



Relationship between Preparation and Attitude in 3-4 Year Old Children regarding Newborn Sibling

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Abstract

Purpose – The aim of this study was to determine the relationship between the preparation for a newborn sibling and the attitude of children aged 3 to 4 years. This study was carried out in Kemayoran District, Central Jakarta.

Design/methods/approach – The method used was a correlational quantitative research method. The sampling method was carried out using the one stage cluster sampling method from 8 sub-districts in Kemayoran District, Central Jakarta, Indonesia. A total of 240 mothers who have children aged 3-4 years with younger siblings were taken as samples. Data collection technique used was a questionnaire.

Findings – While the results of the study obtained a Pearson correlation coefficient of 0.589, the results of the t test showed that t_{count} was 11.235 > t_{table} namely, 1.651. It means there was a significant positive relationship between the preparation for a newborn sibling and the attitude of children aged 3-4 years. The coefficient of determination test results calculated by SPSS v.22 program obtained R^2 of 0.347 or KD of 34.7%. This means that the preparation for a newborn sibling was able to explain 34.7% of the attitude of children aged 3-4 years. Meanwhile, the remaining 65.3% was influenced by other variables which were not included in this study.

Research implications/limitations – This study was limited to simple correlational research with one independent variable and one dependent variable. Future studies can explore greater with other related variables.

Practical implications – From this study, it can be concluded that there was a significant and positive relationship between the preparation for a newborn sibling with the attitude of early childhood children aged 3-4 years.

Originality/value – With careful preparation, parents who prepare for the arrival of a new sibling can form a positive attitude response in children aged 3-4 years.

Keywords Sibling rivalry, Children's attitudes, Children aged 3-4 years

Paper type Research paper

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1. Introduction

The arrival of a new sibling in the family usually brings joy to all family members (Meakings et al., 2017), but it can also be detrimental to the older sibling. This is possible due to a shift in how the older sibling is treated. Both parents' and family members' attention, which had previously been devoted to the older sibling, now had to be shared with the younger sibling, making the older sibling feel left out. Changes in behavior that are typically displayed by the older sibling following the birth of a new sibling include being a crybaby, being angry, urinating in their pants, and other behaviors that were not typical prior to the birth of their new sibling (DAĞCIOĞLU, 2018; Volling, 2012).

The occurrence of regression or setbacks in child development usually stems from anxiety (Bi, 2022). Although the parents have explained that they will have a younger sibling, the child cannot yet imagine the reality they are experiencing. The attention of those around them, particularly their mother, is no longer what it once was. When a younger sibling is born, the older child must wait their turn for their mother to breastfeed or care for him/her as the younger sibling gets attention first, whereas previously, the mother met their needs immediately (Kørvel-Hanquist et al., 2016). Mother frequently reprimanded or scolded them, and they were forbidden to scream while playing, despite the fact that they previously had more freedom. Mother no longer bathes or invites them to play, because their time is consumed by their sibling (Volling, 2012; Volling et al., 2014). Studies show that children's negative jealousy at the arrival of a new sibling is more visible in children whose mothers do not work or those that spend more time at home with them (Costey et al., 2020; Cupa, 2021; DAĞCIOĞLU, 2018).

The daily events mentioned above make children feel confused and anxious, and cause jealousy (sibling rivalry) at an early age. Parents play an important role in both the emergence and the prevention of sibling rivalry (East, 1998; Lakhdar et al., 2019). Sibling rivalry can be dangerous for children if the parents are negligent and the child believes they are not being treated fairly or with respect (Rosenthal & Doherty, 1984). This causes the child to engage in risky behavior, such as pushing their sibling out of bed, and so on. The mother's role is to show the child fair affection and love while preparing the child to welcome the new sibling. Children exhibit two types of reactions: 1) direct, manifested in physically aggressive behavior such as biting, hitting, scratching, injuring, and kicking, or socially acceptable attempts to outperform rivals; and 2) indirect, which are more subtle and difficult to recognize, such as bedwetting, pretending to be sick, and crying (Barber & East, 2011; Legg et al., 1974).

