

# DESCRIPTION OF SOCIO-EMOTIONAL DEVELOPMENT OF PRE-SCHOOL CHILDREN IN PLAYGROUPO AND KINDERGARTEN KUSUMA PUTRA SIDOARJO

Agistahani Budi<sup>1</sup>, Suprianto<sup>2</sup>, and Siti Maemonah<sup>3</sup>

<sup>123</sup> Department Of Nursing, Poltekkes Kemenkes Surabaya  
Email: siperpri@poltekkesdepkes.ac.id

**Abstract.** Introduction: Social emotional development of children is a child's sensitivity to understand the feelings of other people when interacting in everyday life. Social emotional development of preschoolers is an important factor in forming social relationships between children and their peers. Purpose: The purpose of this study was to identify the social emotional development of preschool children in Kindergarten Kusuma Putra based on age, gender, class at school, and children's activities outside of school. Method: This research is a descriptive research with a quantitative approach. The population in this study were all parents who had pre-school aged children at Kusuma Putra Kindergarten. The data collection instrument used the PSC-17 questionnaire. The sampling technique used the Total Sampling Technique with a total of 30 respondents. The data analysis used is quantitative univariate analysis. Results: In Kindergarten Kusuma Putra, it was found that 70% of the students did not experience problems in social-emotional development. However, there are 30% of children who experience disturbances in their social emotional development. Most of the children who experience social emotional development disorders are 67% of children, 56% of children at the age of 5 years and 44% of kindergarten A children. In addition there are 56% of children who often play alone tend to have disturbances in social emotional development. Conclusion: The description of social-emotional development in preschool children at Kusuma Putra Kindergarten mostly did not experience social-emotional development disorders. For further researchers to examine the factors that influence social emotional development in preschool children.

**Keywords:** Social emotional development, preschool.

## 1 INTRODUCTION

Growth and development is a continuous process that occurs along the path of life. Every child will go through stages of growth and development flexibly and continuously (Anita, Ganis & Rismadevi, 2022). Growth and development in childhood has been glorified since in the womb until the age of 18 years. This is in accordance with the understanding of children according to WHO, namely from the occurrence of conception to the age of 18 years (Fida, 2014). Development is characterized by changes in aspects of skills, emotions, thoughts and physical maturity (Masnjak, M, 2017). Every child goes through growth and development phases based on their age level (Baker, C. E, 2017).. The process of growth and development is divided into several stages depending on age, one of which is the preschool stage (Femmi Nurmalitasari, 2015)

The pre-school period is a golden age, in which stimulation of various aspects of development plays an important role in subsequent developmental tasks, during this period it will experience a very rapid process of growth and development and requires more stimulation from the people around it.(Mukhlis & Mbelo, 2019).

Social emotional development of children is a child's sensitivity to understand the feelings of other people when interacting in everyday life (Wirahandayani, M et al., 2023). The level of interaction between children and others starts from parents, family, playmates to the surrounding community and the wider community (Mastorakos, T., & Scott, K. L, 2019). Social emotional development of preschoolers is an important factor in forming social relationships between children and their peers(Sukatini, Alivia, & Bella, 2020). Many factors influence the social-emotional development of children ( Mendelsohn, A. L et al., 2018). These factors include Heredity / Genetic or Hereditary factors, Environmental factors, General factors / interactionism between genetics and the environment. (Hijriati, 2019).

In developing countries it is estimated that more than 200 million children fail to reach their optimal development potential due to an unsupportive environment that affects the cognitive, motoric, emotional and social development of children (Sambuani, et al. 2013). The East Java Indonesian Pediatrician Association (IDAI) examined 2,634 children aged 0-72 months. The results of these examinations showed the results of normal development according to age 53%, doubtful (requires deeper examination) as much as 13%, and developmental deviations as much as 34%. 10% of these developmental deviations are found in gross motor aspects (such as walking, sitting), 30% in fine motor skills (such as writing, holding), 44% speaking languages and 16% socialization of independence (Iin Cempakawati, 2016). In data on the social emotional development of children aged 36-59 months there were 88% (Riskesdas RI,2018).

## 2 RESEARCH METHOD

Types of research used is a descriptive research with a quantitative approach. The population in this study were all parents who had pre-school aged children at Kusuma Putra Kindergarten. The data collection instrument used the PSC-17 questionnaire[6]. The sampling technique in this study used the Total Sampling Technique with a total of 30 respondents. The data analysis used is quantitative univariate analysis.

## 3 RESULT AND DISCUSSION

### 3.1 Characteristics of respondents

**Table 1.** Characteristics of kindergarten students based on the age of the child

Age	Frequency	Percentage (%)
4 year	6	20
5 year	14	47
6 year	10	33
Total	30	100

Source: Primary data March 2023

Based on the table shows that early childhood aged 4 years is 6 students with a percentage of 20%, children aged 5 years are 14 students with a percentage of 47% and aged 6 years are 10 students with a percentage of 33%.

