

# THE INFLUENCE OF CHILD GROWTH STATUS AND FAMILY RELATIONSHIPS ON THE SOCIAL-EMOTIONAL DEVELOPMENT OF PRESCHOOL-AGE CHILDREN

*By* Widianingtyas et al

**Original Research: Research Methodology Paper**

## THE INFLUENCE OF CHILD GROWTH STATUS AND FAMILY RELATIONSHIPS ON THE SOCIAL-EMOTIONAL DEVELOPMENT OF PRESCHOOL-AGE CHILDREN

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**Abstract**

<sup>46</sup>  
**Background:** Social-emotional development is one of the most influential aspects of a child's subsequent development. Negative early experiences can lead to disruptions in children's mental health and affect their cognitive, behavioral, and social-emotional development. Children who can adjust socially and emotionally well will perform better at school, have increased self-confidence, have good relationships, take on and persist in challenging tasks, and communicate well.

<sup>30</sup>  
**Objectives:** The purpose of this study was to determine the effect of growth and family relationships on the social-emotional development of preschool-age children.

<sup>39</sup>  
**Methods:** The design of this study is observational research (non-experimental) with a cross-sectional research design, to see the relationship between the influence of child growth, and family relationships with social-emotional development. The instrument used in this study was a questionnaire. The statistical test used in this study is coefficient regression with a significance level of p 0.05.

<sup>10</sup>  
**Results:** The results showed that the level of social-emotional development in preschool children in kindergarten ADNI Surabaya 72% (47) medium category. Child growth variables have a significant positive effect on children's socio-emotional development, and mother-child attachment has a significant positive impact on children's socio-emotional development.

<sup>10</sup>  
**Conclusion:** It is recommended that the Principal of ADNI Kindergarten strive for continuous education on good parenting norms, attachment between mothers and children, how to improve children's ability to socialize, and how to stimulate children's growth and development, to achieve optimal children's socio-emotional development.

**Keywords:** *Children's Social-Emotional, Family Relationship, Growth Status*

## INTRODUCTION

Children of preschool age, 3-6 years old, enter an important period of life as a basis for further development in the future (Wong, 2015). During the preschool age, curiosity develops very rapidly and can understand things and have extraordinary latent intelligence, where they are created as individuals who have their uniqueness.

When viewed from the pattern of growth and development of preschool children, it includes physical, cognitive, creative, language, and socio-emotional aspects (Agustina et al., 2022). One aspect, namely social-emotional development, is one of the factors that has an influence on the development of children in the next phase. Some characteristics of socio-emotional development in preschool children are that children can express the desire to urinate and defecate, children can understand rules and discipline, children can express their feelings according to existing conditions (happy, sad, and enthusiastic) and children begin to show expressions of regret when making mistakes (Nurmasari, 2015).

The development of social-emotional competence is of key importance in early childhood, especially during the preschool years. Problems in the social-emotional development of preschool children can lead to disruption of the immune system and the release of metabolites and hormones that are important for the body (Ketut et al., 2022). Negative experiences can lead to disruption of children's mental health and affect their cognitive, behavioral, and social-emotional development. Children who are socially and emotionally well-adjusted perform better in school, have increased self-confidence, have good relationships, take on and persist in challenging tasks, and communicate well.

On September 22, 2022, and October 20, 2022, a preliminary survey was conducted through interviews with educators at ADNI Surabaya Kindergarten. The results of the

interview obtained students who always defecate in their pants, children who always fall asleep in class during lessons, children who laugh suddenly when the teacher is explaining the material in class, children who are always passive, and children who hit friends for no reason and do not apologize. Another study on children's social-emotional development in Demak, Central Java in 2019 found that 59.5% of children have problems in social-emotional development (Yulisetyaningrum, 2019), this is influenced by several factors, namely the sex of the child, the number of siblings, parents' income, parents' education, family type, and family parenting.

Some factors that can affect social-emotional development in preschool-age children include: conditions within the individual himself, conflicts that occur in the development process, causes and sources from within the environment, as well as family environment factors, factors that come from outside the family and experience factors obtained by children (Dadan Suryana, 2016).

