

Original Article

Correlation between sibling rivalry toward knowledge and development among preschool in kindergarten

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ABSTRACT

Introduction: Preschool is the preoperational phase of the basics of significant mental and emotional development. Sibling rivalry and Parents' knowledge are essential in children's development. Sibling rivalry in preschool can be a problem because their unstable controlling emotion feels jealousy that influences mental effect activity and motivation toward concentration study impacts intellectual potency of the development stage, and can cause development failure.

Methods: This study used a non-probability sampling technique with a cross-sectional approach. The population of this study consisted of 85 parents whose children attended Pembina Kindergarten Kediri for preschool and a sample of 30 parents was taken using purposive sampling. The sibling rivalry was an independent variable; the dependent variables were the level of knowledge and development. Data was gathered using a questionnaire tested for validity and reliability. The Indonesian Ministry of Health's Test Pra Screening Development (KPSP) Standard Questionnaire and Spearman-rho were employed in data analysis.

Results: The study revealed a relationship between sibling rivalry level and knowledge ($r=0.405$, value $=0.027$) and development ($r=0.722$, value <0.001).

Conclusions: Preschoolers should be given a nursing plan to help with the psychological components of developmentally stimulating them. So that preschool development continues to be at its best, early detection of developmental problems should be carried out.

Keywords: development; knowledge; preschool; sibling rivalry

INTRODUCTION

The preschool period is the preoperational phase that occurs at 3-5 years (Wong, 2012). Several factors influence each other to achieve optimal child growth and development, such as biology, genetics, environment, and behavior that characterize each child (Soetjiningsih, 2016). Preschool is a period of early development to build the ability to think patterns that are not stable and poorly organized in controlling emotions (Jamaris. M., 2014).

Parents with more than one child will be resistant to a sibling rivalry reaction, which is competition between siblings (Wong, 2012). Children's feelings that they are beginning to lose their parents' love and that their siblings are competitors for their parent's attention and affection are the root causes of sibling rivalry (Yaremych & Volling, 2018). According to

a study by Kahrman, Iknur, Kanak, (2018), the outcome of a study conducted by that result study preschool experience was sibling in Turkey as 52.3%. This research was supported by Anggraeni et al., (2015), which resulted from a study of Indonesian preschools in which sibling rivalry experiences were highest level at a moderate level of 66%, a high of 19.1%, and a low of 14.9%.

The impact of sibling rivalry is a form of emotional management disorder in preschool children that can indirectly cause a decrease in learning motivation in all fields; it impacts developmental failure (Kahrman, Iknur, Kanak, 2018). The impact of sibling rivalry on preschool children experiences behavioral damage such as regression; namely, behavior regresses to become more sloppy, such as children who initially did not wet the bed, so they wet themselves, low self-efficacy, aggression toward siblings intended to make the object in danger, feelings of revenge and envy can cause extreme behavior such as hitting or injuring a brother or sister, disobeying parents (Andriyani & Darmawan, 2018).

Children's emotional, social, and intellectual development is influenced by interactions within the family (father, mother, siblings) and outside the home, for example, at school, with peers, and with teachers (Yaremych & Volling, 2018). Family factors are factors that significantly affect the development of children (Soetjiningsih, 2016). The knowledge that parents must know is fundamental in reducing sibling rivalry reactions in preschool children by adopting positive and constructive

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behaviors among their children through various ways such as effective communication, involving children in baby care, paying attention, and answering all the questions asked by their children (Purnamasari *et al.*, 2014). Each preschool development task at each stage must be passed successfully, and if there is a disturbance or delay at one stage, it will affect success at the next stage (Jamaris. M., 2014).

Based on the explanation, sibling rivalry behavior can harm preschool. If not handled properly, it will be recorded in their subconscious and can be the forerunner of more destructive behaviors that can carry over into adulthood. This study aims to examine the relationship between sibling rivalry and intellectual development from preschool to kindergarten.

METHODS

Design

This study used a cross-sectional design and was a sort of descriptive-analytic research.

Sample and Setting

The study's population consisted of 85 parents whose children attended Pembina Kindergarten in Kediri, from which a sample of 30 parents was taken. The subjects were chosen through the use of purposeful sampling. Parents of preschoolers aged 3-5 who struggled with sibling rivalry met the inclusion criteria, whereas preschoolers with siblings who were roughly five years old or younger met the exclusion criteria.

