

A LITERATURE REVIEW OF THE PSYCHOSOCIAL DEVELOPMENT OF PRESCHOOL CHILDREN

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ABSTRACT

The development of each child is different both in talents, interests, creativity, emotional maturity, personality, physical and social health. The purpose of this study was to determine how the psychosocial development of pre-school age children from various literatures. This study uses a Literature Review research design with a traditional type of review using the PICO strategy. Articles were searched using the electronic database Science Direct, Research Gate, NCBI Pubmed, Semantic Scholar, Wiley Online Library, Google Scholar, and Clinical Key for Nursing. The results of this study, found as many as 6589 journal articles and as many as 7 journal articles that the author can analyze further based on the PRISMA selection flow. Based on the research, it can be concluded that the psychosocial development of preschool-aged children is that children like to fantasize and be creative, children have the initiative in playing with tools at home, children who like to play with peers will easily be separated from their parents, children understand better what is right and what is wrong, wrong, children learn to string words and sentences, children recognize various colors, children help with simple homework, children recognize their gender, learn new skills through games. Nurses are expected to be able to carry out appropriate stimulation according to the stage of psychosocial development of pre-school children.

Keywords: Child Development, Preschool, Psychosocial

INTRODUCTION

Naturally, the development of each child is different in terms of talents, interests, creativity, emotional maturity, personality, physical and social health (Windasari, Hasan, 2019). currently tend to like to play with gadgets, has many negative impacts on children's development, from several studies found children who are accustomed to using gadgets will have an impact on their thinking and creativity skills, can result in damage to morals and religious values, gadgets cause children's social interaction with the environment around is reduced, making children tend to be lazy to move and rarely do motor activities, gadgets can also have an impact in developing children's speaking skills and social development (Itqan, 2018).

Preschoolers usually tend to be happy with new things they get through play activities. It is not uncommon for children to play and satisfy their curiosity through online educational media in the form of gadgets, because gadgets are an interesting thing for them, especially when coupled with online game applications found on these gadgets, so most of them spend all day playing gadgets. Even though children their age have to play and mingle with their peers (Pebriana, 2017). Furthermore, children who like to play gadgets, children's social abilities are not too important in this modern game, instead they tend to be ignored (Pebriana, 2017). The lack of socialization of children in socializing causes them to be afraid and awkward in crowds. (Yenti & Nurrizati, 2018).

The results of this previous study found that 26.7% of children experienced delays in psychosocial development in children aged 2-3 years in the Kuranji area. This condition will have an impact on children's social relationships with the world around them, and can even have an effect on children's psychosocial problems in the future (Delima., Metti, Elvia., Irfan, 2018). Therefore, it is necessary to know how the psychosocial development of pre-school children is. The purpose of writing this literature review is to find out how the psychosocial development of pre-school aged children (4-6 years).

METHODS

This study uses a Literature Review research design or a literature review with a traditional type of review research. In searching the literature, this research uses the PICO strategy. The journal or article search method used is a search through the electronic database Science Direct (2011-2020), Research Gate (2011-2020), NCBI Pubmed (2011-2020), Semantic Scholar (2011-2020), Wiley Online Library (2011-2020). 2020), google scholar (2011-2020) and Clinical Key for Nursing (2015-2020). Researchers use keywords in article searches. The flow of article selection using PRISMA is described in the schema below:

