

The Role Of Social Environment On The Development Of Pre-School Age Children (3-5 Years) In Dharma Wanita Tosaren Ii Kindergarten School Kediri City

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ABSTRACT

A negative social environment can cause the delayed process of giving stimulation, especially cognitive stimulation to children. The aim of this study was to determine the relationship between the role of social environment and development of pre-school children (3-5 years) at Dharma Wanita Tosaren II Kindergarten, Kediri City. This study used correlational analytic design with cross sectional approach. Respondents were taken by accidental sampling technique. There were 35 children as the sample. The independent variable is the role of social environment and the dependent variable is development of pre-school children (3-5 years). Researcher analyzed the result with spearman rank statistical test. The results showed that the role of social environment were 29 (83%) in a good category. In addition, the development of pre-school children (3-5 years) were 32 (91%) in the appropriate category. The significance level was $0.000 < = 0.05$ means that H_0 was rejected and H_1 is accepted. It was concluded that there was a strong relationship in the role of social environment and development of pre-school children (3-5 years). Teachers and parents were recommended to provide a good stimulation, facilitate and give a positive to children so that they are able to improve their abilities well.

I. Introduction

The environment is another important part after education for children, this is because of the children development especially character, social, and linguistic development were influenced by the environment. (Khasinah, 2013). The social environment includes all stimulus that are outside the individual in relation to the treatment of others toward the individual. Such as family life patterns, community conditions, group conditions, guidance and so on (Dalyono, 2017). When the social environment is inhabited by people who pay attention to education, the character and development of children will be formed to get the best and vice versa. A negative social environment contribute to the delayed process of providing stimulation, especially cognitive stimulation in children. This will have an impact on late aspect of child development (Nurwianti, 2015).

In 2018, 38.6% children in Indonesia experienced delayed development and 24.6% of children experienced global delayed development, and experienced growth deviations. This deviation is also marked by growth disturbances with the percentage of 17.5% of children experiencing malnutrition, 12.3% of microcephaly children and 12.3% flatter weight gain in the last few months (Ministry of Health RI, 2018). The East Java National Population and Family Planning Board (BKKBN) estimates that 21% of children in East Java experience delayed developmental case. Examination of children growth and development in East Java 2018 was carried out on 2.321.542 toddlers and preschoolers or 63.48% of 3.657.353 toddlers. It means that national coverage was



decrease compared to 2017 of 64.03% and was still below the target of 80% (East Java Health Office, 2018).

The result of preliminary study conducted on December 14th, 2021 at Dharma Wanita Tosaren II Kindergarten School, it was known that the total number of students were 63 children, 23 children of them were categorized as TK A and 40 children were categorized as TK B. The result of interview with the teachers found that after undergoing learning approximately 1 semester, almost half of the children in TK A had less progress, for example in terms of social and language development, some children were less enthusiast to participate in conversations and experienced difficulty understanding or retelling stories. Apart from that, related to gross and fine motor development, it can be seen from the presence of several children who have difficulty walking on blocks and imitating an image. According to the teacher's statement, this happened due to a lack of stimulation by parents and the school environment, especially during a pandemic where social restrictions were imposed.

Childhood from 0 – 8 years is called the golden age which only occurs once in the development of human life where all body growth, especially the brain nerves develop very rapidly so it is very important to stimulate the growth of children's brain intelligence by paying more attention to aspects health, provision of adequate nutrition and education service (Priyanto, 2014). Children who get maximum stimulation, the potential for growth and development of children will be maximally awakened. At each stage of child development there will be integration of the child's development as a whole. This can be supported through stimulation activities, detection and early intervention of irregularities in child development so that the development of movement, speech and language abilities, socialization and independence in children takes place optimally according to the child's age (Ngastiyah, 2015). Soetjningsih (2014) states that the lack of stimulation in toddlerhood can hinder the development of all other aspects of growth and development. Therefore all aspects of development must be considered equally important and all strived to develop optimally. In order for individual development to occur as optimally as possible, it is necessary to provide stimulation according to the level of development because a lack of stimulation can cause deviations in child development and even permanent disturbances (Soetjningsih,2012). The social environment is one of the factors that influence children's development.

