

OVERCOMING TEMPER TANTRUM STUDENTS IN TAZKIA ISLAMIC KINDERGARTEN, SUNGGAL SUBDISTRICT, DELI SERDANG DISTRICT

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Abstract:

The purpose of this study was to determine the efforts of educators in overcoming temper tantrum children and the obstacles experienced by educators in overcoming temper tantrum children at Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency. This type of research is descriptive qualitative research. Data collection techniques used, namely observation, interviews, and documentation. The subjects of this study were two teachers and the Principal of Tazkia Islamic Kindergarten. Data analysis was carried out using the Miles and Huberman model interactive analysis technique (data reduction, data presentation and conclusion drawing). Based on the research results obtained, it can be concluded that the efforts of educators in overcoming temper tantrums at Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency, namely by using the time out method, removing children from the class (exiting), and strategies to persuade and direct children (redirecting). While the obstacles experienced by educators in overcoming temper tantrum children at Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency, namely parents who always obey all their children's wishes and the lack of cooperation between teachers and parents in handling temper tantrum children.

INTRODUCTION

Their greatest years are in the early childhood years. Development, both in terms of the physical and non-physical, is currently surging. The phrase "golden age," which describes the time between birth and age six, alludes to the exceptional pace of intellectual, emotional, linguistic, physical-motor, and social development that occurs during this special phase of human development. Youngsters who actively listen grow their language skills, become more self-assured, and improve their listening skills.

Children can improve their oral language abilities, expand their vocabulary and word recognition, become more literate, and be able to narrate stories they have heard from an early age (Losi et al., 2022).

This is the most important period to provide a child with the right care, education, and attention to their health in order to assist their brain development. The attainment of optimal and healthful baby growth can be promoted through education, acclimation, and the supply of suitable nourishment. Since education provides children with the knowledge and understanding they need to grow and develop to their greatest potential, it is essential to their development (Nofianti, 2021).

One aspect of development that is no less important to develop in children from an early age is the social-emotional aspect. Early childhood children begin to develop sensitivity to social and emotional stimuli in line with their development as individuals. However, each child has a different period of sensitivity in terms of their emotional development. With the development of social emotional aspects in children, it is expected that children have an understanding of the emotions experienced and can be accepted by the social environment. If children have difficulty recognizing their emotions, then their social interactions with the surrounding environment will be hampered. One example of a child's inability to control emotions is excessive angry behavior. Children's anger that is handled in an unfavorable way can cause a strong explosion of anger or what is called a temper tantrum.

Temper tantrums are episodes of extreme anger and frustration, which appear to lose control as a picture of crying, screaming behavior, to the emergence of aggressive behavior by kicking, hitting, damaging surrounding objects and scratching. In some cases there are children who hurt adults as a form of venting their anger (Hidayati & Janah, 2021). Temper tantrums are often triggered by a parenting style that pampers children, a lack of clear boundaries, and the fulfillment of all children's wishes. Children who are used to getting what they want may experience temper tantrums when their wishes are not met. On the other hand, children who feel overly protected or controlled by their parents may also react with tantrum behavior as a form of resistance to the control imposed by parents.

In the school environment, temper tantrums often occur in children during

learning and playing activities. However, the treatment given is less appropriate due to the lack of attention from teachers to children who experience temper tantrums. The reason for the lack of teacher attention to children who experience temper tantrums is because these children need extra attention. However, the number of children who experience temper tantrums in the classroom is much less than children who do not experience temper tantrums. Therefore, teachers are often unable to allocate enough time for students who experience temper tantrums because the number of students who do not experience temper tantrums is much higher. As a result, the education for children who experience temper tantrums is often not fulfilled properly.

Temper tantrum behavior can become a problem if it occurs too often, intensely, or lasts for a relatively longer period of time compared to other children of the same age. Normally, tantrum behavior exhibited by children only has a duration of about 20 seconds to 2 minutes. If the child who is behaving tantrum exceeds the normal time limit, then parents should be vigilant. This will be the formation of the child's emotional character in adulthood (Ritonga & Munisa, 2022). Therefore, as educators, it is important to understand the concept of tantrums and how teachers and parents try to handle or reduce tantrum behavior.