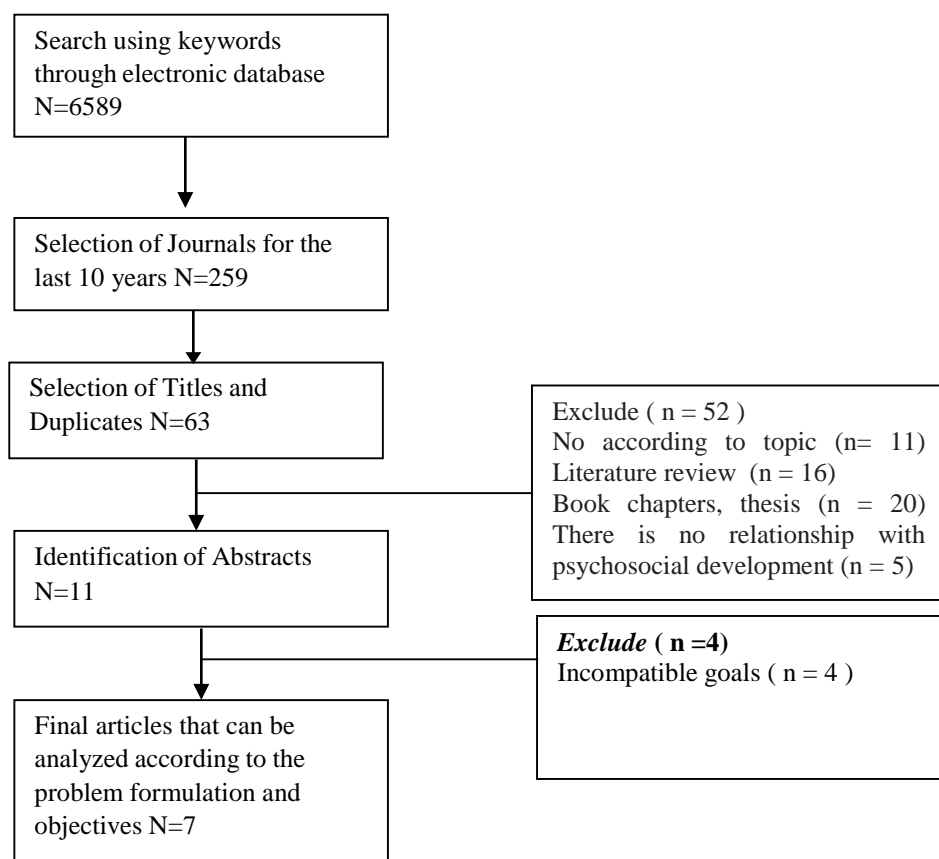


Figure.1 Article Selection Flow

RESULT AND DISCUSSION

The number of searches by entering the keyword "Psychosocial development, pre-school" through an electronic database found as many as 6589 journal articles, including Science Direct 2334 articles, with Research Gate as many as 2043 articles, with Google Scholar 1901 and with PubMed found as many as 311 articles. After the selection of journal articles in the last 10 years, 6330 journal articles were excluded, leaving 259 journal articles.

Furthermore, the authors made further selection of journal titles and duplicates and excluded 198 journal articles, so that the remaining 63 journal articles were excluded. Of the 63 journal articles, only 11 journal articles were eligible for abstract identification and 52 other journal articles were excluded on the grounds of not being on topic as many as 11 journal articles, Literature review as many as 16 journal articles, Book chapters, thesis as many as 20 journal articles and there is no relationship with There are 5 journal articles on the psychosocial development of children.

Furthermore, 4 of the 11 articles were excluded on the grounds that the research was non-experimental / non-interventional and the objectives were not congruent. So that we get 7 journal articles that the authors can analyze further. After selecting the study, the authors extracted data consisting of 7 journal articles that matched the inclusion criteria. The results of data extraction are as follows:

Table. 1 Data Extraction Results

No	Pengarang, Tahun	Judul	Nama Jurnal	Tujuan Penelitian	Metode Penelitian	Hasil Penelitian
1	Yorita Febry Lismanda, 2017	Pondasi perkembangan psikososial anak melalui Peran ayah dalam keluarga	Jurnal Pendidikan Islam	The aim of this study is to determine the father's role in the development psychosocial of children.	This scientific article data collection method uses a literature study of the listening technique, where one of the listening techniques is the note-taking technique. The note-taking technique is a data collection technique by using literature books, or library materials, then taking notes or quoting the opinions of experts in the book to strengthen the theoretical basis in writing scientific articles.	The results of the study are the role of fathers in the family through parenting involvement direct, regular, and active positive impact on the development of cognitive, emotional, and social development so as to make the child can pass through the stages of psychosocial very critical in infancy, toddler, preschool, and school
2	Monika Caterina, Ria Setia Sari, Febi Ratnasari (2021)	Kajian Literatur Peran Orang Tua yang Bekerja dengan Perkembangan Sosial Usia Prasekolah	Jurnal Keperawatan	this study aims to determine how the relationship role working parents with the social development of school-age children	Search from several journals that have been published inform <i>full text</i> PDF using several sites, namely <i>Google Scholar</i> , <i>ProQuest</i> , <i>Ebsco</i> and <i>Springer</i> . In the search for this literature review, the keywords " <i>Social development</i> " and social development, " <i>working parents</i> "	The results of the study are Based on the 20 journals that have been discussed, it can be concluded that the role of working Social development. However, the negative impact is work causes the attachment that is built between parents and children to be less than optimal,

