

## **TEACHING QUEUING CULTURE IN EARLY CHILDHOOD**

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**Abstract:** The culture of queuing or waiting turn is a simple behaviour that is sometimes forgotten by adults. Behaviour in queuing or waiting their turn is strongly believed and implemented by people in many developed countries such as America and Europe. However, in Indonesia there are still seen adults who deliberately and do not want to queue or wait their turn for various reasons. In fact, it will trigger social conflicts in the community. Therefore, inculcation of queuing culture needs to be taught and believed by individuals from an early age, so that this queued behaviour can be well embedded and automatically becomes a behaviour that will be displayed in everyday life. This paper is presented using the literature study method. Literature study or what is known as literature review is a description of the theory, findings, and other research materials that are used as a basis for research activities in preparing the framework of the problem formulation. In this paper, we will describe the role of parents and teachers is specific and concrete in educating children to have queuing behaviour in waiting their turn.

**Keywords:** *Teaching, Queuing, Early Childhood.*

### **INTRODUCTION**

Indonesians are not accustomed to queuing culture. For what reason, a society that is often referred to as a polite nation as if it does not understand how other people feels or there is no empathy. Indonesians will only queue if they are forced into the system for example queuing at the bank with ticketing system. Simple things like walking on the left side, especially if walking in groups; we are often stopped in the aisles or pavement when passing a group of teenagers or adults. They do not feel guilty for consuming other people's rations (Hasan, 2012).

Queuing is culture and culture is passed down from one generation to the next through daily behaviour by those who are older and the next generation (children) will imitate. In our native culture there is almost no term queuing. First comes the older, the more respectable or the stronger in the society, not who came first. The younger, have no rank, are weaker and poorer, and must yield. This is a characteristic of feudal culture, where there are masters (civil servants,

nobles, reporters, bosses and soldiers) on the one hand and there are ordinary people (servants, labourers, servants, servants, servants and slaves) (Koesoema, 2010).

Queuing is a noble act and deliberates a meaning that we appreciate other human beings as equals. Queuing up is a matter of how to respect others. By seizing, means that we consider the interests of others to be inferior or unimportant than ours. This kind of behaviour is the root of broader injustice behaviour, for example including various forms of corruption. This may have become a feature of this nation that does not want to be orderly and considered as shameless. Queuing culture is no longer known in Indonesia, only people who know ethics and civilized still use it (Muslich, 2011).

The negative fact is that Indonesians still often want to win over and don't care about others especially those who live in big cities with high density. Is it because we are known as people who cannot discipline to queue? First, community awareness is still low. Second, the excessive sense of ego and want to be quick and tasty you.

Third, Indonesian people are known to be flexible. Though, the basic requirement for a queue to be orderly is that straightforward sense. What come first should be served, followed by them who come after. The cool term is "First in First Out" (FIFO). Let the boss have to be served later if the subordinate arrives earlier. Smooth queues do not know old-young, male-female or rich-poor, anti-discrimination (Rustini, 2012).

One of the alternatives toward problem above is through education. The community must be educated and given examples that with orderly queuing, all matters will be completed more quickly. The habit of queuing must be declared and the means to queue must be provided in every public place and a package with all the sanctions. In schools from kindergarten to tertiary institutions it is necessary to instil pupils that queuing is a habit that must come out spontaneously. How to scramble and play poke is considered taboo. Queued is not to complicate or prolong the service but rather facilitate (Latif, 2013).

Kindergarten education (kindergarten) is a form of pre-school education program on the educational pathway that provides education for children between 4 and 5 years of age until entering Primary Education. This is as stated in the Decree of the Minister of National Education of the Republic of Indonesia (Decree of the Indonesian Minister of Education) No. 59 of 2009 concerning Early Childhood Education Standards. Furthermore, the Kindergarten Learning Activities Program Guidelines book published by the Ministry of Education and Culture in 1995 states that learning activities in kindergartens are oriented towards play while learning activities. Based on the explanation above, a professional kindergarten teacher needs to try to improve his ability to educate his students in accordance with the principles and theories of education in kindergarten, which is an educational process oriented to the game approach, namely learning while playing or learning while playing (Prabaningrum, 2013).

