



Effectiveness of Skill Training for the Job to Improve the Attitudes, Knowledge and Skills of Caregivers in Stimulating the Social and Emotional Development of Children in Daycare

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ABSTRACT

This research aims to determine the effectiveness of skills training for the job to improve the knowledge, attitudes and skills of caregivers in stimulating the social emotional development of children in daycare Depok Sleman. This research is quasi-experimental research without a control group with 30 research respondents. Data collection techniques use tests and observations with a Likert scale. The results of the validity test state that the correlation value is > 0.3 so it is valid. The research results show that skills training for the job is effective in increasing the knowledge, attitudes and skills of caregivers in stimulating the social emotional development of children in daycare Depok Sleman. This can be seen from the increase between pre-test and post-test. The impact of the training is able to develop the attitudes, knowledge, and skills of caregivers. Intensive training with clear delivery of materials, simulations according to real conditions, reflections, and follow-up plans support the success of achieving training objectives.

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1. INTRODUCTION

The existence of child care centers continues to grow today as more women work. Parents of course expect quality and trustworthy daycare. Quality daycare is determined by various factors, including the competence of caregivers (Eckhardt et al., 2015). Daycare can be a place for children to grow and develop according to their stages. Caregivers at daycare can stimulate children to play or learn and develop various aspects of development, including religious and moral values, physical-motor, cognitive, language, social-emotional and artistic. This stimulation needs to be carried out with activities that are educational, fun and interesting.

In order to meet the quality of daycare caregivers, the government has issued Technical Guidelines as a reference in implementing the Child Care Center program as one of the Early Childhood Education (ECE) services. Ideally, with these guidelines, daycare can develop its programs. However, in reality, the implementation of some Daycare still experiences various obstacles so the quality still needs to be improved. These obstacles include daycare services that are not yet integrated and the quality of management is less than professional, access and quality problems (Angraini et al., 2022; Brock, 2013). Not all children are served in various ECE units (Center for Educational Data and Statistics, Ministry of Education and Culture, 2018), and lack of competence of caregivers at daycare (Fatimaningrum et al., 2021).

Caregiver have a major role in providing meaningful educational experiences and supporting children in the early stages of their development. To ensure that children receive quality education, training for daycare caregivers is very important, in order to improve the knowledge, attitudes and skills of caregivers. The problems that occur in TPA institutions in Malang City are that some TPAs are considered less child-friendly with the following indicators: (1) communication skills and caregiving techniques of educators/caregivers, which are not child-friendly; (2) the ratio of caregivers to children is not proportional; and (3) and overtime caregiving schedules, so that caregivers feel bored and do not care about children (Wahyuni et al., 2018). Furthermore Fatimaningrum's et al., (2021) show several problems faced by landfills, including; 1) The ECE Curriculum has not been implemented comprehensively due to the limited knowledge and time of teaching staff due to the problems in the first point, so they do not have time to prepare, implement and evaluate according to the curriculum, 2) The playing environment has not been organized to support the implementation of Scientific Learning, and 3) The provision and use of toys and educational game tools to stimulate children's development is not yet optimal, because they are only used during core learning, thereby limiting children's exploration of these tools. Based on the data on these problems, caregivers need to receive training.

This research is an experimental study which aims to determine the effectiveness of skills training for the job to improve the knowledge, attitudes and skills of caregivers in daycare throughout Depok Sleman Yogyakarta District. The stages of the research method are: 1) Providing a pre-test of knowledge, as well as observing the attitudes and skills of the caregivers, 2) Providing treatment, and 3) Providing a post-test of knowledge, as well as observing the attitudes and skills of the caregivers.

2. METHODS

This research is quasi-experimental research without a control group. Data collection techniques use tests and observations with a Likert scale. Indicators in skills training for rhe jobs consist of instructors, participants, materials, methods and training objectives (Said et

al., 2024). The instrument in skills training for the job consists of four answer choices, namely Very Suitable (Score 4), Suitable (Score 3), Quite Suitable (Score 2), and Not Suitable (Score 1). The instrument grid for measuring training skills for the job can be seen in **Table 1** below.

Table 1. Skill training instrument grid for the job

No	Indicator	Amount
1	The instructor's clarity in delivering	1 statement
2	Suitability of participants as training targets	1 statement
3	Accuracy of material as needed	1 statement
4	The attractiveness of the delivery method	1 statement
5	Suitability to training objectives	1 statement

Competency indicators include knowledge, attitudes and skills (El Asame, 2018). The instrument for measuring knowledge is in the form of 20 questions in multiple choice form. Participants are asked to choose the most appropriate answer. The score for each number is 1 if the answer is correct, and 0 if the answer is wrong. The instrument grid for measuring caregivers' knowledge in stimulating social emotional development can be seen in **Table 2** below.

