

The Influence of Parental Care Through The Application of Biblical Stories on The Social Abilities of Children Aged 4 - 6 Years at Kalam Kudus I Kindergarten, Jakarta

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ABSTRACT

This research aims to analyze how big is the influence of parental care through the application of Bible stories on the social abilities of children aged 4-6 years at Kalam Kudus I Kindergarten, Jakarta. Social abilities are an important aspect of children's development, because they influence the way they behave interacting with peers, sharing and collaborating, empathizing, speaking and listening, expressing emotions, and adapting. Seeing this, Parents play an important role in improving these social abilities. By using a Bible story approach in parenting, parents can help children develop their social skills. Researchers used quantitative research methods with a quasi-experimental non-equivalent control group design, which divided research subjects into two groups, namely the experimental group and the control group. The results of the research show that the application of Bible stories in parenting has a significant influence on the social abilities of children aged 4-6 years at Kalam Kudus I Kindergarten, Jakarta.

Keywords: Parenting, Bible Stories, Social Abilities

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INTRODUCTION

The environment has a big influence on children's growth and development, including family, community and school. Environmental influences include a child's social experiences, starting from before and after birth. Where, this affects the child's biological and psychological structure, thereby forming the child's complete strength in his social life.

A child needs a positive family environment that can encourage them to become independent, so they can adapt to their social environment. Remembering that the family environment and parents are the initial education of every child, but many parents ignore this. Parents must provide sufficient attention and support for their child's development at an early age. Currently, many child care institutions or schools are tasked with replacing parents, so that parents no longer accompany their children's development. Parents' interactions with their children are influenced by their busy lives and their own lives. Undoubtedly, parents must pay attention to this because the education their children receive will ultimately influence how they live their lives now and in the future.

Feld and Bauer, stated that early childhood is divided into: birth to 1 year old (baby-infancy), 1-3 years old (toddler), 3-4 years old (pre-school), 5-6 years old (early elementary school), and 7-8 years (advanced elementary school class)(Santoso, 2019). This period is a process of growth and development in all aspects of human life. The child's learning process must pay attention to the characteristics possessed during the child's developmental stages (Susanto, 2017).

According to Beichler and Snowman, early childhood is children aged three to six years (Saputra, 2019). However, basically, early childhood children are different individuals with special growth and development patterns in terms of physical, cognitive, socio-emotional, creativity, language and communication that are appropriate to the developmental stages that the child is going through. The growth and development of early childhood must be focused on balanced growth and development in terms of physical, cognitive, social, emotional, language and creativity. This will help children grow into complete individuals (Sakinah & Dalimunthe, 2022). Almost all potential children experience a sensitive period which allows for rapid and extraordinary growth and development, because each child has different development, where the development of each child is not the same. The learning received by early childhood children must be appropriate to their age level and stage of physical and mental development (Luci Irawati et al., 2023). During this period, children's brains experience rapid growth and development in line with stimulation from the environment. All information will be easily absorbed by children if they receive the right stimulation. The information children receive should be obtained through interesting and enjoyable stimuli (Puridawaty, 2018).

Law Number 20 of 2003 concerning the National Education System also emphasizes the importance of the role of parents in providing stimulation for children's growth and development (Indonesia, 2003). Parents should provide support and guidance to their children during the learning process. Parents must also pay attention to their child's growth and development and provide good parenting. Talking about parenting styles, ideally parents provide assistance and provide appropriate stimulation to children, so that children can experience maximum development according to their growth period. Children are the next generation who need optimal support, guidance, attention and development from an early age (Khotimah, Tia Husnul; Syukri, 2016). Therefore, they must always receive attention and assistance. The various social influences and interactions that a person receives shape the stage of a person's life which results in a physically and psychologically mature human being.

Montessori said that 80% of children's brains develop quickly, like sponges, when children pay attention to what they receive from their environment (Aghniarrahmah et al., 2021). So it can be said that parenting is how parents treat children, educate, guide and discipline them so that they grow up. Parenting styles include parents' attitudes, values and beliefs towards their children.

To determine whether the parenting style they provide to their children is appropriate and appropriate, parents must measure their children's abilities carefully and carefully. Parenting patterns influence children's psychological and social development.

