

The Role of Parent Attachment in Developing the Emotional Abilities of Early Childhood at RA Lab School IIQ Jakarta

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Abstract

The aim of this research is to describe the role of parent attachment in developing the emotional abilities of early childhood at RA Lab School IIQ Jakarta. In line with the problem formulation, this research uses qualitative research, by using observation, interviews and documentation methods, as well as using data analysis techniques, namely data reduction, data presentation and drawing conclusions.

The result of this research shows that the role of parent attachment in developing the emotional abilities of early childhood at RA Lab School IIQ Jakarta has a very important role in children's emotional development. The standard indicators for the emotional development of children aged 4-5 years according to Permendikbud no. 137 of 2014 are that children have self-awareness, a sense of responsibility for themselves and others, and prosocially behavior and the indicators of attachment are the aspect of trust, communication, and alienation which shows that school principal and teachers work together with parents to strengthen the emotional bond between parents (father and mother) and children to develop children's emotional abilities when they are at home and at school. Parents are the form of children's attachment figures, they provide stimulus to children in the form of affirmations, give the examples to their children, and teach their children how to express their emotions.

Keywords: Parental Attachment, Emotional Development, Early Childhood

1. Introduction

Early childhood is the children within 0-6 years, and they are called the golden age, which is a very important period for developing the basics of developing abilities possessed by children such as physical abilities, language, social emotional, self-concept, art, morals and religious moral values so that all the children's potential can be developed optimally, this period is also called the critical period. During the golden age, the children

develop very rapidly and make progress. Therefore, parents, family and people around them need to provide the right stimulation and stimulus to their children in order to develop these aspects within themselves.

Erikson stated that the early years of human life are components that must be possessed to form an attachment pattern, because the early years of life are the stage for feelings of trust and distrust to arise. The golden period or often called the "golden age" only comes once in a child's early life, at that time parents should actively provide encouragement and encouragement so that the child's development takes place optimally with various activities, such as inviting children to do story telling activities, asking questions. To the child and listening to the child's complaints, fulfilling the child's needs so that a sense of trust and security is established from the child to his parents (Rianda, 2021).

The research shows that the brain growth of children who are rarely given warm touches, visual and verbal stimulation as well as tactile and kinesthetic by their parents' experiences around 20% to 30% less development than their peers (Mutiah, 2010).

Based on various studies in the field of neurology, it has been proven that 50% of children's intelligence is formed within the first 4 years. After a child is 8 years old, brain development reaches 80% and at the age of 18 years it reaches 100%. This means that the development that occurs in the first 4 years is the same as the development that occurs in the following 14 years, so that this period is a critical period for children, where the development obtained by children greatly influences the development of the next period until adulthood.

Emotion is a condition or feeling within an individual that is turbulent and its nature is based on or the result of stimulation and stimulus from the surroundings. Daniel Goleman defines emotion as something that looks at specific feelings and thoughts, a biological and psychological state, as well as a series of tendencies to take action. Emotions can be grouped as anger, sadness, fear, enjoyment, love, surprise, annoyance, or embarrassment (Sukatin et al., 2020). Riana Mashar states that emotional development is a person's ability to control, process and control emotions so that they are able to respond positively to every condition that stimulates and stimulates the emergence of emotions. (P. P. Sari et al., 2020).

The family plays a role in fulfilling not only all biological needs, but also psychological and sociological needs whose practice is the establishment of a secure attachment between children and parents. The pleasant daily experiences that children have with their parents and how parents instill values in children, the presence of parents who are role models in front of their children, are important pillars for developing children's emotional and intellectual mental health. In fact, at this time, the role of parents as the first and main educators is starting to be neglected, the close relationship between children and parents tends to decrease, therefore it is not surprising that many children run away from their families to find their identity, in the end it does not

rule out the possibility of children come into contact with negative things that can endanger their future and harm others (Rahmatunnisa, 2019).

Looking at Abraham Maslow's theory, the emotions of early childhood are actually greatly influenced by how parents fulfill their needs. Maslow revealed that there are at least five needs that must be met, namely physiological needs, the need for security, the need for belonging and love, the need for self-confidence, and the need to be able to actualize oneself. For young children, these five needs cannot be met alone. Children need help from parents or other people so that the five needs that have been expressed can be met (Wiyani, 2014).

Attachment is a term that was first introduced by a British psychologist named John Bowlby in 1958 (Desmita, 2010). Bowlby explained that "attachment is a special behavior in humans, namely a person's desire to seek closeness to another person and seek satisfaction in a relationship with that person." (Cenceng, 2015).

Based on the results of observations by researchers at Lab School IIQ Jakarta, especially in class A2, in the process of implementing classroom learning by teachers, it shows that some parents do not understand parent attachment and thus show that their emotional development is different from some students who receive parent attachment from their parents. Students who do not receive parental attachment from their parents can be seen when students are in class showing tantrum behavior, different emotions from their friends, crying from the start of learning to the end of learning because they don't feel comfortable, seeking attention from the teacher and showing other behaviors that exist. Students who do not get attachment from their parents.

