



# The Causes and Efforts of Parents to Overcoming Tantrums in Early Childhood

Rakimahwati<sup>1\*</sup>, Amalia Husna<sup>2</sup> 

<sup>1,2</sup> Early Childhood Education, Padang State University, Padang, Indonesia

## ARTICLE INFO

### Article history:

Received October 21, 2022

Revised October 24, 2022

Accepted May 23, 2023

Available online August 25, 2023

### Kata Kunci:

Tantrum, Upaya orang tua, Anak usia dini.

### Keywords:

Tantrums, Parental Efforts, Early Childhood.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Salah satu masalah yang dialami oleh anak usia dini adalah tantrum. Jika tantrum tidak dapat diatasi, dapat membahayakan anak dan orang-orang di sekitarnya, anak tidak dapat mengontrol emosinya, dan menghadapi masalah di lingkungannya. Penelitian ini bertujuan untuk menganalisis penyebab dan upaya yang dilakukan oleh orang tua dalam mengatasi tantrum pada anak usia dini. Penelitian ini merupakan mix method. Subjek penelitian yaitu anak yang mengalami tantrum dan orang tuanya. Pengumpulan data dilakukan dengan melakukan survey, wawancara dengan orang tua dan observasi. Instrumen pengumpulan data dengan kuesioner. Analisis data kuantitatif menggunakan skor persentase, sedangkan pada kualitatif menggunakan model analisis data menurut Milles dan Huberman. Hasil penelitian menunjukkan bahwa bentuk tantrum yang dialami anak adalah: menangis dengan keras, berteriak/berteriak, barang-barang yang dilempar atau dibanting, memukul, mengamuk. Penyebab anak tantrum adalah: keinginan yang tidak terpenuhi, merasa bosan, memperebutkan mainan, orang tua terlalu memanjakan/melindungi anak, diganggu atau bertengkar dengan teman atau kerabat. Sedangkan upaya yang dilakukan orang tua dalam mengatasi tantrum pada anak adalah: mengalihkan perhatian anak, berbicara dengan lembut kepada anak-anak, memeluk anak, biarkan anak tenang, mengenali kebiasaan anak, memberikan pemahaman kepada anak tentang tingkat intensitas marah; dan, tidak memanjakan anak.

## ABSTRACT

One of the problems experienced by young children is tantrums. If a tantrum cannot be overcome, it can harm the child and the people around him. The child cannot control his emotions and faces problems in his environment. This research aims to analyze parents' causes and efforts in dealing with early childhood tantrums. This research is a mixed method. The research subjects were children who experienced tantrums and their parents. Data was collected by conducting surveys, interviews with parents, and observations. Data collection instrument using questionnaires. Quantitative data analysis uses percentage scores, while qualitative data analysis uses the data analysis model, according to Milles and Huberman. The research results show that the tantrums experienced by children are crying loudly, screaming/shouting, throwing or slamming things, hitting, and throwing tantrums. The causes of children having tantrums are unfulfilled desires, boredom, fighting over toys, parents pampering/protecting children too much, being bullied, or fighting with friends or relatives. Meanwhile, the efforts made by parents to deal with tantrums in children are diverting the child's attention, whispering to the children, hugging the child, letting the child calm down, recognizing the child's habits, giving the child an understanding of the level of intensity of anger; and, do not spoil children.

## 1. INTRODUCTION

Early childhood, also known as preschool-age children, are children aged 0-6 years (Eliza et al., 2022; Husna & Eliza, 2021; Husna & Suryana, 2022). At this age, children experience various developments that take place quickly and rapidly, so this period is called the golden age (Husna & Suryana, 2021; Trisiana & Setiawan, 2021). On the one hand, every stage of development that occurs at this time will affect children's future development (Reza & Hadiyanto, 2022; Wati & Yulsofyfriend, 2019). So that this period is also called the critical period, because if the child does not get a good stimulus that

\*Corresponding author.

E-mail addresses: [amaliahusna62000@gmail.com](mailto:amaliahusna62000@gmail.com) (Rakimahwati)

causes the child to experience obstacles or problems in his development at this time, then the child will be difficult or even impossible to develop in the future. For this reason, parents have a fundamental role in providing stimulation to help children's development at this time so that it takes place optimally and overcomes the problems experienced by children as early as possible (Husna & Nurhafizah, 2022; Husna & Suryana, 2021; Nadila, 2021; Rusdawati, 2019). One of the problems experienced in early childhood is tantrums (Utami et al., 2022; Beauchamp-Chatel et al., 2019). Tantrums are children's attitudes that are often followed by behaviors such as crying loudly, rolling on the floor, shouting, throwing things, banging their heads, kicking, and various aggressive activities of children that can endanger themselves and those around them (Matson, 2009; Padang et al., 2021). Younger children usually vomit, pee, or even have shortness of breath due to crying and screaming too much. Tantrum behavior in children is quite dangerous because it can injure the child and the people around him (Al-Ghwairi & Fraihat, 2021; Sari, 2018). If a tantrum cannot be overcome in a child, it can harm the child and the people around him. The child cannot control his emotions, has difficulty getting along, and faces environmental problems. If not treated early on, temper tantrums will carry over into adulthood. Research indicates that children who experience temper tantrums often become angry adults (Al-Ghwairi & Fraihat, 2021; Yahya & Suyanto, 2019).