Parenting patterns also determine children's psychomotor, social and cognitive growth in accordance with their development. Parents are the first education in a child's education. The very strategic role of parents in the child's education process can determine educational outcomes, where the colors red, green and yellow in the child's future life are painted by something written by the parents when they were small (Budiarti, 2023).

Hurlock states that parents' attitudes influence the way they treat their children, and the way parents treat their children in turn influences their attitudes toward their parents, because children often see their parents as examples to follow (Hurlock, 1992). Every parent has their own way of educating their children. Parenting patterns generally use the Baumrind parenting style (including authoritarian, authoritative, permissive parenting styles) plus the Maccoby and John Martin parenting styles (i.e. neglectful or negligent parenting styles) (Indrawati & Muthmainah, 2022). Of the various parenting patterns mentioned, basically there are three parenting patterns that are most often used in everyday life. This explanation is in accordance with several explanations put forward by several experts, one of which was put forward by Hurlock, namely (Hurlock, 1992). These parenting styles are authoritarian, democratic and permissive. Authoritarian parenting is centered on the parents, while democratic parenting always involves the child in making decisions, and permissive parenting is only centered on the child.

According to the Child Development Achievement Level Standards (STPPA), social skills in children aged 4-6 years should be at the stage of playing with peers, sharing with others, following the rules of the game, respecting others, showing empathy, respecting others, working together with friends, as well as getting to know manners and manners according to local cultural values (Permendikbud, 2014). The importance of developing children's social abilities is no different from other potentials because social abilities are part of a child's overall intelligence and are relevant throughout the child's life. Social development, the ability to interact or establish good relationships with other people and the ability to adapt to the surrounding environment are the main concerns of the world of education.

Social ability is an ability found in a child's behavior that requires him to adapt to the rules that apply in society, such as adapting to group norms, morals and traditions in the learning process (Ilsa & Nurhafizah, 2020). Meanwhile, according to Yunari, social skills are habits that have a strong influence on children when they are at school or at home, because children from birth have been exposed to the environment, are able to control impulses and behavior, enter a more social order, have a rich childhood and the ability to work equally well with their peers (Yunari, 2018).

Social abilities are not innate abilities but can be acquired through a learning process, either from parents, peers, or the community environment. At the preschool stage, peer relationships are an important means for children to learn social interaction (Maulida, 2020). Rahmatunnisa stated that social skills refer to an individual's ability to interact and communicate constructively, comply with applicable rules or norms, participate actively in social activities, establish good relationships with other people, be willing to help, be empathetic and be responsible. Be responsible, act in accordance with

applicable standard rules, and actively participate in social activities (Rahmatunnisa, 2019).

There are many ways to stimulate young children, parents can do this by singing, playing and telling stories. This will be a fun learning experience for children, and easy for children to accept. One method that can be used to improve social skills is through the application of the storytelling method. Storytelling is an activity that a person does verbally to another person using the tool of what should be conveyed in the form of a message, information, or just a fairy tale packaged in the form of a story that can be heard with a pleasant feeling (Madyawati, 2016). Meanwhile, the aim of the storytelling method is to instill moral messages contained in the story, and foster children's social-emotional sensitivity about what is happening around us through the stories told (Gunarti et al., 2017)

One medium that can be used to tell stories is the Bible. The Bible is a holy book adhered to by Christians, which can be read and interpreted with the aim of discovering the truths that God intended for human life.(Pinontoan, 2021). In the Bible you will find many Bible stories presented through the stories of prophets, apostles, disciples, kings, princesses, and even Jesus himself. Bible stories are also important for children to start from an early age, but young children will have difficulty reading them straight away. Bible stories that present Bible characters for children are very complete, starting from the story of Genesis to Revelation (Isabella et al., 2019). Therefore, the Bible can be used as material and its presentation adjusted to the child's age.

Based on the results of observations at the Kalam Kudus I Kindergarten, Jakarta, there were several children with social abilities who did not meet the criteria for achieving child development. The observation results found problems related to social skills, such as: (1) shy; (2) selfish; (3) likes to dominate others; (4) prefer to isolate themselves; (5) lack of empathy; and (6) shows a lack of concern for norms in behavior. This is what prompted researchers to analyze how much influence parental care has on children's social abilities.

