

The Characteristics of Sabr in the Cognitive, Social, and Emotional Development of 3-6 Years Children in the Learning Process Using Narrative Approach

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Abstract

This research is motivated by instant habits that have an impact on the development of various aspects of early childhood. Parents begin to forget the essence of a process when children want something that should really need a process, namely the characteristics of patience. Therefore, it is very important to instill patient characteristics in children because it will affect the cognitive, emotional, and social aspects of children's development. Patience is holding oneself in the face of various trials, not giving up easily, and always conditioning oneself in a state of complete control over one's anger. According to experts, the characteristics of patience consist of two levels: the low level is persistence in carrying out obedience, not giving up easily, and not being in a hurry, while, the high level is refraining from prohibitions, not being controlled by lust, full control over anger and self-restraint. This study used an experimental approach using the classroom action research method with the Kemmis and Mc Tangart design. This activity consists of two cycles, each cycle consisting of two levels of patient characteristics; the low level is persistence in carrying out obedience, not giving up easily, and not being in a hurry, which is applied to cycle I, while the high levels it is applied to cycle II is to refrain from forbidden, not controlled by lust, full of control over anger and refrain from temptation. The results of the research that has been done prove that the application of patient characteristics using the storytelling method can improve the cognitive, emotional, and social development of children aged 3-6. The results of the study showed that all subjects experienced an increase in the form of a progressive curve in a positive direction, which meant that the more intensive the patient characteristics using the storytelling method in children aged 3-6 years, the higher the cognitive, emotional and social development of children of that age.

Keywords: *Patience; Child Development; Cognitive; Socio-emotional; Storytelling*

1 Introduction

The massive development of technology in this modern era makes all aspects of life easy. These conveniences have positive impacts, which help human activities. All that easiness indirectly creates negative life patterns. This statement is based on the technological advances that make all aspects of human life easier and more instant. Recently, humans tend to hate complex things full of processes, they prefer the instant and ready-to-use product. This desire for instant products makes humans lose the essence of patience and tend to have more temperaments (Agustian, 2011).

These instant habits also impact the children's development, whose parents start lazy to teach the essence of the process when the children want something that should be needed the most in the process. For instance, create a schedule to play with a gadget, which can control the negative desires of children to not continuously use gadgets and hope to fill their day by doing more meaningful activities. However, when children start to whimper, rebel, or resist the schedule, parents are not patient enough to teach the

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children, and the parents tend to want their children to stop crying or rebel without teaching the children the process of being patient. Thus, this is ironic since parents want their children to be patient, but they do not show their ability to be patient and understand the concept that everything needs a process. Therefore, early childhood education programs are necessary to increase the patient in children (Jauziyah (al), 2006).

The importance of early childhood education is included in the National Education System Law number 20 of 2003 about early childhood education article 1 paragraph 1, which states that early childhood education is the coaching efforts aimed at children from birth to six years old which is carried out through educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education (Education System Law number 20 of 2003, 2003).

One of the stronger factors of the importance of patient education in early childhood is also background by the case of the persecution toward teachers by using a piece of wood by the student in junior high school of Pasangkayu, North Mamuju, West Sulawesi, Indonesia, when the teacher supervising exams in class. At that time, the student suddenly got into the class and hit the teacher by using a 50-centimeter wood. This situation happens because of the uncontrolled emotional feelings of the student and the lack of level of awareness, even though it is only because the teacher reminds the student about his/her neatness and discipline (Junaedi, 2017).

From those circumstances, thus, it is necessary to instill the characteristics of patience to develop cognitive and socio-emotional skills in children. Teach children to be patient is also a must, followed by a better patient attitude. This is where the difficulty lies in instilling patience in young children sometimes, it is very difficult for young children to cooperate and always want to be understood and never try and care what their parents are experiencing and feeling. Apart from teaching patience to young children, individuals are also required to always be patient in order to show that they are good role models and worth imitating, or simply so that children will do what they want (Hainstock, 1999).

Al Ghazali has various views about patience, these views are classified into two views: first, if patience is viewed as a restraint demand of carnality and anger, so is categorized as soul patience. Then, there is also patience, which is defined as an action of refraining from physical illness, which is classified as a physical patient (Solihin & Anwar, 2004).

