

Effectiveness of Construction Play on Sibling Rivalry Reaction in Preschool Age Children

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ABSTRACT

Keywords:

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Background: A healthy child is a healthy child physically, psychologically, socially and spiritually. A child's health is characterized by developments that match his age, and is able to adapt to the environment. In preschool-aged children health problems that often arise is a disorder of growth and development and behavioral disorders one of them sibling rivalry. Sibling rivalry is a competition with siblings. One way to handle sibling rivalry is to play. Games that can be applied is construction play which is a construction game that can be played with friends or siblings to increase cooperation. This study aims to determine the effect of construction play on sibling rivalry reaction in preschoolers in Kindergartens TK Dharma Wanita Persatuan Sumberbendo District Pucanglaban Tulungagung.

Methods: The research design used in this research is pre experiment using One-group pre-post test design. The population is all student who have siblings of 22 children by using Purposive Sampling Technique. The study was conducted for one month. Data collection using questionnaire sheet, then data processed with Editing, Coding, Scoring and Tabulating technique. Then analyzed by statistical test of willcoxon sign rank test.

Results: The results obtained P value of 0,002 and $\alpha = 0,05$ which means the value of $p < \alpha$ (0,05), so that H0 is rejected and H1 accepted. The conclusion show the effect of construction play on sibling rivalry reaction in preschoolers.

Conclusions: The effectiveness of construction play on sibling rivalry reaction show the importance of parents and the school to apply the construction play as an effort in dealing with sibling rivalry.

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I. INTRODUCTION

A healthy child is a child who is physically, psychologically, socially and spiritually healthy. The health of a child begins with a healthy lifestyle implemented by the Ministry of Empowerment. The degree of health of children reflects the degree of the smallest things ranging from maintaining personal hygiene, the environment to a healthy and regular diet which is characterized by development that is in accordance with the age level, looks active or agile and happy, good appetite, clean and shining eyes, lips and the tongue looks fresh, breath does not smell, and easily adapts to the environment¹

Sibling rivalry is a competition between siblings which includes feelings of wanting to compete and wanting to feel more than their siblings. *Sibling rivalry* is usually dominated by feelings of jealousy². According to³ in general, a child will feel afraid and threatened with losing or decreasing parental love and attention if a younger sibling is born, and according to Gatlieb and Mendelson the birth of a new

sibling is a problem for the eldest child, where The eldest must share the love, affection, and attention of his parents to his younger brother. This sense of competition usually occurs between two or more children who are close in age (1-2 years) and of the same sex⁴.

In this case, parents must have a special method to overcome the problem of *sibling rivalry* that occurs between siblings⁵. explains several things that can be strategies that can be done to deal with *sibling rivalry*, namely: (1) not comparing children with each other; (2) let children be themselves; (3) love children's talents and success; (4) make children able to work together rather than compete with each other, for example like playing together. One of the games that can be done together is a constructive game.

Constructive games or *construction play* are games that use various existing objects to create a particular work such as arranging blocks, legos, puzzles, drawing, cutting or sticking and wax or plasticine⁶. In relation to improving the ability of cooperation that stimulates social interaction with peers in the form of cooperation in forming or building what children want. Constructive play is a way of playing that is constructive, nurturing, repairing, in which children use materials to make something that is not intended to be useful, but is intended for the joy gained from their work⁷

Based on a preliminary study on *sibling rivalry* reactions in preschool-aged children conducted by researchers on January 5, 2020 at the Dharma Wanita Persatuan Sumberbendo Kindergarten, Pucanglaban Sub-district with an interview method with related themes to several mothers, they complained that their children often had envy of each other. other. Of the 10 mothers interviewed, 70% of mothers stated that their children often quarreled with their siblings and another 30% of mothers stated that their children rarely quarreled with their siblings. \ If *sibling rivalry* is not handled properly, it will have a negative impact such as a prolonged conflict between siblings which results in physical and psychological trauma which of course will make the child's growth and development effective.

In this case the role of parents is very important to overcome the problem of *sibling rivalry*, methods for dealing with *sibling rivalry* such as one of them playing *construction play* can be applied by parents and in an educational institution for example to teachers or educators whose role is to resolve conflicts in children and in the field of education. Health nurses can apply these methods in child nursing care to overcome *sibling rivalry*. Based on this background, the researchers wanted to know how to model constructive play (*construction play*) can be a solution to overcome the reaction of *sibling rivalry* that occurs in preschool children in kindergarten Dharma Wanita Persatuan Sumberbendo Pucanglaban Tulungagung subdistrict Year 2020. This study aims to determine the effectiveness of *construction play* on *sibling rivalry* reactions in pre-school age children at Dharma Wanita Persatuan Sumberbendo Kindergarten, Pucanglaban District, Tulungagung Regency.

