

CORRELATION OF SOCIALISATION STIMULATION INTERVENTION TOWARD THE PRE SCHOOL CHILDREN AGE 36 – 47 MONTHS SOCIALISATION DEVELOPMENT AT INTEGRATED PUBLIC HEALTH CARE, PINTU KABUN REGION, BUKITTINGGI CITY

Yendrizal Jafri⁽¹⁾ Isna Ovari⁽²⁾

Program Studi Ilmu Keperawatan STIKes Perintis Padang
E-mail:yendrizaljafri@gmail.com & isna.ovari@yahoo.com

Abstract

Stimulation is an effort to stimulate children external environment which can be arranged as an exercise or playing activities. Stimulation is an important basic need for children growth and development progress. Children who experienced with targetted stimulation will quickly developed. The purpose of this research is to reveal the correlation of socialization stimulation intervention towards the preschool children socialization development. The research design is Quasi Experiment with prospective methodology. The research population are pre-school children aged 36-47 months with 23 samples where questionnaires and observation sheets were obtained as the research instruments. The research progress was conducted for sample's socialication stimulation in order to calculate their socialization development. Data were processed for their frequency distribution, mean value and Chi-Square Test. Finally, the research result revealed that early stimulation intervention catagorized in good position (47.8%), however, after socialization stimulation intervention has showed a better category for 87.0 percent on that group of age. On the other hand, the statistical test result has revealed that there is a significant correlation stimulation interventionwith children's socialization development.It can be concluded that personal social developmentis strongly influenced by environment and interactionbetween children and parents or other adults. It will optimize children development when social interaction intervention is stimulated based on their developmental stage.

Keywords: stimulation, socialization developments,36-47 months children

BACKGROUND

It is estimated that more than 200 million children under five in developing countries fail to reach the potential development of optimal because of the problem of giving stimulation and nutrition is not good, which is inadequate and inaccessibility of quality health care, including early detection and early intervention deviation of growth and development that affect the development of cognitive, motor, emotional and social development, (Depkes, 2006).

In Indonesia currently estimates the number of children under five in 2013 is as much as 19.104 and the 9535 pre-school

children. ECD number reached 55.4%. That amount if calculated on the basis of three categories of early childhood up to six years. However, if the count of children aged zero to six years, the number is still in the range of 34 percent. On the social role that parenting is the most frequently taught manners, ask permission if taking something, recognize objects, playing a fellow comrade, led at the time to play, say hello, give praise and gifts. The largest percentage of the role of parents in the upbringing of independence or sufficient social category (40.0%), only 26.7% are good. The largest percentage parenting sufficient social category (40%), and only 23.3% good category.

In general, the development of the child's independence categorized as good and sufficient. While the largest percentage of the level of social development, including the category of bad and pretty, respectively 40%. There is a tendency, the better the role of parents in the upbringing of independence, the independence of the child's developmental level, the better. there is a trend level of social development of children associated with the role of parents in the upbringing of social (Eddy, 2003)

Results of coverage of early detection of growth and development of children under five in 2008, in 19 districts in the city of West Sumatra obtained 381 933 the number of children under five. The city of Padang alone obtained 69 319 the number of children under five (pre-school), 2,793 (4.03%) of children under five who examined her growth and development and how the provision of stimulation (PKK Sector West Sumatra Provincial Health Office).

Personal development is strongly influenced social environment and the interaction between children and parents / other adults. Child development will be optimal when social interaction arranged according to the needs of children at different stages of development, (Soetjningsih, 1995). In child development are critical times, in which the necessary stimulation or stimulation useful for developing potential, and should receive attention.

Figures visit the mother to bring the child to the Integrated Public Health Care Pintu Kabun Region Bukittinggi City ie 40% of mothers with toddlers and preschoolers. Based on the observation of children who come in Posyandu Pintu Kabun Bukittinggi City no child is shy to interact with friends, and those that bersosialisasi well with peers and there were only socializing with her mother alone.

