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The Relationship Between Socialization Ability And Language Abilities In  
Preschool Children (3-4 Years) At Playgroup Roudhotul  
Hikmah Jombang District

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Abstrak

Kemampuan sosial adalah tercapainya kematangan dalam hubungan sosial. Keterampilan sosialisasi pada anak seringkali terjadi bersamaan dengan keterampilan berbahasa pada anak. Kemampuan sosialisasi anak juga harus selalu diasah agar tidak terjadi keterlambatan berbahasa. Tujuan penelitian ini adalah untuk mengetahui hubungan kemampuan sosialisasi dengan kemampuan berbahasa pada anak prasekolah (3-4 tahun) di Kelompok Bermain Roudhotul Hikmah Kabupaten Jombang. Desain yang digunakan dalam penelitian ini adalah Deskriptif Analitik. Populasinya adalah siswi di Kelompok Bermain Roudhotul Hikmah dengan jumlah sampel sebanyak 50 anak. Variabel dalam penelitian ini adalah variabel bebas kemampuan sosialisasi dan variabel terikat kemampuan berbahasa pada anak. Data diperoleh dengan menyebarkan kuesioner dan diolah dengan menggunakan program komputer SPSS. Hasil analisis data menggunakan Uji Chi-Square diperoleh nilai probabilitas hitung sebesar  $0,095 > 0,05$  sehingga  $H_1$  ditolak yang berarti tidak ada hubungan antara kemampuan sosialisasi dengan kemampuan berbahasa pada anak prasekolah (3-4 tahun) pada tingkat Kelompok Bermain Roudhotul Hikmah Cukir Jombang. Berdasarkan hasil analisis data, sebagian besar kemampuan sosialisasi dan keterampilan berbahasa anak usia prasekolah mempunyai kemampuan normal. Faktor-faktor yang mempengaruhi perkembangan sosialisasi adalah keluarga, kedewasaan, status sosial ekonomi, dan pendidikan. Dan faktor yang mempengaruhi bahasa adalah biologis, kognitif dan lingkungan.

Kata Kunci: *prasekolah, keterampilan sosialisasi, keterampilan berbahasa.*

## Abstract

Social skills are the achievement of maturity in social relationships. Socialization skills in children often occur together with language skills in children. Socialization skills in children must also always be honed so that there is no delay in language. The purpose of this study was to determine the relationship between socialization skills and language skills in preschool children (3-4 years) at Playgroup Roudhotul Hikmah Jombang Regency. The design used in this research is Analytic Descriptive. The population is students at Playgroup Roudhotul Hikmah with a sample size of 50 children. The variables in this study are the independent variable of socialization ability and the dependent variable of language ability in children. Data were obtained by distributing questionnaire sheets, and processed with the SPSS computer program. The result of data analysis by using Chi-Square test, obtained calculated probability value  $0.095 > 0.05$  so that H1 is rejected which means there is no relationship between socialization ability and language ability in preschool children (3-4 years) in Playgroup Roudhotul Hikmah Cukir Jombang. Based on the results of data analysis, socialization skills and language skills in preschool children mostly have normal abilities. Factors that influence the development of socialization are family, maturity, socioeconomic status, and education. And the factors that influence language are biological, cognitive, and environmental.

Keywords: *preschool, socialization skills, language skills*

## INTRODUCTION

Social development is the achievement of maturity in social relationships, it can also be interpreted as a learning process to adapt to group norms, morals and traditions. Children's social development is greatly influenced by the process of parental treatment or guidance towards children in introducing various aspects of social life, or the norms of social life (Bawono, 2017). Preschool age provides ample opportunities for children to develop their social skills. It is at this age that preschool children begin to develop their language through social skills by seeing other worlds outside the home world with father and mother (Zaim Muhtar Mahfuddin & Agung Rahmadi, 2016). This is where the importance of children's socialization skills which will indirectly affect children's language skills. Social skills must continue to be honed. Because, how far children can go in their success is largely determined by the number of relationships they have established. Having lots of friends also makes children less stressed because they can more freely decide who to confide in (Yupi, 2004).

According to the US National Survey of Comorbidities from 1994, social phobia is the third most common psychiatric disorder in the United States. Recent studies estimate that the prevalence of social phobia in children ranges from 5% -10%, with an average of 7%(Jailani, 2018). Meanwhile, from the results of a preliminary study at the Roudhotul

Hikmah Playgroup, Jombang Regency, out of 50 children aged 3-4 years, 15 children (30%) had difficulties socializing and speaking.

Early period children (*early childhood*) is a developmental period that stretches from late infancy to approximately 5 or 6 years of age. At this time, child begins to learn to be independent, develops various skills such as letter recognition, obeying commands, and spending time playing, especially with peers (Herawati & Katoningsih, 2023). This period is also called the preschool years, because it is a preparatory period for child to enter elementary school. Children with social phobia (also called social anxiety disorder) have a persistent fear of being embarrassed in social situations, during performances, or if they have to speak in class or in public, enter into conversations with others, or eat, drinking, or writing in public (Sari et al., 2020). The feeling of anxiety in this situation produces physical reactions: palpitations, tremors, sweating, diarrhea, flushing, muscle tension, etc. Sometimes it happens then that full-blown panic attacks, sometimes this reaction is much milder (Farida & Naviati, 2013).

