

Analysis of Early Childhood School Readiness and Parent Economic Condition of Early Childhood Schools in Coastal Areas

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ABSTRACT

The purpose of this study was to examine the differences in the economic status of parents and child readiness of early childhood schools in the coastal areas of Tangerang District, Banten Province. Determination of samples using purposive sampling technique amounted to 100 parents. Determination of the sample using the difficulty index formula (Johnson formula), continued to determine 27% of respondents who became the Upper group and 27% to the Lower group (distinguishing power), so that each cell was obtained into 8 respondents with a total of 32 parents. Data collection is done through the distribution of questionnaires designed in the form of a Likert scale. Data analysis using F test. Research has five hypotheses. The overall hypothesis concludes that school readiness is influenced by the economic status of parents by considering child rearing. Parents as first and foremost educators are expected to change the paradigm of how children learn and acquire knowledge. Coordination and communication need to continue to be built with teachers in an effort to improve the quality of early childhood education in preparing children for school.

Keywords

child rearing; school readiness; early childhood

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Introduction

According to Ardi (2020) and Mulyadi (2020) Learning success is largely determined by three factors, namely the child's own personal readiness, the role of parents and the role of school. The purpose of education is to prepare students to be able to adapt to various conditions well so that children can survive in the future. The literature on school readiness is a multifaceted construct that includes family capacity, school capacity, community environment and the contribution of the Government to support children's development and learning (CFER, 2017). Various studies show the benefits and returns on investment from readiness to go to school, associated with lowering education costs, increasing productivity and human income, as well as benefits for society. Effective early childhood education and development programs can reduce the cost of education by increasing the internal efficiency of basic education and fewer children repeating grades (UNICEF Bhutan, 2012). In Indonesia, an evaluation program on community-based early childhood education has been implemented to increase access to children's education services and improve school readiness (Pradhan et al., 2013).

According to Nugroho (2020) and Quddus (2020) In several recent national and international reports, the booming "school readiness" of children is one of the most pressing issues worldwide regarding early childhood education policies (National Association for the Education of Young Children, Standards, & Curriculum, 2009). Thus, in supporting efforts to improve the quality of education, valid and reliable data is needed regarding children's school readiness. In Western Europe the issue of school readiness has been a topic of debate and controversy in recent years. This is due to different interpretations regarding the skills of children that are assessed for successfully entering school, the quality of the institution / school, age standards and the

transition process that children undergo starting from home, preschool to entering elementary school early grades (Sue Bingham and David Whitebread, 2018). Other literature shows that children are 3 year old aspects of non-academic readiness, such as learning dispositions and the ability to follow classroom rules are equally important to their successful transition to a preschool environment (Sha & Li, 2019). Statistics, (2016) mentions involvement of children in preschool education is able to determine children's readiness to enter basic education. This readiness includes five aspects of competence, namely: physical health and motor development, social and emotional development, language development, approaches to learning, cognitive and general knowledge. Other research has revealed that a mismatch between parents 'and teachers' understanding of children's school readiness skills can result in gaps between the home and the classroom environment. Therefore, there is a need for further interventions to change the perspective between parents and teachers through focused and strong communication (Litkowski & Kruger, 2017). The School Readiness Rate (AKS) is an indicator used to see the readiness of children to enter basic education (SD / equivalent). The readiness of children who come from families with lower middle economic status is lower than those who come from families with upper middle economic status (Hartman, Winsler, & Manfra, 2017). Children from low-income families are not supported by a conducive learning environment and children are used to harsh physical and social environments so that they tend to have a negative impact on the willingness to learn (Head & Stanley, 2009). There is a significant correlation between family income and early childhood brain development (Frey, 2015). Global growth inequality and poverty across and within countries reminds that school readiness is only one part of a series of very large and complex problems (Bloch & Kim, 2016).

