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Importance Of *Practical Life Activity* For The Development Of Self-Regulation Skills In Children Aged 4-5 Years

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Abstract

This study aims to describe the utilization of practical life activities for the development of regulation skills of children aged 4-5 years. whether the habituation method can improve self-regulation skills in students at RA Qurratu a'ayun, Deli Tua District, Deli Serdang Regency. The research was conducted using classroom action research method developed by Kemmis and Taggart. The provision of action is carried out in 2 cycles, each cycle consists of 4 stages, namely planning, action, observation, and reflection and each cycle takes place within two days. The data generated were then analyzed in quantitative and qualitative ways. Based on the analysis of quantitative data, this class action research was able to improve the ability of self-regulation, from pre-cycle to cycle two by 70%. As for qualitatively, Practical Life activity with activities in the form of learning while playing with loose part media and blocks provided and then cleaning up the toys to their original place, and equipped with singing and reward methods, is able to improve children's regulation skills, so that they are able to control emotions by sharing and queuing in using toys and getting used to cleaning up toys back to their original place after use.

Keywords: Practical life Actitvity, Self-Regulation

INTRODUCTION

Early childhood is a child with an extraordinary ability to imitate. Like blank paper they are able to fill in the blanks with whatever they see and hear. At this time the child experiences very rapid development and growth in himself, as Hurlock said as a developmental leap. Early childhood is said to be the golden age (Kong & Yasmin, 2022). In early childhood is the right time for children to form their personality, cognitive, motor, and social. Developing children's potential and talents at this age is also something that parents need to pay attention to. The family is the first educator for a child. Parenting is the way parents act as parents towards their children where they make a series of active efforts, because the family is the environment of life that children recognize for the first time and henceforth children learn in family life. The main education of a child is in the family environment while school is a continuation of education (Manurung). As parents, they should pay attention to child development, provide the best teaching for children, build self-regulation with the Practical life activity method. (Sriyanto, Arif, 2023).

Practical life activities are simple activities that children do. (Winata et al., 2021). Early childhood is often interested in daily activities such as cleaning the house, organizing things or otherwise, cooking, and eating. Practical life activities, one of the Montessori approaches, with practical life activities can train and familiarize children to carry out their daily activities independently, such as children being able to eat and drink independently, take care of their own personal hygiene such as bathing and washing their own hands and many other activities. With children being able to take care of themselves it is a process in learning that makes children more independent and ready to face adult life later. Children's independence can be developed with practical life activities that can be carried out and applied in the school environment and at home.(Aprilia & Rohita, 2021).

Practical life activities are activities that consist of Practical life activities and activities that can help children develop motor activity, focus, and independence. Practical life activities are intended to teach and improve motor, muscle, and coordination skills, giving children a sense of independence and the ability to complete tasks without adult assistance. Practical life activities are taught four different exercises, namely: 1). Self-care (e.g. dressing, buttoning clothes, tying shoelaces, washing hands); 2). Caring for the environment (e.g. cleaning the table, mopping); 3). Social relationships (lessons in manners, respect); and, 4). Movement control and coordination (e.g. walking, jumping, practicing balance, pouring objects in a glass).(Suprihatin & Widyasari, 2023)

The aspects of practical life consist of manipulation skills, personal development and environmental care. Manipulation skills include activities related to objects outside the child that must be manipulated to form a skill, such as pouring water into a glass, folding cloth and carrying dishes. Self-development is an aspect related to the child's own self, such as washing hands, brushing teeth and bathing alone. Then the aspect of environmental care is an activity related to environmental care such as watering plants, sweeping and tidying up toys. Practical life activities are very important and needed for children, but many still need help and guidance to be able to carry out practical life activities independently.(Badriyah & Fidesrinur, 2023)

The success in applying the Practical life activity method is that children are able to choose what they want, show their confidence, want to share with their friends, want to help and help. Practical life activity *is* included in "Care for the environment" "Care for people" "respect and politeness." A child who is educated with Practical life activity will be able to develop skills called executive skills, namely problem solving, self-regulation, concentration, self-confidence, independence and they are used to being responsible. For children, a physical activity can help them to regulate their emotions and self-control. (McGowan et al., 2023).. From the review of relevant literature, it is found that practical life is used by teachers in the classroom learning process to increase children's independence. (Aprilia & Rohita, 2021). Some other research leads to the development of children's motor skills so that children can develop their fine and gross motor movements by doing practical life activities (Ngoc, 2023). (Ngoc, 2023).. This is very logical considering that practical life is a physical activity that refers to the reality of everyday life. In doing so, both independence and physical motor skills can be developed. But what is the importance of practical life activities on the development of children's regulation in an integrative and comprehensive manner for children aged 4-5 years? This is what has not been examined.