The sibling relationship for the first child begins when a new sibling is born. The presence of siblings can lead to diverse experiences in each child, either positive or negative (Campelo et al., 2022; Crespo & Kaushanskaya, 2022). Examples of positive attitude toward the presence of a sibling are the development of a friendly bond, the emergence of an attitude of sharing, and the learning of developing their social skills, while a negative attitude towards the presence of a younger sibling can be associated with a decrease in attention and positive attitude of the mother's reaction with her first child caused by the mother having to share her attention to a newborn sibling (Legg et al., 1974; Lisnawati et al., 2017).

Attitude is a certain regularity in terms of feelings (affection), thoughts (cognition), and predisposition of one's actions (conation) towards one aspect of the surrounding environment. Meanwhile, toddler attitude refers to how children react and communicate when they meet new people, when they cannot find the toy they are looking for, or when something unexpected occurs. Children at this age are egocentric because they are new to the meaning of "I", their own world, and do not understand about other people. However, this does not imply that the child is self-centered or seeks to win on their own. This attitude develops as a result of the child's lack of understanding of the concept of other people's perspectives and feelings (Suririnah, 2013).

According to Woolfson, the eldest child will undoubtedly be disturbed when they discover that there is a baby sibling other than themselves (Woolfson, 2004). The child is intelligent enough to know that they are no longer the only child in the family. For them, this means having to compete for parental attention because the parents can no longer devote all of their time to the them when they were the only child in the house. The arrival of a new sibling brings changes to

the older sibling. Both parents' and family members' attention, which had previously been devoted to them, now had to be shared with their younger sibling. Every family member's attention is usually drawn to newborn babies, leaving the older sibling feeling left out.

Older sibling's jealousy towards their younger sibling is not solely the child's fault. "But it's the adults around them who did not prepare them to share with their new sibling." An older sibling who is jealous of their newborn sibling is considered natural. This feeling, however, should not be allowed to persist. Parents or other adults who are around the child's should not silence or exaggerate the jealousy. This is because jealousy is a negative feeling and interferes with personality development and if this feeling continues in the child, it will carry over into adulthood. This sibling's jealousy of their younger sibling, on the other hand, can be eliminated if their parents respond immediately and deal with it appropriately and wisely.

According to Woolfson, when the older sibling as the center of attention is replaced by the younger sibling, that is when hatred and envy begin (Woolfson, 2005). Before the younger sibling was born, the older sibling had full parental control, now they feel that the younger sibling consumes a lot of parental time and attention. Jealousy is natural because, prior to the birth of a new sibling, all of the parents' attention and love was focused on them (Suririnah, 2013). When a new sibling arrives, the mother's attention and time will be divided, creating the fear that they will no longer be loved. The age gap between the first and second child has an effect on their relationship. Although each child and parent is unique, the findings of psychological research emphasize a number of common effects of age differences (Barber & East, 2011).

According to Suririnah, children can react in a variety of ways, including being cranky, seeking attention, and reverting to old behaviors such as thumb sucking, wanting to suck a pacifier, wanting to drink from a bottle or suckling, or wetting the bed (Suririnah, 2013). This is because parents focus too much on the younger sibling, causing the older sibling to withdraw, become aggressive (hitting, biting, throwing things), and change their eating and sleeping habits. Some parents are taken aback because they have never seen this behavior in their child before. The most important things parents can do to help their child adjust to the presence of a sibling are: accept any reaction the child displays, try not to show disappointment with the child, accept the child's behavior as a normal reaction to stress and changes in the child's life caused by the presence of a newborn sibling (Thomson, 2003).

Mothers and families can anticipate changes and attitudes of children by preparing them for the birth of their younger siblings, i.e., by starting to introduce the reproductive and sexual organs, giving a concrete explanation of the baby's growth in the womb by showing simple pictures of the uterus (womb) and fetal development, providing opportunities for children to participate in fetal movements, involving children in baby care, providing a basic understanding of changes in the atmosphere of the house, such as reasons for moving rooms, and doing activities as usual with the child, such as storytelling before bed or going on a picnic together. The arrival of a second child for some parents will not make them feel awkward anymore. However, it will be different for older siblings, particularly for the first child who will have a younger sibling, because the presence of a new member or sibling in a family can sometimes have an effect on the older sibling. Feelings and questions are very different when a baby is born, and the feelings a child experiences are usually not expressed clearly. They always miss the mother after visiting the hospital and when the baby arrives home, they always feel deprived of attention. Even if parents are exhausted after bringing the baby home, they must ensure that they spend time alone with the older sibling (Simkin et al., 2018; Volling, 2012).

