The Influence of Children Playing Method and Self-Concept of Social Ability in Children Aged 5-6 Years in TK An-Nisa Medan

Nurul Akmal Aman[1]* Simaremare[2] Daulat Saragi[3]

[1]*Postgraduate School of Basic Education, State University of Medan, Medan, Indonesia*
[2,3]*Lecture of Postgraduate School, State University of Medan, Medan, Indonesia*
Corresponding Author: nurulakmal30@yahoo.com

ABSTRACT

The purpose of this study was to determine the effect of micro and macro role playing methods and children's self-concept on social abilities of children aged 5-6 years at An Nisa Kindergarten Medan. This research was conducted at An-Nisa Kindergarten in Medan on Jalan No. 18 Medan in the odd semester of the 2019/2020 school year. The population in this study were all students in Kindergarten An - Nisa Medan, amounting to 50 people. The sample in this study were 40 children. This is because the author only examined children aged 5-6 years. So that each child in the experimental and control class is obtained by 15 children. This research is a quasi-experimental study, a research design that uses a 2x2 factorial design comparing two different learning methods, namely the Macro role playing method and Micro role playing for students with the child's Self Concept. In analyzing the data a descriptive statistical analysis was performed to analyze the process of the child's observation sheet and inferential statistical analysis was carried out to analyze the effect of the learning method and self-concept on the social abilities of the child with the help of the Mc. Ecxel and the SPSS program 20. Based on the results of the analysis and the findings of researchers from the field, several conclusions are obtained which are answers to questions in the formulation of the problem, including students' social abilities with Macro role playing methods better than learning with Macro role playing methods with test results anava two paths with the acquisition value of F calculated 29.76 greater than F table of 4.001, with a significance value of 0.000 <0.05. Social ability of students with high self-concept is better than students with low self-concept with the results of the two-way ANAVA test with the acquisition value of F count of 5.123 is greater than the F table of 4.001, with a significance value of 0.027 <0.05. And self-concept does not play a role either in the application of the role playing method or conventional learning of social abilities based on the results of the two-way Anova test with the acquisition value of F calculated 0.189 smaller than the F table of 4.001 with a significance value of 0.665> 0.05

Keywords: Role Play, Self Concept, Social Ability

1. INTRODUCTION

Early childhood education is very important because according to Solehuddin (1997: 23), early age or toddler age is a very basic / fundamental stage for the development of individual children, and children who at an early age get enough stimulation in developing both sides of the brain will get thorough readiness to learn successfully / successfully upon entering elementary school.

Early childhood education (PAUD) is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio emotional (attitude and behavior as well as religion) language and communication, according to the uniqueness and stages of development that are passed by early childhood.

According to research results Osbora, White and Bloom (Santoso , 2011: 7) human intellectual development at the age of four years has reached 50%, age 8 years 80%, and at the age of 18 years can reach 100%. Based on these studies, the early age period is the golden age that must be optimized because most of the brain development of children is dominated at that time, reaching 80% while the next 20% will develop after the early age period until the age of 18 years.

Referring to the National Education Act of 2003, article 1, paragraph 14, early childhood education is intended to provide guidance for children 0-6 years of age is done through the provision of educational

stimulation to grow and develop j as semen and spiritual education for children ready to enter more continued.

In general the aim of early childhood education is to build a foundation for the development of children's potential to become human beings of faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, critical, creative, innovative, independent, confident and become a citizen who democratic and responsible.

Educational institutions that have a curriculum will be more organized, planned and directed in implementing their education program as stated by Taba in Oliva (1992), " A curriculum is a plan for learning ". As a plan, the curriculum provides a number of experiences that allow children to carry out learning activities (Simanullang et al., 2020). The curriculum for early childhood must be planned to help children develop their full potential. The curriculum must be designed and adapted to the needs and development of children, providing opportunities to develop aspects of intellectual or cognitive development, language development, physical / motor development, social-emotional development of children.

