

The School Readiness Differences Of Child Who Will Be Entering The Elementary School In Samarinda

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ABSTRACT: School readiness becomes important since a child who has had readiness for school will have benefits and progress in further developments. While the children who do not have the readiness, will result in frustration when placed in an academic environment. Early childhood education in Indonesia has grown in vary, one of the differences is in hours of learning in the classroom. The objective: To analyze the differences in school readiness of children entering primary school level from kindergarten with study hours 900 minutes per week and more than 900 minutes per week. Methods: This study was an observational-analytic study and used cross-sectional study design. The study was conducted on two populations of final preschool children with hours of learning of 900 minutes per week and more than 900 minutes per week. Results: The final Preschool children with learning hours 900 minutes per week and more than 900 minutes per week were fell almost entirely into the category of well-prepared, which were as many as 37 respondents (63.6%) and 31 respondents (96.9%), but for hours of learning of more than 900 minutes the same category fell for almost 100%. P-value of 0.001 indicated that there was relationship between the length of study with readiness to attend primary school level. Development in motor, cognitive, social, emotion and language can be used to observe school readiness of children. The result of regression test showed that these differences lied as results of the different stimulation provided by parents, the status of working of mothers and different learning system from each school. Things that can be performed by the parents are to constantly put concern to each child, since it will result to a better preparation. For early childhood educators, they should continue to improve the quality and quantity of the implementation of early childhood education as well as for the government that should provide wider information to rural areas.

Keywords : final preschoolers, development of final preschool children, school readiness

1 INTRODUCTION

Children are very precious to their parents because they are future generation, the replacement of their parents. Children are also often referred to as the nation's future. As a qualified successor of the nation, it is needed to prepare healthy children, physically, mentally and socially. Through good preparation then the nation's successor could be useful to the nation and the country (IDAI, 2014). Children of age of 4-6 years are part of early childhood, which are at the age range of birth to six years. At the age of 4-6 years, they are terminologically called as preschoolers, who started to receive various efforts throughout the development potential of children sensitively. This period is a time to establish the first foundation in developing physical abilities, cognitive, language, social, emotional, self-concept, self-reliance discipline, artistic, moral, and religious values (Soetjningsih, 2011). Santrock (2006) emphasized the importance of the individual opportunity to learn by the time the individual is ready. Delays in the provision of training when conditions are ready can result in these individuals may not be able to perform its ability optimally. Indonesian children served by formal and non-formal early childhood education unit (PAUD) recently have been reaching approximately 8.1 million children, or 28.04%. It is caused by the parents feel is not necessary to include their children in early childhood education unit (PAUD), the obstacles that still block the development of early childhood education unit (PAUD), among others, the limited number of units of early childhood services to reach all early childhood (DG PAUDNI, 2011). Based on the Regulation of the Ministry of National Education on Early Childhood Education Standards, there are levels of child development that can be achieved through the actualization of the potential of all aspects of development, but it is not a level of academic achievement. There are demands from parents who leave their children in early childhood education unit (PAUD) that ECD graduates must be able to read and count,

causing the change in the orientation of early childhood teachers (Setiawati, et al, 2011). After completing preschool education in kindergarten, a child will be ready to follow formal education in elementary schools, but not all parents understand that there are many aspects of school readiness of children to enter elementary schools that also need to be considered by the parents as well (setiawati, 2011). Sulistyaningsih research results (2010) states that school readiness becomes important because a child who has had a readiness for school will gain some benefits and progress in further developments. While the children who do not have the readiness, it would be frustrating when placed in an academic environment. Various forms of behavior as a reflection of the frustration are withdrawing, applying indifferent, showing physical symptoms, or difficulty completing their works in schools. Children who do not have the readiness to go to school will not be ready to participate in learning activities and activities in the classroom. This can affect their learning achievement. (Ladd, et al in Britto and Rana, 2012). Meanwhile, according to Hurlock this would cause distress and was forced to do anything, including in-learning that may result in failures in the field of education. Yuniarahmah research results in Banjarmasin in 2009 mentioned that intelligence, emotional regulation and social competence are able to predict the readiness of children entering primary school. Another study also mentions that there are differences in school readiness among children whose parents are better educated than children whose parents have secondary education. School readiness of children to each other is not necessarily the same, it is due to many factors that affect children's school readiness which are the factor of the child, the school and the environment (Halimah, 2010).

