



## Research article

# Parents' Ability To Stimulate The Psychosocial Development Of School-Aged Children

Cahya Puspita Sari<sup>1</sup>, Desi Ariyana Rahayu<sup>1</sup>, Mohamad Fatkhul Mubin<sup>1</sup>, Eni Hidayati<sup>1</sup>

<sup>1</sup> Universitas Muhammadiyah Semarang, Indonesia

## Article Info

### Article History:

Submitted: August 14th 2024

Accepted: Dec 26th 2024

Published: Dec 31st 2024

### Keywords:

Psychosocial; children; parents

## Abstract

The World Health Organization (WHO) reports a high incidence of growth and developmental disorders among children globally, with Southeast Asia experiencing a prevalence rate of 28.7%. Indonesia ranks third in the region, with developmental delays affecting 5% to 10% of children. This study aims to identify parental abilities in stimulating the psychosocial development of school-aged children. Employing a quantitative descriptive design, the research sampled 114 students from grades 2, 3, 5, and 6 at Kedungmundu Public Elementary School using purposive non-probability sampling. Findings reveal that a majority of children (54.4%) have not yet achieved psychosocial developmental tasks, while 51.8% of parents demonstrate suboptimal abilities in stimulating their children's psychosocial growth. Among developmental aspects, the spiritual domain showed the highest achievement at 95.6%, whereas the psychosocial domain had the lowest achievement at 42.1%. These results underscore the critical need to enhance parental stimulation capabilities to support optimal psychosocial development in school-aged children. Nursing interventions should focus on empowering parents with knowledge and skills to foster holistic child development effectively.

## INTRODUCTION

Normal psychosocial development in children includes the formation of a good personality as a fundamental basis. In addition, it is important for children to develop the courage to face challenges and difficulties in daily life. The ability to be cooperative is also essential for children to interact positively with others in their social environment. By having a good personality, courage, and a cooperative attitude, children can develop strong social skills and build healthy relationships with peers and

adults around them. All of these are integral parts of the process of identity formation and independence during a child's developmental stage.<sup>1</sup>

Good psychosocial development in children includes the ability to accept others' opinions and possess strong self-confidence, both in oneself and in others. Conversely, children with poor psychosocial development may exhibit traits of low self-confidence, tend to isolate themselves, and feel inferior and doubtful about their own abilities. Aspects such as the stimulation

Corresponding author:

Desi Ariyana Rahayu

[desi.ariyani@unimus.ac.id](mailto:desi.ariyani@unimus.ac.id)

South East Asia Nursing Research, Vol 6 No 4, Dec 2024

ISSN:2685-032X

DOI: <https://doi.org/10.26714/seanr.6.4.2024.202-216>

provided, communication between mother and child, health status, physical environment, and interactions with peer groups significantly influence the psychosocial development of children. Fulfilling these psychosocial needs plays an important role in shaping the child's personality and emotional well-being throughout their growth and development stages.<sup>1</sup>

According to Stuart (2016) in (Suyatno dkk, 2022) the mental health development of school-aged children can be observed through their ability to control emotions, such as anger or disappointment, and their ability to think clearly and logically in various situations. Additionally, children at this age begin to show the ability to adapt to changes in their environment and daily life. Socially, children learn to interact more independently with peers, family, and the community, expanding their social circles and developing skills in communication and cooperation. This period is often a crucial phase in the formation of a child's social and emotional identity, where they begin to hone the ability to understand and respond to the feelings of others and develop their own social and moral values.<sup>2</sup>

Erik Erikson's theory of child development, specifically the "industry vs. inferiority" stage, highlights the importance of children developing a sense of competence and skills in both academic and social environments. This stage occurs approximately between the ages of 6 and 12, during which children begin school and engage in more intense interactions with peers and teachers. Throughout this period, children face the challenge of learning new skills and completing assigned tasks. Success in overcoming these challenges, along with recognition of the child's efforts, helps build self-confidence and competence. Conversely, repeated failures or lack of support can lead to feelings of inadequacy and inferiority in the child.<sup>3</sup>

According to data from the World Health Organization, Indonesia's population reaches 265 million, with 19.3% or approximately 51 million being school-aged children. The majority of the population is between the ages of 5 to 14 years, with 23 million in the 5–9-year age group, and around 22.6 million each in the 0–4 year and 10–14-year age groups. West Java has the highest number of 7–12-year-olds in Indonesia, with 4,598,162 children, followed by East Java with 3,342,000 children, and Central Java with 3,072,825 children.<sup>4</sup>

The WHO reports a high incidence of growth and developmental disorders in children, as seen in Southeast Asia with a prevalence of 28.7%, highlighting a serious concern for child health. In Indonesia, the third-highest country with developmental delays reaching 5% to 10%, there are significant challenges in supporting the optimal development of children. Causes of developmental delays can vary, including genetic factors, poor nutrition, lack of stimulation, or an unsupportive environment.<sup>5</sup>

Based on the 2020 Indonesian Basic Health Research Report (Riskesdas), the rate of emotional mental disorders in Indonesia reached 9.6%, showing an increase from 6.0% in 2013. Central Java also experienced an increase from 4.7% in 2013 to 7.7% in 2020. This increase indicates a trend that requires serious attention in efforts to address mental health issues at both national and regional levels. The factors contributing to this increase need to be further investigated to identify effective intervention strategies to reduce the prevalence of mental disorders in the community.<sup>6</sup>

Emotional mental disorders in children refer to conditions where a child's behavior and emotional reactions significantly differ from their peers. This can lead to a decline in social interaction, self-care abilities, and the learning process at school. Children

with these disorders often struggle with emotional control and adapting to their surroundings. These disorders can vary from behavioral disorders like ADHD to mood disorders such as depression or anxiety.<sup>7</sup>

The lack of stimulation in school-aged children can have serious impacts on their development. Inadequacies in meeting developmental tasks can hinder a child's ability to manage emotions adaptively. This can lead to psychosocial problems such as bullying, depression, and even suicide attempts. Low self-esteem can also increase, hindering a child's ability to socialize and interact with others. Poor emotional management skills require special attention during the developmental phase when children are transitioning into early adulthood, necessitating efforts to stimulate their development.<sup>8</sup>

Based on the description above, the author is interested in researching the "Parental Ability in Stimulating the Psychosocial Development of School-Aged Children at Kedungmundu Public Elementary School" to understand psychosocial development and parental capabilities.

