



Implementation of Second Step Learning (SSL) as Psychosocial Stimulation of 7-12 Years Old Children with Neglectful Parents

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Abstrak

Pola asuh orang tua merupakan komponen penting dalam perkembangan sosial emosional anak. Anak yang memiliki orang tua dengan tipe pola asuh neglectful cenderung amat agresif atau amat pasif dan menyendiri sehingga beresiko tertinggi terlibat berbagai kesulitan. Stimulasi yang tepat perlu diberikan pada anak-anak dalam kondisi ini untuk memperbaiki emosi dan keterlibatan sosial. Second step Learning (SSL) merupakan metode stimulasi perkembangan sosial emosional yang digunakan untuk melatih keterampilan empati, manajemen emosi, pemecahan kasus dan bersosialisasi. Tujuan penelitian ini adalah menerapkan metode SSL sebagai stimulasi psikososial anak usia 7-12 tahun dengan neglectful parents di SDN Bendosari 2 Pujon, Kabupaten Malang. Metode penelitian yang digunakan adalah quasi eksperiment dengan analisa data uji dependent T Test untuk melihat perubahan perkembangan psikososial anak sebelum dan sesudah implementasi SSL. Implementasi dilakukan terhadap 50 anak dengan orang tua yang mempunyai pola asuh tipe neglectful. Metode SSL dilakukan dengan 4 langkah yakni pemaparan materi, diskusi kasus, aktivitas dengan kelompok dan aktivitas dengan orang tua. Hasil Penelitian ini menunjukkan adanya perubahan yang signifikan dari rata-rata nilai sosial emosional anak sebelum stimulasi SSL ($80,5 \pm 11,7$) dan setelah stimulasi SSL ($90,1 \pm 11,7$) dengan P value 0.000. Dari hasil penelitian ini dapat disimpulkan bahwa stimulasi second step learning (SSL) efektif dalam memperbaiki sosial emosional anak usia 7-12 tahun dengan neglectful parents di SDN Bendosari 2 Pujon, Kabupaten Malang.

Kata Kunci : ssl; sosial emosional; anak usia 7-12 tahun

Abstract

Parenting style is an important component in children's emotional social development. Children who have parents with the neglectful parenting type tend to be either very aggressive or very passive and aloof so they are at highest risk of getting into various difficulties. The appropriate stimulation needs to be given to children in this condition to improve emotional and social engagement. Second step learning (SSL) is a method of stimulating social emotional development that is used to train empathy skills, emotional management, case solving and socializing. The purpose of this study was to apply the SSL method as psychosocial stimulation for children aged 7-12 years with neglectful parents at SDN Bendosari 2 Pujon, Kabupaten Malang. The research method used is a quasi experiment with data analysis of the dependent T test to see changes in children's psycho-social development before and after the implementation of SSL. Implementation was carried out on 50 children aged 7-12 years old with parents who have a neglectful type of parenting style. The SSL method is carried out in 4 steps, namely material presentation, case discussions, activities with groups and activities with parents. This study used a total sampling technique with an instrument in the form of a child psychosocial development

questionnaire which had its validity and reliability tested with the results of the reliability test of 0.75

The results of this study indicate a significant change in the mean social emotional values of children before the stimulation of SSL (80.5 ± 11.7) and after stimulation of SSL (90.1 ± 11) with a P value of 0.000. From the results of this study it can be concluded that second step learning (SSL) stimulation is effective in improving the social emotionality of children aged 7-12 years with neglectful parents at SDN Bendosari 2 Pujon, Kabupaten Malang. The results of this study can be used as a new learning method and curriculum in the education line

Keywords : *ssl; emotional social; children aged 7-12 years*

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INTRODUCTION

School age is a golden period in which children enter the education sector. School age is a golden period in which children enter the development of social industry vs inferiority. During this period, self-confidence, competitiveness and social feelings began to form. One of the factors that is very influential in developing children's abilities is parents. Family is the first and foremost environment for child development. Family is very functional in instilling the basics of emotional experiences, because that is where the first experiences are obtained by children. An important component in the family that affects children's emotional social development is the parenting style(1) .

