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**PSYCHOEDUCATION TO REDUCE PARENTAL ANXIETY REGARDING
CHILD DEVELOPMENT**

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ABSTRACT

Psychoeducation as means For education or Study is oneeffort For help others in understand self, environment, even also forovercome problem. oneproblems encounteredis appearance concern for society especially parents who complainIf his son experience enough developmentfast However On the other hand there are also those who complain his son Not yet Can reach maximum developmentso that often parentscompare his son with other people's children and always demand his son so he can fast growing. Naturally If matter This left will appear problem other possible problems fatal and even will burden child in grow and develop. See conditions that occur psychoeducation will given to public about stages development in children , where matter This aim For reduce concerns that arise in society especially parents.

Keywords: Psychoeducation, Development,Child Development.

INTRODUCTION

There is various complaints and problems between public especially in the Village Orange , District Lakarsantri , City of Surabaya. From several complaints that are attention and need For reviewed more carry on is about development in children specifically child age early and adolescent. Given the times already entering the era of digitalization plus already environmentdevelop rapidly over the years previously bring up concern for society especially parents.From the worries encountered Lots complaining societyIf his son experience enough development However On the other hand there are also those who complain his son Not yet Can reach maximum development so that often parentscompare his son with other people's children and always demand his son so he can fast growing (Rudd et al., 2019). Naturally If matter This left will appear problem other possible problems fatal and even will burden child in grow and develop. Even according to (Lestari & Yusuf Muslihin, 2020) children aged 0-6 yearscurrently experience growth and development to be determine How attitude and character child in the future dating or youth and beyond. Because of problem problem the can is known If Still Lots society especially parentsNot yet understand about How development child until teenager even more. So that the people will tend compare child as reference in grow and develop.

Psychoeducation as means For education or Study is oneeffort For help others in understand self , environment , even also forovercome problem. However psychoeducation more suitable If for as effort prevention or *preventive* If compared to with alleviation or *curative*. However naturally psychoeducation toodeveloped follow with need from service or activities to be done. Lotsviews and discussion about education that can used as reference in make a service program , such as according to Supratika in (Anwar & Djudiyah, 2021) There is a number of meaningful meaningspsychoeducation among them : (1) Train Skills life , (2) Teaching Knowledge Psychology , (3) education humanity , (4) Training for related professionals Skills counseling , (5) A series activity education to the public or society. So that psychoeducation can used as diverse activity discussion - focused educationfrom corner view knowledge psychology in humans. Psychoeducation Alone can applied in various settings or arrangement like For individual particular , in something member group , even in something member family.

Functional goals of the psychoeducational program is necessary thingnote that the program is carried out in accordance with role psychoeducation That alone. For objective from psychoeducation as describedin (Merida et al., 2021) is For increase Skills life or useful *life skills* face problems that exist in life.

Psychoeducational program done as effort For help problem about the worries of the parents that happened , because from psychoeducation that will done later parentswill given understanding more carry on about stages development in children until teenager. Naturally matter This as effort solution to worry parentscan resolved and also as effort prevention so that in the future the parents No compare child they with other children remember method grow and develop each child naturally different (Julián & Santiago, 2012).

METHODOLOGY

There are several methods used in research conducted. The first method uses observation, which is done before psychoeducation is implemented in society, especially for parents. Observation is done to gather information used as a topic for psychoeducation, as well as to know how far parents understand about child development stages. Observation was conducted in the city of Surabaya, using techniques such as interviews with some parents as a sample from the research. For implementation, psychoeducation was done using a lecture method and continued with discussion, with questions answered by the presenters and also the parents present during the psychoeducation program (Astuti et al., 2019).

RESULT AND DISCUSSION

From the results of observations made to some parents and also figures in the existing community, it was identified that understanding parents about child development stages by age early until teenager is still low. It was proven that many parents are confused by a condition of their son so that they tend to compare their child's development with other people. This strengthened the opinion of the community that if there is a lot of complaining in society about someone who is not capable of doing something like other children of his age.

From the problems that arise in the experiencing community, worries about growth and development of the son, psychoeducation was used as a method to reduce parental worries. As for psychoeducation carried out, it will discuss about child development to be a problem for parents. As for some of the discussions to be delivered in psychoeducation to reduce parental worries related to child development is as follows (Venancio et al., 2020).

Development

Discussing development in a general manner can be understandable through expert opinions as stated by Santrock in (Hidayani et al., 2014) that development is a pattern of changes that can be seen and observed moment by moment and continues until throughout the human life span. From this, it is known that development is something that changes and occurs from the moment before birth (fetus) to throughout the human life span.

