

# The Effect of Ethical Moral Stimulation on Psychosocial Development of Toddlers

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## ABSTRACT

Disorders of psychosocial development of toddlers causes various problems in social interaction and behavior, such as a moral crisis in the future. Bullying and fights among toddlers are the form of unsuccessful moral and ethical values educations in the early childhood. Psychosocial development in toddlers can be achieved optimally through appropriate stimulation. The ethical moral stimulation module for the psychosocial development of toddlers is very necessary to prevent a tendency to violate norms, values and other psychosocial problems. The aim is to identify the effect of moral ethical stimulation on the psychosocial development of toddlers. The output of the research is the compilation of a moral ethic stimulation guide module for optimizing the psychosocial development of toddlers. This study used a quasi-experimental design with a non-equivalent control group approach, which were pre and post test design. The research was conducted at Nanggalo Public Health Center. This research was started from October 2019 to November 2020. The data were collected from from October to November 2020. Respondents are mothers and children (1-3 years old) at Nanggalo Public Health Center, with sample size is 60 people which 30 were from intervention and control groups. The results showed that there was a significant difference in the mean of psychosocial development of toddlers with a p-value 0,003. This study recommends all mothers to provide moral and ethical stimulation to their toddlers earlier to optimize children's psychosocial development.

**Keywords:** Moral Ethics, Psychosocial Development, Toddler

## 1. INTRODUCTION

The development of independence and socialization is related to psychological aspects, personality and social relationships. The combination of these three aspects is called psychosocial development. Psychosocial development in toddlers can be achieved optimally through parents' participation [18].

Children in the age of 1 – 3 years (toddlers) got the sense of a trust in relating to other through the formation since they were babies. Failure at the infant stage in nurturing and caring for children will foster a sense of distrust in children [20]. The results of the study on the effect of psychosocial development before and after giving therapeutic group therapy to toddlers showed that there was an effect of giving therapeutic group therapy to the psychosocial development of toddler with p value = 0.000 [14].

The process of psychosocial development can be disrupted or delayed if the stimulation given is not appropriate. The causes of delays in children's development include the knowledge and patterns of

parenting of parents who are less active in providing stimulation. Parents' ignorance of the importance of stimulation development affects the attitudes and actions of parents in developing the stimulation [16]. The impact of developmental disorders is an effect on the achievement of developmental tasks in the future. Bullying and fights among toddlers are a form of unsuccessful instilling moral and ethical values in children at an early age.

The prevalence of psychosocial problems that can occur in children are emotional disorders and behavioral disorders in children [15]. Another study said that psychosocial problems in children of 2-6 years old was 39.8% [17]. Children prevalence experienced psychosocial problems in Netherlands reached to 8-9% [11].

The impact of psychosocial developmental disorders on children can cause various problems in social interaction, behavior and moral crisis in the future. Moral crisis has impact to moral damage to the next generation. The negative impact of current technological developments causes children to have higher exposure to the television, internet, and gadgets in the earlier age. Scenes of violence, whether physical, verbal or behavioral are

potentially watched by children from various media. The children tend to imitate something they see or watch.

The National Commission for Child Protection reported that there were 4,885 cases of child complaints based on ten children protection clusters. Cases of children in conflict with the law was the highest cluster with 1,434 cases (29.35%), 679 cases of pornography and cyber crime (13.89%) and 364 cases (7.45%) related to health issues and drugs. This has increased from the previous year. There are 2,792 cases of crime committed by school-aged children in Indonesia, with details of 1,424 cases of violence, such as extortion and theft, 229 cases of brawls, and others are immoral cases, such as drinking liquor and consuming illegal drugs [13]. Data from the Social Service of West Sumatra Province in 2017 showed that there were 39 children in conflict with the law.

