

## INTISARI

**Latar Belakang:** Data global terkait keterlambatan perkembangan anak prasekolah di dunia mencapai 1%-3%. Sementara di Indonesia, sekitar 2,2% anak usia 36-59 bulan memiliki perkembangan kemampuan yang belum sesuai dengan tahapan perkembangan usianya. Perkembangan anak dapat sesuai *milestone* dapat disebabkan oleh banyak faktor, salah satunya dari pemberian stimulasi psikososial. Stimulasi psikososial yang didapatkan anak dapat dilihat dari 8 aspek yaitu aspek stimulasi belajar, stimulasi bahasa, lingkungan rumah anak, kehangatan dan perhatian dari orang tua, stimulasi akademik yang diberikan, hubungan anak dengan orang tua/pengasuhnya, aktivitas anak, dan cara orang tua/pengasuh dalam menentukan kemampuan anak di setiap tahapan perkembangan.

**Tujuan:** Mengetahui hubungan antara stimulasi psikososial dengan perkembangan anak usia prasekolah.

**Metode:** Penelitian ini merupakan jenis penelitian analitik korelasional dengan pendekatan kuantitatif. Rancangan penelitian menggunakan desain *cross sectional*. Responden penelitian berjumlah 100 untuk responden orangtua/pengasuh dan 100 responden anak prasekolah berusia 36-59 bulan. Penelitian bertempat di Desa Maguwoharjo, Desa Caturtunggal, dan Desa Condongcatur. Kuesioner menggunakan kuesioner *Home Observation for The Measurement of the Environment* (HOME) dan Kuesioner Pra-Skrining Perkembangan (KPSP). Analisis data dilakukan menggunakan uji analisis *pearson chi-square*.

**Hasil:** Hasil analisis menunjukkan bahwa sebanyak 63% responden anak prasekolah mendapatkan stimulasi psikososial dengan kategori sedang dan sebanyak 51% anak mengalami perkembangan dengan kategori meragukan. Hasil uji *chi-square* menunjukkan bahwa  $pvalue=0,069$  sehingga  $pvalue>0,05$ .

**Kesimpulan:** Tidak ada hubungan yang signifikan antara stimulasi psikososial dengan perkembangan anak usia prasekolah di Kecamatan Depok, Kabupaten Sleman, Yogyakarta.

**Kata Kunci:** Stimulasi psikososial, lingkungan, perkembangan anak, anak prasekolah

## ABSTRACT

**Background:** Global data related to developmental delay in preschool children in the world reaches between 1%-3%. While in Indonesia, around 2,2% of children aged 36-59 months have developmental abilities that are not in accordance with their age developmental stages. Early child development according to milestones can be caused by many factors, one of which is the provision of psychosocial stimulation. Psychosocial stimulation obtained by children can be seen from 8 aspects, namely aspects of learning stimulation, language stimulation, children's home environment, warmth and attention from parents, academic stimulation provided, children's relationship with their parents/caregivers, children's activities, and how parents/caregivers determining children's abilities at each stage of their development.

**Objective:** To determine the relationship between psychosocial stimulation and early child development on preschool children.

**Methods:** This research is correlational analytic research with a quantitative approach. The research design used a cross sectional design. There were 100 respondents for parents/caregivers and 100 respondents for preschool children aged 36-59 months. The research took place in Maguwoharjo Village, Caturtunggal Village, and Condongcatur Village. The questionnaire used the Home Observation for the Measurement of the Environment (HOME) questionnaire and the Developmental Pre-Screening Questionnaire (KPSP). Data were analyzed using pearson chi-square analysis test.

**Results:** The results of the analysis showed that 63% of preschool children respondents received psychosocial stimulation in the moderate category and 51% of children experienced development in the doubtful category. The results of the *chi-square* test showed that the *pvalue*=0.069 so that the *pvalue*>0.05.

**Conclusion:** There is no significant relationship between psychosocial stimulation and the development of preschool-age children in Depok Sub-district, Sleman Regency, Yogyakarta.

**Keywords:** Psychosocial stimulation, environment, early child development, preschool children