Teachers, as parents at school, have an important influence in shaping children's character. Children will learn about the character they will carry, both at home and when with parents or the surrounding environment. The same applies when teachers handle children who are experiencing temper tantrums at school. Teachers are expected to be able to apply the right strategies in overcoming tantrums and provide explanations to children that not all of their wishes can be fulfilled easily. Sometimes what he wants is not always good for him. This is where teachers strive as educators and parents to provide understanding to children, so that children understand the reasons why they cannot always be fulfilled.

Based on observations at Tazkia Islamic Kindergarten, when the child starts crying loudly and throwing a tantrum, the teacher decides to let the tantrum go for a while until the child can calm his emotions and forget about the tantrum behavior. After that, the teacher approaches the child gently and lovingly, coaxes the child, gives advice, hugs the child, and teaches them about the importance of patience and how to

control angry emotions positively. Some teachers at Tazkia Islamic Kindergarten already have an understanding of temper tantrums in early childhood and know how to handle the situation. The importance of help and proper handling efforts from teachers so that this temper tantrum behavior does not become a habit for children. With the right guidance, it is hoped that children can learn to control their angry emotions gradually and effectively.

RESEARCH METHODS

This research used a descriptive qualitative method. A descriptive study aims to characterize phenomena that are currently occurring, including both natural and man-made events. Making a methodical, factual, and precise description of the characteristics and circumstances of a certain population is the aim of descriptive research (Ependi et al., 2023).

Sugiyono (2018) asserts that qualitative research is a research method based on the philosophy of positivism, used to research on natural object conditions, (as opposed to experiments) where researchers are key instruments, data collection techniques are triangulated (combined), data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalization.

This study used data collection techniques in the form of observation, interviews, and documentation. This research uses Miles and Huberman's version of data analysis that there are three lines of activity, namely: data reduction, data presentation and conclusion drawing or verification.

RESULTS AND DISCUSSION

Results

Teachers' efforts in overcoming temper tantrums in Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency The initial causes of child temper tantrums are diverse and vary every day. One of them is that children throw tantrums because they fight with their peers over toys, children's desires that the teacher cannot fulfill, children's desire to have something that is owned by their friends, even children's desire to go home with their parents before dismissal time arrives. The form of tantrums that

often occurs in Tazkia Islamic Kindergarten is in the form of tantrums, crying, screaming, slamming their bodies, throwing objects around them, such as toys or writing utensils.

Based on the results of interviews with Mrs. Zahrita as the class teacher, there are also efforts made by teachers in overcoming temper tantrums, namely by using the time out method while, removing children from the class (exiting), and persuading and giving understanding to children. The following the results of the interview with Mrs. Zahrita.

"Handling a tantruming child is different for me. The first way, for example, if the child has a tantrum to the point of screaming, throwing things, or hitting his friend, I immediately separate his seat from his friend. I usually sit the child at the teacher's desk first, because sometimes when a child has a tantrum anyone who is nearby will be hit. I leave the child who is having a tantrum for about 5 to 10 minutes at the teacher's desk while watching him or her or until his or her emotions have subsided, because if he or she is approached, he or she will scream. If he has calmed down a bit, then we approach him, talk to him, ask why, then we advise him. However, if this method is not effective, the child will be invited to move to an empty room because it will interfere with other friends learning. But usually the child will stop crying because they are afraid of being moved to an empty room. The second way, if the tantrum is just crying because of fighting over toys with his friend, we give him understanding and persuade him to calm his emotions a little. We give them an understanding that shouting, tantrums are not good, later if they get angry with their friends, they will not have friends. The form of persuasion usually involves hugging the child, inviting them to play together with their other friends when the child has calmed down a little".

Furthermore, the researcher also obtained information through an interview with Mrs. Ayu as the class teacher that the efforts made in overcoming temper tantrum children are with the strategy of persuading and directing children. The following are the results of the interview with Mrs. Ayu.