According to Khoiri (2020); Nugroho (2020) and Quddus (2020) The attitude of raising and fulfilling children's educational needs is a very important aspect for psychosocial child development. Tocu's (2014) research examines the beliefs and attitudes of parents towards parenting and education, factors that influence children's development. Understanding of school readiness is positively related to the process of raising children in improving growth and development. Meanwhile, parental transition is positively related to children's early achievement in kindergarten (Puccioni, 2015). The results of other studies explain the relationship between parents and children to be a cushion for children's psychosocial and socio-emotional readiness (Anderson, 2016). The warm relationship between parents and children positively affects children's readiness to go to school, especially for children who experience developmental delays (Simental et al., 2014). Thus, the importance of the family context for children's school readiness (Hughes, White, Foley, & Devine, 2017). One of the most accurate predictors of achievement in school is not only family income or parental education level, but the degree to which parents believe they can be an important source of their children's education and involvement in schools and communities (Janice J. Beat, 2013). Family factors are considered to have a major influence in terms of children's school readiness (Syarfina, Elindra Yetti, 2018). Several phenomena occur in the field that currently parents feel it is important to send their children to school, but tends to demand academic abilities such as calistung (reading, writing and arithmetic) without pay attention to developmental aspects related to other basic abilities of children. There are still many parents who feel that learning at school is still not enough, especially parents want their children to be smart in arithmetic, fluent in English, and so on. In other words, through additional tutoring (tutoring) it is hoped that children will have superior cognitive abilities, in line with the demands and learning load in school by maximizing skills and cognitive abilities. The background is different from previous research related to regional demographics and the condition of the population in the area. coast, unit of analysis, number of samples, indicators and so on, this research has never been carried out. Judging from the culture of raising children in coastal areas are still dominant singing shalawatan and syair (gurindam twelve) when lulling children, stimulate physical motor and carry the child. The maghrib recitation program makes children in coastal areas have routine activities. On the other hand, mediocre economic factors make parents more concerned with making money. Coastal communities whose livelihoods are fishermen struggle with the sea to earn income, but the desired income cannot be controlled. Another characteristic is the dependence on the season. The dependence on this season will be even greater on small fishermen. In the fishing season, fishermen will be busy going to sea. On the contrary, in season famine in fishing activities has decreased so that many fishermen are forced to be unemployed. Women (parents and children) often work as fish traders (retailers), both fresh and processed fish. Meanwhile, boys are often involved in fishing activities. This causes many fishermen's children to be late for school and even not go to school.

Based on the results of field observations, symptoms and facts were found, among others; (1) Implementation of calistung in kindergarten as a form of school readiness for children, (2) the purpose of school readiness for children according to kindergarten teachers and parents has a significant difference. This makes kindergarten teachers tend to follow the wishes of parents who require children to be able to read, write and count in a slightly impressed way. force the child. (3) indicators of school readiness do not only include aspects of language and cognitive development.

Based on the above background, the formulation of the problem in this study is as follows: (1) Is there an effect of parental economic status (high and low) on children's school readiness? (2) Is there any influence of child rearing (positive and negative) on school readiness of children? (3) Is there an effect of the economic status of parents and child rearing on children's school readiness? and positive child rearing "on children's school readiness ?, (5) Is there a difference between" high parental economic status and negative child rearing "and" low parental economic status and negative child rearing "on children's school readiness?

The research objectives were: (1) to determine the effect of parents' economic status (high and low) on children's school readiness; (2) to determine the effect of child rearing (positive and negative) on children's school readiness; (3) to determine the effect of the economic status of parents and child rearing on children's school readiness. (4) To determine the effect of the difference between "high parental economic status and positive child rearing" with "low parental economic status and positive child rearing" on children's school readiness. (5) To determine the effect of the difference between "high parental economic status and negative child rearing" with "low parental economic status and negative child rearing" on children's school readiness. All results of children's school readiness are measured in the first year of kindergarten (Johnson, Martin, & Brooks-Gunn, 2013). Hojnosi and Missall emphasized that early school-age children who experience difficulties in learning due to school unpreparedness will be at risk of entering into a circle of learning problems, antisocial behavior, and avoiding the school environment (Bruwer, Hartell, & Steyn, 2014). School readiness in general can be divided into two main categories, namely understanding of children's development processes and understanding of children's specific abilities (Miller, 2019).

Raising a child is positively related to reading and early mathematics so that children have a higher average achievement in kindergarten as preparation for primary school (Puccioni, 2018). Kakia, Popov, & Arani (2016), believe that the level of children's communication with others, interaction with peers, calm when separated from parents is a direct measure of children's school readiness. In addition, the Kids in Transition to School (KITS) program positively affects children's academic skills and self-regulation which is wrong an indicator of children's readiness to go to school and improve parental consistency in the implementation of care and involvement in school (Pears, Carpenter, Kim, Peterson, & Fisher, 2018).