METHOD

In this research, researchers used quantitative methods. Quantitative methods are research methods based on positivist philosophy, where the objectivity of the research design is maximized through the use of numbers, statistical treatment, structure and controlled experiments. Controlled conditions can be interpreted as meaning that the research results are converted into numbers to be analyzed using statistical analysis(Sugiyono, 2018). Experimental, or intentional, variables are used by the researcher to manipulate the experimental situation with at least one independent variable(Sutama, 2015). The type of quantitative research used in this research is a quasi experimental design approach. This research design is a development of the true experimental design.(Sugiyono, 2018).

This experimental research is a systematic and logical method for answering the question "if something is done under carefully controlled conditions, what will happen?" In this research, researchers manipulate stimuli, treatments, or experimental conditions, and then observe the effects or changes produced by the manipulation carried out

deliberately and systematically.

Population is a generalized area consisting of: objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2018). In addition, the sample represents a part of the overall population and its characteristics. If the population is too large, researchers will not be able to study all aspects of the population due to constraints such as funds, personnel, and time (Sugiyono, 2018).

The population in this study were all students aged 4-6 years at TK Kalam Kudus 1 Jakarta, totaling 50 students. The sampling technique used in this research is the cluster random sampling technique (random sampling based on area). Cluster random sampling is a technique used by research subjects or data sources to determine a very wide sample range (Supriyadi & Maesyaroh, 2023). To identify data sources, sampling is carried out based on the specified population area.

The samples taken by researchers amounted to 30 students aged 4 to 6 years at TK Kalam Kudus 1, Jakarta. The sample was divided into two groups, the experimental group and the control group. Each group consisted of 15 children (5 children aged 4 years, 5 children aged 5 years, and 5 children aged 6 years), and homogeneity was still taken into consideration where the number of children was the same in the two groups and the same age of the children in the two groups the.

By using a quasi-experimental type of research and applying pre-test-post-test, this research will examine the influence of parental care through the application of Bible stories on the social abilities of children aged 4-6 years at Kindergarten Kalam Kudus 1, Jakarta (Asrin, 2022).

RESULTS AND DISCUSSION

Before starting the research, the researcher checked the truth of the statements written in the questionnaire. This validity test was carried out by three experts and aims to determine the validity of the influence of parental care through the application of Bible stories on the social abilities of children aged four to six years.

Assessment aspects include: content clarity, accuracy, relevance, content validity, unbiasedness and language accuracy. Judging from the expert judgment scores, the results of comprehensive instrument verification by three evaluators can be used, and the validity of all aspects is very high. The correspondence (reliability) between the three values can be explained by calculating the inter-rater reliability coefficient using the intraclass correlation coefficient. Calculation results (see Table 1 using the SPSS version 25 program).

Table 1: Intraclass Correlation Coefficient Reliability Test Expert Validation

	Intraclass Correlation Coefficient						
	Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.141b	-.228	,516	1,520	1	2	,145
Average Measures	.911c	-.713	,816	1,520	1	2	,145

It can be seen in the table above that the ICC calculation results were obtained using SPSS v.25, where the results of the analysis show that the average agreement between raters is 0.141 and the agreement between raters is 0.911, which means that there is very good inter-rater reliability.

In this study, researchers collected data about children's social abilities after going through a parenting process based on Bible stories and children who did not receive special treatment. The pre-test is used to get grades, and social skills are obtained from post-test activities. This research involved 30 children aged between 4-6 years. They were divided into two groups: an experimental group with parental care through the application of Bible stories, and a control group with no special treatment given to children.

Every child in the two groups used as research objects has followed the learning process to the end and completed the post-test given. So, the total number who took part in this research activity was 30 children aged 4-6 years at TK Kalam Kudus 1, Jakarta. From the data obtained, the average social ability can be calculated to determine the category (minimum, maximum and mean). The averages that have been calculated using statistical calculations using SPSS 25.0 for Windows are as follows:

Table 2: Descriptive Statistics

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Social Skills	Experiment	15	78.1753	9.42613	2.43382
	Control	15	46.5333	5.93857	1.53333

From the table above it can be seen that the post-test average (mean) value for the experimental group is greater than the control group, namely 78.17 for the experimental group and 46.53 for the control group.

