

Interaction of Mothers in Playing as Media to Introduce Profession

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Abstract. Maternal-child interactions in play activities are recognized as beneficial, including supporting the development of children's knowledge and understanding. Game types also varyies, it can be structured or not structured, using media or without using media. In this study, playing doctors is used to know the role of the mother in introducing the profession. The study's approach is using qualitative phenomenology. Key informants were selected purposively and obtained three pairs of mothers and children living in the Colomadu, Solo, Central Java. The criteria used for selecting informants are mother and child pairs, active mother at home and children aged 4-6,5 years. The method of data collection using triangulation because it uses several different methods, namely observation, interview and family coding. The media used during the game is a set of medical devices, and the mother-daughter couple plays the role of the doctor and the patient. The results of this study indicate that mother-child interaction at play can foster an understanding of the profession as a doctor. Children become aware of the doctors' profession, can use medical equipment (toys), know the inspection procedures and cultivate further curiosity about the profession of doctors and there is a desire to become a doctor.

Keywords: Family coding, mother and child interaction, role play

Introduction

Parental interaction and education patterns influence children's development. Based on research conducted by the director of family education development, 50 districts in Indonesia showed that family interaction can shape the character of child development at an early age in a press release received by *tribunnews* in Jakarta on Monday, February 6th 2017, it said that child development is strongly influenced by parental interaction, with the role of parents as the main one *tribunnews*. Positive and negative habits that occur in the family environment can be firmly embedded in the child's personality. Child development is the most important period. Every stage of growth needs good parenting, so that optimal development is achieved. That is, without the quality of interaction between parents and children, it will be difficult to shape the character of children to grow well and according to expectations. The results of the study of the minister of women's empowerment and child protection (PPPA) with the central bureau of statistics (BPS) noted that there were still families who had never done activities with their children aged 0-4 years in the past week. Especially in the development of information technology nowadays, which can bring social problems in the community. Therefore, the community must be able to respond smartly and responsibly. Parents must actively monitor their children in interacting with social media (e-paper media indonesia).

The interaction that can be done between parents and children is by playing together. By playing together, it will add closeness between parents and children, besides playing with children can develop imagination, and emotional skills, increase self-confidence, and also as a method of learning for children. That way, the child's potential abilities can develop in a balanced and optimal manner.

Playing is an effective way to learn for children. The game that can be done is role playing. According to prof. Dr. H. Endang komara, m.sc., role playing is an activity that explores human relations by demonstrating and discussing so that people can explore feelings, attitudes, values, and various problem solving strategies. In addition role playing has a purpose, so that children are able to explore situations where they experience emotions, differences of opinion and problems in the environment of social life, develop children's communication skills, and so that children are able to play an active role in real life. By role-playing, parents can introduce the role of a profession to children very clearly and make it easier for children to remember them. Parents can show how the doctor works, what tools the doctor uses and others. That way the child can correctly understand the doctor's profession. In addition, children can play the role of being a doctor by demonstrating by using medical equipment. Role playing can develop children's imagination, by means of children can freely compose stories.

By role playing the child is able to train the social and cognitive interaction of parents and children. In addition to interactions between parents and children, parenting knowledge possessed by parents influences children's development because parenting is very important for children. Children who get good care can be the children who have good qualities, polite and proper speaking abilities.

Role playing

According to Inten (2017), the method of role playing in early childhood learning is a way for children to develop their creativity and imagination and to portray characters around them. Characters played by children, whether in the form of people, animals, or objects which is known to children.

Through playing the role, in addition to children learning to play various roles, the child will also get a lot of new vocabulary that can be used to build better communication with his friends. According to Nurgiantoro (2015: 43), children will learn quickly because the language acquired is in the context of real usage.

Pre-operational development: social development

Social development is the process of learning ability and behavior related to individuals to live as part of their group (Putri and Laksmiwati, 2013). In addition, according to Istiqomah, Lathif, and Khutobah (2016), social development is a process of forming social self (personal in community) by someone to get the ability to behave in accordance with the norms and values in their social environment. So, from the definition above it can be concluded that social development is the ability of humans to adapt themselves to everything in the community.

Social development can be mapped in several aspects. Kostelnik, Soderman and Waren (Yahro, 2009) stated that social development includes social competence and social responsibility. Social competence illustrates the effectiveness of children's abilities in adapting to their social environment. For example, taking turns with other friends in a game. Social responsibility shows children's commitment to their duties, appreciates individual differences, cares for their environment and is able to carry out their functions (nurmalitasari, 2015).

The trigger factors for children's social development are the environment in which they are entrusted or their growth, peers, and the important role of parents. Another factor that is very influential is the support of parents and the surrounding environment to provide examples and learning about life in the current growth and development (Putri and Laksmiwati, 2013).