In related research entitled "The terrible twos: How children cope with frustration and tantrums and the effect of maternal and paternal behaviors," the results show that parents have a significant influence in overcoming frustration and tantrums in children (Deichmann & Ahnert, 2021). In another study entitled "The Relationship of Parenting a Parent With Temper Tantrums in Children of Preschool Age," the purpose of this study was to determine the relationship between parenting patterns and temper tantrums in preschool children in the Mandetek area of North Makale Health Center (Padang et al., 2021). The research design used is a quantitative approach. The research sample is parents of preschool-age children in the Mandetek area of North Makale Health Center, with a sample of 43 parents. The results showed that parents significantly influence children's tantrum behavior and have an essential role in preventing tantrums in children.

In another study entitled "Assessment of Temper Tantrums Behavior Among Preschool Children in Jordan," the purpose of this study is to understand the emotions, activities, and needs of children that must be considered (Bani Salameh et al., 2021). This study assessed the behavior of temper tantrums, including frequency, severity, duration, general behavior, reasons, location, context, and parental strategies, in Jordanian children aged 24-48 months. A cross-sectional design was used to conduct this study. A non-probability convenience sample was adopted to recruit 213 parents of children aged between 24 months to 48 months. All parents filled out a parental experience questionnaire about temper tantrums in children. Findings suggest that about half of children experience weekly tantrums. However, half of the parents reported that their children exhibited mild tantrums, with an average duration of minutes. The most commonly reported tantrum behavior is 'screaming or screaming.' "Attention seeking" is the most common and frequent reason for tantrums when visiting other people's homes. The main strategies used by parents to reduce their child's tantrums are first, stating consequences (e.g., timeouts), and second, ignoring the behavior.

Then other the research entitled "Tantrums in Pre-School Age Children" is motivated by tantrum behavior often experienced by pre-school-aged children or early childhood so this study aims to determine the dominant factors that can overcome tantrums in children (Rokhmiati & Ghanesia, 2019). The study's results revealed that moral education developed in the family could reduce tantrums. The study explains the critical role of parents in overcoming tantrums in children. For that, parents must know what efforts they can make to overcome tantrums in children as early as possible. Unfortunately, studies need to explain in detail what efforts parents can make to overcome tantrums in early childhood.

Based on researchers' observations at SPS Sang Bintang PAUD, 8 out of 28 children experience tantrums. Researchers want to find out more about what children experience forms of tantrums, the causes of children experiencing tantrums, and the efforts of parents in overcoming tantrums in children. So, this study aims to explain what forms of tantrums are experienced by children, the causes of children experiencing tantrums, and what efforts can be made by parents to overcome tantrums in early childhood in PAUD SPS Sang Bintang. The results of this study are expected to provide information and become a reference for parents, teachers, students, or activists of early childhood education in recognizing tantrums, forms of tantrums, causes of tantrums, and efforts that can be made as parents in overcoming tantrums.

## 2. METHOD

This research is mixed method research. Mix method research is a research method that combines qualitative and quantitative research (Nirmala & Annuar, 2020). First, researchers collected quantitative

data with data collection techniques using surveys to see the percentage of forms, causes, and efforts of parents in overcoming tantrums experienced by children. Then, the researcher collected qualitative data by analyzing quantitative data by describing the forms, causes, and efforts of parents narratively in overcoming tantrums experienced by children. This study uses a mixed method "Explanatory mixed Methods design," in the first stage, the research is carried out using the quantitative stage, and in the second stage, it is carried out with qualitative methods. The design of the mixed method research can be seen in Figure 1 below (Monica & Yaswinda, 2021). Quantitative data analysis uses quantitative descriptive by using percentages with formulas (Daryanto, 2016). According to Milles and Huberman, the qualitative data analysis model consists of three activities that coincide: data reduction, data presentation, and drawing conclusions or verification. The mixed-method research design in this study can be seen in Figure 1.

