INSTRUMENT VALIDITY AND RELIABILITY: DETECTION OF EARLY CHILDHOOD COMMUNICATION ANXIETY IN THE PANDEMIC COVID 19

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ABSTRACT

The purpose of this study was to test the instrument of communication anxiety in early childhood based on validity and reliability tests. The basis for taking the Pearson validity test is if the significance value is <0.05 then the items in the instrument are declared valid. And based on the r value of the product moment table, the 5% significance level value is more than <0.098, the result is that the instrument scale item is also said to be valid. Based on the results of the validity test, all items are valid (based on the corrected item total correlation value) > 0.361. Then the 14 statement’s point is Valid. Table 2 is a reliability test table. Based on the reliability test with the results of Cronbach's alpha value of 0.886> 0.6, it is reliable. And it can be concluded that the 14 items are declared valid and reliable as an instrument for measuring communication anxiety in early childhood and can be used to measure communication anxiety in early childhood.

Key word: validity, reliability, instrument, communication anxiety

I. INTRODUCTION

The COVID-19 pandemic brings tremendous world changes and challenges for the psychological, economic and social resilience of the world community, including in the field of education. Pandemics cause health, food, social, educational crises, high numbers of sick people, deaths, economic losses, and psychosocial risks, which exceed human capacity to handle these situations (American Health Organization, 2009). Media and social conversations are dominated by pandemic issues. People are exposed to large amounts of information which makes anxiety levels high. The pressure of social isolation and the absence of work have a significant effect on mental health. Various psychological traumas arise, such as loneliness (loneliness), communication disorders, mood, low self-confidence, stress, fear, sadness, boredom, anxiety, inability to adapt to the environment, stuttering of new communication technologies, drug and alcohol abuse, insomnia, depression, panic, frustration, and even suicide (Department of Psychiatry, 2020; Usher et al., 2020).

Communication apprehension is a level of individual fear or anxiety, whether real or prejudiced, related to an individual or a crowd, verbal or non-verbal. In various conditions of life, whether during a pandemic or normal, individuals definitely need communication with other individuals, either verbally or non-verbally, directly or indirectly (Watson et al., 1984). The 21st century generation is the millennial generation who was born after 2010. The generation that is familiar with digital technology and is considered the most brilliant when compared to the previous generation. However, it is considered to have shortcomings, including being bossy, controlling and dominant. On the other hand, this generation tends to be ignorant of rules, individualism and the ability to communicate is much reduced compared to the previous generation (Purnama, 2018). So they are not good at expressing their thoughts and feelings which result in obstacles in communicating.
There are various challenges facing this generation of the 21st century. One of the challenges is the emergence of the Corona outbreak which they must face at an early age (Li et al., 2020). Currently the Corona virus has become a pandemic and a threat to the world's population (Duraku & Hoxha, 2020). The Covid-19 pandemic has changed the world order, has had tremendous impacts and changes for everyone in all fields (Dewi, 2020; Lee, 2020), health, economy, education and socio-culture (Zhang et al., 2020). This phenomenon also has an impact on activity patterns and learning patterns of early childhood life throughout the world (Tatlow-Golden et al., 2014)(Safitri & Harun, 2020). To avoid being exposed to the Covid-19 virus, forcing children to stay at home. Children who are usually free to do activities outside the home now have to be full of activities inside the house. Changes in the pattern of children's daily activities, gave birth to various problems. The stay at home condition which requires children to learn from home, play indoors and any activities to be carried out at home during this pandemic period has given rise to various new problems, including the emergence of symptoms of stress, anxiety, increased sensitivity, temper tantrums, not being independent and behavioral disorders, including communication anxiety (Tabi, 2020).

Communication anxiety causes individuals to avoid communicating with others and feel more comfortable with themselves so that they will withdraw from their social environment. This also occurs in early childhood. Communication anxiety has a big enough impact on children's daily interactions. There are 4 types of communication anxiety that often appear in early childhood, including 1) Silent, the child cannot be active in activities 2) Over communication, 3) Mood, sullen or crying, and 4) Dependent on parents or teachers, does not want to The abandonment of parents is the most common thing that occurs in early childhood who experience communication anxiety (Arnantika et al., 2013).