## METHODS

The type of research is quantitative with a descriptive method. This study is used to depict, explain a condition, phenomenon, or research variables that can be observed, interviewed, and observed and can be expressed through the existing phenomena.<sup>9</sup> In conducting the study, researchers have passed the ethics test from the Faculty of Nursing and Health Research Ethics Commission at Muhammadiyah University of Semarang with number No.035/KE/01/2024.

Sampling is a part of the population selected to represent the entirety of the objects under study. The process of selecting a sample is done carefully to ensure that it can reflect the characteristics present in the

entire population. The purpose of using a sample is to reduce the complexity of the research, thereby facilitating the analysis and generalization of results. The sampling method used should be appropriate for the research objectives and consider the accessibility and representativeness of the sample to the larger population. Thus, the sample becomes the primary basis in the process of statistical inference to draw conclusions about the population more broadly.<sup>10</sup> In this study, the sample consists of 33 parents and 2nd-grade students, 31 parents and 3rd-grade students, 32 parents and 5th-grade students, and 18 parents and 6th-grade students at SD Negeri Kedungmundu.

The sampling procedure in this research utilizes a non-probability approach with purposive sampling technique. This technique is chosen because it allows researchers to select samples based on specific considerations, such as characteristics or experiences relevant to the research objectives. Sampling is conducted based on predefined criteria set by the researcher, thereby enabling the acquisition of rich and in-depth information about the subjects under study. Although it does not represent the entire population, purposive sampling allows researchers to focus on cases considered most relevant or representative of the phenomena being studied. In this regard, using this technique can provide a deeper understanding of the researched context compared to more commonly used probability sampling approaches.<sup>11</sup>

The instruments used in this study employ a workbook containing question sheets to be given to respondents. The questionnaire sheet, which serves as the measurement tool, consists of three parts:

1. The first measurement tool used to assess the psychosocial development of school-aged children and stimulation of child development with a Yes or No checklist. This instrument has been

validated and tested for reliability with 30 respondents. The validity test results showed an r-value greater than the r-table value, ranging from 0.412 to 0.969, which is greater than the r-table value of 0.361, thus confirming validity. The reliability test results indicated a Cronbach's alpha value of  $0.927 > 0.6$ , indicating reliability.

2. The second measurement tool used to assess parents' ability to stimulate psychosocial development in school-aged children using a Yes or No checklist. The validity test results showed an r-value greater than the r-table value, ranging from 0.398 to 0.922, which is greater than the r-table value of 0.361, thus confirming validity. The reliability test results indicated a Cronbach's alpha value of  $0.978 > 0.6$ , indicating reliability.
3. The third measurement tool used to assess children's responses to stimulating psychosocial development in school-aged children with a Yes or No checklist. The validity test results showed an r-value greater than the r-table value, ranging from 0.426 to 0.959, which is greater than the r-table value of 0.361, thus confirming validity. The reliability test results indicated a Cronbach's alpha value of  $0.973 > 0.6$ , indicating reliability.

## RESULT

Based on Table 1 above, it is known that the majority of respondents are 8 years old, with 32 students (28.1%), followed by 7 years old with 28 students (24.6%), 10 years old with 25 students (21.9%), 11 years old with 16 students (14.0%), 12 years old with 9 students (7.9%), and 9 years old with 4 students (3.5%). The majority of respondents are in Grade 2 with 33 students (28.9%), Grade 5 with 32 students (28.1%), Grade 3 with 31 students

(27.2%), and Grade 6 with 18 students (15.8%).

Based on Table 1, it is known that the majority of respondents have not achieved their school-age children's psychosocial development tasks, with 62 children (54.4%), while the rest have achieved these tasks, totaling 52 children (45.6%).

Table 1  
The characteristics of respondents and The Category of School-Age Children's Psychosocial Development Tasks

Indicators	f	%
Age		
7 years	28	24,6
8 years	32	28,1
9 years	4	3,5
10 years	25	21,9
11 years	16	14,0
12 years	9	7,9
Grade		
Grade 2	33	28,9
Grade 3	31	27,2
Grade 5	18	28,1
Grade 6	32	15,8
Psychosocial Development Tasks		
Not achieved yet	62	54,4
Achieved	52	45,6
Total	114	100,0

Based on Table 2, it is known that the highest number of "Yes" responses provided by respondents was for the item "Having close friends" with 114 respondents (100%), followed by the item "Ability to read, write, and count" with 109 respondents (95.6%), and the item "Ability to follow rules in games" with 108 respondents (94.7%). The lowest "Yes" response was for the item "Having a high sense of competition" with 37 respondents (32.5%).