Schunk & Zimmerman describe self-regulation as an effort made to activate the child's continuous process of thinking, behaving and feeling in order to achieve a set goal that is able to control his emotions and behavior, can socialize with his environment. Aditha Fajrina & Sri Hartati explain self-regulation is an early childhood effort to control thoughts, emotions and mastery of impulus in daily behavior, The importance of developing self-regulation in early childhood in order to create children with independent and confident character.(Khairunnisa & Yuntina, 2023).

Self-regulation is not a mental behavior like the cognitive abilities of writing, reading, and remembering. Self-regulation is an internal factor of procrastination. Self-regulation according to Carl Roger is that every individual is a person who is aware and directed in moving to self-regulation, and can experience a forward-centered regulatory process so that it can encourage individuals to be able to develop themselves So every individual who has self-regulation will be aware and his movements are directed and controlled in socializing. Self-regulation can also make thoughts, and feelings and adapt endlessly to achieve a desired goal. Students who already have regulation in themselves will easily determine what they want, are not easily influenced by friends, can manage their feelings and thoughts and have high self-confidence. Self-regulation can also be interpreted as a situation where individuals learn to control their activities, monitor

and motivate themselves to achieve a goal that the individual has desired. (Nugraheni et al., 2021).

Self-regulation is the primary human capacity for self-regulation. Controlling emotions and acting or making decisions are part of it. Children, as well as adults, often find themselves in frustrating situations (Ida et al., 2023). However, they are not yet able to control their emotions or deal with reactions effectively. As a result, self-regulation is considered important in developing their skills in controlling emotions and actions during the learning process. The benefits of self-regulation in children make them able to control their focus of attention and persist in difficulties. Children can control their emotions and follow the rules at school and can control their anger. Children can learn new ways to solve problems, be more courageous, and better understand the feelings of others. Children can help, share and comfort their friends. Everything that concerns social aspects and positive emotions with others. With this self-regulation, children will pay attention to how to speak politely to teachers and friends, and obey the rules in their school. (Purwaningsih & Herwin, 2020)

Anindya Nugraheni et al, 2021, "The Relationship Between Self-Regulation and School Readiness of 5-6 Year Old Children". The results showed that there is a relationship between school readiness and children's self-regulation. the two variables have a moderate relationship and show a positive relationship, which means that if school readiness related to self-adjustment to challenges in pre-school / kindergarten is getting better or adaptive. Then self-regulation or the ability to control emotions and behavior is getting better. Likewise the opposite, if school readiness is bad, then the child's self-regulation is getting worse. The importance of children's school readiness is because children will get progress and benefits in further development if they already have school readiness. In addition, preschoolers' self-regulation, including their compliance and self-control, can affect student success as expected, children to follow class rules and teacher directions, share toys, and wait their turn.(Nugraheni et al., 2021).

Improving self-regulation in young children is necessary because at this age children often impose their will (desire) by showing the ability to choose, do and decide something on their own. If the child is familiar with the rules, the child will feel safer, because the child knows which actions are allowed and which are not allowed. If the rules are embedded, children will try to avoid prohibited actions and tend to do what is recommended.

Badura explains that there are two factors that influence self-regulation in children, internal and external factors. Internal factors or factors from within the child such as cognitive and metacognitive intelligence. While external factors are the influence of the environment around the child.(Wahyuningtyas, 2022) In early childhood they spend the most time with family or parents. Therefore, parents have an important role in shaping self-regulation in children. Parents have a lot of opportunities to develop children into children who are cognitively and emotionally intelligent, able to socialize and be independent. One method that can be used to build self-regulation in children is *Practical life activity*.

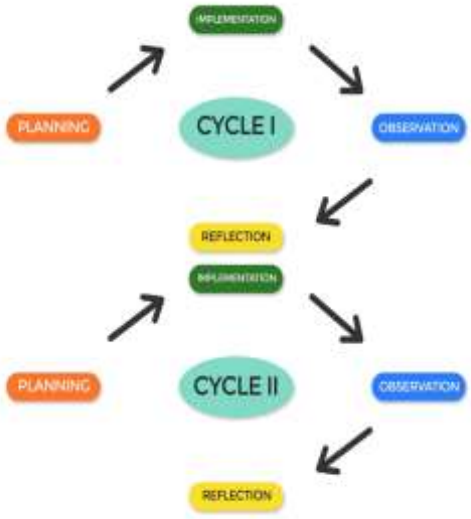
Regulatory skills are important to instill in children from a young age. This is crucial because parents today tend to give their children too much potential. Thus, children are very dependent on parents (Dalita et al., 2021). It is also explained in previous research that the independence of young children needs to be observed. Because through an independent attitude, children can carry out various things without depending on other parties. For example, independent children can play with their peers more confidently and without fear. Excessive anxiety interferes with their psychological development, for example when parents are still at school and waiting for them to come home from school. By encouraging independence from a young age, children grow into adults who can make decisions more easily, are less dependent on others, are responsible, and can adapt to their environment. Parents' efforts to develop children's

independent attitudes are through providing opportunities for children to do it themselves, so that they are more responsible and do not continue to depend on their parents.