Based on the above phenomenon researchers interested in conducting research on the Correlation of Socialization Stimulation Intervention toward The Pre School Children

Age 36 – 47 months Socialization Development at Integrated Public Health Care, Pintu Kabun Region, Bukittinggi City, 2015.

Purpose of this study, to determine the Correlation of Socialization Stimulation Intervention toward The Pre School Children Age 36 – 47 months Socialization Development at Integrated Public Health Care, Pintu Kabun Region, Bukittinggi City, 2015.

METHODS

Design This study used quasi experiment research design by using a method of prospectively. The population in this study are preschool children aged 36-47 months who live in the Integrated Public Health Care, Pintu Kabun Region, Bukittinggi City, 2015, which actively come to Posyandu is numbered 23 people. The sample in this study were all mothers of preschool children aged 36-47 months were 23 people in the Integrated Public Health Care, Pintu Kabun Region, Bukittinggi City, 2015. The criteria of the sample were: Children aged 36-47 months, domiciled in Integrated Public Health Care, Pintu Kabun Region, Bukittinggi City, willing to become respondents, current research, and children in good health. Sampling technique Sampling was done by total sampling, where all members of the active population came used as a sample in this study. When the study: research carried out for 4 months starting in April until August 2015. Location: The study conducted at the Integrated Public Health Care (IPHC), Pintu Kabun Region, Bukittinggi City, by having three posyandu namely: Raflesia IPHC, IPHC and IPHC Dahlia Rose. Method of Data Processing and Data Analysis: Data Processing Method: Before the data were analyzed first performed the data processing, as follows: Editing, Coding, Scoring, Tabulating, Processing and Cleaning.

Data analysis, Univariate analysis was conducted to see the frequency distribution of independent variables namely providing stimulation, as well as the dependent variable, namely the development of socialization in



children. The goal is to get a picture of the distribution or frequency distribution and the value of central tendency (mean) of each variable. Bivariate analysis were performed to determine the relationship between the two variables studied using statistical test Chi-Square Test. To see the significance of statistical calculations used a significance limit of 0.05 so that if $p < 0.05$, statistically called "meaningful" and $p > 0.05$ then calculate the results were "not significant". (Notoatmodjo, 2001).

RESULTS

Research, research was carried out starting with the measurement of the provision stimulisasi socialization by parents during this by using questionnaires given to parents. Measurement of socialization development of preschool children aged 36-47 months using observation sheets as much as 23 respondents. These activities are carried out in accordance Posyandu posyandu is scheduled to begin in April 2015 till August 2015. The research results can be seen in the table below as follows:

Table.1. Stimulation frequency distribution table socialization in preschool children 36-47 months in the Integrated Public Health Care, Pintu Kabun Region, Bukittinggi City, 2015.

Giving Stimulation		f	%	Mean ± SD
Age Children (months)	Category			
Before stimulation				
36 – 47	Not Good	12	52,2	32,35
	Good	11	47,8	± 5,03
After stimulation				
36 – 47	Not good	3	13,0	39,68 ±
	Good	20	87,0	3,27

Table.1 show that porcentage stimulation by age group before stimulation (stimulation performed by parents during this at home)

which has a good category is as much as 47.8% in the age group 36-47. While after stimulation (stimulation conducted by researchers and followed by parents at home) which has a good category is as much as 87.0% in the age group 36-47.

Table 2. Frequency distribution table socialization development in preschool children aged 36-47 months in the Integrated Public Health Care, Pintu Kabun Region, Bukittinggi City, 2015.

Socialisation development		f	%	Mean ± SD
age months	Categor y			
Prior to administration of socialization				
36 - 47	Not good	12	52,2	3,39 ± 0,67
	Good	11	47,8	
After administration of socialization				
36 - 47	Not good	3	13,0	3,87 ± 0,34
	Good	20	87,0	

In Table 2. demonstrated that stimulation of the development of socialization before administration of socialization in the age group with unfavorable category at the age of 36-47 months is 52.2%. While the development of socialization after stimulation of socialization in the age group with good category is at the age of 36-47 months as much as 87.0%.

Table 3. Table Correlation of Socialization Stimulation Intervention toward the preschool children age 36-47 months socialization development at integrated Public Health Care.