Social ability is defined as behavior carried out voluntarily, which can benefit or please others without anticipating external rewards (Bartal in Susanto.2011: 138). Musyarofah (2017: 101) also believes that the development of social abilities is a process of learning to adjust to group norms, morals, and traditions, merge into one entity and communicate with one another and work together. Agree with Hurlock (2000: 250) which says that social development is the acquisition of the ability to behave in accordance with social demands. This is in line with the opinion of Allen and Marotz (2010: 31) which says social development is an area that includes feelings and refers to the behavior and response of individuals to their relationships with other individuals. Based on some of these opinions, then social ability is the ability of children to manage their emotions with others relating to the heart and care among humans so that he can interact well with peers or with adults in the surrounding environment.

Aspects of social development in early childhood are expected to have the ability and learning outcomes achieved include: the ability to recognize the environment, to know nature, to know the social environment, the role of the community, and to appreciate the socio-cultural diversity that is around children and be able to develop self-concepts, positive attitudes towards learning, having good self control, and having empathy for others .

Children's social development is greatly influenced by their social environment. Then the social environment must be able to facilitate or provide opportunities for positive child development, then the child will be able to achieve social development maturely. However, if the social environment is less conducive, such as the treatment of abusive parents, often berating, indifferent, does not provide guidance, role models, teaching or habituation of children in applying norms, both religion and manners / character,

tend to display behavior, such as: inferior, like to dominate others, selfish, happy to be alone, lacks tolerance, less care for norms in behavior.

Based on the results of the survey at An-Nisa Kindergarten Medan, the separator found several phenomena about the social behavior of children aged 5-6 years, namely the existence of children who often fight with their friends, there are still children who mock one another, forcing, insulting and disturbing other children who are doing their work. . There are children who are not emotionally fast when doing their work, then there are children who do not respect their friends when doing their tasks, and there are children who do not like to work together in learning. Similarly, observations of research conducted by Perdani (2014: 130) found problems about social skills of students who still tend to enjoy playing alone, do not want to interact and socialize with other children, are difficult to regulate, and like to argue.

With regard to the Indonesian education system Supriadi (in Yeni Rahmawati & Euis Kurniati 2011: 9), argues that "one of the possible reasons for the low creativity of Indonesian children is an environment that does not support our children to express their creativity, especially the family and school environment". Therefore, in developing self-concept in children, it certainly requires support and cooperation between teachers and parents as a form of encouragement to early childhood.

Self concep is a picture or view of oneself that originates from a unity of attitude and belief in itself (Surya, 2014, p. 86). The self-consists of two parts; negative self-concept and positive self-concept. The basic personality patterns that have been laid in infancy begin to form in early childhood. Hurlock (in Martinis Yamin 2013: 89), explains about "psychological self-concept in a person based on thoughts, feelings, and emotions consisting of qualities, abilities, and traits that play an important role in adapting to life such as courage, honesty , independence, confidence, hopes and ideals, as well as other types of abilities ". It can be concluded that the concept of self is one's view of him as a whole about himself .

But in practice, the development of self-concept through refraction does not fully go well in every child, this is because the characters or backgrounds of parenting children of children are different. That can all be witnessed by the presence of several children who have negative self-consequences. Characteristics of negative self-concepts that appear at the time of observation is that there are children who are pessimistic about competition, sensitive to criticism in other words if they are criticized they feel displeased, and cannot position themselves with their environment. In addition to negative self-concepts, there are also some children who have positive self-concepts with the characteristics of being optimistic about competition, such as really working on activities, can position themselves with their environment.

Therefore, in developing self-concept in children, it certainly requires support and cooperation between

teachers and parents as a form of encouragement to young children. For the school environment, teachers have a very significant role in providing self-concept learning to children. Self-concept learning begins with the teacher's role, planning, implementing and identifying obstacles that arise .

Based on this it can be concluded that early childhood education is an effort of teachers in fostering and developing active child development in order to stimulate aspects possessed by early childhood as well as the creation of self-concepts that can be generated from the learning process within the family and school environment .