Variables

The independent variable was sibling rivalry, and the dependent variable was knowledge about sibling rivalry and development level.

Instruments

This study used three questionnaires; the sibling rivalry questionnaire (SRQ) consists of 16 items focusing on two significant signs and symptoms of sibling rivalry: behavior and word. The answer choices of the SRQ used a dichotomy-type scale with yes or no. This questionnaire was made by a researcher based on theory (Ata Aktürk & Demircan, 2018). The reliability and validity of the SRQ have been evaluated, and it has a Cronbach's alpha of 0.925 with a sensitivity range of 0.583 to 0.745.

There are ten items in the knowledge sibling rivalry questionnaire (KSRQ). The KSRQ in this study had answer options that were either yes or no on a dichotomy-type scale. Researchers created this questionnaire using theory as a guide (Wong, 2012). With a Cronbach's alpha of 0.918 and a sensitivity range of 0.570 to 0.736, the KSRQ has undergone testing for validity and reliability.

This questionnaire pra screening development (KPSP) Standart from the Ministry of Health Indonesia consists of 10 items focusing on four significant development: gross motor, language, fine motor, and social person. Respondents can choose the KPSP questionnaire based on suitable preschool age (24-36 months, 42 months, 48 months, 54 months). In this study, the KSRQ's answer options were on a dichotomous scale with two options: yes or no (Kemenkes RI, 2016).

Procedure

Arranging letters from the Nursing Program of STIKes Pamenang Kediri, the researcher went to the Pembina Kindergarten Kediri. To collect respondent data that met the researchers' criteria, the researcher cooperated with the director of Pembina Kindergarten Kediri. Informed consent for study participation was obtained when the terms and conditions of the trial were explained. All participants were assured that the study was voluntary and private. From July to September 2021, 36 questionnaire items were provided online via a google form link. The survey was distributed to parents whose children attended Pembina Kindergarten Kediri's preschool using private WhatsApp group chats, and it was set up with a default of one response per responder to prevent any instances of duplicate responses.

Data Analysis

This study was carried out using IBM SPSS Statistics 24. The research was analyzed using a univariate frequency distribution analysis and a bivariate Spearman-rho analysis with a significance level of $p < 0.05$.

Ethical Considerations

This research has obtained a certificate of ethical conduct from the health research ethics committee of Institute of Health Science of Dharma Husada College of Health with No. 124/KEPK/SDHB/B/VII/2022.

RESULTS

The sociodemographic distribution of the study participants is shown in Table 1. The first sequence was 13 (44%), the average preschool age of study participants was five years old, and 24 (80%) of the subjects were female. The typical father had a child under 16 (54%) while the average mother had a child under 17 (57%). Two of their siblings were 13 years old on average study participants (44%).

Table 2 shows the mean difference of predictor variables between sibling rivalry toward parental knowledge and a significant correlation with a value of 0.027 ($r = 0.405$), which suggested a favorable direction and a moderate relationship strength between variables. The result demonstrated that the more mild or preschool sibling rivalry connections there were, the less informed the parents were. Further analysis of the relationship between sibling rivalry and parental knowledge in preschool revealed that preschools with moderate sibling rivalry levels also had moderately knowledgeable parents (44%).

Table 3 shows the mean difference of the predictor factors between sibling rivalry and development. The correlation was significant, with an r-value of < 0.001 (0.722), indicating a positive trend and a strong association between the variables. The development level was lower the more sibling rivalry there was in preschool. Further investigation of the relationship between sibling rivalry and preschool development revealed that children with sibling rivalry levels in the decisive group were developing at a level that was considered to be typical (70%).

