

EDUCATORS IN OVERCOMING CHILD TEMPER TANTRUMS AT ISLAMIC KINDERGARTEN TAZKIA, SUNGGAL DISTRICT, DELI SERDANG REGENCY

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Abstract: Early childhood is a period where children's development can optimally grow, both in the social-emotional aspect and other aspects. Therefore, efforts to address children experiencing temper tantrums are crucial to ensure that children's development can progress optimally. This research employs a qualitative research method with a psychological approach. The subjects of this study are educators and children experiencing tantrums at Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency. Data collection techniques used include observation, documentation, and interviews. For data analysis, the researcher uses the data analysis technique from Miles and Huberman. In the final stage, the validity of the obtained data will be tested using triangulation techniques, both source and method. The results of this research are expected to provide deeper insights into ways to overcome temper tantrums in early childhood at Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency. Additionally, this study will also produce recommendations for educators in applying emotional-based approaches to managing temper tantrums. Thus, this research has the potential to contribute positively towards efforts to manage early childhood temper tantrums and encourage the formation of early childhood character.

Keywords: Educators, Early Childhood, Temper Tantrum

Introduction

Early childhood represents a unique phase of an individual's life. During this period, children are in their golden age of development and growth. This is because the development and growth of children at this stage progress rapidly and form the foundation for further developmental stages. Moral development and the basics of personality are also shaped during childhood, meaning that any anomaly or deviation, no matter how small, if undetected or not properly managed, will reduce the quality of human resources in the future.

The aspects of development in children that need to be stimulated include moral and religious values, language, cognitive, physical, and social-emotional aspects. If any of these five aspects are not optimally stimulated, the child will experience developmental delays. One crucial aspect that needs to be developed is the child's emotional development. (Martani, 2012: 112). This is aimed at enabling the child to recognize, process, and control emotions, so the child will have the emotional skills to face future life challenges.

The development of socio-emotional aspects in early childhood is a crucial need that will form the basis of character development, which will stay with the child into adulthood. Children are expected to become individuals who understand the emotions they experience and are accepted by their social environment. If a child cannot recognize their emotions, they will find it difficult to socialize with their surroundings. Therefore, various emotional problems may arise, hindering the child's growth and development process.

Emotional issues that often arise in children include: crying, screaming, snapping, stomping feet, whining, cursing, slamming doors, breaking objects, swearing, attacking siblings or friends, having difficulty adapting to situations, food, and new people, having a mood that is more often negative, and other negative behaviors. Problems such as those mentioned above are forms of tantrum behaviour. (Syamsuddin, 2013: 79)

Tantrums are generally considered a normal behavior in children as they are part of the physical, cognitive, and emotional developmental phase. (Syamsuddin, 2013: 79) Potegal and Davidson describe the age and percentage of children experiencing tantrums as follows: 87% of children aged 18-24 months, 91% of children aged 30-36 months, and 59% of children aged 42–48 months. The average duration of a tantrum based on age is 2 minutes for 1-year-olds, 4 minutes for 2-3-year-olds, and 5 minutes for 4-year-olds. In a week, there are 8 tantrum occurrences for 1-year-olds, 9 times for 2-year-olds, 6 times for 3-year-olds, and 5 times for 4-year-olds. This data indicates that tantrum behavior is a common experience for children; however, parents, educators, or other adults around the child can control and manage these emotions in an appropriate manner.

TK Islam Tazkia is a non-formal early childhood education institution whose curriculum is developed with Islamic values as the foundation for character development of students from the ages of 3 months to 5 years. Facing the various characters of children at TK Islam Tazkia, educators are required to have the skills to educate and care for children appropriately so that children can grow and develop optimally according to their age. Therefore, educators must also understand each character and problem of the child and strive to overcome and provide assistance for every developmental issue, one of which is temper tantrums.

From the observations made by researchers, when a child starts to cry, scream, or even kick school facilities, educators often get carried away with emotions and advise the child in a high tone, or even let the child cry and scream. In addition, educators often give in to whatever the child wants as long as the child stops crying and screaming. Various attitudes and efforts of educators in dealing with children experiencing temper tantrums occur because most educators do not understand how to handle children with temper tantrums and the consequences for the child if not addressed promptly.