The game approach for students of Kindergarten (Kindergarten) is very appropriate considering these children are early childhoods who are undergoing a period of rapid and fundamental development, both related to basic knowledge, basic potential and skills as well as their behaviour. Children in this period have their own worlds and specific characteristics that are very different from adults, they are very active, dynamic, enthusiastic, and always want to know what is seen and heard from their environment.

This condition can be used by kindergarten teachers or instructors to slowly and gradually develop the knowledge and basic potential that children have. In addition, this stage can be used to familiarize children to behave in a discipline and instil positive cultures that are generally accepted in society, such as queuing culture.

The queuing activity as described can be instilled in children, including kindergartners (TK). In this case children are accustomed to waiting their turn in sequence and do not precede each other when entering the classroom or playroom. Likewise, after the learning activity is over, the child is directed to queue out of the classroom. In other cases, children are accustomed to waiting their turn to play a game that is available in kindergarten. Thus, they do not fight each other and do not overtake each other.

Paying attention as described are clearly two meanings contained in the term. The first is to obey the order or wait for their turn, while the second is not to overtake each other. In this paper, the author tries to explain the importance of queuing behaviour waiting for their turn to be taught early on in early childhood.

## **THEORETICAL FRAMEWORK**

### ***Understanding Queuing Culture***

According to Godam (Fathurrohman, 2013) that culture is as a whole of the pattern of behaviour displayed by a person or group of people through social life and obtained through the human thought process in a group or society. It implies that culture is a philosophy based on a view of life as values that become the nature, habits and also the driving force cultivated in a group and reflected in attitudes into behaviour, ideals, opinions, views and actions manifested in interact with other people in daily life.

Furthermore, queuing is a common occurrence in daily life such as waiting in front of a ticket counter to get a bus ticket, at the supermarket cashier, and other situations that are frequently encountered. In this connection, Silahudin (2017) argues that queuing is an activity in certain places where a group of people must obey the order to get a turn to obtain certain opportunities or goods.

Queuing activities are not something new; queuing arises due to the need for services beyond the capacity (capacity) of services or facilities, so that users or consumer of certain facilities who arrive cannot immediately receive services due to service busyness. This is as stated by Sudarna (2014) that queuing is the social behaviour of a group of people who have the same interests and

needs and are equally eager and interested to fulfil it, but because of the demands of time and limited resources force everyone to follow the rules of service in a manner take turns.

The description shows that the culture that is queued is an overall pattern of behaviour displayed by a person or group of people through social life that is obtained through the thought process of the group of people in obeying the order to get a turn to obtain certain opportunities or goods.

### ***Elements in the culture of queuing***

Queuing culture implies discipline as stated by Fadillah (2014), which in the culture of queuing contains aspects of discipline. In other words, everyone knows that a group of people are required to be disciplined, not hesitant and determined to go through the queue, and are supported with aspects of responsibility. It means that a person or group of people who are queuing in line must be able to take responsibility for their position, and be able to maintain their position and try to get out of the bad influence that can happen at any time.

The culture of queuing, according to Fadillah (2014) has been going on since long ago, namely since Roman times. Queuing culture influenced or related to certain elements, especially the progress of the mind-set of the people who queued up. For people in developed countries, the culture of queuing generally takes place in an orderly manner. Different conditions are shown by developing countries like Indonesia, where the culture of queuing has not been organized and not fully implemented in the community. The basic assumption is that most people from developing countries do not understand correctly, and do not obey the elements contained in queuing culture.

Regarding the elements in queuing culture, Wibowo (2012) suggests three main elements that need to be considered that are the basis of queuing culture:

1. Elements of interests and needs, where queuing occurs because there are interests and needs that are the same and both want and interest to fulfil them.
2. The element of limitations, where queuing occurs because of the demands of time and limited resources that serve, so that each forces to follow the rules of service in turn.
3. The element of agreement, in this case the culture of queuing requires that the queue make an agreement that those who come first, will be served first. Although this

agreement is not written or listed in the queue location, the queue needs to understand and must comply with this agreement.