There are some efforts to prevent psychosocial development problems, such as providing stimulation of children since earlier. The ethical moral stimulation guide module for the psychosocial development of toddler is one of the efforts to improve the mother's ability to stimulate the child's psychosocial development. This module is a guide that can be used by parents in providing ethical moral stimulation to support the psychosocial development of toddler at home. This module contains knowledge from various sources about general development, psychosocial development in toddlers, moral ethical stimulation for psychosocial development, the role of parents in ethical moral stimulation, methods of ethical moral stimulation in toddlers and examples of stories that have a moral message for toddlers. This module is supported by the images to make it more attractive to be read. This research aims to identify the effect of moral ethical stimulation on the psychosocial development of toddlers.

## **2. METHODS**

This type of research is quantitative with a quasi experiment design, non-equivalent control group approach. The research was conducted at the integrated Posyandu in Nanggalo District. This research process is started from October 2019 to November 2020. The population are all mothers and children with 1-3 years old who are the members of Nanggalo Public Health Center. The sample is 60 respondents which is divided by 30 people for each intervention and control groups. The sample of data is collected randomly.

The instrument used in this study is the instrument HOME (Home Observation and Measurement of Environment) modification [2],[6]. The bivariate analysis performed parametric tests independent t-test.

## **3. RESULT**

Mothers mean age in the intervention group is 33.73 years, a minimum age of the respondent is 22 years and a maximum age is 49 years. Meanwhile, in the control group, a mean age of the mother is 32.53 years, the youngest is 18 years and the oldest age is 43 years. Toddlers in the intervention group had an average age of 27.13 months. In the control group, the mean age of the children is 24 months.

The results of the study for maternal knowledge showed that the mean knowledge of the intervention group about psychosocial development for mothers before the intervention is 14.07 and after the intervention is 16.03. In the control group, the knowledge of mothers increased to 15.25 (from 15.23).

**Table 1 . Types of Stimulation for Toddlers**

Stimulation	Mean	SD	Min - Max	95% CI
<b>Intervention Group</b>				
<b>Before ( Pre-test )</b>	22.77	5.16	10 – 34	20.84 -24, 69
- Infrastructure	5.90	2.41	2 – 10	5.00 – 6.80
- Physical Environment	5.93	1.20	3 – 7	5.48 – 6.38
- Modeling	2.73	1.53	0 – 5	2.16 – 3.30
- Variation of stimulation	6.40	1.81	2 – 9	5.72 – 7.08
- Punishment	1.80	1.37	0 - 4	1.29 – 2.31
<b>After ( Post-test )</b>	26.73	3.39	19 – 34	25.47 – 28.00
- Infrastructure	7.23	1.33	4 – 10	6.74 – 7.73
- Physical Environment	5.93	1.20	3 – 7	5.48 – 6.38
- Modeling	3.90	0.71	3 – 5	3.63 – 4.17
- Variation of stimulation	6.97	1.56	4 – 9	6.38 – 7.55
- Punishment	2.70	0.91	1 – 4	2.36 – 3.04
<b>Control Group</b>				
<b>Before ( Pre-test )</b>	26.43	3.90	18 – 33	24.98 – 27.89
- Infrastructure	6.77	2.19	2 – 11	5.95 – 7.59
- Physical Environment	6.00	1.08	4 – 7	5.60 – 6.40
- Modeling	4.17	1.08	0 – 5	3.76 – 4.57
- Variation of stimulation	7.23	1.47	4 – 9	6.68 – 7.79
- Punishment	2.27	1.64	0 – 4	1.65 – 2.88
<b>After ( Pos-ttest )</b>	25,50	3.99	19 - 33	25.01 – 27.99
- Infrastructure	6.77	2.19	2 – 11	5.95 – 7.59
- Physical Environment	6.00	1.08	4 – 7	5.60 – 6.40
- Modeling	4.17	1.08	0 – 5	3.76 – 4.57
- Variation of stimulation	7.23	1.47	4 – 9	6.68 – 7.79
- Punishment	2.57	1.63	1 – 4	1.68 – 2.88