Seeing behaviors like these, it is essential to have proper handling from educators so that such behaviors can be controlled and not become habitual. This is especially important at TK Islam Tazkia, which has the mission of instilling Islamic values so that children are accustomed to behaving with noble character from an early age. By conducting this research and revealing the positive impacts of addressing temper tantrum situations in early childhood at TK Islam Tazkia, Sunggal Deli Serdang, the researcher can contribute to creating experiences for early

childhood educators in dealing with tantrums. This research aims to equip educators with the knowledge and skills needed to effectively manage these challenging behaviors, ensuring that the children's development is supported in a way that aligns with the institution's values and mission.

Literature Review

A. Early Childhood Education (ECE)

According to the Regulation of the Minister of National Education Number 58 of 2009 on the Standards of Early Childhood Education in Indonesia, Chapter III on Standards for Educators and Education Personnel, it is stated that early childhood educators are professionals who are tasked with planning, implementing the learning process, and assessing learning outcomes as well as conducting guidance, caregiving, and protection of students. Early Childhood Education (ECE) teachers work in various types of services both in formal education pathways and non-formal education pathways. In the formal education pathway, this includes teachers and assistant teachers, while ECE educators in the non-formal education pathway consist of teachers, assistant teachers, and caregivers.

This regulation highlights the multifaceted role of early childhood educators, emphasizing not only their responsibility in facilitating learning and cognitive development but also their critical role in nurturing the emotional and social well-being of young children. The distinction between formal and non-formal pathways underscores the diverse settings in which early childhood education can occur, ranging from more structured classroom environments to more flexible and community-based educational settings. This regulatory framework ensures that regardless of the setting, educators are equipped to provide comprehensive support and development opportunities for young children, laying a strong foundation for their future learning and growth. (Latif, 2013: 14)

According to the Republic of Indonesia Law No. 14 of 2005, Article 1 paragraph 1, it is stated that a teacher is a professional educator whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students in formal education pathways, including at the elementary and secondary education levels, as well as in early childhood education. Therefore, the term "teacher" in Early Childhood Education (PAUD) institutions is equivalent to the term "teacher" in general.

In the field, the title 'teacher' in non-formal and informal institutions, such as Playgroups (KB) and Kindergartens (TK), proves this. However, the competencies between teachers in general and teachers in early childhood education institutions are slightly different. In academic texts on Early Childhood Education Teacher Education (PG PAUD), it is mentioned, 'the comprehensive figure of PAUD teacher competence includes the ability;

- a. Understanding children deeply
- b. Mastering the profile of children's physical and psychological development
- c. Organizing play activities that stimulate children's holistic growth, as well as storytelling, singing, and wandering abbreviated as the "3 B's". Considering the learning model for

early childhood is playing, storytelling, wandering, and singing. (Rozana, S, et. All, 2021: 34)

This law underscores the professional status and critical role of teachers across all levels of education, including early childhood, by recognizing their comprehensive responsibilities in shaping the learning and development of students. It emphasizes the importance of a professional approach to teaching that encompasses a wide range of educational activities, from instruction and guidance to assessment and evaluation. This legal definition reinforces the concept that regardless of the educational level or setting, teachers play a foundational role in the educational system, entrusted with the responsibility of fostering the intellectual, social, emotional, and physical development of their students. (Suyadi, 2011: 139).

In practice, the use of the term "teacher" in non-formal and informal institutions, such as Playgroups (Kelompok Bermain - KB) and Kindergartens (Taman Kanak-Kanak - TK), supports this notion. However, there are slight differences in competencies between teachers in general and teachers in Early Childhood Education (PAUD) institutions.

B. Early Childhood

The term "pedagogy" originally comes from the Greek words "Paedos" and "Agogos." "Paedos" means child, while "Agoge" means to lead or guide. (Zurinal, 2006: 1) Over time, with the changes in eras, pedagogy has come to be understood as the role of guiding a child through their growth phase to become independent and responsible individuals. Etymologically, pedagogy thus refers to the act of leading a child. Tilaar (2015: 10) concurs with this view, stating that pedagogy etymologically means guiding a child. Similarly, Prof. Hoogveld, as cited by Uyoh Sadulloh (2011:2), defines pedagogy as the science that studies the problem of guiding children towards a certain goal, that is, so they may in the future be capable of independently solving the tasks of their lives. Therefore, pedagogy is the science of educating children.