Self-regulation of children aged 4-5 years in RA Qurratu a'ayun, Deli Tua District, Deli Serdang Regency can be said to have not developed optimally. During activities at school, children still rely on the help of others. The lack of habituation through *Practical Life Activities* such as wearing their own shoes, storing their own shoes and bags, tidying up their own toys and also patience when waiting for their turn still needs to be improved. So increasing regulation is very necessary, especially in children aged 4-5 years who often still impose their will. Based on the results of observations and interviews, some children do not have good self-regulation, such as not being accustomed to putting toys back into place, not being able to be patient waiting for their turn, not being able to control emotions, and not being accustomed to discipline in dividing time.

RESEARCH METHODS

In this study, the Classroom Action Research method was used. This method is carried out with several objectives, including improving teacher professionalism in teaching, bringing up innovations in the form of learning so that innovative learning alternatives are produced and developing curriculum at the classroom and school levels. The research design used is a design developed by Kemmis and Taggart, which is a self-reflection spiral system that includes planning, action, observation, reflection, then returning to the planning stage again if the first cycle has not met success.



The subjects in this study were RA Qurratu a'ayun students in Deli Tua Subdistrict, Deli Serdang Regency, totaling 10 students, 6 boys and 4 girls. The data generated was then analyzed by the percentage calculation method. From this study, two kinds of data were analyzed qualitatively and quantitatively, namely individual completeness data, and class completeness data. The calculation formula for each is as follows.

1. Individual Completeness
   The formula is as follows

$$NP= \frac{R}{SM} X\ 100\ \%$$

Description:
N = Presentation of individual completeness
R = The number of scores achieved by students
SM = Total ideal score
100 = Fixed number

Table 1 Classification of Individual Completion Scale

Assessment	Criteria
90-100 %	BSB: Developing Very Well
70-89%	BSH: Developing as expected
50-69%	MB : Emerging
0-49%	BB : Not Developing

2. Class Completeness
The formula is:

$$NP=\frac{R}{SM} X\ 100\%$$

Description:
NP = Percentage of class completeness
R = Number of students who are individually complete
SM= Total number of students
100 = Fixed number

Table 2 Classification of Class Completeness Scale

Assessment	Criteria
90-100	Very Good
70-89	Good
50-69	Simply
0-49	Not good

The Practical Life Activity method is classified as complete and classroom action research is said to be successful if the percentage of learning reaches 70% or more. The success criteria in this study is an increase in self-regulation in children by 70% through *Practical Life Activity*. If this criterion has been achieved, then the research does not need to be continued to the next cycle.

RESULT AND DISCUSSION

The research began with the pre-cycle stage. The pre-cycle stage was carried out for 3 days, starting from Tuesday, October 3, 2023 to Thursday, October 5, 2023. During these three days, researchers assessed children's self-regulation related to several activities carried out by children at school, such as drawing activities until completion and returning play tools to their place after use on the first day; marching activities before entering class, storing shoes, finding their

respective desks and taking shoes and wearing shoes again independently on the second day; queuing activities to wash hands before eating at recess on the third day. The assessment results are as follows.

Table 3. Pre-Cycle Data on Children's Self-Regulatory Development

Criteria	Number of Children
BSB: Developing Very Well	0
BSH: Developing as expected	2 (20%)
MB: Emerging	6 (60%)
BB: Not Developing	2 (20%)

The data above will then be used as comparative data on the success of using the method of habituation of students' self-regulation in cycles I and II.

The research then continued at the planning stage in cycle I. At this stage, the researcher made an action planning unit that would be given to the research subject and developed a daily learning plan (RPPH) with the theme of God's Creation Animals by considering learning outcome indicators. The learning process is carried out as usual. In addition, the learning process is also assisted by media in the form of loose parts and APE blocks as an auxiliary medium in training children to put their toys back in their original place. This research is of course also equipped with child and teacher observation sheets along with the assessment criteria.

