



Analysis of Identification of Anti-Social Behavior Tendencies in Early Childhood

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Abstract

Antisocial behavior of students found in schools such as being difficult to control, liking to hit, disturbing friends, shouting, being impatient/queuing, not sharing food with friends, liking to fight, and not obeying instructions are caused by various factors both from the child (internal) and external factors (external). The purpose of this study is to explain, examples of behavior and factors that influence antisocial behavior in early childhood aged 5-6 years. The type of research that the author conducted in writing this thesis is in the form of field research with a qualitative descriptive method. As a primary data source in this study were 2 educators. Secondary data sources in this study were the principal and students. Data collection tools in this study were observation, interviews and documentation. Based on the results of the study, it can be concluded that: problems with children's antisocial behavior are: behaving aggressively, behaving shyly, and behaving spoiled. Antisocial behavior in childhood and adolescence is categorized into behavioral disorders, explosive urges, stealing, vandalism, physical and psychological aggression, bullying, running away from home and truancy. Environmental factors are the main causes of antisocial behavior.

INTRODUCTION

Early childhood is a human being who is in the age range of 0-8 years, who has potential that still needs to be developed (Camacho et al., 2020). According to Chatib, every child has certain characteristics that are unique and different from other children, even two twins have different characters (Nudin, 2020). Educators must know and believe that every child has intelligence and the teacher's job is to provide different stimulation or stimuli so that students have the opportunity to bring out and develop every indicator of intelligence they have (Prawuri et al., 2024). At this time, the growth of the child's brain is experiencing very rapid (explosive) development (Saida & Auta, 2023).

By nature, humans are born as social beings, therefore positive social behavior is one of the important factors that need to be educated from an early age (Lusiyah Simanjuntak, 2022). Because at an early age, it is time to lay the first foundation in developing physical, cognitive, language, social, emotional, self-concept

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Discipline, independence, art, moral and religious values (Untung et al., 2023; Yuliandari & Suryana, 2022).

Social behavior is behavior that reflects care or attention from one child to another, for example by helping, comforting, or just smiling at another child (Bard et al., 2021). The current study determined that caring behavior like this in response to the emotional growth of others is predicted by the quality of the relationship between teachers and children or children with their peers (Hay et al., 2021; O'Connor et al., 2019). Every child must have different attitudes, behaviors depending on the environment and several other factors (Davidov et al., 2021).

The behaviors shown by the child are called antisocial behavior. Burt et al. in Rahayu argue that antisocial behavior is behavior that deviates from norms, be it family, school, community, or legal rules (Alam, 2022). Antisocial behavior is divided into two types, namely overt and covert antisocial behavior (Woodman et al., 2024). Overt social behavior is in the form of aggressive behavior and covert antisocial behavior is in the form of non-aggressive behavior and behavior that violates rules by lying (Sarkar et al., 2020).

The inability of children to behave socially as expected can result in children being isolated from the play environment and school environment, not having self-confidence, withdrawing from the environment, and so on (Budge et al., 2019; López-Bueno et al., 2021). As a result, children will experience obstacles in their further development. A strong desire in children to be recognized by their peers requires a number of social skills that they need to have. Because basically, kindergarten-age children have a strong desire to be accepted by their group (Crandon et al., 2022; Walker & Venker Weidenbenner, 2019).

METHOD

This type of research is classified as field research when viewed from the place where the research was conducted. This study uses a qualitative method through a descriptive approach (Amaya et al., 2021). The data source is the subject where the information is obtained. The subject of the study is an object, thing, or person where the research variable is (Busetto et al., 2020). The subject of the study is a source of data where researchers can obtain the data needed for the research. In this primary data source, the author attempts to obtain data on antisocial behavior in children aged 5-6 years at RA Nabilah Kampung Dalam Padang. While the secondary data are students and the principal of RA Nabilah Padang (as subjects, respondents and data sources) (Engkizar, Sarianti, et al., 2021).