Early childhood is a period of exceptionally rapid growth and development, often referred to as developmental leaps. Children in early childhood, which encompasses a precious age range compared to later years, experience extraordinary advancements in their intelligence. This period is a unique phase of life characterized by processes of change including growth, development, maturation, and refinement of both physical and spiritual aspects. These changes are lifelong, gradual, and continuous. (Mulyasa, 2012: 16)

Psychology experts often refer to early childhood as the age of exploration or the questioning age. This designation reflects children's innate curiosity about their surroundings during this stage of development. Additionally, psychologists also describe early childhood as the age of imitation. Children naturally imitate the speech and behaviors of others around them. (Mashar, 2011: 16)

C. Temper Tantrum

A temper tantrum is an outburst of anger from a child, often occurring when a child demonstrates negativistic behavior or refusal. This is frequently experienced by young children due to their inability to control emotions and to express anger appropriately. (Mashar: 2011: 92)

The emotional development of early childhood is more detailed, involving all aspects of development, and children tend to express their emotions freely. At this stage, children can participate and take initiative in physical activities, but many activities are prohibited by teachers or parents, leading them to often hesitate in choosing between what they want to do and what they should do. (Munisa, 2020)

Children's emotional expressions easily change from one form to another. In a state of joy, they can suddenly turn angry due to something unpleasant they perceive. Conversely, when they are angry, through pleasant coaxing, they can transform into cheerful spirits, (Widya, R., Siregar, B., & Rozana, S. 2020)

In the implementation of instilling moral and religious values in early childhood, there are many methods that can be used by teachers or educators. However, before choosing and applying a method, it is important for teachers or educators to understand the method that will be used, as this will affect the success of instilling moral values optimally. Methods in instilling moral and religious values in early childhood vary greatly, including storytelling, singing, playing, rhyming, and educational trips. The methods used by each school are not the same, meaning there is emphasis or prioritization of certain methods in schools according to the needs and abilities of teachers in implementing those methods. In addition, the use of methods in instilling moral and religious values is also tailored to the characteristics of each child in the school. (Rika Widya : 2019)

The issue of tantrums also underscores the role of parents, which needs to be maximized both at home and outside the home, Parents play a crucial role in the lives of children, especially in early childhood. This role goes beyond meeting material needs and includes providing love, attention, and protection. It significantly influences the growth and development of children.

However, some parents exhibit deviant behavior towards their children, and the development of these children is usually different from those who are often treated roughly by their families. For example, Mr. O, a part-time teacher with a high level of education, stated in an interview that he has never engaged in deviant behavior towards his child, despite having limited time. He is well aware of the importance of giving extra attention to young children and understands the potential consequences of behaving harshly towards them. (Rita Novianti, 2023)

Positive emotional expression in children can lead to pleasant social evaluations, while negative emotional expressions, such as anxiety, jealousy, anger, or fear, can lead to unpleasant social evaluations. Children who exhibit such behaviors are likely to be avoided by peers, labeled as whiny, quick-tempered, and other derogatory terms. Negative evaluations received by a child from their environment can shape a negative self-concept, and ultimately, the child may struggle to adapt to their surroundings.

D. Kindergarden

Regarding the concept of Kindergarden, several definitions will be first presented. Based on the explanation of the Republic of Indonesia Law Number 20 of 2003 on the National Education System, Article 28 Paragraph (3) states that Kindergarden is a form of education organized to develop the personality and self-potential according to the developmental stage of the students. Furthermore, according to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0486/U/1992 Chapter I Article 2 Paragraph (1), it is declared that "Kindergarden education is a means to assist the physical and spiritual growth and development of students in accordance with the natural characteristics of children.

Kindergarden is one form of early childhood education unit within the formal education pathway that offers educational programs for children aged four to six years. Based on the definitions provided above, it can be concluded that Kindergarden is an early childhood education aimed at nurturing the growth and development of children from birth to six years comprehensively, covering both physical and non-physical aspects. It provides stimulation for the development of physical, spiritual, motor skills, intellect, emotional, and social aspects appropriately so that children can grow and develop optimally, as well as bridge the education provided by families with school education

Method

A. The Research Object

The research object for this study encompasses all students of the Islamic Kindergarden Tazkia Sunggal, totaling 22 children

B. Research Data

In this research, the data obtained comes from both primary and secondary sources. Primary sources are those that directly provide data to the data collector, and secondary sources are those that indirectly provide data to the data collector. Therefore, the primary sources in this study are the teachers, the head of the school, and the children at Islamic Kindergarden Tazkia. Meanwhile, the secondary data consists of supporting information, which includes documentation such as various documents about the implementation of the "Merdeka Curriculum" at Islamic Kindergarden Tazkia, children's profile data, and photographs of research activities

C. Type and Scope Research

This research is characterized as field research with a qualitative type that is rich in requirements and will produce descriptive data. (Bungin, 2001: 66) This study employs a qualitative research method because the tradition in social education fundamentally relies on the observation of humans, both in their personal selves and in interactions with others within a society.