A part from the factors already mentioned, three main conditions can affect social-emotional development in preschool children, namely physical conditions, psychological conditions, and environmental conditions (Dadan Suryana, 2016). The occurrence of these changes can affect the social-emotional development of preschool children as well as the main conditions that have been mentioned (Zulaikha & Sureskiarti, 2018). These changes can occur due to the child's circumstances, the learning process, conflicts in the development process, and the family environment. The impact that can occur if social-emotional development in preschool children does not get attention is that children will not be able to show appropriate emotions, cannot show interest

in skills, and decrease children's academic competition (Rhoades, 2011).

Two processes that always go hand in hand continuously and influence each other are growth and development. Growth affects the child's development process, as well as development. Development is related to growth because it shows the process of maturation of organ functions that lead to the process of child development. According to Bronfenbrenner, when a child is growing and developing, one of the influencing factors is the family environment. In this case, it is shown that the role of the mother is very important in caring for and educating children so that they can achieve optimal growth and development according to their age. According to (Wijirahayu et al., 2016), the quality of mother-child attachment has a major contribution to the process of child care and education. The form of attachment between mother and child is a form of emotional bond that is very close and close all the time. Research (Voort & A., Juffer, F., & J. Bakermans-Kranenburg, 2014) found that a child with a secure attachment will form an individual with good self-confidence and resilience, especially when finding new social conditions.

On the contrary, if a child has insecure attachment, he or she will appear incompetent, inexperienced, and insecure, especially when facing new situations. Seeing these conditions, it is very important if there is research to find out the effect of growth, and attachment between mother and child, on the social-emotional development of children at preschool age. According to the theory (Nurmalitasari, 2015), one of the efforts that can be made to improve the social-emotional development of preschool children includes being a role model for children, establishing closeness with children by responding to children's feelings, training children to be able to manage emotions, applying discipline with empathy, training children's communication skills, training children to express emotions in words and increasing dynamic games (Nurmalitasari,

2015). Other actions that can be taken so that there are no changes in social-emotional development in preschool children are as parents or companions must be able to deal with children calmly when children experience excessive emotions. As parents we can also foster children's love for books, reading can increase children's knowledge about various types of emotions. The role of siblings is also important for learning to share and initiating friendships. The current study aims to: find out how children's growth, family relations, and social-emotional development of preschool children and analyze the effect of growth and family relations on the social-emotional development of preschool children in kindergarten ADNI Surabaya. The role of siblings is also important for learning to share and initiating friendships.

**Objective (s):** to: find out how children's growth, family relations, and social-emotional development of preschool children and analyze the effect of growth and family relations on the social-emotional development of preschool children in kindergarten. ADNI Surabaya.

## METHODS

### *Methodology*

The location of this research was at ADNI Kindergarten which is located in the Balas Klumprik Wiyung Surabaya. The research site was chosen because the results of interviews found students who always defecate in their pants, children who always fall asleep in class during lessons, children who laugh suddenly when the teacher is explaining the material in class, children who are always passive and tend to withdraw and do not like to play with their friends, some children refuse when hugged and approached, and

some children hit their friends for no reason and do not apologize.

In this study, parents were given the same explanations as those given to the child, including the purpose, risks, and benefits of the study. The parent had to sign a consent document stating that they authorized their child to participate in the study. This study tries to see the correlation between the influence of child growth status, family relationships, and social-emotional development. The current study was developed with an observational (non-experimental) method using a cross-sectional approach. Sampling technique with simple random sampling technique. The variables in this study were: child growth status, family relationship, child growth, and socio-emotional development. At the time of data collection, measurement, observation as well and the recording of results are carried out at one time.

This study requires about 78 subjects with a period of participation in each subject for one meeting. This study uses a measuring instrument in the form of the ASQ: SE-2 questionnaire, to assess social-emotional development. In addition, data were also asked about growth (body weight and height) and family relationships. Primary data consisted of family characteristics, child characteristics, mother-child attachment, and children's social-emotional development. Secondary data were obtained from the Posyandu in the form of children's weight data on KMS.