The next stage is the implementation stage. The implementation of the research was carried out in two meetings At the first meeting, actions were taken by researchers who acted as temporary teachers in the classroom. The learning process was carried out based on the RPPH that had previously been prepared. The activities carried out were divided into three sessions, namely initial activities, in the form of reading iqro, reading prayers, attendance, apperception, and notification of the rules of play, including taking turns in using the toys provided to play in an orderly manner and cleaning up the toys back into place; core activities, namely grouping pets, folding fish into origami shapes, writing fish words using *loose parts*, and making aquariums from the blocks that have been provided; closing activities, namely the researcher re-conducting the atmosphere of the class by adding a sing-along method. In addition, the teacher also asked several questions related to the activities that had been carried out and announced the activities that would be carried out tomorrow. The whole activity was then closed by praying together, saying greetings, and shaking hands.

On the next day, the research continued at the implementation stage. Just like before, the implementation stage on the second day was divided into 3 sessions, namely initial activities, core activities, and closing activities. The difference between the first day and the second day was in the core activities. In the core activities on the second day, the researcher directed the research subjects to group pets according to the number of legs, do finger painting of chicken pictures, write chicken words with loose part media, and make chicken cages from blocks.

The research proceeded to the observation stage. During the implementation stage, researchers and collaborators observed the actions that took place in the two days. From this observation, the following results were obtained:

Table 4. Results of Self-Regulation Ability

Child Code	1	2	3	4	Σtotal	%	Ket.
1	1	1	2	2	6	37,5%	BB
2	2	2	2	3	9	56,25%	MB
3	2	2	2	3	9	56,25%	MB

4	1	1	1	2	5	31,25%	BB
5	3	2	3	3	11	68,75%	BSH
6	2	2	2	3	9	56,25%	MB
7	2	2	2	3	9	56,25%	MB
8	2	2	1	2	7	48,75%	MB
9	3	2	3	2	10	62,5%	MB
10	1	2	2	3	8	50%	MB
Number of children's scores					83	523,7%	
Average					8,3	52,37%	

Indicator Description:

1. The child gets used to returning toys to their place.
2. The child gets used to stopping play at the right time.
3. Children get used to patiently waiting for their turn.
4. Children get used to sharing toys.

Table 5. Improvement of Self-Regulation Ability Results

No	Criteria	Number of Children	Percentage
1	Developing Very Well	0	0%
2	Developing as expected	2	20%
3	Emerging	6	60%
4	Not Developing	2	20%
Total		10	100%
Completion Rate (≥BSH)		2	20%

After the observation, the research conducted a reflection and it was found that the research on the first day went well and smoothly. In addition to the media and game atmosphere presented in the classroom, the addition of the singing method succeeded in attracting children's attention and children became happy. . Meanwhile, on the second day of research, children have begun to get used to doing habituation activities. Children began to understand the rules, such as putting toys back into place, and began to get used to waiting for their turn. Therefore, when compared to the pre-cycle children's regulation ability, it can be seen that the ability of self-regulation shows an increase, as seen in the following table.

Table 6. Action Results on Pre Cycle and Cycle 1

No	Action	BB	%	MB	%	BSH	%	BSH	%
1.	Pre Cycle	5	50%	4	40%	1	10%	0	0%
2.	Cycle	2	20%	6	60%	2	20%	0	0%

From the results of the reflection, the researcher noted several shortcomings, including the lack of optimal media that supports the singing method at RA Qurratu a'ayun, learning that is less effective due to the lack of focus on learning in children, and the educational game tools used are still makeshift. So the research was continued to cycle II with a note, researchers prepared more creative learning methods.

As in cycle I, the research began with the planning stage and carried out the same actions as the planning stage in cycle I, but the lesson plans were prepared with a different theme, namely

with the theme of God's Creation Plants. The learning media used were loose part media and APE blocks.

Then the research continued in the core activities. At this stage, researchers were directed to classify plants according to their types, do finger painting pictures of fruits, and make mango trees using loose parts and APE blocks. In addition, to make learning more interesting, researchers introduced one of the plants directly, namely mango fruit and its benefits and processed the mango fruit into juice. Like the research in cycle I, the research in cycle II also ended with a closing which was filled with the same activities as the closing stage in cycle I.