Communication skills are the main key, from 21st century competencies. Meanwhile, the development of children's communication skills is closely related to children's language skills. Therefore, stimulation of children's skill development needs to be planned and designed so that the development of children's communication is built optimally in tandem with the development of their language skills. Vice versa, for some children who at the stimulation stage do not get various appropriate language stimuli, problems or problems in the development of communication skills and children's language usually arise, such as the emergence of communication anxiety behavior in early childhood. Thus, intervention and counseling services also require proper and appropriate planning. In accordance with the stages of age, the symptoms that appear and the stages of development. If we associate it with government programs in connection with the era of independent learning. Then the development of early childhood communication skills will be very relevant

Based on the above, education by equipping children with knowledge and skills on how to optimize children's communication skills is very important. The results of Howard Gardner's research (2002) explain that, every child has 8 areas of potential excellence which are referred to as multiple intelligences or Multiple Intelligences. One of the areas of multiple intelligences is the potential for language development which is closely related to the ability of children's communication skills. Therefore, it is very important to improve and develop children's communication skills and abilities to be developed through various services according to the needs of each child. However, if in the process of the child development experiences many disorders, such as the emergence of communication anxiety and other communication disorders, it will greatly affect the process of growth and development and skills.

However, some phenomena of the development of children's communication skills today are not ideal at all age levels. Many of us encounter children with communication developmental delays who do not get proper stimulation and counseling services either at school or at home. Problems at home related to children's language and communication skills stem from a lack of interaction between parents and children, fellow children that affect children's language development and trigger the emergence of anxiety disorders in communication (Havron et al., 2019; Poulain & Brauer, 2018).

From data on the prevalence of general anxiety that occurs in children and adolescents in general in Balinese children's orphanages in 2015 from 30 respondents, it shows that the highest number of anxiety in male respondents is 56.3%. While the highest number of anxiety in female respondents is mild anxiety as much as 57.1%. In addition, from these data it can also be seen that there is very severe anxiety in 7.1% of female respondents with a level of variation from mild to severe (Suntiawati et al., 2015) while in some countries also shows high data for anxiety in general (Costello et al., 2005; Polanczyk et al., 2015). While Wallechnisky in Aswid: 2012 ranks the top ten fears experienced by humans, as many as 41% of the greatest fear is speaking in

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public is the highest fear, while in early childhood in Bali shows 5 out of 89 children aged Kindergarten B show symptoms of communication anxiety (Arnantika et al., 2013). While in America Costella found about 15% of preschool children experience fear, shame, social withdrawal and fear of others (Costello et al., 2005).

While data from several studies on the emergence of communication anxiety in school students shows that from Diyah's research: 2014, grade VII students of SMP Negeri 15 Yogyakarta have communication anxiety with very low criteria as much as 6%, low 78%, moderate 15%, high 1%. Asmidir & Marjoohan (2013: 275) explained that out of 68 students majoring in Guidance and Counseling FIP UNP class 2011 experienced public speaking anxiety with a low category of 27.9%, a medium category with a percentage of 25% and a high category as much as 42.7%. Mayasari 2015 students of SMP Negeri Pontianak showed students who experienced communication anxiety with a percentage of 9.76% in the low category, 70.73% in the medium category and 19.51% in the high category experienced by students. Asniranty 2019, from the research sample The effect of group guidance on the tendency of communication anxiety among junior high school students in Pontianak, from 10 students subject to purposive sample, showed 2 people experienced moderate level of communication anxiety, 2 people at very high level, 7 people in high category and 1 person at low level. Low (Amir et al., 2019).

Meanwhile, in mainland China, it shows that a bilingual environment brings great challenges to the communication development of Uyghur children. Theoretically, the large difference between Uyghur and Mandarin causes difficulties in children's mastery of language and communication (Chen et. Al, 2020). This also creates opportunities for children to have anxiety in communicating. Poverty and lack of educational resources also pose difficulties and challenges for the communication development of Uighur children due to the lack of adequate stimulation from their parents.

In line with the above phenomenon, in the southern plains of the territory of Indonesia, Australia, there is also a phenomenon of children who are indicated to experience communication anxiety by slowing down the process of communication and language development. Caregiver responsiveness is positively related to children's language and communication development. However, the quality of the caregiver's language, anxiety disorders and unfriendly behavior triggers the low development of children's communication (Daneri et al., 2018). This illustrates that the quality of communication between parents or adults around early childhood will greatly affect the development of language skills and children's communication skills.

Furthermore, the same thing also happened in Korea that there was a relationship between the quality of language input and parental or adult communication on language development and early childhood communication. Children with disadvantaged economic levels show lower language performance below average than children with middle or upper economic levels (Pae et al., 2016). The current conditions are many causes of the emergence of various barriers related to emotional, physical, social as well as children's language and communication (Graham & Krause, 2020; Levickis et al., 2020; Liao et al., 2014; Morgan et al., 2019). Although some of the research above does not focus on communication anxiety, this obstacle will certainly affect the daily life and personality of children in communicating and become a problem when children grow up.