					and “working parents” were used. The search criteria were articles using Indonesian and English, respondents were preschoolers and parents, development, and a period of 5 years (2015-2020). The synthesis analysis in this literature review uses a synthesis matrix consisting of <i>input</i> , <i>process</i> and <i>output</i> social	namely in building children's trust with their environment which affects the child's social development.
3	Aisyiah, Tommy Wowor, Ira Mustika 2017	Pengaruh stimulasi tumbuh kembang terhadap perkembangan anak usia Prasekolah di Raudhatul Athfal An-Nur Jagakarsa, Jakarta Selatan	Journal Educational	To determine the effect of growth and development stimulation on children's development	The design of this study was a quasi-experimental One group with pre-test-post-test design. The sampling technique used inclusion criteria using the KPSP form in measuring the development of respondents.	The average child development after the intervention with the provision of stimulation for child development has increased to 9.23 with the lowest score of 8 and the highest score of 10. The result of the research is that there is an influence of growth and development stimulation on children's development including their psychosocial development.
4	Stella Maria Hartinger, et al 2016	Impact of a child stimulation intervention on early child development In rural Peru: a cluster randomised trial using a reciprocal control design	<i>Palliative</i>	To evaluate the effects of developmental stimulation on the development of 6-35 months in Peru	Qualitative research using random sampling technique using the 6-35 integrated household intervention package (IHIP) intervention and early child development (ECD) Intervention	The results of the research on the effect of developmental stimulation interventions 95% CI.
5	Wuri Utami, Nurlaila, Riska Qistiana 2017	Hubungan tipe pola asuh orang tua dengan perkembangan	Jurnal Kesehatan Keperawatan	This study aims to determine the relationship between parenting patterns and the psychosocial	The method used in descriptive correlation research uses a cross-sectional	The results of this study have a significant influence on the type of parenting

		psikososial anak usiaprasekolah diTK Pertiwi 1 Desa Purbowangi Kecamatan Buayan Kabupaten Kebumen		development of preschool-aged children in TK Pertiwi 1 Purbowangi Village, BuayanDistrict, Kebumen Regency.	approach. Data analysis using non- parametric statistics with Spearman Rank test. Respondents were 70 parents of preschool age children using a questionnaire	style of parents with the psychosocial development of preschool-aged childrenin Pertiwi 1 Kindergarten, Purbowangi Village,Buayan District, Kebumen Regency, pvalue 0.001
6	Heri Saputro dan YufentriOtnial Talan 2017	Pengaruh Lingkungan Keluarga Terhadap Perkembangan PsikososialPada Anak Prasekolah	Journal Of Nursing Practice	This study was to determine theeffect of the family environment on psychosocial development in children aged 4-6 years in Tosaren Village	The research design is an observational study with a cross sectionalapproach. The simplification technique used is randomsampling. The populationin this study were all children aged 4-6 years inTosaren Village as many as 147 respondents, a sample of 108 respondents.	The results of the studyshow that almost allfamilies apply authoritarian fa 75children (69.4%) with developmental psychosocial guilt and 33 children (30.6%)with initiative psychosocial development. There is an influence of the family environment on psychosocial development in childrenaged 4-6 years
7	Nurwijayanti, Andriyani Mustika Iqomh, Muhammad Khabib Burhanuddin 2018	Intervensi Keperawatan Anak Pada Anak Usia Pra Sekolahdi Kecamatan Weleri Dalam Upaya Pencapaian Tumbuh Kembang	Jurnal Ilmiah Ilmu Keperawatan Indonesia	This study aims to determine the effec of fine motor stimuluson the psychosocial development of pre-school age children.	This study uses a Quasi . design experiment with pre post test without control group.The population in this study were all pre- schoolage children who attend 6ABA Kindergartens in Weleri District. Theresearch sample is 211 children	The results of the statistical analysis test using the Wilcoxon test, got a p value of 0.000 ($p < 0.05$). There is an influence of motor stimulation on thepsychosocial development of pre-school age children inABA Kindergarten, Weleri District

