

THE RELATIONSHIP BETWEEN MOTHER'S COMMUNICATION SKILLS AND SOCIAL-PERSONAL DEVELOPMENT OF PRESCHOOL-AGE CHILDREN

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ABSTRACT

Obesity is a condition in which body fat is in excessive amounts. Obesity is a risk factor for the 5th leading cause of death in the world. About 2.8 million people in the world die from complications of obesity, 23% suffer from ischemic heart disease, and 7% to 41% have a risk of developing cancer in certain organs. This study aims to determine the relationship between lifestyle and obesity in adolescents at SMPN 1 Bulukumba in 2021. The type of research used is an observational study with a cross sectional design. The sampling technique was purposive sampling. The population in the study was 352 people. The sample in this study were 47 people. Analysis of eating patterns with obesity using the square test obtained a value ($p = 0.000$) indicating that there is a significant relationship between diet and the incidence of obesity and on physical activity the value ($p = 0.049$) shows that there is a relationship between physical activity and the incidence of obesity in Junior High School 1 Bulukumba youth. The conclusion in this study is that there is a relationship between diet and physical activity with the incidence of obesity in adolescents at SMP Negeri 1 Bulukumba. It is recommended for adolescents to behave in a healthy life by maintaining a good diet and managing physical activity properly in order to avoid various degenerative diseases due to complications from obesity.

Keywords: communication skills; mother's communication skills; social-personal of children

INTRODUCTION

Effective communication techniques include understanding the intent and purpose of communicating, recognizing the communicant (audience), conveying messages, using appropriate tools, being a good listener, avoiding distractions and unintentional communication, and creating a pleasant atmosphere. Factors affecting communication include development, values, perceptions, knowledge, roles, and relationships (Lipyandra, 2018). Mother's communication skills are a particular factor for children's development because mother's communication is the foundation for children to be independent, socialize and interact with the surrounding environment. According to Umrotul, the mother's communication skills are good in preschool-aged children, but the children have less social-personal development, as many as three children (4.7%) compared to mother's communication skills are less in preschool-aged children and have less social-personal development as many as seven children (63,6%) (Umrotul, 2018).

Social-personal development of preschool-age children is influenced by the mother's communication, environment, health status, and peer group. The role of parents through communication both verbally and nonverbally is to realize a home environment as the first social environment. This personal-social development problem cannot be separated from the way children learn to interact with their parents (mother) when they are at home (Suherman, 2013). The role of good parents, because there is support to provide care to children in terms of caring for, educating, encouraging and supervising parents as a whole makes children better in their growth and development (Sriyanah et al., 2021)

Development is an increase in ability in a more complex structure and function of the body, following an orderly and predictable pattern as a result of the maturation process. The stages of child development are divided into five stages. These are infant development (0-1 year), toddler-age children (1-3 years), preschool-age children (3-6 years), school-age children (6-12 years), and adolescents (12-21 years). Aspects of child development include the development of gross motor, fine motor, language, moral, intellectual, emotional, social, and personal. The preschool-age world is the second place for children after the family because they will meet other children and adults (Rima, 2016).

The aspect of growth and development in children is now seriously considered by experts because it explains the process of changing a person, both physically and psychosocially. But some parents do not understand it. They assume that as long as the children are not sick, they do not experience health problems, including growth and development. Often, parents think that growth and development have the same meaning (Setiawati, 2017). Based on the report of the Ministry of Health of the Republic of Indonesia (2019), the coverage of toddler health services includes growth monitoring services, administration of vitamin A, Stimulation of Detection and Development Intervention of toddlers, and standard services for toddlers using IMCI (Integrated management of childhood illness), in Indonesia in 2019, was 70.12 %. (Soetjningsih, 2017).

Social-personal development of preschool-age children is a continuous process of change in children aged 3-6, where they begin to learn several aspects such as independence, socializing, and interacting with the environment. Poor personal social development causes them to be less capable of establishing good relationships with other people and socializing includes making friends, cooperation, fighting, playing, and fighting in preschool-age children. Children can also relate to strangers easily and tolerate short separations from parents, so it requires parental supervision and guidance on social-personal development at preschool age (Djamarah, 2018). Erikson's theory explains that preschool-age children are children between the ages of 3-6 years. Early childhood is self-centered age because they see things from their point of view. Therefore it is necessary to communicate using easy language for children to understand to explain to them what to do with these objects and help express their experiences with new problems. (Rima, 2016).

