

Relationship of Spoiled Attitude of Kindergarten Children Creativity

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Abstract. The attitude of a spoiled child is not likely to result in the child becoming independent, always expect the people around him even on things that are not reasonable. The most prominent behavioral trait spoiled to see the extent to which the child is creativity, and interact with the surrounding environment.

This study aims to determine whether there is a relationship between a spoiled child attitude toward the level of creativity of children in kindergarten Dharma Wanita Persatuan of Tulungagung. The test statistic using the Spearman Rank Correlation. The analysis showed that there was a significant relationship between attitude towards creativity spoiled child with $r_s = -0.79$, the correlation is strong and significant negative correlation towards the higher value will lower the value of the attitude of a spoiled child's creativity. Vice versa, the lower the value the attitude of a spoiled child will raise the value of creativity.

Key-Words: *Kindergarten, Spearman Rank Correlation, Spoiled Attitude*

1. Background

"Avoid spoil the child". Spoil the child reflects an attitude of parents who always succumb to his son, cancel orders, instructions and rejection as a child screaming. Parents who forbid their children to go or forbid their children who want something to make a child cry or whine with the aim that the child is allowed to go or get something. To stop the child, the parents relented and allowed the child to go or give what the child wants. Such behavior causes a spoiled child and parental attitudes were less consistent with his orders just because a child crying or whining including attitude spoil the child. The attitude of parents indicated earlier, it brings benefit to the child. So that the child will continue to repeat the brush.

If at any time the child wants something from his parents, he would whine and cry, whine and cry because he considered as a powerful tool to get what he wants. Spoiled children usually show a typical attitude that carried in its own way. The spoiled child depicted characterized by:

- 1 Children are used to getting what they want by way of demand.
- 2 Children are full of demands.
- 3 Children will be angry or cry when their wishes are not obeyed.
- 4 Form of children demands often strange and unnatural.

Because whatever demands are always followed, then the child will demand the absurd. When the peer group because the child always wants to be noticed at home used to be considered the parents. According Deliana, Srimaryati and Sutadi [1], states: "The cause of spoiled behavior can be seen from the position of children in the family, children are often left parents, competition among children, the attitude of other adults who are too cherished and protect as well as provide excessive affection, discipline is not firm".

To overcome the indulgence of children, teachers should preview the causative factor. When the contributing factors related to the family, then teachers need to work together with parents to address them. If the cause is not firm discipline, the teacher must instill discipline in children from an early age, but discipline is treated just confined to school teachers. But the teacher can tell the child that the discipline should be applied at home. In addition, teachers should inform parents that have taught discipline at school and parents are expected to continue at home.

2. Literature

2.1. Definition of Spoiled Children

The child is a gift of the Creator are mandated to be treated, guided and directed to be a useful man of religion, nation and state. As mentioned in the theory tabularize "children born like a piece of white paper, parent people who make it Jewish, Christian, or Muslim". According to [2] So is educating children, a parental duty. In the process of development of the child, comforting a child is one of the factors that hinder the development of the child. The main factor is the child indulgence obtained from the attitude and behavior of parents in educating children is wrong. According to [3] states: "The child is a spoiled child who always expects excessive attention from the surrounding environment, is also followed by the desire to and obeyed all his will". Not a few parents

who have been doing this without realizing it, parents who feel guilty, for example, a mother or father who is always busy working, sometimes compensate by spoiling the child. Finally, attitudes towards child becomes redundant. All obeyed, and even then it should be. Children must be in a vibrant atmosphere that are easy and fun. Then all the attention and assistance deployed, however small, and so on. As a result, children develop personalities to more easily "accept" rather than "give".

At school, teachers more direct and educate and motivate so that children can change gradually and child optimally biased conducting learning activities with not behave or act spoiled. Comforting children are also a sign of delayed child learning activities in schools, which should be done with the child as much as possible, with the indulgence of the children will inhibit all activities undertaken. In the early stages of entering pre-school or kindergarten, children are trained not spoiled the child in implementing the learning in school has not attended class by their parents or are accompanied to school. In the next stage the child is able to understand and independent in carrying out learning activities in school without having to constantly assist by the teacher. So the child is no longer dependent on the teacher and others.

In the children's needs, both physical and spiritual needs of the needs of the child's learning need to be invested and directed various efforts and a variety of ways so that no longer occur in the child indulgence. Furthermore, the child develops and grows, where the child there is a work that is an infinite creativity. If the child's creativity in our wake as well as possible and be extra careful then we will get the kids who are always ready with the challenges of the times.