2. Methods

The type of this research is field research with a qualitative approach used which produces descriptive data in the form of written and spoken words from people and observed behavior (Arifin, 2011). The place and time of the research was carried out at Raudhatul Athfal (RA) Lab School IIQ Jakarta which is located on Jl. Moh Toha No. 31 Pamulang Timur, South Tangerang, 15417. The time used for this research was January-August.

Data sources in qualitative research according to Spradley are divided into two parts, namely primary data and secondary data. Primary data is a source of data that is obtained directly and provides data to data collectors/research responders. In this study, the researchers used primary data as 9 respondents, namely the school principal, 1 class A2 teacher, and 7 parents of class A2 RA Lab school IIQ Jakarta. The secondary data in this research is in the form of interviews, school data, and photo documentation.

The data analysis technique in this qualitative research is (1) data reduction, the data is obtained from the field in quite large quantities, so it needs to be recorded carefully and in detail. In this case, the researcher focuses on the data that has been found in the research field based on notes that the researcher has made from the results of interviews, such as knowing the profile of the school and knowing how the principal and teachers develop

children's emotional abilities at school; (2) data presentation, namely the presentation of data which can be done in the form of short descriptions, charts, relationships between categories, flowcharts, and the like; (3) drawing conclusions, the conclusions made by the researcher are still temporary and can still change if the researcher finds new evidence when conducting field research so that the researcher obtains a final conclusion that is more convincing and the preparation of the results of the research analysis that will be used is to draw a conclusion from The role of parent attachment in developing the emotional abilities of children aged 4-5 years at RA Lab School IIQ Jakarta.

3. Result and Discussion

3.1. The Role of Parent Attachment

Every person has a role in their life and carrying out this role is done in different or different ways. According to Soerjono Soekanto, role is defined as a dynamic aspect of a person's position (status), meaning that when someone carries out their rights and obligations in accordance with their position (status), and then they are said to be carrying out a role (Christian, 2015). Parents are the center of a child's spiritual life, so every child's emotional reactions and thoughts in the future are the result of the process of their parents' teachings (Wahib A, 2015).

The term attachment was first put forward by John Bowlby, a psychologist from England in 1958. John Bowlby was a British psychiatrist who explained that "maternal deprivation" or lack of maternal love often causes anxiety, anger and delinquency.), and depression. Attachment theory was then formulated more completely by Mary Ainsworth in 1969 (Sari1 et al., 2018).

Ainsworth and Bowlby define attachment as a bond of affection from a person towards another special person and state that attachment is an emotional bond that occurs reciprocally between children and their parents. Meanwhile, Ainsworth defines attachment as an affectionate bond that develops between children and parents, especially between mother and child (Erika Ayu et al., 2022).

The development of attachment is a feeling of security in someone, so the attachment is positive. The mother is a figure who usually always meets the child's safety needs, but when the mother cannot fulfill the child's safety needs or is not by the child's side, another figure appears, such as the father, who provides a sense of security for the child to fulfill his needs. Children who have a good attachment relationship with their parents will be able to seek optimal experiences in their environment (I. L. Sari et al., 2020).

Colin explained that attachment is influenced by several things, namely 1) caregiver figures, 2) demographic factors, 3) use of drugs and alcohol, 4) baby's temperament, 5) premature birth and early illness, 6) social support (S. Sari et al., 2018).

Bowlby explains in (Desmita, 2010) that attachment develops through a series of stages which are partly determined by cognitive changes and partly determined by truly natural interactions between the baby and its caregiver, namely 1) Indiscriminate sociability, 2) Attachment is the making, 3) Specific, clear-cut attachment, 4) Goal-coordinated partnerships.

Bowlby & Ainsworth's attachment patterns in (Dewi & Valentina, 2013) are broadly divided into two, namely secure attachment and insecure attachment. Secure attachment is then divided into two, namely resistant attachment (ambivalent attachment) and avoidant attachment (avoidant attachment). While attachment is formed by several aspects, Amrsden and Greenberg explain aspects of attachment based on John Bowlby's theory (Candra & Leona, 2019), namely trust, communication and alienation.

3.2. Emotional Development

Goleman defines emotion (HM, 2017) as an intense feeling directed at an individual or in the Dictionary of Psychology explains emotion as a state or condition that is aroused by an organism including conscious changes, the deep nature of changes with feelings, feelings (Feelings) are experiences that are realized and then activated either by external stimuli or by various physical conditions.

According to Riana Mashar, emotional development is the ability to control, process and control emotions so that they are able to respond positively to any conditions that stimulate the emergence of these emotions (P. P. Sari et al., 2020). As for the forms of emotion, according to Stewart (Nugraha, 2008), children have basic emotions, namely joy, anger, fear and sadness.

The emotional development of early childhood is based on Minister of Education and Culture Regulation Number 137, 2014. Concerning Early Childhood Education Standards, indicators of the level of achievement of social emotional development for children aged 4-5 years, namely 1) self-awareness, 2) sense of responsibility for oneself and others, and 3) prosocial behavior (Kemdikbud, 2021).