Patience is a crucial moral and social aspect in the children's development period of 3-6 years old. Since the success of this development period will influence the next stage of children's development, this situation defined the development as having accumulative behavior, which means that the prior development will affect the next development of the children's golden age (Hasyim, 2016).

Early childhood children are individuals who are in a very rapid phase of growth and development aspects. In this period, the children are in the phase of the golden age, this age is a priceless age in terms of human growth and development period. Success in this phase will influence the next phases and vice versa, this conclusion is based on the developmental nature, which is accumulative, which means the previous development impacts the next development (Wiyani & Novan, 2014).

The quality of cognitive, emotional, and social aspects of children starts from early childhood. When education, training, and habituation are conducted frequently since early childhood, children will get used to behaving and thinking positively in their future development, and vice versa. Parental involvement in the cognitive, emotional, and social

development process of 3- to 6-year-old children is crucial for their future as the basic of their problem-solving skills to solve their problems (Karim & Wifroh, 2014).

Therefore, teaching a systematic curriculum for children is needed to create the optimal cognitive, emotional, and social development of children. Furthermore, teachers are required to have good planning and optimum execution. The intellectual formation of children is influenced by good and systematic curriculum formulation (Developmentally Appropriate Program) (Halim, 2001).

The standard education curriculum and the menu of early childhood teaching have developed a teaching program which deliberately intended for early-year children. The arranged program is categorized into six age groups: 1-2, 2-3, 3-4, and 5-6 years old children. Each group is divided into six developmental aspects: moral development and religious values, cognitive development, socio-emotional development, physical development, language development, and art and creativity development (Mansur, 2014).

According to this condition and problem, this study intends to explore the characteristics of one of the sufism aspects, which is the influence of patience on children's behavior which involves the cognitive and emotional process that influences the social development of children that is crucial in this case (Nata, 2014). Since, basically, patience is flexible and can be applied to all ages. However, the difficulty depends on the method used. The present study focussed on the use of the narrative method since the optimum cognitive process of early childhood children is placed on imaginative and cognitive activity. Early childhood children find it very easy to create imaginative visualization from what they heard. Thus, indirectly, young children easily form audio-visual imagination in their mental representation (Rahmatillah, 2018).

The effort to improve the cognitive, emotional, and social development of young children in this study will use narrative methods. In the narrative method, the teacher or trainer will tell a story related to activities that will stimulate the cognitive, social, and emotional development of children and also influence the level of patience of young children (Riana, 2011). This condition is also applied the other way around, by habituating children's patients so they can easily catch the story, which indicates their cognitive skills, while for their socio-emotional, they will apply good attitudes which can be exemplified by the moral message of the story (Latif, 2017). Moreover, restraint from bad behavior is included in social development, where restraint itself is one of the characteristics of patience (Indrawati, 2017).

One of the best ways to introduce the concept of patience to young children is by telling them a narrative story that conveys some moral values related to the characteristics of patience. Good storytelling to children is by telling them interactively, for instance, by using fairy tales with book covers depicting the story. Those stories help to keep children motivated to listen to the story, especially when they hear their favorite words, which make them happy and ask to be told repeatedly (Rahmatillah, 2018).

The cognitive, social, and emotional development of children in this narrative method is placed in the way children catch the plot of the story, imagine the story scene, and catch the moral values of the story as well as apply it to their real social activities. Also, try to remember what is being told. When someone remembers and tries to comprehend what they see or hear, the cognitive process in the brain is involved (Widya, 2017).

The cognitive and socio-emotional abilities of children are needed in the context of developing the thinking ability to understand circumstances around them, training self-focused, and training to express and adapt to the social environment. The cognitive function of human beings includes various aspects such as perception, memory,

reasoning, and problem-solving skills. These skills are crucial for children to catch what is being told in the narrative story. Therefore, it needs to be followed by the intent habituation and discipline. Moreover, the level of patience training in children will influence all those abilities. From that problem, this study intends to investigate the characteristics of patience on the cognitive, emotional, and social development of children aged 5-6 years old on the learning method using narrative methods.

