

# Handling Tantrums in Children Aged 5-6 Years in TK Pembina Kota Malang

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**Abstract**—This is a research case study that describes the behavior of handling tantrums conducted in TK Pembina Malang in children aged 5-6 years due to the divorce of parents resulting in a different upbringing that lead children into tantrum. Tantrum is one of the characteristics of a problem child in the emotional development of a child whose handling is inappropriate. The causes of tantrums in children include rough family background, parents who are not yet mature and do not have the maturity to care for children, parents who are unable to love their children, excessive feelings of feelings that are not handled properly, and children are not ready to face new situations. Handling the behavior of tantrums is done using the method of telling stories with moral messages. But it is still not maximal because of the lack of cooperation between the school and the family.

**Keywords**—*tantrum, early childhood, emotional development problems, handling tantrum problems.*

## I. INTRODUCTION

Childhood is a critical time for human development, it is appropriate that during the development period, stimuli are given according to the stages of development and minimize the developmental problems experienced by children, one of which is social-emotional development in children. Children with delays in the development of socio-emotional behavior in the future can experience difficulties in getting friends and maintaining good relationships with their friends, have the possibility of increasing bad / criminal records, causing actions such as eviction by the surrounding environment, and worse is dropping out of school, bad relationships between parents and peers, making themselves unemployed, and having problems in mental health [1], [2], [3], [4].

In the current era of globalization, the problem of child development is increasingly complex, especially the problem of children's emotional development. Cases of abuse carried out by a student against the teacher to death in Sampang Madura [5], the rampant brawl between students, one of them was a bloody brawl involving 40 students of vocational schools in Bekasi [6], until a fight between members of the Indonesian Parliament [7]. Was an example of his failure emotional development in a human. So that there is a problem with emotions, especially tantrums, when handling is needed from an early age.

The research conducted about handling emotional problems experienced by children in school with several processes, namely first setting the environment, second giving direct instructions, and the fourth is application and follow-up. Nonetheless, in the study it has not revealed in depth the causes of the occurrence of tantrums in children and suitable

learning models for handling tantrums in children. So from that this research examines more about the causes of tantrums and learning methods used in tantrum handling in children. Kindergartens Pembina city of Malang is an inclusive school where during observations and interviews with teachers, there are some children who have problems in the development of emotions one of which is a tantrum. Namely LL, is one of the indicated children who experience tantrums at the age of 5 years which should at that age the child has begun to overcome his emotions.

This study describes how the state of tantrum experienced by LL, what is the cause of LL infertility, and how the teacher applies the learning model in dealing with tantrums that occur in LL in Malang City Nursery Kindergarten. This study aims to serve as a reference for handling tantrums in children in kindergarten schools.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the data and proposed methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

## II. LITERATURE REVIEW

This section presents the literature review.

### A. Emotion

Emotion plays an important role in a child's life because emotions determine the child's ability to adapt to the environment. There are various types of problems related to children's emotions including lack of affection, anxiety, hypersensitivity, phobias, tantrums, withdrawal, and many more. Reynold argues, children who experience emotional problems are usually caused by family background, feelings going physically and emotionally by the parents, parents who are not yet mature and do not have the maturity to care for children, losing too early someone who is loved, parents who are unable to love their children, feelings of excessive feelings and not handled properly, children are not ready to face new situations, get bluffing, disruption and insecurity from other children, and physical disabilities.

### B. Tantrum in children

Tantrum is one of the characteristics of problem children in their emotional development. Dewi [8] argues, the characteristics of tantrums are: excessive anger, very strong fear, shame and hypersensitivity. Excessive anger, for example, wants to damage himself and his belongings. A very strong fear can interfere with the interaction with the environment. Furthermore, the child becomes embarrassed

and withdraws from his environment plus hypersensitivity, is very sensitive, difficult to overcome his feelings of exclusion, and negative tendencies are moody.

In general, there are several characteristics of recognizing that a child is demonstrating tantrum behavior. Dewi [8], revealed that the characteristics of recognizing them are as follows:

- The child looks frowned or irritable
- Attention, hugs, or other special hugs do not seem to improve his mood .
- He tried to do something out of character or ask for something that he believed would not be obtained.
- He increases his demands by whining and does not want to accept "no" answers.
- He continues by crying, screaming, shaking, hitting, or breathing.

Zaviera in [9] also explained the characteristics of tantrums based on age groups. In this case, it is explained from the age of 3-5 years and above. Based on the age group, tantrums are divided into:

- Under 3 years old, children under 3 years of age are tantrums in the form of crying, biting, hitting, kicking, screaming, squealing, arching their backs, throwing their bodies to the floor, hitting their hands, holding their breath, hitting knock heads and throw objects.
- Age 3-4 years, children with ages ranging from 3 years to 4 years tantrums include behaviors in children under 3 years old plus stomping, screaming, punching, slamming doors, criticizing and whining.
- The age of 5 years and over the form of tantrums in children aged 5 years and over is increasingly widespread which includes the first and second behaviors coupled with cursing, swearing, hitting, self-criticizing, solving items intentionally and threatening.