Developing social relationships is an important milestone for preschoolers. For many children, the school experience will be the first time they have to discuss agreements with a group of children their own age (Bawono, 2017). When conflict does arise, they want to resolve it, but do not have the verbal skills to do so. However, in line with their age, language, cognitive, moral and physical motor development plays a role in several social skills (Setiowargo, 2010).

Developmental screening is a relatively quick, simple and inexpensive procedure for children who are asymptomatic but at high risk or suspected of having developmental problems. This screening device consists of several devices such as the Denver II, and the Bayley Infant Neurodevelopmental Screener (BIS). Further examination is also useful to determine the diagnosis. The causes depend on the type of growth and development disorders in toddlers, such as neurological, radiological, genetic, endocrine and other examinations (Nelson, 2000).

Therefore, parents must recognize and detect from childhood the advantages and disadvantages of language development in children. If there are deficiencies in language development, training must be given from an early age so that delays can be minimized. This can be done by parents' efforts to introduce their children to the outside world. For example, involving children in early childhood education (PAUD) activities, inviting children to get to know the environment by playing with their peers (Jahirin, 2019). Parents also play an important role in their development stages, so parents should not be too protective in everything their children do (Sari et al., 2020). Based on the description above, researchers

are interested in conducting research on the relationship between socialization abilities and language abilities in preschool children (3-4 years) at the Roudhotul Hikmah Playgroup, Jombang Regency.

## RESEARCH METODE

This research is a descriptive analytical research with a cross sectional study design. The population in this study was all students in the Roudhotul Hikmah playgroup, Jombang Regency, totaling 50 children. This research used total sampling with 50 respondents. The independent variable studied was socialization ability and the dependent variable studied was language ability. The measuring instrument used in collecting data is the DDST form.

This research was carried out from 19 to 23 December 2022 after being declared to have passed the research ethics test. The statistical test used in this research was chi square and analyzed using the SPSS program.

## RESULTS AND DISCUSSION

Research carried out from 19 to 23 December 2022 at the Roudhotul Hikmah Playgroup, Jombang Regency, obtained the following data:

### 1. General data

Table 1: Characteristics of respondents

No	Informant characteristics	Category	Frequency (n)	Percentage (%)
1.	Gender	Man	28	56
		Woman	22	44
		Total	50	100
2.	Age	3 years	23	46
		4 years	27	54
		Total	50	100
3.	Parental Education	elementary	0	0
		school	0	0
		JUNIOR HIGH	22	44
		SCHOOL	28	56
		SENIOR HIGH		
		SCHOOL		
College				

	Total		50	100
4.	Residence	Village	35	70
		City	15	30
	Total		50	100
5.	Family Income	<Rp.1,000,000	5	10
		Rp. 1. million -	30	60
		2. million	15	30
		>Rp.2,000,000		
		0		
	Total		60	100

Source: Primary Data, 2022

The majority (56.0%) of respondents were male. The majority of students were 4 years old, namely 27 people (54.0%). Most (56%) of the respondents' parents' education level was tertiary. Most of the respondents, namely 35 respondents, lived in village areas (70.0%). Most of the parents of students who have an income of IDR 1,000,000-2,000,000 are 30 people (60.0%).

## 2. Custom Data

Table 2: Frequency distribution of socialization abilities and language abilities.

No	Respondent characteristics	Category	Frequency (n)	Percentage (%)
1.	Socialization skills	Normal	31	62
		Abnormal	19	38
	Total		50	100
2.	Language ability	Normal	31	62
		Abnormal	19	38
	Total		50	100

Source: Primary Data 2022

Table 2 above shows that the majority (62.0%) of children have normal socialization and language skills, a small percentage (38.0%) of children have abnormal socialization and language skills.

### 3. Bivariate Analysis

Conducted to test whether or not there is a relationship between the variables of socialization ability and language ability. The results of the bivariate analysis can be seen in table 3.

Table 3 Cross tabulation between socialization abilities (verbal-nonverbal) and language abilities in preschool children (playgroup)

Socialization Ability	Language skill				Total		<i>P Value</i>
	Normal		Abnormal		n	%	
	n	%	n	%			
Normal	22	44	9	18	31	100	0.095
Abnormal	9	18	10	20	19	100	

Source: 2022 primary data

The results of the bivariate analysis showed that 31 children with normal socialization abilities tended to have normal language abilities as many as 22 children and 9 children with abnormal language skills. Meanwhile, 19 children with abnormal socialization abilities tend to have abnormal language abilities as many as 10 children and 9 children with normal language abilities. The results of data analysis using the SPSS program with the Chi-Square test showed that  $\alpha = 0.095$ , where  $\alpha > 0.05$ , so H1 was rejected, which means there is no relationship between socialization abilities and language abilities in preschool children (3-4 years) in the Play Group. Roudhotul Hikmah, Cukir District, Jombang.