Stimulus that has been received by children from their environment will be processed and imitated and in terms of good or bad children's language is influenced by good or bad stimulus given by their environment and how a child process the stimuli he receives. Stimulus from the people closest to them will be processed by the child so as to make the child mature in thought patterns, action patterns, and speech patterns. The role of parents is so important that it requires parents to always be vigilant and careful in teaching their children. Parents must understand the stages of language development in children so that they can provide a stimulus at a developmental stage according to their age (Noor, 2013). Stimulation of good and perfect child development between home, school, and the community environment will be successful if every child will get continuous education services with good character education values from every family/parent, teachers and examples in society. If the child's environmental conditions can provide positive space, the child will bw able to improve his abilities properly (Muzzamil, 2021).

Based on the background above, the researcher is interested in carrying out research with the title “ The role of social environment on development of pre-school children (3-5 years) in Kindergarten Dharma Wanita Tosaren II Kediri. “

II. Methods

The research design in this study was a correlational study with a csross sectional approach. The sampling technique used was accidental sampling with a sample of 35 children. In sthis study the dependent variable was the role of social environment and the dependent variable is child development. Data processing through the stages of editing, coding, scoring, tabulation. The statistical test used is the Spearman Rank with a value of $\alpha = 0,05$.

III. Result And Discussion

A. Generala Data

No	Age	Frequency	Precentage(%)
1	3 years old	3	8%
2	4 years old	10	29%
3	5 years old	22	63%
	Total	35	100%
No	Sex	Frequency	Precentage (%)
1	Male	18	51%
2	Female	17	49%
	Total	35	100%
No	House	Frequency	Precentage(%)
1	Parents		%
2	Grandparents/others		%
	Total	35	100%

Based on the table above, it shows that the age of pre-school children (3-5 years) is known that the majority of respondents are aged 5 years, namely as many as 22 (63%) respondents. It is known that the sex of pre school age children (3 – 5 years) is that the majority of respondents are male, namely 18 (51%) respondents. The place of residence of pre-school age children (3-5 years) is known that almost all respondents live with their parents, namely (%) respondents.

B. Specific Data

No	Social Environment Role	Frequency	Percentage (%)
1	Less	2	6%
2	Enough	4	11%
3	Good	29	83%
	Total	35	100%
No	Pre-school aged development (3-5 years)	Frequency	Percentage (%)
1	Appropriate	32	91%
2	Dubious	2	6%
3	Disorder	1	3%
	Total	35	100%

Based on the table above, it shows that the role of the social environment is known to almost all respondents as many as 29 (83%) of respondents in the good category. The development of pre-school children (3-5 years) is known that almost all respondents as many as 32 (91%) respondents are in the appropriate category.

C. Result Of Cross Tabulation On Dependent Variable And Independent Variable

Pre-school age (3-5 years) Development

			Appropriat e	Dubious	Disorde r	Total
Social Environmen t Role	Less	Frequency	0	1	1	2
		%	.0%	50%	50%	100%
	Enough	Frequency	3	1	0	4
		%	75%	25%	.0%	100%
	Good	Frequency	29	0	0	29
		%	100%	.0%	.0%	100%
Total		Frequency	32	2	1	35
		%	91%	6%	3%	100%

Based on the table above, it shows that the role of social environment is in the good category to the development of pre school children (3-5 years) in the appropriate category, namely as many as 29 (100%) of respondent.

D. Data Analys

Statistic Test Result

Variabel	Significant Levels
Social Environment Role Pre-school age development (3-5 years)	0.000

The results of data analysis show that the significance level is $0.000 < \alpha = 0,05$ so that H_0 is rejected and H_1 is accepted thus there is a relationship between the Role of the Social Environment and the development of pre school children (3-5 years) in Dharma Wanita Tosaren II Kindergarten, Kediri City.

A. Social Environment Role in Dharmawanita Tosaren II Kindergarten

Based on the research result, it is known that the Role of the social environment in Kindergarten Dharma Wanita Tosaren II, Kediri City. It is known that almost all respondents as many as 29 (83%) respondents are in the good category. This is supported by the result of the questionnaire that parents always accompany children when studying at home, parents always accompany and guide children to paint and color picture, parents provide examples of good and polite daily conversation and invite children to play and socialize in the environment around. Parents encourage their children to play with their peers and periodically invite their children to light exercise for example jogging or jumping rope. Parents invite children to care for and water the flowers in the yard and invite children to participate in cleaning the house. Besides that, the role of teacher at school is always encouraging children to dare to express their wishes and the teacher holds activities that can increase interaction and cooperation among friends. The teacher organizes sport activities and games that train children physically and always motivates children who have not been able to count correctly. The role of the surrounding community is also to always give praise when children do commendable action and give subtle reprimands when children say impolite. Meanwhile, peers in the surrounding environment are willing to make friends with anyone without being selective, peers in the environment play traditional games, rather than playing gadgets/cell phones, peers around do not bully fellow children.