Parenting in the family means the habits of the parents, father and biological mother in leading, caring for and guiding children in the family (2). Parenting patterns are divided into four, namely authoritarian parenting, the type of parents who impose their will, democratic parenting, the type of parenting of parents that prioritizes common interests and permissive parenting, the type of parenting that educates children to become "spoiled" and patterns. Neglectful upbringing that combines low control and responsiveness. Relatively neglectful

parenting style does not involve parents in childcare and does not really care about children(3)

The phenomenon that occurs at this time, without realizing it, most parents have applied the neglectful type of parenting by reason of being busy and ignorant. Some of these neglected children tend to be very aggressive, others tend to be very passive and aloof and are at greatest risk of getting into difficulties. Based on data from KPAI (2018), there are 857 cases of child delinquency that occur due to poor parenting patterns. This data is in line with research conducted by Putri (2017) which reveals that 40% of children who have parents with indifferent parenting show bad social behavior (4).The appropriate stimulation needs to be given to children in this condition to improve emotional and social engagement.

Second Step Learning (SSL) is a method of stimulating social emotional development used for elementary school aged children. This method trains skills of empathy, emotional management, case solving and socializing(5)however, without the requisite social and emotional skills that facilitate learning, which has prompted schools nationwide to adopt specific curricula to teach students the social-emotional skills that enable

them to maintain optimal engagement in the learning process. Second Step® is one of the most widely disseminated social-emotional learning (SEL). Research conducted by Upshur in 2017 stated that the SSEL method was significant in increasing Emotional Skill (ES) and Social Skill (SS) in 31 schoolchildren with parents working in America (6). Therefore, researchers are interested in applying this SSL method to children aged 7-12 years with neglectful parents.

The SSL method in children with parents who have neglectful parenting is expected to improve their emotional and social abilities so there are no cases of child abuse and bullying behavior. The formation of good social emotional development in children can form a competitive and quality human resource (6) (Upshur, 2017). Hasil ini sesuai dengan penelitian Sabina (2015) yang menyatakan bahwa evaluasi anak sekolah dengan metode SSL menunjukkan sikap empati tinggi dan menurunnya perilaku antisosial (5) however, without the requisite social and emotional skills that facilitate learning, which has prompted schools nationwide to adopt specific curricula to teach students the social-emotional skills that enable them to maintain optimal engagement in the learning process. Second Step® is one of the most widely disseminated social-emotional learning (SEL).

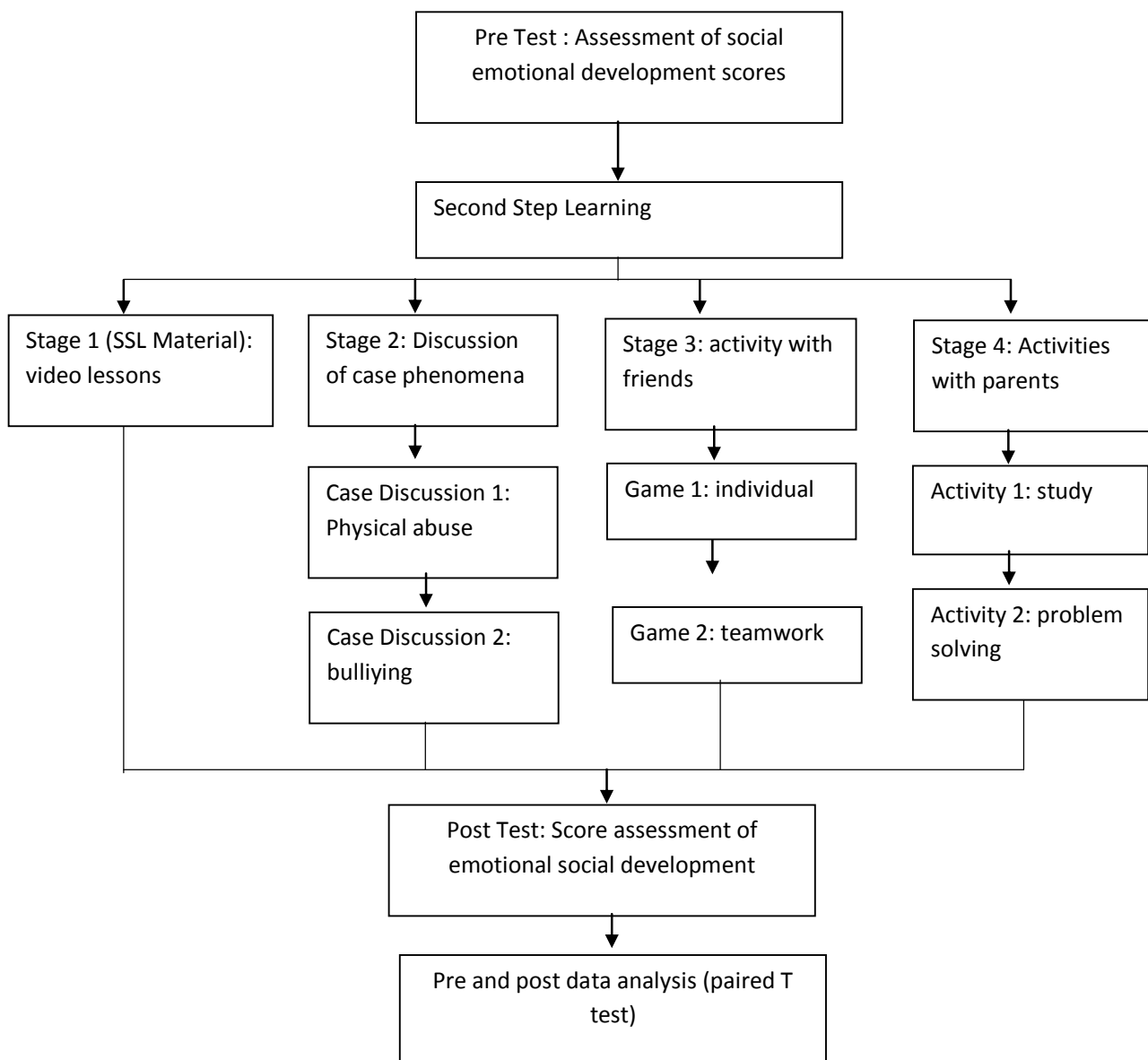
Based on a preliminary study, through the distribution of a questionnaire on parenting styles for 1 week in Dusun Cukal, Desa Bendosari, Kecamatan Pujon, Kabupaten Malang, out of 105 parents, 50 parents applied the neglectful type of parenting, and from the observations it was found that 7 children did not want to listen to what their parents said, 3 children rarely left the house and looked embarrassed when asked to talk. Based on the phenomenon that occurs, researchers are interested in applying this SSL method to children aged 7-12 years with neglectful parents.