In several previous studies, many researchers have raised the theme of improving early childhood communication skills to be the center of the theme that needs to be researched. Dinar Nur Inten in 2017 researched the communication skills of early childhood. From this study, it can be concluded that the child's communication skills before the action are on average at point one, namely the child has not been able to communicate well. However, after the action using the role-playing method, the child's communication skills increased. Furthermore, Rafidah Hanum, 2017 researched on developing effective communication in early childhood.

Meanwhile, at a higher education level, with the subject of high school students, Andi Mappiare-AT, in 2011 conducted a study on the Use of Counseling Guidance Picture Media for Communication and Softkill training. This study states that in guidance and counseling services, illustrated media can be developed that will support the service process of the guidance and counseling itself (Mappiare-AT, 2011).

The importance of communication in early childhood is the main goal in this study so that researchers create an instrument to be able to determine the level of communication, especially in early childhood, whether these early children experience communication anxiety or not, and how the level of anxiety communicates in children so that they get the right treatment.
II. METHOD

Test the validity of the communication anxiety instrument for early childhood using the Pearson Product Moment which is useful for determining the validity or suitability of the instruments used by researchers in measuring and obtaining research data from the respondents. The basis for taking the Pearson validity test is if the significance value is < 0.05 then the items in the instrument are said to be valid. And based on the value of \( r \) table product moment with 405 respondents, the significance level value of 5% is more than < 0.098, the result is that the instrument item is also said to be valid.

As for the measurement of item reliability using Cronbach's Alpha. reliability test is a test that shows whether an instrument used to obtain information can be trusted to reveal information in the field as a data collection tool (Mohajan, 2017).

\[
r_x = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma_x^2} \right)
\]

\[
= \text{reliability} \\
N \\
\sum \sigma_i^2 \\
\sigma_x^2
\]

= The question Number 
= total variance score for each item 
= varians total

A questionnaire is said to be reliable or reliable if a person's answer to the statement is consistent from time to time. High and low reliability is expressed by a value called the reliability coefficient, ranging from 0-1. The reliability coefficient denoted by is \( r_x \) the index of the case sought. Reliability testing using Cronbach's Alpha formula. the instrument is said to be reliable if the Cronbach alpha value is > 0.6.

III. RESULT

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale Mean if Item Deleted</th>
<th>Scale Variance if Item Deleted</th>
<th>Corrected Item Total Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>butir 1</td>
<td>43.57</td>
<td>80.944</td>
<td>.543</td>
<td>.880</td>
</tr>
<tr>
<td>butir 2</td>
<td>42.47</td>
<td>84.326</td>
<td>.539</td>
<td>.879</td>
</tr>
<tr>
<td>butir 3</td>
<td>43.67</td>
<td>79.609</td>
<td>.654</td>
<td>.874</td>
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<tr>
<td>butir 4</td>
<td>43.57</td>
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<td>butir 5</td>
<td>43.67</td>
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<td>.874</td>
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<tr>
<td>butir 6</td>
<td>43.67</td>
<td>79.609</td>
<td>.654</td>
<td>.874</td>
</tr>
<tr>
<td>butir 7</td>
<td>42.70</td>
<td>81.045</td>
<td>.599</td>
<td>.876</td>
</tr>
<tr>
<td>butir 8</td>
<td>42.50</td>
<td>85.914</td>
<td>.463</td>
<td>.882</td>
</tr>
<tr>
<td>butir 9</td>
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<td>84.326</td>
<td>.539</td>
<td>.879</td>
</tr>
<tr>
<td>butir 10</td>
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<td>83.344</td>
<td>.570</td>
<td>.878</td>
</tr>
<tr>
<td>butir 11</td>
<td>42.43</td>
<td>82.737</td>
<td>.614</td>
<td>.876</td>
</tr>
<tr>
<td>butir 12</td>
<td>42.57</td>
<td>87.082</td>
<td>.371</td>
<td>.886</td>
</tr>
<tr>
<td>butir 13</td>
<td>42.43</td>
<td>82.737</td>
<td>.614</td>
<td>.876</td>
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<tr>
<td>butir 14</td>
<td>42.53</td>
<td>84.533</td>
<td>.497</td>
<td>.881</td>
</tr>
</tbody>
</table>

Table 1 is a table of validity tests. Based on table 1, all items are valid (based on the corrected item total correlation value) > 0.361. Then the 14 item statement in say is Valid. Table 2 is a reliability test table. Based on the reliability test with the results of Cronbach's alpha value of 0.886 > 0.6 then reliable