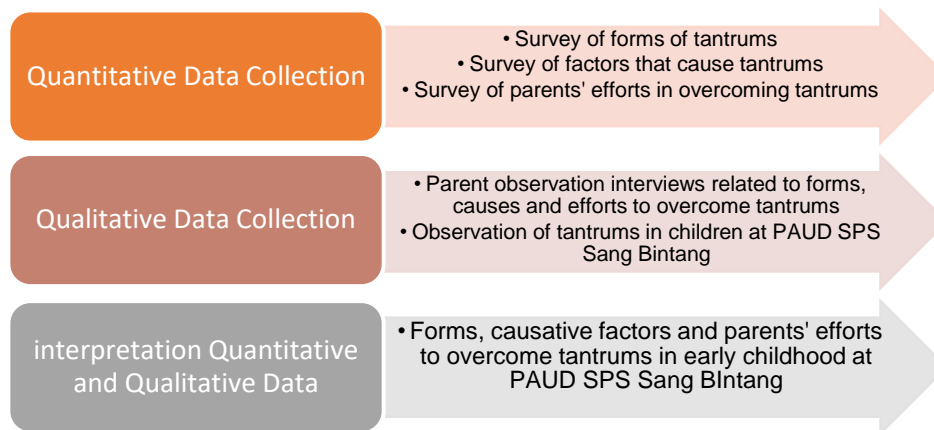


Figure 1. Mix Method Research Design

This research was conducted at PAUD SPS Sang Bintang, Hamparan Rawang District, Sungai Penuh City. The research subjects were children who experienced tantrums and their parents. From the observations, 28 children experienced tantrums at PAUD SPS Sang Bintang. Therefore, this study's 28 children and their parents were the subjects. The research instrument grid is in Table 1.

Table 1. Research Instruments Grid

No	Variabel	Indikator	Sumber Data	Metode
1.	Forms of tantrum behavior	a. Cry hard b. Yelling/screaming c. Throwing or slamming things d. Hit e. Rampage	Children, parents, and teacher	Surveys, interviews, observations
2.	Factors that cause tantrums	a. Feel bored b. Unfulfilled wishes c. Parents are too protective/pamper children d. Toy fight e. Being bullied or fighting with friends or relatives	Children, parents, and teacher	
3.	Parents' efforts to deal with tantrums	a. Distract children's attention b. Speak softly to children c. Hugging child d. Let the child calm e. Recognizing children's habits f. Provide understanding to children regarding anger level intensity g. Do not pamper children	Parents	

Modified from: (Jiu et al., 2021; Musawirin, 2018)

### 3. RESULT AND DISCUSSION

#### Result

Research shows that early childhood experience various tantrums, such as crying hard, yelling/screaming, throwing or slamming things, hits and rampages. Tantrums experienced by children are caused by various factors such as feeling bored, unfulfilled wishes, parents being too protective/pampered children, toy fights, and being bullied or fighting with friends or relatives. In dealing with early childhood tantrums, parents' vital role is needed. The percentage of forms of tantrums in 28 early childhood children at PAUD SPS Sang Bintang can be seen in [Table 2](#).

**Table 2.** Forms of Tantrums Experienced by Children

Tantrum Form	Frequency	Percentage (%)
Cry hard	11	39.3
Yelling/screaming	5	17.8
Throwing or slamming things	3	10.7
Hit	2	7.1
Rampage	7	25
<b>Total</b>	<b>28</b>	<b>100</b>

Based on [Table 2](#), early childhood experiences the most forms of cry-hard tantrums with a frequency of 11 and a percentage of 39.3%, followed by tantrum rampages with a frequency of 7 and a percentage of 25%, tantrums yelling/screaming with a frequency of 5 and a percentage of 17.8%, throwing or slamming things with frequency 3 and percentage 10.7%, and hits with frequency 2 and percentage 7.1%. The percentage of factors causing tantrums in 28 early childhood children at SPS Sang Bintang PAUD in [Table 3](#).

**Table 3.** Factors that Cause Tantrums in Early Childhood

Causes of Tantrums	Frequency	Percentage (%)
Feel bored	8	28.6
Unfulfilled wishes	9	32.1
Parents are too protective/pamper children	3	10.7
Toy fight	3	10.7
Being bullied or fighting with friends or relatives	5	17.8
<b>Total</b>	<b>28</b>	<b>100</b>

Based on [Table 3](#), the factors that most often cause early childhood experience tantrums are unfulfilled wishes, with a frequency of 9 and a percentage of 32.1%, followed by feeling bored, with a frequency of 8 and a percentage of 28.6%, being bullied or fighting with friends or relatives with a frequency of 5 and a percentage 17.8%, parents are too protective/pamper children and toy fights with frequency 3 and a percentage of 10.7%. Based on the forms and factors that cause tantrums experienced in early childhood at PAUD SPS Sang Bintang, efforts are needed to overcome tantrums in children. The percentage of various ways parents cope with tantrums in [Table 4](#).

**Table 4.** How to Overcome Tantrums in Children

How to Overcome Tantrums	Frequency	Percentage (%)
Distract children's attention	7	25
Speak softly to children	7	25
Hugging child	5	17.8
Let the child calm	3	10.7
Recognizing children's habits	1	3.6
Provide understanding to children regarding anger level intensity	2	7.1
Do not pamper children	3	10.7
<b>Total</b>	<b>28</b>	<b>100</b>

Based on [Table 4](#), the most efforts made by parents when young children experience tantrums are Distract children's attention and speak softly to children with a frequency of 7 and a percentage of 25%, followed by hugging the child with a frequency of 5 and a percentage of 17.8%, let the child calm and do

not pamper children with a frequency of 5 and a percentage of 10.7%, provide understanding to children regarding anger level intensity with a frequency of 2 and a percentage of 7.1%, and Recognizing children's habits with a frequency of 1 and a percentage of 3.6%.