2 Methods

The method used in this study is a quantitative method applying the experimental approach, which is defined as a study that tries to find the influence of certain variables on others in the control condition (Sugiyono, 2017). The experimental approach is used when one wants to define the possible factors and the influence of independent and dependent variables. This means trying to control all variables which give influence the results, except the independent variable. Then when the independent variable influences the dependent variables, it can be concluded that the independent variable causes or influences the dependent variables.

Since the focus of this study is to examine the patience characteristics that influence the cognitive, emotional, and social development of young children aged 3-6 years old by narrative methods, this study applies classroom action research which focuses on the stimulus in a form of planned action stimuli that appeared deliberately in the class simultaneously.

Rochiati Wiraatmadja suggested that classroom action research is a teacher's ability to creating and conditioning the classroom teaching and learn from their experiences. They can plan and apply treatment in the learning process, and then observe and evaluate the real influence as the result of the treatment (Wiraatmadja, 2008).

Classroom action research is a condition created by teachers as the one who has the first authority to do self-reflection as a result of the previous action given to repair the classroom learning quality; thus, it can create a learning process which most optimum and suitable. The data used in this study is based on the data of influence characteristic of patience in the cognitive, emotional, and social development of children aged 3-6 years old through a narrative entitled Happy Trails Daycare & Pre-School.

For the first step, the Al-Ghazali, Al Jauziyah, M. Rabbi, and Quraish Shihab *maqam* are being used (Bangun & Riyani, 2015). It has two levels, and for the first cycle, the lowest level is used, which is the persistence in carrying out obedience, not easily giving up, and not rushing and then will see the effect on the cognitive, emotional, and social development of children 3-6 years old in their learning process through a narrative method that will conduct on the cycle 1.

Furthermore, in the second cycle, the *maqam* that is being used is at a higher level, which is the refrain from prohibitions, not controlled by lustful desires, full control over anger, and refrain from trials, which then will be examined its impact on the cognitive, emotional and social development of children aged 3-6 years old regarding their learning process using narrative methods on the cycle II.

The present classroom action research used the Kemmis & McTaggart cycle model that was developed by Kurt Lewin. According to Suharsimi Arikunto, in general, there are 4 steps included in each cycle of classroom action research:

1. Planning
2. Implementation
3. Observation

4. Reflection

Those four steps will then be used in the process of giving an action or treatment and data collection. This study used this model since considering the age of participants, which is categorized as early ages. Moreover, the treatment using the narrative method needs to be performed equally to get the best valid result from a similar treatment. Another consideration is that since classroom action research can give action to subjects simultaneously. Another important primacy is that its framework is orderly, flexible, and adaptable.

3 Results and Discussion

3.1 Results

1. Result Description of Study Cycle I

According to the post-test result on cycle I that is shown by the above graph, it can be seen that the cognitive development of children is quite developed by 52%. This showed that the children were starting to be interactive and cooperative, which can be seen from the fact that those children were very interactive with their teachers and the researcher, by starting to retell the story and describe the moral values of the story, even though in this phase the children often got help and guided from the researcher.