#### *Sample/ Participants*

The target population in this study were all children at ADNI Surabaya Kindergarten, totaling 86 children. The affordable population is 78 children. The data collection process was carried out from April 03, 2023, to April 20, 2023. After obtaining approval from the Principal of ADNI Kindergarten, the researcher gave informed consent sheets and questionnaires to 65 respondents and waited until all questionnaires were returned to the researcher.

#### *Instrument*

There are several instruments used in this study, which are: to assess growth using anthropometric observation sheets (BB/U). nutritional status based on anthropometric indices. To assess mother-child attachment was measured using the Attachment Q-Set (AQS) instrument developed by Waters (1987) and modified by the researcher with Cronbach's alpha 0.701 consisting of 30 statement items. Furthermore, the scores were indexed and categorized into two categories: insecure (0.0-69.0) and secure (70.0-100.0). The instrument used to measure social-emotional development, the Ages & Stages Questionnaires: Social-Emotional Second Edition (ASQ: SE-2) is a modified instrument that can be used to determine the scale. It was developed by (Squires et al., 2015) with a Cronbach's alpha of 0.80. The questionnaire consists of 25 questions that contain the answers never, sometimes, often, and always. This questionnaire assesses 7 dimensions of the social-emotional development of preschool children, namely self-regulation, compliance, communication, independence, adaptive functioning, feelings, and interactions with others (Sra, 2020). The assessment categories of the Ages and stages 0). Questionnaires: Social-Emotional Second Edition (ASQ: SE-2) are: social-emotional development in preschool-age children who fall into the high, medium, or low category.

#### *Data Analysis*

Descriptive analysis was used to identify family characteristics (parents' age, parents' years of education, mother's employment status, family size, and family income per capita/month), children's characteristics (children's age, gender, and educational status), family relationships, children's growth, and children's socio-emotional development. Data were also

analyzed using multiple linear regression tests to determine the effect of mother-child attachment and child growth on the social-emotional development of preschool-age children. Data processing and analysis using a statistical data processing computer program with a significance level of  $p < 0.05$  and a 95% confidence interval. After conducting statistical test the data results are read, namely if  $p > \alpha$  with a significance level of 0.05 then  $H_0$  is accepted and  $H_1$  is rejected, if  $p < \alpha$ , then  $H_0$  is rejected and  $H_1$  is accepted. The conclusion in this study that if the results of  $H_0$  are accepted then  $H_1$  is rejected, which means that there is no influence between family relationships, child growth, and social-emotional development.

**Ethical Consideration**

This research has been tested ethically with the number: 2113/Stikes Vinc/KEPK/III/2023.

**RESULTS**

**Table 1. Characteristics of Respondents**

Variable	n	%
<b>Gender</b>		
Male	33	50,8 %
Female	32	49,3 %
<b>Age (Year)</b>		
2	2	30,8 %
3	20	46,2 %
4	30	20 %
5	13	2 %
6		
<b>Child to</b>		
1	29	44,6 %
1	10	15,4 %
1	1	1,5 %
2	12	18,5 %
2	5	7,7 %
3	6	9,2 %
2	2	3,1 %
<b>Family Type</b>		
Nucleus	58	89,2 %
Large	6	10,8 %
<b>Mother's Age (Years)</b>		
20 - 29	44	67,7 %
30 - 39	10	15,5 %

40 - 49	2	25 %
50 - 59		
<b>Mother's Occupation</b>		
Civil Servant	12	18,5 %
Private	19	29,2 %
Self-employed	12	18,5 %
Housewife	22	33,8 %
<b>Mother's Education</b>		
Primary Education	0	0
Secondary Education	10	15,4 %
Higher Education	55	84,6 %
<b>Revenue</b>		
>Regional Minimum Wage	51	78,5 %
< Regional Minimum Wage	14	21,5 %

Based on Table 1, it can be seen that the characteristics of research respondents in kindergarten. ADNIabaya, namely out of 65 respondents. The highest number of respondents was male 50.8% (33). The highest age of the child is 5 years old with a percentage of 46.2% (30), while the respondent's child and how many siblings are the 1st child of 1 sibling totaling 29 (44.6%). Respondents with the most family types are nuclear family types 89.2% (58). It can also be seen that the highest number of mother's age is 30 - 39 years old with 44 respondents with a percentage (67.7%). Based on the type of work most respondents are housewives 33.8% (22). Respondents with the most education are mothers with higher education 84.6% (55). Most respondents with income more than the Regional Minimum Wage amounted to 51 with a percentage (78.5%).