According to Fayez, Ahmad, & Oliemat, (2016), several indicators of school readiness are as follows: (1) communication skills, (2) self-discipline, (3) basic thinking skills, (4) academic knowledge, (5) motoric physical

development, and (6) social emotional maturity. Children's school readiness does not only depend on maturity, but also needs attention also the proportion of maturity and learning. The intellectual maturity of children is statistically evaluated when the child enters school (Review, 2016). With the hope of children going to school, staying at school, the growth of positive behavior and achieving academic success in school (Bloch & Kim, 2016). Urie Bronfenbrenner's theory which states that children's development, including school readiness, is influenced by their environment. To understand children in the family, one must look at the family environment, namely the atmosphere and structure or composition (Papalia, Old, & Feldman, 2008). Parents who are involved in the process of raising children who go to kindergarten will strengthen their relationship with their children, gain additional knowledge from kindergarten when participating in routine activities and can apply their new knowledge to their children (Retnaningtya & Paramitha, 2015). Thus, school readiness is a child's ability to learn based on psychological aspects of maturity and adapting to demands schools such as communication skills, self-discipline, basic thinking skills, academic knowledge, emotional social maturity so as to be able to undergo the learning process in the classroom.

Economic status is the family's economic ability to meet material and non-material needs. Income and ownership of physical assets as determinants of the welfare of the economic status of parents (Yadollahi, Paim, & Studies, 2010). Chuma and Molyneux measure economic status based on expenditures and assets. The researcher determines that the economic status of households is categorized in rural and urban areas (Chuma & Molyneux, 2009). The economic status of the family can also be categorized into two levels, the first is 'not enough to live and the second is' enough to live (Coton, Poly, Hoyois, Sophal, & Dubois, 2008). Meanwhile, long-term income is considered the main indicator of overall economic success (Österbacka, 2017). Economic status classified into standard monthly family income quartiles on an income equality scale equal to the average monthly family income / number of family members (Koo, Kim, Yi, & Moon, 2015). Thus, it can be synthesized that economic status is a condition related to work, parents' income, ownership of wealth or facilities, education, type of residence, and the number of family members in fulfilling needs so as to achieve prosperity and welfare. "It takes a village to raise a child" talks about the importance of the role of parents in need of strong community support in raising children, for example, having a reliable partner or friend, namely providing moral support in raising children (Sanders & Turner, 2018). Child rearing (raising children with love) is raising children by emphasizing the provision of mother's warmth, praise and affection and responsiveness to children's behavior (Spera, 2015). (Yunus & Dahlan, 2013) states that the definition of child rearing is: In this study, the term child rearing practices refers to the process of providing children with material needs, education, love, care and well-being so that they could grow and develop physically, socially, emotionally, intellectually and spiritually. It is through this equal and active involvement that a safe, enjoyable and stimulating environment can be created for children. Parents for the first time described as who having the right

competence and deep commitment to children's learning is finally recognized (Beckley, 2018). Thus, child rearing is the behavior of deep parents raising children, which includes meeting basic needs, expressions of parental behavior, adopted values, and behavioral training which includes conflict with children, open communication (openness in communication), warmth, protective / worries (protection), anxiety induction (anxiety induction), independence / autonomy (independence), and discourages emotional expression (emotional expression) to support children's growth and development.

Method

This research was conducted in the coastal area of Tangerang District, Banten Province. The approach used is quantitative with a survey method. Determination of the sample using purposive sampling technique amounted to 100 parents. Using the difficulty index formula that was originally pioneered by Johnson, then the calculation was corrected by Flanagan, Guilford and finally by Fan, continued by dividing the group by sorting the total respondents' score, then determined 27% of the respondents were the Upper group and 27% were the Lower group (distinguishing power) so that each cell becomes 8 respondents with a total of 32 parents. Data collection in this study was carried out through distributing questionnaires designed in the form of a Likert scale. Data analysis used the F test. The population in this study were parents who had children preparing to enter elementary school (SD) or children who were undergoing education in Kindergarten Group B in coastal areas. The instrument of parental economic status refers to octama (Oktama, 2013). The development of a school readiness instrument based on the Jordan National Standard, namely the attitude of the community and parents towards children's school readiness (CARES) and the Arab State has validated it as an Early Year Evaluation Tool (EYE). This instrument has even been used universally (Fayez et al., 2016). Meanwhile, the child rearing instrument based on New scales for the child rearing practices of Q-short compiled by Roberts (2008) is modified based on the Child Rearing Report (CRPR). CRPR is derived from empirical observations of mothers interacting with children in a variety of structured experimental situations (Block, 1965). The CRPR has been translated into several languages Norwegian, Swedish, Danish, Finnish, Cantonese and Dutch and has proven to be suitable as an instrument for cross-cultural observation. The questionnaire uses a Likert scale. Testing the validation of the instrument using the Pearson Product Moment Correlation. The reliability coefficient was calculated using the Alpha Cronbach formula. The analysis used is descriptive analysis