Cognitive development

Early childhood is a golden age for children. In this period the child can understand how the activities will be carried out, such as playing activities that he will do when he is in the school environment or at home together with his friends. Jean Piaget, Papalia and Feldman (2014)

mentioned that early childhood development as a preoperational stage in cognitive development, because children at an early age are not ready to engage in logical mental operations that will exist at the concrete operational stage in the middle of children. However, the preoperational stage, which starts at 2 to 7 years of age, is characterized by massive expansion in using symbolic thinking, or demonstrating ability, when it first appears in the motor sensory stage. In the preoperational stage, the child's way of thinking is not systematic, inconsistent, and illogical. This is indicated by the characteristics: (1). Transductive reasoning, which is a way of thinking that is not inductive or deductive but not logical. (2). The lack of clarity of causal relationships, that is, children recognize illicit causal relationships. (3). Animism, which is to assume that all things live like him. (4). Artificialism, namely the belief that everything in the environment has a soul like a human. (5). Perceptually bound, that is, children judge things based on what they see or hear (6). Mental experiment, is the child tries to do something to find answers to the problems he faces. (7). Centration that is, the child focuses his attention on something that is most interesting and ignores the other characteristics.

Parent interaction with children

According to Fatnar and Anam (2014), social interaction is the ability of individuals to relate to and cooperate with other individuals and groups where one individual's behavior can influence, change, or improve the behavior of another individual or vice versa, so that there is a mutual lead relationship turn back. Whereas according to Faishal, Ismanto, and Yulianti (2014), social interaction is basically an individual relationship between individuals, or individuals with groups that influence, change, or improve, the behavior in living together. So from the definition above it can be concluded that social interaction is an individual relationship with other individuals who are interdependent.

Mollie & Smart (in Wibowo, 2006) reveals that there are three aspects of social interaction, namely: 1) joint activities, how individuals use their time to do an activity together; 2) group identity, where individuals will identify themselves with other groups that they consider as an opponent. This is done to maintain group or group integrity; and 3) imitation, namely how much individuals view other individuals' views and thoughts (Mulyaningsih, 2014).

According to Soerjono Soekanto, social interaction will take place if there is mutual action and reaction between the two parties. Social interaction will not occur if humans have a direct relationship with something that has absolutely no effect on the nervous system as a result of the relationship.

Method

This research was conducted in the city of Solo, Central Java. The location of the study was chosen with consideration of areas that are easily accessible. The

research was carried out in April 2018. This study used a sampling technique using qualitative phenomenological method approach techniques. The population of this study is children aged 4-6.5 years who have both parents who live in the city of Solo, Central Java. Respondents from this study were 3 parents and 3 daughters with a total of 6 respondents.

Research on the interaction of children with parents, namely children and parents playing together using doctor's toys by changing roles. Data collection in this study uses triangulation method, which is research that uses several methods including; observation, interview and family coding.

The operational definition of the research above is as follows: (1) Role playing is one method that gives children the opportunity to develop their imagination in playing a character so that they appreciate the nature of characters or objects; (2) Social ability is the ability of children to invite and respond to their friends with positive feelings, interested in to make friends with others and be cared for by them, can lead and also follow, maintain the attitude of giving and receiving in interacting; (3) Cognitive ability is the child's ability to the techniques used in data collection of this study are: (1) Observation is used to directly observe all activities of early childhood during the research process taking place both before and after giving the role playing treatment; (2) Interviews are used to determine the activities and interactions of parents and children to add data before conducting research; (3) Family coding is used to write observations made directly on every interaction between parents and children while playing the role of doctors using a handycam recorder.

The method of data collection is using triangulation because it uses several different methods, namely observation, interview and family coding. Data collection using triangulation method is used with the aim of knowing and supporting the development of knowledge and understanding of children in knowing the picture of early childhood social skills through play learning role. To find out the development of knowledge and understanding of children with the introduction of the doctor-medical profession in early childhood 4-6.5 years, the research was carried out using the family coding method. Using family coding which consists of 3 mothers and 3 early childhood 4-6.5 year olds can be seen by the dominant interaction between mother and child including seeing initials and responses. In this family coding, the initiations studied are aspects of; lead, permit, inform, be polite, order, make suggestions, not make suggestions, play and don't play. The responses examined include aspects of; obedient, obedient to the intestine, reject, reject with proposals and ignore. By seeing the family coding of role playing between mother and child can be found from the initiations and responses.

The interview data to complete family coding data with resource persons is the parents of the child. Judging from the activities carried out by children in their daily activities. And As well as observations made while the

mother-child is playing a direct role assisted by handycam.