Tavris in [10] see the form of tantrums by the formation process that can be divided into three stages, namely stage trigger (trigger), step response and phase formation. Phase triggers looked at when a child is attacked, criticized or yelled at by a parent or sibling with something that is painful or irritating. Then, the child responds to the criticism aggressively and destructively. If the behavior of aggression of the child gets a reward from the attacker (attacker) by being silent or stop criticizing, then this tactic is considered successful. This is where children will begin to learn to form tantrum behavior as a weapon to fight all forms of attacks from their environment. Meanwhile, Tasmin [11] distinguishes the form of tantrum behavior based on the tendency of the form of behavior that is raised by children based on age, namely age less than three years, ages three to four years and age over five years.

Dryden [12] sees tantrum behavior based on the direction of his aggressiveness, which is directed out and aggressiveness directed into him. Aggressive behavior is directed out, for example the child displays aggression by damaging the surrounding objects such as toys, household furniture, electronic objects and others. In addition to objects, aggressiveness is also shown in the form of violence to parents, relatives, friends and others by cursing, spitting, hitting, scratching, kicking and other actions that intend to harm others. Aggressive behavior that is directed into the self,

such as scratching the skin to bleed, head banging against the wall or to the floor, body slammed onto the floor, scratching the face or force themselves to vomit or cough.

Tasmin [12] suggested that several factors can cause tantrums in children. Like, obstruction of a child's desire to get something, a need that is not met. For example, being hungry, inability of children to express or communicate themselves and their desires so that the parent's response is not in accordance with the child's wishes. Inconsistent parenting parents are also one of the causes of tantrums; including if parents are too indulgent or too neglectful of children. Other causes are when children experience stress, insecurity (insecure) and discomfort (uncomfortable) can also trigger a shock.

The causes of tantrums are closely related to family conditions, such as children getting too much criticism from family members, marriage problems with parents, interference or interference when children are playing by other siblings, emotional problems with one parent, competition with siblings and communication problems and lack of understanding of parents regarding tantrums that respond to it as something that is distracting and distressing [13].

Handling of children who experience tantrums can be done in various ways depending on the characteristics and severity of the tantrum problems experienced by the child. In a previous study conducted by Withey in [1] one of the ways that can be done at school is by providing interventions conducted with several processes, first determining the environment, a teacher can manage the learning environment and provide activities that children like to in learning material, giving children freedom to explore their knowledge, and what needs to be considered is that teachers must behave the same as those taught to students, for example teachers teach not to shout when calling their teacher so that a teacher does not shout when calling his students.

Second, giving direct instructions. The instruction must also be in accordance with the child's development period. When children experience tantrums, children do movements that they think can make them calmer. Then, after they are calmer, the next step gives attention and a sense of comfort so that the child wants to tell a story and the teacher can analyze the child's chemistry, acknowledge their feelings, and then choose actions to resolve the cause of the child's anger [14]. The provision of these interventions aims to help students develop self-regulation skills by helping them become more aware of emotions as they experience them. For this skill, the researchers suggest teaching students to stop and calm themselves through breathing [15]. The next step, third and fourth, is application and follow-up. After carrying out environmental arrangements and direct instructions.

### III. DATA AND METHODOLOGY

This type of research is Case Study with descriptive analysis techniques. An observation was made to understand the handling of emotional development problems, especially in tantrum behavior in children aged 5-6 years. Observations were carried out at the Pembungkandang Kedungkandang Kindergarten in Malang City where a child was indicated to have emotional problems, namely the tantrum. Data collection techniques use observation and interviews.

Observations were made while in the classroom when learning and in the school environment when LL played with his friends. Interviewing classroom teachers about LL's daily life in the school, LL family's family and LL's family on how LL's daily life and care are provided.

#### IV. RESULTS AND DISCUSSION

Based on the results of the observation in the Kedungkandang Kindergarten Builder in Malang, there was a child in their daily life at school. The atmosphere was always moody, often responding with rejection, irritability, often yelling and even hitting people who were nearby even though they were 6 years old. should begin to decrease, but not in the child. The child's behavior tends to reflect children who are experiencing emotional problems, namely tantrums .

