

TEACHER'S METHOD IN STIMULATING THE PSYCHOSOCIAL DEVELOPMENT ON EARLY CHILDHOOD

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Abstract

Psychosocial development is a psychological and social adjustment process in line with an individual's development from infancy to adulthood, based on eight stages of human psychological and social maturity. Therefore, the psychosocial development of early childhood and the method applied to stimulate it becomes essential to be investigated. This research aims to determine the methods applied by the teacher of early childhood education programs to stimulate early childhood psychosocial development. The formulation of the research problems are as follows: (1) the teacher's understanding of early childhood psychosocial development stimulation; (2) the method used by the teacher to stimulate psychosocial development of early childhood; (3) the results of the method that applied to stimulate psychosocial development of early childhood. This research uses descriptive qualitative method with early childhood teachers as the key informant and early childhood parents as the additional informant. Data collection is done by observation, interviews, and documentation to answer the research problem. The results of this research are as follows: (1) the teacher's understanding of psychosocial development stimulation is still more inclined to the social aspects; (2) the stimulation method applied has targeted all aspects of early childhood psychosocial development; (3) the results of the Stimulation method applied shown in the positive progress of both psychological and social aspects of the psychosocial development.

Keywords: *psychosocial development, developmental stimulation, early childhood*

Abstrak

Perkembangan psikososial adalah proses penyesuaian psikologis dan sosial sejalan dengan perkembangan seseorang sejak bayi sampai dewasa berdasarkan delapan tahap kematangan psikologis dan sosial manusia. Penelitian ini bertujuan untuk mengetahui metode yang diterapkan guru PAUD untuk menstimulasi perkembangan psikososial anak usia dini, dengan rumusan masalah: (1) Bagaimana pemahaman guru PAUD tentang stimulasi perkembangan psikososial anak usia dini?; (2) Bagaimana metode guru PAUD menstimulasi perkembangan psikososial anak usia dini selama ini?; dan (3) Bagaimana gambaran hasil penerapan metode stimulasi perkembangan psikososial anak usia dini selama ini?. Penelitian ini menggunakan metode kualitatif deskriptif. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi untuk menjawab rumusan masalah penelitian. Hasil analisis data menggambarkan bahwa: (1) pemahaman guru PAUD tentang stimulasi perkembangan psikososial masih lebih condong pada aspek sosialnya saja; (2) metode stimulasi yang dilakukan telah menysasar seluruh aspek perkembangan psikososial anak usia dini; (3) hasil penerapan metode stimulasi terlihat dari perubahan positif yang terjadi pada aspek perilaku dan sosial dari anak usia dini.

Kata-kata Kunci: perkembangan psikososial, stimulasi perkembangan, anak usia dini

INTRODUCTION

Changes experienced by an individual throughout his life include two things: (1) growth that is defined as quantitative changes such as the increases of size and structure, and (2) development that is defined as qualitative, progressive, coherent and orderly changes. Individual development is something that can be predicted, where an individual's success and failure in completing one phase of development will affect his ability to complete the next development phases (Potter & Perry, 2005).

The interrelationship between developmental phases underlies the importance of early age because this period is "a golden age period," which is a golden period for all aspects of individual development including physical, cognitive, linguistic, social, emotional, and spiritual aspects that will affect individual's ability to fulfill his developmental tasks in the next phase (Wong, 2008). One of the phases of development of children aged 3-6 years is the preschool phase. Early childhood development in this phase include physical (gross and fine motor), cognitive, language, and psychosocial (Wong, 2008).

Psychosocial development defined as the factors related to the social environment or interactions with others that can affect individual behavior. In the preschool phase, children are faced with changing interactions with family, self-concept, group play, and sex differences (Santrock, 2002). Psychosocial development is a psychological and social adjustment process in line with an individual's development from infancy to adulthood, based on eight stages of human psychological and social maturity (Bastable, 2002).