Table 2. Caregiver knowledge instrument grid

No	Indicator	Amount
1	Psychologically friendly	8 statement
2	Stimulating emotional development	6 statement
3	Stimulating social development	6 statement

The participants' answers were then grouped into categories which can be seen in **Table 3** below.

Table 3. Frequency distribution of caregiver knowledge categories

Value interval	Data category
16-20	Very good
11-15	Good
6-10	Enough
1-5	Not enough

Apart from that, there is an instrument to measure attitudes and skills with 20 observed aspects. To determine the attitudes and skills of caregivers, observations were made using a Likert Scale. Observers fill in the observation results by choosing one answer, namely Always (Score 4), Often (Score 3), Rarely (Score 2), and Never (Score 1). The observation sheet grid can be seen in **Table 4**.

The scores obtained for each number are added up and then the total number is adjusted to the specified category. The category provisions can be seen in **Table 5** below.

Table 5. Category frequency distribution

Value interval	Data category
$(X_i + (1,5 S_{di}) s.d ST)$	Very good
$X_i s.d (X_i + (1,5 S_{di}))$	Good
$(X_i - (1,5 S_{di})) s.d X_i$	Enough
$SR s.d (X_i - (1,5 S_{di}))$	Not enough

Information:

X_i = ideal average

ST = highest score

SR = lowest score

S_{di} = ideal standard deviation

To obtain information on the category or level of knowledge of caregivers, researchers created an assessment rubric, which contained a range of scores with categories. Based on this formula, it can be categorized in **Table 6** below.

Table 6. Frequency distribution of categories of caregiver attitudes and skills

Score	Category
61-80	Very good
41-60	Good
21-40	Enough
1-20	Not enough

Table 4. Instrument for measuring caregiver attitudes and skills

No	Indicator	Observed aspect
1	Psichologivally friendly	<ol style="list-style-type: none"> 1. The teacher's ability to greet children warmly when they come to DAYCARE 2. The teacher's ability to speak softly 3. The teacher's ability in body language such as eye contact, body position parallel to the child, touching, hugging, etc 4. The teacher's ability to listen to children's babbling 5. Ability to respond or answer children's questions 6. The teacher's ability to give praise to children 7. The ability to calm children or provide comfort to children when children experience negative emotions 8. The teacher's ability to help resolve children's disputes/reconcile arguments
2	Stimulating emotional development	<ol style="list-style-type: none"> 9. The teacher's ability to introduce emotions to children 10. The teacher's ability to manage children's emotions, both positive and negative 11. The teacher's ability to make children independent 12. The teacher's ability to support emergence confident in children
3	Stimulating social development	<ol style="list-style-type: none"> 13. The teacher's ability to support the emergence of responsibility in children 14. The teacher's ability to familiarize himself with the words please, thank you, excuse me and sorry 15. The teacher's ability to familiarize himself with the words please, thank you, excuse me and sorry 16. The teacher's ability to stimulate children's communication/speaking skills 17. The teacher's ability to encourage children to want to play with their friends 18. The teacher's ability to get used to an attitude of respect 19. The teacher's ability to support the emergence of a sense of caring or sharing with friends 20. The teacher's ability to encourage children to collaborate with friends

The instrument is declared valid if each statement item in the questionnaire can be used to reveal something that will be measured by the questionnaire. The indicators in the questionnaire can be said to be valid if the calculated r value is greater than the r table. If the validity value of each answer obtained when providing a list of questions is greater than 0.3 then the question item can be said to be valid (DP, 2018). Testing the validity of the

instrument in this study was carried out using Pearson Product Moment analysis, and the results showed a correlation value of > 0.3 so it was declared valid.

The instrument is declared reliable if the variable shows a Cronbach's Alpha value > 0.60 (Lestari *et al.*, 2022). The reliability test for the job training variable obtained a Cronbach's Alpha value of $0.706 > 0.60$ so it can be concluded that the statement for the knowledge variable is reliable or consistent. Meanwhile, the results of the reliability test for the knowledge variable obtained reliable or consistent results with a Cronbach's Alpha value of $0.899 > 0.60$ so it can be concluded that the statement for the knowledge variable is reliable or consistent. In the reliability test with the attitude and skills variables, the Cronbach's Alpha value was $0.751 > 0.60$, so it can be concluded that the statements for the attitude and skills variables are reliable or consistent. These three instruments can be used to collect and analyze data.

3. RESULTS AND DISCUSSION

The Effectiveness of Skill Training for the Job on the Knowledge of Caregivers

Table 7 shows the results of the pre-test and post-test of the caregivers. These results were obtained by looking at the questions that the caregivers answered correctly. Furthermore, the score results were grouped according to the provisions to obtain an overview of the level or category of caregiver quality.

