

Attachment Mother and Child Through Play

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Abstract. Attachment is one of the basic social emotional developments that can be developed through the interaction of mother and child. One of the media used through playing activities. This study aims to determine the development of maternal and child attachment through play activities. The approach used in this research was phenomenological qualitative. Obtained 3 pairs of mothers and children through purposive sampling technique with the criteria used as a requirement for housewives, girls aged 4-6.5 years who live in the Surakarta residency. Data retrieval method in this study was triangulation in the form of interviews and observations, interviews used in this study were semi-structured procedures and observation method of event sampling. The results obtained from this study were found two forms of attachment, namely the first secure attachment is characterized by a sense of comfort that arises in children will appear slowly when the mother gives full attention to the child that gives an impact on the development of children when adulthood and second insecure attachment where when parents does not allow children to play outside the house.

Keywords: Attachment, interaction, mother and child, social emotional development

Introduction

"Stuart Brown's Psychiatrist writes that play is 'the basis of all art, games, books, sports, movies, fashion, fun, and wonder - in short, the basis of what we think of as civilization.' (Brown 2009 in (Goldstein , 2012) (Papalia & Feldman, 2013).

All types of play, from fantasy to rough-and-tumble, have a crucial role in children 's development. Play is the lens through which children experience their world, and the world of others. "The benefits of playing are also varied, one of which is Goldstein put forward in his book, he writes that" Social benefits of play: (1) Increases empathy, compassion, and sharing,(2) Creates options and choices, (3) Relations based on inclusion rather than exclusion models, (4) Improves nonverbal skills, (5) Increases attention and attachment "

As stated above, one of the benefits of playing is increasing stickiness. When parents play with children, the attachment will be formed by itself.

Quoted from beritasatu.com, The world of children is the world of play. Quoting Fitri Ariyanti Abidin, a psychologist at the Salman Psychology Bureau (BIPSIS) ITB and the author of the book "Diary of Growing Children", the feeling of fun is just one small part of the benefits that children get from playing activities. Because through playing,

children can develop all aspects of their development.

It is said that for children, playing is learning. If an adult builds his knowledge through reading, then the child builds his knowledge through playing. Through various kinds of playing activities, children train their physical and motor skills, ripen emotions and hone their social skills, facilitate communication, and develop their cognition.

Playing is a child's need and can be done anytime, anywhere, with anyone, using anything. Children can even enjoy the fun of playing just by using their imagination.

Clarke and Stewart (1973) also support the opinion of Staylon. According to them, mothers who have a safe bond with their babies are more responsive to the needs of the baby, giving more social stimulus by inviting the baby to chat or play together.

From the above paragraphs it can be concluded that through playing attachment between parents and children can be formed.

According to John Bowlby Attachment (attachment) is a permanent emotional bond that is reciprocal between babies and caregivers, each of which contributes to the quality of the relationship. This attachment ensures that their psychosocial and physical needs will be met. According to ethical theory, infants and parents are already tend to be biologically attached to one another, and stickiness

supports the survival of the baby. Self-attachment consists of three different patterns namely (1) Secure attachment (secure attachment). Babies with this attachment will cry or protest when the mother leaves her and welcomes her happily when she returns. Babies who use this attachment are usually cooperative and are relatively free of anger; (2) Avoidant Attachment. Babies with this attachment will rarely cry when the mother leaves, but avoids when the mother returns. They tend to be angry and not try to approach mothers when they need something. They don't like being held, but they don't like it anymore if the handle is removed; (3) Ambivalent-resistance attachment (ambivalent-resistant attachment)

Babies with this attachment will become anxious even before the mother dies and will be very angry when she leaves. When the mother returns, the baby shows ambivalence by seeking contact with the mother while at the same time refusing to kick or squirm. A resistant baby explores is difficult to calm

Eka Ervika (2005: 2) states that attachment is an emotional relationship or affective relationship between one person and another that has a special meaning. The relationships that are fostered will last a long time and provide a sense of security even though the attached figure does not appear in the child's view because it occurs naturally. There are a series of processes that must be passed to form these attachments. The process of attachment formation must be based on the child's belief in the acceptance of the environment will develop a secure attachment with the attached figure (secure attachment) and develop a sense of trust in parents and the environment (Eka Ervika, 2005: 3). This will bring a positive influence in the development process, children who have a secure attachment (secure attachment) will show good social competence in childhood and are more popular among their peers in preschool. These children are also better able to foster intense friendships, harmonious interactions, are more responsive, and do not dominate. Meanwhile, children with safe attachment quality are better able to handle tasks. Conversely, an unpleasant parent will make a child mistrust and develop insecure attachment. Stickiness is not safe to make children experience various problems, such as not being able to complete the task, not confident, not self-sufficient and will develop a negative relationship was based on distrust (mistrust) on the teacher and peers

Method

This study used qualitative research methods. Data collection tools used are observations carried out for 15 to 20 minutes where the research is conducted when parents and children play. The next data collection tool is an interview conducted

by the researchers with a guide reference that has been made and at the time of the interview the questions from the guide are developed in accordance with the informants' answers and in accordance with the needs of the interview data themselves. In addition to interviews and observations there is another data collection tool that is family coding. Recorded parent-child play sessions using events based on coding patterns for initiation and response to initiation, for both parents and children.