Table 1 illustrates that the average stimulation given by mothers in the intervention group in the pre-test is 22.77. The highest stimulation on the variation of stimulation (6,40) and the lowest on the aspect of punishment (1,80). The post test mean is 26.73. The highest stimulation is in the variation of stimulation (6.97) and the lowest is in the punishment aspect (2.70). The other group, mean

stimulation given by mothers in pre-test is 26.43. The highest stimulation is in the variation of stimulation (7.23) and the lowest is in the punishment aspect (2.27). The post-test mean is 25.50. The highest stimulation on the variation of stimulation (7.23) and the lowest on the aspect of punishment (2.57).

**Table 2. Psychosocial Development of Toddlers**

Psychosocial Development	Mean	SD	Min - Max	95% CI
<b>Intervention Group</b>				
<b>Before ( Pre-test )</b>	15.87	2.50	11 – 19	14.93 – 16.80
- Language	7.33	0.80	5 – 8	7.03 – 7.63
- Independence and Socialization	4.27	1.50	1 – 6	3.67 – 4.86
- Academic	4.27	1.05	2 – 5	3.88 – 4.66
<b>After ( Post-test )</b>	16.93	1.59	14 – 19	16.34 – 17.53
- Language	7.50	0.63	6 – 8	7.26 – 7.47
- Independence and Socialization	5.00	0.78	3 – 6	4.71 – 5.29
- Academic	4.43	0.85	2 - 5	4.11 – 4.75
<b>Control Group</b>				
<b>Before ( Pretest )</b>	17.03	1.45	13 – 19	16.49 – 17.57
- Language	7.63	0.67	6 – 8	7.38 – 7.88
- Independence and Socialization	4.73	0.90	2 – 6	4.39 – 5.07
- Academic	4.67	0.54	3 – 5	4.46 – 4.48
<b>After ( Posttest )</b>	17.03	1.45	13 – 19	16.49 – 17.57
- Language	7.63	0.67	6 – 8	7.38 – 7.88
- Independence and Socialization	4.73	0.90	2 – 6	4.39 – 5.07
- Academic	4.67	0.54	3 – 5	4.46 – 4.48

Psychosocial development mean of toddler in the intervention group is 15.87, the highest aspect of psychosocial development is the language aspect (7.33). After the intervention, the mean psychosocial development of toddlers is 16.93, the highest aspect of psychosocial development is the language aspect (7.50). In the control group, the average psychosocial development of toddler is 17.03, the highest aspect of psychosocial development is in the language aspect (7.63). The post-test results also shows the same thing.

This study shows that different mean of stimulation provided by mothers in pre-test is 3.66 with p value 0, 003 which means there is a significant difference in both groups. On the other hand, post-test shows the difference in mean stimulation is 1.23. Mean difference psychosocial development of toddlers in pre-test is 1.16 with p-value 0,003, which means there is a significant difference in both groups. The results of post-test show a mean difference in the psychosocial development of toddlers in both of groups which is 0.10.

#### **4. DISCUSSION**

Parents ability in doing parenting is influenced by various factors, namely age, education, knowledge, experience, health, and environment. Younger or older age parents will be difficult to do optimal role as the parents, such as the necessary physical strength and psychological maturity [9]. Mother's education in both groups mostly are in high school level, as many as 17 people (56.6%) in the intervention group and 19 people (63.3%) in the control group. Parents education level has a considerable role in caring the children [9]. Most of the mothers in both groups do not have occupation as many as 22 people (73.3%) in the intervention group and 25 people (83.3%) in the control group. Mothers who are housewives take care their children directly without the help of others. Mothers who do not work have more time with their children that would give maximum stimulation for them. Factors that affect the psychosocial development of the independence of the toddlers are: education of parents, especially mothers, the busyness of parents and families, limited knowledge of parents about stimulation of development, stressed and depressed parents, the experience of parents in parenting as well as the number and order of child in the family [1].