In addition, children also need a very large role of the environment to stimulate children in activities and of course the role of the environment with full sincere Love Tank, enabling secures their potential developed. Understanding with sincere affection is certainly not directed at children indulgence. Because attitudes, actions and needs of the child that was delivered and implemented as a result of the planting are a good learning gained from society, family and school. In this case the child needs arise because of a greater likelihood of approval or disapproval of certain acts the role of the environment for children.

Than is typical of the family was the basic motivation arises from the child's attitude or behavior of a spoiled child. It is also shaped by the role of the school and community environment. Therefore, in educating and building the child at doing something, the child must learn to be more responsible by not directing the child, but leads indulgence leads to the development, improvement or alteration of indulgence through learning and practice, in other words, through the very important role of environment for learning and to cultivate the child's independence, to be more independent and more responsible. [2], states: "By the time a child is in need of physical and spiritual needs together with others will continue to learn with, from and to other children". If the child was always followed with a comforting attitude of the child in achieving and will achieve the learning outcomes in a less than optimal or unsatisfactory. Though the expected learning objectives in order to achieve optimal as possible. If the school and family environment will be much deliver everything exert on comforting the child. Children do not get the results and achieve optimal and children do not have the independence to do something for the betterment of the future. [4], states: "Spoiling a child means increasing belief that she can always get what he wants, perhaps with temper tantrums or perhaps by persuasion or flattery, perhaps playing them off one adult and the other". And in this case was a spoiled child attitude and act older children obtained from both the environmental role of family, community, and school environment which will result in the child not have the independence to learn and to do something and the child will always be a dependency with others to do something for the sake of future development and the child at this stage of development cannot achieve more optimal results.

Motivation and the environment are very big role to influence the child's development in implementing something that does not deviate from the rules of the children themselves. The role of the family is the primary role is very important so that children are not to be spoiled then another role of the environmental community and reinforced by the role of the teacher in a school for children anticipate indulgence. A kindergarten child will usually be spoiled by a teacher in school that the possibility that spoiled attitude obtained from the family home and then taken continuously at school.

It is very difficult to predict the sense of a spoiled child. Many parents in guiding and educating children so that it is not spoiled and successfully implemented at home. Once outside the house in reality it is quite the opposite because it spoiled attitude derived from the environmental community. For example: spoiled attitude obtained from neighborhoods and families who do not have children. So that the little ones will be happy, especially when small children are always close by, always wish to have children at the age of kindergarten age will be happier. And at any time when the child was then what the child wants to be obeyed. Against all of that of course is precisely the role that teachers give so much stronger or larger to anticipate so that children are not being spoiled obtained from the family environment. And parents need to know and should be able to cope with a child indulgence was obtained from neighbors.

2.2. Factors Affecting Children indulgence

2.2.1. Indulgence Retrieved from Family Environmental Factors

Parents will be larger to give effect to the child so that the child does not do indulgence. If the parents in guiding and directing children are not careful, it will form a spoiled attitude arising from within the child itself that will result in a spoiled child. Actions and attitude spoiled it appears obtained from the parents. According Deliana [1] , "only child, oldest, youngest, the child is often left to the parents, the competition among children Is a cause of acquired indulgence in a family environment".

Single child is often considered excessive. This attitude occurs because parents fear children injured or missing. As a result, the child will feel free. The feeling is not free it will be realized with many demanding parents to comply with her wishes. In the face of the outside world children cannot make their own way. Become a spoiled child who does not like his friends. Because he was always crying for attention without going to know the interests of others. The eldest son was first born child in the family, before the birth of the next child.

2.2.2. Indulgence Retrieved from the Community Environment.

Comforting the child appears as the influence of environmental factors society. People who lack an understanding of child development, will do with no directionality, which should act cannot be accepted by the child was already granted and over time the child will be happier giving other people (society) rather than giving or directing parents despite the fact that the purpose of directing parents that does not appear on child indulgence.

2.2.3. Indulgence obtained from the School Environment

Comforting the child appears as less independent in completing the task. Usually the child is calling his teacher, then whining assisted in completing his task despite the fact that the child is able to complete the task alone. In addition, familiarity gained as a result of the teacher in providing the punishment does not fit the child's stage of development and application of non-assertive discipline of teachers will make the child confused which one should be done and what should not be used.

2.3. Child creativity

Everyone basically has the creative talent, without exception, even though each person is different in kind and degree of talent or the talent level he had. One thing that is important is that in terms of education, creative talent can be improved, and therefore need to be nurtured from an early age. When the creative talent, the talent is not nurtured will not develop, even into hidden talent, which cannot be realized. To understand creativity in children, there is one that should distinguish creativity from intelligence and talent. [5] States on children's creativity can be distinguished from cognitive abilities. Recent studies indicate that the components of creative potential can be distinguished from the intellect. The term "gifted" is often used to express a child who has a high intelligence. [6] Argues that "the intelligence and creativity is not bound to one another, and a very creative child may not be of high intelligence". Creativity is not just in the music, art, or writing, but also in the sciences, social sciences and other fields.