Table 2  
Distribution of responses from the questionnaire on psychosocial development tasks of school-age children

Item	Yes		No	
	f	%	f	%
Prefer playing with physical strength	56	49,1	58	50,9
Have a strong sense of competition	37	32,5	77	67,5
Enjoy completing school assignments and household chores	91	79,8	23	20,2
Think realistically	85	74,6	29	25,4
Enjoy imagining and fantasizing	86	75,4	28	24,6
Able to read, write, and do arithmetic	109	95,6	5	4,4
Able to follow rules in games	108	94,7	6	5,3
Able to talk to new people	97	85,1	17	14,9
Enjoy sharing experiences with peers	104	91,2	10	8,8
Enjoy group activities with peers	99	86,8	15	13,2
Have close friends	114	100	0	0
Have a strong sense of responsibility	97	85,1	17	14,9
Enjoy working together	92	80,7	22	19,3
Able to control emotions	77	67,5	37	32,5
Able to socialize with new people	99	86,8	15	13,2
Have a desire to compete with peers	44	38,6	70	61,4
Average	87,1	76,5	26,8	23,5

### Parents' Ability to Stimulate the Psychosocial Development of School-Aged Children

Based on Table 3, it is known that the majority of respondents' ability to stimulate the development of school-age children is not optimal, with 59 parents (51.8%), while the rest, 55 parents (48.2%), have optimal ability to stimulate school-age children's development. Table 6 presents descriptive statistics on parents' abilities to stimulate the psychosocial development of school-age children.

Table 3

Distribution of frequency of parents' ability to stimulate the development of school-aged children

Category	Frequency	Percentage (%)
Not optimal	59	51,8
Optimal	55	48,2
Total	114	100

Based on Table 4, it can be seen that the majority of aspects have been achieved with an average of 94.7%, while the average for aspects not achieved is 16.9%. The highest percentage of achieved aspects is in the spiritual aspect with a percentage of 99.1%, while the highest percentage of aspects not achieved is in gross motor skills with a percentage of 64%.

Table 4

Descriptive statistics of parents' abilities to stimulate the psychosocial development of school-age children

Aspect	Reached		Not Reached	
	f	%	f	%
Gross Motor	41	36,0	73	64
Fine Motor	95	83,3	19	16,7
Cognitive	93	81,6	21	18,4
Language	85	74,6	29	25,4
Emotions	96	84,2	18	15,8
Personality	112	98,2	2	1,8
Moral	112	98,2	2	1,8
Spiritual	113	99,1	1	0,9
Psychosocial	105	92,1	9	7,9
Average	94,7	83,0	19,3	16,9

### Responses to School-Aged Children's Developmental Stimulation

Responses to developmental stimulation in school-aged children are described with minimum, maximum, mean, and standard deviation values for each aspect.

Based on table 5, it can be observed that the majority of aspects have been achieved with an average of 81.1%, while the average for aspects that have not been achieved is 18.9%. The highest percentage of achieved aspects is in the spiritual aspect with a percentage of 95.6%, whereas the highest percentage of aspects not achieved is in the psychosocial aspect with 42.1%.

Table 5  
Descriptive statistics of responses to school-aged children's developmental stimulation

Aspect	Reached		Not Reached	
	f	%	f	%
Gross Motor	83	72,8	31	27,2
Fine Motor	86	75,4	28	24,6
Cognitive	103	90,4	11	9,6
Language	82	71,9	32	28,1
Emotions	93	81,6	21	18,4
Personality	103	90,4	11	9,6
Moral	107	93,9	7	6,1
Spiritual	109	95,6	5	4,4
Psychosocial	66	57,9	48	42,1
Average	92,4	81,1	21,6	18,9

## DISCUSSION

The majority of respondents are 8 years old, totaling 32 students (28.1%), followed by 7 years old with 28 students (24.6%), 10 years old with 25 students (21.9%), 11 years old with 16 students (14.0%), 12 years old with 9 students (7.9%), and 9 years old with 4 students (3.5%). These ages fall within the critical period of child development, where the child's brain is still developing and capable of learning new things. Stimulation provided at this age can help children achieve optimal learning outcomes and develop various skills crucial for their future.

If children are not provided with stimulation, their development may be hindered. This can lead to various negative impacts such as delays in cognitive, language, motor, and socio-emotional development. Developmental delays can have long-term consequences for children, such as difficulties in education and employment, higher risks of mental health issues, and hindered social skills.

The majority of respondents are in Grade 2, totaling 22 students (28.9%), Grade 5 with 32 students (28.1%), Grade 3 with 31 students (27.2%), and Grade 6 with 18 students (15.8%). Education in Indonesia has the potential to stimulate child development. The 2013 curriculum at SD Negeri Kedungmundu adopts a thematic approach that integrates various subjects

under one theme. This can help children learn holistically and connect different concepts, thereby stimulating student development.

## School-Age Children's Psychosocial Development Tasks

Erik Erikson's theory on the development of school-age children in the "industry vs. inferiority" stage emphasizes the importance of children developing a sense of competence and capability in dealing with academic and social tasks. During this stage, typically from around 6 to 12 years old, children begin formal schooling and interact more intensively with peers and teachers. They face challenges of learning new skills and completing assigned tasks, which help build confidence and competence. Success in overcoming these challenges and receiving recognition for their efforts fosters a sense of industry (competence and productivity). Conversely, frequent failure or lack of support and recognition can lead to feelings of inferiority (a sense of inadequacy).<sup>3</sup>

Based on the results of univariate analysis, it was found that the majority of children lack psychosocial developmental tasks, totaling 62 children (54.4%). This indicates a potential lack of attention to fostering children's development in that environment. The role of parents or caregivers in providing appropriate stimuli to support children's development becomes increasingly evident.

