



PSYCHOSOCIAL DEVELOPMENT DESCRIPTION OF PRESCHOOL-AGED CHILDREN

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ABSTRACT

Ability to perform the task of development should be achieved by preschool children according to their development and growth stages. Stimulus is often prohibited or blamed resulting in children losing initiative, easy to feel guilty and not creative when they become adults. The study aims to determine the description of psychosocial development in preschool-aged children. Quantitative research with a descriptive analytic approach was conducted on pre-school children who live in the city of Kendal, Central Java, Indonesia. The research sample of 120 children. Data were collected using a questionnaire. Data were analyzed univariately and presented in a frequency distribution. The results of the analysis of the total questionnaire questions showed that 88% of children were categorized in normal psychosocial development and 12% were in deviant psychosocial development. The results of the study concluded that the majority of pre-school psychosocial development are in the normal category, however it still needs to be stimulated to achieve better growth and development and prevent obstacle in the future.

Keyword: children's pre-school; psychosocial development

INTRODUCTION

Pre-school children are children aged more than 3 years to 6 years. Preschoolers have a golden age (the golden age) in their development accompanied by the maturation of physical and psychological functions that are ready to respond to various activities that occur in their environment. Pre-school age children is a period of development of children's ability to solve their own problems according to their knowledge, thus resulting in the development of initiative abilities. Stimulus is often prohibited or blamed resulting in children losing initiative, easy to feel guilty and not creative when they become adults. The study aims to determine the description of psychosocial development in pre-school age children.

METHOD

Quantitative research with a descriptive analytic approach was conducted on pre-school children who live in the city of Kendal, Central Java, Indonesia. The research sample of 120 children. Data collection tools in this study using a questionnaire. Questionnaire A was used to identify the characteristics of the respondents in the form of age, gender, and history of using antipyretic drugs. Questionnaire B was used to identify the psychosocial development of preschoolers before and after being given motor stimulation. Validity and reliability tests have been carried out on questionnaire B and have been declared valid with a value range from 0.951 to 0.858 and reliable with a Cronbach Alpha value of 0.899. Questionnaire C was used to identify the psychosocial development of preschoolers before and after being given language stimulation. Validity and

reliability tests have been carried out on the C questionnaire and have been declared valid with a value range of 0.964-0.762 and reliable with a Cronbach Alpha value of 0.904. Data were collected using a questionnaire. Data were analyzed univariately and presented in a frequency distribution. This research has passed the ethics of the Kendal STIKES Ethics Commission with letter number 004/EC/KEPK-STIKES_Kendal/VI/2020.

RESULT AND DISCUSSION

The results of the identification of each item questionnaire questions showed 89% of children knew their identities, 78% of children were able to arrange words into sentences correctly, 88% of children involved themselves in activities together with their friends. 84% of children have good initiative, 88% of children know 4 colors, 92% of children learn physical skills, 92% of children are able to do simple work: throw away trash, fold cloth, put shoes in their place, 88% of children know right and wrong, and following the rules, 95% of children easily separate from their parents. The results of the analysis of the total questionnaire questions showed that 88% of children were categorized in normal psychosocial development and 12% were in deviant psychosocial development.

The results showed 89% of children were able to recognize their identity. Preschoolers who are able to recognize their sex are categorized in normal psychosocial development. The results of this study concur with research that one of the screening results that is categorized as normal psychosocial development is that pre-school-age children are able to recognize their gender (Rahmawati, Sunaryo, & Widodo, 2011).

The results showed 78% of children were able to arrange words into sentences correctly. These results are consistent with Rahmawati's research that nouns are the majority of word classes dominated by preschool age children with the scope of the child's vocabulary at the level of objects, activities, circumstances, and other things that are concret. The results of this study are also in line with the research of Handayani, Samiasih, and Mariyam that there is a meaningful relationship between parents' level of knowledge about verbal stimulation with the language development of preschool children (Handayani, Samiasih, & Mariyam, 2013)

The results showed that 88% of children involved themselves in activities together with friends. The results of the study stated that children with higher levels of muscle endurance, muscle strength, and aerobic capacity had shorter reaction times compared to children who were less fit. In addition, children with lower body composition have shorter reaction times compared to children who have higher body composition (Tsai et al., 2017).

The results found that 84% of children have good initiative, this result is in line with research by Pranoto and Ekowati that the higher the level of father involvement in care, the higher the level of moral intelligence development of preschool children. This study also proved that there were significant differences in the level of father involvement in the care of boys and girls. Fathers are more involved in caring for girls than in caring for boys (Maghfuroh & Chayaning Putri, 2018).

The results showed 88% of children knew 4 colors. One effort to introduce color in pre-school age children is by finger painting. the results of this study support the research of Maghfuroh and

Putri that the majority of children have normal psychosocial development of fine motor development after being given finger painting (Maghfuroh & Chayaning Putri, 2018).

The results of research related to physical skills show that 92% of children have physical skills such as cycling, running, jumping, the results are in line with studies that physical exercise such as regular exercise 3x / week has better cognitive and motoric effects compared to 1x/ sports Sunday. The results showed that 92% of children were able to do simple tasks: throw away trash, fold cloth, put shoes in their place. These results indicate that the activities carried out by children are the result of parent stimulation in involving children in carrying out simple activities in daily activities (Lestari & Livana, 2019).

The results showed 88% of children knew right and wrong, and followed the rules. Behavior in children who can adjust to the rules that apply in the community environment is a normal social emotional development of children. The learning process of children in adjusting to the norms, morals and traditions of society is influenced by many factors including: gender, number of siblings, parental education, parental income, family type and family care patterns (Indanah & Yulisetyaningrum, 2019). The results of Pranoto and Ekowati's research show that girls tend to be better able to understand right and wrong and feel at the same time think and have a strong attitude to behave according to moral values than boys (Pranoto & Ekowarni, 2010). Forbes research states that mistakes in social and emotional learning can negatively impact the ability to interact with others (Forbes, 2019). The results of the study state that assertive behavior exhibited by children includes the ability to express ideas, desires, and feelings, the ability to defend themselves, the ability to not be easily influenced, and the ability to receive input or opinions from others (Santoso & Sutama, 2019).

The results showed that 95% of pre-school age children easily separated from their parents. This is because at pre-school age children have started attending regular and full-day programs. The results of this study agree with Astuti's research that there is a very significant difference in the ability to socialize between types of regular education and full day school. Regular students have higher social skills than full days students. However, the ability to socialize in both are classified as moderate (Astuti, 2009).

The results showed 88% of children were categorized in normal psychosocial development. The results of this study can be influenced by several factors, such as Fitriani's research results that the majority of children have normal social development with authoritative parenting (Fitriani & Sugiyanto, 2012). The results of Farida and Naviati's research also mentioned that authoritative parenting was related to the mental development of pre-school age children (Farida, Naviati, Keperawatan, Kedokteran, & Diponegoro, 2013). Efforts that can be done by parents in enhancing the psychosocial development of pre-school age children are by stimulating pre-school age children. This is consistent with research that the majority of parents are able to stimulate psychosocial development in the form of involving children helping homework mom or dad, motivating children to play with peers with games according to sex, and motivating children to help simple work at home (tidying toys, putting toys on the place) (Lestari & Livana, 2019).

CONCLUSION

The results of the study concluded that the majority of pre-school psychosocial development of children in the normal category, but needs to be stimulated so that later age development does not experience obstacles.

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