially to the mother. The coping strategy learning process implemented by parents has not been able to solve the problem systematically and effectively and only prioritize the goal and focus on how the problem immediately disappeared. The subject of the teacher often receives the same problem and seeks to provide the best way to resolve the problem of the child at home by giving the children insight. Emotional focused coping is still the focus of problem solving for the coping strategy learning process.

4 CONCLUSIONS

From the results of the above research can be concluded that, the subject of parents still have enough attention to solve the problem of early childhood. The way to solve problems still using emotional focused coping is by putting forward feelings and wills, but the child's problems still appear along with not solved the main problems. The coping process of parents' parents to early childhood is still carried out by the subject of the parents independently, and new assistance or consideration is needed if perceived health-related issues. The coping process of parents' parents to early childhood has the advantage of providing a typical way of parenting, but it is still not able to solve the problem of early childhood because the subject of the parent is reluctant to discuss objectively with the relevant parties. The process of learning coping strategies to early childhood is not specifically given from parents to early childhood, but the effort is mirrored by early childhood in solving the problems encountered.

The subject of the teacher has an important role in providing learning coping strategies, but still requires better coping strategies and learning strategies by prioritizing focused coping and emotional focused coping more structured. Teacher subjects need a design for understanding and identifying more complex issues on early childhood problems at home. The subject of the teacher feels that the problem of early childhood in school is the problem that comes from the home brought to school.

5 RECOMMENDATIONS

Coping strategies implemented by parents should have a more structured design, and if they are not yet comprehensively captured, stakeholder involvement is needed to improve the coping strategy capacity, both to solve the problem and to learn coping strategies for early childhood. For teachers, it is necessary to design and implement strategies for coping strategy learning for parents and young children continuously in the hope that coping strategy, which later can take the form of learning model or exemplary design implemented by teachers at school, become the basic capital for children of age early in implementing coping strategies with other problems.

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