Table 1. Characteristics respondents (N=30)

Characteristics	n	%
Age		
4 years old	2	7%
4-5 years old	4	13%
5 years old	24	80%
Gender		
Male	14	46%
Female	16	54%
Birth sequence		
First	13	44%
Second	9	30 %
Third	6	20 %
Forth	1	3%
Fifth	1	3%
Parents Education		
a. Father		
Elementary school	4	13%
Junior high school	1	3%
Senior high school	16	54%
University	9	30%
b. Mother		
Elementary school	2	7%
Junior high school	3	10%
Senior high school	17	57%
University	8	26%
Number of siblings		
Two	13	44%
Three	9	30 %
Four	6	20 %
Five	1	3%
Six	1	3%

Table 2. Correlation of sibling rivalry toward knowledge of parents among preschool in kindergarten (N = 30)

Sibling rivalry level	Parent Knowledge						Total		p-value	r
	Poor		Moderate		Good		n	%		
	n	%	n	%	n	%				
Severe	5	17	1	8	0	0	6	20	0.027	0.405
Moderate	3	10	13	44	7	23	23	77		
Poor	1	3	0	4	0	0	1	3		
Total	9	30	14	47	7	23	30	100		

Table 3. Correlation of sibling rivalry toward development among preschool in kindergarten (N = 30)

Sibling rivalry level	Development Classification						Total		p-value	r
	Untestable		Suspect		Normal		n	%		
	n	%	n	%	n	%				
Severe	1	3	1	3	1	3	6	20	< 0.001	0.
Moderate	2	7	2	7	21	70	23	77		
Poor	0	0	0	0	1	3	1	3		
Total	4	13	3	10	23	77	30	100		

DISCUSSION

Correlation of sibling rivalry toward knowledge among preschool in kindergarten

The findings demonstrated a strong relationship between sibling rivalry and a need for knowledge. Most respondents with complete sibling rivalry of moderate level were able to take the development of moderate level, which as many as 13 (44%) respondents (Table 2).

The study's findings were consistent with previous research conducted by Purnamasari *et al.*, (2014) and Tiya Nun Insan (2019). The study found that sibling rivalry and knowledge were significantly correlated. One of the variables influencing knowledge was the availability of adequate sources of information relating to respondents' levels of education. These respondents could gain a lot of knowledge about child care from references and educational outcomes, enabling parents to understand children's developmental needs.

There were supporting research results from (Kahriman, Iknur, Kanak, 2018) and (Lisnawati, Eka, Ni Luh Putu, Sutriningsih, 2017). The study's findings indicate a correlation between preschoolers' attitudes and knowledge of sibling rivalry. The degree of education a person has will impact their attitude since the more educated a person is, the simpler it will be for them to accept and apply the knowledge they have learned. According to the study's findings, most respondents had high school degrees, including 54% of fathers and 57% of mothers (Table 1).

Correlation of sibling rivalry toward development among preschool in kindergarten

The study's results showed a significant correlation between sibling rivalry toward development. Most respondents with complete sibling rivalry of moderate level were able to take the development of normal level as many as 21 (70%) respondents (Table 3).

No studies mainly addressed the relationship between sibling competition and development. However, there were research results that were discussed. The most noticeable impact of sibling rivalry can affect the development of poor social relationships in the family and peer environment, such as fighting habits, mocking, bullying, and disrupting children's chances of not being accepted by peer groups. By Yaremych & Volling, (2018) and Song *et al.*, (2018), research results discuss the pattern of disputes between siblings in children who have an unpleasant relationship with their siblings; they will be slightly motivated to have broader social contacts.

The development period of preschool children is in the preoperational phase, a subphase of selfish thinking. This period is the beginning for children to build the ability to develop patterns of thinking that are not yet stable and not well organized in controlling emotions (Jamaris, 2014). Problems in managing emotions in children who have excessive jealousy with siblings tend to experience sibling rivalry, thus disrupting mental activities such as concentration, remembering, and reasoning that impact children, resulting in achievements below their intellectual abilities. If children experience disturbed emotions, it has a lot of influence on

social development. Namely, children tend to experience decreased motivation to make contact with other people (Hurlock, 2015).

CONCLUSION

Sibling Rivalry has a significant correlation with knowledge of parents and development. Parents' knowledge about sibling rivalry can use to manage parenting to the sibling rivalry of preschool because by getting knowledge and information, parents will prepare better parenting children. Support provided by kindergarten educational institutions provides input on the need for the counseling and guidance of pediatric nurses and early detection of physical and psychological development in preschool. The integrated services public health center continuously monitors children's health so that developmental abnormalities in children can be quickly identified and effectively treated.

Declaration of Interest

The authors declare that there is no conflict of interest.

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Data Availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

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