The order of birth (be it the first child, second child, middle child, only child, and so on) can have a major impact on the development of personality traits, characteristics, and abilities. What parents can do are: 1) Trying their best not to compare—no child likes it when their own talents and skills are compared to those of their sibling. Instead, it is better to allow each child to develop their own personality; 2) Encouraging the uniqueness of each child—An eldest child does not necessarily have traits related to their position in the family. This largely depends on how the other person treats them and on their personal experiences within the family. Birth order affects children in several ways. For example, the first child gets the full attention of parents, at least until

the birth of the next child. The undivided attention of both parents during the first years could be one reason why the first child is characteristically more intelligent than the other children. Usually, the first child becomes a guinea pig, because parents learn a lot about parenting through various experiences with their first child (Woolfson, 2004).

Many parents have difficulty giving understanding to the older sibling in order to accept their new sibling. Especially if the age gap between the older sibling and the younger sibling is not great. Parents can inform their first child of the arrival of a new family member, i.e., a new sibling during the early months of pregnancy, for example during early pregnancy when the mother feels very tired and vomits. However, too early notice means a very long wait for a young child who may not yet understand the concept of time (Simkin et al., 2018). Parents prefer to tell their children about their pregnancy after the first trimester, when the risk of miscarriage is lower. Associating the expected date of birth with a special event or thing, for example, when pregnancy has begun to appear, will help the child understand the length of the waiting time. Making a special calendar with the child will assist parents in dealing with children who are constantly asking when their baby will be born. Some parents are hesitant to reveal their pregnancy because they are worried that it will make their child feel left out, even though waiting longer will not eliminate the feeling of being left out. Furthermore, waiting too long increases the risk that the child will learn of their mother's pregnancy from someone else (Simkin et al., 2018; Volling, 2012).

There are several things that parents can do to prevent jealousy in their children, one of which is by involving children during pregnancy in the following ways: 1) Discussing the meaning of a baby sibling, for example giving examples from several families with more than one child; 2) Talking about pregnancy and the birth of a baby, and what the child already knows. Use appropriate terms or examples, such as the baby being in the "womb" (a special place where the baby can grow) rather than the stomach, but don't overload the child with too much information; 3) Reading books about pregnancy, birth, and a baby sibling and the feelings of an older sibling; 4) Setting a schedule so that parents can bring their child one or more times during an obstetrical examination; 5) Letting the child listen to the baby's heartbeat, feel when the baby moves, and talk about fetal development. Tell the child what the younger sibling can do such as choking, sucking the thumb, and kicking; 6) Taking a child preparation class if there is such a course. Letting the child watch movies, or look at pictures about childbirth and a baby sibling; 7) Doing pregnancy exercises with children—explain that these exercises will help during pregnancy and afterward; 8) Inviting the child to visit the hospital if possible. Talk about if they might visit the mother during delivery; 9) Showing the child a photo or video of themselves as a baby; 10) Letting the child see and interact with the baby, show them how small the baby is and how it cannot be played with; 11) Letting the child help prepare the baby kit bag for the hospital; 12) Making some changes to the child's bedroom or sleeping hours a few months before the mother gives birth. To prevent feelings of sudden abandonment by their new sibling, talk to the child about where the baby will sleep. Tell the child that the baby sibling will sleep in the parents' room and prepare a crib so that the child gets used to it and knows where the baby sibling will sleep; 13) Making the house safe for children, because injuries can occur when the mother is busy with the baby (Penny, 2009). Letting the child decide how much and when to discuss about birth and baby. Be sensitive to the possibility of burdening the child too much with talking about their baby sibling (Simkin et al., 2018).

The reaction of children aged 3-4 years to the arrival of a new sibling can be positive or negative. Jealousy (sibling rivalry) (Wang et al., 2022), anxiety (Plamondon et al., 2021), anger (Sharma et al., 2019), fear (Visholm, 2021), aggression (López-Fernández et al., 2022), fussiness, whining, rejection (Nyarko et al., 2020), asking for attention, and other behaviors are typical of negative attitudes that appear and are not usually carried out prior to the birth of a new sibling. The occurrence of setbacks in child development usually stems from anxiety, and is possible because there is a change in the treatment of the older sibling (Lisnawati et al., 2017). Children aged 2-3 years show more jealousy towards their younger siblings than other ages. The negative jealousy shown by children during the arrival of a new sibling is more visible in children whose

mothers do not work, or those either mothers who spend longer time at home with them (DAĞCIOĞLU, 2018).