"Usually children tantrum such as anger, tantrums, crying until they shout a form of child protest because maybe their wishes are not fulfilled. Like Faisal, if his wishes are not followed, he usually gets angry. When he gets angry, he cries, screams, pinches

and hits his friends, which in turn causes him to be scratched by his friends. The reason why he gets angry is most likely fighting over toys or asking for food that he brought from home. Actually, teachers are also overwhelmed by children who tantrum during learning activities. So yes, sometimes the way we deal with them is by persuading the child and directing the child to other things, for example directing the child to play with his friend, or giving another toy so that he does not focus on the desired thing so that the child does not become tantrum".

Based on observations, the first thing teachers do at Tazkia Sunggal Islamic Kindergarten when children experience temper tantrums is to silence their students who are tantruming at the teacher's desk because when children's emotions are peaking it will be difficult to be persuaded or controlled. Although the child is silenced and isolated, the teacher still supervises from a distance so that the child does not hurt himself. Before carrying out this strategy, the teacher already understands the characteristics of the child. If the tantrum takes place during the learning process, the child will usually be warned one to two times to calm down, but if that method is not effective the child will be invited to move the room. Usually the child will stop crying or having tantrums for fear of being moved to another room. When the child's emotions have begun to stabilize, the teacher will persuade and direct the child with games or invite the child to see his friends play.

From the results of interviews that have been obtained from teachers and principals and strengthened by the results of observations in the field, it shows that the efforts made by teachers in overcoming temper tantrums in Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency are using the time out method, removing children from the class (exiting), persuading and giving understanding to children, and redirecting children so that children do not tantrum.

The obstacles experienced by teachers in overcoming temper tantrums in Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency. There are certainly obstacles experienced by teachers in overcoming children's temper tantrums at Tazkia Islamic Kindergarten. According to Mrs. Zahrita explained that overall, there are still obstacles in overcoming children who are temper tantrum in class, as seen from the results of interviews with Mrs. Zahrita revealed that:

“There are also some parents who become obstacles to the teacher because they interfere when the teacher handles this. For example, when the child wants to go out to play and the teacher has not allowed it, the parents immediately interfere and say let the child play outside. We as teachers slowly answered, sorry mom, if one child plays then other children will cry and want to play too. By hearing our answer, parents can understand the teacher's intention. And can give complete trust to the teacher”.

This is reinforced by the opinion of Mrs. Ayu who stated that:

“Actually, why it is often difficult for us to deal with children when at school is also due to the habits of parents at home, for example, children at school are trained to be independent, but at home children are still assisted in everything. At school children are taught to be able to share toys with friends, but at home everything the child wants is obeyed so that when at school what the child wants must be obeyed even though at school not all children's wishes can be fulfilled because children are taught how to share toys or other things with other friends.”

Based on observations made by the researchers, it was found that there are some parents who always obey all their children's wishes such as giving their children's favorite food or drink before studying, playing gadgets or playing their favorite toys first before doing learning activities. In addition, there is a lack of cooperation between teachers and parents in overcoming temper tantrums. This can be seen when the teacher does not allow the child to go out to play during class time, while the parents tell the teacher to let the child play so that he stops crying.

From the results of interviews that have been obtained from teachers and principal and strengthened by the results of observations in the field, it shows that the obstacles experienced by educators in overcoming temper tantrums in Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency are parents who always obey all their children's wishes and the lack of cooperation between teachers and parents in dealing with temper tantrums.

Discussions

Teachers' efforts in overcoming temper tantrums in Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency

The way children's tantrums are handled varies depending on the child's personality. Teachers develop their own strategies, often relying on instinct to determine the most appropriate strategy in dealing with children who are experiencing tantrums. According to Car and Harington (in Fithriyah, Setiawati, & Yuniar, 2019),

what educators and parents can do to handle temper tantrums in children is by ignoring, redirecting, having consequences, the time out method, and removing children from the class.