Developments that occur, of course, have their own use and function for humans, as described by Papiliain (Hidayani et al., 2014) put forward objectives for development are as follows: (a) Overview, (b) Explanation, (c) Forecasting, and (d) Intervention.

Nature in Development

Development has its own characteristics or possible characteristics that are identified or recognized. According to the discussion in (Papalia et al., 2015) put forward there are a number of characteristics in development including:

a. Characteristic Systematic

Characteristic systematic is interpreted as developments that take place and will keep going on and continuous, which means development every time in a man will keep going on for his lifetime and also each time has its own linkage.

b. Characteristic Adaptive

Characteristic Adaptive interpreted as developments that took place For face condition condition certain in life human. Naturally man Certain will adapt with conditions that occur in his life , so adaptations made by humansis oneform developments that took place To use adjustment self with conditions encountered.

Principle Development

In development naturally need There is focused viewgoal to be more maximum in understand stages developments , As for some the principle used as reference For understand development according to (Papalia et al., 2015) as following :

a. Development Is Lifelong

Development is a process of change throughout live. Every period from range life influenced by what happened in the period before and what happenedmoment This will also affect what willhappen then.

b. Development Is Multidimensional

Development going on in Lots dimensional (multidimensional). I mean , development happens in dimensions biological , psychological , and social. Every dimensions can develop in varying degrees.

c. Development is Multidirectional

Development going on in more from One direction (multidirectional). In line with increasing ability in one area, a person Possible will experience decline in another area same time.children _

d. Relative Influences of Biology and Culture Shift Over the Life Span

Developmental process influenced by factors biology and culture. balance betweensecond influence the changed throughout time. Influence biologics , like sharpness sensory and memory declinein line with increase age. However , supportculture , like invention glasses and agenda book , can compensate the decline that occurred.

e. Development Involves Changing Resource Allocations

Somebody can allocate existing sources , egtime , energy , talent , money and support social in various ways.First , sources the Possible used For growth. Second , sources the used For look after or repair self , Third , resources the worn For face lost or decline when repair No can Again done.

f. Development Shows Plasticity

Lots of abilities can improved through practice. For example , children who experience difficulty For read and write , can trained with take part in a remedial program. However , some ability still own limitations though has modified.

g. Development is Influenced by the Historical and Cultural Context

Man No only influence but also influenced by context its history and culture.

Period Development

a. Prenatal

Started from formation fetus from 1 week old until approaching born with 9 months old. In phase This development done through development cell For form part from body human.

b. Baby

Period with ages 18-24 months. Where in phase This development currently have enough time important Because baby will start Study talk and walk.

c. Children

Period This started with range ages 2-6 years where in phase This start develop Skills in undergo live.

d. Age school

Period This started from range 6-11 years old where in phase This child will start enter to the world of Education and also started Study in develop Skills social.

e. Teenager

Period This starting in the 11-18 year range where in phase This child child start experience developments in parts body and maturation in their reproductive organs.

Child Development

Development is a process where aspects and functions psychological has grow. Developments that occur possible man can reach maximum from task task in life that will fed. Especially developments that occur with age early will influence will other developments in range life that will passed later (Khaironi, 2018) . From opinion the can understood that development is oneimportant thingin life man especially development with age early or child child , where developments that occur with age early will own influence to developments that took place in the future challenge or next stagesuch as adolescence , adulthood , to old age later.

Development child is a formative period foundation for personality as well as skills to be determine experience life child next. Experience and education for child is the most decisive factor in development child That Alone (Talango, 2020) . Naturally see importance of developmental period in age early make parents must understand by the way intact related what willpassed by children age early nor whatever a child needs is usefulFor maximizing developments experiencedso parentsNo give wrong treatmentchild. And also needs child willin accordance For support the development that occurs can maximum.

Cognitive

Cognitive is onefrom Lots aspects that affect thought processes every human. Cognitive Process relate ability marked intelligencesomebody with various interest especially very addressed to ideas and learning. In the process cognitive is ability individual For connecting , assessing and considering something incident or incident (Talango, 2020).

Development cognitive covers various mental processes, incl perception , attention , language , reasoning and memory. In that mental process all information processed For produce A tangible responseinteraction. From the interaction that , son start build understanding about environment insidebrain follow every stages age its development (Brilli, 2015).

Developmental stage cognitive child according to Piaget in (Talango, 2020) :

- a. Intelligence sensory motor range 0-2 years old Babies organize scheme action physique they like sucking , grasping , and hitting
- b. Thought Pre operational range ages 2-7 years children Study think use symbols.