Based on the results of the journal analysis, there are 7 articles that discuss the psychosocial development of children. The results of Yorita Febry Lismanda's research in 2017, concerning the role of fathers in the family through direct, regular, and active parenting involvement have a positive impact on children's cognitive, emotional, and social development so that children can pass through very critical psychosocial stages at infancy, toddler, preschool, and school. Stimulation at this age of a child's life greatly affects the physical structure and brain of a child. If this is disturbed, it will be difficult to repair in later life times, which will have an impact on the child's motor development, as well as the child's

psychosocial development.

Furthermore, research by Monika Caterina, Ria Setia Sari, Febi Ratnasari (2021) Literature Review: The Role of Working Parents with Preschool Age Social Development, obtained based on 20 journals, it can be concluded that the role of working parents affects the social development of preschool age children. The positive impact of working parents can improve socio-economic status to improve children's social development. However, the negative impact is that the busyness of parents at work causes the attachment that is built between parents and children to be less than optimal, namely in building a child's sense of trust with their environment which affects the child's social development. Aisyiah, Tommy Wowor, Ira Mustika 2017, found that there was an effect of stimulating child development on increasing children's development, including their psychosocial development. The need for stimulation or efforts to stimulate children to introduce new knowledge or skills is very important in increasing children's intelligence (Delima & Tisnawati, 2021). One of the important developments of children to monitor during this period is psychosocial development because much of cognitive performance is rooted in successful psychosocial development.

Utami's research, W. (2017), found that there was a significant effect of the type of parenting style on the psychosocial development of preschool-aged children in TK Pertiwi 1, Purbowangi Village, Buayan District, Kebumen Regency with a p value of 0.001. At preschool age children begin to experience fairly rapid development because children at this age show the ability to move more activities, develop curiosity, and explore objects around them. Other studies say that there is an influence of the family environment on psychosocial development in children aged 4-6 years. Excessive pressure or expectations that are too high exceed the capacity to make children lie or cheat in order to be accepted in their social groups (Saputro & Talan, 2017). The factors that influence the high level of psychosocial problems in children in Tosaren Village are because parents always prohibit and scold children when they do something. Factors that influence the personal social development of preschool children include family factors and child maturity. Preschool children will usually imitate what is taught by parents, either directly or indirectly. So that parents must be able to increase their knowledge and abilities in creating a conducive family environment and conditions to support the process of child development (Saputro & Talan, 2017).

Research (Nurwijayanti & Iqomh, 2018) shows that there is an effect of providing fine motor stimuli in the form of drawing, cutting and coloring with psychosocial development ($p = 0.000$). In this study, preschool children were not ready to engage in games with rules, so children at this stage tended to play according to their egos. Preschool age children are children aged 3-6 years, where children are ready to learn and get to know the wider external environment. The family environment is the first and main aspect in influencing the development of children. Children will spend more time in the family environment, so the family has a role in shaping the child's personality, setting an example. Parents who behave well, children will tend to imitate good behavior. In line with other studies that the family environment has an influence on the psychosocial development of children (Saputro & Talan, 2017).

Other factors that influence the psychosocial development of children aged 3-6 years are: games where by playing a child, engaging in fun activities contributes to all aspects of development. Through play, children stimulate the senses, learn to use their muscles, coordinate vision and movement, gain body control, and acquire new skills. help children achieve optimal growth and development, including children's psychosocial development (Nurwijayanti & Iqomh, 2018). Psychosocial is a term used to describe the relationship between a person's social condition and mental/emotional health (Ministry of Social Affairs, 2018). Psychosocial is a condition that occurs in individuals that includes psychological and

social aspects or vice versa. Psychosocial refers to the dynamic relationship between psychic and social factors, which interact and influence each other. Psychosocial itself comes from the word psycho which refers to the psychological aspects of the individual (thoughts, feelings, and behavior) while the word social refers to the individual's external relationship with the people around him. The term psychosocial means alluding to social relations that include psychological factors.