II. METHOD

The research design used in the study was pre-experimental using the *One-group pre-post test design*. This research will be conducted by using a way of giving a *pre-test* to one group or called initial observation before a treatment is carried out. After being given a treatment to the group, then again given a *post test* or final observation in one group. This treatment is given to determine the consequences of the treatment given. Sampling is to determine the sample to be used in research⁸. This study uses a *purposive sampling* technique, which is a *sampling* technique in which the researcher determines the sample himself or herself that is taken or examined.⁹. Thus the researchers took samples with *purposive sampling technique* which was limited by inclusion and exclusion criteria. In this study, the population was all students in TK Dharma Wanita Persatuan Sumberbendo, Pucanglaban District, Tulungagung Regency, amounting to 37 students. In this study, the sample used was students who have relatives in TK Dharma Wanita Persatuan Sumberbendo, Pucanglaban District, Tulungagung Regency as many as 22 children.

III. RESULTS AND DISCUSSION

Table 1. Cross-tabulation of *sibling rivalry* reactions before and after the *construction play* game at Dharma Wanita Persatuan Sumberbendo Kindergarten, Pucanglaban District, Tulungagung Regency.

No	Sibling Rivalry Reaction Category	Before	After
		f (%)	f %
1	Low	4 (18)	6 27
2	Currently	7 32	11 50
3	Tall	11 50	5 23
Amount		22 100	30 100

Table 1. above shows that the reaction of *sibling rivalry* before the *construction play* game was carried out, namely most of the respondents had a high category of 11 respondents (50%) and the reaction of *sibling rivalry* after the *construction play* game was 11 respondents (50%) had a medium category.

Data analysis The results of the statistical test of the effectiveness of *Construction Play on Sibling Rivalry* Reactions in Preschool Age Children at the Dharma Wanita Unity Sumberbendo Kindergarten, Pucanglaban District, Tulungagung Regency from August 13-17, 2020 using the *Wilcoxon Signed Rank Test* statistical test, obtained *p value* $0.002 < = 0, 05$. So, H_0 is rejected, which means that there is an effectiveness of playing *construction play* on *sibling rivalry* reactions in preschool-aged children at Dharma Wanita Persatuan Sumberbendo Kindergarten, Pucanglaban District, Tulungagung Regency in 2020.

Based on date, it is found that from 22 respondents, 11 respondents (50%) had high *sibling rivalry* reactions, 7 respondents (32%) had moderate *sibling rivalry* reactions, and 4 respondents (18%) had low *sibling rivalry* reactions. Based on table 4.2, it is known that most of the respondents who have high *sibling rivalry* reactions are in class B, namely 8 respondents (53.3%).

A healthy child is a child who is physically, psychologically, socially and spiritually healthy. The pattern of socio-emotional development of early childhood according to ¹⁰ includes fear, shame, worry, anxiety, anger, jealousy, grief, curiosity and joy. In preschool age children, the most common health problem is *sibling rivalry* behavior disorder. *Sibling rivalry* is jealousy, competition and fighting between siblings ⁵. Parenting patterns and the type of discipline applied by parents will affect the behavior of children where the relationship between siblings will be much more harmonious if parents use authoritarian discipline or democratic discipline so that children will learn why they have to give and receive on the basis of cooperation ⁷

The results obtained that 8 respondents (53.3%) sitting in class B have a high category. Class B children aged between 5-6 years should be better able to be kind to their siblings than class A children aged 3-4 years, where their socio-emotional development is still very unstable. However, the role of parents in both parenting and the type of discipline applied will make the behavior of children effective so that the age of the child is not the only determinant. So this research is in line with the theory that parenting and the type of discipline applied by parents will affect children's behavior where the relationship between siblings will be much more harmonious if parents use authoritarian discipline or democratic discipline so that children will learn why they have to give and receive on the basis of cooperation. .

Almost half of the respondents who have high *sibling rivalry* reactions are children who have 2 siblings with a total of 7 children (43.8%). Hurlock,(2013) said that a small number of siblings tends to result in a relationship that is more contentious than a large number of siblings. Because the small number of siblings allows more time together. Unlike the case with a large number of siblings, the frequency of contact

between siblings decreases. Relaxed parental supervision, permissive to children's behavior, allows antagonism and hostility to occur so as to create an atmosphere colored with strife.

Meanwhile, the results from table 3 show that almost half of the respondents who have a high *sibling rivalry* reaction are children who have 2 siblings with a total of 7 children (43.8%). So, this study is also in line with the theory that the number of siblings is very effective in *sibling rivalry* reactions in children, especially the number of siblings is small, where the frequency of contact between siblings will be more and tend to cause disputes. Meanwhile, based on table 4, it is known that most of the respondents who have high *sibling rivalry* reactions are of the same gender as their siblings, with 7 children (53.8%).

According to Hurlock (2013), boys and girls react very differently to their siblings. For example, in the female-female or male-male combination there is more envy than the female and male combination. An older sister may be more talkative and prefer to manage her younger sister than her younger brother. Boys fight more with their brothers than their sisters. During childhood, the often developing antagonisms between the sexes can give rise to endless conflicts. This can make the relationship between siblings and family relationships more effective.

