

An Analysis of Data and the Role of the Family in Providing Psychosocial Stimulation for Young Children

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ABSTRACT

Early childhood development is the start of a pattern of change that lasts the entirety of a child's life. It is imperative that mothers play an active role in their children's growth, particularly if they are young toddlers or under five. The purpose of this study is to examine the connection between knowledge, family responsibilities, and giving preschoolers psychosocial stimulation. Researchers employed a cross-sectional methodology and a quantitative analytical design. This study was carried out. A total of 46 respondents made up the sample, which was chosen using the simple random sampling technique. Knowledge and the function of the family are the independent variables in this study, while the dependent variable.

Keywords: development, family role, knowledge, psychosocial

BACKGROUND

Youngsters who experience delays in their psychosocial development are more likely to have weaker parental roles than those who have strong parental roles. Data on delays in preschool-aged children's psychosocial development have been published by the most recent Cochrane research. In children ages 3-5, the frequency of delayed psychosocial development is 5-8%. There has never been a thorough investigation into the incidence of psychosocial development deficits in preschool-aged children in Indonesia. Determining the parameters for delays in kids' psychosocial development is the challenge (Dinda, 2017). In the world, 200 million children under the age of five do not grow to their full potential. The majority of children from South Asia (52%), and sub-Africa (61%) have delayed development. Of the 559 million youngsters in developing nations.

In a preliminary study carried out on March 4, 2022, researchers conducted interviews with parents to ascertain their level of knowledge and attitudes regarding stimulating their children's psychosocial development. Of the 11 parents surveyed, eight were aware of the benefits of stimulating their children's psychosocial development. Only three parents were able to explain their attitudes about giving their children stimulation, based on the attitudes of the eleven parents whose interviews were conducted. Parents claim that when their kids misbehave, they frequently chastise them without explaining what's appropriate or inappropriate. In order to provide psychosocial stimulation to their children, parents should listen closely to their chatter and encourage discussion.

Children are unique individuals and are part of social creatures that require special attention to maximize children's development. Growth is related to quantitative changes, namely an increase in the size and structure of internal organs and the brain. Development is related to qualitative and quantitative changes, which are progressive, orderly and coherent (Hurlock, 2011).

According to Wong (2009), child growth and development consists of several stages and each stage has different characteristics. One of the stages of child growth and development is preschool age (3-5 years). Preschool age has the characteristics of preparing children before entering school age, the ability to interact with other people and adults, using language to demonstrate mental abilities. Successful acceptance of the previous stages of growth and development is important for preschool children (3-5 years), to improve tasks that have been mastered during the toddler period.

Children's development is influenced by various conditions, both from within the child himself and from the surrounding environment. Achieving optimal child development means that children's basic needs must be met, which include physical/biomedical needs, emotional/affection needs, and stimulation or educational needs. Children who receive targeted and regular stimulation will develop more quickly compared to children who receive little or no stimulation (Santrock, 2015).

Child development is a pattern of change that begins in the early stages of life and continues throughout life. The active role of parents (mothers) in the development of their children is very necessary, especially when they are under the age of five or toddlers. Parents, one of whom is the mother, is one of the main factors that is very influential in a child's development stage. Mothers act as the first and main educator in the family so mothers need to be aware of caring for children well and according to the child's developmental stages. The mother's role in the child's development process is very important, because with good maternal skills it is hoped that child monitoring can be carried out well. Parents (mothers) are the first people to invite children to communicate, so that children understand how to interact with other people using language. The family environment is a factor that influences a child's growth and development (Hidayat, 2016).

The preschool period is a period of development that occurs from the end of infancy until the age of 5 or 6 years. Preschool aged children will learn to be independent and care for themselves, they develop school readiness skills (following orders, recognizing letters and learning to count), as well as playing with friends of the same age. Grade 1 of Elementary School marks the end of the preschool period (Santrock, 2015).