The skills and abilities possessed by children can be developed through suitable learning methods such as the role playing method, the field trip method, the conversation method, the demonstration method, the project method, the story telling method, and the assignment method. Of several learning methods that can be used to develop children's communication skills such as role playing methods, conversing, and storytelling methods.

Through the role playing learning method, children are trained to express their ideas, hopes and desires in accordance with the imagination within the limits of the story or role given. The role playing method also provides a new atmosphere for students in the learning process carried out in an atmosphere of play without being burdened by their developmental tasks.

In playing roles, highlighting the learning side of solving problems through demonstration, problem identification, characterization, and discussion. So that in the process, role playing has advantages over other methods where in this learning process it is possible for participants to create analogies about real life situations and to analogies that are manifested in playing the role of students to display emotional responses in the sense that children are also able to recognize and demonstrate types of emotions in communicating their feelings.

The role playing method according to the Ministry of National Education, (2005: 13) "is a way of providing experience to children through role playing, ie children are asked to play certain roles in a role play". For example, playing buying and selling vegetables, playing helping children fall, playing loving family, and others. Most importantly also through role playing children learn how to get along well through good character characters, involving verbal communication and nonverbal interaction so that it fosters the development of social abilities through a consistent process of giving and receiving messages.

Based on the description above, the writer will conduct research that reveals "The Effect of Role Playing Methods and Children's Self Concepts on Social Capabilities of Children 5-6 Years Old in Kindergarten An-Nisa Medan"

2. METHODS

The population in this study were all students in Kindergarten An - Nisa Medan, amounting to 5 0 people consisting of three classes , namely Class A: 10 (whole) Class B1: 20 (twenty) students, and Class B2: 20 (twenty) students. The research subjects studied were children aged 5-6 years as many as 30 children. This research is a quasi-experimental study, a research design that uses a 2x2 factorial design that compares two different learning methods , namely the Macro role playing method and Micro role playing for students with the child's Self Concept

3. RESEARCH RESULTS AND DISCUSSION

3.1 .Pretest Data on Children's Social Ability

The description of the pretest data presented in this study is an initial description of the social abilities of students who were made research subjects before being treated using the Macro role playing method for the experimental class and learning the Micro role playing method for the control class. This pretest is done before the learning activities within two hours of learning. After the pretest, the results are then analyzed descriptively. The results of the pretest of this study are presented in Table 1.

Table 1. Pretest control class data and experiment class

Class	N	Lowest score	Highest Scores	Average score	Standard Deviation
Experiment	15	20	36	25.87	5,423
Control	15	20	36	27.60	6,423

Table 1. shows the average pretest score of the experimental class social ability was 25.87 and the control class was 27.60. Furthermore, the results obtained from the pretest were tested to determine the similarity of children's early social abilities. Data from the pretest results of the experimental class and the control class are presented in Table 2.

Table 2. Data frequency distribution of pretest child social ability

Experimentation Class			Control class		
Score	Frequency	Relative Frequency (%)	Score	Frequency	Relative Frequency (%)
20-23	6	40%	20-23	6	40%
24-27	2	13.3%	24-27	0	0
28 – 31	5	33.4%	28 - 31	4	26.7%
32-35	0	0	32-35	2	13.3%
36-40	2	13.3%	36-40	3	20%
Total	15	100%	Total	15	100%
Avera	25.87		Averag	27.60	

ge			e	

Based on Table 2. above shows that in the experimental class group has the results of observations of social abilities with a range of scores of 20 to 23 totaling 6 people, has the results of observations of social abilities with a range of scores of 24 to 27 totaling 2 people, has the results of observations of social abilities with a range of scores of 28 to 31 which amounted to 5 people, has the results of observations of social ability with a range of scores of 36 to 40 which amounted to 2 people, the average score of 25.87 is in the range of scores 24 to 27 which amounted to 2 people. While the class has the results of observing social abilities with a range of scores from 20 to 23 totaling 6 people, has the results of observing social abilities with a range of scores 28 to 31 totaling 4 people, has the results of observing social abilities with a range of scores 36 to 40 totaling 3 people , the average score of 27.60 is in the range of scores 28 to 31, amounting to 4 people..