MATERIALS AND METHODS

This research is a quasy experimental research with one group pre-post test design. The study population was children aged 7-12 years with neglectful parents at SDN Bendosari 2 Kabupaten Pujon. The research permit is submitted at the beginning of the research with the etical clearance letter number 086/S.Ket/KEPK/STikesKPJ/VI/2020. Sampling using a total sampling technique, where the sample was taken from the entire population with a total of 50 children. Initial data to identify children with neglectful parents were obtained by giving a parenting questionnaire. After that the group formation was assisted by a facilitator who was a teacher at SDN Bendosari 2. Social emotional data for children aged 7-12 years before and after SSL stimulation were identified through the provision of psychosocial questionnaires which uses the google form distribution mechanism because it is constrained by the COVID-19 pandemic. The research instrument is a social emotional development questionnaire with 48 questions with 7 question indicators, namely annoying friends, taking other people's things without permission, doing activities that are not in accordance with the lesson; do not want to do the task; disobeying class hours; mock others and scold others. The proof of the validity of the psychosocial questionnaire is proven through expert judgment and the reliability value of 0.75 which means that the instrument in this study is reliable and this validity test is carried out before the questionnaire distribution method begins. The first step of this SSL is filling out a questionnaire related to the social emotional of children by filling in the question link that has been created and distributed via the WhatsApp (WA) group. Furthermore, Second Step Learning (SSL) is carried out in 4 stages, namely: the presentation of general material that is distributed through learning videos of <5 minutes duration

which explains about SSL, then the exposure and discussion of the case phenomenon about bullying in children, the next day social activities with peers in the form of games based on cooperative methods such as puzzle games, stacking blocks and so on and the last one is activities with families in the form of studying with parents, reading stories or fairy tales. The first stage is carried out once with a duration of 30 minutes, the second stage to the fourth stage is carried out 2 sessions with a duration of 60 minutes. Data post test research was conducted 2 days after the respondent carried out the

fourth SSL stage. This assessment is in line with research conducted by Satriawan (2020) that changes in behavior can be seen at least after 2 treatments (7). After all data collection steps are complete, the next process is tabulation of research results using excel which includes re-checking the completeness of the answers, giving respondent codes, and analyzing the results of the study using SPSS 21.0 for windows using statistical analysis of the paired T test, significant if $P < 0.05$. All data that has been collected will be kept confidential by researchers as a form of protecting the privacy of respondents.