**Table 2. Distribution of Growth Status's Respondents**

Variable	n	%
<b>Growth</b>		
Good Nutrition	40	61,5 %
Adequate Nutrition	25	38,5 %

This study showed that 40 children (61.5%) had good nutritional

status, and 25 children (38.5%) had adequate nutritional status.

**Table 3. Distribution of Family Relationship's Respondents**

Variable	n	%
Insecure	38	58.5 %
Secure	27	41.5 %

Table 3 shows that the average relationship with family is insecure for 38 children (58.5%), and for those who have a secure relationship 27 children (41.5%). A sense of comfort is shown by children who like to be hugged and held by their mothers spontaneously. The child also feels comfortable when the mother is nearby, the child looks cheerful and does not avoid when an unknown person approaches.

**Table 4. Categorization of the Respondents' Level of Social-Emotional Development**

Variable	n	%
High	10	16 %
Medium	47	72 %
Low	8	12 %

Based on Table 4 shows the level of social-emotional development in preschool children in kindergarten. ADNI Surabaya 72% (47) medium category, 16% (10) high category and 12% (8) low category.

**Table 5. Regression Coefficient: Growth, Family Relationship on Children's Social-Emotional Development**

Variable	Sig
Child growth status	0,099*
Family Relationship	0,066*

**DISCUSSION**

Based on the results of research on the description of social-emotional development in preschool children at ADNI Surab Kindergarten, 65 respondents obtained the results of the level of social-emotional development in the moderate category with 47

respondents (72%). When viewed from parental education, the results showed high education in the moderate category of as many as 38 respondents (80.9%). According to (Jailani, 2014) the family is the initial educational environment for everyone, especially children. Parents, both fathers and mothers, have a role as guides, teachers, mentors, and primary educators for their children. Therefore, the concept of family education expressed by experts is not only an action or process, but must also be implemented in daily practice by parents with educational values applied in the family environment. There is a correspondence between the facts and results found in field with the existing theory due to the relationship between parental education and social-emotional development in preschool-age children. This is in line with research (Atika & Rasyid, 2018) that good thinking skills due to high parental education can support and influence social and emotional development in preschool children which includes: learning ability (adaptive function), ability to solve problems (self-regulation), communication skills, compliance, independence, empathy for others and the ability to interact with others which in this case confirms Squires' theory of 7 dimensions of social and emotional development in preschool children (Squires et al., 2015).

This study found that family income is a factor that determines the quality of child development. Economic conditions in the family have a relationship with child development. A child's basic needs, such as food, drink, and clothing, as well as health protection, and the availability of supporting facilities for developmental stimulation, should be met during the growth and development period. Families with a good income will influence the provision of good nutrition and fulfillment of basic needs. According

to (Sunanti & Nurasih, 2016), there is a relationship between parental income and toddler development. The family's ability to meet nutritional needs can be seen from the amount of family income. Good family economic conditions or family income will be related to children's learning. Children in the learning period if their basic needs are met, will support the learning process and developmental stimulation. According to (Mustina et al., 2022) parents who have a high level of education will be able to support growth and development. In addition, parents will also be able to provide strong emotional cultivation as a basis for shaping children's character.