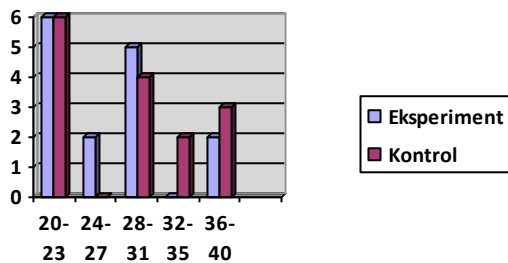The difference in the student's pre-test is illustrated on the histogram graph which can be seen in Figure1

Figure 1 Histogram Graph Differences in student pre-tes

3.2 .*Postes Data Description of Children's Social Ability*

After the learning is finished, the social skills posttest is given to the two sample classes. The observation sheet in this post is identical to the pretest observation sheet. It aims to be seen whether there is an increase or improvement after students are taught with the Macro role playing method in the experimental class and the Micro role playing method learning model in the control class. Posttest data results are shown in Table 3.

Table 3. Posttest data control class and experiment class

Class	N	Lowest score	Highest Scores	Average score	Standard Deviation
Experiment	15	70	90	80,933	6,922
Control	15	64	84	70.40	5,40

Based on Table 3, it can be seen that the two classes have different mean values. The experimental class had an average score of 80.93 while the average value for the control class was 70.40. It can be concluded that the

social ability of the experimental class is higher than the control class. More clearly the presentation of posttest data for both classes can be seen in the following Table 4:

Table 4. Table frequency distribution data posts children's social ability

Kelas Eksperimen			Kelas Kontrol		
Skor	Frekuensi	Frekuensi Relatif (%)	Skor	Frekuensi	Frekuensi Relatif (%)
64 - 69	0	0%	64 - 69	7	46.6%
70 - 74	4	26,66%	70 - 74	6	40%
75 – 79	4	53,46,66%	75 – 79	1	6,7%
80 - 84	3	20%	80 - 84	1	6,7%
85 - 90	4	26,66%	85 - 90	0	34%
Total	15	100	Total	15	100
Rata-rata	80,93		Rata-rata	70,40	

Lowest social ability with a range of scores of 70 to 74 totaling 4 people, had the highest observation of social abilities with a score range of 85 to 90 totaling 4 people, the average score of 80.93 in the range of scores of 80 to 84, amounting to 3 people. Whereas the control class had the lowest social ability observation results with a range of scores of 64 to 69 totaling 7 people, had the highest social ability observation results with a range of scores of 80 to 84 which amounted to 1 person, the average score of 70.40 was in the range of scores 70 to 74 totaling 6 people. The difference in the student's post-test is illustrated on the histogram chart which can be seen as follows:
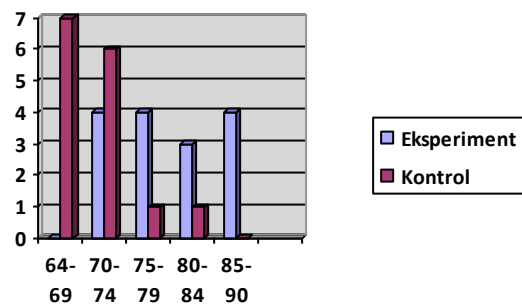

Figure 2. Histogram graph differences in students' post-test

Based on the average scores obtained by students in both classes, it can be concluded that the results obtained by students in the experimental class that are taught by the Macro role playing method are better than the results obtained by the control class students ie those taught by the Micro role playing method . This is due to differences in the treatment given to the two classes. In the experimental class the number of groups is greater so that children are more active in mutual assistance and collaboration activities so that children are more socially developed. Whereas in the control class students tend to

less socialize because the number in micro groups is only small.