Law no. 35 of 2014 concerning changes to Law no. 23 of 2002 on child protection explains that the government is obliged to fulfill children's rights to survival, growth, and development as protection from violence and discrimination. Children need to receive protection from the negative impacts of rapid development, the flow of globalization in the field of communication and information, advances in science and technology, as well as changes in the style and way of life of some parents, which have brought about fundamental social changes in people's lives. affect the values and children's behavior. Based on previous studies showed that 10 children (28.57%) had good personal social development, 15 children (42.86%) had enough, and 10 children (28.57%) were less in Dharma Wanita Kindergarten, Pakis Village, Kunjang District, Kediri Regency as many as 35 children. In addition, there were also previous studies that found that mother-adolescent communication made an effective contribution to 10 children (10.5%) in influencing depression in adolescents and showed that there was a very significant negative relationship between mother-child communication and depression in adolescents. The better the communication between the mother and the child, the less potential for depression (Ayustika, 2019).

Based on the results of observations with the Principal of Taruna Karya Kindergarten, Bontobahari District, in April 2022, the number of students consisted of 80 children. It was found that one child behaved aggressively and often scratched his friend, one child imitated television scenes and often beat up his friend, one child acted as a ruler and leader, one child was afraid of his peers, two children were appointed to the front, and three children make their own group friend. The interviews with three parents showed that they communicated effectively by being willing to listen and understand the feeling of the child and conveying orders to the child in pronounced language. Two parents communicate less effectively with their children by talking and shouting at the children who disobey, and one said that their children told their grandmother when they had problems. It shows that most preschool-age children in Taruna Karya Kindergarten, Bontobahari District, still have diverging social-personal development even though their parents can communicate effectively. Based on the description of the problems above, the researcher is interested in researching the Relationship between Mother's Communication and the Social-Personal Development of Preschool-age Children in Taruna Karya Kindergarten, Bontobahari District.

METHOD

The population in this study was mothers of students at Taruna Karya Kindergarten, Bontobahari District, as many as 80 students, using a total sampling technique. Respondents were given informed consent to fill in. If the respondent is willing to become a respondent, the respondent immediately fills in the questionnaire. To analyze the data to see the relationship between the independent variable (communication skills of parents) and the dependent variable (children's social-personal development). This study used the Chi-Square test with a significance value of 95% ($\alpha = 0.05$). The statistical test results show that there is a significant relationship if χ^2 count $>$ χ^2 table. It is stated that there is a significant relationship between the independent variables and the dependent variable if the p value $<$ α (0.05) and stated that there is no relationship between the independent variables and the dependent variable if the p value is \geq (0.05).

RESULTS AND DISCUSSION

Table 1
 Distribution of Respondent Characteristics (n=80)

Characteristic	f	%
Age (Year)		
17-25	24	30,0
26-35	29	36,2
36-45	21	26,2
46-55	6	7,5
Mother's Occupation		
Housewife	54	67,5
Self-employed	12	15,0
civil servant	2	2,0
Fisherman	11	13,8
Private employees	1	1,2
Mother's Education		
No school	2	2,5
Elementary School	10	12,5

Characteristic	f	%
Junior High School	9	11,2
Senior High School	54	67,5
College	5	6,2
Gender of Children		
Male	16	20,0
Female	64	60,0

Table 1 shows that the characteristics of the respondents based on the age group, most were in the age group of 26-35 years with 29 respondents (36.2%), and the least was the age group 46-55 years with 6 respondents (7.5%). The highest number of jobs was housewives with 54 respondents (67.5%) and the least was private employees with 1 respondent (1.2%). Based on their last education, the highest number of respondents was in senior high school, with 54 respondents (67.5%), and the least was in no school, with 2 respondents (2.5%). Based on gender, most of the children were female with 64 respondents (80.0%) compared to the male with 16 respondents (20.0%).

Table 2
 Distribution of Variables at Taruna Karya Kindergarten (n=80)

Variable	f	%
Mothers' Communication Skills		
Less	27	33,8
Good	53	66,2
Social-Personal Development of Children		
Inappropriate	23	33,8
appropriate	57	66,2

Table 2, the mother's communication skills variable is mostly good, as many as 53 respondents (66.2%) compared to those who less, as many as 27 respondents (33.8%). In the variable of social-personal development of children, the most appropriate social-personal in children are 57 respondents (66.2%) compared to those who are inappropriate as many as 23 respondents (33.8%).

