



THE RELATIONSHIP OF THE ROLE OF PARENTS WITH THE PRESCHOOL CHILDREN'S PSYCHOSOCIAL DEVELOPMENT IN MUSLIMAT NU KINDERGARTEN THORIQTOTUL HIDAYAH CENTINI LAREN LAMONGAN

Research Report

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ABSTRACT

Intoduction: Development experiences a rapid increase in the first five years of life, namely childhood which is referred to as the golden age or Golden Age. One of them is psychosocial development. In this phase, the child will go through a stage between initiative and guilt. Children try to get a feeling of initiative without having to feel guilty when they are going to do something. In psychosocial development, children have great responsibility in their daily activities and show a more mature level of being able to interact with others. The purpose of this study was to determine the relationship between the relation ship of the role of parents with the pre school children's psychosocial development. **Methods:** This research was quantitative with desaign study cross sectional with sample of 30 parents and 30 students, the sampling used was total sampling. Data collection using a questionnaire a psychosocial development stimulation questionnaire and child development at the initiative versus guilt stage. The analysis used was Spearman's with significance level $\alpha < 0.05$. **Results:** The results showed that some or 15 (50%) of parents had an adequate role in the preschool children's psychosocial development, most or 17 (56.7%) children had sufficient psychosocial development. Spearman test results with significance level $\alpha < 0.05$ obtained $\alpha = 0.003$, where $\alpha < 0.05$ means a significant relationship between the role of parents with the preschool children's psychosocial development in TK Muslimat NU Thoriqotul Hidayah Cetini Laren Lamongan. **Conclusions:** The role of parents is one important factor in the formation of children's psychosocial development. The role of parents is to provide stimulation that is to involve the child in simple daily activities at home. Further research is needed by using more objective measurement tools.

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INTRODUCTION

Child development experiences a rapid increase in the first five years of life which was referred to as the golden period. Psychosocial development is development through the stages of initiative and guilt, where children will try to get a feeling of initiative without having to feel guilty when they have to do something (Wong, D. L., Hockenberry, M., Wilson, D., 2009). Psychosocial development can begin in preschool children aged 3-6 years. Preschoolers have great responsibility in their daily activities and show a more mature level of being able to interact with others (Wijirahayu, A., Krisnatuti, 2016).

An initial survey conducted by researchers at the Muslimat NU Kindergarten

Thoriqotul Hidayah Centini Laren Lamongan found that 3 or 10% of children always cry when their mother leaves them, 4 or 13.3% of children like to bully their friends, and 1 or 1.33% of children like to keep quiet. and doesn't want to play with his friends.

Families, especially parents, play an important role in the psychosocial development of children (Sopiah, 2013). The father whose role is as breadwinner, educator, protector, provider of a sense of security for each family member while the mother acts as a housekeeper, caregiver and educator of children, protector of the family and children plays a role according to their development, both physically, mentally, spiritually, and psychosocial development. The influence of

parents on children's psychosocial development is enormous. the first lesson the child gets from the family. The family is the primary group for children who first educate them and is the first social environment in which children develop as social beings. In the family, children will receive provisions that will enable them to become good members of society in the future (Indrawati, 2020).

Social emotional development that is not achieved optimally can cause social emotional problems in children. Children feel inferior, which affects adulthood, will experience obstacles in socializing (Kruizinga, et al., 2011). Children who experience delays in social emotional development at an early age tend to be more at risk for maladaptive behavior such as antisocial behavior, crime, and drug use in the future (Wijirahayu, et al., 2016), otherwise the achievement of these abilities will make them proud, (Ningsih, 2013).

Efforts to increase the role of the family to optimize psychosocial development are by providing counseling (health education) about the psychosocial development of pre-school children to parents and teachers. Health education is carried out so that parents and teachers know and are able to carry out psychosocial stimulation in pre-school children so that children's development can be achieved

optimally. Based on the description above, the researcher is interested in conducting research on the relationship between the role of parents and the psychosocial development of preschool children in the Muslimat NU Kindergarten Thoriqotul Hidayah Centini Laren Lamongan.

MATERIALS AND METHODS

This research is correlational type analytic with cross sectional approach. The purpose of this study was to determine the relationship between the role of parents and the psychosocial development of pre-school children. The research sample was some of the parents and students at the Muslimat NU Kindergarten Thoriqotul Hidayah Centini Laren Lamongan, namely as many as 30 people. Sampling with total sampling method. Data collection using a questionnaire a psychosocial development stimulation questionnaire and child development at the initiative versus guilt stage. The independent variable is the role of parents and the dependent variable is the psychosocial development of preschool children with ordinal data scales. The analysis used was Spearman's with significance level $\alpha < 0.05$

RESULTS

Table 1. Distribution of Parents Based on Age Characteristics in Muslimat NU Kindergarten Thoriqotul Hidayah Centini Laren Lamongan in 2020

Parents Age	Frequency	Percentage
< 20 years	7	23,3%
20- 35 years	16	53,4%
> 35 years	7	23,3%
Total	30	100%

Table 1 shows that most or 53.4% of parents are aged 20-35 years and a small portion or 23.3% of parents are aged less than 20 years and more than 35 years.