3.3. Analysis of Pretest and Posttest Social Capability Data of Children

After the raw data of the research results are obtained, the next step is an analysis of these results. Preliminary analysis conducted on the results of students' social ability research is to see the comparison of pretest and posttest data in the experimental class and the control class. Figure 4.2. shows the comparison of students 'social abilities based on the students' pretest-posttest scores of the experimental class and the control class.
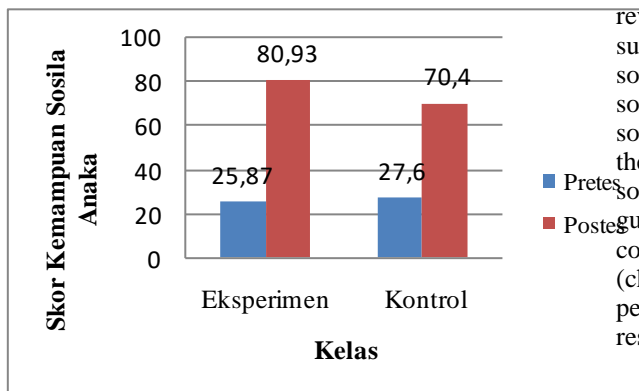
Figure 3. Comparison Pretest-Postes on Experiment and Control Class

From Figure 3. above can be seen an increase in the average social ability of students before and after being treated. The experimental class experienced an average increase of 55.06 while the control class experienced an average increase of 42.80. Based on these data it can be concluded that increasing the social abilities of students taught by the Macro role playing method is better than the control class taught by the Micro role playing method.

This is relevant to what was stated by Choirun Nisak Aulina (2015) which states that the role playing treatment and without the role playing treatment show a Mann-Whitney U value of 1,000 and Wilcoxon W value of 211.00 with a significance value of 0,000. Because the probability value is much smaller than the significant level of 0.05 or (0.000 <0.05), the experimental group with the role playing treatment is far better than the control group without the treatment playing a role on the social abilities of young children in kindergarten Aisyiyah 6 Tanggulangin. R ealitas happens that this method of learning to play the role very well because of the form of learning always involves other children; so that it can make a significant contribution and influence on a child's social abilities. Although children can debate and be annoyed with others, but such struggles bring technical development in dealing with others. Children will learn that working and playing with other children is valuable appreciation and experience. Realizing that the role of learning methods play a role on the social abilities of early childhood has shaped the characteristics

of many children through learning to be more able to concentrate, train the imagination, read new ideas, train the behavior of adults and increase their sense of control over their world alone. Children get high awareness about the beauty, rhythm, and structure of their environment and as their body learns more about how to communicate with their own thoughts, feelings and emotions become stable so that learning can be carried out more effectively.

Agree with research from Masganti Sit, that playing with certain social situations such as playing "I Like to Befriend" seems to reduce children's embarrassment and silence. They are all actively involved in learning. After playing 6 (six) games using social situations in the form of roles, the researcher observes the child's social competence. The implementation of the results of the revision of the third cycle of actions turned out to be successful in increasing the value of early childhood social competence in aspects of the child's character, social abilities, and relationships with peers and adults, so that the value of children's social competence reached the research target. The average child reaches a value of social competence above 85% of the observation guidelines that have been made based on social competency indicators. All aspects of social competence (children's character, social abilities, relationships with peers, and relationships with adults) have reached the research target.

With learning to play the role of children can imitate a variety of characters. Children can play a role as a buyer, teacher and others. With the role played by children, children are required to talk and socialize. Therefore children can talk with clear articulation and show a high social sense. Based on this study, the role playing activities in language skills and social abilities of children can be improved, because role playing is an activity that refers to the occurrence of a communication and interaction with others

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion, it can be concluded that :

- Anova two-path test results with the acquisition of a significance value of 0,000 <0.05. So that the alternative hypothesis (H a) is accepted stating that there is a significant influence on the Macro and Micro Role Play Methods on the Social Ability of Children in An-Nisa Kindergarten Medan This means that the role playing method has an influence on the social abilities of the child.

- The test results anava two lines with the acquisition value of significant value to Concept smaller than significant level = 0:05 (0.041> 0.05). So the alternative hypothesis (H a) is accepted stating that there is a significant influence of self-concept on the Social Ability of Children in An-Nisa Kindergarten Medan.

