



OVERVIEW OF EMOTIONAL DEVELOPMENT OF CHILDREN AGED 3-5 YEARS AT POSYANDU

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ABSTRACT	KEYWORDS
<p>Unintentionally, and we realize, parents often think that children are miniatures of adults. An important period in children's growth and development is the toddler period, especially the age of 3-5 years. Because during this period it is basic growth that will later affect and determine the next development of children. During this time, the growth of language, motor, emotions and intelligence is very fast. So that every abnormality/deviation, no matter how small, if not detected and handled properly, will reduce the quality of Human Resources (HR).</p> <p>The research was conducted in June 2021 at the Posyandu of Wates Village, Tulungagung Campurdarat District. A type of descriptive research with variables describing the emotional development of children aged 3-5 years. The population is 220 people with <i>the Accidentally Sampling</i> sampling technique. The number of respondents was 128. Data collection using a checklist, then data analysis is carried out.</p> <p>The results of the study found that the emotional development of children aged 3-5 years was mostly from normal respondents, namely as many as 85 respondents (66.41%), while children aged 3-5 years almost half of the respondents had emotional development disorders, namely as many as 43 respondents (33.59%).</p> <p>The difference between normal children and children with emotional development disorders is caused by the role of the mother who is too excessive or lacking, so that errors in educating, in addition to the home atmosphere and the number of family members are also factors that cause children to experience emotional development disorders.</p>	<p>Developmental, emotional, children aged 3-5 years</p>

INTRODUCTION

Children's health initiatives, which are implemented as early as possible from the time the child is still in the womb until the first five years of life, are one way that health development is carried out as part of efforts to construct a whole human being, among other things. In order for children to grow and develop as best they can—physically, mentally, emotionally, and socially—and to have multiple intelligences in line with their genetic potential, health efforts are being made to ensure their survival while also enhancing the quality of their lives (Ministry of Health of the Republic of Indonesia, 2020).

Often parents forget that children are not miniatures of adults. Accidentally and unconsciously. Our behavior and emotions shape like that. In fact, an important period in children's growth and development is the toddler period, especially the age of 3-5 years. Because during this period it is basic growth that will later affect and determine the next development of children. During this time,

the growth of language, motor, emotions and intelligence is very fast. So that every abnormality/deviation, no matter how small, if not detected, or not handled properly, will reduce the quality of Human Resources (HR) in the future or can affect the development of the next child (Soetjiningsih, 2014).

In the end, without us realizing it, we as parents often compartmentalize ourselves into the criteria of parents in raising our children. We can be permissive or authoritative parents. Permissive parents try to be as accepting and educational as possible, but tend to be very passive when it comes to the issue of setting boundaries or responding to disobedience. Authoritarian parents impose strict rules and demand that those rules be followed. They believe that children should be in a predetermined place and should not voice their opinions.

In the end, we often see children who are unhappy, lonely and have difficulty trusting others, but on the other hand, it is not uncommon for us to find children who are confident, imaginative, adaptable and liked by many others (Suherman, 2002).

Therefore, the active role of parents in development, especially children's emotional development, is very necessary, especially when they are still in their toddlerhood.

From the consistent words and behavior of parents, children gain a sense of security, know what to expect from human relationships, get affection, a sense of security in a stable and pleasant atmosphere of relationships with others, appreciation and praise if the child becomes independent, these needs can be met in an environment that stimulates all aspects of development. So no matter how busy parents are, whether in work, organization and so on, there must be an opportunity to pay attention to their children (Suherman, 2020).

METHOD

Descriptive research design, with independent variables, namely the description of emotional development of children aged 3-5 years. The population in this study is all mothers who have children aged 3-5 years in June 2021 which is 220 people. The sampling used is *accidental sampling*. The number of respondents was 128. This research was carried out at the Wates Village Posyandu, Campurdarat District, Tulungagung Regency in June 2021.

RESULT

Respondent characteristics based on

1.1 Child's age

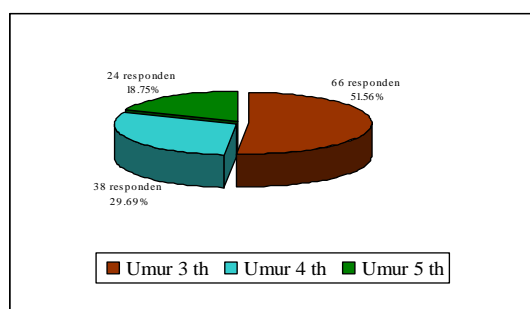


Diagram 1.1 Distribution by age of children 3-5 years.