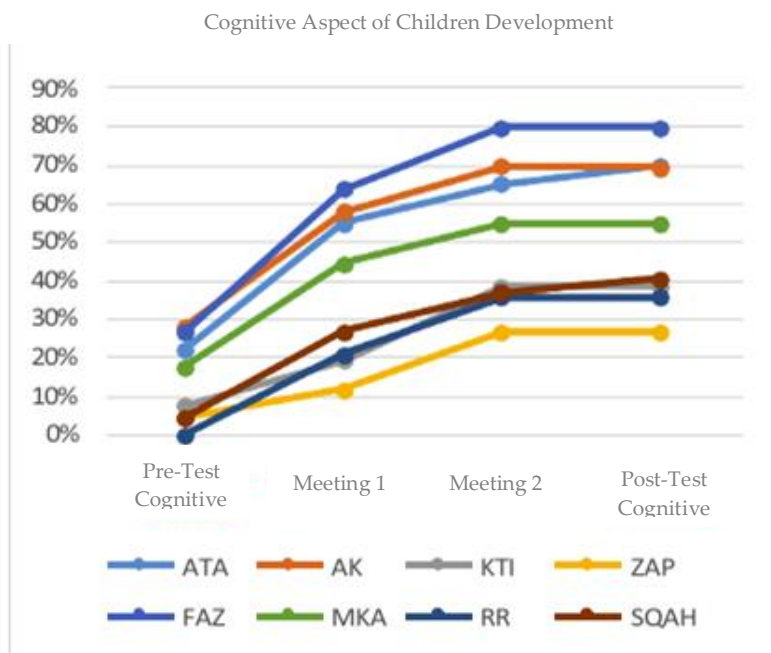


Figure 1 Cognitive development cycle I

Then, for emotional development, the results show the average emotional development of children has a good development stage, which shows an average percentage of about 73%. This condition is described as a good development since the majority of children's emotions conduct obedience, not in a hurry, and having good resilience are developed properly. Children can handle their emotions; for instance, do not whine, or cry, and very rarely show negative expressive emotions during the data collection, even though in this percentage, children sometimes need to be reminded to perform patience and control their emotions. The patience characteristics can be implemented in the daily activities at the daycare, such as sunbathing in the morning, taking part in gymnastics activities with music, and following montessori exercises until completion, etc.

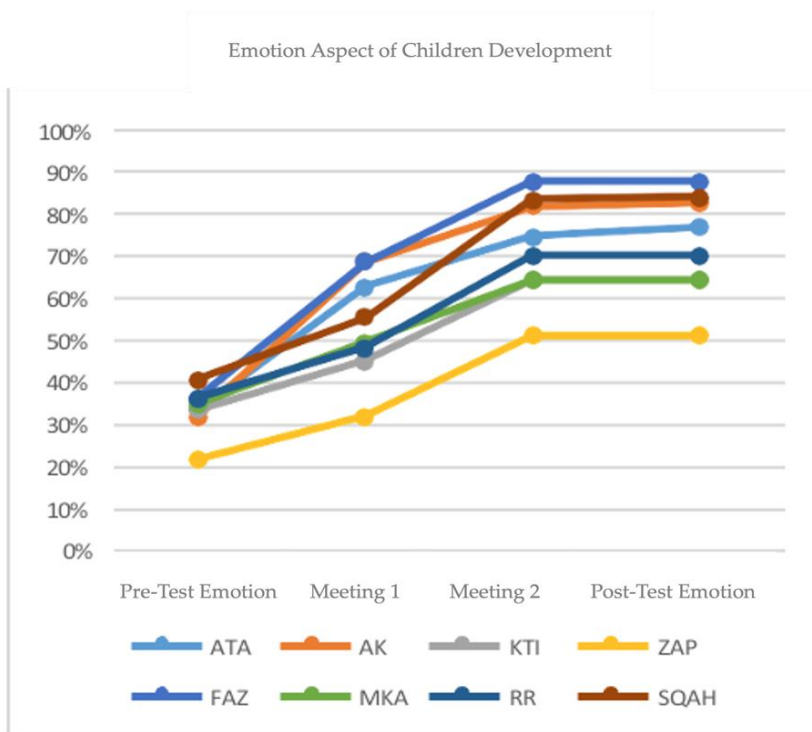


Figure 2 Emotion development cycle I

The social development of children shows an average development of 65%. This percentage shows that the children's development is good, which is indicated by their patience characteristics, which are given by teachers and researchers on the learning process by using narrative methods. The patience characteristics can be implemented in the daily activities at the daycare, such as sunbathing in the morning, taking part in gymnastics activities with music, and following montessori exercises until completion, etc. The percentage (65%) is described as a good development since the majority of children's social aspects are in good condition in terms of their interaction with their

environment. Even though in underpressure conditions, children are able to keep their interaction with each other in order to make it healthy and positive.