Aulia (2022), says that the social environment is all stimuli that are outside the individual in relation to the treatment of other people towards individuals. The social environment also plays a very important role in children's character education, both in the family environment, school environment and peer environment. The family is also the first environment that is known by children, therefore parents must try to create a good conducive environment so that they can be an example for children. Likewise with the school environment, teachers must also try to create a comfortable atmosphere for children in the learning process. In this case not only the teacher but all staff in the school environment. So that children are able to understand any information conveyed by the teacher.

The results of research from Zahra (2020) show that the social environment has a significant effect on the formation of children's character through strategies and methods of learning with parents and the community to create a conducive environment in the formation of good children's character. The school always communicates with the family through diaries or meets directly regarding child development, so that parents understand that the education provided at home must be in accordance with the education at school, besides that the school or family has the task of providing stimulus to the community.

In the opinion of researchers that the family environment must be able to provide and prepare education for their children so that they become the next generation who are educated, namely through the education level so that children's personalities are formed and developed with good character, social spirit, civilized behavior and skilled in their skills. Furthermore, the school's social environment such as teachers, education staff (principals and their representatives) and classmates can influence a student's enthusiasm for learning. Teachers who always show sympathetic attitudes and behavior and show good role models and are diligent, especially in terms of learning, for example reading and discussing diligently, can be a positive impetus for student learning activities. Meanwhile, children are expected to be able to learn to understand the surrounding environment like their peers and be more active in positive activities in the environment and at school, children are also expected to be able to be more open in expressing/consulting problems experienced with parents, as well as teachers if at school so that these problems do not continue and become a burden on the mind that interferes with the formation of character in children.

B. The Development of Pre-school Age (3-5 years) in Dharma Wanita Tosaren II Kediri City.

Based on the results of the study it was found that the development of pre-school children (3-5 years) in Dharma Wanita Tosaren II Kindergarten, Kediri City, it was known that almost all of the respondents as many as 32 (91%) respondents were in the appropriate category. This shows that children can adapt and interact with teachers, peers and even the surrounding community. Children can also participate in the game when playing with their peers. Children can also draw according to the sample images provided by researchers, children can also arrange cubes provided by researchers without dropping them, children can stand on one leg without holding on, children can say their full name without assistance, children can wear trousers, shirts, t-shirts without assisted, children can wash their hands properly without assistance, children can name and show colored pictures correctly and correctly. Various kinds of stimulus provided by the teacher to stimulate children's development in Kindergarten Dharma Wanita Tosaren II City of Kediri which has been carried out so far such as for children aged 3 years where the teacher trains children to jump on one leg, trains children to arrange and stack blocks, trains children to recognize shape and color, train children in terms of personal hygiene, such as washing hands and feet and drying their feet. In children aged 4 years where the teacher gives the opportunity for children to do things that are more or less capable of doing, training children how to cut, cutting pictures, starting from large pictures, training children to button clothes, training children in manners, such as thanking, kissing hands, and others. Whereas in children aged 5 years where the teacher gives opportunities for children to do the things they want to do, trains children to complete pictures, answers children's questions correctly, does not lie or delay their answers, invites children in family activities, such as shopping, cooking, and tidying up the house. The facilities available at Dharma Wanita Tosaren II Kindergarten in Kediri include chain/pole swings, balls, story books, picture books, books and stationery, picture boxes, catwalks, climbing ropes, swivel chairs.

Development is the process of increasing maturity and human psychological function. The developmental maturity experienced by humans will increase their ability in the scope of this development. It is important to know the development of early childhood, because the child's current development will affect development throughout his life span. Knowledge of early childhood development can help parents and teachers prepare efforts to optimize this development. Some early childhood developments, namely: religious and moral development, social emotional, cognitive development, language development, physical motor development, and the development of creativity (Khaironi, 2018). According to Soetjningsih (2014), factors that can influence child development are genetic factors and environmental factors. Things that are included in environmental factors include nutrition and stimulation. Nutritional intake will affect the nutritional status of children related to the growth and development of the child.