When viewed from the level of parental education, there is also a relationship between education and children's social-emotional. According to (Pratama & Listiowati, 2013) Parental education will form knowledge and as a basis for behavior. Moreover, supported by information obtained from health education will affect the knowledge of mothers or parents so that it can be applied in providing care and stimulating to stimulate optimal child development. In this study, it was found that child growth influences children's social-emotional development. It can be interpreted that children who have normal growth will be followed by better social-emotional development of course. Growth and development are two things that cannot be separated, and it can be seen that a child can grow up and have maturity in physical, emotional, intellectual, and psychosocial aspects. So, if there are obstacles in the process, of course, it will not achieve optimal growth and development, including social-emotional development.

In addition, it was found that family relations as seen from mother-child attachment had a significant positive effect on children's social-emotional development. According to (Wijirahayu et al., 2016) The results of statistical tests with multiple linear regression tests found that the level of education, employment status of parents, the results of

child growth status, attachment between mother and child affect the social-emotional development of children. If the results of normal child growth are obtained, optimal development will be achieved. Growth and development are two things that cannot be separated and begin from conception or fertilization to maturation or adulthood (Latifah et al., 2010) The maturity process affects the development of children. This can be shown by various new abilities and skills that children can do. Normal child growth will support good social-emotional development. If there are obstacles in growth and development at this time, it will certainly have an impact on subsequent growth and development.

According to (Tresna Dewi et al., 2020) children's emotional development can be formed from interactions between parents and children in their environment. Environmental aspects include parenting, parental behavior, and children's attitudes determine how they interact in the family. Children will learn to socialize and regulate emotions in every interaction with people around their environment, both parents, siblings, and peers. In addition, according to (Siregar & Subiyantoro, 2021) parents have a role in providing learning to improve children's emotional abilities because parents are the first and main educators who are expected to provide good role models and become friends for children.

The current study found that the factors that influence children's social-emotional development are mother-child attachment, child growth, length of mother's education, and mother's employment status. The existence of mother-child attachment can improve children's social-emotional development. Supported by the results of research (Voort & A., Juffer, F., & J. Bakermans-Kranenburg, 2014) it was found that when



15 mother-child attachment is secure, children's social-emotional development tends to be positive. Children with secure attachment will show good self-confidence, often engage in social activities, and eventually have good social skills, because they have good emotional and cognitive, especially when socializing with peers. According to (Wijirahayu et al., 2016) the form of mother-child attachment will improve the quality of socializing with peers in early childhood. Mother-child attachment can become a strong foundation and is an influential factor in the development of children's socialization. According to (Yulisetyaningrum, 2019) as parents, it is necessary to realize that parents take an important role in child development, especially in parenting patterns. As parents, they are required to be positive in carrying out their duties to meet the needs of achieving good growth and providing stimulation to stimulate the development of children according to their developmental stages. Then the difference in the parenting model in each family is not a problem, it's just that in the application of parenting, there is always a positive interaction so that the relationship between parents and children will be well established. In addition, in providing care to children, it is necessary to pay attention to discipline carried out with empathy, instilling morals through positive upbringing. As well as controlling children's activities, through rules and prohibitions. In the care and stimulation of child development, conducive environmental factors are needed. According to (Ummah & Nisa Fitri, 2020) Parents as the main figure in childcare have an important role in children's education to help improve social relationships and promote self and self-efficacy.

## CONCLUSION

10 The results showed that child growth has a positive effect on children's social-emotional development. In addition, there is a positive influence between family relations (maternal attachment) on children's social-emotional development.

## SUGGESTIONS

The Principal of ADNI Kindergarten strive for continuous education on good parenting patterns, attachment between others and children, how to improve children's ability to socialize, and how to stimulate children's growth and development, to achieve optimal children's socio-emotional development.

52 The future research could assess the factors that influence social-emotional development of preschool-age children, with a larger number of respondents.

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## CONFLICT OF INTEREST STATEMENT

In this study, there are no conflicts of interests of the parties involved in this panel.

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## AUTHOR CONTRIBUTION

**Sisilia Indriasari Widianingtyas:** Compiling research ideas, as a leader in the research process, data retrieval, and data processing as well as designing manuscripts.

**Etik Lusiani:** Assist in data processing

**Agung Kurniawan Saputra:** Assist in the formation of research ideas.

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