Developmental tasks for children are an effective way to provide appropriate stimuli for their development. The absence of these tasks for the majority of children may indicate insufficient stimulation provided by parents or caregivers. This stimulation is crucial for stimulating children's cognitive, social, emotional, and motor skills. The absence of developmental tasks can reduce interaction and learning opportunities provided to children, thus affecting their overall development.<sup>12</sup>

Based on the results of the univariate analysis, it is known that 52 children (45.6%) have tasks related to the psychosocial development of school-age children. If only a few children have these developmental tasks, it may indicate a low level of stimulation in terms of skill development, knowledge, or creativity. The scarcity of developmental tasks can suggest that the child's environment does not prioritize or appreciate the importance of developmental stimulation. This may reflect a lack of opportunities for children to explore, learn, and develop holistically. Furthermore, it can indicate a lack of understanding or awareness among parents regarding the importance of interaction and stimulation for optimal child development.

Parental awareness is crucial in understanding and acknowledging the needs and development of children<sup>13</sup>. Increased awareness allows parents to be more responsive to signals and needs, enabling them to provide appropriate emotional, physical, and intellectual support. Parental awareness also helps create a safe and supportive environment necessary for healthy emotional and mental development in children. Moreover, parental awareness enables parents to role model effectively, teach important values, and guide children towards their full potential.

Based on the univariate analysis of psychosocial developmental tasks in school-age children, it is found that the most frequent "Yes" response given by respondents was for the item "Has a close friend," with 114 respondents (100%). During school age, children begin to develop stronger social needs.<sup>14</sup> They seek friendship, play, and sharing experiences with others. Having a close friend can fulfill these needs and provide a sense of security, comfort, and acceptance. Additionally, as cognitive development progresses, children begin to understand the concept of friendship and can form more complex relationships. They can understand others'

feelings, develop empathy, and resolve conflicts, allowing them to build stronger friendships.

Having close friends has many positive impacts on the psychosocial development of school-aged children.<sup>15</sup> Being accepted and valued by friends can enhance a child's sense of worth. They feel they have someone who cares and understands them, thereby boosting their self-confidence. Interacting with friends helps children learn negotiation, conflict resolution, sharing, and empathy. It also allows them to practice effective communication and build healthy relationships.

This aligns with the findings of a study by Azis dkk (2022) focusing on the influence of teachers on the psychosocial development of elementary school students. Through interviews and observations at Al-Azhar 31 Elementary School in Yogyakarta and Muhammadiyah Pandes Elementary School, researchers identified strategies and approaches used by teachers. The research highlights the importance of peer approach methods in fostering children's psychosocial development in child-friendly school environments.<sup>16</sup>

Based on univariate analysis of the psychosocial development tasks of school-aged children, it is known that in the item "Able to read, write, and count," 109 respondents (95.6%) demonstrated proficiency. Many children are capable of these skills as they are fundamental abilities widely taught in schools and within children's social environments. Educational curricula generally emphasize the importance of mastering these skills for academic and social progress. Additionally, social pressure and parental expectations motivate children to develop reading, writing, and counting skills early on.<sup>17</sup> Intrinsic motivation factors, such as a desire to understand the world and expand knowledge, also play a significant role in achieving these abilities. Furthermore, technological advancements provide

various learning resources that can help children learn to read, write, and count more effectively and enjoyably.

The ability to read, write, and calculate provides children with broader access to information, expands their understanding of the world, and enables them to independently access educational resources<sup>18</sup>. With these skills, children can more easily express ideas and thoughts in writing, strengthen communication skills, and build confidence in interacting with others. Proficiency in reading, writing, and arithmetic also opens doors to better educational and career opportunities in the future, as these skills form the foundation for understanding more complex subjects and participating in various modern professions. Additionally, possessing these abilities can enhance children's independence in managing daily tasks, such as shopping, scheduling, or efficiently completing household chores.<sup>18</sup>

Similar sentiments were expressed by Putri (2021) in research discussing the phenomenon of children begging from a psychosocial development perspective. The study explained that parents are increasingly focused on teaching their children to read, write, and calculate, potentially reducing playtime for children.<sup>19</sup>

Based on the results of univariate analysis on the task of school-age children's psychosocial development, it is known that 108 respondents (94.7%) could "Follow rules in games." Parents often serve as role models for their children. When parents demonstrate compliant behavior with rules in everyday life, such as following traffic rules or adhering to household schedules, children learn to emulate such behavior. This modeling helps children understand the importance of following rules in various contexts, including games.<sup>13</sup>

Since early childhood, parents have been teaching basic values such as honesty, responsibility, and discipline. This includes

explaining to children why it is important to follow rules. For instance, parents teach that rules exist to maintain safety, fairness, and collective enjoyment. These teachings can be reinforced with concrete examples in everyday household games.<sup>13</sup>

These findings are consistent with a study conducted by Mediastini & Livana (2020). The research took place in Kendal City with the aim of evaluating the psychosocial development of preschool children who had a history of antipyretic drug use before and after receiving motor and language stimulation. The method used was a quasi-experimental design with data collected through validated and reliable questionnaires, as well as observation sheets to measure psychosocial development outcomes. From the research results, it was found that on the item "Children know right from wrong and follow rules," the majority of respondents answered "Yes" at 88%, indicating a potential positive influence of the interventions on the psychosocial development of preschool children in Kendal City. This study contributes significantly to understanding the effects of motor and language stimulation on the development of preschool children with a background of antipyretic drug use.<sup>20</sup>

Based on univariate analysis of the psychosocial development tasks of school-age children, it was found that the lowest "Yes" response rate provided by respondents was on the item "Have a strong sense of competition" with 77 respondents (67.5%) and on the item "Have a desire to compete with peers" with 70 respondents (61.4%). This is attributed to an educational approach that emphasizes cooperation over competition among children.<sup>21</sup> Additionally, the social environment in which these children grow up also influences their perception of competition, leaning more towards cooperation and collaboration. Other factors such as parenting approaches that promote personal success without always having to compete with others, as



well as individual experiences that reinforce values of cooperation and mutual support rather than direct competition, play roles.

