



PSYCHOSOCIAL DEVELOPMENT OF SCHOOL-AGE CHILDREN

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ABSTRACT

Developmental tasks, should be accomplished by school-age children in order to achieve proper development and growth. When obstacles arise, are possibly sum up in disruption in achieving the next stage of school-age children development and growth. This study aims to determine the description of the psychosocial development of school age children in Bandengan, Kendal City. This research has been carried out through quantitative research with descriptive research design. The sample of this study was 72 school-aged children in Bandengan Kendal City who selected by purposive sampling technique. The psychosocial development questionnaire consists of 8 items regarding the characteristics of normal school children psychosocial development as the basis for the questionnaire. This questionnaire has been declared valid and reliable. The data were analyzed univariately using a frequency distribution. The results of this study indicate that the majority of school age children psychosocial development is in the abnormal category (54%), so that intervention is needed to overcome this problem. In conclusion, the school-age children are likely to have an abnormal psychosocial development, especially the younger school-age children.

Keyword: psychosocial development; school age children

INTRODUCTION

The development of school age children (6-12 years) has experienced various improvements in physical, cognitive and psychosocial aspects (Ross, Dorris, & McMillan, 2011). This period the child's thinking power has developed towards a more concrete, rational and objective. The memory becomes very strong, so that the child is really at the learning stage. School-age children to achieve good development must be able to complete developmental tasks according to their developmental stage. The existence of obstacles in achieving the task of psychosocial development at one stage, it can hinder its success at the next stage of development (Maulana, 2007).

The stage of psychosocial development at school age according to Erick Erikson's theory (1963) (in Sumanto, 2014) is industry versus inferiority, where children have the ability to produce work, interact, and excel in learning based on their own abilities (Sumanto, 2014). Psychosocial development will be disrupted if parents are wrong in educating children so that children behave deviantly such as withdrawal, difficulty concentrating, unreasonable fear, irritability, refuse to go to school, like to get angry, and like to fight. Sometimes there are complaints of abdominal pain, depression, feelings of guilt, or feeling flat and anxious (Soetjningsih, 2018).

The results of PH and Anggraeni's research (2018) found that 1380 children in Kendal City Elementary School experienced verbal violence from caregivers, this is because the caregivers wanted to discipline the children, but the children did not know their developmental tasks so that verbal violence occurred (Livana & Anggraeni, 2018). The results of the preliminary study at SDN 2 Ngilir, 7 out of 10 children had been yelled at by their parents for not doing homework given by the teacher, 2 students stated that they were prohibited from playing outside the home, 3 children expressed fear of expressing their opinions when talking to other people and tended to be silent. Based on this phenomenon, it is necessary to conduct research with the aim of knowing the description of the psychosocial development of school age children in Bandengan, Kendal City through quantitative research.

METHOD

This research is a quantitative research with a descriptive research design. The population of this study were all school-age children in Bandengan Kendal City, amounting to 242 students. The sample of this study is part of the total population that meets the inclusion criteria: Students are listed as Grade 4, 5, and 6 students, physically and psychologically healthy, willing to be research respondents, and live in Bendengan, Kendal City. The research sample consisted of 72 children. This research sampling technique using purposive sampling.

The psychosocial development questionnaire consists of 8 items regarding the characteristics of normal schoolchildren psychosocial development as the basis for the questionnaire, if the respondent answers yes it will get a value of 1, if the answer is no then it gets a score of 0, the total number of items is added up, if the total score is 8 then the respondent is included in categories of normal psychosocial development. This questionnaire has been declared valid and reliable. The results of the questionnaire validity test with a value ranging from 0.955 to 0.888 and the reliability test results with a Cronbach Alpha value of 0.889 (Livana & Anggraeni, 2018). The data were analyzed univariately using frequency distribution. This research has passed the ethics of the Kendal STIKES Ethics Commission with letter number 003/EC/KEPK-STIKES_Kendal/VI/2020.

RESULTS AND DISCUSSION

The characteristics of the 72 children indicated that the ages of the children were: 9 years (7%), 10 years (17%), 11 years (48%), and 12 years (28%); Meanwhile, male (54%) and female (46%).

Table 1.
Psychosocial Development of School-Age Children (n=72)

Psychosocial Development of School-Age Children	f	%
Normal	33	46
Abnormal	39	54

Table 1 shows the majority of school age children psychosocial development in abnormal psychosocial development (54%).

The results of research related to the psychosocial development of school-age children show that the majority are in the abnormal category, this indicates that the majority of children have experienced physical or verbal abuse from their caregivers or parents. This research is in line

with the opinion of Yusima (2016) that violence that occurs in children is due to parents' ignorance of caring for children, parents think that violence is done to children as an effort to discipline children, so that children obey their parents (Yusima, 2016). This is different from Mohsen's (2019) research that the factors causing parental violence against children include social and economic factors (Mohsen, 2019). Researchers Chigiji, Fry, Mwadiwa, Elizalde, Izumi, Baago-Rasmussen, and Maternowska (2018) stated that violence against children will have an impact on mental disorders, damage to the nervous system, endocrine system and blood circulation.

CONCLUSION

The results of the study concluded that the majority of school age children psychosocial development was in the abnormal category, so that intervention is needed to overcome this problem.

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