## Discussion

Tantrums are when a child shows uncontrollable outbursts of anger and frustration. Tantrums, sometimes called temper tantrums, may involve yelling, stomping, kicking, or throwing yourself to the ground. Tantrums are one of the characteristics of children with problems in emotional development whose handling is not appropriate for their emotional development (Matson, 2009; Yahya & Suyanto, 2019). Tantrums are characterized by excessive anger, intense fear, shyness, and hypersensitivity. Excessive anger, such as wanting to hurt yourself or damage things around him. Extreme fears can interfere with our interactions with the environment. In addition, children become shy, withdrawn, overly sensitive, find it very sensitive and challenging to deal with isolation, and tend to be negative in mood swings (Jiu et al., 2021; Yahya & Suyanto, 2019). Tantrums occur because one of the child's needs is not met. Tantrums are standard in a child's emotional development stage but can interfere with social and emotional development if a behavior is not managed correctly (Jiu et al., 2021). The analysis of the forms of tantrums experienced by children in PAUD SPS Sang Bintang is as follows: First, Crying Loud. One of the tantrums experienced by children at PAUD SPS Sang Bintang was the child crying loudly. Usually, children cry because they are bored, their desires are not fulfilled, and fight, fight over toys, even without other reasons or conditions. Crying is a natural emotion for children and even adults. Crying is a natural expression of emotion when we are disappointed and when we smile or laugh when we are happy (Aryanti, 2017; Ashary et al., 2015). Crying is an emotional expression that children often experience. Usually, the child cries to get attention from the people around him because of the condition he is experiencing (Ashary et al., 2015; Siti et al., 2017). However, suppose the child has been crying loudly and for a long time without any significant reason, even accompanied by bad words, shouting, throwing things, or throwing tantrums, as was found in several children in the Early Childhood Education of SPS Sang Bintang. In that case, this is classified as tantrum behavior in children. Crying loudly is a tantrum behavior that many children experience, especially in early childhood (Al-Ghwairi & Fraihat, 2021; Daniels et al., 2012; Matson, 2009; Siti et al., 2017). So, crying loudly is a kind of tantrum experienced by children at PAUD SPS Sang Bintang. A real-life theory that has proven to be very precise. A child who cries loudly, even by screaming, is an indicator of a tantrum, even if it becomes one of the extreme forms of a tantrum (Musawirin, 2018).

Second, Yelling/Screaming. The second tantrum behavior experienced by children at SPS Sang Bintang PAUD is that children often shout or yell at their parents, teachers, and friends because they feel annoyed and angry because their wishes are not fulfilled. Usually, the child screams and yells, is accompanied by wrong and inappropriate words, cries loudly, throws things, hits people around him, or even hurts himself. Yelling or yelling is one of the tantrum behaviors in early childhood (Mazaya & Rusmariana, 2021; Musawirin, 2018; Nurfadilah, 2021; Siti et al., 2017; Zakiyah, 2017). Shouting or yelling, especially at more mature people, is against religious and moral values and is not good behavior. For this reason, the attitude of children who scream and yell must be overcome as early as possible so that they do not become bad habits and become a regular pattern of behavior for children. Third, throwing or Slamming Things. The following tantrum behavior that children at SPS Sang Bintang PAUD often experience is that children like to throw things because they feel annoyed and angry when their wishes are not fulfilled. The behavior of children who like to throw things can harm other people because children always throw anything they hold when experiencing a tantrum. If the object thrown is sharp, it will undoubtedly be able to hurt or injure the people around them. Slamming or throwing things is one of the tantrums experienced by children at PAUD SPS Sang Bintang (Khairi & Ahmad Sopandi, 2018; Mazaya & Rusmariana, 2021; Nurfadilah, 2021; Rokhmiati & Ghanesia, 2019; Siti et al., 2017).

Fourth, Hitting parents, teachers, friends, or relatives is one form of tantrum experienced by children at PAUD SPS Sang Bintang. Children express emotional feelings such as anger and upset when their wishes are not fulfilled by their parents by hitting them. When the child feels bored and frustrated at school, the child expresses it by hitting the teacher. One form of tantrum behavior in early childhood is hitting people around them (Jiu et al., 2021; Musawirin, 2018; Rahayuningsih, 2014; N. S. N. I. Sari, 2018; Siti et al., 2017; Zakiyah, 2017). Sometimes when a child gets angry or fights with a friend over a toy or a friend's behavior that he does not like, he also expresses it by hitting them. So that the behavior of children hitting their parents, teachers, and friends is a form of a tantrum because they are classified as explosive and uncontrollable emotions in children. Fifth, rampage. The final form of tantrums experienced by children at PAUD SPS Sang Bintang was tantrums. Then, the child goes on a rampage by making riots indiscriminately. Anger is a form of tantrum behavior in early childhood (Jiu et al., 2021; Rahayuningsih,