The inability to actively compete can hinder a child's ability to face challenges and pressures in social and academic environments.<sup>22</sup> This can affect a child's motivation to achieve higher accomplishments due to a lack of drive to compete and excel. Moreover, lacking competitive skills can impact a child's social development, as they may not be accustomed to interacting in competitive situations. In the long term, a lack of healthy competition may limit career opportunities and professional success as competition is an integral part of both work and daily life. A low sense of competition can also reduce a child's self-confidence in facing challenges and achieving future goals.<sup>22</sup>

### **Parents' Ability to Stimulate the Psychosocial Development of School-Aged Children**

According to Laurence Steinberg, parenting that is optimal for school-age children involves a combination of providing strong emotional support and setting clear boundaries. Parents practicing this parenting style tend to be more responsive to children's emotional needs while remaining consistent in enforcing rules and consequences. Steinberg also emphasizes the importance of open communication between parents and children, which helps build trust and facilitates the development of children's social skills. Additionally, monitoring children's activities outside of school and encouraging positive academic achievements are also focal points in optimal school-age parenting according to Steinberg.<sup>23</sup>

It is known that the majority of respondents' ability to stimulate school-age children's development is not optimal, with 59 parents (51.8%) indicating this. Lack of knowledge about effective methods to

stimulate child development is a primary factor.<sup>24</sup> Time and resource constraints for parents to provide adequate attention to their children also contribute. Some respondents also struggle to identify and respond to signs of child development accurately.

The suboptimal ability of the majority of respondents to stimulate school-age children's development may hinder overall developmental potential. This can lead to delays in achieving important cognitive, social, and emotional developmental milestones during this period.<sup>25</sup> Children who do not receive adequate stimulation may struggle to adapt to school and social environments. Lack of stimulation can also negatively impact children's self-confidence and learning motivation.

It is noted that 55 respondents (48.2%) have optimal abilities to stimulate school-age children's development. These respondents show optimal abilities due to their involvement in specialized education or training programs that enhance their understanding of child developmental needs. Additionally, they have rich experience in interacting with children, enabling effective response and support for developmental needs. Supportive environmental factors, such as access to educational resources and social support, have also facilitated respondents' ability to stimulate children's growth. Awareness of the importance of parental roles in school-age children's development serves as a trigger for improving capabilities in this area.<sup>26</sup>

The impact of respondents' optimal ability to stimulate the development of school-age children can be observed in better academic achievements, as children receive appropriate support in the learning process. Additionally, these children demonstrate better social and emotional abilities due to having a supportive environment for exploration and learning. In the long term, respondents' abilities can help children

develop skills necessary for success in both academic and professional life. Furthermore, a positive cycle can be created where children who receive adequate stimulation tend to become parents capable of providing similar support to their own children later on.<sup>13</sup>

Based on the analysis of parents' abilities to stimulate the psychosocial development of school-age children, it is found that the aspect most achieved is the spiritual aspect, with 113 children (99.1%). Many parents believe that religious values form a strong moral and ethical foundation for children. Values such as honesty, patience, compassion, and responsibility are often taught through religious teachings. By instilling these values early on, parents hope their children will grow into individuals with high integrity and morality.<sup>27</sup>

Religious teachings provide clear guidance on what is considered right or wrong. This can help children make good and responsible decisions. For example, teachings on the importance of honesty can encourage children to always tell the truth, even in difficult situations. Parents who actively instill religious values involve children in daily religious practices, such as praying together, reading scriptures, or discussing religious teachings. This active involvement helps internalize these values in children's daily lives.<sup>27</sup>

These research findings are consistent with Yuwono et al.'s (2022) explanation in a study aimed at evaluating and testing the impact of various physical education and sports learning models on enhancing the physical, spiritual, and social aspects of children in disaster-prone areas. The study revealed that the spiritual aspect of students is related to or influences physical education learning, as spirituality is a fundamental aspect that affects children in their learning process.<sup>28</sup>

Based on the analysis of parents' abilities to stimulate the psychosocial development of school-age children, it is found that the aspect most achieved next is personality development, with 112 parents (98.2%). Children who grow up in a supportive and loving family environment tend to have better personality development. Parents who create a safe, stable, and loving home atmosphere help children feel valued and accepted, which is crucial for personality development.<sup>29</sup>

A supportive family environment includes a warm and open atmosphere where children feel comfortable sharing their feelings and experiences. Parents who provide consistent attention and build strong relationships with their children help create positive emotional bonds. Additionally, having clear and consistent rules at home allows children to feel secure and protected. Open communication and acceptance of differences in opinions or needs help children feel heard and respected. Opportunities to participate in family decisions also strengthen children's sense of responsibility and autonomy in their personality development.<sup>29</sup>

This is consistent with research conducted by Suryana & Sakti (2022), which used a qualitative descriptive approach to analyze parenting styles and their impacts on the early childhood personality at TK Ar-Rasyid in Kota Payakumbuh. The research findings showed that democratic parenting style was the most dominant, with 61.43% of parents always applying it. This parenting style has the potential to influence children's personality development by making them more adaptable. The implications of these findings affirm that parenting styles are crucial factors in shaping and directing early childhood personality development.<sup>30</sup>

Based on the analysis of parents' abilities to stimulate the psychosocial development of school-age children, it is also found that the aspect most achieved next is moral development, with 112 parents (98.2%).