Sibling rivalry can be dangerous for children if parents are negligent and children believe they are not being treated fairly or with respect, because children can engage in risky behavior (Blackshaw, 1991). Therefore, the role that can be played is to provide children with fair love and affection, to prepare children for the arrival of a new sibling, and for parents to punish according to the mistake (Capp, 2018). Ways that can be done to help children adjust to the arrival of a baby sibling are: accept whatever reaction the child shows, do not show disappointment because a child's negative attitude is a normal reaction to stress and changes in a child's life. Do the following: 1) Discuss pregnancy and birth, as well as the meaning of sibling. Use appropriate terms or examples, such as the baby in the "womb," but do not overload the child with information. 2) Read books about pregnancy, birth, and the feelings of a baby sibling, as well as the feelings of an older sibling. 3) Arrange to be able to take the older sibling with parents when they go to the doctor or midwife. 4) Let the child listen to the baby's heartbeat and feel when the baby moves, talk about fetal development with the child. Tell the child what the younger sibling can do, such as choking, sucking the thumb and kicking. 5) Take preparatory classes if such courses exist. Let the child watch movies, or pictures about giving birth and a baby. 6) Perform pregnancy exercises with children. 7) Invite the child to visit the hospital if possible. Talk about the possibility that they will visit you when you give birth. 8) Show the child a photo or video of themselves as a baby. 9) Let the child see and interact with your friend's baby. Let them see how small the baby is and that the baby cannot play yet. 10) Let the child help the mother prepare the baby kit bag for the hospital. 11) Make some changes to your child's bedroom or sleeping hours a few months before you give birth. To prevent feelings of sudden abandonment by their new sibling, talk to your child about where the baby will sleep. Tell the child that the baby sibling will sleep in your room and prepare a crib so that the child gets used to it and knows where the baby sibling will sleep. 12) Make the home safe if they have not done it already, as injuries can occur while they are busy with the baby (Simkin et al., 2018; Volling, 2012).

Based on data obtained through interviews with the local Integrated Health Service Post (posyandu) officers, in Kemayoran District, Central Jakarta, during posyandu activities, 2016 (Sugiarti, Suswanti, Ariswati), many mothers complained about the change in the attitudes of their children aged 3-4 years after the birth of their younger sibling. The same thing was also expressed by Putut Apriani as the Chair of the Early Childhood Education Institute in Kemayoran District. Based on this background, the researchers intend to examine the relationship between preparation for the arrival of a new sibling and the attitude of early childhood children. After Mrs. Sri Ratu Mulyanti as the Head of the One Stop Integrated Health Service Post of Central Jakarta Administration gave her consent, this study was finally carried out in the Kemayoran District. It is hoped that this study can provide a solution for parents to help adjust their children to the birth of their younger siblings. The hypothesis in this study is that there is a positive and significant relationship between preparation for the arrival of a new sibling and the attitude of children aged 3-4 years.

2. Methods

The method used in this study was the correlational quantitative method. Members of the population were mothers who had children aged 3-4 years with younger siblings in Kemayoran District, Central Jakarta. The sampling technique used was one stage cluster sampling technique. Kemayoran District consists of 8 Sub-Districts, 77 (hamlet/ communities) and 1,031 neighborhoods. The total population of mothers who have children aged 3-4 years and have younger siblings in the research area in Kemayoran District was 240 mothers. Because they were all willing to be respondents, the researchers used the entire population as respondents.

The instrument used in this study was a questionnaire that contained a number of statements regarding the attitudes of children aged 3-4 years in the form of feelings that arise due to the influence of oneself, new siblings, parents, and the environment. These feelings are expressed in behaviors such as: attention seeking, temper tantrum, fearful, whiny, developmental

retardation, aggressiveness, rejection, withdrawal, jealousy, and fussiness. Meanwhile, the dimensions of the instrument for the preparation of a new sibling in this study are the preparation of parents in facing the presence of the next sibling, by conditioning the readiness of the older sibling to accept a new sibling by informing about pregnancy, introducing reproductive organs, telling stories about pregnancy, and involvement in baby care. Data was collected by means of a questionnaire using a Likert scale. The Likert scale used was an attitude scale of Strongly Agree, Agree, Doubtful, Disagree, Strongly Disagree. The questionnaire data was then processed using SPSS Statistics v.22 to test the correlation between the mother's preparation for the arrival of a new sibling and the attitude of children aged 3-4 years.