2014; Siti et al., 2017). When a child has a tantrum, the child feels out of control and confused because he has unfulfilled desires. Children do not understand "later" and cannot delay or wait for their desires to be fulfilled. He was frustrated because his wish was not fulfilled. He goes on a rampage to deal with this frustration. He expresses his annoyance in various ways, one of which is throwing a tantrum (Siti et al., 2017). The analysis of the factors that cause tantrums experienced in early childhood at PAUD SPS Sang Bintang are as follows; First, feel bored. Children often feel bored because the situation they are going through is too monotonous. Boredom in children often results from spending too much time at home, especially if there are no fun activities. Children also experience boredom at school because of monotonous classroom conditions. Boredom can come from an uninteresting environment, tends to be monotonous and unmotivated, and is bored with the situation (Nisa et al., 2021). Second, unfulfilled Desires. Sometimes a child has many desires that he wants to fulfil, but his parents still have to teach him that not everything he wants he can get. Some research results also reveal that children's unfulfilled desires are one of the causes of children experiencing tantrums (Jiu et al., 2021; Musawirin, 2018; Siti et al., 2017; Syamsuddin, 2013; Zakiyah, 2017). Third, Parents To Protect/Spoil Children. Children are used to being spoiled by their parents where their desires are always fulfilled, which will cause children not to understand the situation where not all of their wishes can be obtained, and not all of their wishes must be obeyed. So if he is found with his parents or teacher unable to fulfill his wishes, he will experience tantrums, such as tantrums, crying loudly, screaming, and other forms of tantrums.

Fourth, game Scramble. Toy disputes are triggered at preschool age because children are pretty selfish. He feels entitled to be the first while the other children must follow. Preschool children's activities and scrambling for toys appear to be closely related. When two children have toys and food in front of them, soon there will be a conflict over the toys or food over the toys and food because each feels he deserves it more. So, it is common for children to fight over toys with relatives or friends. This can trigger tantrum behavior when the child feels upset and angry when the game is taken or vice versa (Jiu et al., 2021; Musawirin, 2018). The child feels annoyed and angry that he does not get the toy he wants. This irritation and anger can cause the child to cry loudly and have tantrums and other tantrums. Fifth, bullied or Fighting with Friends or Siblings. When children are still young, aggressive behavior is usually caused by many factors, such as jealousy, anger, despair, some form of defense, or emotions that suddenly attack them. It could also be because many TV shows that feature fight scenes or fights that have an impact. Being new to the child makes the child interested in imitating the behavior. The aggression that children often do is hitting and grabbing a friend's hair. Children do not mean to hurt their friends, but only as a form of emotional expression. Therefore, this form of emotional expression must be controlled by parents. It is normal to feel angry or upset, but how your child expresses it must be the right way. Some research results also reveal that children fighting with friends or siblings can also trigger tantrums, such as yelling at each other, crying loudly, hitting, and others (Musawirin, 2018).

Children are individual figures who must be nurtured and loved so that they have noble characters. A child needs to get guidance to know what is wrong and correct to avoid actions that can hurt himself and others (Arinalhaq & Hadiyanto, 2020). A critical figure in providing children guidance and affection is the parents. Parents are the first education or madrasa for their children. Parents are the unit and the basic foundation in developing and improving the quality of education for children in the family. How parents behave will influence and be imitated by children (Supandi, 2019). The family is one source of education for children. In the family, the child will obtain both knowledge and emotional education from the family (Syahputra, 2020). In overcoming tantrums, parents have a critical role (Aulia Umami & Yovita Sari, 2020; Bani Salameh et al., 2021; Beauchamp-Châtel et al., 2019; Daniels et al., 2012; Deichmann & Ahnert, 2021; Padang et al., 2021; Potegal et al., 2018; Rahayuningsih, 2014; Siti et al., 2017; Zakiyah, 2017). When a tantrum occurs, parents must take appropriate action immediately. Parents need to understand what to do because their actions affect their children's behavior and reactions in the future (Syamsuddin, 2013). The analysis of how parents deal with tantrums experienced in early childhood at PAUD SPS Sang Bintang is as follows: first, distracting Children Children can throw tantrums in frustration. Therefore, parents should try to deal with their children's tantrums at home by using age-appropriate toys to prevent frustration. However, when children are frustrated, parents need to be careful (Daniels et al., 2012). Second, smooth Talk with Children. Effective communication is always found in families with strong parent-child relationships. Communication between parents and children is one of the determinants of the quality of family relationships. Third, hugging child. Hugs can relieve the anger that is overflowing in a child. Hugs will give birth to a sense of security in children and tell them that their parents still love them even if they disagree with what they are doing. Hugging a child with a tantrum can make the child calmer (Jiu et al., 2021). Hugs are one of the non-verbal communication patterns between children and parents that must be familiarized (Jiu et al., 2021; A. Sari, 2015). Fourth, Recognizing Children's Habits. To prevent tantrums, parents can determine the child's habits and make sure to know