Problems Discussions

Early childhood education in Indonesia has grown quite diverse, one of the reasons is the difference is the hours of

study in class. Based on 146 2014 Permendikbud in kindergarten Formal mention for one session for 150-180 minutes with the allocation of time of 900 minutes per week. Related study hours today have grown some schools with hours of learning that exceeds the rules of the Ministry of National Education, usually kindergarten that exceed school learning hours is ISLAM integrated school, who has done a modification of the basic curriculum that have been set in Permendikbud Number 146 Year 2014, In general, normal child development at the age of seven years is ready to learn and have reached a sensitive period for learning academic skills. Sensitive period or maturity to learn usually has a connection with the development of the functions of physical and psychological, ready to learn academically. Sensitive period that occurs in every child varied, it is caused by various factors, including environmental factors or traits (Supartini, 2006). School readiness is different from learning readiness. Readiness to learn refers to the state neurosistem children who are ready to develop a variety of skills and neuropathways based on stimulus received. Concept of school readiness for children's readiness to learn is based on the standard rate of physical development, cognitive and social that allows the child to meet the demands and undergoing curriculum which has been established. Readiness is able to be measured and observed (Barbara, 2008). National Education Goals Panel since 1991 mentions that the readiness of children to study at school and learn completely includes five dimensions: 1). Physical health and motor development, 2). Social and emotional development, 3). Language development, 4). Approaches to learning, 5). Cognitive and general knowledge (Barbara, 2008). Based on the importance of school readiness as a basic ability to participate in various activities and the demands of elementary school curriculum, as well as future study of preschool children with differences in long hours of study will certainly affect aspects of child development related to the readiness of entering elementary school, so it is necessary to do research to be able to see and identify factors that affect learning readiness of children entering primary school level at the end of the two different kindergarten preschool children with different characteristics.

2 MATTER AND METHOD

Analyzing the differences in school readiness of children who will enter elementary school of kindergarten graduates with teaching hours 900 minutes per week and more than 900 minutes per week. The specific purpose of the research is to identify the factors which influence the level of school readiness of children entering elementary school dan discover the differences between hours of learning of 900 minutes per week with hours of learning over 900 minutes per week. This type of research is observational analytic study. The research design used cross sectional study. In this study, there will be two populations that preschool child with hours of learning Final 900 minutes / week and the end of Preschool children with hours of learning of more than 900 minutes / week. The study also observed and testing the intelegence of children and then determined whether the child is ready or not ready to enter elementary school level. Population in this research is all children in kindergarten with End of Preschool children study hours 900 minutes / week and more than 900 minutes per academic year 2014/2015. The sample in this study was to 90 respondents (Tk hours of study 900 minutes / week, n = 58 children and kindergarten hours of study of more than 900 minutes per week n = 32 children). Sampling Techniques In

this study, the sampling technique using random sampling (simple random sampling).

3 DISCUSSION AND RESULTS

Table 1. Cross Tabulation Table of Motor Development of the End of Preschool Children with Learning Hours in Samarinda

Development	Learning Hours	
	900 minutes / week	> 900 minutes / week
	n (%)	n (%)
Good development	46 (79,3)	32 (100)
Sufficient development	12 (20,7)	0 (0)
Totally	58 (100)	32 (100)

Based on the table it can be obtained that te final development of preschool children in two kindergartens with different learning hours indicate the results on kindergarten children with hours of learning of more than 900 minutes per week of 100% motor development of children are in good development, while for preschool children with learning hours 900 minutes per week also has a good motor development or appropriate for 46 (79.3%).