- c. Operation think concrete with range ages 7-11 years children develop ability think systematic.
- d. Operation think formally with range 11 Years-Adult develop Skills think systematic according to pure design abstract and hypothesis.

Language Development

Language is something system symbols used by individuals for communicate information ideas. Language as tool communication own a number of aspect. Deep Sowers (Talango, 2020) state that aspect Language can shared become two type or aspect, that is aspect receptive and aspect expressive. Aspect receptive is aspects that include method individual for accept information like listen and read. Whereas aspect expressive related with ability individual for convey information like speak and write. Related abilities with Language development will studied in a manner experience through environment around especially environment family through parent - exemplified interaction to his son.

Many things can obtained with use of language by children, because in children's language will disclose feelings, thoughts even idea you want be delivered to others. Reinforced with Gardner's opinion in (Talango, 2020) disclose that Language be one part from theory intelligence compound which is ability for think in form words and use Language for express and value meaning in a manner whole. With existence of language also makes child can accept and understand the message conveyed about environment through a development process that can also be called with Skills social (Roberts et al., 2019).

Stages development Language child age early according to Chomsky in (Talango, 2020) argue that development Language child started with: a) stage Language beginning started since born through motion very delicate body, and at 6 months old start make mouth and locomotion tongue so that child will emit Language like "ba" or "da", next; b) child start Study for say one word, usually happen around age 1 year old child, child will start say simple words like "mama", and will continues; c) with Study say two words, usually starting at age child 1.5 years. children will start say two words with together for show message certain; next d) enter ages 3 to with 4 years child child will start through the process of change and development grammar, so after child capable speak 3 words, will start Study put words together something sentence certain like interrogative sentences and expressions, up to e) children 5-6 years old child child start capable understand even control aspect vocabulary or grammar.

Development Children's Physical and Motor

Development aspect physical and motor skills in children own linkages with development as well as changes that occur to humans, for example is when a child experience change so that her body more tall even own posture more body big from before. Naturally matter This own linkages between development and motor skills in children. Then for developments in conditions physiological children can too diamari through development aspect motor rough and motorized smooth. Due to developments in aspects motor is a process where individual can produce something form pattern movement certain to body so that will develop become something skill (Black, 2022).

Know aspect motor child in a manner general can shared become two type that is motor rough and motorized smooth, where motor rough covers use dirty big in body for do one activity nor activity certain

like running , jumping , thinking , etc. Whereas motor fine covers use muscle small in body For perform Movement Movement light like folding , coloring , and activity Another simple one that doesn't need power in large amount.

Children aged 5-6 years will more control pattern motion in a manner maximum through method combine movement until organized with his organs. Then gift pattern related exercises with activity physique For children aged 3 to 6 years own sufficient benefit significant to motor son , however For can practice motor child Of course need pattern combining exercises useful move as well as in accordance with range age child (Caridad et al., 2017). So that what will taught can delivered in a manner maximum through activity pleasant like play. this in line with opinion expert about system motor theory proposed by Thelen & Whiteneyer Where For build ability motor child through perception from something in the environment later will motivating child For do something activity and finally will use perception they For do movement (Talango, 2020) .

Development Child Psychosocial

Psychosocial is a process where happen change in ability child For adapt self with circumstances environment more social broad , of previously existed in environment family. In the process of development This child expected to understand others, where child will capable describe self that makes habit and can recognize and understand what 's on thought , felt even what is wanted so that child can put yourself at an angle look at others, no lost teak himself , development This covers change relation individual with other people, changes in emotions and changes personality which involves the process of adaptation nor anything else involved feeling related with emotion (Duncan et al., 2018).

Psychosocial children are also included Development social emotional Where matter This is ability a child For understand others through method certain for the child can interact with the people around him including adults. this refers to the behavior and the response will be given children moment playing and doing activities together member family , teachers, even Friend his peers. A number of method or way you can help child to get have tolerance too_ taught through a number of approach among them with pattern habituation , the role of the teacher, and also the role of parents. So that third component the is an outline or main point of increase attitude tolerance child (Lestari & Yusuf Muslihin, 2020) .

CONCLUSION

Psychoeducation can used and applied For petrified individual nor public For give student about knowledge related psychology with life in human. Like psychoeducation For reduce worries public especially parents related lack of understanding development child age early. Where is p This impact to condition son to be experience difficulty in develop consequence exists pressure from predisposed parents_ compare his son with another child. Of course matter This will can prevented when people old Already understand in a manner intact related How child age early growing. Conducted psychoeducation with method give socialization along discussion with parents expected can grow understanding at a time parental awareness about importance maximize development in children.

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