- Two-way Anova test results with the acquisition of a significant value for the learning method is greater

than the significant level = 0.05 (0.961 <0.05). So the alternative hypothesis (H a) is rejected and accepts the Null Hypothesis (H 0) which states that there is no interaction between learning methods and self-concept of the social abilities of children in An-Nisa Kindergarten Medan

REFERENCES

[1] Abdul Aziz AdulMajid. 2002. Mendidik Dengan Cerita. Bandung: Remaja Rosadakarya.

[2] Aisyah, Siti dkk. 2009. Perkembangan dan Konsep Dasar Pengembangan Anak Usia Dini. Universitas Terbuka. Jakarta.

[3] Arifuddin. 2010, Neuropsikolinguistik. Jakarta: Rajawali Press.

[4] Aulina, Choirunnisak. 2015. Pengaruh Bermain Peran Terhadap Kemampuan Sosial Anak Usia Dini. Journal Pedagogia. ISSN 2089 -3833 Volume. 4, No. 1, Februari 2015

[5] Bachir, Bachtiar S. 2005. Pengembangan Kegiatan Bercerita di Taman Kanak-Kanak dan Teknik dan Prosedurnya. Jakarta: Depdiknas

[6] Beatriks dan Indra. 2015. Tinjauan Konsep Diri Dan Dimensinya Pada Anak Dalam Masa Kanak-Kanak Akhir. Jurnal Psikologi Pendidikan dan Konseling. p-ISSN: 2443-2202 e-ISSN: 2477-2518

[7] Desi Sukenti. 2017. Pengaruh Metode Bermain Peran Makro terhadap Peningkatan Kemampuan Berbicara Anak. Jurnal STKIP Riau. Pekan Baru

[8] Dhieni, N. dkk. 2008. Metode Pengembangan Bahasa. Jakarta: Universitas Terbuka.

[9] Dianingtyas Murtanti Putri. 2012. Pembentukan Konsep Diri Anak Usia Dini Di One Earth School Bali. Journal Communication Spectrum. ISSN: 2087-8850

[10] Departemen Pendidikan Indonesia (2008).Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka.

[11] Departemen Pendidikan Nasional. 2009. Peraturan Menteri Pendidikan Nasional Nomor 58.Jakarta: Balai Pustaka.

[12] Fadillah, Muhamad. 2012. Desain pembelajaran PAUD. Jogjakarta: Ar Ruzz Media Gunarsa Singgih. 2002. Psikologi Untuk Membimbing. Jakarta: Balai Pustaka

[13] Heterington,&Porke.199. Child Psychology A Contemporary New Point4 th. New York: McGraw Hill. Inchttp: //www.Pontianakpost.com/berita/index.Asp. Berita = Konsultasi.id= 125710.

[14] Hurlock. 2013. Perkembangan Anak. Terjemahan oleh Meitasari Tjandrasa. Jakarta: Erlangga.

[15] ------------------. 2006. Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan. Edisi kelima.Alih bahasa Istiwidayanti dan Soedjarwo. Jakarta: Erlangga.

[16] Ihda Qonia Az Zahra,dkk. 2016. Identifikasi Konsep Diri Anak Usia Dini Pada Kegiatan Menggambar Di Tk Aisyiyah 1 Serang. Infantia, Volume 4.

[17] Masnipal,2013.Siap Menjadi Guru danPengelola PAUD Profesional. Jakarta: Elex Media Komputindo

[18] Masitoh. 2004. Strategi Pembelajaran TK. Jakarta: Universitas Terbuka

[19] Moeslichatoen.2004. Metode Pengajaran di Taman Kanak-Kanak. Jakarta: Rinekacipta.

[20] Morrison, 2008.Dasar-dasar Pendidikan Anak Usia Dini. Diterjemahkan oleh Suci Ramadhona. 2012. Jakarta: PT Indeks

[21] Mulyasa, E. 2004. Implementasi Kurikulum 2004 Panduan Pembelajaran KBK. Bandung: Remaja Rosdakarya.