According to the psychosocial theory put forward by Erikson, Erikson's third stage of development occurs during the preschool period, namely, initiative versus guilt. Preschoolers entering the social world will face many challenges than when they were babies. Active behavior such as playing with peers, talking to older people, or asking lots of questions about things around them aims to face this challenge. Children are asked to think about responsibilities towards their bodies, behavior, toys and pets. Children will learn to develop a greater sense of responsibility and increase their initiative. However, feelings of guilt can arise if the child is irresponsible and feels very anxious. Erikson had a positive view of this stage, he believed that most feelings of guilt were quickly replaced by a sense of achievement. One of the developmental stages that must be achieved by pre-school children in Erikson's theory is that children are able to socialize with their peers, even adults outside their family environment, such as the environment where the child lives (Santrock, 2015).

Stimulation needs are children's efforts to introduce new knowledge or skills, efforts to increase children's intelligence. Stimulation can be carried out on children since the baby is still a fetus because in the womb the fetus can breathe, hear, kick, squirm, move, swallow and suck its thumb (Siswono, 2014).

According to Rusmi (2013), stimulating child development is the mother's or family's efforts to invite children to play in an atmosphere full of joy and affection. Play activities and an atmosphere of love are very important to stimulate the entire sensory system, train fine and gross motor skills, communication skills and children's feelings. Experts and child development consultants explain that stimulation or stimulation from an early age is one of

the external factors that is very important in determining a child's intelligence. External factors that influence a child's intelligence are the quality of nutritional intake, appropriate parenting patterns and love for children.

Children's social interaction skills are given different importance; this is done to help them communicate in their learning and play environments with peers and adults. In order to accomplish their objectives. Teachers must meet acceptable requirements of educational competency in addition to being expected to be thorough and dedicated in their stimulation of youngsters.

Only a small percentage of parents, particularly mothers, are knowledgeable about child development, making it difficult for them to monitor or identify early signs of developmental abnormalities or delays in their children. Early life is a crucial time that will determine.

METHODS

This study used a quantitative experimental research design. A basic random sampling procedure was employed to determine the sample size, with 57 participants in total. Questionnaires and observation sheets were used to gather data, and SPSS was used for bivariate analysis using the Wilcoxon test.

RESULTS

Table 1. Research Results

Information	Frequency	Percentage %
1. Respondent Characteristics		
Age		
< 25 Years	10	21,7%
26-35 Years	26	56,5%
36-45 Years	10	21,7%
2. Job		
Housewife	30	65,2%
Trader	5	10,9%
Farmer	4	8,7%
Private	6	13%
3. Education Level	1	2,2%
Elementary School		
Junior High School	5	10,9%
Senior High School	11	23,9%
College	22	47,8%
	8	17,4%
1. Variable Characteristics		
Knowledge		
Not enough	3	6,5%
Enough	14	30,4%
Good	29	63%
2. Family Role		
Good	17	37%
Enough	29	63%
3. Psychosocial Stimulation		
Not enough	4	8,7%
Enough	17	37%
Good	25	54,3%
Total	46	100%

Based on the table above, it is known that the majority of respondents aged 26-35 years were 26 people (56%). Most of the respondents were 30 housewives (65%). Almost half of the respondents had a high school education, 22 people (48%).

Based on the table above, it is known that the majority of respondents have good knowledge in providing psychosocial stimulation to preschool children 29 people (63%). Most of the respondents had a good family role in providing psychosocial stimulation to preschool children, 29 people (63%). More than half of the respondents in providing psychosocial stimulation to preschool children were in the good category, 25 people (54.3%).

Statistical Test Results

Table 2. Statistical Test Results

Variable	Estimate	Std. Error	Sig.	Information
X1	1,355	,545	,013	There is influence
X2	2,080	,697	,003	There is influence

From the table above, it can be seen that the variable X1 (Knowledge) has a significance value of 0.013. This value is smaller than alpha ($0.013 < 0.05$). This means that knowledge partially influences psychosocial stimulation in preschool children.

From the table above, it can be seen that variable X2 (Family Role) has a significance value of 0.003. This value is smaller than alpha ($0.003 < 0.05$). This means that partially the role of the family influences psychosocial stimulation in preschool children.