**Table 2.** Characteristics of kindergarten students based on gender

Gender	Frequency	Percentage (%)
Man	13	43
Woman	17	57
Total	30	100

Source: Primary data March 2023

Based on the table shows that 13 students with a percentage of 43% are male and 17 students with a percentage of 57% are female.

**Table 3.** Characteristics of kindergarten students based on class

Class	Frequency	Percentage (%)
Plagroups Kindergarten A	6	20
Kindergarten B	14	47

	10	33
Total	30	100

Source: Primary data March 2023

Based on the table shows that 6 students with a percentage of 20% are in the Playgroup class, 14 students with a percentage of 47% are in Kindergarten A class and 10 students with a percentage of 33% are in Kindergarten B class.

**Table 4.** Characteristics of kindergarten students based on activities outside of school

Activities outside of school	Frequency	Percentage (%)
Often play alone	10	33
Often play with friends	20	67
Total	30	100

Based on the table it shows that most children when they are out of school often play with friends as many as 20 students 67% and children who often play alone as many as 10 students 33%.

### 3.2 An overview of social emotional development

**Table 5.** Social Emotional Development

Social Emotional Development	Frequency	Percentage (%)
No distractions	21	70
Suspect interference	9	30
Total	30	100

Source: Primary data March 2023

Based on the table shows that the results of calculating the total score of social emotional development for preschool age children from 30 respondents found that as many as 70% of children had no disturbances in social emotional development but there were as many as 30% of children suspected of having a disorder of social emotional development

### 3.3 Description of social emotional development based on age

**Table 6.** Tale Description of social emotional development based on age

Age	Social Emotional Development
-----	------------------------------

	No Distractions	Suspect interference
4 year	4 (19%)	4 2 (22%)
5 year	9 (43%)	5 (56%)
6 year	8 (38%)	2 (22%)
Total	21 (100%)	9 (100%)

Based on the table shows that in children in Kindergarten Kusuma Putra who do not experience social emotional development disorders as much as 19% at the age of 4 years, at the age of 5 years there are 43% and there are 38% at the age of 6 years. Meanwhile, there were 22% of children who had a suspicion of disturbances in their social-emotional development at the age of 4 years, 56% at the age of 5 years, and at the age of 6 years there were 22% of children who experienced disturbances in their social-emotional development. Based on these results, it can be concluded that most students in Kusuma Putra Kindergarten do not experience social emotional development disorders. However, at the age of 5 years students tend to experience more disturbances in social-emotional development than at other ages (Shala, M. 2013) (Kuzik, N et al., 2020).

### 3.4 Description of social emotional development based on gender

**Table 7.** Description of social emotional development based on gender

Gender	Social Emotional Development	
	No Distractions	Suspect interference
Women	11 (52%)	6 (67%)
Man	10 (48%)	3 (33%)
Total	21 (100%)	9 (100%)

Based on the table, as many as 67% of girls have suspicions of social emotional development disorders, while there are 33% of boys. This means that girls are more likely to experience disturbances in social emotional development than boys.

### 3.5 Descriptionsocial emotional development based on class

**Table 8.** Descriptionsocial emotional development based on class

Class	Social Emotional Development	
	No Distractions	Suspect interference
Playgroups	3 (14%)	3 (33%)
Kindergarten A	10 (83%)	4 (44%)
<u>Kindergarten B</u>	8 (38%)	2 (22%)
Total	21 (100%)	9 (100%)

Based on the table, it shows that out of 30 respondents, most of the children did not experience disturbances in social emotional development, namely as many as 14% in the Playgroup class, 48% in Kindergarten A and 38% in Kindergarten B. However, there were as many as 33% in the Playgroup class who experienced developmental disorders while in Kindergarten A class there were 44% of students and there were 22% of children in Kindergarten B class. It can be concluded that in Kindergarten class A more children experience social emotional development disorders than in other classes (Rademacher, A., & Koglin, U, 2018) (Alwaely, S. A et al., 2021).

### 3.6 An overview of social emotional development based on activities outside of school

**Table 9.** An overview of social emotional development based on activities outside of school

	Social Emotional Development	
	No Distractions	Suspect interference
Play often Alone	5 (24%)	5 (56%)
play often with friends	16(76%)	4 (44%)
Total	21 (100%)	9 (100%)

Based on the table, it shows that most children who are active outside of school who often play with friends do not experience social-emotional development disorders, namely as much as 76%, while children who often play alone have a tendency for social-emotional development disorders as much as 56%.

## 4 CONCLUSION AND SUGGESTION

After the researchers conducted research on "Description of Social Emotional Development in Preschool Children" which was conducted at Playgroups and Kindergarten Kusuma Putra can be concluded several things as Children's social emotional development is the development of behavior in children where children are asked to adapt to the rules that apply in the community environment. In other words, social development is a child's learning process in adjusting to the norms, morals and traditions of a group. The results of research on 30 respondents showed that the age characteristics of the respondents' children were on average 4-6 years, there were 20% of 4 years of age, 47% of 5-year-old children and 33% of 6-year-old children. There are 43% male and 57% female. which is divided into several classes such as TK A, TK B and Playgroup classes. This study explained that as many as 30 respondents stated that most preschoolers did not have problems with social and emotional development, only a small number of children experienced problems in social-emotional development, namely as much as 30%. Most of the children who experience social emotional development disorders are girls as much as 67%, children at the age of 5 years as much as 56%, and children who are in class A Kindergarten as much as 44%. In addition, most of the 56% of children who often play alone tend to have

disturbances in social-emotional development. In this study, the results showed that there was a relationship between age, gender, class being occupied, and activities outside of school on social development in preschool children.