Table 2. Crosstabulation The Role of Parents in the Psychosocial Development of Preschool Children in Muslimat NU Kindergarten Thoriqotul Hidayah Cetini Laren Lamongan

The role of parents	Psychosocial development						Total	
	Good		Enough		Less		f	%
	f	%	f	%	f	%		
Good	9	64.3%	5	35,7%	0	0%	14	100%
Enough	3	20%	12	80%	0	0%	15	100%
Less	0	0%	0	0%	1	100%	1	100%
Total	12	40%	17	56,7%	1	3,3%	30	100%

Table 2 shows that the role of good parents has children with good psychosocial development 9 or 64.3%, 5 or 35.7% sufficient, and the role of parents is enough to have children with good psychosocial development of 3 or 20%, 12 or 80% is enough.

Table 3. Test Analysis *Spearman Rank* The Role of Parents, Psychosocial Development of Preschool Children in Muslimat NU Kindergarten Thoriqotul Hidayah Cetini Laren Lamongan

			The role of parents	Child Psychosocial
Spearman's rho	The role of parents	Correlation Coefficient	1.000	.519**
		Say. (2-tailed)	.	.003
		N	30	30
Child psychosocial	Child psychosocial	Correlation Coefficient	.519**	1.000
		Say. (2-tailed)	.003	.
		N	30	30

Correlation is significant 0,01 (2-tailed)

Table 3 shows that the results of the test analysis *Spearman Rank* the role of parents and the psychosocial development of preschoolers in Muslimat NU Kindergarten Thoriqotul Hidayah Cetini Laren Lamongan obtained a correlation coefficient of 0.519, meaning that the strength of the relationship between the role of parents and the psychosocial development of preschoolers is 0.519 or strong. The coefficient number is

positive, namely 0.519, so that the relationship is unidirectional, meaning that the better the role of parents, the better the psychosocial development of preschoolers.

Table 2 shows a significant value of $\alpha = 0.003$, where $\alpha < 0.05$, which means that there is a significant relationship between the role of parents and the psychosocial development of preschoolers in Muslimat NU Kindergarten Thoriqotul Hidayah Cetini Laren Lamongan.

DISCUSSION

Test analysis results *Spearman Rank* shows a significant value of $\alpha = 0.003$, where $\alpha < 0.05$, which means that there is a significant positive relationship between the role of parents and the psychosocial development of preschoolers. The better the role of parents, the better the psychosocial development of preschoolers. The process of educating children is certainly not far from the behavior shown by parents towards children. The results of the study show that the effect of parenting on the moral development of children aged less than 4 years is influenced by the development of children's character, such as family harmony which is a driving factor for indirect stimulus through actions and real behavior that exemplified by his parents (Lestari & PH, 2019).

The results of this study are in accordance with the research of (Tuegeh, Johana. Frenny Rompas, 2012) which stated that a good family role can determine independence in children as well as children with mental retardation, while a family role that is lacking will slow down children's independence. The role of parents can optimize children's growth and development to build children's character (Purnomo, 2013). The role of parents has a positive influence on the psychosocial development of school-age children so that children are able to complete assignments (school or given house), have a sense of competition, enjoy groups with peers and have close friends, participate in group activities (Irmilia et al., 2015). Parents with the role of providing a stimulus are able to direct children to be able to behave in the industry.

One of the factors in the family that has an important role in the formation of a child's psychosocial development is parenting. The family is the first environment to accept the presence of children. In raising children, the role of parents is also influenced by certain attitudes in nurturing, guiding and directing their children. This attitude is reflected in different parenting patterns for their children, because parents have certain parenting styles (Soetjiningsih, 2013). Errors in applying this type of parenting in caring for preschool-aged children will result in the failure of preschool-aged children in the formation of psychosocial development in the initiative phase, causing children to feel guilty and hindering the achievement of developmental tasks (Wuri & Qistiana, 2017).

The results of the study found that 16 (53.4%) or more of the parents were 20-35 years old. According to Hurlock, this age is referred to as adulthood and is also called productive age where at this time it is expected that the problems faced are emotionally calm, especially in raising and educating children (Irmilia et al., 2015). Based on Pangesti's research in (Agina, Putra., Yuwono, 2017) states that productive age is the age that has the most role and has solid activities and has good cognitive abilities. So, at this age has an influence on the level of knowledge. That the increasing age level of maturity and one's strength in thinking and working will be more mature so that the role of parents is maximized (Irmilia et al., 2015).

The role of parents in the psychosocial development of school-age children is to provide stimulation, namely involving children in simple daily activities at home (such as making

cakes and making beds), praising the successes achieved by children, discussing with children about their expectations in interacting and learning, not demanding children in things that are not in accordance with their abilities (accepting children as they are), helping children's learning abilities, not blaming and insulting children, setting an example of how to accept other people as they are, giving opportunities to participate in organized group activities, creating or set rules of discipline at home with children (Irmilia et al., 2015).

CONCLUSIONS

The conclusion of study is a significant relationship between the role of parents and the psychosocial development of preschool children in Muslimat NU Kindergarten Thoriqotul Hidayah Cetini Laren Lamongan. Based on the results of the research, it is hoped that parents will play a more active role in the development of preschool-age children and provide stimulus according to the stage of development and for teachers, it is hoped that they can increase the stimulation of the development of their students.

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