3.3. The Role Analysis of Parent Attachment at RA Labschool IIQ Jakarta

Basically, parents have an important role and a big influence on children's education. Parents are the center of a child's spiritual life, so every child's emotional reactions and thoughts in the future are the result of the teaching process from their parents. According to John Bowlby's theory, explained by Amrsden and Greenberg, attachment is formed by three aspects, namely trust, communication and alienation. The discussion in the research regarding attachment indicators is as follows:

First, the trust is one component of a strong relationship between a child and his or her attachment figure. The basis for forming a sense of

security emphasizes belief in the existence of a close figure when needed (Maharani, 2018). The results of the analysis based on interviews with the principal, class A2 teacher, as well as parents of class A2 RA Lab School IIQ Jakarta students, can be concluded that building trust between parents and children is very important. The feeling of security and confidence that exists within the child is that parents will always be there to help meet their needs. Therefore, what school principals and teachers do to help build trust between parents and children is to explain the vision, mission, goals of the school as one of the considerations for parents, provide parenting programs, hold competitions between parents and children like on the day Indonesian independence August 17, parents accompany their children to participate in Hajj rituals and field trips.

Second, communication in the attachment relationship between parents and children. Communication is an aspect that helps create strong emotional bonds between parents and children during infancy. The results of the analysis of interviews with school principals, teachers, and parents of class A2 RA Lab School IIQ Jakarta students, namely that the principal and teachers always maintain communication between parents and children, what happens to children at school, the principal and teachers will notify parents. Especially regarding the child's development in every aspect of development, whether it has been achieved or not.

Third, alienation in the attachment aspect refers to feelings of isolation, anger, and feelings experienced in the attachment relationship with parents. In this case, based on the results of the analysis of interviews with school principals, teachers, and parents of students and students in class A2 Ra Lab School IIQ Jakarta, that is, if problems occur with children at school, such as children feeling alienated from their friends at school, quiet children do not want to join and interact with other children, and problems involving the child and the parents, then the child brings these problems to school so that the child's emotions are unstable and easily explode, so the teacher will observe first and then talk to the parents. However, if this cannot be handled by the teacher, the principal will step in to help with what the child is feeling and needs so that the child does not feel isolated.

3.4. The Role Analysis of Parent Attachment in Developing Emotional Abilities in Early Childhood at RA Labschool IIQ Jakarta

The process of developing emotional abilities in early childhood as explained in CHAPTER II of the study of psychosocial theory put forward by Erik Erikson is that this theory describes how important emotional development is in personality and developmental perspectives (Mashar, 2011). The results of the analysis and discussion regarding indicators of emotional development for children aged 4-5 years are as follows:

First, Self-Awareness is a child's attitude that shows independence in choosing activities, controlling feelings, showing self-confidence,

understanding rules and discipline, having a persistent attitude (not giving up easily), and being proud of the results of one's own work. Children's emotional development in indicators of self-awareness can be seen based on the results of interviews with school principals, teachers, and parents of class A2 RA Lab School IIQ Jakarta students that children's emotions are not always stable both at home and at school. Collaboration between school principals, teachers and parents in developing emotional abilities by means of stimulus or stimulation for children to control their emotions, such as by providing affirmations, giving real examples to children and teaching children how to express emotions appropriately so that they can be accepted by the environment is definitely progressing.

Second, a sense of responsibility for oneself and others is a child's attitude in protecting themselves from their environment, appreciating the superiority of others, wanting to share and help friends. In this case, the principal, teachers, and parents of class A2 RA Lab School IIQ Jakarta students are developing children's emotional abilities by seeing how children's attitudes in the form of a sense of responsibility for themselves and others can be seen from their behavior and attitude. What children do, the problems that occur with children at school are homework and opportunities for teachers to provide real examples to children as a form of habituation and respect for other people. Meanwhile, parents participate in forming children's responsibilities for themselves and others through implementation or things agreed upon by father and mother at home such as rewards & punishments to form a sense of responsibility for children both for themselves and others.

Third, Prosocial Behavior is a child's attitude that shows enthusiasm in playing competitive games, obeying the rules that apply in a game, respecting other people, and showing empathy. In this case, the principal, teachers, and parents of class A2 RA Lab School IIQ Jakarta students by observing and monitoring based on the results of the evaluation of the child's emotional development which is seen based on the results of the activities the child carries out, once every 3 months will be conveyed to the parents. About children's developmental achievements, sharing between teachers and parents regarding their emotional development when they are at school, as well as working together and supporting children's emotional development when they are at home.

4. Conclusion

Based on the research results, it can be concluded that the role of parental attachment in developing the emotional abilities of children aged 4-5 years is seen from both parents (father and mother) who always make time for children such as taking children to school, spending time such as talking while eating and before eating. want to sleep without gadgets or what is called pillow talk, accompanying children at school events such as competitions, field trips, Hajji rituals so that their emotions develop well, but there are children whose emotions have not yet developed according

to the child's emotional development, namely children who when in class are still shy or withdrawn, emotions that appear suddenly such as anger and tantrums so that they still require cooperation between the roles of parents and children, school principals and teachers.

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