DISCUSSION

Recognizing Expertise in Psychosocial Stimulation of Young Children

Based on the findings of the research, it is known that most respondents have good knowledge of how to provide psychosocial stimulation to preschoolers. Of those who responded, 29 (63%), 14 (30.4%), and 9 (6.5%) had sufficient knowledge. This study differs from that of Nirwan (2021), who discovered that 10 persons (31.3%) had inadequate knowledge and 22 people (68.8%) had sufficient knowledge. The study's findings did not yield a satisfactory degree of knowledge in this category. According to research by Luana (2015), most accounts of mothers' expertise in stimulating their children's psychosocial development between the ages of three and five indicate that they possess adequate information.

The mother's profession is one element that may have an impact on the degree of knowledge. In Kusmiyati (2014), Ali defines non-working mothers as mothers who solely fulfill the role of housewife and do not work to earn a living. According to the cross-tabulation results of this study, 18 (62.1%) of the 29 respondents who fell into the group of having a good degree of expertise are housewives.

Housewives have the longest experience of providing psychosocial stimulation to preschool-aged children, making them the occupation with the highest level of knowledge. Among all parents, housewives spend the most time with their kids. Mothers who are adequately informed about the psychological development of their children will be more invested in their growth. The following element is education, as per.

The research results showed that respondents based on education in the good knowledge level category of 29 respondents found that almost half had a high school education, 13 people (44.8%). The higher a person's level of education, the easier it is to receive information so that the more knowledge they have, conversely, less education will hinder the development of a person's attitude towards the values that must be introduced. Education guides humans to act and fill their lives, to achieve safety and happiness.

According to the researcher's assumption, the lack of knowledge in providing psychosocial stimulation is because most respondents do not know what children's needs are in improving

their psychosocial abilities and do not understand the condition of children in understanding their social psychology. These results are based on the results of a questionnaire, many parents cannot answer these questions.

Determining the Family's Function in Giving Preschoolers Psychosocial Stimulation

According to study findings, most respondents 29 individuals, or 63% have an excellent family role in giving psychosocial stimulation to preschool-aged children; 17 individuals, or 37%, have a family role that is sufficient.

This study differs from earlier research by Suprayitno et al. (2021), which discovered that most respondents 35 respondents, or 64.8% had adequate family roles, with 19 individuals (35.2%) falling into the good group. Thus the development of preschool-aged children at Al-Amanah Kindergarten does not involve the participation of the family in the disadvantaged group.

Family roles are certain conduct that members of the family are supposed to exhibit. Okay, family.

Age is not a problem in the role of the family in providing psychosocial stimulation to preschool children. Any age will be very helpful in the successful process of providing stimulation to preschool children. Even the smallest treatment that a family does will have a big impact on its family members.

The best job for providing psychosocial stimulation to children is a housewife. Housewives have a very important role in a family. Mothers will do anything for their children, especially regarding their child's growth and development. Providing psychosocial stimulation to preschool children will achieve maximum success if the mother takes part in providing this stimulation.

The education with the most good categories for family roles is high school. Good education will make a person's thinking more developed and broader, with the role of families who have good education, the success of providing psychosocial stimulation to preschool children will also be higher.

According to the researchers' assumptions, the role of the family in providing psychosocial stimulation to preschool children is mostly in the good category, namely 29 respondents, with these results showing that the family has an important role in the success of providing psychosocial stimulation to preschool children. Meanwhile, the role of the family is in the sufficient category because parents often scold their children, rarely or rarely invite their children to communicate and often blame their children for all the mistakes they make without telling them what to do so they don't make the same mistakes. These results are based on conditions in the field and question items from the research questionnaire.

Recognizing When to Give Preschoolers Psychosocial Stimulation

Based on the results of research that has been conducted, it was found that more than half of the respondents in providing psychosocial stimulation to preschool children were in the good category, 25 people (54.3%), psychosocial stimulation was in the sufficient category, 17 people (37 %) while psychosocial stimulation was in the less category by 4 people (8.7%).

This research is in line with previous research conducted by Hanggraini (2013), it can be seen that the majority of those who gave psychosocial stimulation had good behavior, namely 27 people (60.0%) and those who gave the least psychosocial stimulation were 3 respondents who had poor behavior. (6.7%).

Psychosocial is a term used to describe the relationship between a person's social conditions and their mental/emotional health. From what he said, the term psychosocial involves psychological and social aspects. The psychosocial approach looks at individuals in the context of the combined influence of psychological factors and the social environment around the individual on physical and mental well-being and the individual's ability to function (wikipedia.org/wiki/Psychosocial, Aug 12 2019).