Morality plays a central role in shaping children's character. As children enter school age, they begin to form understandings of right and wrong and gain awareness of the values underlying social interactions. Parents understand that teaching morality to children is a crucial step in forming strong and positive character traits.<sup>31</sup>

Values such as empathy and justice also aid in the development of a child's identity. When children understand and internalize values like empathy, they begin to form views about who they are and how they interact with the world around them. For instance, a child who understands the importance of empathy may feel connected to those around them and feel responsible for helping them when they are in need.<sup>31</sup>

This aligns with the views expressed by Desvita & Ismaniar (2020). Their research shows that parental attention significantly influences the moral development of young children in Korong Salisikan, Nagari Sungai Buluah Timur Batang Anai. Children who receive more attention from parents tend to adapt better to the moral norms within their family environment. This indicates the crucial role parents play in establishing children's moral foundations from an early age. The findings provide deeper insights into how interactions between parents and children can shape children's moral character in the future. The implications of this research can be used to develop more effective moral education programs in both formal and non-formal educational settings.<sup>32</sup>

Based on the analysis of parents' abilities to stimulate the psychosocial development of school-age children, it is found that the aspect with the lowest achievement is gross motor skills, with only 41 parents (36%). Parents often have busy schedules with work, household chores, and other commitments, making it difficult to find enough time for active play and physical activities with their children. Daily activities

often consume most of the time, leaving little room for active play.<sup>33</sup>

Some parents may not fully understand the importance of physical activity for their children's development. They might be unaware of the physical and mental health benefits that come from active play and regular exercise. Additionally, in this digital era, many children and parents rely on technology for entertainment and leisure. Busy parents often find it easier to provide electronic devices to their children than to spend time playing outdoors or engaging in physical activities together.<sup>33</sup>

These findings are consistent with research conducted by L. Puspita & Umar (2020), aimed at understanding the relationship between mothers' knowledge and the gross and fine motor development of children aged 4-5 years. The research revealed that 109 mothers had insufficient knowledge, leading to 23 children having untestable levels of gross motor development and 52 children being at a suspect level.<sup>34</sup>

### **Responses to School-Aged Children's Developmental Stimulation**

Based on the analysis of responses to stimulating the development of school-age children, it is evident that the majority of aspects have been achieved with an average of 81.1%, while the average for aspects not achieved is 18.9%. The highest percentage of achievement is in the spiritual aspect at 95.6%, whereas the highest percentage of aspects not achieved is in the psychosocial aspect at 42.1%.

Even though the majority of parents are not optimal in stimulating their children's development, most children still achieve a level of stimulation in various developmental aspects. This is influenced by other factors in the child's environment, such as the influence of formal education, interactions with peers, or positive influences from the social environment.<sup>35</sup> Formal education can provide additional

stimulation for child development, through school curricula designed to stimulate various developmental aspects. Interaction with peers also plays a crucial role as children learn from each other, practice social skills, and encourage each other to explore. Moreover, a positive social environment, including supportive groups, a safe environment, and the presence of good role models around the child, can provide additional stimulation that supports development.

Furthermore, some children may also have their own initiative to explore and learn from their environment independently.<sup>36</sup> Some children naturally have a strong curiosity or internal motivation that drives them to seek new experiences and expand their knowledge. For example, children with a deep interest in a particular subject will actively seek information and opportunities to learn more, whether through reading, trying new things, or interacting with their surroundings. Children can also gain knowledge and skills from interactions with peers, through play and sharing experiences. By taking their own initiative in exploring and learning, children can optimize their developmental potential even if they do not always receive optimal stimulation from the family environment.<sup>1</sup>

Based on the analysis of responses to stimulating the development of school-age children, it is found that the aspect most achieved is the spiritual aspect, with 109 individuals (95.6%) achieving it. Achieved spiritual aspects are often associated with the development of empathy and concern for others. Children learn to see the world from others' perspectives and respond with care and attention to the needs and suffering of others.<sup>1</sup>

With a strong spiritual foundation, children can also develop a higher sense of social responsibility. They feel accountable for making positive contributions to society and their surrounding environment. Children who have achieved spiritual

aspects are also more capable of making wise and responsible decisions. They can measure their actions against values and principles they adhere to, helping them avoid unethical or harmful behaviors.<sup>1</sup>

Based on the analysis of responses to stimulating the development of school-age children, it is found that the next most achieved aspect is moral development, with 107 individuals (93.6%) achieving it. Children with achieved moral aspects tend to demonstrate consistency in their behavior according to the moral values they believe in. They exhibit high integrity and are committed to acting in accordance with moral principles, even when faced with peer pressure or challenging situations.<sup>1</sup>

Having achieved moral aspects also helps children develop personal responsibility. Children realize that actions have moral consequences, and they take responsibility for their choices. This allows children to grow into responsible and dependable individuals.<sup>1</sup>

Furthermore, based on the analysis, the aspect with the next highest achievement is cognitive development, with 103 individuals (90.4%) achieving it. Children with achieved cognitive aspects tend to have the ability to grasp new concepts quickly. They can easily understand complex ideas and respond well to them in learning contexts.<sup>1</sup>

The findings of this study are consistent with research conducted by Irmayani et al. (2021). This study aimed to observe the relationship between gadget dependency levels and the psychosocial development of preschool children. Using a descriptive approach, the research showed that a majority of the 34 preschool children studied exhibited good psychosocial development. Aspects such as socialization skills, initiative, self-control, and confidence were key indicators in assessing the children's psychosocial development. These results indicate the need for attention to the



influence of gadgets on social interaction patterns and the development of independence in preschool children.<sup>37</sup>

