



Life Skills Children Aged 4-6 Years in Sragen

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ABSTRACT:

The abilities of children aged 4-6 years in Sragen Regency look poor, it is thought that this is because life skills at school and at home are not instilled well and in harmony. The aim of this research is to analyze how the life skills of children aged 4-5 years in Sragen district are seen from the age, gender and type of work of the parents. This research uses mixed methods, namely quantitative and qualitative. The results of the findings explain that children's life skills The age of 6 years looks better and because of the adjustments the cultivation of life skills is carried out at home and at school. The life skills possessed by children aged 4 years seem to be starting to emerge in the aspects of personal skills (including self-knowledge skills, rational thinking skills) and social skills (including functional language skills, empathy skills). The life skills of children aged 5 years seem to have developed in those who are female and are supported by the type of work and educational background of their parents in the form of Strata 1. Likewise, the life skills of children aged 6 years in female children have more life skills that are very developed from of personal skills and social skills. Several factors influence the development of life skills. What teachers do at school is as follows: starting from giving examples at school, giving invitations and commands and doing it directly to the children. This is the instillation carried out by teachers at school so that children receive life skills stimulus in the form of personal skills and social skills which become the basic provisions for life for children aged 4-6 years which are also supported by stimuli which are followed up at home by parents.

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1. Introduction

Every child needs play activities together as a form of socialization (Wijayanti, 2024). According to Hasan (Fikriyyah & Astuti, 2017) children or often referred to as early childhood aged 0 to 5 years and at this age the child is in the golden ages. This is also expressed by Yus (2011) and Masitoh (2009) early childhood is those aged 0-6 years and are in a sensitive period, children are very sensitive to receiving various forms of stimulation or stimulus provided by adults. Ebbeck (Masitoh et al, 2009) revealed that it is in this golden age that children are at their most intense and busiest growth period.

Life skills are important to navigate life (Yuliwulandana, 2017; Wahyuningtyas, 2019). According to Hodge et al., (2013) life skills as skills that enable individuals to be able and successful in living and facing life. Children aged 4-6 years are the golden period (Muluk, 2024) and an important period in providing life skills (Nisa', 2020), Life skills are a collaboration between abilities, skills and abilities that are indispensable to humans because they are used to face and live life (Kusuma & Siadi, 2010) and at this time children are able to absorb more information (Khusna & Diana, 2016).

Life skills owned by someone who is willing and brave to face life problems and live life naturally without feeling depressed, then actively and creatively seek to find solutions so that in the end they are able to overcome these problems (International Federation of Red Cross and Red Crescent Societies, 2013). Life skills must be owned by everyone because this is useful for the sustainability of life (Aznam, 2002). Life skills are oriented towards children with the aim of having the ability as a basic capital intended to be able to live independently and survive in the surrounding environment (Shaumi, 2015).

Positive life skills will reduce the level of problem behavior in children, Hanley et al. (2014) mentioned in their research that having good life skills can increase 5 times the ability to survive and live life and reduce the level of poor behavior in children. This is not much different from the research conducted by Hálfanardóttir, et al. (2022). The research he has done shows that positive children's life skills reduce the level of negative child behavior.

Whereas according to Jiang's opinion, (2022) in the research he has done states that deviant behavior will decrease and life skills in this case social skills increase. So that the ability to socialize, namely requiring attention, requiring materials and assistance and delaying and refusing tolerance. The intensity of learning time carried out by children has a supportive role in the ownership of children's life skills. Research conducted by Francisco & Hanley, (2012) shows the results that the intensity of time on learning opportunities affects the process of ownership of life skills in terms of children's social skills.

The results showed that intelligence is largely formed by the age of four (Directorate General of Out-of-School Education and Youth, 2004; (Khusna & Diana, 2016). Six aspects of development in early childhood are included in life skills, which must be instilled early. There are four important points of life skills in children aged 4-6 years, including following instructions, functional communication, delay tolerance, and friendship skills (Fahmie, T. A., & Luczynski, K. C., 2018; Bilir, Z. T. (2022).

Initial research in Sragen Regency Kindergarten showed that children have deficiencies in life skills such as difficulty sharing and egocentricity in ownership of goods. Parents realized that children tend to be more interested in technology and play less with real toys. The application of life skills in early childhood provides benefits in the absorption of knowledge and the development of independent attitudes that will help self-development in the future.

So, research on life skills of children aged 4-6 years in Sragen Regency is very important to do to find out the extent to which life skills have been formed and applied to children of that age. It is hoped that this research can provide a deeper understanding of life skills in early childhood and provide recommendations and appropriate steps in improving children's life skills at that age.