For the respondent's family is parents and families are expected to pay more attention to parenting children with a parenting style that can stimulate social-emotional development in children, so that children's social development goes well in their environment, and for teachers so that teachers also participate fairly in children's social development to support development in the environment.school (outdoor environment). For other researchers, it is hoped that they can develop research using more samples, future researchers can also examine the factors that influence the social emotional development of preschoolers or in different places where their social emotional development is far below that of Kusuma Putra Kindergarten. Sidoarjo Park. For teachers It is hoped that the results of this study can provide information about children's social-emotional development and will then look for playing or learning methods to improve children's growth and development, especially social-emotional development at school.

## 5 REFERENCES

- Alwaely, S. A., Yousif, N. B. A., & Mikhaylov, A. (2021). Emotional development in preschoolers and socialization. *Early child development and care*, 191(16), 2484-2493.
- Anita, Ganis & Rismadevi (2022). Description of Social Emotional Development of Preschool Children. *Journal of Health* 11 (1) June 2022 (43-51).
- Baker, C. E. (2017). Father-son relationships in ethnically diverse families: Links to boys' cognitive and social emotional development in preschool. *Journal of Child and Family Studies*, 26, 2335-2345.
- Cempaka Wati, In. (2016) . The Relationship of Developmental Stimulation to the Development of Children Aged 0-5 Years in RW 08 Kalicari Village, Semarang City.
- Femmi Nurmalitasari. 2015. Social Emotional Development in Preschool-aged Children, Volume 23, No.2, December.
- Fida & Maya. (2012). Introduction to Pediatrics. Yogyakarta: D-Medika.
- Hijriati. (2019). Factors and Conditions Affecting Early Childhood Social Emotional Development. *Journal of Early Childhood Education*, V(2), 94–102.
- Indanah, Yulisetyaningrum (2019). Description of Social Emotional Development in Preschool Children. *Health Care : Journal of Health*, 10(1). <https://doi.org/10.26751/jikk.v10i1.645>
- Kuzik, N., Naylor, P. J., Spence, J. C., & Carson, V. (2020). Movement behaviours and physical, cognitive, and social-emotional development in preschool-aged children:

Cross-sectional associations using compositional analyses. *PLoS One*, 15(8), e0237945.

- Linda E. Sambuari, Sarah Warouw, Julia Rottie. (2019). Relationship between Nutritional Status and Social Development of 5-Year-Old Children at Tk Tunas Bhakti Manado. Volume 1. Number 1. Sam Ratulangi University Manado.
- Liu, J., DiStefano, C., Burgess, Y., & Wang, J. (2020). Pediatric Symptom Checklist-17. *European Journal of Psychological Assessment*, 36(1), 77–83. <https://doi.org/10.1027/1015-5759/a000495>.
- Masnjak, M. (2017). Gender differences in social emotional development and physical activity level in preschool children. In *International Scientific Conference on Kinesiology*.
- Mastorakos, T., & Scott, K. L. (2019). Attention biases and social-emotional development in preschool-aged children who have been exposed to domestic violence. *Child abuse & neglect*, 89, 78-86.
- Mendelsohn, A. L., Cates, C. B., Weisleder, A., Berkule Johnson, S., Seery, A. M., Canfield, C. F., ... & Dreyer, B. P. (2018). Reading aloud, play, and social-emotional development. *Pediatrics*, 141(5).
- Mukhlis, A., & Handani Mbelo, F. (2019). Analysis of Early Childhood Social Emotional Development in Traditional Games. *Preschool Journal of Early Childhood Development and Education*, 01(01), 11-28.
- National Riskesdas Report 2018. Publishing House of the Agency for Health Research and Development, Jakarta. ISBN 978-602-373-118-3.
- Rademacher, A., & Koglin, U. (2018). The concept of self-regulation and preschoolers' social-emotional development: A systematic review. *Early Child Development and Care*.
- Shala, M. (2013). The impact of preschool social-emotional development on academic success of elementary school students. *Psychology*, 4(11), 787.
- Sukatin, Q. Y. H., Alivia, A. A., & Bella, R. (2020). Psychological Analysis of Early Childhood Social Emotional Development. *Bunayya: Journal of Child Education*, 6(2), 156-171. <https://jurnal.ar-raniry.ac.id/index.php/bunayya/article/view/7311/4306>.
- Wirahandayani, M., Rakhmawati, W., & Rukmasari, E. A. (2023). The Effect of Role Playing Methods on Social-emotional Development in Preschool Children. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 1156-1168.