Table 7. Results of pre-test and post-test knowledge of caregivers

No	Name	Score <i>Pre-test</i>	Category <i>Pre-test</i>	Score <i>Post-Test</i>	Category <i>Post-test</i>
1	Respondent 1	10	Enough	15	Good
2	Respondent 2	10	Enough	14	Good
3	Respondent 3	12	Good	14	Good
4	Respondent 4	12	Good	15	Good
5	Respondent 5	10	Enough	15	Good
6	Respondent 6	10	Enough	16	Very good
7	Respondent 7	12	Good	16	Very good
8	Respondent 8	12	Good	14	Good
9	Respondent 9	11	Good	16	Very good
10	Respondent 10	11	Good	15	Good
11	Respondent 11	14	Good	18	Very good
12	Respondent 12	10	Enough	14	Good
13	Respondent 13	10	Enough	15	Good
14	Respondent 14	12	Good	17	Very good
15	Respondent 15	14	Good	18	Very good
16	Respondent 16	11	Good	15	Good
17	Respondent 17	12	Good	16	Very good
18	Respondent 18	14	Good	17	Very good
19	Respondent 19	10	Enough	14	Good
20	Respondent 20	13	Good	18	Very good
21	Respondent 21	12	Good	17	Very good
22	Respondent 22	13	Good	16	Very good
23	Respondent 23	14	Good	17	Very good
24	Respondent 24	12	Good	17	Very good
25	Respondent 25	12	Good	16	Very good
26	Respondent 26	15	Good	19	Very good
27	Respondent 27	14	Good	18	Very good
28	Respondent 28	13	Good	18	Very good
29	Respondent 29	13	Good	17	Very good
30	Respondent 30	14	Good	18	Very good

Based on **Table 7**, it can be seen that there has been an increase in caregivers' knowledge. This increase can be observed from changes in categories between pre-test and post-test scores. The recapitulation of improvements can be seen in **Table 8** below.

Table 8. Recapitulation of pre-test and post-test scores

No	Category	Pre-test	Percentage	Post-test	Percentage
1	Very Good	0	0 %	19	63.3 %
2	Good	23	76.6 %	11	36.6 %
3	Enough	7	23.3 %	0	0 %
4	Not enough	0	0 %	0	0%

Based on the measurement results, it can be concluded that skills training for the job is effective in increasing the knowledge, attitudes and skills of caregivers in stimulating social emotional development. Skill training for the job results are significant because the training is provided with material that has been adapted to needs. This is in line with Ginsberg's (1997) findings that training will provide good results if it is tailored to needs. Karim *et al.*, (2012) also stated that training should help to get a clear view of what is being done. The results of this research are also in line with the findings of Nelson (2012) and Pakpahan (2016) that training has a positive and significant effect on performance.

Increased knowledge is obtained through training because participants are given additional cognitive understanding. Ruwaida (2019) states that knowledge is awareness in the cognitive field. Apart from that, Phafiandita *et al.*, (2022) stated that knowledge is information that a person has/had mastered in a particular field. During training, caregivers gain cognitive awareness and additional information that can strengthen their caregiving practices.

The Effect of Skill Training for the Job on the Attitudes and Skills of Caregivers

Table 9 shows the results of the pre-test and post-test of the caregivers. These results were obtained by observing the attitudes and skills of the caregivers. Observations were made by the head of the institution, and then the score results were grouped according to the provisions to obtain a picture of the level or category of the quality of the caregiver's knowledge.

Table 9. Results of pre-test and post-test attitudes and skills of caregivers

No	Name	Score <i>pre-test</i>	Category <i>pre-test</i>	Score <i>post-test</i>	Category <i>post-test</i>
1	Respondent 1	40	Enough	54	Good
2	Respondent 2	40	Enough	50	Good
3	Respondent 3	50	Good	74	Very good
4	Respondent 4	50	Good	60	Good
5	Respondent 5	40	Enough	58	Good
6	Respondent 6	40	Enough	58	Good
7	Respondent 7	52	Good	68	Very good
8	Respondent 8	54	Good	68	Very good
9	Respondent 9	40	Enough	54	Good
10	Respondent 10	52	Good	70	Very good
11	Respondent 11	40	Enough	52	Good
12	Respondent 12	40	Enough	54	Good
13	Respondent 13	48	Good	52	Good
14	Respondent 14	40	Enough	56	Good
15	Respondent 15	40	Enough	56	Good
16	Respondent 16	40	Enough	54	Good
17	Respondent 17	40	Enough	52	Good
18	Respondent 18	40	Enough	56	Good
19	Respondent 19	40	Enough	52	Good
20	Respondent 20	40	Enough	56	Good
21	Respondent 21	40	Enough	58	Good
22	Respondent 22	40	Enough	58	Good
23	Respondent 23	40	Enough	56	Good
24	Respondent 24	56	Good	76	Very good
25	Respondent 25	48	Good	70	Very good
26	Respondent 26	50	Good	74	Very good
27	Respondent 27	48	Good	74	Very good
28	Respondent 28	48	Good	72	Very good
29	Respondent 29	50	Good	74	Very good
30	Respondent 30	56	Good	78	Very good

Based on **Table 9**, it can be seen that there has been an increase in the attitudes and skills of caregivers. This increase can be observed from the change in categories between the pre-test and post-test. The recapitulation of improvements can be seen in **Table 10** below.