In the preschool phase, children's psychosocial development will go through a stage of initiative vs. guilt. Erikson (1985) mentioned that there are ten abilities in psychosocial development related to the initiative in early childhood. They imagine and creative, learn new physical skills, enjoy playing with peers, part with parents easily, understand the right and wrong things, recognize at least four colors, arrange words into sentences, distinguish sex, do simple work, and take the initiative to play with surrounding objects (Erikson, 1985). On the other hand, psychosocial development also related to guilt in early childhood includes: no self-confidence, pessimist, afraid of doing something wrong, limit their activities severely, and aggressive behavior.

In this phase, children try to get a feeling of initiative without feeling guilty when they have to do something. When in the previous stage, they develop feelings of confidence and independence, then they will dare to take the initiative, which is the feeling of being free to do everything of their own free will. However, if in the previous stage, they develop a feeling of doubt, then they will always feel guilty and will not dare to do everything of their own free will (Erikson, 1985).

Children who attend preschool education always make better adjustments compared to those who do not. Introducing children with their peers can help optimize the psychosocial development of children at preschool age (Hurlock, 2002). Previous research concluded that there was a significant relationship between children's participation in early childhood education with their psychosocial development, where 66.7% of children who attend early childhood education had good psychosocial development (Damayanto & Maria, 2013).

Thus, it is inseparable from the teacher's ability and skill to provide learning that can also stimulate the psychosocial development of early childhood. Previous research shows that teachers who can apply basic teaching skills can help improve early childhood discipline (Elprida, Sujana, & Tirtayani, 2018). Another research also shows that the application of modeling techniques by the teachers can improve discipline in early childhood (Dewi, Suarni, & Magta, 2016).

Previous research related to the social aspects of early childhood psychosocial development also shows the important role of the teacher in providing stimulation. There are significant differences in social abilities between children who are taught using the storytelling method and those who are taught with conventional methods (Sariati, Pudjawan, & Antara, 2018). Another research shows that learning using project methods can improve the social abilities of early childhood (Putri, Tirtayani, & Ganing, 2018).

According to the state constitution number 20 of 2003 concerning the national education system, early childhood education is a form of development effort aimed at children from birth until

the age of six which is carried out by providing educational stimuli to support physical and spiritual growth and development so that the children will be ready for further education.

Early childhood education, which is held before entering primary education level has the main function of developing all aspects of child development, including cognitive, language, physical (gross and fine motor), social, and emotional development. This main function has an impact on how to treat children in early childhood education, including providing stimulation. When a child enters a non-formal school environment such as early childhood education and kindergarten, the stimulation provided by the teacher is included as factors that influence his development.

Stimulation refers to the stimulant that comes from the environment outside the children (Soetjningsih, 1998). The Ministry of Health of the Republic of Indonesia states that children's development stimulation is an effort to prevent delays and improve children's development (Depkes RI, 2005). There are three components of early childhood development stimulation: the curriculum objectives, learning strategies, and direction or management (Santrock, 2002).

Provision of stimulation must be following the children's needs, because children who get excessive or lack of stimulation may experience developmental problems. Developmental problems may occur because of the stimulator's lack of understanding of developmental achievements. It indicates that being a good teacher implies that a teacher must be willing and able to recognize their students (Monks, Knoers, & Haditono, 2004). This recognition of students is important because every child is a unique human being, so it requires treatment that suitable for their individual developmental needs (Pearsons & Sardo, 2006).

Early childhood education has experienced a paradigm shift, where nowadays developmental achievements have become the main issue in early childhood development. It means the provision of stimulation must be based on knowledge of typical child development or related to the uniqueness of the child, no longer based on the teacher's point of interest (Santrock, 2008).

The results of previous research stated that the teacher's understanding of how to provide stimulation for early childhood emotional development is still inadequate. It happens because most teachers are more likely to emphasize the importance of cognitive abilities and ignore the emotional development of children (Martani, 2012). Therefore, early childhood education teacher's understanding of stimulation and aspects of early childhood development are important things to be investigated.