IV. DISCUSSION

Communication has two general characteristics, namely direct and indirect. Direct communication is a face-to-face process (face to face) between humans and other humans. In contrast to direct communication, in indirect
communication, humans need an intermediary or media to connect humans with one another, for example: TV, internet, newspapers, and others. From the two characteristics above, communication is further divided into two, namely verbal and non-verbal. Verbal communication is in the form of oral (oral) and written (written) conversations. While nonverbal communication can be in the form of body language (gestures), images, colors, physical appearance, and others. In everyday life, language and good communication are needed so that the activities carried out can run smoothly. Every human being must communicate, both verbally and non-verbally. Communication is a basic human need. Since birth and throughout the process of life, humans will always be involved in acts of communication. Communication can happen to anyone, both between teachers and students, parents with their children, leaders and their subordinates, between fellow employees and so on. Communicating is the most important part of all activities, so that understanding arises in completing each task (Mappiare-AT, 2011).

Communication is an activity that is very often carried out by everyone in any scope, wherever, and whenever. Because communication is very important for our lives. Everyone definitely needs a thing called communication because with communication everything becomes more understandable. Communication brings together the communicant with the communicator. The communicant receives while the communicator conveys the message. Interacting by means of communication does not have to be with words but can also use gestures such as smiling, winking, waving, and can also use the feelings that are in one's heart. But the communication message will be received by the communicant if the communicant understands what the communicator is conveying. Along with the times, we certainly need to know how to communicate effectively. Because by being able to communicate effectively, of course, we are no less competitive with other countries. Effective communication is communication that is able to produce attitude changes in other people that can be seen in the communication process (Novitasari et al., 2017).

The purpose of Effective Communication The purpose of Effective Communication is actually to make it easier to understand the message conveyed between the information giver and the recipient of the information so that the language used by the informant is clearer and more complete, and can be understood and understood well by the recipient of the information, or the communicant. Another goal of Effective Communication is so that the delivery of information and feedback can be balanced so that there is no monotony. In addition, effective communication can train the use of nonverbal language well. More effective communication occurs when the communicator and the communicant have similarities in understanding, attitude and language. Communication can be said to be effective if the communication is carried out where:

1. Messages can be received and understood and understood as intended by the sender.
2. Messages conveyed by the sender can be approved by the recipient and followed up with actions that are of interest to the sender.
3. There are no significant obstacles to doing what should be done to follow up on the message sent.
4. Effective communication is communication that is able to produce an attitude change in other people that can be seen in the communication process.

The purpose of Effective Communication is actually to provide convenience in understanding the message conveyed between the information giver and the recipient of information so that the language used by the informant is clearer and more complete, and can be understood and understood well by the recipient of the information, or the communicant, so that the delivery of information and feedback can be balanced so that there is no monotony. In addition, effective communication can train the use of nonverbal language well.

In guiding children, especially early childhood, the ability to develop effective communication is needed. It is hoped that through effective communication, the education that parents want to teach or apply to their children can be achieved. Of course, misunderstandings between parents and children must be avoided due to ineffective or not running smoothly communication. It can also be said that the intentions and goals that parents want to convey are not conveyed, or conveyed but are accepted and understood by children with wrong perceptions. In order for a child to be ready to speak, parents must understand that there are various requirements that need to be considered, including those relating to anatomical and physiological, psychological, and environmental factors.
At the Kindergarten education level, a child's lack of courage in communicating and expressing opinions will affect the child's daily life and personality in dealing with communication problems and become a habit when growing up. So further research is needed on social life in early childhood to see more in the form of communication apprehension that occurs in the social environment of early childhood and its impact on interactions that occur in the early childhood environment.

Communication anxiety that occurs leads to individual social isolation. Communication anxiety causes individuals to avoid communicating with others and feel more comfortable with themselves so that they will withdraw from their social environment. This also happens in the early childhood environment. Anxiety about communication has a significant impact on children's interactions with playmates and their environment. Children who experience communication anxiety generally only depend on trusted people such as parents or teachers and stay away from other activities, including playing activities with their friends (Yunan et al., 2018).

Communication anxiety is a feeling of anxiety, unpleasant feeling experienced by individuals characterized by worry, fear or other different feelings when they have to interact and communicate with other individuals, both early childhood and adults (Andri & Yenny, 2014; Curran et al., 2020; Polanczyk et al., 2015). Anxiety itself is a warning sign of danger that threatens the individual's ego. Normally, individuals will reduce or eliminate the dangers that threaten them with defense mechanisms on themselves (Andri & Yenny, 2014; Suntiawati et al., 2015). Indicators of anxiety disorders in this study can be observed from indicators of anxiety disorders, including: 1) avoidance, 2) withdrawal, 3) over communication and 4) internal discomfort (Arnantika et al., 2013). Children who experience some symptoms of communication anxiety tend to be passive, withdraw from communication and make as little effort as possible to engage in interactions with other individuals.