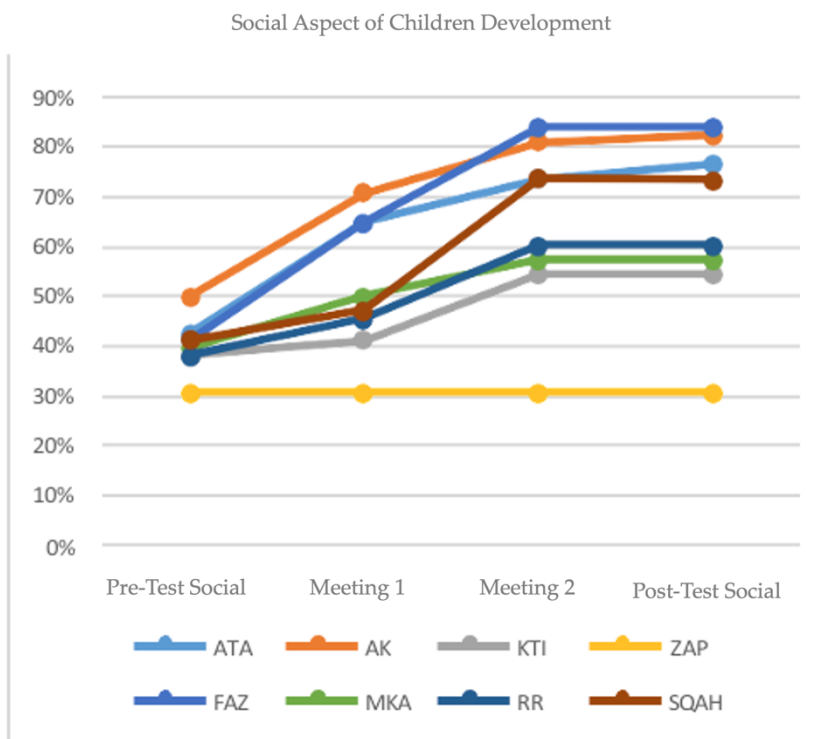


Figure 3 Social development cycle I

The cognitive, emotional, and social development of students has developed sufficiently and developed well in the characteristics of patience at a low level applied in cycle I using this storytelling method. Then, as a reference material for use in cycle II will use a higher level of patience. The level of patience in this study is divided into 2 levels used in each cycle. This division of levels consists of low levels and high levels. The low level consists of 3 characteristics of patience, namely persisting in carrying out obedience, not giving up easily, and not being in a hurry. Then at a high level is refraining from prohibitions, not being controlled by lustful desires, full control over anger, and refraining from trials. These characteristics of patience will later be used in cycle II.

2. Result Description of Study Cycle II

Characteristics of patience in the cognitive, emotional, and social development of children aged 3-6 years in the learning process using the storytelling method conducted at Happy Trails Daycare & Preschool is a classroom action research that aims to improve cognitive, emotional, and social development. This study was conducted over two cycles with the storytelling method proven to improve children's cognitive, emotional, and social development. The improvement of children's moral development through the storytelling method until the end of the cycle II meeting is summarized in the graph in each aspect of development as follows:

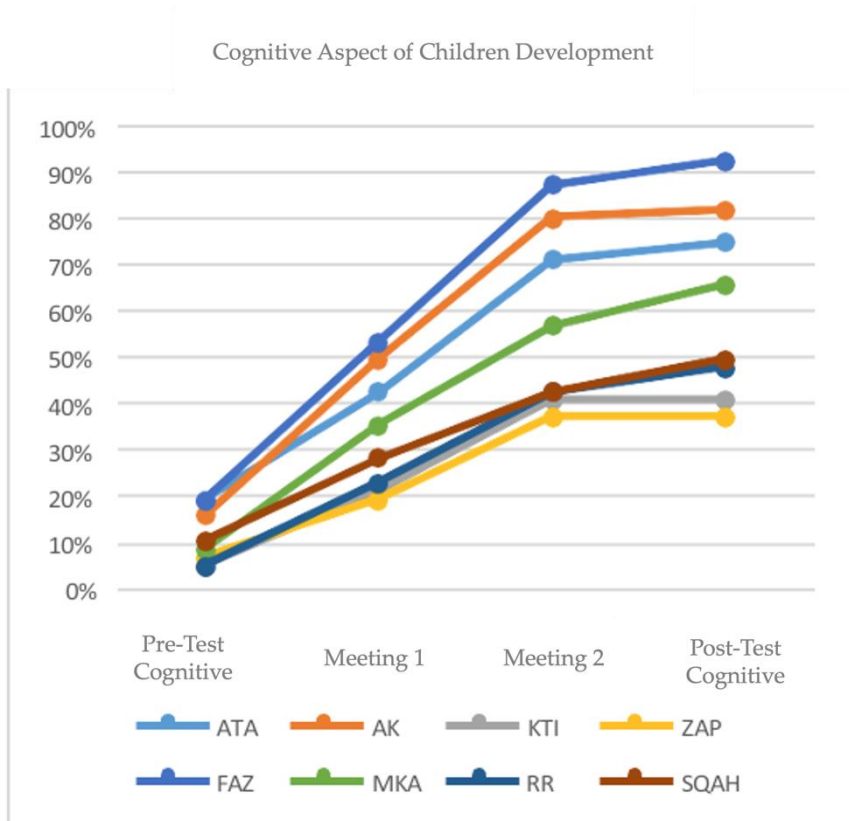


Figure 4 Cognitive development cycle II

The results of Cycle II showed that there was significant cognitive, emotional and social development in students. In cognitive development, the average increase is 50%. The initial 12% to 62% is evidenced by students who are not interactive, confused and do not understand the characteristics intended by researchers which are needed in activities in daily daycare activities to be able to capture the plot and moral values of the story delivered by the teacher and then be able to re-explain the moral message of a story which contains the characteristics of patience. With the ability to re-explain the plot and moral values of a story, the cognitive development of students is included in good development. This high development is also due to the fact that students always listen to the story that is told carefully until it is finished (Sautelle, 2015), which requires patient characteristics such as holding back to listen to it until it is finished, then resisting the urge to leave the classroom and want to do something else. Therefore, in this high cognitive development of students, it can be concluded that the higher the characteristics of patience in students, the higher the cognitive development of students.

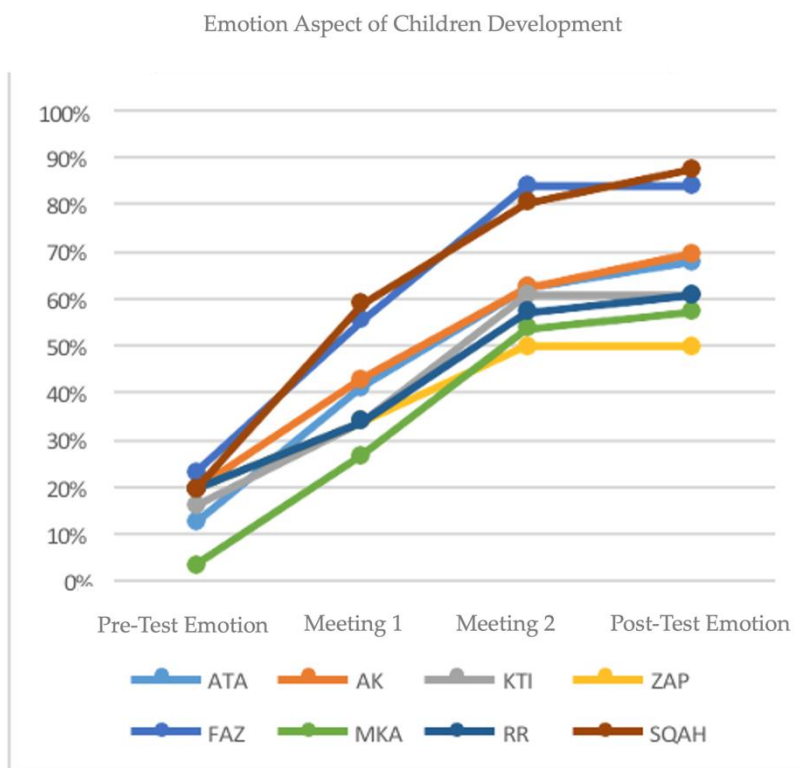


Figure 5 Emotion development cycle II

Furthermore, in emotional development, there was an increase of 50%, which in the pretest period showed an average development of 17% to 67% after the treatment period (pretest). In the pretest period, students still did not respond to the stimulus correctly, and it was still difficult to cooperate with teachers and researchers. This characteristic of patience has not been able to be applied, especially in the aspects of not being controlled by desires and full control over anger; examples of problems such as the desire for screen time and when the toy is taken away. In this condition, children immediately forget the characteristics of patience that have been taught by teachers and researchers in cycle I; students tend to immediately get angry and cry when they are in this condition. In this activity, children tend to have difficulty regulating their emotions and still often cry, get angry, and yell at their friends and teachers when participating in daycare activities. This 17% is described as starting to develop but very low because only a small proportion of students are able to regulate emotions in carrying out the conditioned stimulus given.