The purpose of this study is to determine the methods applied by the teacher of early childhood education programs to stimulate early childhood psychosocial development. The detail formulation of the research problems are: (1) the teacher's understanding of early childhood psychosocial development stimulation; (2) the method used by the teacher to stimulate psychosocial development of early childhood; (3) the results of the method that applied to stimulate psychosocial development of early childhood.

METHOD

This research is a qualitative research with narrative data. Qualitative research is a research method that produces descriptive data in the form of written or oral words from people and observed behavior (Moleong, 2010). The informants in this study are people who are expected to master and understand data, information, or facts from an object or research (Andi, 2010).

This research was conducted in early childhood education programs named PAUD Sandat Kuning, located in Mataram, West Nusa Tenggara, Indonesia. The narrative data is collected through three main data collection techniques: semi-structured interviews, non-participant observation, and documentation. Interviews were conducted with teachers and parents' representatives. The observation was carried out on teachers and early childhood while in school. Documentation is carried out to record the stimulation methods provided by the teacher and their impact on the visible psychosocial development of early childhood. Data collection is done by involving seven informants that consist of three early childhood education teachers and four parents' representatives. Information obtained from the principal and teachers of PAUD Sandat Kuning is then completed and

confirmed with information from the students' parents. This was done to find out thoroughly and deeply about the methods used by the teachers to stimulate their student's psychosocial development and the results of the methods they have applied so far.

RESULT AND DISCUSSION

In general, the results of this study can be described as follows:

Table 1.
Teacher's Method in Stimulating The Psychosocial Development

No	Research Problem	Findings
1	Teacher's concept understanding a. Psychosocial development b. Stimulation	a. The understanding of psychosocial development is more inclined to social characteristics than psychological/behavioral b. The understanding of stimulation concept is quite adequate
2	Application of the stimulation method a. Curriculum b. Learning strategies c. Management / direction	a. Stimulation is carried out referring to the institution's curriculum (based on KTSP PAUD), material and equipment selection according to the institution's capabilities, internalization of Hinduism values b. Consider individual differences, adapted to the conditions and age of the child, motivate, advise with religious values, storytelling and QnA in learning, encouraging children to come to the front of the class, give a positive example c. Daily learning evaluation, coordination, and socialization with parents
3	Results Overview a. Psychological/behavioral characteristics b. Social Characteristics	a. Children no longer ask for their parents during school, active and enthusiastic at class, eat by themselves, able to tidy up by themselves, throw garbage in its place, pray before activity b. Play with peers naturally, able to communicate with others effectively, more talkative

The understanding of PAUD Sandat Kuning teachers regarding developmental aspects focuses more on the physical-motoric, social, as well as religious and moral values. Regarding the psychosocial development, the teachers' understanding still tends to focus more on social characteristics rather than behavioral characteristics. From the interviews (Figure 1), it was seen that the teachers perceived the psychosocial aspects of early childhood mostly as an ability to socialize, without discussing the behavioral or independence aspect.



Figure 1. Interview with the principal and teacher of PAUD Sandat Kuning

What is a relief is that the teachers in PAUD Sandat Kuning have an adequate understanding of the individual differences or uniqueness of each early childhood. Although group method was applied to evaluate the learning process in the classroom, the teachers understand that children's interests and character are different from one another so that the achievement of their developmental stages may be different, including the achievement of psychosocial development aspects.

The teachers' understanding of the stimulation concept can be concluded to be quite adequate, where the PAUD Sandat Kuning teachers understand stimulation as an effort to help early childhood children with specific abilities or skills. The teacher's understanding of early childhood psychosocial development stimulation concept is influenced by their understanding of the definition of early childhood psychosocial aspects itself.

As explained earlier, the teachers' understanding regarding the psychosocial aspects of early childhood focuses more on social characteristics than the behavioral (independence) characteristics. Therefore, the stimulation of early childhood psychosocial development is understood as an effort or a way to help improve early childhood ability to socialize.