2. Method

This research design is a mixed method that uses two approaches, namely qualitative and quantitative (Creswell, 2010; (Sugiyono, 2015). This research combines the two methods to obtain more comprehensive, valid, reliable, and objective data (Sugiyono, 2015). This research model is sequential explanatory, where the first stage uses a quantitative approach and the second stage uses a qualitative approach to provide a more detailed explanation. This research was conducted with the aim of explaining early childhood life skills in Sragen Regency. Mix methods and sequential explanatory models were chosen because researchers hope to get more detailed findings (Sugiyono, 2015).

This research procedure consists of data collection and data analysis in 2 stages, namely quantitative and qualitative. This research is descriptive in nature with the aim of explaining the phenomenon of life skills of children aged 4-6 years. The variable studied was the life skills of children aged 4-6 years in Sragen Regency. The operational definition of the variable is how the life skills of children aged 4-6 years in various aspects such as personal abilities, language skills, tolerance, and empathy. The population in this study involved parents, children aged 4-6 years, and teachers, with a sample of 265 respondents selected using the quota sampling technique. The data collection technique was conducted through a questionnaire with a Likert scale to measure the responses of teachers and parents to the life skills of children aged 4-6 years. This research was conducted in 6 institutions in Sragen Regency.

The questionnaire was distributed in hardfile form and researchers interacted directly with informants, both in kindergartens and informants' homes. The research instruments included interview guidelines with a Likert scale. Instrument validity was checked for data accuracy. Instrument reliability was also tested with the Cronbach Alpha value. Quantitative data analysis was conducted using descriptive percentage analysis, with data management using excel. The research also included qualitative methods using structured interview techniques with PAUD teachers and student guardians. The interviewer set questions relevant to the formulation of the research problem. Qualitative research does not use populations or samples, but directly from primary data sources, namely children aged 4-6 years who answer questionnaires. Descriptive data was obtained from the children's life skills instrument. Qualitative data collection methods also include analyzing and managing interview transcripts. Direct interviews were used to obtain detailed information from the interviewees. In conclusion, this study combined quantitative and qualitative methods to understand the life skills of 4-6 year old children.

Questionnaires were used to understand the life skills of 4-6 year old children through direct assessment, while interviews were used for deeper understanding. Teachers and parents were selected as interviewees. Secondary data included field notes, documentation and relevant references to look at children's life skills when interacting at school. Data analysis was conducted through deductive thematic analysis, by looking for themes that emerged to describe the phenomena that occurred. The stages of analysis include understanding the data, creating codes, grouping codes into potential themes, and writing analysis reports. Validity testing was carried out to ensure the researcher's trust in the results of the study through technical triangulation. It aims to obtain consistent, valid, and accountable data. The thematic analysis method is effective for identifying important themes in in-depth and detailed research.

3. Result

Descriptive preliminary data which includes demographic data on the research of Life Skills for Children aged 4-6 years in Sragen Regency with the number of children in this study as many as 265 children with the number of male sexes 74 children and female 191 children. Of the total 265 children studied, they were aged from 4 years to 6 years. The number of 4-year-olds is 56 children, 5-year-olds are 112 children and 6-year-olds are 74 children.

3.1. Result

3.2. Quantitative Result

The results of the analysis of children's responses to the closed questionnaire items are presented in Table 1 This informs the results of the calculation of the Life Skills level of 4-6 year old children represented by the minimum value of 38 and the maximum value of 51, while the average is 46.57 with a standard deviation of 3.30. This study has a good standard deviation, because the value on the standard deviation is smaller than the average value.

**Table 1 Descriptive Statistics
Life Skills of 4-6 year old children in Sragen Regency**

	N	Minimum	Maksimum	Mean-	Std. Deviation
Children aged 4-6 years	265	38	51	46.57	3.30
Valid N (list)	265				

Source: researcher processed data, 2024

The Life Skills of 4-6 Year Old Children in Sragen Regency are classified into several categories as shown in Table 2.

Table 2 Variable Description

Category	Score Interval	Frequency	%
Very high	$50,4 < X \leq 60$	18	7%
High	$40,8 < X \leq 50,4$	231	87%
Medium	$31,2 < X \leq 40,8$	16	6%
Low	$21,6 < X \leq 31,2$	-	-
Very low	$12 \leq X \leq 21,6$	-	-

Source: researcher processed data, 2024

Table 2 shows that 18 children (7%) answered the questionnaire at a very high level. Followed by 231 children (87%) who were at a high level, while 16 children (6%) were at a medium level. Meanwhile, no respondents fell into the low and very low categories. Therefore, it appears that most children already have good life skills as reflected in their responses regarding practices in answering the life skills questionnaire which are at a high level. In addition, the absence of respondents at the low or very low level indicates that children aged 4-6 years have adequate life skills.