Based on data analysis from interviews, observations, and documentation, it can be concluded that the teacher's strategy in overcoming temper tantrums in Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency, namely using the time out method, removing children from the class (exiting), and the strategy of persuading and directing children (redirecting). There are three strategies applied by teachers at Tazkia Islamic Kindergarten, which are in line with the views conveyed by Carr and Harrington which can be explained below.

a. Time out method

Time out can be used as a therapeutic option for children who often experience tantrums. This approach can be taken by both educators and parents with the aim of providing a deterrent effect on children, as long as it is done consistently and in accordance with the age of the child. Examples of methods that can be applied are instructing the child to stand in the corner of the room or sit quietly until the child's emotions can be controlled. For children aged 1-2 years, a sufficient time out is 1 minute. While for children 3-5 years old, it is recommended to give 2-4 minutes.

b. Removing the child from the class (exiting)

This method can be an option when a child disrupts the learning process in class. The teacher will give a firm and consistent punishment as soon as possible after the child commits an offense, with a pre-agreed time. For example, if a child throws a tantrum during the learning process, the teacher will ask the child to do the assignment in the teacher's room. Once the child has completed the task and their emotions have stabilized, they will be allowed back into the classroom. This approach aims to make the child realize that his disruptive behavior also affects his friends, so that the child will not repeat it again.

c. Persuading and Redirecting Children

Persuading and redirecting children is one of the strategies chosen by teachers to address tantrums in children. This approach is used when a child begins to show unstable

emotions. The teacher employs this method by guiding the child to avoid inappropriate behavior and then encouraging the child to play and learn with peers without experiencing a tantrum first. The goal is for the child to understand that the teacher's guidance indicates that certain behaviors or actions are not appropriate.

Challenges Faced by Educators in Dealing with Temper Tantrums at TK Islam Tazkia, Sunggal District, Deli Serdang Regency

In addressing temper tantrums at Tazkia Islamic Kindergarten, Sunggal District, Deli Serdang Regency, teachers encounter several challenges, such as parents who always fulfill their child's every wish and a lack of cooperation between teachers and parents in managing tantrums. These challenges can be explained as follows:

a. Parents who always fulfill their child's every wish

The way parents raise their children plays a role in causing tantrums. Children who are overly pampered and always get what they want may have tantrums when their demands are denied. For children who are overly protected and dominated by their parents, they may occasionally react against parental dominance with tantrum behavior (Santy & Irtanti, 2014). According to Eileen (in Santy & Irtanti, 2014), children raised with an authoritarian parenting style may exhibit anger, rebellion, and possibly more tantrums. Children raised with a permissive parenting style may grow up with the belief that their needs are more important than those of others and may do as they please, likely using tantrums to get their way. In contrast, children raised with an authoritative parenting style are more likely to behave respectfully, handle problem-solving well, and experience fewer tantrums.

b. Lack of cooperation between teachers and parents in managing children's tantrums

Teachers and parents should always maintain good communication to reduce temper tantrums in children. Teachers and parents can collaborate to find joint solutions and develop improvement programs to bring about behavioral changes and character development in children. According to Chris and Meggie (in Jolaekha, Diana & Setiawan, 2022), there are many factors that can hinder cooperation between teachers and parents. Some of these include a lack of understanding of the child's needs and a lack of confidence in discussing these needs. This may occur due to insufficient

communication, so there should be openness, such as sharing information, to minimize factors that could become obstacles.

Various teachers' efforts are needed in dealing with temper tantrum children so that later children are able to manage their emotions appropriately. The tendency to use gadgets excessively and inappropriately will make a person indifferent to his environment both in the family and society. A person's indifference to the circumstances around him can make a person shunned and even alienated in his environment. In this manner, their addiction will begin to change in favor of items that will improve their lives (Widya, 2020). In health and nutrition education, interactive multimedia can encourage students, pique their curiosity, ignite new interests, and keep them interested in what they are learning. Thus, interactive multimedia in health education can be considered a powerful teaching tool that has the potential to impact youth (Rozana et al., 2022).

CONCLUSION

The conclusions of this study regarding the efforts of educators in addressing temper tantrums at TK Islam Tazkia, Sunggal District, Deli Serdang Regency are as follows:

1. The educators' efforts to manage temper tantrums at TK Islam Tazkia include using methods such as time out, removing the child from the classroom (exiting), and strategies for persuading and redirecting the child. These efforts by the teachers can somewhat reduce the duration of temper tantrums in children.
2. The challenges faced by educators in dealing with temper tantrums at TK Islam Tazkia include parents who always fulfill their child's every wish and a lack of cooperation between teachers and parents in managing the child's tantrums.

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