Seen from data, it is known that most of the respondents who have high *sibling rivalry* reactions are of the same gender as their siblings, with a total of 7 children (53.8%). It can be concluded that this study is also in line with the theory that during childhood, antagonism of the same sex often develops, which can lead to endless conflicts. This can make the relationship between siblings and family relationships more effective.

After playing the *construction play* game, it was found that 5 respondents (23%) had a high *sibling rivalry* reaction category, 11 respondents (50%) had a moderate *sibling rivalry* reaction category, and 6 respondents (27%) had a low *sibling rivalry* reaction category.

In this case, parents must have a special method to overcome the problem of *sibling rivalry* that occurs between siblings.⁵ explains several things that can be strategies that can be done to deal with *sibling rivalry*, namely: (1) not comparing children with each other; (2) let children be themselves; (3) love children's talents and success; (4) make children able to work together rather than compete with each other, for example like playing together. One of the games that can be done together is a constructive game.

Constructive games or *construction play* are games that use various existing objects to create a particular work such as arranging blocks, legos, puzzles, drawing, cutting or sticking and wax or plasticine.⁶ In relation to improving the ability of cooperation that stimulates social interaction with peers in the form of cooperation in forming or building what children want. According to Tantriyani, (2013) constructive games can be said to be effective and successful in increasing cooperation skills and reducing *sibling rivalry* reactions which were carried out for three weeks with a percentage of 90.38%.

It can be seen from table 5 that after the *construction play* game, half of the respondents had moderate *sibling rivalry* reactions, namely 11 respondents (50%) which previously almost half of the respondents, namely 11 people (50%) had high *sibling rivalry* reactions. The results of this study are in line with the theory above that by doing a construction game with peers, siblings or groups, it will increase cooperation between children and can be used as a solution to overcome conflicts that occur such as a sense of competition or *sibling rivalry*.

Before playing *construction play*, 11 respondents (50%) had high *sibling rivalry* reactions, 7 respondents (32%) had moderate *sibling rivalry* reactions, and 4 respondents (18%) had low *sibling rivalry* reactions. And after the *construction play* game, it was found that 5 respondents (23%) had a high *sibling rivalry* reaction category, 11 respondents (50%) had a moderate *sibling rivalry* reaction category, and 6 respondents (27%) had a low *sibling rivalry* reaction category. This means that there is a change or decrease after doing the *construction play* game. Based on the results of data processing using the *Willcoxon sign rank test* with spss 23, the probability result is 0.002 less than the value of $\alpha = 0.05$, it can be concluded that H_0 is rejected, which means that there is an Effectiveness of *Construction*

Play on Sibling Rivalry Reactions in Preschool Age Children at Dharma Wanita Persatuan Kindergarten. Sumberbendo, Pucanglaban District, Tulungagung Regency.

According to ¹² in preschool-aged children the behaviors that often appear are refusing, competing, aggressive, fighting, imitating, cooperative, selfish, sympathetic, angry and others. Providing opportunities for children through constructive play in large or small groups can be used as a solution to overcome conflicts that occur such as a sense of competition or *sibling rivalry*.

Referring after the *construction play* game, it was found that 5 respondents (23%) had a high *sibling rivalry* reaction category, 11 respondents (50%) had a moderate *sibling rivalry* reaction category, and 6 respondents (27%) had a low *sibling rivalry* reaction category. Based on the results of the research above, it can be concluded that playing *construction play* can make *sibling rivalry* reactions effective in preschoolers, this is in accordance with related theories and research.

IV. CONCLUSION

Prior to the *construction play* game, it was found that of all respondents, most of the respondents had high *sibling rivalry* reactions, namely 11 respondents (50%) with an average result of 62.7% in the medium category. After the *construction play* game was carried out, it was found that of all respondents, most of the respondents had moderate *sibling rivalry* reactions, namely 11 respondents (50%) with an average result of 58% having a moderate category. It can be concluded that there is a decrease in *sibling rivalry* reaction. Where previously, 16 respondents (53%) had high *sibling rivalry* reactions, then after the *construction play* game, only 5 respondents (17%) had high *sibling rivalry* reactions. Referring to the cross tabulation, 18 respondents (60%) had moderate *sibling rivalry* reactions.

The results of the *Willcoxon Signed Rank Test* statistic obtained p value $0.002 < 0.05$. So H_0 is rejected, which means that there is a statistically significant effectiveness between *construction play* on *sibling rivalry* reactions in preschool children at Dharma Wanita Persatuan Sumberbendo Kindergarten, Pucanglaban District, Tulungagung Regency with $p = 0.002 < (0.05)$.

V. ACKNOWLEDGMENT

1. For parents, especially those who have two or more children and their children are of the same sex as their siblings, it is expected to apply *construction play* as a way to deal with the problem of *sibling rivalry*.
2. For the research site, it is hoped that with the results of this study, it is necessary to improve the *construction play* game as an effort to overcome *sibling rivalry*.
3. For further researchers, it is expected to provide other variations of games that children and their friends can do in its implementation to train cohesiveness and cooperation.

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