Flow Chart Tahapan Penelitian

RESULTS AND DISCUSSION

The results obtained in this study describe the characteristics of the respondents based on the age of the child, the class of the child, the order of the children in the family, the work status of the parents, the education of the parents and the class of the child. Specific data for the study were the social emotional abilities of children aged 7-12 years before and after Second Step Learning (SSL) stimulation. The research data was taken by distributing an online social emotional development questionnaire to 50 children with a summary table of the results as follows:

Table 1. Data on Characteristics of Respondents

Variable	Amount	Percentage (%)
Children Age		
7-8 TH	12	24
9-10 TH	21	42
11-12 TH	17	34
Gender		
P	33	60
L	17	34
Order in family		
1	17	34
2	19	38
3	14	28
Parents Occupation		
Guru	1	2
IRT	18	36
Petani	31	62
Parental Education		
SD	29	58
SMP	17	34
≥ SMA	4	8
class		
1-2	12	24
3-4	21	42
5-6	17	34

The results of the above characteristics of the respondents, the data obtained a majority of respondents aged 9-10 years (42%), the majority of children to 2 in the family (38%), the majority of women as much as 66% and the majority of parents work as farmers (66%), education majority of parents are Elementary School (58%) (table 1).

School age is a golden period where children enter the development of social industry vs inferiority. During this period, self-confidence, competitiveness and social feelings began to form. One of the factors that is very influential in developing children's abilities is parents. Family is the first and foremost environment for children's development, Schick, Andreas, Cierpka, & Manfred (2016) also argue that in middle or elementary school age children often engage in negative social emotional behavior, namely in the form of aggressive behavior (8). Aggressive behavior carried out by children can be in the form of physical aggression or verbal aggression, physical aggression such as hitting, pushing, pinching, kicking, biting and so on, then verbal aggression behavior such as insulting, threatening, scolding, shouting loudly, talking dirty and so on. Then according to the opinion of Oelfy, Basaria, and Ananta (2018) that aggressive behavior that causes physical (non-verbal) injuries, namely hitting, biting, kicking, pinching, stepping on, etc., then psychologically (verbally), including saying insulting or mocking words, cursing with profanity, harassing, threatening, yelling at older people, or even ordering others around casually. Negative social emotional development is influenced by several factors, namely age, gender, class, and parents (9).

Each person has different self-control. According to Hurlock (2008) in Retnowuri and Linda Yani (2019) states that the ability to control self develops with age. The theory states gender and the older a person is, the better his self-control, psychologically mature individuals will also be able to control their behavior because they have been able to consider which things are good and bad for them, the higher the level of education, the better the level(10). Parents' knowledge, this is in accordance with Aulia (2019), namely the different levels of parental education make different ways how parents educate their children(11).

The development of children can grow optimally, if supported by a conducive one. Parents have a very important role in creating an environment to stimulate the potential that is owned by. Therefore, optimal parenting practices are needed. Parenting is the process of raising, providing protection, giving attention, and value to children's development from birth to adulthood. This parenting task is generally left to the mother as the primary caregiver and the father. The care that is carried out by the mother is based on the knowledge that the mother has, however the knowledge and skills possessed by the mother are often inadequate. One of the influencing factors is the mother's education level. Maternal education is a factor related to maternal knowledge (12).

Table 2. shows The results of the social-emotional questionnaire before SSL showed that, on average, 24 children scored 75-85 (48%), 3 children scored ≥ 98 (6%), 11 children scored 86-97 (22%), 10 children got a score of 63-74 (20%) and 2 children got a score ≤ 62 (4%). At this time, children learn to get pleasure and satisfaction from completing tasks, especially academic tasks.

Table 2. Score data before SSL stimulation

Range of score	Absolut frequency	Frekuensi relatif (%)
≥ 98	3	6
86-97	11	22
75-85	24	48
63-74	10	20
≤ 62	2	4

Successful completion at this stage will create children who can solve problems and are proud of their accomplishments. The acquired ego skills are competencies. On the other hand, children who are unable to find positive solutions and are unable to achieve what their peers have achieved will feel inferior. Psychosocial development affects the quality of the nation's human resources. Poor psychosocial

development causes children to be aggressive and withdraw, so it needs appropriate learning methods to improve self-confidence, empathy and socialization skills (13).

The results of the social-emotional questionnaire before SSL showed that, on average, 26 children scored 86-97 (48%), 10 children scored ≥ 98 (20%), 12 children scored 75-85 (24%) and 1 child got a score of 63-74 (4%).