under what conditions tantrums occur in children. So, if the parent understands the child's condition, he can guide and find the right solution when the child is faced with a problem or difficulty (Jiu et al., 2021; Syamsuddin, 2013). Fifth, Letting Children Calm. Parents must control their emotions and not worry about ironic looks, negative words, or environmental reactions. Allowing children to calm down on their own after they vent their emotions is an effective way to deal with tantrums in children (Jiu et al., 2021; Syamsuddin, 2013). Sometimes, avoiding actions are persuading, urging, and giving honest advice to children to be quiet. However, trying to stop this tantrum is like "pouring gasoline into a fire," which can make a child even angrier and tantrum (Syamsuddin, 2013). Sixth, Providing Understanding to Children regarding Anger Level. Anger is an emotion caused by feelings of dislike, even intense hostility. In the case of a child, he expresses anger by throwing tantrums or actions that might be considered inappropriate in response to the frustration he is experiencing. Feelings of anger seem unreasonable to children who have not yet learned about feelings. However, children's reactions to certain types of guilt are natural.

Seventh, not Spoiling Children. Another thing that parents can do is to treat their children appropriately by not spoiling them and not neglecting them. The relationship between children is a relationship of proportional love and attention. It is giving awards or gifts and fulfilling the child's wishes when a tantrum is not the right action because it will condition the child permanently to repeat it. Giving gifts and complying with his wishes are also actions that must be avoided because it is the same as teaching children to use tantrums as a weapon to fulfill their desires or get gifts. Suppose the child has begun to calm down, express affection to the child, and let him feel safe. Take the child to play and have fun, and show love for the child, even if he is wrong. Parents need to pay attention to why tantrums occur. Whether the child is doing the wrong thing, the parent is wrong about the child's wishes, or the child is tired, frustrated, hungry, or sick. If a child is considered wrong, parents should consider teaching values to the child so that the child does not repeat his mistake. If parents want to teach and advise children, do so in a calm and comfortable situation with the child, named after the child's tantrum is over. A calm and comfortable time is when a tantrum does not occur, even if there are no signs of a tantrum (Syamsuddin, 2013).

#### 4. CONCLUSION

From the results of the study, it can be concluded that tantrums are children's attitudes that are often followed by behaviors such as crying loudly, rolling on the floor, shouting, throwing things, banging their heads, kicking, and various aggressive activities of children that can endanger themselves and those around them. If a tantrum cannot be overcome in a child, it can harm the child and the people around him. The child cannot control his emotions, has difficulty getting along, and faces environmental problems. If not treated early on, temper tantrums will carry over into adulthood. The results showed that the forms of tantrums experienced by children were: crying loudly, shouting/screaming, throwing or slamming objects, hitting, and rampaging. The causes of children experiencing tantrums are desires that are: not fulfilled, feeling bored, fighting over toys, parents pampering/protecting children too much, and being bullied or fighting with friends or relatives. At the same time, the efforts that parents make in overcoming tantrums in children are: diverting the child's attention, speaking softly to children, hugging the child, letting the child calm down, recognizing children's habits, providing understanding to children regarding the intensity of anger levels, and not pampering children.

#### 5. REFERENCES

- Al-Ghwairi, A. A. S., & Fraihat, R. H. (2021). The Relationship Between Tantrums And Social Intelligence In Kindergarten Children In Zarqa Governorate From The Perspective Of Mothers. *Multicultural Education*, 7(6), 1–13. <https://doi.org/10.5281/zenodo.4895102>.
- Arinalhaq, R., & Hadiyanto. (2020). Peran Keluarga, Sekolah Dan Masyarakat Dalam Penanganan Kekerasan Terhadap Anak (Child Abuse) Pada Masa Pandemi Covid-19. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 08(02), 1–6. <https://doi.org/10.1007/XXXXXX-XX-0000-00>.
- Aryanti, Z. (2017). Kelekatan dalam Perkembangan Anak. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 12(2), 245–258.
- Ashary, Y., Rahamma, T., & Fatimah, J. M. (2015). Pengendalian Perilaku Emosional Anak Tk Melalui Komunikasi Antara Guru Dengan Orang Tua Di Kec. Biringkanaya Kota Makassar. *Jurnal Komunikasi KAREBA*, 4(4), 415–434. <https://doi.org/10.31947/kjik.v4i4.647>.
- Aulia Umami, D., & Yovita Sari, L. (2020). Confirmation of five factors that affect temper tantrums in preschool children: A literature review. *Journal of Global Research in Public Health ISSN*, 5(2), 151–157. <https://doi.org/10.30994/jgrph.v5i2.283>.

