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Psychosocial development of toddler ages in Kendal city☆

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Abstract
Objective: To identify the psychosocial development of toddler-age children in Kendal city.
Method: Research using quantitative descriptive methods with a sample of 144 toddlers in the city of Kendal, sampling techniques using accidental sampling. Retrieval of data using the Pre Development Screening questionnaire with the results of the validity test *r*-value of 0.39–0.73 and the reliability test results of the Cronbach alpha of 0.92. Data was collected in June 2019. Data were analyzed using frequency distribution.
Results: The results showed the majority of respondents aged 2–3 years (94.6%), male sex (53%), and The majority of toddler's caregiver are parents (82%)and have behavioral characteristics that lead to normal psychosocial development (86.4%) and 13.6% lead to deviant psychosocial development.
Conclusions: Mental health interventions are needed for toddler children to be able to maintain normal psychosocial development and prevent delays in pre-school age psychosocial development.
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Introduction

The stage of development of children aged 18–36 months is the stage of development of children achieving autonomy versus hesitation, were at this age children learn to practice their independence to act usually characterized by children exploring the surrounding environment. If toddler-age children do not have these characteristics then it needs to be stimulated.[1]

Parents need to pay attention to behavior and mental attitude or habits toddler so that things that cannot be avoided.[2] The Unicef study (2013) at the University of Rochester School of Medicine and Dentistry, shows that children who live with relatives experience risks of mental, social and physical health problems compared to children who are cared for by their biological parents.[3,4] This shows

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that children who live together with relatives have overall poor mental, social and physical health compared to children raised by biological parents.[5–7]

The results of a preliminary study conducted by researchers on 3-5 September 2018 in Kendal City obtained data on 12 toddler-aged children having different personalities. Personality difference is a combination of emotions, temperament, thoughts, and behavior that makes individuals unique. Data obtained 5 of 12 children are very cheerful when playing with other children, 3 children seem easily irritated when playing with friends their age, 2 children cry when they see a new person, and there are 2 children tend to choose to play alone.

Personality development is related to social relations. The combination of personality development and social relations is called psychosocial development. Based on this background the researchers conducted quantitative research to find out the description of toddler psychosocial development.

Method

This research is a quantitative descriptive. Samples using accidental sampling amounted to 144 with inclusion criteria toddler living in Bandengan and Banyutowo village Kendal city and toddler's parents allow their children as research subjects. Data collection was carried out in June 2019 using the Children Pre-Screening Development (KPSP) questionnaire.[8,9] which is screening for child development checks, has been standardized by the Ministry of Health of the Republic of Indonesia so that it has been standardized nationally. Before the respondent's parents filled out the questionnaire, they were asked to sign the informed consent as proof that the respondent was willing to be the subject of the study.

Data were analyzed using frequency distribution. Research ethics conducted follows the ethical principles. After the respondent agrees, the respondent is asked to fill out an informed consent (research consent sheet) and proceed with filling out a questionnaire about psychosocial development. The next principle is doing good (beneficence), not harming (nonmaleficence) as long as the respondent fills in the instrument, the respondent is accompanied by the researcher. If the respondent experiences uncomfortable feelings and refuses to follow the research conducted by the researcher, then the respondent is allowed to discontinue and not be taken out for research (drop out). Justice means that all respondents will receive the same treatment.[10] The researchers apply for ethical permission at Kendal college of health sciences research ethics committee.

Results

The results of the study are presented in the following table.

Table 1 shows that the majority of respondents were 2–3 years old, were male, and the majority of toddler caregivers were parents.

Table 2 shows that the majority of respondents showed behavioral characteristics that lead to normal psychosocial development.

Table 1 Respondent characteristics ($n = 144$).

Characteristics	*f*	%
Age		
18 months old–2 years old	8	6
2–3 years old	136	94
Gender		
Female	68	47
Male	76	53
Toddler caretaker		
Parents	118	82
Parents are assisted by relatives or others	26	18
Caretaker education		
No school	0	0
Elementary school	9	6.3
Junior high school	18	12.5
High school level	92	63.8
College	25	17.4

Table 3 shows that the majority of respondents have normal psychosocial development.

Discussion

The results showed that the majority of toddler-aged children have normal psychosocial development. These results are supported by the characteristics of the majority of respondents who are at the age of 30 months into the age category of 2–3 years. The results of this study are in line with research by Hartanto, Selina, Zuhriah, and Fitra (2016) that the psychosocial development of children aged 1–3 years influences cognitive development.[11] The results of this study contradict the research of Latifah, Hastuti, and Latifah (2010) that the stimulation of psychosocial development is best for children over the age of 4.5 years.[12]

The results showed that the majority of respondents who experienced normal psychosocial development were male. The results of this study contradict the research of Hartanto, Selina, Zuhriah, and Fitra (2016) which showed that the sex of children with language delay was more male (77.8%) than female, according to the statement of Sidiarto (2002) which states the ratio of male to men compared to women reach 8:1.[11,13] Research Latifah, Hastuti, and Latifah (2010) stated that female sex receives better psychosocial stimulation than children with male sex.[12] This finding is possible that the female sex has a more positive response to the stimulation provided. The existence of a positive response, causing parents to provide increasingly positive stimulation as well. This is in line with the operant-conditioning theory popularized by Skinner that the existence of response or answer, it will cause reinforcement or stimulation.[14]

The results showed that the majority of toddlers raised by his parents. The results of this study reinforce the statements of Shaw, Owens, Giovannelli, and Winslow (2001) that the problem of social learning behaviors and role models for severe toddler age stem from the results of deficits in the caregiving environment.[15] The results of this study are also supported by Moffitt's hypothesis that toddlers with attention deficits and behavioral disorders experience psy-

Table 2 Behavioral characteristics of toddler psychosocial development ($n = 144$).