Result And Discussion

In testing for normality using the Lilifors test with degrees of freedom (db) = n (8) and the real level $\alpha = 0.05$, it was obtained $L_t (0.05; 8) = 0.313$. The test criterion is if H_0 is accepted, it means that the sample is normally distributed. The statistical test criteria are reject H_0 if $L_0 > L_t$. The results of calculations and the overall significance test for normality are summarized in Table 4.1.

Table 4.1 Summary of Calculation Results in the Data Normality Test of the Economic Status of Parents and Child Rearing (Raising Children) on Early Childhood School Readiness

No	Group	N	Value L_o	Value L_t	Conclusion
1	A ₁ B ₁	8	0.097	0,313	$L_o < L_t =$ Normal
2	A ₁ B ₂	8	0.144	0,313	$L_o < L_t =$ Normal
3	A ₂ B ₁	8	0.165	0,313	$L_o < L_t =$ Normal
4	A ₂ B ₂	8	0.111	0,313	$L_o < L_t =$ Normal

Based on Table 4.1 above, the observed Lilifors value (L_o) for the entire data group is smaller than the L_t value (0.05; 8) (the critical value for the Lilifors test is at the real level $\alpha = 0.05$ with $n = db = 8$). Thus, it can be concluded that all data groups in this study came from populations or samples that were normally distributed. Therefore, the data normality requirements are met so that it can be used in the calculation of the research hypothesis. The test criterion is the acceptance of H_0 if X^2 count is smaller than X^2 table at the real level $\alpha = 0.05$ and $db = 3$ ($X^2_{(0.05; 3)} = 7.81$). Summary of the results of the variance homogeneity test through the Barlett Test the four data groups are presented in the table below.

Table 2 Summary of Calculation Results in Homogeneity Test of Group Variance Data Score of Economic Status of Parents and Child Rearing (Raising Children) on Early Childhood School Readiness

No	Group	N	Value S^2	Value X^2_{hitung}	Value X^2_{table}	Conclusion
			36,7	0,14		
1	A ₁ B ₁	8	0	0	7,81	Homogen
			39,1			
2	A ₁ B ₂	8	3			
			30,8			
3	A ₂ B ₁	8	6			
			39,9			
4	A ₂ B ₂	8	3			

Based on Table 2, it is known that the value of X^2 count is smaller than the value of X^2 table so that the decision is H_0 accepted. This means that there is no difference in variance between the tested data groups. The conclusion is that the four groups of early childhood school readiness data tested came from samples with homogeneous variances.

Hypothesis 1

The results of testing the first hypothesis, prove that overall there are differences in early childhood school readiness

with high parental economic status than the average score of early childhood school readiness with low parental economic status.

Hypothesis 2

Based on the results of the ANAVA test and comparison of the mean scores of the two groups, it can be concluded that the mean positive child rearing score (88.81) is higher than the average negative child rearing score (83.69). The results of testing the first hypothesis prove that overall there are differences in readiness Early childhood school readiness with positive child rearing was higher than the mean score of negative early childhood school readiness.

Hypothesis 3

Based on the results of hypothesis testing related to the interaction of the variable economic status of parents and child rearing, the F_{count} value is greater than F_{table} at the significance level $\alpha = 0.05$ ($F_{count} = 58.527 > F_{table} = 4.20$). This means rejecting the null hypothesis (H_0) and accepting the working hypothesis (H_1). This means that there is a significant interaction effect between the economic status of parents and child rearing on early childhood school readiness. Thus, it can be said that early childhood school readiness is significantly influenced by the interaction between the economic status of parents and child rearing. From the calculations it is obtained that value $Q_{count} = 10.57 \geq Q_{table} (0.05) = 4.04$. So rejecting H_0 and accepting H_1 that there is a significant interaction effect between the economic status of parents (high and low) and child rearing (positive and negative) on school readiness, so it is decided to reject H_0 and accept H_1 .