- Bani Salameh, A. K., Malak, M. Z., Al-Amer, R. M., Al Omari, O. S. H., El-Hneiti, M., & Abu Sharour, L. M. (2021). Assessment of Temper Tantrums Behaviour Among Preschool Children in Jordan. *Journal of Pediatric Nursing*, 59(xxxx), e106–e111. <https://doi.org/10.1016/j.pedn.2021.02.008>.
- Beauchamp-Châtel, A., Courchesne, V., Forgeot d'Arc, B., & Mottron, L. (2019). Are tantrums in autism distinct from those of other childhood conditions? A comparative prevalence and naturalistic study. *Research in Autism Spectrum Disorders*, 62, 66–74. <https://doi.org/10.1016/j.rasd.2019.03.003>.
- Daniels, E., Mandleco, B., & Luthy, K. E. (2012). Assessment, management, and prevention of childhood temper tantrums. *Journal of the American Academy of Nurse Practitioners*, 24(10), 569–573. <https://doi.org/10.1111/j.1745-7599.2012.00755.x>.
- Daryanto, A. &. (2016). *Evaluasi dan Penilaian Pembelajaran Kurikulum 2013*. Yogyakarta: GAVA Media.
- Deichmann, F., & Ahnert, L. (2021). The Terrible Twos: How Children Cope With Frustration And Tantrums And The Effect Of Maternal And Paternal Behaviors. *Infancy*, 26(3), 469–493. <https://doi.org/10.1111/infa.12389>.
- Eliza, D., Husna, A., Utami, N., & Putri, Y. D. (2022). Studi Deskriptif Profesionalisme Guru PAUD Berdasarkan Prinsip-Prinsip Profesional Guru pada Undang-Undang No. 14 Tahun 2005. *Jurnal basicedu*, 6(3), 4663–4671.
- Husna, A., & Eliza, D. (2021). Strategi Perkembangan dan Indikator Pencapaian Bahasa Reseptif dan Bahasa Ekspresif pada Anak Usia Dini. *Jurnal Family Education*, 1(4), 38–46. <https://doi.org/10.24036/jfe.v1i4.21>.
- Husna, A., & Nurhafizah. (2022). Strategi Pembelajaran Matematika Mengenal Nilai dan Angka Melalui Bermain dan Benda-Benda Konkret pada Anak Usia Dini. *Pedagogi: Jurnal Ilmu Pendidikan*, 22(1), 24–33.
- Husna, A., & Suryana, D. (2021). Analisis Pola Asuh Demokrtis Orang Tua dan Implikasinya pada Perkembangan Sosial Anak di Desa Koto Iman Kabupaten Kerinci. *Jurnal Pendidikan Tambusai*, 5(3), 10128–10140.
- Husna, A., & Suryana, D. (2022). Introduction Of Covid-19 In Early Childhood Through Traditional Game Of Congklak. *Gender Equality: International Journal of Child and Gender*, 8(1), 11–12. <https://doi.org/10.22373/equality.v8i1.11887>.
- Jiu, C. K., Hartono, H., Amelia, L., Surtikanti, S., Gusmiah, T., Wuriani, W., Usman, U., Pratama, K., & Jhoni Putra, G. (2021). Perilaku Tantrum pada Anak Usia Dini di Sekolah. *Jurnal Pelita PAUD*, 5(2), 262–267. <https://doi.org/10.33222/pelitapaud.v5i2.1317>.
- Khairi, Z., & Ahmad Sopandi, A. (2018). Upaya Keluarga Dalam Menangani Perilaku Temper Tantrum Pada Anak. *Ranah Research: Journal of Multidisciplinary Research and Development*, 2, 111–116.
- Matson, J. (2009). Aggression and tantrums in children with autism: A review of behavioral treatments and maintaining variables. *Journal of Mental Health Research in Intellectual Disabilities*, 2(3), 169–187. <https://doi.org/10.1080/19315860902725875>.
- Mazaya, S., & Rusmariansa, A. (2021). Gambaran Pola Asuh Orang Tua Terhadap Kejadian Temper Tantrum Pada Anak Usia Prasekolah : Literature Review. *Prosiding Seminar Nasional Kesehatan Lembaga Penelitian dan Pengabdian Masyarakat Universitas Muhammadiyah Pekajangan Pekalongan*, 1, 1680–1685.
- Monica, M. A., & Yaswinda, Y. (2021). Analisis Implementasi Kurikulum 2013 PAUD di Masa Pandemi Covid-19 di Indonesia. *Jurnal Basicedu*, 5(2), 643–653. <https://doi.org/10.31004/basicedu.v5i2.781>.
- Musawirin. (2018). Bimbingan Orangtua Dalam Menanggulangi. *Al-Tazkiah: Jurnal Bimbingan Dan Konseling Islam*, 7(2), 142–153.
- Nadila, P. (2021). *Pentingnya Melatih Problem Solving pada Anak Usia Dini melalui Bermain*. 1, 51–55.
- Nirmala, B., & Annuar, H. (2020). Home Visit: Strategi PAUD dari Rumah bagi Guru di Daerah 3T pada Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1052–1062. <https://doi.org/10.31004/obsesi.v5i2.716>.
- Nisa, A. R., Patonah, P., Prihatiningrum, Y., & Rohita, R. (2021). Perkembangan Sosial Emosional Anak Usia 4-5 Tahun: Tinjauan Pada Aspek Kesadaran Diri Anak. *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)*, 4(1), 1. <https://doi.org/10.36722/jaudhi.v4i1.696>.
- Nurfadilah, M. F. I. (2021). Modifikasi Perilaku Anak Usia Dini untuk Mengatasi Temper Tantrum pada Anak. *Jurnal Pendidikan Anak*, 10(1), 76. <https://doi.org/10.21831/jpa.v10i1.28831>.
- Padang, C. B., Ranteallo, R. R., & Sugiyanto. (2021). The Relationship Of Parenting A Parent With Temper Tantrums In Children Of Preschool Age. *Journal of Islamic Nursing*, 6(1), 30–35. <https://doi.org/10.24252/join.v6i1.18153>.
- Potegal, M., Drewel, E. H., & Macdonald, J. T. (2018). Tantrums, emotion reactions and their EEG correlates