Stimulation granting Socialization		Socialisation development		p=V alue		
Age category	Not good	f	%	Good	f	%
36 – 47	Not good	2	16,7	10	83,3	0,01
	Good	1	09,1	10	90,9	

In Table 5.3. demonstrated that stimulation of socialization aged 36-47 months in both categories are progressing well socializing as much as 90.9% and the development of poor socialization as much as 09.1%. Results of statistical test stimulation relationship with the development of socialization in the 36-47 month age group obtained the value $p = 0.01$, it can be concluded that there is significant correlation between the stimulation with the development of socialization.

DISCUSSION

a. Stimulation socialization, In Table 1. show that porcentage stimulation by age group before stimulation (stimulation performed by parents during this at home) which has a good category is as much as 47.8% in the age group 36-47.

Bebgei (2000) states that less stimulation will experience developmental delays and where the child is in foster care with good stimulation by giving various aspects of stimulation needed by children, namely coarse motion, smooth motion, speech and language, socialization and independence.

According to Hurlock (1994) suggested that a stimulating environment is one factor driving the development of the child. A stimulating environment to encourage physical and mental development are good, while stimulating environment led to the development of children under capacity. Stimulation in early childhood will be more effective if attention to the needs of children in accordance with their development stage. Stimulation activities include a variety of activities to stimulate children's development such as motion exercises, speech, thinking, independent and outgoing. Parents are the main causes of the emergence of problems of stimulation the child is not good, for example, parents are less attentive to their children or parents just busy with his work each, so that children in the house just to play alone or play with toys itself, resulting in children less socializing with friends outside the home. Most parents who return to work are rarely brought his son out of the house, so that children do not socialize with other people and children do not want to be friends with their peers (Fatkhurrahman, 2002).

According to the researchers assumptions shown in Table 1. that administration of socialization is usually done at home parents do not yet seen the maximum percentage of categories that do not perform stimulation in the age group 36-47 months of 52.2%. Stimulation is given to social development and independence of young children aged 36-47 months given by families and researchers are taking children to eat with the family, invite children to go to the park, zoo, library, etc., invites children to do light housework, encourage children buttoning his own clothes, help the child to eat with a spoon and fork, giving children the opportunity to help cook such a measure, weigh, in need of something, stirring, cutting the cake and so forth, to teach children how to wash their hands and feet with soap, teach children to bath itself, and help children make the decision to impose limits, for example by saying "kids can choose between two things: read to or play before

bedtime, you should not choose them, persuade and calm the child when disappointed by embracing and talking to him, and encourage the child to express his feelings, this is in line with (Wani Y., 2010). After this stimulation done by researchers with parents and continued at home for 3 months, the results obtained in the age group with unfavorable category at age 36-47 months of the start of 52.2% down to 13.0%.

b. Development of socialization in children, In Table 2. demonstrated that stimulation of the development of socialization before administration of socialization in the age group with unfavorable category at the age of 36-47 months is 52.2%.

Socialisation development is the increased ability and the structure or function of the body is more complex in a regular pattern, it can be estimated, and predicted as a result and the process of differentiation of cells, tissues, organs, and systems are organized (IDAI, 2002).

The development is the result of interaction between the maturity of the central nervous system with the affected organ, so that this development plays an important role in human life (Nursalam, 2005).

Social development of the child is a child's interactions with other people. During the initial stage, the child is dependent on his parents and other caregivers. Therefore, in this phase the interaction of children confined to these people and later the child begins to interact with other children and adults. Personal development is strongly influenced social environment and the interaction between children and parents / other adults. Child development will be optimal when social interaction arranged according to the needs of children at different stages of development, (Soetjningsih, 1995). In child development are critical times, in which the necessary stimulation or stimulation useful for developing potential, and should receive attention.

According Bebgei (2000) states that of the 49 children 4.08% of children who have developmental delays that are less well stimulation that children receive less attention from their parents, while 32.65% of children with developmental dubious interpretation of them with enough stimulation.