Meanwhile, every child or individual must have felt anxiety even once in his life. Anxiety is a biological warning mechanism with a feeling of being afraid to act. Anxiety or anxiety is an evaluation of judgment and emotional response to something dangerous. Anxiety is closely related to feelings of uncertainty and helplessness. Conditions are experienced subjectively and are usually communicated in interpersonal relationships. Anxiety is also an abnormal excessive feeling that arises against a condition of fear, anxiety, impending disaster, worry or some kind of fear of real or perceived threats which is called reality anxiety (Andri & Yenny, 2014).

According to Freud, there are three types of anxiety, namely reality anxiety, neurosis and moral anxiety. Moral anxiety also has a basis in real life. Some children are afraid to make mistakes because they are afraid of being scolded by their parents. On the other hand, parents also have moral anxiety over mistakes or violations they have committed in social life. Feelings of guilt and shame accompany moral anxiety. It can be explained that what causes anxiety is the presence of individual or personal words from oneself. Freud also stated that the superego contributed and recompensed in kind due to a violation of the moral code. what he did that should also get a sanction or punishment. different from fear which is an intellectual judgment of danger (Schultz & Schultz, 2017).

In contrast to Susan Krauss in Abnormal Psychology, 2020; 166-167 which states that fear cannot be distinguished from anxiety, because individuals who feel afraid and anxious experience behavioral, physiological, emotional response patterns at the same time, meaning that people who feel anxious must also experience anxiety. feel a feeling of fear (Halgin & Whitbourne, 2010).

Based on the explanation above, it can be explained that anxiety is a reaction that arises in a new situation to a thing or event that is unclear/definite or not yet possible. The emergence of feelings of anxiety that occur in conditions and circumstances that are outside normal limits need to be given special attention that is different from the general one. Anxiety is also closely related to feelings of uncertainty or helplessness. This is often referred to as a sense of anxiety / worry. Worry is an emotional reaction of various feelings that cause the effect of fear into oneself.

This condition is also experienced conscientiously and communicated in interpersonal relationships. Seeing the relationship between anxiety and feelings or emotions, some experts argue that it is related to the understanding of emotions themselves. Carlos also argues (Santrock, 2007: 7) related to emotion, namely by defining emotion as a feeling or affection that arises when a person is in a situation or an interaction that is considered important by him, especially his own well-being. Various feelings that are expected by humans such as feeling happy, like and happy are positive emotions.
Meanwhile, various feelings that are not expected by humans, such as disappointment, sadness, hate, and fear are negative emotions. Anxiety in children is often equated with fear, even though the two are different even though they have an interrelated relationship. Fear refers to the natural response to a dangerous situation that can threaten life. Meanwhile, anxiety is more global and future-oriented. That is, fear is a response that arises when facing a threat or in a dangerous situation. While anxiety is a response that arises from the individual to something that is not yet possible to happen to him. Based on the description above, it can be concluded that anxiety is a feeling of worry about something that is not clear or not real.

Meanwhile, the communication itself according to etymological or the word origin comes from the Latin which means communication, which means the same meaning about a thing. So the ongoing communication process occurs when there are similarities regarding the things being communicated or certain interests. Communication can take place if there is a message to be conveyed and there is also feedback from the recipient of the message that can be received directly by the messenger (Novitasari et al., 2017; Rafidah, 2017).

Validity test is a test used to show the extent to which the measuring instrument used in a measure is what is being measured. Validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. (Chee & Queen, 2016; John W. Creswell, 2012; Walker, 2017). In line with this, this study uses a validity test to determine the level of validity of early childhood communication anxiety instruments, the results obtained are 14 statement items are valid and reliable. And this instrument can be used to measure communication anxiety in early childhood in Indonesia

V. CONCLUSION

This study uses validity and reliability tests. Based on the validity test, the results obtained that the 14 items of the communication anxiety instrument were valid because the corrected item total correlation value was > 0.361. The results of the reliability of the instrument showed that the 14 items of the anxiety instrument for communicating in early childhood were reliable based on the results of Cronbach’s alpha value of 0.886 > 0.6.

This instrument can be adapted for use in any country as long as it is adapted to the structure and culture of each country and adapted to the character of the research subject. This adapted instrument was tested for validity with other models so that it was appropriate and became part of the research conducted. This validated instrument can be the basis for further research to determine what treatment is appropriate in reducing communication anxiety in early childhood.

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