3. Result

Testing the instrument containing 51 questions was conducted on 30 respondents outside the research area with the same criteria, i.e., mothers who have children aged 3-4 years with younger siblings. A total of 3 questions were eliminated from the attitude instrument for children aged 3-4 years, and 1 question on the instrument of birth preparation by the mother due to not being valid and reliable. The results of data processing using SPSS Statistics v.22 for Validity Test obtained validity criteria <0.05 , meaning the instrument is said to be valid. Meanwhile, the reliability test was using criteria > 0.6 , with the Cronbach alpha value for the variable of birth preparation of a new sibling of 0.944 and the attitude variable for early childhood aged 3-4 years of 0.911. These results mean that the instruments used by researchers in collecting data are quite reliable as data collection tools (reliable).

3.1. Respondent Data

From the table 1, it can be seen that the respondents are evenly distributed in various levels of education. There are 16.67% (40 respondents) with education level lower than senior high school. Meanwhile, respondents with senior high school education level reached 30.00% (72 respondents). Respondents with Diploma Education are 24.17% (58 respondents), and quite many respondents have Bachelor's Degree level of education, which is 23.33% (56 respondents). Therefore, when viewed from the level of education, it can be seen that almost half (47.5%) of the respondents have a higher education (Diploma and Bachelor's Degree). With high formal education, it is assumed that mothers have good knowledge about preparing for the birth of their next child. In terms of employment, it can be seen that almost half of the respondents do not work in the formal sector, or work as housewives (44.58%). Many of the respondents are entrepreneurs (30.00%), or private sector employees (21.25%). However, very few respondents work as civil servants, with only 10 people or 4.17% of them. Therefore, when viewed from the education level of the respondents above, almost half of them have higher education, while in their work almost half are housewives. This means that many housewives have high formal education.

Almost half of the respondents have 2 children (45.00%), but quite a lot of respondents also have 3 children (32.8%), and more than 3 children (22.92%). Therefore, it can be said that the respondents are generally in the category of small family. In terms of gender, the gender of older siblings is almost proportional between male and female (50.42% male and 49.58%). Likewise with the gender of the younger sibling (42.92% male and 57.08% female), it can be seen that gender is represented equally.

Judging from the age gap, it can be seen that the age of the older sibling is in the range of 3-4 years, while the age of the younger sibling is between 1-3 years. Thus, it can be seen that there is a fairly close age gap between younger and older siblings, which is in the range of 1-2 years. According to research conducted on children aged 2-4 years at BPS Mutiah Bendo Village, Ponggok District, Blitar Regency, the age of 3 years (57.7 percent) had the highest number of cases of sibling responses in children. At the age of 3 years, the presence of a new baby will disturb the emotional stability of the older sibling, and trigger jealousy. At the age of 3 years, children already have their own opinions, have their preferences, so the arrival of a new sibling can pose a threat to them (Triwijayanti, 2014). This study looks at the attitudes of children aged 3-4 years. This means that the assumption is that the children in this research sample have a great chance of sibling rivalry

cases. The negative jealousy shown by children during the arrival of a new sibling is more visible in children whose mothers do not work, and or those with mothers who spend more time at home with them (Furkan, 2018).

According to Hurlock (1996), there are 6 factors that cause jealousy of children to their siblings, i.e., 1) Attitude of parents—if parents are unfair to children, 2) Birth order—usually occurs in children whose birth order is close together, so that children feel uncomfortable when attention they get is reduced, 3) Gender—sibling rivalry often occurs in children of the same sex, especially in girls, 4) Adjacent age differences, 5) Number of siblings—sibling rivalry often occurs in families with fewer children than families with more children, 6) External influences—for example, people outside the nuclear family who are comparing one child with another, or also because of the interference of other people's parenting patterns. When viewed from the demographics of respondents in the study, it can be seen that there are appropriate criteria that can cause jealousy in children aged 3-4 years in respondents, i.e., birth order and adjacent age differences (1-2 years).