For children, creativity focused on the process: the creation of ideas. Admission adults from the many ideas in a non-evaluative atmosphere will help children generate more ideas or to move to the next step, self-evaluation. When children develop the ability to self-evaluation, quality issues and manufacturing products become more important. The emphasis at this age are exploring their abilities to generate and evaluate hypotheses, and revise their ideas based on the evaluation. Evaluation by others and measures for products with important fact used only teenagers or older adults.

3. Method and Structure of Writing

3.1. Specification Writing

This writing is the analysis of the data analysis of the attitude of a spoiled child and the level of creativity. The result of the analysis is interpreted as a form of conclusions that could prove the existence of a relationship between attitudes spoiled the kindergarten level children's creativity.

3.2. Data Collection Methods

Data collection methods used were observation and literature. Literature study is a method of data collection, which is based on library materials, books, documents, and others. Literature study in this paper is used to discuss the issue of how efforts Kindergarten teachers in addressing child indulgence. Library materials in the form of reference books that can only be copied libraries and others.

3.3. Location of the study

Dharma Wanita Persatuan of Tulungagung kindergarten, the number of students 24.

3.4. Analysis of Data

The collected data will be corrected and collected in accordance variable to be measured, then to determine the relationship between two variables with an ordinal scale, the analysis and processing of data using Pearson Product Moment Correlation test using SPSS version 10 with a significant level of $\alpha = 0.05$. If the statistical test results obtained count $r > r$ table, then the null hypothesis is rejected, which means that there is a relationship between a spoiled child attitude to the value of creativity. Conversely, if the results of the statistical test count $r < r$ table, then the null hypothesis is accepted, which means there is no relationship between attitude spoiled the value of students' creativity.

The formula of calculation of statistical coefficient Pearson Product Moment (PPM) is:

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{(n \sum X^2 - (\sum X)^2) \cdot (n \sum Y^2 - (\sum Y)^2)}} \quad (1)$$

Specification:

$r = \rho$: Pearson Product Moment Correlation Coefficient

X: The values of the variable X

Y: The value of the variable Y

n: Number of respondents

To test the significance of the t using the formula as follows:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (2)$$

By the rules of the test:

If $t \geq t$ table, then a significant

If $t \leq t$ table, it is not significant

Terms error rate (α) = 0.05 or 0.01 with degrees of freedom formula

(db) = n-2. (Riduwan [7])

4. Results and Discussion

4.1. Results of Analysis

Based on the summary of responses to questionnaires to parents of 24 respondents obtained indulgence student level value (variable X) and the value of students' creativity (variable Y) as table 1 follows:

Table 1 Value Variable Rate indulgence Students and Value Creativity Kindergarten Students Dharma Wanita Persatuan of Tulungagung.

Respondent	X	Y	Respondent	X	Y
1	30,00	55	16	46,67	40
2	26,67	50	17	40,00	30
3	33,33	40	18	50,00	30
4	43,33	50	19	13,33	90
5	30,00	40	20	6,67	80
6	33,33	80	21	16,67	60
7	26,67	45	22	26,67	50
8	13,33	75	23	23,33	65
9	16,67	60	24	16,67	55
10	26,67	55	25	30,00	55
11	33,33	50	26	33,33	50
12	13,33	85	27	13,33	85
13	6,67	80	28	10,00	80
14	10,00	70	29	16,67	70
15	33,33	50	30	36,67	50
Amount				756,36	1775
Means				25,212	59,167

4.2. Variable Data normality.

Good data is data that has a normal distribution, the variables related to the validity of the data for both variables and variable values spoiled attitude of student creativity. The results of the data analysis with Minitab 14 looks as figure 1.

Variable	N	N*	Mean	SE Mean	StDev	Minimum	Maximum	Skewness
Spoiled Att.	30	0	25.22	2.19	11.99	6.67	50.00	0.21
Creativities	30	0	59.17	3.07	16.82	30.00	90.00	0.21
			Variable		Kurtosis			
			Spoiled Att		-0.81			
			Creativities		-0.91			

Figure 1. Description of the variable Result Analysis

Normality of the data distribution can be shown on the skewness value, namely the value of the inclination distribution of the data. The closer the value to zero, it means that the data are normally distributed. In table 4.2 it appears that the value of variable skewness of 0.207 and spoiled attitude variable value creativity by 0.212, which is nearly zero. This means that the data of both variables were normally distributed and qualify the validity of the data. Invalidity of the data visible on the nature of the data has a normal distribution.