From the diagram above, it can be seen that most of the respondents are 3 years old, namely there are 66 respondents (51.56%) out of the total number of respondents as many as 128, and a small number of respondents are 5 years old, namely 24 respondents (18.75%) out of the total number of respondents as many as 128.

1.2 Number of brothers

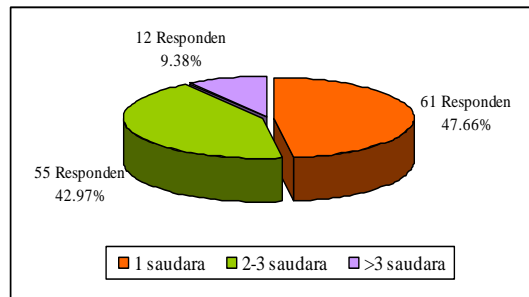


Diagram 1.2 Distribution by number of siblings

Based on the diagram above, it can be seen that almost half of the respondents have 1 sibling, namely 61 respondents (47.66%) out of the total number of 128 respondents, and a small percentage of the respondents have >3 siblings, namely 12 respondents (9.38%) out of the total number of respondents as many as 128.

1.3 Home atmosphere

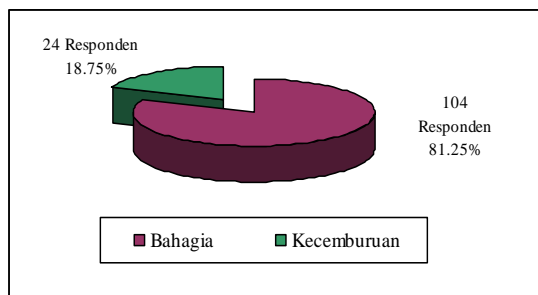


Diagram 1.3 Distribution of respondents according to the atmosphere of the house.

Based on the diagram above, it can be concluded that almost all of the respondents include happy families yaitu sebanyak 104 Respondents (81.25%) of the total number of respondents were 128, and a small proportion of respondents had jealousy, namely 24 respondents (18.75%) out of the total number of respondents as many as 128.

1.4 How to educate children

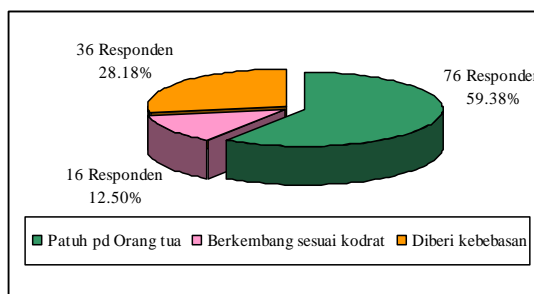


Diagram 1.4 Distribution of respondents by way of educating children

Based on the diagram above, it can be seen that most of the respondents must obey the parents' orders, namely 76 respondents (59.38%) out of 128 respondents, and a small

percentage of respondents were given freedom, namely 16 respondents (12.50%) out of 128 respondents.

1.5 The relationship between children and family members

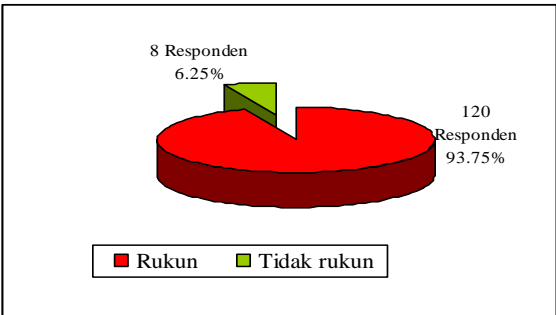


Diagram 1.5 Distribution of respondents by child's relationship with family members.

Based on the diagram above, it can be seen that almost all of the respondents live in harmony with their family members, namely 120 respondents (93.75%) out of the total number of 128 respondents, and a small proportion of respondents do not get along with their family members, namely 8 respondents (6.25%) out of the total number of 128 respondents.

1.6 A child's relationship with his or her peer group

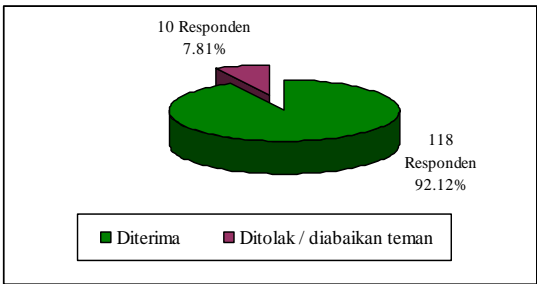


Diagram 1.6 Distribution of children's relationships with peers

Based on the diagram above, it can be concluded that almost all of the respondents were accepted by their peer group, namely 118 respondents (92.12%) out of the total number of 128 respondents, and a small percentage of the respondents were rejected or ignored by friends, namely 10 respondents (7.81%) out of the total number of 128 respondents.