Table 3.
 Cross Tabulation of Mother's Last Education with Communication Skills (n=80)

Mother's Last Education	Communication Skills of Mother				Total	
	Less		Good		f	%
	f	%	f	%		
No School	2	100,0	0	0	2	100,0
Elementary School	0	0	10	100,0	10	100,0
Junior High School	3	3,33	6	66,7	9	100,0
Senior High School	21	38,9	33	61,1	54	100,0
College	1	20,0	4	80,0	5	100,0

Table 3 shows that of the 2 respondents who have no school (100.0%), all of them lacked communication skills (100.0%) and none of the respondents (0%) had good communication skills. The 10 respondents with elementary school (100.0%), no respondent (0%) had poor communication

skills and there were 10 respondents (100.0%) with good communication skills. The 9 respondents with junior high school education (100.0%), there were 3 respondents (3.33%) with lack communication skills and there were 6 respondents (66.7%) with good communication skills. The 54 respondents with senior high school education (100.0%), there were 21 respondents (38.9%) with lack communication skills and there were 33 respondents (61.1%) with good communication skills. The 5 respondents with College education (100.0%), there was 1 respondent (20.0%) with lack communication skills and there were 4 respondents (80,0%) with good communication skills.

Table 4
 The Relationship between Mothers' Communication Skills and Children's Social-Personal Development (n=80)

Mothers' Communication Skills	Children's Social-Personal Development		Total		ρ value
	Inappropriate	Appropriate	f	%	
Less	23	4	27	100,0	ρ = 0,000
Good	0	53	53	100,0	

Table 4 shows the results of chi-square statistical test, which obtained a value of $\rho = 0.000$ ($\rho < \alpha = 0.05$). It means that there is a relationship between the mother's communication skills and the social-personal development of preschool-age children in Taruna Karya Kindergarten, Bontobahari District.

Mothers' Communication Skills

This study showed that the mother's communication skills were mostly good, with 53 respondents (66.2%). The results of this study are in line with Yulianti dan Putri (2022), who stated that the categorization of interpersonal communication between parents and children showed the percentage of effective interpersonal communication was 100%, while less effective interpersonal communication and very effective interpersonal communication was 0%. Therefore it can be concluded that most children have effective interpersonal communication with their parents. Good communication skills from parents in building effective communication by parents to children can build children's courage to make a decision. Children are allowed to make decisions, choose and do everything. Children are allowed to give advice, learn to listen to other people, and are responsible for what they do. Then the parents reprimand or give directions through good communication regarding things children cannot and may do.

The mother's good communication skills are because 54 respondents (67.5%) have completed high school education. Education is related to knowledge, so the higher a person's education, the better their communication. In a study conducted by Calista et, al (2019), that knowledge affects a person's skills in communicating. Good knowledge will affect the delivery of information, the information content, and the intonation used. With such components, the communication is carried out and easily understood by the other person. Apart from that, according to the researchers, the internet, such as YouTube and other social media is very influential in the parents' communication skills with children. Easy access to information on the internet, such as parenting knowledge and good communication for children, will affect parents' communication skills.

In this digital era, parents can access beneficial information in forming good human resources. The lack of family communication skills can be reduced through the presence of social media to access information. The way to increase knowledge of communication skills with digital technology is by watching YouTube or reading articles related to good and effective communication patterns that parents must do with their children. (Yulianti dan Putri, 2022). In social life, being a good parent requires more than just experience, but involves the whole life of the child. Parents should be aware of children's feelings, concern, understand, entertain, guide children, and provide educational solutions for children. This treatment is parental affection for children beyond physical treatment such as hugging, kissing and giving praise to children, but is also involved in the child's emotional development (Saputra et, al, 2021)

Social-Personal Development of Children

Development is something that continues to happen continuously during the lifetime of human beings. Various kinds of development of preschool-age children, one of which includes the social-personal development of children at the preschool-age stage include eight aspects, such as self-help general (SHG), self-help eating (SHE), self-help dressing (SHD), occupation (O), communication (C), locomotion (L), and socialization (S) (Miru et, al, 2021). In this study, the most social-personal of children were the appropriate category, with as many as 57 respondents (66.2%). The results of this study are consistent with Wardhani et, al (2019), it was found that the percentage of respondents who had appropriate social-personal development was 25 respondents (60.98%). According to researchers, a good child's social-personal development cannot be separated from the parents' directions, especially mothers. Mothers develop a cooperative attitude by involving themselves in children's activities so that children are motivated to play and have many activities. It was confirmed based on interviews conducted by researchers with several mothers as respondents. According to the mother, children are usually shy and afraid to interact with other people, but parents, especially mothers, teach their children and follow their children to interact so that children feel safe and more comfortable in their environment.