Table 2. Cross Tabulation Table Cognitive Development of the End of Preschool Children with Learning Hours in Samarinda

Development	Learning Hours	
	900 minutes / week	900 minutes / week
	n (%)	n (%)
Good development	44 (75,9)	32 (100)
Sufficient development	11(19)	0 (0)
Lack of development	3 (5,2)	0 (0)
Total	58 (100)	32 (100)

The table shows the value of the final development of preschool children in terms of cognitive development for teaching hours over 900 minutes per week of 100% were in either category, and for preschool children with learning hours 900 minutes / week, 75.9% are also in good cognitive development or developmentally appropriate.

Table 3. Cross Tabulation Table Social Development of the End of Preschool Children with Learning Hours in Samarinda

Development	Learning Hours	
	900 minutes / week	900 minutes / week
	n (%)	n (%)
Good development	48 (82,8)	31 (96,9)
Sufficient development	9 (15,5)	1 (3,1)
Lack of development	1 (1,7)	0 (0)
Total	58 (100)	32 (100)

The table shows the value of the end of preschool child de-

velopment in terms of social development for learning hours more than 900 minutes per week to be in either category by 96.9%, while for preschool children with learning hours 900 minutes / week, 82.8% also in Good social development or developmentally appropriate.

Table 4. Cross Tabulation Table of the Preschool Children Emotional Development of Hours Learning Final in Samarinda

Development	Learning Hours	
	900 minutes / week	900 minutes / week
	n (%)	n (%)
Good development	4 (6,9)	0 (0)
Sufficient development	21 (36,2)	9 (28,1)
Lack of development	33 (56,9)	23 (71,9)
Total	58 (100)	32 (100)

The table shows the value of the final development of preschool children in terms of emotional development for the learning hours more than 900 minutes per week was 71.9% in the category of lack of emotional development, while for preschool children with learning hours 900 minutes / week, 56.9% also in less social development.

Table 5. Cross Tabulation Table Language Development of the End of Preschool Children with Learning Hours in Samarinda

Development	Learning Hours	
	900 minutes / week	900 minutes / week
	n (%)	n (%)
Good development	40 (69)	30 (93,8)
Sufficient development	17 (29,3)	2 (6,3)
Lack of development	1 (1,7)	0 (0)
Total	58 (100)	32 (100)

The table shows the value of the final development of preschool children in terms of language development for learning hours over 900 minutes per week was 93.8% in both categories, while for preschool children with learning hours 900 minutes / week, 69% are also in good cognitive development or developmentally appropriate.

Table 6. Cross Tabulation Results Table Variable of Learning Hours with entering the Elementary School Readiness with Two

Categories in 2015

Learning hours	Entering the Elementary School Readiness		Total n (%)
	Enough Prepared n (%)	Well Prepared n (%)	
900 minutes / week	21 (36,2)	37 (63,8)	58 (100)
> 900 minutes / week	1 (3,1)	31 (96,9)	32 (100)
P = 0,001			

Based on the table shows both preschoolers with hours of study 900 minutes per week and the hours of study of more

than 900 minutes per week is almost entirely into the category of highly prepared as many as 37 respondents (63.6) and 31 respondents (96.9), but for learning hours more than 900 minutes have value to the category of well prepared nearly 100%. By using Chi Square test P value 0.001 obtained, this value is less than Alpha (0.05) this shows a significant relationship between the length of learning readiness to enter primary school level at the end of the preschool child. Factors affecting the development of children's readiness level of children entering elementary school are as follows:

1. Motor Development

Result of the study showed motor development in children with hours of learning of more than 900 minutes per week are included into good development, and for the development of the motor there is enough/average development in children with learning hours 900 minutes per week. Motor development were assessed here is gross and fine motor, kindergarten children have been able to jump well, walking on the catwalk, and also for fine motor preschoolers of the end of the both kindergartens has been able to hold a pencil properly. However, the kindergarten children with learning hours 900 minutes per week, the researchers still found that kindergarten children lazy to hold a pencil to write, the child does not want to do themselves but tend to wait for a friend who'd be kind enough to write the task of the teacher. And there are still some children in kindergarten by hours of study 900 minutes per week that holds the pencil inappropriate, thus making the child is slow to write. Preschool children are learning to use and test their body. Preschool period is the time to learn what they can do for themselves and how they can do it. Preschoolers are also happy to participate in activities such as drawing and perform light action, coloring, painting, cutting and pasting, so that these children need some programs that include motion and game. Good preschool programs to accommodate the physical needs of preschool children are unique and support their learning through active participation. (Morrison, 2012). Motor development in children of the school with teaching hours 900 minutes per week can only see the current research in class and while doing the checklist, there are differences that can researchers observe for motor development of children both rough and smooth, for gross motor pre-school children with hours of learning more than 900 minutes each day, always stimulated with the playing schedule after studying in the morning and before eating, children are allowed to play in the playground, swings, climbing, cat-walk walking, slide playing without any fear of falling, while for pre-school children with hours of study 900 minutes per week, there is no specific timetable each day for children to play in the playground, but when viewed from the completeness of a more complete game in the kindergarten playground with study hours 900 minutes per week, the researchers still found some children are afraid to use the game, researchers saw a child who used to play in the playground is when completed hours of study, when it has not been picked up by the family, so the gross motor skills of children less established in the school. And for fine motor skills, both TK almost the same application, where children are taught to arranging, painting, writing, drawing and coloring.

2. Cognitive Development

Results of the study showed cognitive development in children with learning hours 900 minutes per week still residing in the average category, whereas children with hours of learning

of more than 900 minutes per week of all children were in good cognitive development. At this time the child has a considerable interest in the school tasks such as reading, writing, arithmetic and others. Children also are asking parents and teachers weeks to expand and solidify what he did not know, that stands out in this period was the desire to compete and demonstrate achievement in school assignments. Children compare themselves with their friends so that children also feel a sense of fear of failure and of friends bullying/harassments. According to Vygotsky child's cognitive abilities develop into mature through social interactions is inherent in a cultural background. Based on Piaget's theory at the end of preschool age children are in the concrete operational stage which lasts approximately 7-11 years of age. Children are able to think rationally and logically. Children's activity has also been able to demonstrate the skills conversion, classification, addition, subtraction and some other capabilities that are needed for the child's basic needs at the school. (Soetjining-sih, 2012).

3. Development of Language

In children with learning hours 900 minutes per week there is still no child sufficient and less language development even though the development of children's language at the level of both was too much, whereas in children with hours of learning over 900 minutes per week of almost all children's language development has been in good development. In both Kindergartens, researchers saw no difference in the time to learn in the classroom, where the end of pre-school children with learning hours 900 minutes, less too often to be consulted or asked by the teacher, this is because the number of students in the classroom are quite a lot, so it's not all the child can be appointed by the teacher to express his opinion in the discussion theme subjects, whereas children with hours of learning of more than 900 minutes per week in every theme, every child centers will always be asked by the teachers one by one alternately so that the learning process in the presence of such discussions train the language skills of children for the better, the reason so that the child can always asked one by one is because the number of students who are not much in the classroom. By motivating children to train language development, then indirectly train the ability to read and write. (Leraner in Sudono 2004) suggests that the main basis of the child's language development is through experience-rich experience of the factors that will support other languages, the ability to speak, read and write capabilities. Listening and reading including language skills accept or receptive, while speaking and writing is a skill that is expressive. Skills and mental abilities accompanied by expressive coordinate fine motor skills and eye will produce graffiti that they mean "I wrote" and this is the first writing of a child.