The results of the cross tabulation between age and the provision of psychosocial stimulation showed that from 25 respondents, with the provision of psychosocial stimulation the children were in the good category, mostly 15 people aged 26-35 years (60%). Jobs involving providing psychosocial stimulation were known from 25 respondents with providing psychosocial stimulation to preschool children in the good category, mostly as housewives, 17 people (68%). The level of education by providing psychosocial stimulation was known from 25 respondents who were providing psychosocial stimulation to preschool children in the good category, most of whom had a high school education level, 13 people (52%).

The age range between which youngsters in the good category can receive psychosocial stimulation is 26 to 35 years old. When it comes to giving preschoolers psychological stimulation, age is irrelevant. It is capable of giving preschoolers psychosocial stimulation regardless of their age. Housewives are the most popular occupation in the good category of giving preschoolers psychosocial stimulation. Both optimal stimulation and reciprocal engagement between mother and child are necessary for children to grow and develop to their full potential. High school is the most popular type of schooling when it comes to stimulating preschoolers' psychosocial development. One effective way to give kids psychological stimulation is through a quality education. The degree of success in offering stimulation increases with education level.

Examining the Connection between Family Roles and Knowledge in Giving Preschoolers Psychosocial Stimulation

Based on the partial test, it can be seen that the Knowledge variable has a significance value of 0.013. This value is smaller than alpha ($0.013 < 0.05$). This means that knowledge partially influences psychosocial stimulation in preschool children. These results are in accordance with the research questionnaire that was given to respondents in the field.

This research is in line with previous research conducted by Luana (2015) which showed that the p value was <0.001 . Because the p value is <0.05 ($0.001 < 0.05$), it can be concluded that there is a relationship between knowledge and the mother's attitude in providing psychosocial development stimulation to children aged 3-5 years. Supported by previous research conducted by Nirwan (2021), the results of the chi-square test analysis obtained a Fisher's exact test value of $p = 0.001$ because there were no cells that met the chisquare test requirements, thus there was a relationship between knowledge and psychosocial development in Chain Damai Village.

Meanwhile, the Family Role variable has a significance value of 0.003. This value is smaller than alpha ($0.003 < 0.05$). This means that partially the role of the family influences psychosocial stimulation. These results are in accordance with the research questionnaire that was given to respondents in the field.

This research is in line with previous research conducted by Suprayitno et al (2021). The results of this research are that there is a significant relationship between the role of the family and the growth and development of preschool children at Al-Amanah Kindergarten, West Village (p -value = 0.000). Even though children have received stimulus through learning from teachers in kindergarten, the family remains the closest individual to the child and the child's first environment as well as being a supporting factor in their growth and development stages.

Psychosocial development in children plays a very important role in the child's future life. Children's psychosocial development is related to children's independent abilities, such as eating alone, being separated from their mother or caregiver, social skills, and interacting with their environment. Psychosocial development in preschool children can be influenced by parental knowledge and the role of the family in providing psychosocial stimulation to preschool children.

Researchers hypothesize that parents who are more knowledgeable about their children's psychosocial development especially mothers will be more concerned with their kids' growth. Well-informed mothers will take a variety of steps to ensure that their kids develop and grow to their full potential. The family plays a crucial role in the psychosocial development of children by providing the best stimulation possible to help them develop in accordance with their age. Some examples of this include getting kids involved in household chores and activities like making the bed or tidying up toys after playtime, praising them when they succeed, and frequently encouraging kids to talk to each other. Supplying preschoolers with psychosocial development stimuli while understanding the important role that families and parents play in.

CONCLUSION

It can be inferred from the research that most respondents 29 individuals, or 63% have solid knowledge on how to provide psychosocial stimulation. The majority of respondents 29 persons, or 63% had positive family roles in providing psychosocial support. Of the responders who provided psychosocial stimulation, twenty-five (54.3%) fell into the "good" group. We know that the significant value of 0.000 is less than alpha 0.05 based on the outcomes of the concurrent research experiments that were conducted. This suggests that preschoolers' psychosocial stimulation may be influenced by factors such as knowledge and family role.

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