There are many theories regarding psychosocial development, the most widely adopted is the psychosocial theory of Erik Erikson. Erikson's psychosocial theory includes eight successive stages throughout life. The outcome of each stage depends on the previous stage, and the successful resolution of each ego crisis is essential for the individual to be able to grow optimally. The ego must develop different abilities to cope with each adjustment demand from society (Scania, 2018). Psychosocial development greatly affects the quality of one's ego consciously. This ego identity will continue to change due to new experiences and information gained from daily interactions with other people. In addition to ego identity, competition will motivate the development of behavior and action. In simple terms, if someone is handled well, then he will have good ego strength and qualities as well. However, if this handling is managed poorly, it will emerge a feeling of inadequacy (Ministry of Social Affairs, 2018).

Preschool age children have considerable potential to develop immediately, this potential will continue to grow, if children continue to be trained to be given stimulation (Keliati in Siti, 2019). Preschool age children will experience psychosocial development to learn to interact with others, fantasize and take initiative, recognize gender identity, imitate (Siti, 2019).

At the stage of psychosocial development of preschool children, children begin to show their power and control over the world through the direction of games and social interactions (Ministry of Social Affairs, 2018). At this stage children learn how to plan and carry out their actions. Unsuccessful resolutions from this stage will make the child afraid to take the initiative or make decisions for fear of making mistakes. Children have low self-esteem and do not want to develop expectations when they grow up. If the child manages to get through this period well, then the ego skills gained are having a purpose in life (Scania, 2018). Soetjningsih in Siti, (2019) states that the growth of preschool age children can be optimal if children are given stimulation to stimulate all aspects of child development. Phases of psychosocial development in preschool children are initiative and guilt. This development is obtained by exploring the surrounding environment. The development of preschool age children can experience deviations if not given stimulation. Children must get stimulation so that they can develop according to their stages of development. Stimulation is one of the environmental factors that affect the growth and development of children. Stimulation is a child's learning process that begins early in life. Children who receive directed and regular stimulation will develop faster than children who do not or do not receive stimulation (Delima & Tisnawati, 2021).

Psychosocial development of preschool age children, namely children like to fantasize and be creative, children have the initiative to play with tools at home, children like to play with peers, children are easy to separate from parents, children understand what is right and wrong, children learn to string words and sentences, children recognize various colors, children help with simple homework, children recognize their gender, learn new skills through games (Siti, 2019). Thus, it can be understood that in playing there are activities that are bound by rules to achieve certain goals. Characteristics of children 4-6 years old are: 1) physical development, children are very active in various activities so that they can help develop children's muscles, 2) language development is getting better when children are able to understand other people's

speech and are able to express their thoughts, 3) cognitive development (thinking power) very rapidly indicated by the child's curiosity about the surrounding environment. Children often ask about what they see, 4) the form of children's games is still individual even though children do it together (Nur,2020).

A very fun time for children when he gets a new toy. For children, their imagination begins to develop, any object or item can be a means of playing, it turns out that playing has many benefits for children's development, especially, fine motor development, gross motor skills, as well as children's psychosocial development (Delima & Tisnawati, 2021). Patterns of play in general can support the development of children both in terms of physical, psychological and social. The most supportive pattern in socially nuanced games is games that involve interaction from peers, which basically can be found in the form of traditional games. Where in traditional games, more than one person will usually play so that children can be invited to gather and get to know their friends and help them train their physical and psychological development during the game.

CONCLUSION AND SUGGESTION

Based on the literature review, it can be concluded that the psychosocial development of preschool-age children is that children like to fantasize and be creative, children have the initiative in playing with tools at home, children who like to play with peers will easily part with their parents, children understand what is right and what is wrong, children learn to string words and sentences, children recognize various colors, children help with simple homework, children recognize their gender, learn new skills through games. Nurses are expected to be able to carry out appropriate stimulation according to the stage of psychosocial development in preschool children.

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