Knowledge mean of intervention group about psychosocial development increased after the intervention. Parents who have better knowledge and experience in caring their children will be better to do parenting and relaxed to role in the family as parents [9]. The efforts to increase

mother's knowledge in monitoring child growth and development can be assisted by the role of

Public Health Center cadres. Counseling Module 3A Growth and Development has proven to be effective and influential in increasing the knowledge and skills of cadres [8]. This is expected that Public Health Center cadres can provide counseling to mothers about growth and development problems of the children.

The results of the study illustrate that a mean stimulation given by mothers after intervention has increased. The highest stimulation is on the variation of stimulation and the lowest on is on the aspect of punishment. Stimulation variations indicate that mothers already have choices in providing moral and ethical stimulation, such as story telling, singing, playing and body movements. The results also indicated that there was an effect of giving therapeutic group therapy on the psychosocial development of toddlers with p value = 0.000 [14]. Other studies also showed that there was an effect of giving stimulation to children of age of 12-36 months with psychosocial development [5].

The most effective learning materials for toddlers are playing, story telling, singing, and practicing. The message conveyed by this method is easy for children to digest. The methods of playing and singing are much preferred because it is more relaxed and meaningful to do for children [4]. Games can practice the skills and intelligence of children, such as introducing social rules, practicing self-discipline, and getting opportunities for children to know maturity [3]. There is a relationship between the availability of educational game tools and children's motor development in terms of accuracy, speed, strength, and stability. Games usually stimulate children's language development, such as numbering, coloring, lettering, etc.

Mean of psychosocial development after intervention is higher in the post-test, the highest aspect of psychosocial development is language aspect. There were significant differences between the two groups. The average percentage score of children's social emotional development is closely related to the quality of family stimulation provided by mothers [4]. Moral development can be done by identification, namely by identifying or imitating the appearance or moral behavior of someone who is a role model. Another study showed that lack of family stimulation is a risk factor for dysphasia in children of age of 12-36 months [7].

The differences in stimulation given by mothers dan average in psychosocial development of toddlers also showed a significant relationship. In Widiani's research, there was a significant

relationship between the mother's ability to stimulate the development of psychosocial autonomy with separation anxiety in toddlers with p value of 0.009 and r value = -0.513. This indicated that the moderate relationship when mothers ability could decrease anxiety in toddlers [19].

Unfortunately, all toddlers are not able to achieve good psychosocial development. Some of the toddlers are afraid or forced to do activities, so they are more silent. It depends on how their parents treat them, they can cry loudly when they are not with their parents or they cannot play with others and playing with the new people/children [10]. The mother's ability to provide stimulation is one of the most important factors because the mother is the closest person to the child [12]. Psychosocial development is an aspect of development that needs attention in addition to motor, language and socialization development.

## 5. CONCLUSION

In conclusion, an average knowledge of the intervention group of mothers about psychosocial development has increased after the intervention. The average stimulation given by mothers in the intervention group in the post-test has increased compared to the pre-test. The highest stimulation was on the variation of stimulation and the lowest was on the aspect of punishment. A mean of psychosocial development after intervention was higher, which the highest aspect of psychosocial development was the language aspect.

In this research the difference of mean stimulation and mean of psychosocial development of toddlers has a significant relationship. This study indicated that the moral-ethical stimulation guide module for the psychosocial development of toddler age children can improve the mother's ability to stimulate their children well.

## 6. SUGGESTION

The development and improvement of the moral and ethical stimulation module needs to be done by mothers to optimize the psychosocial development of toddlers. The expansion of stimulation methods can be done through story telling, songs and motion exercises. It takes effort and cooperation from all family members to implement early ethical moral stimulation for toddlers. BKB cadres needed to conduct counseling activities for mothers of toddlers, such as counseling of moral and ethical stimulation and monitoring the psychosocial development of toddlers.

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