Observations were made during the learning through play activities. In order to make learning more interesting for students, in the second cycle researchers added a reward element in the form of chocolate coins. The results are listed in the following table:

Table 7 Self-Regulation Ability Results Cycle II

Child Code	1	2	3	4	Σtotal	%	Ket.
1	3	2	3	3	11	68,75%	MB
2	3	3	3	4	13	81,25%	BSH
3	3	3	3	4	13	81,25%	BSH
4	3	2	3	2	10	62,5%	MB
5	4	4	4	3	15	93,75%	BSH
6	3	3	3	3	12	75%	BSH
7	3	3	3	4	13	81,25%	BSH
8	3	2	3	3	11	68, 75%	MB
9	3	3	4	4	14	87,5%	BSH
10	3	3	3	3	12	75%	BSH
Number of children's scores Average					124	894,70%	
					77,5	89,47%	

Table 8 Improvement of Cycle II Self-Regulation Development Results

No	Criteria	Number of Children	Percentage
1	Developing Very Well	2	20%
2	Developing as expected	5	50%
3	Emerging	3	30%
4	Not Developing	6	60%
Total		10	100%
Completion Rate (≥BSH)		7	70%

After conducting observations in cycle II, researchers again reflected. Compared to the application of habituation in cycle I, there was a significant increase in children's self-regulation skills. In addition, the completeness rate in the study has met the achievement criteria, as shown in the following table.

Table 9 Action Results in Pre-Cycle, Cycle I and Cycle II

No	Action	BB	%	MB	%	BSH	%	BSH	%
1.	Pre Cycle	5	50%	4	40%	1	10%	0	0%
2.	Cycle I	2	20%	6	60%	2	20%	0	0%
3.	Cycle II	0	0%	3	30%	5	50%	2	20%

Based on the description of the results of data on improving self-regulation in cycle II, it can be concluded that children's self-regulation has increased. The percentage obtained by the

class average has reached the 70% completeness criteria. So it can be concluded that the use of practical life activity can improve self-regulation in children of RA Qurratu a'ayun.

Discussion

The increase in children's self-regulation skills can be caused by several factors, including the addition of reward elements that increase children's enthusiasm for learning. This is in accordance with Wahyuningtyas' research "Developing Self-Regulation Through Rewards" shows that using the reward method can improve self-regulation in children. This is in accordance with Hurlock's opinion, which states that rewards make children behave in accordance with social expectations and motivate children to repeat socially approved behavior. Therefore, giving gifts or awards can be used as a motivational tool in the educational process. (Wahyuningtyas, 2022)

Based on observations on the factors that influence self-regulation, it illustrates that students have begun to get used to implementing practical life activities and can interact with the surrounding environment in weighing a behavior, because of the child's ability to sort and choose positive or negative behaviors and actions with reference standards obtained from the surrounding environment.

In addition, in cycle two research, it was seen that students began to be able to manage their behavior in the process of habituation activities to return toys to their place. As for the aspect of emotional control, it can be seen that students are starting to be able to get used to being patient waiting for their turn and getting used to sharing toys. In addition, the results of interviews after the implementation of habituation activities obtained information that habituation activities can improve children's self-regulation as seen from children getting used to behaving disciplined, empathetic and independent.

The implementation of this practical life activity provides reinforcement for children's good attitudes so that children understand that it is a good action that they should do. Through individual practical life activities, children control their behavior so that it is in accordance with the expectations of their social environment. Seeing the results of the implementation of actions in cycle II, researchers and collaborators agreed that this research had been successful so that it was not continued in the next cycle. After the action research, the teachers finally believe that self-regulation can be improved by developing the application of practical life activities that are carried out comprehensively with examples of children's daily behavior in the form of returning toys to their place, stopping playing on time, patiently waiting for their turn, getting used to sharing toys so as to create children who can withstand anger (patience), not easily despair (persistent), delaying desires, good concentration, and can interact with the surrounding environment.

CONCLUSION

Improving self-regulation in children at RA Qurratu a'ayun can be done by implementing practical life activities in the form of getting children accustomed to stopping playing in time, and cleaning up toys that have been used back into place. To make it more interesting, this activity can be complemented with the method of singing together and giving rewards. These activities are proven to improve children's self-regulation at RA Qurratu a'ayun with a significant increase in scores from pre-cycle research, cycle I and cycle II.

In pre-cycle research, children are not accustomed to returning toys to their place, not accustomed to patiently waiting for their turn, not accustomed to stopping playing in time, and not accustomed to being able to share; in cycle I the development of children's self-regulation in the Very Well Developed category is still 0%, the category stage is Developing As Expected 20%, in the category of Beginning to Develop 3%, and in the category of Not Developing

50%. Cycle I shows the development of children's self-regulation in the BSB category is still 0%, the BSH category is 20%, the MB category is 60% and the BB category is 20%.

As for Cycle 2, the development of children's self-regulation in the BSB category is 20%, in the BSH category 70%, and in the MB category 20%.

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