Behavioral characteristics	Yes		No	
	f	%	*f*	%
Know and acknowledge his name	144	100	0	0
Frequently use the word ''don't/don't/don't''	140	97	4	0
Many questions about things/things that are strange to him.	136	94	8	6
Start doing his/her activities and do not want to be ordered	136	94	8	6
Acting as he/she wishes and don't want to be ordered	136	94	8	6
Starts hanging out with others without being told to	136	94	8	6
Start playing and communicating with others outside of his/her family	140	97	4	3
Able to separate temporarily with parents	130	90	14	10
Showing likes and dislikes	136	94	8	6
Imitate religious activities carried out by the family	140	97	4	3
Look confident appear in front of/not afraid to do something	128	89	16	11

Table 3 Psychosocial development of toddler age ($n = 144$).

Psychosocial development of toddler age children	*f*	%
Normal	128	89
Deviated	16	11

chosocial risk factors that begin during infancy. Research by Wang and Saudino (2012) states that important factors that influence the psychosocial development of autonomy in toddlers so that development can be achieved well are genetics and the environment.[16] The environmental factors in question are families which include low family economic status (Gaertner et al., 2007), the level of parental education, busy parents, limited knowledge of parents, especially mothers about stimulation of development, stress, and depression of parents, parental experience in child care which is also influenced by the number and sequence of children (Brown et al., 2009), and parental divorce (da Figueiredo, 2012).[17–19]

The results showed that the majority of respondent caregivers who were educated last high school, this result is in line with the statement of Soetjiningsih (2002) that caregiver education positively affects expressive language skills in children.[20] This study shows that the level of caregiver education with normal psychosocial development of children, most of them have a high school education. Heleen (2007) states that a higher percentage of caregiver education levels is related to the stimulation provided.[21] Stimulation is an activity to stimulate the basic abilities of children so that children grow and develop optimally. Lack of stimulation can cause a disturbing disorder, so every child needs to get regular stimulation as early as possible and continuously at every opportunity that exists. Stimulation can be done by fathers, mothers, caregivers, and those closest to them in their daily lives. The results of Latifah, Hastuti, and Latifah (2010) study stated that there was a significant positive relationship between father and mother education with the provision of psychosocial stimulation indicating that psychosocial stimulation was the best, namely fathers with tertiary education levels and there was a tendency that higher father education and mother, the higher the psychosocial stimulation score.[12] Based on some of these studies it can be concluded that the higher the caregiver's education, the higher the psychosocial stimulation provided so that the child can achieve normal psychosocial development.

The results showed the majority of toddlers in Kendal city had normal psychosocial development by showing behavioral characteristics such as the ability to recognize and acknowledge their names, often using the word ''don't/don't/don't'', asking lots of things/things that were foreign to them, starting to do their activities and do not want to be governed, act on their own accord and do not want to be governed, start associating with others without being told, start playing and communicating with others outside of their family, show their likes and dislikes, imitate religious activities carried out by the family, appear confident appearing in front/not afraid to do something, and at least be able to separate temporarily with parents. The results of the research related to toddler's ability to separate temporarily from his parents are in line with Widiani's study (2019) which proves that children who are separated from their parents are influenced by parenting patterns that are too protective of children and lack of proper stimulation of autonomous psychosocial development.[22] Research Cooklin et al (2013) states that mothers who over-protect children aged 2–3 years will harm children's social–emotional development.[23] Research Bogels et al. (2001) found that children who are raised with parents who are too protective and lack emotional warmth, children will develop fear and anxiety in socializing activities.[24] Research Gere et al. (2012) states that children whose parents are too protective will grow into children who have anxiety.[25,26] The research ofOllendick and Benoit (2012) states that children who are raised in conditions that are too protected by parents will develop the anxiety of being separated from their parents.[26] Research by Biederman et al. (2005); Lewinsohn et al. (2008) in Santucci and Ehrenreich-May (2013) states that children who experience separation anxiety have a high risk of experiencing mental disorders at a later stage of development.[27] Research Lester et al. (2013) said that the effects caused by children

who experience anxiety separating from their parents are asleep disorder.[28] Based on these results it can be concluded that toddler-age children who can separate temporarily from their parents are categorized as normal psychosocial development.

Conclusion

The majority of toddler age psychosocial development in Kendal city is in the characteristic of normal psychosocial development behavior. 16 toddler-aged children experience deviant psychosocial development this is because of the toddler age of children who have not reached the maximum age of 3 years, so that nursing interventions such as therapeutic therapy for toddler-age children so that developmental delay in toddler-age children can be prevented.

Conflict of interest

The authors have no conflict of interest to declare.

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