In situations where a child experience learning difficulties, having achieved cognitive aspects can help overcome these barriers more effectively. Children are better able to seek solutions or assistance needed to understand study materials. Good learning abilities also mean that these children can follow the curriculum effectively. They can absorb information taught by teachers and apply it successfully in assignments and exams.<sup>1</sup>

Based on the analysis of responses to developmental stimulation among school-age children, it was found that the aspect with the lowest achievement was in psychosocial development, with 66 individuals (57.9%) not meeting the criteria. The failure to achieve psychosocial aspects in school-age children can have significant impacts on their development. When children do not attain psychosocial aspects, such as difficulty in adjusting to changes in their environment or new situations, they tend to avoid challenges or struggle to cope with uncertainty. This can lead to discomfort and lower self-confidence when faced with new situations. Difficulty in adaptation can also hinder the development of crucial adaptive skills necessary for future success. Children may be less capable of overcoming obstacles and learning from new experiences, thus limiting their ability to develop and achieve their full potential. In the long term, the inability to adapt to new environments and situations can restrict opportunities for children in various aspects of life, both personally and professionally.<sup>1</sup>

The findings are in line with the research conducted by Agustia et al. (2021). This study employed a quantitative descriptive approach using a survey method to identify the psychosocial development of 3-4-year-old children in Daycare centers in Malang City. Out of 39 sampled children selected

through proportional random sampling, the research found that 43.6% of them exhibited deviant psychosocial development. Additionally, 15.4% of the children showed inadequate psychosocial development. These findings underscore the need for further attention to factors that may influence psychosocial development in children within daycare environments.<sup>38</sup>

## CONCLUSION

This study concludes that the majority of parents possess suboptimal abilities to stimulate the psychosocial development of school-aged children, with 51.8% falling into this category. Correspondingly, 54.4% of children have not achieved key psychosocial developmental tasks. The spiritual domain is the most successfully stimulated and achieved aspect, while the psychosocial domain remains the most deficient. These findings emphasize the urgent need to enhance parental stimulation capabilities through nursing education and community support programs to foster comprehensive psychosocial development in school-aged children.

## ACKNOWLEDGMENT

The authors express their sincere gratitude to Muhammadiyah University of Semarang for providing the academic and ethical support necessary for this research. Special thanks are extended to the Faculty of Nursing and Health Sciences for their guidance and facilitation throughout the study. We also acknowledge the invaluable contributions of the research participants, including the students, parents, and school staff at Kedungmundu Public Elementary School, whose cooperation made this study possible. Finally, appreciation is given to all colleagues and mentors who provided insightful feedback and encouragement during the research process.

## CONFLICT OF INTEREST

The authors declare no conflicts of interest related to this study.

## BIBLIOGRAPHY

1. Waite-Jones JM, Rodriguez AM. Psychosocial Approaches to Child and Adolescent Health and Wellbeing. London: Palgrave Macmillan; 2022.
2. Suyatno Suyatno, Nurul Istiqomah, Anik Enikmawati, Luthfiah Chusnul Khotimah. Hubungan Perkembangan Sosial Dengan Kesehatan Mental Pada Anak Usia Sekolah. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan*. 2022;2:127-34.
3. Lindeman M. The Relationship Between an Eriksonian Industry Vs Inferiority Variable Measure and Substance Use in 5th and 8th Grade. The Chicago School of Professional Psychology ProQuest Dissertations & Theses; 2020.
4. Ulya SR, Fajri N, Agustina S. Pencapaian Tugas Perkembangan Anak Sekolah Dasar. 2022;VI:75-81.
5. Suparwati M, Arifah Y, Purwaningsih H. Hubungan Dukungan Orang Tua Dengan Perkembangan Psikososial Anak Usia Sekolah. 2020;1-7.
6. Riskesdas. Laporan Riskesdas 2020 Kementrian Kesehatan Jawa Tengah Republik Indonesia. Laporan Nasional Riskesdas 2020. 2020. 88-94 p.
7. Tinambunan D, Agniaty N, Ekayuni Y, Suryani AO. Persoalan perkembangan dan kesehatan mental anak usia 6-12 tahun pada masa pandemi COVID-19: Analisis hasil-hasil penelitian lintas budaya. *Prosiding Konferensi Nasional Universitas Nahdlatul Ulama Indonesia*. 2021;01:13-28.
8. Wijayanti M. Deteksi Dini Dan Stimulasi Perkembangan Usia Sekolah. *EJournal*. 2021;4-11.
9. Ahyar H, Maret US, Andriani H, Sukmana DJ, Mada UG, Hardani, S.Pd. MSi, et al. Buku Metode Penelitian Kualitatif & Kuantitatif. 2020. 245 p.
10. Amin NF, Garancang S, Abunawas K. Konsep Umum Populasi dan Sampel dalam Penelitian. *Jurnal Pilar*. 2023;14:15-31.
11. Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. 2nd ed. Bandung: Alfabeta; 2022. 334 p.
12. Utami W, Muslima E, Putri I, Andini NL. Perkembangan Psikososial Anak Jalanan pada Remaja di Kabupaten Bojonegoro. *Asuhan Kesehatan*. 2020;11:1-6.
13. Fox C. Like Our Father: How God Parents Us and Why that Matters for Our Parenting. Chicago: Moody Publishers; 2022.
14. Simanjuntak IA. Faktor- Faktor Pengaruh Pola Perilaku Sosial Anak Usia Dini. *Journal of Practice Learning and Educational Development*. 2021;1:134-40.
15. Nasution F, Janani A, Fadila AN, Asmidah A, Khairiyani S. Perkembangan Psikososial Masa Kanak-Kanak Pertengahan. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat*. 2023;3:1176-88.
16. Azis A, Wijayanti CS, Wantini. Pengaruh Peran Guru di Sekolah Ramah Anak dalam Pendampingan Psikososial Siswa Sekolah Dasar di Yogyakarta Indonesia. *The 1st Annual Conference on Islam, Education, and Humanities (ACIEH)*. 2022;233-44.
17. Yuliantina I. Mengembangkan kemampuan literasi dan numerasi sejak anak usia dini. *Jurnal Pendidikan dan Konseling*. 2022;5:537-40.
18. Sufa FF, Setiawan MHY. Memberikan Pemahaman Tentang Membaca Menulis Berhitung (Calistung) Kepada Orang Tua Untuk Anak Usia Dini. *Adi Widya : Jurnal Pengabdian Masyarakat*. 2020;4:83-9.
19. Putri WTA. Menanggapi Fenomena Anak-anak yang Mengemis dalam Perspektif Perkembangan Psikososial. *BUANA GENDER: Jurnal Studi Gender dan Anak*. 2021;6.
20. Mediastini E, Livana. Implementasi Keperawatan pada Anak Usia Prasekolah sebagai Upaya Peningkatan Perkembangan Psikososial Melalui Stimulasi Motorik dan Bahasa. *Jurnal Ilmu Keperawatan Jiwa*. 2020;3:557-66.
21. Rukiyanto BA, Nurzaima N, Widyamingtyas R, Tambunan N, Solissa EM, Marzuki M. Hubungan antara pendidikan karakter dan prestasi akademik mahasiswa perguruan tinggi. *Jurnal Review Pendidikan Dan Pengajaran*. 2023;6:4017-25.
22. Faizah H, Kamal R. Perkembangan Psikososial Peserta Didik Sekolah Dasar Islam di Masa Pandemi Khusus. *Jurnal Basicedu*. 2022;6:191-202.
23. Steinberg L. You and Your Adult Child: How to Grow Together in Challenging Times. New York: Simon & Schuster; 2023.