4.3. Description of Variable

Results of data analysis using statistical computer program SPSS version 10.0 as shown in the following table2.

Table 2. Description of Variables Spoiled Attitude and Value Student Creativity

	n	Minimum	Maximum	Mean	StDev	Variance
Spoiled Att	30	6.67	50	25,222	11.9920	143.809
Creativities	30	30	90	59,167	16.8197	282.902

In Table 2 shows that the brush spoiled kindergarten Dharma Wanita Persatuan of Tulungagung minimum value of 6.67% and a high of 50.00% with an average value of 25,222%. This means that the level of familiarity with the kindergarten students is low so most of Dharma Wanita of Tulungagung kindergarten students are to be self-sufficient, not dependent parents, initiative and able to interact with their peers. Results of teacher assessment of the level of creativity obtained the minimum value and a maximum value of 30.00% and 90.00% average value amounted to 59,162%. This value is higher than the value of students' level of indulgence. In general, the level of creativity of students is sufficient.

4.4. Pearson Product Moment Correlation Analysis

To see whether there is influence between variable rate student familiarities with the test statistic value of creativity in the form of Pearson Product Moment Correlation analysis. The results of the analysis with Minitab 14 program looks as follows:

Correlations Pearson: Spoiled Att, Creativities
 Pearson correlation of Spoiled Att and Creativities = -0.810 P-Value = 0.000

Seen that the correlation between attitude and value creativity spoiled by -0.810, which has a strong correlation. This means there is a strong relationship between attitudes spoiled the value of students' creativity.

Under the direction of the correlation obtained negative values, which means the spoiled attitudes and values of creativity to have a negative relationship where the higher value will lower the value of the attitude of a spoiled child's creativity and vice versa.

4.5. Test of Significance

To see the level of significance of the results of the analysis sought t value is then compared with the value of the t table.

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad t_{hitung} = \frac{-0,81\sqrt{30-2}}{\sqrt{1-(-0,81)^2}} = \frac{4,286}{0,586} = 7,31 \quad (3)$$

Table T = 1.701

Because $t \geq t$ table ($7,31 \geq 1,701$), then significant. This means that the correlation between spoiled attitude and creativity are significant.

4.6. Coefficient determinant

To determine the contribution / determinant variable X (spoiled attitude) to the variable Y (the creativity of children) with the formula;

$$KP = r^2 = 0.812 \times 100\% \times 100\% = 65.61\%.$$

This means that the influence of spoiled attitude toward the child's creativity by 65.61% and the remaining 34,39% is determined by other variables.

5. Discussion

Based on the analysis of the data it appears that there is a significant relationship between students' attitudes toward the value of creativity spoiled students, where the higher the spoiled child attitude will lower the value of creativity of children. Because spoiled attitude makes children tend to be less creative, versatile depend on other people, especially in the elderly. This is in line with the opinion of [3] which states that; spoiled child is a child who always expect excessive attention from the surrounding environment, is also followed by the desire to and obeyed all his will.

Creativity is a natural creativity that children brought from birth. Experts assert that creativity reached its peak at the age of 4 to 4.5 years. In early childhood creativity will be obvious when children play, where he created various forms of work, painting or imaginary spontaneity with a toy. Spoiled attitude in children will reduce the child's behavior to play with fellow friends that are in line with the opinions [8] which states that; play is the beginning of the development of creativity, because the fun activities that children can express ideas freely in relation to the environment.

The strong relationship between attitudes and values spoiled child's creativity cannot be separated from the factors that arise from the existence of a spoiled child attitude is one internal factor, namely the factors found in the child's own self. Children who have a high spoiled attitude tend to be lower than a creative attitude in him, because his attitude is always expecting the surrounding environment.

6. Conclusions and Recommendations

6.1. Conclusion

Based on this research can be concluded as follows:

- 1) Kindergarten students, Dharma Wanita Persatuan of Tulungagung has spoiled attitude low, amounting to 25.22% to the value of creativity that is enough for about 59, 17%.
- 2) There is a strong and significant relationship between attitudes spoiled the creativity of students that is equal to the value of- .810.
- 3) Influence the value of a spoiled attitude towards the value of creativity of children is determined by 65.61% and the remaining 34.39% is determined by other variables.
- 4) There is a negative correlation direction, i.e. the higher the value of spoiled attitude will lower the value the creativity of students and vice versa, the lower the value of spoiled attitude will increase the value of students' creativity.

6.2. Recommendations

- 1) Further studies are needed on the factors that influence the attitude of a spoiled child to value the creativity of children, especially on internal factors and internal factors.
- 2) Further research needs to be done between the attitudes of a spoiled relationship with other student achievement.

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