1.7 Guidance provided by parents

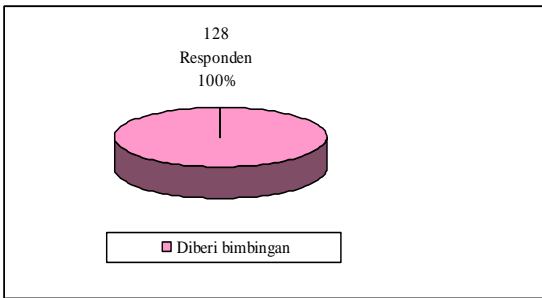


Diagram 1.7 Distribution of respondents by parental guidance

Based on the diagram above, it can be seen that all respondents are always guided by their parents, namely 128 respondents (100%) out of the total number of 128 respondents.

1.8 Identification of the emotional development of children aged 3-5 years

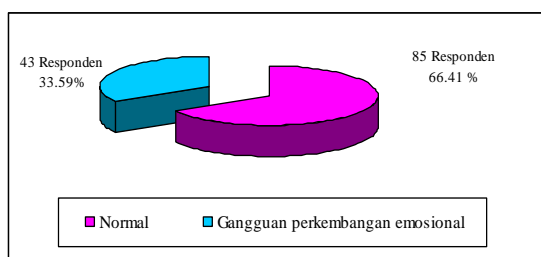


Diagram 1.8 Distribution of respondents according to the emotional development of children aged 3-5 years

The diagram above illustrates that the majority of respondents regarding the emotional development of children aged 3-5 years at the Wates Village Posyandu, located in Campurdarat District, Tulungagung Regency, were classified as normal. Specifically, there were 85 respondents (66.41%) out of a total of 128 respondents. Additionally, nearly half of the respondents exhibited emotional development disorders, with 43 respondents (33.59%) out of the total of 128 respondents.

Development refers to the transformations that individuals or organisms experience as they progress towards their maturity, occurring in a systematic, progressive, and continuous manner, encompassing both physical and psychological aspects. Emotional development involves the specific feelings encountered when confronting a particular situation, including emotions such as joy, despair, surprise, hatred, and others (Yusuf, 2017).

Every person enters the world with a specific heredity. Heredity, or genetic inheritance, is an inherent characteristic that possesses the capacity for growth. The extent of an individual's development and the quality of that development are influenced by both heredity and the surrounding environment. As illustrated in diagram 1.5, nearly all respondents consistently maintain harmonious relationships with their family members, resulting in a number of respondents identifying as happy families.

Almost all of the respondents were happy families, and always lived in harmony with their family members, so more respondents were normal with emotional development disorders. Normal emotional development disorders, one of which is supportive is the surrounding environment, namely the supportive family.

From the results of the diagram 1.8 research, in general, the emotional development of children aged 3-5 years in the region is almost half of the respondents have emotional development disorders, namely 43 respondents (33.59%), meaning that there are still children with emotional development disorders.

In the description of the emotional development of children aged 3-5 years, most of the respondents must obey their parents' orders, namely 76 respondents (59.38%), so that the child indicators show an unexplained sense of fear, the reason why the respondents answered Yes more. This may be due to the role of mothers who are too excessive or insufficient in educating children so that they can actually cause deviations in children's emotional development (Suseno, 2019).

Mistakes in educating children have a great effect on the child's development. In addition, the atmosphere at home was jealous, namely 24 respondents (18.75%) out of 128 respondents, and the number of family members where a small percentage of the respondents had >3

siblings, namely 12 respondents (9.38%) out of 128 respondents, also as a factor that caused respondents to have emotional development disorders.

CONCLUSION

Based on the analysis, it can be concluded that the emotional development of children aged 3-5 years is almost half of the respondents with the criteria that there is an emotional development disorder, one of which is caused by the way of educating children, the atmosphere of the house and the number of family members. If the child is in a democratic family environment, the child will grow up to be a democratic child, but conversely, if the child grows up in a less harmonious family environment, the child will grow up to be a child who has disturbing or anxious feelings and is always hostile to the surrounding environment.

SUGGESTION

The results of the research are expected to be used as a reference for the next researcher to continue this research with better research methods.

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