Table 10. Results of pre-test and post-test scores for caregiver attitudes and skills

No	Category	Score	Percentage	Score	Percentage
		<i>Pre-test</i>		<i>Post-test</i>	
1	Very good	0	0 %	11	36.6 %
2	Good	13	43.3 %	19	63.3 %
3	Enough	17	56.6 %	0	0 %
4	Not enough	0	0%	0	0 %

Attitude is a reaction or response that arises from a person towards an object which then gives rise to the individual's behavior in certain ways (Kurniawan *et al.*, 2019). Furthermore, Arisandy (2015) also explained that skills are the main factor that influences the performance of caregivers in completing the tasks given, caregivers' skills can only be demonstrated through training and development activities for caregivers. Based on the research results, it can be seen that skills training for the job can improve the attitudes and skills of caregivers. This can be seen from the increase in pre-test and post-test scores. This is in line with Florina *et al.*, (2024) statement that training has been proven to be able to further activate work that was initially less active, reduce negative impacts, overcome limited experience, or overcome the lack of self-confidence of training participants. The findings of Ebong *et al.*, (2019) also state that training shows significant results in improving performance.

Skill training for the job is one of the best training methods, if it is planned carefully, organized well, and implemented in the workplace. Skill training for the job is generally the main method used to expand skills, increase productivity, and is suitable for developing expertise or skills. Oktavianto *et al.*, (2019) states that caregivers need to have knowledge, attitudes and skills. All three are needed to achieve success in a job, which can be measured using agreed standards and can be improved through training and development.

Some attitudes and skills that still need to be improved are the ability to respond or answer children's questions, the ability to calm children or provide comfort to children when children experience negative emotions, and the teacher's ability to manage children's emotions, both positive and negative. The ability to respond or answer children's questions has an impact on the caregiver's level of knowledge, sense of acceptance and comfort with the child. Children who feel accepted and filled with curiosity will have an impact on their attachment and motivation to learn. Likewise with the ability to calm children or provide children with a sense of comfort when children experience negative emotions. Children will feel comfortable if the caregiver helps them feel calmer.

Children in their development learn through transfer modeling from their environment. The transfer of social behavior from adults around the child influences the child's behavior. The process of observation or attention is very important for the formation of behavior. New behavior will not be acquired without observation and attention from the observer or learner (Bandura and Walters, 1977). The retention process will be important if the symbolic coding of behavior into visual or verbal codes for memory storage goes well. Repetition plays an important role. Likewise, the caregiver's ability to manage children's emotions, both positive and negative. At first the child will observe the model and imitate what he observes. Caregivers can facilitate children's learning of emotional management skills as best as possible. Caregivers can act as facilitators, models, motivators, evaluators, and other roles.

Caregivers as facilitators need to provide various learning resources and encourage children to learn. In this model, a classroom atmosphere will be developed that depicts the caregiver-child relationship as filled with a sense of security, prepares children to be ready to socialize, explains and names the emotions experienced by children, and introduces and trains emotional management skills.

The caregiver acts as a model who provides examples of good emotional management behavior in children, and then provides motivation in the form of praise and encouragement for the child's success in overcoming problems, provides training to children on how to overcome emotional problems so that the child's understanding and mastery gets better with various method. Caregivers should be able to communicate with parents regarding the child's condition solving the child's emotional problems at school including in solving children's emotional problems (Chung et al., 2023). Apart from that, caregivers also act as evaluators to evaluate children's emotional management skills, as well as teachers' ways of developing children's emotional management skills.

4. CONCLUSION

The research results show that skills training for the job is effective in increasing the knowledge, attitudes and skills of caregivers in stimulating the social emotional development of children in daycare Depok Sleman. This can be seen from the increase between the pre-test and post-test. Caregivers need to have the knowledge, attitudes and skills to achieve success in a job. The attitudes and skills of caregivers still need to be improved through regular and ongoing training activities. Some attitudes and skills that still need to be improved are the ability to respond or answer children's questions, the ability to calm children or provide comfort to children when children experience negative emotions, and the teacher's ability to manage children's emotions, both positive and negative.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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