The description shows that queuing culture is a social activity that can occur anywhere and anytime. Queuing culture contains certain elements, namely the same interests and needs at the same time, limited service time and resources that serve, as well as an element of agreement to prioritize service to people who come first or not overtake each other. The elements in this queuing culture for adults are not difficult to understand and apply in daily life. However, for early childhood or for kindergartners who are still in a period of growth and development of behaviour, the provision of understanding and inculcation of queuing culture must be done in stages and using appropriate methods and techniques.

### ***Introduction to Queuing Culture in Kindergarten Children***

Morion (Sewartini, 2018) states that queuing culture is a way of disciplining adults who treat children with respect and dignity. This is a child-centred and unselfish act, centred on what the child needs and does not emphasize what the adult wants or needs. This is based on the ability to accommodate the views of children and show empathy for children. This is rooted in the view that adults do not have the right to exercise power over children. In addition, adults have the responsibility to prepare and accustom children to behave correctly. For example, familiarize children with queuing culture.

Queuing culture is centred on teaching not on the punishment. With a culture of queuing children are given the right information and are needed so they can learn and practice to act the right behaviour. In addition, it can be taught to children how to build good relationships with others such as mutual respect, cooperation, involving assertiveness, authority and respect for others and for older people. Suwartini (2018) suggests that an effective and positive queue culture concerns how educators teach and guide children, including kindergartners to know the various rules that apply in their environment. By applying appropriate techniques and in accordance with children's development, it is possible to understand the queuing culture introduced to kindergartners.

The ethics of queuing in early childhood are:

1. Queue in order
2. Don't fight for position when standing in line
3. Never cut in line

4. To give the opportunity to the first queue.
5. Don't queue while carrying inappropriate items
6. Don't queue with carrying pets
7. Don't stand in line by carrying smelly food
8. Don't push each other when queuing
9. Don't make a new queue, follow the back queue
10. Don't fight over queues
11. Don't intentionally touch another bride
12. Do not join in shouting if there are queens who snatched.

The benefits of queuing as learning in early childhood are:

1. Train emotions, where children must be patient waiting their turn.
2. Practicing honesty, where children must be in the order not lying.
3. Practicing discipline, where children must be queued and on time if they want to finish quickly.
4. Practicing creativity, where children think about what activities are not boring when waiting in line.
5. Training has a sense of shame, where if the child grabs the queue and takes other people's rights.
6. Train or learn the law of cause and effect, where if the child arrives late the consequences get the very back row.

## RESEARCH METHODS

Literature study or known as literature review is a description of the theory, findings, and other research materials that are used as a basis for research activities in preparing the framework of the problem formulation. A good review literature is relevant and the most recent to support the topics discussed in the research (Sugiyono, 2015).

In general, literature comes from books or scientific journals, so authenticity is used as a source of reference. Literature is reading process or basic material that can be used as a reference in writing scientific papers. Literature can also be in the form of non-books such as recordings, LPs, laser desks, films, tapes, and so on (Sugiyono, 2015).

In this literature review research used primary and secondary sources on the topic of queuing behaviour problems waiting for their turn in early childhood. The author sought to provide an understanding of the importance that this behaviour can negatively affect early childhood development. In addition, researchers were trying

to provide opinions and suggestions for teachers and parents in educating children to become individuals who want to queue in waiting their turn.

## RESULTS AND DISCUSSION

### *Teaches queuing culture to early childhood*

To instil a culture of queuing from an early age should be started for family grass-root. Parents have to get children used to patiently waiting their turn. For example, bathing at home is not possible at the same time due to limited bathrooms. This is an opportunity to direct children to get used to queuing. Make Indonesian families a place to start queuing culture from the start (Sudaryanti, 2012).

In developing moral values in children, one of which is queuing culture, the role of parents is very important and also the school environment as a support. The process of habituation starts from imitation so that parents and educators model for children. The queuing or queuing culture is seen as one of the lessons that are not too important or trivial for most people, whereas moral learning (queuing) has many benefits for early childhood (Rakhman, 2015).

So we as parents and educators must teach our students to cultivate queuing starting from an early age. Early age is the golden age, like Jean Piaget's opinion, where children are like white or pure white paper. Learning will be maximally obtained if parents or the environment and the school environment especially teachers work together. All elements must cooperate with each other in order to get or produce children who really understand and understand to make a habit of queuing or queuing culture in everyday life (Istiqomah, 2004). Parents should also be able to teach queuing culture to children starting with small things like:

1. Parents teach children to take turns when they want to take food.
2. Parents teach children to be able to sequence in and out of the house.
3. Parents teach you to have to take turns when you want to watch TV.
4. Parents teach children to be able to take turns when cleaning the house.