Results And Discussion

According to Faishal, Ismanto, and Yulianti, one aspect of the occurrence of behavior in the family is family intimacy. This is in accordance with the data blank observation which shows that the interaction that occurs between parents and children is good because there are reciprocal interactions such as mothers who always ask and explain the game played by children. And the child who always gives a response both obedient and refusing from the instructions given by the mother.

So the occurrence of child behavior in the family one of which is the presence of family closeness. From the blank observation data shows that there is a reciprocal interaction between the mother and the child when playing doctor. The existence of this interaction shows that there is closeness with each other that makes them able to communicate and behave in the family. The behavior of children who are not shy or silent because the child is close to the family so that the child does not feel ashamed or being silent. Children tend to make suggestions, ask questions and answer questions. The closeness of the child to the mother is also shown by the activities of the mother with the child everyday, that is, from taking a bath, eating and going to school until waiting for the child to go home from school. In addition, the mother also always accompanied the children to play, learn, listen to stories from children and always ask the children so that good communication occurred between the mother and child.

According to Kostelnik, Soderman and Saren (Yahro, 2009), early childhood education at the core competency mentioned social ability at the level of achievement of development is having healthy behavior, curiosity, independence, caring, being able to appreciate and tolerate others, able to adapt, responsibility, honest, humble and polite in interacting with family, educators and friends. The theory is, in accordance with observation data, that children always want to know new things and ask the type of games to mothers. In family coding, children ask for information as much as 32% to the mother during the playing process. Children are also able to adjust according to the family coding that is when given a game the child can immediately adjust to playing by 68%. In addition to the child's curiosity is also independent as in the interview data.

So based on the exposure above the early social abilities of children at the level of achievement of development is having a healthy lifestyle, curiosity, independence, caring, being able to appreciate and tolerant to others, able to adapt, responsibility, honest, humble and polite in interacting with family, educators and friends. Children are able to reach the level of development that is having curiosity, independence, being able to adjust and be polite in interacting in the family. Children have curiosity shown in the results of

blank observation and family coding data. Data blank observation shows the child has a curiosity that is by always asking new things such as the doctor's game that was first played. Many children ask the name of the doctor's tool along with the functions of the tool. From family coding shows that the child always asks for information as much as 32% which means that approximately one third of the total initiation given. Children have reached one level of development that is be independent. In accordance with the interview data, the child has been independent in terms of eating, which means that there is no need to be fed again, button the clothes even though they are still having difficulties and need help from the mother, take off her clothes, put shoes and bags in place. Besides having curiosity and independence, children are able to adjust themselves. This is proved by the family coding that children are given a game and immediately adjust themselves to play as much as 68%. Children without being told to immediately take the game and play. Children can adjust themselves well. Courteous children interact in the family can be seen from the results of family coding which shows that the child asks permission to the mother as much as 16% which is approximately one quarter of the total initiation. And also the response of the child who always obeyed as much as 26% with the initiation given by the mother.

According to soerjono soekanto, social interaction will take place if there are mutual actions and reactions between the two parties. Social interaction will not occur if humans have a direct relationship with something that has absolutely no effect on the nervous system as a result of the relationship. (Parinduri, 2017). This is consistent with family coding which shows that there is an interaction between mother and child both interaction playing, initiating and responding.

So based on the above exposure, the mother initiates as much as 78% and more children respond as much as 80%. From the initiation of the mother, more information is provided to the child and in responding to the child more obedient. But the interaction is not just the mother giving information and the child responds obediently. In the observations made, the child also gave a response in the form of submission with a proposal of 16% and refused with a proposal of 17% then also proved by the child giving a proposal of 68% and the mother proposed as much as 67%. This shows that the interaction between the child and the mother is good, because there is a mutual interaction or mutual action and reaction is not only the interaction of one party but two parties.

Based on the explanation above, children have begun to show cognitive development, namely being able to understand simple concepts in their daily lives, for example knowing familiar objects such as in family coding, children already understand what is injection, scissors, pictures of drugs and others. In addition, the child can also recognize numbers as shown in the interview, namely memorizing one to ten, can also memorize numbers in Javanese, children also have

memorized letters, but not all child letters are memorized.

Conclusion

The interaction between parents and children when playing doctors is good because there are reciprocal interactions that show the closeness of each other that allows them to communicate and behave in the family. Because of this closeness and judging from how children play doctors, mothers can find out about child development such as curiosity, independence, adaptability and courtesy in interacting. Parents' attitude in playing with children also decreases to children. For example, the attitude of obedient parents will also decrease to children as children do when playing.

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