Then, after giving treatment, students have been able to apply the characteristics of patience that have been conveyed by researchers and teachers through the learning process using the storytelling method. These patient characteristics have been able to be applied to daily daycare activities, such as not being noisy at bedtime, refraining from eating in their place and not moving, wanting screen time, and refraining from wanting to play outside when entering class learning. This 67% is described as well developed because most of the students' emotions in carrying out daily activities and stimuli

provided by researchers and teachers have developed well. Children have been able to control their emotions, such as not whining, and crying, and very rarely show negative emotional expressions in their implementation, even though in this percentage, children are occasionally reminded that they must be patient and regulate their emotions.

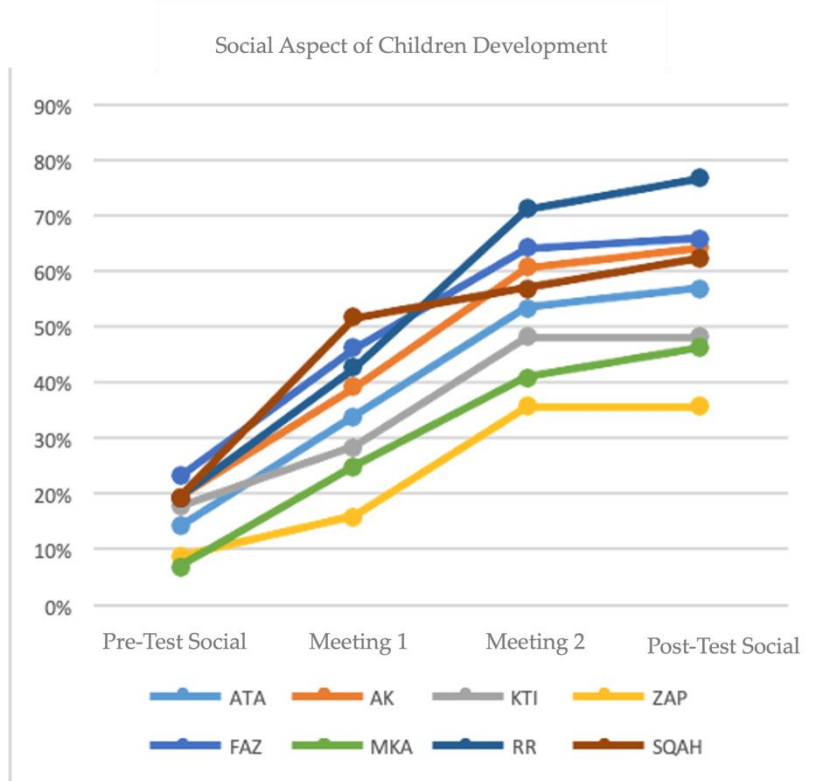


Figure 6 Social development cycle II

Finally, in social development, there was an increase of 41%, which in the pretest period showed an average development of 16% to 57% after the treatment period (posttest). In the pretest period, students were still very difficult to respond to stimuli, and it was still difficult to cooperate with teachers and researchers. The characteristics of patience have not been able to be applied, especially in the aspects of not being controlled by lustful desires and full control over anger; examples of problems such as the desire for screen time and when the toy is grabbed. In doing these various activities, children's interaction with their environment is still very poor, although there are some children such as FAZ, AK, RR and SQAH who have started to be able to interact well despite pressure, but the rest are still very lacking. Students still have difficulty communicating well when they are in conditions that they dislike. Then, in the posttest period, the social abilities of students developed well because most of the social aspects of students were good at interacting with their environment. Even though they are under pressure, students are able to maintain healthy and positive interactions with others.

3.2 Discussion

Based on the results of research and observations conducted until cycle II, show an increase in the cognitive development, emotional, and social development of children, which means that the implementation of patient characteristics using the storytelling method has a positive impact on improving cognitive, emotional, and social development of children. This is also supported by the form of a progressive curve toward positive directions, which means that the more intensive the provision of patient characteristics using storytelling methods in children aged 3-6 years, the higher the cognitive, emotional, and social development of children of that age.