Data on how life skills of children aged 4-6 years in Sragen district are presented in Table 3. In general, children aged 4-6 years showed ownership and positive responses to life skills consisting of four indicators. The majority of children showed positive responses that represent the life skills possessed by each individual.

Table 3 Results of Frequency Distribution of Life Skills of Children aged 4-6 years in Sragen District

(Questionnaire scale: 1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, 5 = strongly agree).

Factor	Strongly Disagree (%)	Disagree (%)	Medium (%)	Agree (%)	Strongly Agree (%)	Mean
Instruction Following Skills	20%	0%	43%	62%	62%	38%
Functional Language Skills	9%	26%	36%	50%	62%	37%
Tolerance Skills	0%	0%	57%	42%	46%	29%
Empathy Skills	16%	12%	54%	25%	38%	29%

Source: researcher processed data, 2024

On Instruction Following Skills, the mean was 38%. At this stage, more than a quarter of the children have good instruction following skills. In the next Life Skills Indicator, 4-6 year old children have functional language skills with a mean of 37% indicating that 4-6 year old children have these language skills. In relation to tolerance skills, that more than a quarter of the total number of children aged 4-6 years have tolerance skills. The mean on tolerance skills reached 29%. Empathizing skills for children aged 4-6 years on questionnaires that have been done by children Mean obtained is the same as the Mean on Tolerance skills, namely Mean 29%.

3.3. Qualitative Results

The results of qualitative research approaches that come from interviews, observations, interpretations of text content, etc. are condensed, summarized, or made into a substantial summary. Results presented are findings that can be presented in the form of descriptive tables to facilitate understanding by readers. Interview snippets, descriptions of observations, text excerpts, etc. that contain the main findings or answers to the research questions are presented in the discussion as authentic examples.

There is a teacher's response to the life skills of children aged 4-6 years in the aspect of personal abilities in the skill indicator following instructions has a response that in children aged 4-6 years when called by name he gives an answer response. There are also those who respond in Indonesian, some use Javanese. In essence, children aged 4-6 years in Sragen Regency are able to respond well when called by their nickname by the teacher at school.

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Some responses from teachers who have provided answers to the life skills of children aged 4-6 years in the aspect of following instructions on the question 'What behavior do children show when they get 1-step instructions?' get a teacher's response that to follow and carry out 1-step instructions, 4-year-old children are able to do it, provided that the child is not exposed to many mobile phone and television screens. The following are the results of reinforcement interviews conducted by researchers to parents of children aged 4-6 years.

Parents of 4-year-olds said that 4-year-olds have limited focus so they need to be focused first before they can do one-step instructions. Likewise with 5 and 6 year olds, they have a longer level of focus, but still have to be in a state of focus in order to carry out one-step instructions. The same with children's response to the ability to respond when called. Six-year-olds respond better and use question words after answering when compared to five-year-olds and four-year-olds. Life skills of children aged 4-6 years in the aspect of personal abilities in the skill indicator of following instructions that 6 years old is the most capable of doing it, followed by 5 years old in the ability to do it and 4 years old is just getting to know and practicing to be able to do it.

The findings of thematic analysis on Life Skills for Children aged 4-6 years in Sragen Regency based on interview data processing are four themes consisting of several sub-themes with coding that has a certain meaning. The following are the theme results and detailed discussion of each theme in this study.

3.2.1. Theme 1 Age

Respondents in this study mentioned the problem of ownership of Life skills in children is dominated by children who have 6 years of age. This is in line with research conducted by Amalia (2018) conducted in the Mantrijeron sub-district of Yogyakarta showing the results that life skills possessed by kindergarten B children (5-6 years) show the predicate Developing Very Well (BSB) with a percentage of 80.54%.

3.2.2. Theme 2 Gender

There is a difference in the level of possession of Life Skills of children aged 4-6 years seen from gender. In this study, it can be seen that the ownership of life skills of children aged 4-6 years is superior in the female gender with the support of direct interviews with parents and teachers of children. This is similarly supported by research by Ikasari (2020) in a study entitled "The Female Sex Has Good Handwashing Skills in School-Age Children", the female sex has good handwashing skills. This shows that the female gender dominates good life skills in the sub-activity of personal hygiene, namely hand washing.