Data analysis used in this research is a different test using the Independent Sample T-test. Where the normality test is used to determine whether the data obtained from research results is normally distributed or not. Results of normality test calculations

that have been carried out for group experiment. The Asymp. Sign value was obtained at 0.200. Because the Asymp. Sign value is ≥ 0.05 , it can be concluded that the data is the average for the group experiment and group control normally distributed. This normality test uses SPSS 25.0 for Windows with the Kolmogorov Smirnov-Z technique (Priyatno, 2014).

Meanwhile, the homogeneity test is used to determine whether data from research results in the experimental class and control class have the same variance value or not. It is said to have the same/not different (homogeneous) variant value if the significance level is ≥ 0.05 and if the significance level is < 0.05 then the data is concluded to not have the same/different variant value (not homogeneous). Based on the results of the "Test of Homogeneity of Variances" above, it can be seen that the significance value (Sig.) of the social ability variable in children aged 4-6 years at Kindergarten Kalam Kudus 1 Jakarta is 0.080. Because the Sig value. $0.080 > 0.05$, then based on the homogeneity test results above, it can be concluded that the variance of social ability data for children aged 4-6 years at Kindergarten Kalam Kudus 1 Jakarta is the same or homogeneous.

The next step is to make a decision whether the research hypothesis is accepted or rejected, by conducting a test independent samples T-test. The test criteria are as follows:

If the significance value (2 tailed) ≥ 0.05 then H_0 is accepted

If the significance value (2 tailed) < 0.05 then H_0 is rejected

Table 3: Independent Sample T-Test

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Social Skills	Equal variances assumed	4,538	,042	11,000	28	,000	31.64200	2.87655	25.74964	37.53436
	Equal variances not assumed			11,000	23,601	,000	31.64200	2.87655	25.69977	37.58423

Based on the results of the Independent Sample T-test, it can be seen that the significance value (2 tailed) is 0.00, indicating that $0.00 < 0.05$, so H_0 is rejected, meaning that there is a significant difference in children's social abilities between groups. experiment with the group control.

CONCLUSION

Before the experiment was carried out, the researcher prepared the media that would be used to tell the story, the content of the story that would be conveyed, and

approached the parents. Bible stories were re-presented in flipbook form by researchers. It contains pictures that are visually appealing to children, with several short sentences on each page. This is to help attract children's attention and make it easier for parents to tell Bible stories to children. Don't forget, on the last page, the author creates a message for children to apply. After this media was completed, the researcher distributed the flipbook link to 15 parents in the experimental group. After all the preparations are complete, the next step is to apply the Bible story approach to children through their parents.

Assessing children's social abilities is the final stage after the experiment is carried out. Presenting a compelling Bible story requires planning. In this study, researchers presented Bible story media to parents. If the storytelling technique is done correctly, it can make the story more interesting for children (Aprinawati, 2017).

Based on the data obtained, the conclusion of this research is that there is an average value of children's social abilities after using the parenting method through the application of Bible stories of 78.17. Meanwhile, the results of the Independent Sample T-test analysis show that the significance value (2 tailed) is 0.00 which indicates $0.00 < 0.05$, where there is a significant difference in children's social abilities between the experimental group and the control group through the application of Bible stories. With this, it can be concluded that there is an influence of parental care through the application of Bible stories on the social abilities of children aged 4-6 years at Kindergarten Kalam Kudus 1 Jakarta.

The implications of this research are that it shows that the role of parents through the application of Bible stories is an effective method for improving the social skills of children aged 4-6 years at Kindergarten Kalam Kudus 1, Jakarta. So that PAUD teachers and parents can develop the use of media to tell stories in learning approaches at home and at school in a natural, interesting and fun way. Apart from that, teachers and parents can work together as one with others so that the moral message of Bible stories can be conveyed well to children. Where children indirectly record the moral messages contained in the story, and parents are more motivated to improve it. This is their parenting style towards their children.

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