24. Husen, Rahayu M. Analisis Kemampuan Orang Tua dalam Mendampingi Anak Belajar di Rumah pada Masa Pandemi di Desa Tavao Bale. *Early Childhood Education Indonesian Journal*. 2022;5.
25. Oktaviani M, Novitasari AW, Glosalalia, Madinatuzzahra, Aulia N. Peran Orang Tua Dalam Menstimulasi Perkembangan Bahasa Anak Usia Prasekolah. *JKKP (Jurnal Kesejahteraan Keluarga dan Pendidikan)*. 2021;8:153-63.
26. Sholichah AS, Ayuningrum D. Efektifitas Kegiatan Kajian Parenting dalam Meningkatkan Kesadaran Orang Tua Terhadap Pengasuhan Anak Usia Dini. *Murhum : Jurnal Pendidikan Anak Usia Dini*. 2021;2:1-9.
27. Miller L. *The Spiritual Child: The New Science on Parenting for Health and Lifelong Thriving*. New York: St. Martin's Publishing Group; 2015.
28. Yuwono PH, Febrianta Y, Darajat D, Bintaro TY. Hubungan Aspek Fisik Spiritual dan Sosial Anak di Daerah Rawan Bencana dalam Pembelajaran Pendidikan Jasmani dan Olahraga. *Jurnal Kridatama Sains Dan Teknologi*. 2022;4:249-59.
29. Katz R, Hadani HS. *The Emotionally Intelligent Child: Effective Strategies for Parenting Self-Aware, Cooperative, and Well-Balanced Kids*. Oakland: New Harbinger Publications; 2022.
30. Suryana D, Sakti R. Tipe Pola Asuh Orang Tua dan Implikasinya terhadap Kepribadian Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. 2022;6:4479-92.
31. Clarke-Fields H. *Raising Good Humans*. 1. Oakland: New Harbinger Publications; 2019.
32. Desvita I, Ismaniar I. Hubungan Antara Perhatian Orangtua Dengan Perkembangan Moral Anak Usia 5-6 Tahun di Korong Salisikan Nagari Sungai Buluh Timur Batang Anai. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*. 2020;8:377.
33. Harling B. *How to Listen So Your Kids Will Talk: Deepen Your Connection and Strengthen Their Confidence*. Grand Rapids: Baker Publishing Group; 2021.
34. Puspita L, Umar MY. Perkembangan Motorik Kasar dan Motorik Halus Ditinjau dari Pengetahuan Ibu tentang Pertumbuhan dan Perkembangan Anak Usia 4-5 tahun. *Wellness And Healthy Magazine*. 2020;2:121-6.
35. Paujiah TS, Muslihin HY, Rahman T. Peran Lingkungan Dalam Menstimulasi Perkembangan Bahasa Serta Menumbuhkan Karakter Anak Usia Dini. *PELANGI: Jurnal Pemikiran dan Penelitian Islam Anak Usia Dini*. 2022;4:103-22.
36. Fitriani, Watini S. Implementasi Media TV Sekolah dalam Mengembangkan Motivasi Belajar pada Anak Paud Pelita Hati. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*. 2022;5:2936-41.
37. Irmayani, Sunarti, Alam RI. Gambaran Perkembangan Psikososial Anak Prasekolah Berdasarkan Tingkat Ketergantungan Gadget. *Window of Nursing Journal*. 2021;2:228-36.
38. Agustia DR, Setyaningsih W, Suharno B. Perkembangan Psikososial Anak Usia 3-4 Tahun di Daycare. *Aulad: Journal on Early Childhood*. 2021;3:149-54.