According to (Assia S., Koekoeh H, & Suwoyo., 2010), a child sits on the security, love and care given by parents and caregivers. Later, the child will also learn to convey the love, attention and show signs of empathy behavior. This is an indication of the social development of children. In Table 2. showed that at age 36-47 months with early unfavorable category fell 52.2% to 13.0% it is seen from the peculiarities of social development of children. Since the children began to enter preschool, child life activities in the family has begun to diminish. This is because children have started to devote his attention to the game that there are groups within the community. Group game outside the child's family environment called gangs. The characteristics of the child's social development consists of social development of children aged 36-47 months are; like rhyme, finger plays, singing simple songs with friends, trying to help clean-up activities, playing games in small groups, and like the short story (Hastuti D., Alfiasari., & Chandriyani., 2010).

c. Relations stimulation socialization by parents with child development Socialization, In Table 3. demonstrated that stimulation of socialization in the age group 36-47 months in both categories are progressing well socializing as much as 90.9% and the development of poor socialization as much as 09.1%.

Results of statistical test stimulation relationship with the development of socialization in the 36-47 month age group obtained the value $p = 0.01$, it can be concluded that there are significant correlation between stimulation with the development of socialization.

Stimulation is the stimulation of the external environment of children, in the form of exercise or play, stimulation is a very important



requirement for the growth and development of children. Social development of the child is a child's interactions with other people. During the initial stage, children are very dependent on their parents and other caregivers (Soedjatmiko, 2008). Stimulation also serves as reinforcement (reinforcement). Stimulus provide recurrent and continue to occur in every aspect of a child's development means has given children the opportunity to grow and develop optimally.

According Moersintowarti (2002), stimulation is stimulation and exercises for children intelligence that comes from the environment outside the child. This stimulation can be done by parents, family members, or other adults around the child. Parents should be aware of the importance of providing stimulation for the child's development.

According Marsinto (2006) on the role of social upbringing that most often is to teach manners, ask permission if taking something, recognize objects, playing a fellow comrade, led at the time to play, say hello, give praise and gifts. The largest percentage of the father's role in parenting sufficient independence categorized 40.0%, only 26.7% are good. The largest percentage of social upbringing categorized quite 40%, and only 23.3% good category. In general, the development of the child's independence categorized as good and sufficient. While the largest percentage of the level of social development, including the category of bad and pretty, respectively 40%. There is a tendency, the better the role of fathers in parenting independence, the independence of the child's developmental level, the better, which means the level of social development of children associated with the father's role in social upbringing.

According to (Herlina T., Subagyo, and Agustin R., 2010), with the stimulation soasialisasi, social development of children will be good, because the child will easily interact with their peers, if the social life is formed then by itself in the interaction, children will be helping each other. To that parents should pay attention to the social development of children.

Furthermore (A & Dewi N. Henry, 2010), social development of children is not good is because parents rarely take their children to go play or out.

Factors affecting the social development of young children, among others (Hastuti D., Alfiasari., & Chandriyani., 2010);: a) The influence of parents, b) Maturity. According to (Rini, ID, 2012) Besides language skills were also menenuntukan. c) Socio-economic status; social life is heavily influenced by the condition or status of the family in the social life of the community. The public will view the child as the child is not independent but would be viewed in a context that is intact in the boy's family, "he son who". Indirectly in the social interaction of children, the community and the group will take into account the prevailing norms in the family. d) Education, according to (Ariani & Yosoprawoto, M., 2012); education is a process of socialization of children targeted. Nature of education as a process which is a normative science operations will give color to a child's social life in the community and their life in the future. e) mental capacity. According to (Subagyo & Vishnu N., 2010), the ability to think *mempengaruhi* learning ability, problem solving, and language. Emotional development, influential on a child's social development. Children who will be capable of high intellectual ability to speak well. Therefore, high intellectual ability, high language skills, and emotional control in a balanced way to determine the success in the social development of children.

CONCLUSION

In conclusion, administration of stimulation has a good category is as much as 13.0% in the age group 36-47. Development of socialization after stimulation of socialization in the age group with good category is at the age of 36-47 months as much as 87.0%. Results of statistical test stimulation correlation with the development of socialization 36-47 months of age was obtained $p = 0.01$, it can be concluded



that there is significant correlation between the stimulation with the development of socialization.