Hypothesis 4

From the results of hypothesis testing related to the high economic status of parents, it is obtained that the value of F_{count} is greater than F_{table} at the significance level $\alpha = 0.05$ ($F_{count} = 8.526 > F_{table} = 4.20$). The results of the calculation of the mean score of school readiness in the A₁B₁ group of 100.13 were higher than the average score of the A₂B₁ group's school readiness of 77.50. Through the Tukey test at the significance level ($\alpha = 0.05$), the value of $Q_{count} = 10.57 \geq Q_{table} (0.05) = 4.04$ is obtained, then the null hypothesis (H_0) through the F test is in line with the Q test results (Tukey's number). From the calculations it is obtained that value $Q_{count} = 10.57 \geq Q_{table} (0.05) = 4.04$. Then rejecting H_0 and accepting H_1 that there is a significant interaction effect between the economic status of parents (high and low) and child rearing (positive and negative) on school readiness, so it is decided to reject H_0 and accept H_1 . Based on the results of testing the fourth hypothesis, it shows that Overall school readiness "high parental economic status and positive child rearing" is better than "low parental economic status and positive child rearing"

Hypothesis 5

From the results of the F test, it is obtained that the Fcount value is greater than Ftable at the significance level $\alpha = 0.05$ (Fcount = 5.733 > Ftable = 4.20) on the school readiness variable it has been proven that child rearing has a significant effect on school readiness. Through the Tukey test at the level of significance ($\alpha = 0.05$), the value of Qcount $4.73 \geq Qtable (0.05) = 4.04$ is obtained, then it rejects H0 and accepts H1. The results of this test illustrate that the value of school readiness "high parental economic status and negative child rearing" is higher than "low parental economic status and negative child rearing". According to Sartika (2020); Roojil Fadillaha (2020) For parents who have the support of an able and stable economy, they have many conveniences in educating and fulfilling the needs of their children, while low economic status can be said that the economic status is inadequate (poor) so that the children work to help their families to fulfill their needs. eventually many children drop out of school (Oktama, 2013). Furthermore, there is a significant correlation between family income and early childhood brain development. This aspect of development is very important so that children are ready to receive learning material at school (Frey, 2015). The readiness of children who come from families with lower middle economic status is lower than those who come from families with economic status upper middle (Hartman et al., 2017). The significant difference between the economic status of high parents and the economic status of low parents on school readiness is evident. While the results of the calculation of the mean score of early childhood school readiness with positive child rearing (group B1) was 88.81 which was significantly higher than the mean score of school readiness for negative child rearing (group B2) of 83.69, then the working hypothesis (H1) which be accepted. The results of this test illustrate that early childhood school readiness with positive child rearing is better than early childhood school readiness with negative child rearing. As explained by (Yunus & Dahlan, 2013). Therefore, child rearing and the quality of the home environment are very important in the development of children's lives. Children are surrounded with love, support and motivation. Raising good children involves a good relationship between parents who love their children, facilitating them according to their children's needs (Koby, 2012). Parents' beliefs and attitudes in raising children and fulfillment of educational needs affects child development (Tocu, 2014). Based on the description described above, it is concluded that there is a significant difference between positive child rearing and negative child rearing. In other words, there is an influence between the economic status of parents and child rearing on school readiness at the significance level $\alpha = 0.05$. The results showed that understanding school readiness was positively related to the process of raising children in improving growth and development (Puccioni, 2015). According to Basri (2020); Farhan (2020); Kadiyono, (2020) Increased family income provides an increase in the quality of child rearing at home, especially among families with the lowest income (Dearing & Taylor, 2007). In addition, school achievement is not only family income or parental education level, but the level at which parents believe they can be an important source of

their children's education and involvement in school and society (Janice J. Beat, 2013). Based on the above discussion, it is concluded that the results of this study are relevant to existing research. The significant effect between the economic status of parents and child rearing on school readiness is evident.

Conclusion

There is a difference in school readiness data between the high economic status of parents and the economic status of parents low. There are differences in early childhood school readiness for positive and negative child rearing. There is a significant influence between the economic status of parents and child rearing on early childhood school readiness in coastal areas. There are differences in the economic status of high parents and positive child rearing "with" low parental economic status and positive child rearing towards early childhood school readiness. There is a difference between "high parental economic status and negative child rearing" with "low parental economic status and negative child rearing towards early childhood school readiness." Parents as first and foremost educators should change the paradigm of how children learn and acquire knowledge. Coordination and communication need to be continuously built with teachers in an effort to improve the quality of early childhood education.

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