- in childhood benign rolandic epilepsy vs. Complex partial seizures: Exploratory observations. *Frontiers in Behavioral Neuroscience*, 12(March), 1–10. <https://doi.org/10.3389/fnbeh.2018.00040>.
- Rahayuningsih, S. I. (2014). Strategi Ibu Mengatasi Perilaku Temper Tantrum Pada Anak Usia Toddler Di Rumah Susun Keudah Kota Banda Aceh. *Idea Nursing Journal*, 5(1), 32–40. <https://doi.org/10.52199/inj.v5i1.1511>.
- Reza, A., & Hadiyanto. (2022). Kegiatan Membaca Sesuai Tempo dan Ritme Perkembangan Anak Usia Dini. *Pedagogi: Jurnal Ilmu Pendidikan*, 22(1), 83–88. <https://doi.org/10.24036/pedagogi.v22i1.955>.
- Rokhmiati, E., & Ghanesia, H. (2019). Tantrum Pada Anak Usia Pra Sekolah. *Jurnal Keperawatan dan Kesehatan Masyarakat Cendekia Utama*, 8(1), 92. <https://doi.org/10.31596/jcu.v8i1.309>.
- Rusdawati. (2019). Integrasi Teknologi Informasi dalam Pembelajaran Anak Usia Dini. *Pedagogi : Jurnal Ilmu Pendidikan*, 19(1), 1–7. <https://doi.org/10.24036/fip.100.v19i1.421.000-000>.
- Sari, A. (2015). Model Komunikasi Keluarga Pada Orangtua Tunggal ( Single Parent ) Dalam Pengasuhan Anak Balita. *Avant Garde: Jurnal Ilmu Komunikasi*, 3(2), 126–145. <https://doi.org/10.23917/komuniti.v8i1.2930>.
- Sari, N. S. N. I. (2018). Hubungan Pola Asuh Orang Tua Dengan Kejadian Temper Tantrum Pada Anak Pra Sekolah (Usia 3 Sampai 6 Tahun) Di Paud Puspa Bangsa Kota Bogor. *Jurnal Ilmiah Wijaya*, 10(1), 86–92. <https://doi.org/10.37676/jnph.v10i1.2375>.
- Siti, A., Lia, N. A., & Ugik, R. (2017). Faktor-Faktor Yang Berhubungan Dengan Perilaku Tantrum Pada Anak Di Tk Bunda Dharmasraya. *Jurnal Inovasi Penelitian*, 1(1), 37–42. <https://doi.org/10.47492/jip.v1i10.397>.
- Syamsuddin. (2013). Mengenal Perilaku Tantrum Dan Bagaimana Mengatasinya Understanding Tantrum Behavior And How To Solve It. *Sosio Informa*, 18(2), 73–82.
- Trisiana, A., & Setiawan, A. (2021). Penanaman Pendidikan Antikorupsi pada Anak Usia Dini melalui Metode Bercerita. *Pedagogi: Jurnal Ilmu Pendidikan*, 21(2), 121–127. <https://doi.org/10.31004/abdidas.v3i1.535>.
- Utami, R. B., Meika, O., Dani, R., & Suhudi, M. (2022). Analisis Pola Asuh Ibu Dengan Temper Tantrum Pada Anak Prasekolah Di Kelompok Bermain Dharma Wanita Desa Sukorejo Kecamatan Rejoso Kab Nganjuk. *Edu Masda Journal*, 6(1), 46–53. <https://doi.org/10.52118/edumasda.v6i1.152>.
- Wati, H. R., & Yulsyofriend. (2019). Stimulasi Kemampuan Berbicara Anak di PAUD Solok Selatan Sejahtera. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 4(2). <https://doi.org/10.14421/jga.2019.42-05>.
- Yahya, D. R., & Suyanto, S. (2019). Handling Tantrums in Children Aged 5-6 Years in TK Pembina Kota Malang. *International Conference on Special and Inclusive Education (ICSIE 2018)*, 296(Advances in Social Science, Education and Humanities Research), 340–343. <https://doi.org/10.2991/icsie-18.2019.62>.
- Zakiyah, N. (2017). Hubungan Pola Asuh Orang Tua Dengan Kejadian Temper Tantrum Pada Usia Toddler Di Dukuh Pelem Kelurahan Baturetno Banguntapan Bantul. *Interest : Jurnal Ilmu Kesehatan*, 6(1), 62–71.