According to Rachman and Cahyani (2019), Personal living skills appear when children get stimulation from the close people such as teachers and parents. Children form social skills through experiences and observations of their surroundings. Therefore, people involved with the child's life need to guide, accompany and provide examples of behavioral effects on the children's social skills. In addition, 23 respondents (33.8%) with inappropriate social-personal development. According to the researchers, this inappropriate development is because many parents cannot accompany their children while studying and playing for various reasons, such as many parents being busy with their job. In addition, the use of gadgets or smartphones given by parents to their children makes them spend more time with these gadgets or smartphones. As a result, children become less interactive with their environment, some have speech delays, and some cannot find a partner to play with. When children frequently use smartphones, they will become addicted and make them think that smartphones are everything for them. They will be confused and anxious if they are separated from the gadget. Most of their time is spent playing with these technologies. As a result, the lack of closeness with parents and children will tend to become introverts.

According to Heni and Mujahid (2018), the impact of gadget use on children aged 5-6 years negatively affects social interaction. The social aspects influenced by smartphones will affect the problems of personal-social development of preschool-age children because they experienced

outbursts of anger, fear, and jealousy and want to possess other people's things. Feelings of jealousy, generally children look rather lazy and passive, rarely participate actively, and show the difference in understanding between the beliefs and desires of a child when the child is doing activities with his peers.

Gadgets is not only cause a negative impact, gadgets also have a positive impact if children use them wisely, such as stimulating them to keep up with the latest technological developments, improving language skills, reducing stress levels, improving mathematical skills, and increasing visual acuity. The effect of using gadgets on personal social also has a positive effect. However, they explained that this technology has many negative influences without control from parents. This is in line with Narullita (2022), who reveals a relationship between the use of gadgets and the personal social development of children with a positive correlation with the value of p (0.000). Gadgets have both positive and negative impacts on their users, especially preschool-age children. However, with balance control from parents, it will positively affect the children. For example, when children are given gadgets to watch counting videos, sing and play, the child's brains will be well stimulated. Parents must wisely limit the duration given to their children to play with gadgets so that the effects of addiction do not appear

Relationship between Mother's Communication Skills and Children's Social-Personal Development

The statistical test results in this study used the chi-square test with a value of $\rho = 0.000$ ($\rho < \alpha = 0.05$), which means there is a relationship between Mother's Communication skills and Social-Personal Development of Preschool-aged Children in Taruna Karya Kindergarten, Bontobahari District. The results of this study are in line with Astuti et, al (2019), The results showed that from the calculation results, there was a significant relationship between parental communication patterns and children's speech development in Kindergarten, Koto Tengah Padang District. The correlation magnitude is 0.434 or 43.4%. It means that there is a relationship between parental communication patterns and the development of children's speech in Kindergarten, Koto Tengah Padang Sub-District, 0.434 or 43.4%. According to researchers, parental communication skills can positively affect children's social-personal development because of the participation of parents in creating intensive communication. Parents act as conversation starters and are expected to respond to these communications. Parents will also play a role as supervisors of children in playing and interacting in the surrounding environment. Parents must be able to explain and provide guidance to children so that children can interact with other people.

The role of parents is essential and needed in realizing the success of children in interacting in the surrounding environment because the purpose of good communication is not just talking to children but also showing the success of parents in shaping the personality and independence of children through social interaction in the environment. Parental communication is needed to improve early reading skills because communication between parents and children can improve the quality of one's learning. Communication skills that must be possessed by parents include the skills of parents to place themselves in the conditions experienced by children, the ability of parents to listen to messages from children until they are finished then parents provide responses, the ability of parents to ask questions to children to invite children to think, the ability of parents to tell stories using language that is easy for children to understand with the sound pressure or tone of voice that fits

the story, and the ability of parents to respond to children so that children are better able to convey their meaning (Ministry of Education and Culture, 2017).

In addition, there is a lack of communication skills with the appropriate personal social development of children, with as many as four respondents (14.8%). According to researchers, this is because the mothers are busy taking care of homework or other work, so they don't communicate with their children, but they are given gadgets or smartphones, so they are calmer, and the mother can continue her work. So, children remain stimulated by content on the internet. The results of this study are in line with Oktafia et, al (2021), who stated that gadgets are useful when wisely used. Gadgets or smartphones can increase children's self-confidence so they can easily interact with others, improve their language skills because they hear conversations, catch the vocabulary they listen to and then apply it in their daily lives. Gadgets or smartphones are like a double-edged sword. Apart from the positive effect, it also has negative impacts if not used properly. The negative impact can damage the eyes by looking at the screen for too long, changing body posture, and making children hard to control because they are addicted to playing with gadgets or smartphones and will continue to cry (Zuhra et, al, 2021)

CONCLUSION

Mother's communication skills are good when communicating with children as many as 53 respondents (66.2%). Social-Personal development of children according to the stage of growth and development of 57 respondents (66,2%). There is a relationship between mother's communication skills and social- personal development of preschool-age children with a value of $\rho = 0.000$ ($\rho < \alpha = 0.05$).

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