Based on the description above, it can be concluded that the understanding of the PAUD Sandat Kuning teachers about the stimulation of early childhood psychosocial development is quite adequate. However, not exhaustive and comprehensive, it is sufficient to be a reference or basis for providing psychosocial development stimulus for early childhood (preschool age) according to their age and developmental needs.

The application of psychosocial developmental stimulation methods in early childhood can be seen from three aspects: curriculum, learning strategies, and management or direction. It is to facilitate classifying the methods used by the teachers so that later on, each aspects' strengths and weaknesses can be identified and used as a fundamental consideration to determine the appropriate follow-up action as an effort to correct or improve the quality of stimulation methods.

Regarding the curriculum, the early childhood psychosocial development stimulation method in PAUD Sandat Kuning is implemented by referring to a curriculum composed under the early childhood level education curriculum prevailing in Indonesia called the "Kurikulum Tingkat Satuan Pendidikan (KTSP) PAUD." The selection of materials and equipment used in the learning process is adjusted to the conditions of the institution. The distinctive feature of the PAUD Sandat Kuning curriculum compared with the early childhood curriculum, in general, is the inculcation of Hindu values. In practice in the field, the students in PAUD Sandat Kuning started their activities with a prayer, and the school often held joint prayers in Pura (temples).

However, the early childhood psychosocial development stimulation method in PAUD Sandat Kuning emphasizes individual differences and is adjusted to the age of the child. The teachers observe the child's daily life, whether he can do specific tasks (see Figure 2). When there are children who appear to have difficulties or obstacles and show behavior that is not commendable, the teachers usually initiate communication by motivating or advising the child. When doing that, they do not forget to include an ethical approach to how God does not like children who like to disturb others or damage things. When there is a child who is whining or disturbing his friend, the teacher will distract him, and then he will still be advised with an ethical approach.



Figure 2. Activities to stimulate children's self-confidence and independent

In addition to motivating and advising, to maintain concentration and to stimulate student liveliness in class, the teachers in PAUD Sandat Kuning apply storytelling and discussion methods during the learning process. Meanwhile, to form or increase self-confidence and independence of early childhood, the teachers usually ask the children to come to the front of the class to sing or talk about their personal feeling or experiences. Other than that, the teachers also often provide examples first so that later the children will follow the examples by praying before starting activities, washing hands before eating, and throwing trash in its place.

Regarding the management or direction aspects, the teachers always evaluate the learning process and a daily basis so that the principal and all teachers can discuss the conditions and events experienced on that day. When special events occur that require joint thought, the teachers discuss methods that could be used to deal with these events. Besides, the teachers at PAUD Sandat Kuning always establish communication and coordination with parents regarding the development of their students. It is done because they realize that teachers and parents must collaborate to be able to support early childhood development. The teachers feel the need to know the behavior of children when at home. They also feel the need to communicate the children's school behavior to their parents so that the teachers and parents both have a good understanding of early childhood development.

The challenges faced by many PAUD Sandat Kuning teachers are parents who put more emphasis on the cognitive development aspects of early childhood. Some parents demand that their children master the ability to read, write, and calculate without considering their child's readiness in terms of age, interests, and cognitive readiness. It makes it difficult for the teachers when they want to discuss behavioral and social aspects of early childhood with their parents because the parents usually only focus on their child's cognitive development.

The results of the early childhood psychosocial development stimulation method applied in PAUD Sandat Kuning can be seen from the changes that occur in their students. The changes that occur are indeed diverse. Some are classified as small changes, and some are quite significant. Nevertheless, what is specific from these changes is that it requires time and effort, patience, and consistency from teachers and parents to support and facilitate early childhood to change for the better.