The sample determination method used in this study was purposive sampling, namely the sampling method that was determined or determined using certain criteria by the researcher. The research subjects were girls aged 4-6 years. The research subjects consisted of 6 people from 3 daughters, and 3 mothers

Results

Interview results with parents

1. Accompaniment while playing

"... not accompanied, playing alone ..." (W.M / 164)

"... if I play it, I don't like it, I don't want it ..." (W.M / 127)

"... She's also still not getting her legs down, so you still haven't arrived yet, don't stick to where you go to the path of danger"(W.C/96-98)

"Neither of them, but if it is true to be accompanied, it is really his father." (DS.IN/182-183)

2. Time to accompany playing

"If there is a spare, if it's not there, it's not but it's rare for me to ..."(W.M/83)

"Sometimes" (W.C/72)

"Usually when I go home from work in the afternoon, this afternoon until the point is the most, it's the most frequency, it's just about working from morning to evening, at three o'clock home, the bathing is the same as his sister, till after isya." (W.C/76-79)

"Yes, it could be that the father can't get the picture (iter: heem) so maybe this might be like that, yes, if I don't get the picture, sometimes for example, it's only limited to typing, for example, coloring, but if it is to draw the form more often to his father." (DS.IN/59-63)

"Neither of them, but if it is true to be accompanied, it is really his father." (DS.IN/182-183)

3. As a result of not accompanied play

"If it doesn't work, she gets angry, how come she has been able to talk to him if she is invited to play, she doesn't want to be the

right one like that kid now.....” (W.C/138-140)

4. Her playmate

“... neighbors with children around the house...”(W.M/66-67)

“... more her friends than with her parents...”(W.M/90-91)

“... there are a lot of school friends in one school (iter: ooh) a lot of schools with siblings ...”(W.M/160-161)

“Rarely, she has a system, if you play it, she doesn't want to play in the neighbor's house, but the neighbors tell you that if you play in front of the house, then”(W.C/101-103)

“NR, it was school from the morning until half past two (iter: heem), halfway and half of it, when it arrived at the house, it only played for a while with the little brother playing what it was like playing e, like the dress up, but just waiting for grooming or not watching tv (iter: heem) continues to run out of sleep, sleep later naps until the afternoon after taking a shower the afternoon he started.” (DS.IN/77-83)

“Yes, the problem is that these children are like NR, they never play outside playing in the environment, so they play only in house.” (DS.IN/128-129)

“Yes, the problem is mine, kids never played outside. Kids never bought a bicycle, but the kids should be able to enjoy (iter: heem) outside of it, so kids played it behind.” (DS.IN/139-142)

“Heem, she never asked, but for example, what time is it, me with her father, for example, right outside (iter: heem)? After working out, what's the chance to go out like that?but she never force me to play outside.” (DS.IN/149-153)

“if she plays out, for example, what if you play to the mall to playground, she plays with her sister.” (DS.IN/175-176)

“But if it is really correct, kids usually has friends outside of play (iter: heem) then playing together, not for NR if she in grandma's house she play inside the house, the activities are also not pictures, writing the subject is the same or isn't it the toy that is in” (DS.IN/222-227)

“With her sister, cause I'm a possessive mom.”(DS.IN/131-134)

Discussion

According to John Bowlby Attachment (attachment) is a permanent emotional bond that is reciprocal between babies and caregivers, each of which contributes to the quality of the relationship. A positive influence in the development process,

children who have a secure attachment (secure attachment) will show good social competence in childhood and are more popular among their peers in preschool. Conversely, an unpleasant parent will make a child mistrust and develop insecure attachment. Stickiness is not safe to make children experience various problems, such as not being able to complete the task, not confident, not self-sufficient and will develop a negative relationship was based on distrust (mistrust) on the teacher and peers. The results of interviews, family coding, and the following observations are based on the results of interviews with 3 mothers who have jobs and housewives.

Based on data obtained that when children are not accompanied by play, the child will have emotional development with parents with poor quality. Children with initials NQ do not have a close relationship with parents, although followed by family coding data where children obey orders from their parents but children do not have closeness with parents, from the results of interviews that parents also rarely give their free time to children, so that NQ children prefer to spend time with their friends or siblings. Similarly, the subject with the initials SARP will show negative emotions in the form of anger and protest to the mother supported by the results of interviews, parents realize that they do not have the time to be able to accompany their children and children to protest. If the child asks parents to be accompanied while playing and the parents refuse, the child expresses his opinion about the refusal. Although, children show a submissive response in the study but the emotional development of children tends to negative responses. This is different from the subject with the initials NAB, this subject has closeness with his parents so that he is able to address positive emotions in the form of obedient responses when playing with his parents, even though parents limit the child to interact. When children have closeness with parents, but children do not get the trust of their parents, it also affects the development of their emotions.

Conclusion

From the research above, it can be concluded that mentoring parents when children play can affect children's development, especially in children's emotional development. When a child is not accompanied when playing, the child becomes an individual who is less able to control his emotions such as not obeying the rules of his parents, when parents work then the child will take the opportunity to play outside the house. If the attachment between parents and children appears then the emotional development of the child will become a positive emotion where the child will obey the commands or rules that parents give.

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