Table 1. The respondents' data

No.	Description	Frequency	Percentage
A. Education			
1.	<SHS	40	16.67
2.	SHS	72	30
3	Diploma 3	58	24.17
4	Bachelor's Degree	56	23.33
5	>Bachelor's Degree	14	5.83
B. Occupation			
No	Description	Frequency	Percentage
1	Private Sector	51	21.25
2	Government Officer	10	4.17
3	Entrepreneur	72	30.00
4	House Wife		107
C. No. of Children			
1	1	0	0.00
2	2	108	45.00
3	3	77	32.08
4	>3	55	22.92
D. Age of Older Sibling (year)			
1	1	0	0.00
2	2	45	18.75
3	3	79	32.92
4	4	116	48.33
E. Gender of older Sibling			
1	L	121	50.42
2	P	119	49.58
F. Age of Younger Sibling			
1	<1	90	37.50
2	2	64	26.67
3	3	86	35.83
G. Gender of Younger Sibling			
1	L	103	42.92
2	P	137	57.08

3. 1. Hypothesis Testing

3.1.1. Correlation Coefficient Test

To show the strength of the relationship between one variable and another, a correlational test was carried out using the Pearson Product Moment test and the results were obtained as shown in the following table 2.

From the results of a simple correlation analysis (r), the correlation between the Attitudes of 3-4 year olds variable and the Preparation for the arrival of a new sibling variable was 0.589. This showed that there was a fairly strong relationship between the Preparation for the Arrival of a New Sibling and the Attitude of Early Childhood Children Aged 3-4 Years. Meanwhile, the direction of the relationship was positive because the value of r was positive. This means that the more mature the preparation for the arrival of a new sibling, the more mature the attitude of 3-4-year-old children in Kemayoran District, Central Jakarta, Indonesia, towards the presence of their new sibling.

Table 2. Product Moment Table from Pearson Correlations

		Preparation for the Arrival of Newborn Sibling (X)	Attitude of Early Childhood Children Aged 3-4 Years (Y)
Preparation for the Arrival of Newborn Sibling (X)	Pearson Correlation	1	.589**
	Sig. (2-tailed)		.000
	N	240	240
Attitude of Early Childhood Children Aged 3-4 Years (Y)	Pearson Correlation	.589**	1
	Sig. (2-tailed)	.000	
	N	240	240

** . Correlation is significant at the 0.01 level (2-tailed).

3.1.2. Correlation significance test (t test)

To test the significance of the relationship, i.e., whether the relationship found was valid for the entire existing population, a correlation coefficient significance test was conducted using the t -test. The following are the results of the t -test using the SPSS v.22 program.

Table 3. T test results table

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	47.867	2.973		16.102	.000
Preparation for the Arrival of New Sibling	.371	.033	.589	11.235	.000

a. Dependent Variable: Attitude of 3-4 Years Old Children

Based on the table above, the t_{count} value is 11.235. With a significance level ($\alpha = 0.05$) and degrees of freedom ($dk = n - 2$), the t_{table} is 1.651. By comparing the t_{count} and t_{table} values, H_0 was rejected because $t_{count} (11.235) > t_{table} (1.651)$, and the significance value ($0.000 < (0.05)$), and it could be concluded that there was a positive and significant relationship between preparation for the arrival of a new sibling with the attitude of children aged 3-4 years.

3.1.3. Coefficient of Determination Test

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589 ^a	.347	.344	5.042

a. Predictors: (Constant), Preparation for the Arrival of Newborn Sibling

b. Dependent Variable: Attitude of Children Aged 3-4 Years Old

Based on the table above, R^2 of 0.347 or $KD = 0.347 \times 100\% = 34.7\%$ was obtained. This shows that the percentage of the relationship between preparation for the arrival of a new sibling and the attitude of children aged 3-4 years is 34.7% or the variation of the independent variable

used in the model (preparation for the arrival of a new sibling) is able to explain 34.7% of the variation in the dependent variable (attitude of early childhood children aged 3-4 years). Meanwhile, the remaining 65.3% is influenced or explained by other variables that are not included in this research model.