Table 3. Score data after SSL stimulation

Rentang nilai	Frekuensi absolut	Frekuensi relatif (5%)
≥ 98	10	20
86-97	26	52
75-85	12	24
63-74	2	4
≤ 62	0	0

Psychosocial stimulation is the embryo of the child's learning process through education and training. Through psychosocial stimulation, children can control and coordinate their muscles and involve feelings of emotions and thoughts so that children get various life experiences. This is in line with Mulyanti (2017) who stated that good psychosocial stimulation is related to children's health so that it can indirectly affect the child's development status(14) .

Table 4. Data Analysis Results Before and after SSL

	Mean	Std. Deviation	Selisih	P-value
Before SSL	80,5400	11,69198		0.000
After SSL	90,1200	11,13120	9,58	

The results of data analysis before the stimulation of SSL on 50 children obtained the highest social emotional ability score of 124, the lowest 59 and an average value of 80.5. While the data after the stimulation of SSL obtained the highest social emotional ability score of 132, the lowest 70, and an average value of 90.1. The score before and after SSL is 9.58 points with a P value of 0.000. From the results above, it can

be concluded that there are significant changes in the social emotional development of children before and after stimulation of SSL.

The phenomenon that occurs at this time, without realizing it, most parents have applied the neglectful type of parenting by reason of being busy and ignorant. Some of these neglected children tend to be very aggressive, others tend to be very passive and aloof and are at greatest risk of getting into difficulties(15). According to data from the Komnas Perlindungan Anak, the number of student brawls in 2018 was 4,885 cases of juvenile delinquency and 1,434 cases, followed by cases related to family and child care as many as 857 cases. The previous year, the number of cases of violence between students was 28. Some of the factors that influence this condition are peers, social environment, mass media and parenting styles(10). The phenomenon that occurs proves that school-age children need guidance to improve their social emotional behavior. This SSL method has been implemented as a curriculum in various schools abroad and shows good results (10). However, in Indonesia there is no specific curriculum on children's psychosocial issues, the existing curriculum on psychosocial issues is only implicit in certain subjects, there has been no discussion of theories or cases.(16)

Research conducted by Upshur in 2017 stated that the SSEL method was significant in increasing Emotional Skill (ES) and Social Skill (SS) in 31 school children in America (2). This is in line with research conducted by Top and Leu in 2016, which stated that students in the treatment group (SSL curriculum) had the ability to solve problems and had higher academic scores than students in the control group (Non-SSL curriculum) (17). Second Step Learning (SSL) is a learning method developed for children's social emotional improvement. SSL consists of 5 concepts, namely self-awareness, self-management, social awareness, socialization

skills, and responsible decision making. The adoption of the SSL learning method is very effective in improving children's development.

In addition, the role of parents is also an important component in optimizing children's development. Parenting in the family means the habits of the parents, father and biological mother in leading, caring for and guiding children in the family. Neglectful / Uninvolved Parenting is a parent who combines low control and responsiveness. Relatively not involved in child care and do not really care about children. Listiyaningsih (2017) argues that children from this parenting style tend not to have competence either socially or academically. They tend to be involved with juvenile delinquency and antisocial behavior when they are teenagers (18). Experts have found that parenting styles shown by parents have a correlation with children's behavior. According to research conducted by Mirdat (2014), parenting contributes greatly to causing violent behavior against children (19). One parenting style that causes psychosocial barriers in children is called neglectful. This is in line with research conducted by Aulia in 2018 which stated that neglectful parenting can affect a child's personality (7).

In this study, stimulation of SSL was carried out on children aged 7-12 years with neglectful / indifferent parents, and this stimulation was said to be effective in changing the child's social emotional development so that this method needs to be applied at school and at home. Children's social emotional stimulation is related to children's emotional and intellectual intelligence. Strong emotional control makes children confident academically and non-academically. The implementation of SSL can progressively improve physical and verbal violence behavior and tolerance of children. In the future, children can control their emotional social behavior so that the number of physical and verbal abuse among school children can decrease

CONCLUSION AND RECOMMENDATION

The results above can be concluded that there is a significant change in the social emotional development of children before and after the stimulation of SSL with a P value of 0.000. Thus, Second Step Learning stimulation is said to be effective in improving the psychosocial skills of children aged 7-12 years. For further research, it is hoped that the SSL method can be applied not only as a curriculum in schools module media but also by parents in educating the children.

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