Some of the changes seen in early childhood in PAUD Sandat Kuning are the children who used to be too active and often disturb their friends and learning processes, now their level of activity is not as bad as before and classified as tolerable. Another example is a child who was quiet and shy slowly began to dare to come forward to the class to sing and tell stories and play with friends (see Figure 3). Moreover, children who used to have to be watched by their parents while at school now dare to be left alone at school during school hours and can follow activities well without whining and asking where their parents are.



Figure 3. The psychosocial stimulation activities

Parents of students also confirm changes that occur in early childhood. According to the parents of students, the examples of changes that occur in their children include: (1) in terms of psychosocial, his grandchildren who are less socializing at home since attending PAUD Sandat Kuning have started to be able to socialize. Some children had to be accompanied by their parents.

Now they want to be left alone during school; (2) From a religious perspective, since attending PAUD Sandat Kuning, their children can chant the Tri Sandhya Mantram even though the pronunciation is not perfect yet. Besides, they also have begun to sit when invited to pray quietly; (3) In terms of learning readiness, since attending PAUD Sandat Kuning, some children were initially difficult to be told to study, now have started to concentrate when studying.

From the explanation above, it can be concluded that the stimulation method applied by the teachers in PAUD Sandat Kuning is following the Developmental Theory, which states that at preschool age, the psychosocial development of early childhood is at the initiative vs. guilt stage. In other words, what needs to be monitored and assisted by the teachers is how children can become independent, have an initiative and healthy social relationships with the surrounding environment. It is following the stimulation method applied by the PAUD Sandat Kuning teacher who focuses more on the courage of children to come to the front of the class, clean up their garbage, easily separate from parents, and socializes with friends (see Figure 4).

Furthermore, it is also consistent with the results of previous research, which states that there is a relationship between psychosocial stimulation and social development of preschoolers in Kindergarten in Sidomulyo, Sleman, Yogyakarta, Indonesia (Hanggraini, 2013). Other previous research also states the same thing that there is a significant relationship between stimulation with the development of children aged 4-5 years (Sumiyati dan Yuliani, 2016).



Figure 4. PAUD Sandat Kuning situation on daily basis.

Teachers at PAUD Sandat Kuning also pay attention to the development characteristics of each child. So that the stimulation is given according to the needs of each child. It is by the Theory of Stimulation which states that the provision of stimulation must be following the needs of children, where children who get excessive or lack of stimulation will cause children to experience developmental problems.

The method applied by the teacher to stimulate early childhood psychosocial development in PAUD Sandat Kuning is also carried out by always maintaining communication and coordination with parents of the children with the aim that stimulation at school is also strengthened by stimulation at home. It is consistent with the results of previous studies, which concluded that parents should provide stimulation to preschoolers so that the children will have healthy psychosocial development (Livana, Armitasari, & Susanti, 2018). Other previous studies also state that facilities provided in playgroups supported by psychosocial stimulation at home have a significant influence on socioemotional, motoric, and cognitive development of early childhood (Hastuti, 2009).

CONCLUSION

Based on the analysis of research data, it can be concluded that the early childhood education teachers' understanding of the psychosocial development stimulation of early childhood still tends to focus on the social aspects of psychosocial development. However, the methods applied to stimulate early childhood psychosocial development have targeted the development of behavioral or independence aspects, as well as social aspects from the psychosocial development of early childhood, where the curriculum is prepared based on the early childhood level education curriculum prevailing in Indonesia, called the "Kurikulum Tingkat Satuan Pendidikan (KTSP) PAUD," added with the inculcation of Hindu's values. Furthermore, management is carried out in coordination with

parents and routine evaluations. The stimulation method that has been carried out has successfully supported the achievement of the task of the psychosocial development stage for preschoolers, where children become independent, play naturally with peers, participate in class activities enthusiastically and actively, as well as play before activities.

The recommendation that can be given based on the results of the research is that the early childhood education teacher deepens the theoretical understanding related to aspects of development in early childhood so that the provision of stimulation and learning processes will have a theoretical basis and goals that are more directed following the child's developmental needs.

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