The primary data source is the Teacher of RA Nabilah Kampung Dalam Padang (as the subject, respondent and data source). From this primary data source, the author attempts to obtain data on antisocial behavior in children aged 5-6 years at RA Nabilah Kampung Dalam Padang. While the secondary data are students and the principal of RA Nabilah Padang (as the subject, respondent and data source) (Engkizar et al., 2018). The data obtained through this source, the author uses as a complement by combining and matching it with data obtained from teachers, both through observation and interviews, for the perfection and validity of the data that the author has observed (Abdel Latif, 2019). Thus, the data and information obtained can be tested for their truth and validity.

The initial step taken is to sort and classify the data and describe it verbally, meaning that the data obtained through observation, interviews and documentation studies are described in the form of statements that are relevant to the situation in the field without intending to compare or contrast (Navalta & Stone, 2020).

The processing method is after the data is collected then grouped after that analyzed and processed in the form of verbal sentences. The meaning of the verbal sentence is all the results of the research after the data is collected grouped and analyzed and processed, the results of the processing are presented or explained in the form of sentences that can be understood and easily understood by the person who reads it (Hestiana & Anita, 2022)(Susanti et al., 2023).

RESULTS AND DISCUSSION

RA Nabilah Kampung Dalam is a form of early childhood education service provided to children aged three to six years. Based on the results of observations and interviews with teachers for problems with children's antisocial behavior are: 1) The approach to children who have aggressive behavior problems is to warn them with words, and give praise/awards if the child realizes their actions, Providing opportunities for children who behave aggressively is to give full trust to the child when he does any activity, physical exercise aims for children to be able to channel the tension and energy that exists in children such as dancing, painting, and others. 2) The approach to children who have shy behavior is to provide advice, role play, tell stories about the shame that we have experienced so that they understand that they are not alone around them. The opportunity for children with shy behavior is to allow children to explore various things that they want under the supervision of those around them. 3) The approach to children who have spoiled behavior is to tell them about spoiled behavior, role play, speak softly but firmly to them, provide good examples (Becker et al., 2019; Lian et al., 2020; Motz et al., 2020). The opportunity for children who behave spoiled is to let them explore.

Antisocial behavior does not only appear among teenagers and adults, but also appears among early childhood. Behavior such as bullying, aggression and violence are antisocial behavior (Russell & Gajos, 2020). Antisocial behavior in childhood and adolescence is categorized into behavioral disorders, explosive urges, stealing, vandalism, physical and psychological aggression, bullying, running away from home and truancy (Deb & Roy, 2022).

Factors that influence children's social development are caused by family factors, namely socio-economic status in the family (Zhang et al., 2020). Social life is greatly influenced by the condition or status of the family's social life in the community environment. Society will view children, not as independent children, but will be viewed in their complete context in the family (Abebe, 2019).

Indirectly in the social interactions of children, society and their groups will consider the norms that apply in their families (Jumriani et al., 2022). Children's behavior will pay a lot of attention to the normative conditions that have been instilled by their families (Engkizar et al., 2022). In relation to this, in social life children will always maintain the social and economic status of their families, in certain cases maintaining the social status of their families causes children to place themselves in inappropriate social interactions (Yang et al., 2022). This can have further consequences, namely children becoming "isolated" from their groups. Another consequence is that they will form elite groups with their own norms (Clayton et al., 2021). Furthermore, in more detail related to the factors that influence the social development of children at RA Nabilah Kampung Dalam as follows: 1) internal factors; emotions and intelligence, age, position in the family. 2) external factors; association with other children, mass media (Engkizar, Munawir, et al., 2021).

CONCLUSION

Antisocial Behavior in early childhood aged 5-6 years at RA Nabilah Kampung Dalam. Based on the results of observations and interviews with teachers for problems in antisocial behavior of children are: aggressive behavior, shy behavior, and spoiled behavior. Antisocial Behavior in early childhood aged 5-6 years at RA Nabilah Kampung Dalam. Antisocial behavior in childhood and adolescence is categorized into behavioral disorders, explosive urges, stealing, vandalism, physical and psychological aggression, bullying, running away from home and truancy. Factors Influencing Antisocial Behavior Attitudes in Early Childhood Aged 5-6 Years at RA Nabilah Kampung Dalam. Environmental factors are the main causes of antisocial behavior. These factors include parents, peers and schools which are believed to be able to influence the entire development of children, both in physical aspects, affective aspects, social aspects and spiritual aspects.

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