In this study, the data analysis used was the Miles and Huberman model. The data analysis suite can be simplified to three stages as described (Miles and Huberman, 1992: 16-18) In the following Qualitative Data Analysis:

1. Data presentation, can be understood as a set of composed information that gives the possibility of drawing conclusions and taking action. The presentation of this data can be done in the form of tables, graphs, charts, and so on. But the most common is with narrative texts.
2. Data reduction is the process of selecting, focusing on simplifying, abstracting and transforming "rough" data that arises from written records in the field. When researchers start doing research will get a lot of data and vary and even very complicated. Therefore the data needs to be reduced.
3. Conclusion drawing (verification). Usually the conclusion formulated at the beginning is temporary, for which evidence must be found that corroborates it so that the conclusion can answer the formulation of the problem that has been compiled at the beginning.

Result and Discussion

In this chapter, the researcher discusses the management and analysis of data that has been obtained from the conducted research. The researcher carried out the study using methods and instruments determined in the previous chapter. Based on the results of observations, interviews, and documentation, the researcher obtained information about behaviors, teacher strategies, and the obstacles faced by teachers at Tazkia Sunggal Islamic Kindergarten. How teachers handle children who cannot control their own emotions or will soon be answered through the data analysis presented by the researcher. In this study, the researcher used qualitative research data, where the data presented is narrative and described in the form of several questions and will be answered by respondents.

A. Result

In this research, the researcher was able to directly observe the strategies used by teachers at Tazkia Islamic Kindergarten. The teachers employed strategies through self-learning, more precisely, they used their instincts to determine which strategy was more appropriate to handle children experiencing Temper Tantrums. According to Carr and Harrington, there are 5 ways to handle a child in the midst of a tantrum, namely Ignore, Redirecting, Consequences, Time Out, and Exiting/Removing the child from the classroom. There are 3 strategies used by the teachers at Tazkia Islamic Kindergarten in Sunggal that align with the opinions of Carr and Harrington. These strategies were able to reduce the number of children experiencing tantrums. From the beginning of the research, there were 15 children, and by the end of the research, which lasted approximately one month, the number of children who no longer exhibited this behavior had decreased to only 4 children remaining. The following are the strategies used by the teachers at Tazkia Islamic Kindergarten in Sunggal.

B. Discussion

The results indicate that while there are significant supporting factors enhancing the pedagogic competence of Islamic Education teachers at SMA Swasta Muhammadiyah 02 Medan, there are also critical inhibiting factors that need to be addressed.

1. Enhancing Supporting Factors:

- a. **Scaling Professional Development:** Expanding the scope and frequency of professional development programs could further enhance teachers' competencies. Emphasis should be placed on modern pedagogic strategies to ensure teachers are well-equipped to engage students effectively.
- b. **Strengthening School Leadership Support:** School leadership should continue to prioritize pedagogic excellence, offering more personalized support to teachers, especially in managing workloads and accessing pedagogic resources.

2. Mitigating Inhibiting Factors:

- a. **Addressing Infrastructure Constraints:** Investment in school infrastructure, particularly in technology-enhanced learning tools, could significantly mitigate this barrier. This would enable teachers to incorporate more diverse and engaging pedagogic methods.
- b. **Alleviating Workload and Stress:** Implementing strategies to manage teachers' workloads more effectively, possibly by reallocating non-teaching responsibilities or hiring additional staff, could help reduce stress and allow teachers to focus more on pedagogic activities.
- c. **Modernizing Pedagogic Exposure:** Encouraging continuous learning and adaptation of modern pedagogic practices among all teachers, regardless of their age, is crucial. Tailored professional development programs targeting the specific needs of older teachers could bridge the gap in pedagogic practices.

Conclusion

While SMA Swasta Muhammadiyah 02 Medan benefits from a supportive ecosystem for Islamic Education teachers' pedagogic development, addressing the infrastructural, workload, and exposure-related challenges is essential for further enhancement of pedagogic competence. Addressing these inhibiting factors not only supports teachers' professional growth but also significantly contributes to the overall educational experience of students.

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