[22] Nugraha, Ali.,&Rachmawati, Yeni. 2004.Metode Pengembangan social Emosional Edisi kesatu". Jakarta: Pusat Penerbit Universitas Terbuka.

[23] Nurani, Yuliani. 2007. Konsep Dasar Pendidikan Anak Usia Dini. Universitas Negeri Jakarta. Jakarta.

[24] Nurbiana,dkk. 2009. Metode Pengembangan Bahasa. Jakarta: Universitas Terbuka NAEYC (National Association of Early Childhood.2010.The Core of DAP[online]. tersedia: www.naeyc.org. [20 Maret 2018]

[25] Oliva,P.F. (1992). Developing the Curriculum.(Third Edition).New York. Harper Collins Publishers Inc

[26] Padil, Mohdan Supriyatno, Triyono. 2010. Sosiologi Pendidikan. Malang: UIN Maliki Press

[27] Rd. Ranie Damayanti, Myrnawaty, & Hapidin. 2018. Pengaruh Bermain Peran Mikro terhadap Kecerdasan Interpersonal. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini. Jakarta.

[28] Retno Wulandari, Burhannudin Ichsan, Yusuf Alam Romadhon. 2016. Perbedaan Perkembangan Sosial Anak Usia 3-6 Tahun Dengan Pendidikan Usia Dini dan Tanpa Pendidikan Usia Dini di Kecamatan Peterongan Jombang. Biomedika, Volume 8 Nomor 1. Surakarta.

[29] Roopnarine, & Johnson, 2011.Pendidikan Anak Usia Dini dalam Berbagai Pendekatan. Jakarta: Kencana.

[30] Santoso, Soegeng. 2011, Konsep Pendidikan Anak Usia Dini Menurut Pendirinya 1 .Jakarta

[31] Santrock, John W. 2011. Perkembangan Anak. Edisi 11 Jilid 2. Jakarta. Erlangga

[32] Simanullang, N. H. S., and J. Rajagukguk. "Learning Management System (LMS) Based On Moodle To Improve Students Learning Activity." JPhCS 1462, no. 1 (2020): 012067.

[33] Sunartodan Hartono. 2008. Perkembangan Peserta Didik. Jakarta: Rineka Cipta.

[34] Susanto, Ahmad. 2011. Perkembangan Anak Usia Dini, Pengantar dalam Berbagai Aspeknya. Jakarta: Kencana

[35] Sujiono, Yuliani Nurani. 2009. Konsep Dasar Pendidikan Anak Usia Dini. Jakarta: P.T Macanan Jaya Cemerlang.

[36] Sujiono, Yuliani Nurani. 2011. Konsep Dasar Pendidikan Anak Usia Dini. Jakarta: Indeks

[37] Sugiyono. 2014. Metode Penelitian Pendidikan. Alfabeta, cv. Bandung.

[38] Suyadi. 2010. Psikologi Belajar Anak UsiaDini. Yogyakarta :Pedagogia

[39] Spilsbury, J. C. (2002). "If I don"t know them, I"ll get killed probably": How children"s concerns safety shape help seeking behavior. Childhood, 9(1), 101-117.

[40] Tampubolon. 1991. Mengembangkan Minat Dan Kebiasaan Membaca Pada Anak. Bandung:Aksara.

[41] Tarigan, Henry Guntur.1981. Berbicara Sebagai Suatu Keterampilan Berbahasa. Bandung. Angkasa.

[42] Wahyuning, Wiwit. 2003. Mengkomunikasikan moral kepadaanak. Jakarta:Elex Media Komputindo

[43] Ulfah, M. (2007). Peran persepsi keharmonisan keluarga dan konsep diri terhadap kecenderungan kenakalan remaja. Tesis.Yogyakarta: Universitas Gadjah Mada.

[44] Undang-Undang Republik Indonesia Nomor 20 Tahun 2003. Sistem Pendidikan Nasional Departemen Pendidikan Nasional. 2003. Jakarta.