REFERENCES

- Ariani & Yosoprawoto, M. (2012). Usia anak dan pendidikan ibu sebagai factor resiko gangguan perkembangan anak. *Jurnal kedokteran Brawijay*, 27(2), 118-121.
- Asiyah S., Koekoeh H, & Suwoyo., 2010. Efektifitas Metode Stimulasi Satu Jam Bersama Ibu Terhadap Perkembangan Anak Usia 12-24 Bulan, *Jurnal Penelitian Kesehatan Suara Forikes*. 1(2): 105-114. (15 Januari 2014) static.schoolrack.com
- Danis W. 2001. *Panduan Perkembangan Anak 0-1 Tahun*. Jakarta : Pustaka Pembangunan Swadaya Nusantara
- Dian A . 2011. *Tumbuh kembang dan Terapi Bermain Pada Anak*. Jakarta: Salemba Medika
- Depkes RI. Pedoman Pelaksanaan Stimulasi, Deteksi dan Intervensi Dini Tumbuh Kembang Anak di Tingkat Pelayanan Kesehatan Dasar. Jakarta, 2007.
- Hadi S. 2010. *Pendidikan Kesehatan Anak Usia Dini*. Yogyakarta: Pustaka Rihama
- Hastuti D., Alfiasari., & Chandriyani., 2010. Nilai Anak, Stimulasi Psikososial, dan Perkembangan Kognitif Anak Usia 2-5 Tahun pada Keluarga Rawan Pangan di Kabupaten Banjarnegara, Jawa Tengah, *Jurnal Ilmu Kesehatan dan Konseling*. 3(1): 27-34. (11 Februari 2014) journal.ipb.ac.id
- Herlina T., Subagyo, & Agustin R., 2010. Perbedaan Perkembangan Anak Usia 4-5 Tahun Antara yang Ikut PAUD dan Tidak Ikut PAUD, *Jurnal Penelitian Kesehatan Forikes*. 1(4): 249-258. (20 Februari 2014) static schoolrack.com
- Nursalam . 2008. *Asuhan Keperawatan Bayi dan Anak*. Jakarta: Salemba Medika
- Shevell M., 2010. Present Conceptualization of Early Childhood Neurodevelopmental Disabilities, *Journal of Child Neurology*, 25(1): 120-126. (26 Maret 2011) jcn.sagepub.com
- Rini, I.D. (2012). Gambaran tingkatpengetahuan ibu tentangperkembangan bicara dan bahasa serta stimulasinya pada anak usia dinidi RW 09 kelurahan tugu, depok. Diperoleh pada tanggal 1Maret 2014 dari www. lontar.ui.ac.id.
- Subagyo & Wisnu N., 2010. Pemberian Stimulasi Perkembangan Anak Sesuai Usia Oleh Orang Tua Balita, *Jurnal Penelitian Kesehatan Suara Forikes*, 1(1): 1-6 (21 Maret 2014) static schoolrack.com
- Soetjiningsih. 2004 . *Tumbuh Kembang Anak*. Jakarta: EGC
- Shrimpton.2001. Worldwide Timing of Growth Faltering Implication may be inadequate for some infans in a rural farming community in san amteo Capulhuac, Mexico. *Am.Clin. Nutr.* Vol 78: 782 – 789 .
- UNICEF. 2001. *The State of World's Children*. Washington DC
- Wani Y., 2010. Perkembangan Motorik Kasar dan Motorik Halus Pada Anak-Anak Stunted Usia 1-3 Tahun di Pemukiman Kumuh Kota Surakarta. Program Studi Ilmu Kesehatan Masyarakat Kekhususan Gizi dan Kesehatan. Program Pascasarjana FK UGM Yogyakarta. Tesis.
- Wawan A & Dewi N., 2010. Teori dan Pengukuran Pengetahuan, Sikap, dan Perilaku Manusia. Yogyakarta: Nuha Medika pp. 15-20