The results of the data that have been described, the researcher notes several findings related to the state of LL research subjects experiencing tantrums as follows :

- LL is a child who is fast in understanding learning, quickly completes a task that is given well, likes art activities and has a high curiosity, but the emotional control that LL has is very bad, LL is very irritable to hurt his friend. When LL finished the task quickly, LL often interrupted his friend who was working on the task and in the end LL hit his friend then LL cried. LL also often disturbs children who are waiting by their parents, LL feels dislike if there is a child who is waiting by his parents.
- LL is from a broken home family and lives with dad every Tuesday until Friday, while Saturday to Monday and when he is off LL lives with his mother. The parenting style applied by the family of mothers and families of different fathers. Based on the results of interviews and observations found the fact that ethics are in the mother's environment, LL is abundant in attention and all his wishes are fulfilled. But LL felt less attentive when with his father. This makes LL feel jealous with his friends who are always waiting for their parents when learning activities.
- When in the mother's environment, LL is abundant in attention and spoiled while at home the child's father feels less attention because LL is always taught independently in taking care of daily needs so LL feels not being given attention.
- The tantrum that appears in LL when LL's wishes are not fulfilled and always happens when LL leaves school from his mother's house. The tantrum that happened to LL was going berserk, annoying his friends, throwing things around him and crying. LL feels jealous when his classmates are watched by his parents.
- When students lack focus or when LL experiences tantrums in learning, the teacher always tells moral stories by using LL as the subject of the story. Researchers find religious and moral values that are always emphasized in the overall learning activities. Then the teacher makes an agreement to all students so as not to disturb friends who are doing assignments , especially in LL. The teacher always uses experience at home or in the child's daily activities to be used as a learning medium, and builds LL's confidence by labelling "big brother" and making LL a leader on several

occasions. Ask LL to help friends who have difficulty completing assignments.

The tantrum that appears in LL when his desires are not fulfilled, seeks attention from the teacher, his classmates and even to the parents of the students and always happens when LL leaves school from his mother's residence. The tantrum that happened to LL was going berserk, annoying his friends, throwing things around him and crying. The cause of LL's absurdity is the unfulfillment of love which LL is urgently needed because LL is from a broken home family and lives with his grandfather and grandmother from his father and mother alternately. The parenting style adopted by the families of mothers and families from different fathers is also a cause of tantrums in LL. The parenting style applied between different fathers and mothers causes LL to become confused because of the different habits given by his parents. When in school LL becomes a tantrum and reacts jealously directly with his friends who are always waiting for their parents when learning and friends who get more attention from their parents.

Forms tantrums at LL by the formation process occurs 3 stages, namely stage trigger (trigger) when in the current class where rapid LL task, then she took another child to play and given a reprimand by the teacher so that LL was angry because his wishes are not fulfilled. Then, LL responded to the reprimand aggressively, such as crying and hitting his friend and even scattering the items around him. Finally, the formation stage, where the formation stage occurs because of the parenting style provided by the mother, namely when LL wants something always by whining and being followed by his mother so as to make "whine" as a weapon when LL wants something so LL also "whines" when wanting something in school.

Efforts to handle the behavior of tantrums in LL have been carried out by classroom teachers at school but have not been effective because they are not supported by the family environment. At school the teacher handles the problem of tantrum by providing interventions carried out with the first few processes the teacher establishes the environment, here the teacher has provided activities that suit the child's interest in learning materials such as asking LL to lead praying before and after doing activities, when doing so LL feels he was noticed by the teacher and his friends. On another occasion LL was given an additional task to help his friend in completing the task. Second, giving direct instructions. The instruction must also be in accordance with the child's development period. When LL tantrum , LL often interferes with his friends by hitting and seeking attention, what the teacher does in giving direct instruction is to calm LL then ask LL why LL is bothering his friend or causing him to cry then the teacher gives attention to what LL feels and chooses actions to resolve the cause LL tantrum. The next process is application, because the teacher has understood LL characteristics so the teacher can take the necessary actions. But in the evaluation process, the teacher does not discuss with the principal and other teachers. Teachers and principals should be able to work together to deal with problems experienced by students. Also note that early intervention may be key to preventing the escalation of this tendency among older children where tantrums can signal referrals for special education services [17]

## V. CONCLUSION

Tantrum is a behavior that is universal and normal in children. It's just that many parents respond inappropriately by treating it as something that is distracting and distressing. Wrong responding to children whose tantrums will greatly affect the next development. Instead of being disciplined and learning to solve problems faced solutively, it becomes increasingly destructive and aggressive. There is a connection between the emotional elements of the child and the tantrum . Such as frustration, dissatisfaction, anger and so on. However, social elements appear to be more dominant in shaping tantrum behavior such as competition with friends or relatives, parenting patterns, or the presence of strangers. The main causes of tantrums in LL are divorced parents and the parenting style applied is different between the family of the father and the mother's family.

Handling emotional problems that occur in children in this case the problem of tantrums in TK Pembina Malang by using the method of telling stories with moral messages that make children as subjects in the story. When dealing with problems with children the school and parents should work together. Things that can be done by the school are discussing these issues with the principal or other teachers for the provision of treatment that is appropriate to the child's problems, giving parents understanding of emotional development in LL. Things that can be done by parents including seeking full affection and attention and equating parenting between fathers and mothers and being more active in communicating with the school about child development .

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