3.2.3. Theme 3 Parents' Occupational Background

In theme 3 there is a parent's work background, as discussed in the previous interview activities. Some of the respondents in this study are children of parents who work as teachers, farmers, traders and factory workers. From several responses raised by several parents to strengthen the results of quantitative data conducted directly to children. It is true, if respondents who have parents with a work background as teachers have and bring up good life skills. What is different from respondents who have parents with occupational backgrounds other than teachers, namely farmers, traders and factory workers. Theme 3 Parents' Occupational Backgrounds.

3.2.4. Theme 4 Parents' educational background

Parents' education affects the level of life skills of children aged 4-6 years. In a study conducted by Sunanti (2016) in a study entitled "Characteristics of Parents and Development of Toddlers Aged 12-59 Months" obtained the results that a higher level of parental education had a significant relationship to the development of toddlers aged 12-59 months conducted in Kerayuan Village, Majalengka Regency. Research conducted by Arini (2012) found that there was a relationship between the mother's education level and the incidence of child development disorders.

4. Discussion

Based on the results of the final descriptive data analysis, the respondents in this study were 4-6 year old children totaling 265 children spread across 6 schools in 3 sub-districts in Sragen Regency. Consisting of 191 girls and 74 boys. The results of the descriptive statistical calculations on the data on Skills to Follow Instructions, the

mean is 38%. At this stage, more than a quarter of the children have good instruction following skills. In the next Life Skills Indicator, 4-6 year old children have functional language skills with a mean value of 37% indicating that 4-6 year old children have these language skills. In relation to tolerance skills, that more than a quarter of the total number of children aged 4-6 years have tolerance skills. The mean on tolerance skills reached 29%. Empathizing skills for children aged 4-6 years on questionnaires that have been done by children Mean obtained is the same as the Mean on Tolerance skills, namely Mean 29%.

In the results of the validity test for Life Skills for Children aged 4-6 years in Sragen Regency, 12 statements were valid with rcount more than rtable. Valid questionnaire statements are starting from number 1 (0.875), number 2 (0.833), number 3 (1.068), number 4 (1.292), number 5 (0.645), number 6 (0.714), number 7 (0.806), number 8 (0.764), number 9 (0.731), number 10 (0.695), number 11 (0.907) and the last is number 12 (1.316). Based on the significance table in the study, researchers used rtable 0.05 with a significance level of 0.349. The results of the reliability test in this study used Cronbach's Alpha by obtaining a value of 0.868 greater than the minimum value of 0.60. This shows that the instrument of Life Skills for Children aged 4-6 years in Sragen Regency can be said to be reliable.

The results of the final data collection aim to strengthen the quantitative findings, which show that there are Life Skills for Children aged 4-6 years in Sragen Regency several factors that influence ownership, namely in terms of age, gender, parents' educational background and parents' work background, it can be concluded that in terms of age, children who are at the age of 6 years have a high or good mean in the ownership of these life skills. Followed by female gender with a mean of 46.09%, parents' educational background gets a mean of 47.04% in the S1 education background and m

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5. Conclusion

This research was conducted in Sragen District and obtained data on the life skills of children aged 4-6 years. Related to the profile of life skills of children aged 4-6 years and the development of life skills of children aged 4-6 years in Sragen Regency.

Life skills possessed by 4-year-old children are seen to begin to emerge some life skills in the aspects of personal skills (including self-recognition skills, rational thinking skills) and social skills (including functional language skills, empathy skills). 5-year-old children's life skills are seen to have developed in those who are female and

supported by the type of work and educational background of parents in the form of Strata 1. Likewise, the ownership of life skills of 6-year-old children in female children has more highly developed life skills starting in personal skills and social skills.

Some factors that influence the development of life skills that are carried out by teachers at school are as follows: starting from giving examples at school, giving invitation and command sentences and doing directly to children. Such is the planting carried out by the teacher at school so that children get a stimulus for life skills in the form of personal skills and social skills which are the basic provisions for the lives of children aged 4-6 years which are also supported by stimuli that are followed up when at home by parents.

The results showed that the life skills of children aged 4-6 years have a good attitude in life skills starting from the age of 4 years to the age of 6 years. So that it can be ascertained that ownership of life skills for children aged 4-6 years can help their future survival. However, in this study, the researcher provides the following suggestions:

1. Parents, Parents need to instill life skills at home with high time and intensity. The hope in the cultivation of life skills is that children are more extensive in the ownership of life skills.
2. Teachers, Teachers in kindergarten as a second parent when children are at school. Has a substitute role for parents at home. So that in the future the teacher is able to provide planting life skills so that children have broader life skills.
3. Future researchers, the results of this study can be used as a discussion of subsequent research with various latest developments in accordance with the times and complement the life skills of children's age that have not been studied in this researcher, the plurality of teacher-parent and educational backgrounds and occupations of children's parents.

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