4. Social Development

In children with learning hours 900 minutes per week there is still no sufficient social development of children, whereas children with hours of learning over 900 minutes per week of almost all social development of children has been on a good development. At the time of entering elementary school level children is increasingly widespread environment which resulted in the child also recognize a variety of social roles that exist in the environment. According to Helms and Turner (in Syaodih 2005: 64) revealed that the pattern of social behavior in children can be seen from the four dimensions that children

can work together with their friends, children are able to appreciate your friends, children are able to share something with friends, and the children are able to help friends. This social behavior patterns appear during play activities children performing beam/blocks, although there are some that still need motivation of teachers. It is also consistent with studies conducted by Gale (2008) to preschoolers for phase change language and socio-emotional development in children are not separated from the role of teachers as those who provide guidance, direction and motivation at the time at school. According to Vygotsky roles, rules, and motivational support made possible by an imaginary situation that provides some helps for children to establish a higher level in Zone Proximal Development (ZPD) children, the area that connects the actual ability of the child and the potential capabilities of children. Adults should help direct and organize the learning process of the child before the child is able to master and internalize it. This guidance is very effective in helping children to pass through his ZPD. On two kindergartens in this study, researchers have looked at the children can interact with peers and adults, but there is little difference where pre-school children with hours of learning more than 900 minutes per week is easier to be consulted about their activities in home, while for pre-school children with study hours 900 minutes per week, the child also easily be consulted only in return for longer response, and it took a first adjustment of researchers to be able to start taking children to talk.

5. Emotional development

In children with learning hours 900 minutes per week or more than 900 minutes per week of children's emotional development is still much less. Social emotional development is a good predictor for success in the academic field, cognitive, social and emotional child in later life. According to Waltz (2006) social and emotional development of children in childhood preschool influenced by biological, relationships, and environment factors. Meanwhile, according Santrock emotional and social development can not be separated from the role of family factors, the relationship of children with their peers, and the quality of play is conducted with peers. Boyd et al (2005) states that one important aspect of self-regulation is to foster positive social relationships with others and in school readiness and follow the learning process at school. Multiple logistic regression results in this study showed that the dominant factor affecting the readiness of children entering primary school level, as follows :

1. The status of the mother

These results indicate the status of mothers who do not work have the possibility of 6.319 times have more children ready to enter elementary school level compares to the the working mothers. In this study found that mothers who do not work are certainly have more time with their children, so that the growth and development of children monitored by the mother every day. In terms of readiness to enter primary school level the role of the mother was quite big, because when the child was in kindergarten B and a year later the child will experience a new phase of life, which is entering the elementary school level course, a lot of preparation that must be done so that children can be more confident in the face of the latest phase of his life. Readiness to enter primary school level is influenced by family support. British researchers said family environment will provide support for the child's readiness.

2. Schools

Schools play an important role in terms of readiness of children entering primary school level, because each school has a different learning systems, curriculum modifications turned out to provide evidence that children can become more independent, more responsible, besides learning in school hours learning systems also affect the readiness of children entering elementary school level. Children with hours of learning of more than 900 minutes / week in terms of longer are in school certainly will experience a longer period of socializing with friends, and with the teacher. Various experiences while in the course, the school makes children become more independent and more responsible for the activity. School task is to develop sociality children ranging from games and group tasks, in addition to developing individual potential. Teachers must know the habits of wrong motoric motion, for example, posture, walking, writing and must correct the motion into the correct movements. Likewise, regarding the wrong psychological activities one should be directed to the right activities.

CONCLUSIONS

From those results of the study it can be concluded as follows:

1. Final Preschool Children with learning hours 900 minutes per week had entered elementary school readiness categorized as very ready at 63.8%.
2. The end of Preschool Children with learning hours more than 900 minutes per week had entered elementary school readiness categorized as very ready at 96.9%.
3. here are differences in school readiness at the end of preschool children with learning hours 900 minutes / week with hours of learning of more than 900 minutes / week and factors of good development of motor, cognitive, emotional, social and emotional well experience the difference.
4. The difference lies in the readiness status of working mothers and the school with the learning system different from each school.

Tip: Always pay attention to each child, because every child has a particular characteristic and each child is going through a phase of life in order, so that the support and attention can make children become well prepared, early childhood teachers should continue to improve the quality and quantity of the implementation of early childhood.

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