Furthermore, other findings obtained in this storytelling method include: (1) Through this storytelling method can create good behavior for children; (2) The storytelling method can improve children's cognitive development. This can be seen from the increased percentage of children's cognitive development indicators presented in the form of a progressive curve towards the positive which means that the higher the provision of patient characteristics using the storytelling method in children aged 3-6 years, the higher the cognitive development. This increase is characterized by children starting to be able to explain the story verbally (Tahupeiri, 2014), capturing the moral values of a story, being able to capture a concept and characteristics of patience, and being more rational in listening to advice (listening to advice when the reason makes sense); (3) The characteristics of patience using the storytelling method can improve children's emotional development. This can be seen from the increasing percentage of indicators of children's cognitive development accompanied by better emotional control and regulation behavior, refraining from prohibitions and trials, not being controlled by lust, starting to be able to understand the feelings of people around them, and respecting the rights/works of others (Nuriani, 2014); (4) Applying the characteristic of patience using the storytelling method can also improve children's social development. It is shown that children's attitudes towards their social environment are starting to be positive, such as children starting to interact socially better, being more polite in expressing their opinions and desires, starting to be more polite in acting, such as walking more politely, not running in class, not rushing when going home and willing to queue; (5) The storytelling method can develop children's language, both expressively and receptively (Amalia & Sa'diyah, 2015). In storytelling activities, children speak through dialog or conversation and show expression in telling stories, since, during these storytelling activities, there is interaction and mutual discussion with their friends (Tehupeiory, 2014).

The cognitive, emotional, and social development of children can increase through the characteristics of patience implemented through the storytelling method because in this activity, children are required to be patient in order to be able to understand the plot and moral values of a story that contains behaviors that can improve emotional and social development such as waiting for their turn, being able to appreciate the rights/works of friends, communicating well (Prihanjani, 2015), not rushing, refraining from prohibitions and trials and not being controlled by lust. These behaviors are characteristics of patience.

Based on research and observations that have been carried out, it is proven that the application of patient characteristics using the storytelling method can improve the cognitive, emotional, and social development of children aged 3-6 years at Happy Trails Daycare & Preschool Cisaranten Kulon Kec. Arcamanik Bandung City academic year 2021/2022. This is supported by the progressive curve towards positive, which means that the more intensive the provision of patient characteristics using the storytelling method

for children aged 3-6 years, the higher the cognitive, emotional, and social development of children of that age.

4 Conclusion

This observation aims to determine the ability of cognitive, emotional, and social aspects of children after being given treatment in the form of patient characteristics, according to Al-Ghazali, Al Jauziyah, M. Rabbi, and Quraish Shihab. Which is divided into two levels: low levels are enduring obedience, not giving up easily, and not rushing, applied in cycle I, while high levels applied in cycle II are refraining from prohibitions, not being controlled by lustful desires, full control over anger and refraining from trials.

The use of the storytelling method in applying the characteristics of patience is very suitable for children aged 3-6 years. Children more easily develop their cognitive abilities since the cultivation of patience is wrapped in moral values contained in a story. Early childhood children easily digest the understanding of the concept of patience; it also affects their socio-emotional development. Children become better at regulating emotions and interacting with their social.

The results of these two cycles showed that there was significant cognitive, emotional, and social development in students. In cognitive development, the average increase is 50%. The initial 12% became 62% as evidenced by students who were not interactive, confused and did not understand the characteristics intended by the researcher to be able to capture the plot and moral values of the story conveyed by the teacher and then be able to re-explain the moral values of a story which contains the characteristics of patience. Then for emotional development to 67%, this is described as developing well because children have been able to control their emotions such as not whining, crying and very rarely showing negative emotional expressions in their implementation, even though in this percentage, children are occasionally reminded that they must be patient and regulate their emotions. Finally, social development increased by 41% which in the pretest period showed an average development of 16% to 57% after the treatment period (posttest). In the pretest period, students were still very difficult to respond to stimuli, and it was still difficult to cooperate with teachers and researchers. After being given the characteristics of patience applied to the storytelling method, the social abilities of students develop well because most of the social aspects of students are good at interacting with their environment. Even though they are under pressure, students are able to maintain interaction with their environment.

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