### *How to Train Queue Culture in Early Childhood at school*

In this discussion the queuing culture that is trained and developed in kindergarten children is queuing culture when: (1) entering the classroom; (2) submitting assignments; (3) leaving the classroom.

1. Entering the classroom;  
Finish lining up in the yard, when going to class the child is accustomed to not overtake his friend in front. In other words, children are directed to wait their turn in line. Not overtaking friends and waiting for their turn to enter the classroom is a queuing culture that needs to be developed in kindergartners.
2. Submitting assignments;  
At certain meetings the teacher often assigns certain tasks to the child. When entering the assignment referred to the teacher needs to familiarize the child not to overtake his friend when going to enter the assignment. In this case the child is directed to wait his turn or wait for his name to be called by the teacher to turn in the assignment. Not overtaking friends and waiting for their turn to go to class when they are about to submit assignments is a queuing culture that needs to be developed in kindergartners.
3. Leaving the classroom;  
Like entering class, when learning activities are finished and the child will return to their homes, each child is accustomed to not go ahead when going out of class. Children are directed to wait their turn and not gather at the exit. Not overtaking friends and waiting for their turn to leave the classroom is a queue culture that needs to be developed in kindergartners. The description shows that queuing culture is a disciplined way of treating children with respect through learning activities. The queuing culture can be taught to the child, when the child will enter the classroom, turn in assignments, or when leaving the classroom after the learning activities are finished. The queuing culture in question can be done through a process of imitation or using an emulating procedure.

The teacher should be able to teach queuing culture to children starting with small things like the following:

1. The teacher teaches children to be able to take turns when playing in games.
2. The teacher teaches children sequentially to class and out of class.
3. The teacher teaches the child to take turns when asking questions.
4. The teacher teaches to be able to take turns when wanting to the front of the class.

5. The teacher teaches children to say goodbye in sequence when returning from school.

### ***Modelling Techniques in Improving Child Queuing Culture***

Early childhood or preschool, also called "playing time". At this stage children are still included in preschool. Preschool children are those aged between three to six years, at which time some of these children have entered the most basic level of education, namely kindergarten. Kindergarten is a form of preschool education that provides early education programs for children aged 4 years to enter primary education. The preschool period is also called the aesthesis period, which is the development of a sense of beauty, because at this time, the five senses of the child are in a sensitive state. At this time the child also starts to rebel or is happy, and difficult to regulate, so that the behaviour needs to be minimized through various games and techniques interesting learning.

Pre-schoolers are those aged between three to five years. Pre-schoolers are individuals who have a variety of potentials. These potentials need to be stimulated and developed so that children will grow into potential individuals and develop optimally according to their developmental stages. It is aimed in providing initial experience and laying the foundation for the development of attitudes and behaviour, as well as knowledge, skills and creativity.

Early experiences of children, both positive and negative will be accumulated in their mind. Children who have little experience can have an impact in term of lacking in development. Learning to children as an initial experience of getting an education should be done directly. Children learn by doing various activities, trying to express ideas and do things that are meaningful to them and to their environment for example is getting used to queuing cultured with friends at school.

The description shows that children who are in the pre-school phase have certain characteristics. They are individuals who have a variety of potentials that need to be stimulated and developed so that children grow optimally. These stimuli and developments are aimed to provide initial experience and lay the foundation for the development of attitudes and behaviours, as well as knowledge, skills and creativity.

### **CONCLUSION**

Queuing culture is definitely obeying the sequence or waiting for their turn or not overtaking each other. Queuing culture is a social activity that can occur anywhere and as parents and educators let us teach our students to civilize queuing which is easier if educated starting from age early. Early age is the golden age, as Jean Piaget argues, where children are like white paper. Learning will be maximally obtained if parents or the home environment and the school environment especially teachers work together. For that, let us all work together to get or produce children who really understand and understand to make a habit of queuing or queuing culture in our daily lives.

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