## DISCUSSION

### Preschool Children's Socialization Ability (Playgroup)

From table 2 shows the socialization abilities of preschool age children, the majority (62.00%), children have normal abilities. Baharuddin (2009) states that children's social development is influenced by several factors, namely: family, socio-economic status, education, maturity and mental capacity (emotional and intelligence). One of the factors that influences the level of socialization abilities in children is the high monthly income of the child's parents. In table 1, it can be seen that most of the respondents' parents (60.0%) had a high income. This also means that children with parents who have good social status in society also have good socialization skills because children can easily play and join friends in the surrounding environment.(Sari et al., 2020). Likewise with the level of parental education. Most of the parents (mothers) of respondents (56.0%) had a tertiary education.

It can be observed in the cross tabulation (attachment) that 62% of mothers with upper secondary and tertiary education have children with normal socialization abilities. This also proves that the higher a person's level of education, the better their socialization abilities, and the better the socialization of the children they educate.

The development of socialization means the acquisition of the ability to behave in accordance with social demands. Becoming a person capable of socializing cannot be separated from several important, interrelated processes. When a child wants his behavior to be accepted by the environment, he must adapt to his environment, be able to play a social role in society and be able to get along well in order to be accepted in his social environment.(Herawati & Katoningsih, 2023).

Thus, it can be proven that a child's social role in the surrounding environment is greatly influenced by the socio-economic status and educational level of the parents. The higher a person's level of education, the better his socialization abilities, and the better the socialization of the children he teaches. Likewise, the higher the parents' social status, the easier it will be for children to get along with their environment. The quality of education for prospective parents in Indonesia should be improved, so that it can be used as capital in educating their children to become better(Farida & Naviati, 2013).

#### Preschool Children's Language Ability (Playgroup).

From table 4.7 above, the results of the language skills of preschool aged children (Play Group) show that the majority of children (62.0%) have normal scores. There are three most significant factors that influence children's language skills, namely biology, cognitiveand environment. (Maulina, 2008).

Language abilities in this research show that the majority of respondents/children have good language skills, this is due to the influence of the environment on children's language abilities. Children who live in rural areas generally have good/normal language skills than those who live in urban areas (residential areas) because of the lack of stimulus from the living environment. This is proven by data that there are 35 children (70%) who live in rural areas.

The preschool period is the happiest and most satisfying time of a child's entire life. The preschool period is a time of growth, as well as a time of learning(Herawati & Katoningsih, 2023). Play is a means to grow in a cultural environment. Through play, children develop their language skills, a lot of vocabulary emerges from their interactions with peers (Abdurrahman, 2009).

Children's natural ability to speak also appears in the early stages of growth. The environment also plays an important role in children's language development. The initial stimulus is introduced by the closest person/mother (motherse) and repetition of words from the people around him(Zaim Muhtar Mahfuddin & Agung Rahmadi, 2016).

Thus, it can be concluded that a child who grows up in a rural environment will have better language skills than a child who grows up in an urban environment. This happens because in general, rural environments are more cooperative and open to accepting new communities. This is different from the urban environment, where people are more individualistic, which makes children's development in language hampered due to the factor of "lack of caring" about the surrounding environment.

The Relationship Between Socialization Abilities and Language Ability in Preschool Children (Playgroup).

Based on table 4.8, a cross tabulation between socialization ability and language ability in preschool age children (3-4 years) shows that language ability results with an abnormal value of 38.0%, and a normal value of 62.0%, while socialization ability has an abnormal value. normal as much as 38.0%, and normal value as much as 62.0%. From the Chi-Square statistical test, the result was 0.095 or  $\alpha > 0.05$ , so there is no relationship between language abilities (verbal-nonverbal) and socialization abilities in preschool children (3-4 years).

Social development is the achievement of maturity in social relationships, it can also be interpreted as a learning process to adapt to group norms, morals and traditions. Children's social development is greatly influenced by the process of parental treatment or guidance towards children in introducing various aspects of social life, or the norms of social life.(Farasari, 2022).

Developing social relationships is an important milestone for preschoolers. For many children, the school experience will be the first time they have to discuss agreements with a group of children their own age. When conflict does arise, they want to resolve it, but do not have the verbal skills to do so(Zaim Muhtar Mahfuddin & Agung Rahmadi, 2016). However, in line with their age, language, cognitive, moral and physical motor development plays a role in several social skills (Setiowargo, 2010).

From the results of the cross tabulation it can be concluded that the social status of parents, the level of parental education, and the environment in which they live greatly influence the process of socialization and language development of a child. Good socialization skills make it easier for a child to interact and be well accepted by other people

and the environment, so that the child's socialization and language development can proceed regularly according to their developmental age without experiencing significant obstacles in subsequent developmental tasks.

## CONCLUSION

The socialization abilities of preschool age children (3-4 years) in the Roudhotul Hikmah Play Group, Jombang Regency, were mostly normal, namely 31 children (62%).

The language skills of preschool age children (3-4 years) in the Roudhotul Hikmah Play Group, Jombang Regency, were mostly normal, namely 31 children (62%).

There is no relationship between socialization skills and language skills in preschool children (3-4 years) in the Roudhotul Hikmah Play Group, Jombang Regency.

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