4. Discussion

The correlation test that researchers have performed between variable of the attitude of children aged 3-4 years and the variable of preparation for the arrival of a new sibling obtained a correlation value of 0.589. This indicates that there is a fairly strong relationship between preparation for the arrival of a new sibling and the attitude of early childhood children aged 3-4 years. Meanwhile, the direction of the relationship is positive because the value of r is positive. This means that the more mature the preparation for the arrival of a new sibling, the more mature the attitude of children aged 3-4 years towards the presence of their new sibling. From the t-test, it was also found that there was a significant positive relationship between preparation for the arrival of a new sibling and the attitude of children aged 3-4 years.

These findings support the results of Chen's study which states that firstborns who are informed early about their mother's pregnancy are more likely to have positive feelings about their sibling before birth. In addition, firstborn control efforts were positively associated with positive feelings about siblings before birth. The firstborn's control efforts moderated the relationship between the time they were told about the arrival of a new sibling and positive feelings about their sibling before birth. In particular, only when the eldest child had low levels of effort control, was informed later about the pregnancy, was it associated with lower levels of positive feelings about siblings (Dunn et al., 1981).

Data from this study show the attitudes of children aged 3-4 years that lead to: attention seeking, temper tantrum, being fearful, whyness, developmental retardation, aggressiveness, rejection, withdrawal, jealousy, and fussiness. Attitude is an indicator of sibling rivalry, i.e., feelings of jealousy and hatred that are usually experienced by a child towards the arrival or birth of their sibling (Lisnawati et al., 2017). This is in line with Wijaya's study regarding the relationship between the preparation of a new sibling and sibling rivalry behavior in toddler age children in Bulak Bunder village, Ngawi Regency (Wijaya, 2017). Their study found that a good mother's preparation for her toddler (older sibling) child has a relationship with the level of sibling rivalry in children aged 1-3 years. In other words, the more mothers prepare and involve their children for the arrival of their younger siblings, the lower the level of sibling rivalry in children (Wijaya, 2017). Volling et al. also underlined the differing behavioral responses of firstborns to parent-infant interactions and the importance of an individual-centered approach to understanding children's jealousy (Volling et al., 2014).

The coefficient of determination test in this study obtained R^2 of 0.347 or $KD = 0.347 \times 100\% = 34.7\%$. This shows that the percentage of the relationship between preparation for the arrival of a new sibling and the attitude of children aged 3-4 years is 34.7% or the variation of the independent variable used in the model (preparation for the arrival of a new sibling) is able to explain 34.7% of the variation in the dependent variable (attitude of the early childhood children aged 3-4 years). Meanwhile, the remaining 65.3% is influenced or explained by other variables that are not included in this research model. This finding complements the study by Song et al. that an understanding of how temperamental characteristics and parenting qualities together predict individual differences in the positive adjustment of the eldest child's attitude to siblings (Song & Volling, 2015).

Early childhood sibling rivalry behavior can also be caused by birth order, in which the older sibling who had previously been the focus of attention becomes jealous when their parents take care of their younger sibling. Parents' attitudes will determine whether sibling rivalry behavior decreases or increases. To overcome child jealousy because parents are considered busy taking care of the baby sibling, parents must give fair attention to their children (Putri & Budiartati, 2020). Knowledge of sibling rivalry needs to be given to parents regularly and continuously, to

avoid violence in children caused by siblings, because sibling rivalry will continue if it is not handled properly (Andriyani & Darmawan, 2018).

5. Conclusion

Based on the results of this study, the researchers concluded that preparation for the arrival of a new sibling has a positive and significant relationship with the attitude of children aged 3-4 years, which accounts for 34.7% of the attitude of the older sibling. This means that the more mature the mother's preparation for her child to accept the arrival of their sibling, the more positive attitudes are formed from children aged 3-4 years. For this reason, parents need to prepare their children to accept the arrival of their younger siblings. It is important for children to be given understanding and readiness for the arrival of a younger sibling in their life. A child's readiness to accept a new sibling can be achieved by explaining pregnancy, the birth of a sibling, and involving the child in preparation for the birth of a younger sibling. Likewise, when a younger sibling is born, the child can simply be involved in helping to take care of their younger sibling with the aim that the child feels ready, included, and feels that the attention of parents is not only for the younger sibling, and to prevent sibling rivalry.

Declarations

Author contribution statement

Diah Andika Sari conceived the presented idea. Eneng Nuryuliani was data taker. Ndaru Prapti and Rocelia Pasco Bayan developed the theory of sibling preparation and attitude. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

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

Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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