In the process of child development, the environment is a very important factor after innate. The environment is one of the factors that has the greatest influence on education. The environment influences the development of children's character. If a child grows and develops in a good, polite and religious environment, then the child will be printed as a good person. But on the other hand, bad influences from the environment are also habits that are easily transmitted, therefore parents must really pay attention to the influence of the environment on children's education. Without support from environmental factors, the development process in realizing innate potential into real abilities will not occur. Therefore the function or role of this environment in the development process can be said to be a teaching factor, namely a factor that will influence the realization of a potential in a good or bad way, because the influence of the environment in this case can be positive, which means that the influence is good and strongly supports the development of a potential. or negative, that is, the influence of the environment is not good and will hinder/damage development.

In the opinion of researchers that it has become the main task of an educator/teacher, parents, peers, the surrounding environment to create or provide a positive environment in order to support children's development and try to monitor and avoid the influence of negative environmental factors that can hinder and damage development. the child. Meanwhile, what relates to the child with the environment is that a person will change as the child's age increases. Therefore, here the environment is very influential in the development of early childhood. From here the social environment is considered relative, and the influence of the environment depends on the extent of his experience in

the social or environmental world.

C. Relationship Between Role Of Social Environment on Development of Preschool age (3-5 years) in Dharma Wanita Tosaren II Kindergarten, Kediri City

The results of data analysis show that the significance level is $0.000 < \alpha = 0.05$ so that H_0 is rejected and H_1 is accepted, thus there is a relationship between the Role of the Social Environment and the Development of Pre-School Children (3-5 years) in Dharma Wanita Tosaren II Kindergarten, Kediri City. The cross-tabulation results show that the role of the social environment is in the good category so that the development of pre-school children (3-5 years) is in the appropriate category, namely 29 (100%) respondents. Childhood from the age of 0-8 years is called the golden age which only occurs once in the development of human life where all body growth, especially the brain nerves develop very rapidly so it is very important to stimulate the growth of children's brain intelligence by paying more attention to aspects health, provision of adequate nutrition and education services (Priyanto, 2014). Children who get maximum stimulation, the potential for growth and development of children will be maximally awakened. At each stage of child development there will be integration of the child's development as a whole. This can be supported through stimulation activities, detection and early intervention of irregularities in child growth and development so that the development of movement, speech and language abilities, socialization and independence in children takes place optimally according to the child's age (Ngastiyah, 2014).

Soetjiningsih (2014), states that the lack of stimulation in toddlerhood can hinder the development of all other aspects of growth and development. Therefore all aspects of development must be considered equally important and all strived to develop optimally. In order for individual development to occur as optimally as possible, it is necessary to provide stimulation according to the level of development because a lack of stimulation can cause deviations in child development and even permanent disturbances (Soetjiningsih, 2014). Stimulation of good and perfect child development between home, school and the community environment will be successful if every child will get continuous education services with good character education values from every family/parents, teachers and examples in society. If the child's environmental conditions can facilitate and provide positive space, the child will be able to improve his abilities properly (Muzzamil, 2021).

The social environment is one of the factors that influence children's development. Stimuli received by children from their environment will be processed and imitated and in terms of good or bad children's language is influenced by good or bad stimuli given by their environment and how a child processes the stimuli he receives. Stimulus from the people closest to them will be processed by the child so as to make the child mature in thought patterns, action patterns, and speech patterns. The role of the family environment is parents who are so important in stimulating the development of gross motor, fine motor, speech and language, socialization and independence in children according to age. The school environment can affect children's development because there are teachers and school friends who can provide motivation. The community environment also has a central role in instilling ethical and aesthetic values in the formation of children's character.

IV. Conclusion

Based on the results of the study, it can be concluded that the Role of the Social Environment in Dharma Wanita Tosaren II Kindergarten, Kediri City, it is known that almost all of the respondents, 29 (83%) of respondents, were in the Good category. The Development of Pre-School Children (3-5 Years) In Dharma Wanita Tosaren II Kindergarten, Kediri City, it is known that almost all respondents as many as 32 (91%) respondents are in the Appropriate category. The results of data analysis show that the significance level is $0.000 < \alpha = 0.05$ so that H_0 is rejected and H_1 is accepted, thus there is a relationship between the Role of the Social Environment and the Development of Pre-School Children (3-5 years) in Dharma Wanita Tosaren II Kindergarten, Kediri City. For research sites it is suggested to be able to improve health services regarding efforts prevention of developmental disorders in children. It is hoped that health education institutions can become additional references related to efforts to become a reference for developing intervention models related to efforts to improve development in pre-school-aged children. For future researchers, it is hoped that this can be used as input and basic data for further research and can examine other factors related to the development of pre-school children (3-5 years).

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