

**THE RELATIONSHIP BETWEEN DAYCARE ACTIVITIES AND
PSYCHOSOCIAL DEVELOPMENT OF CHILDREN UNDER FIVE YEARS
OF AGE IN TPA MELATI MALANG CITY**

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ABSTRACT

Activities in daycare provide stimulation of children's social-emotional development. The purpose of this study was to determine the relationship between daycare activities and the psychosocial development of children under five years of age at TPA Melati Malang City. Correlative descriptive research design with a cross sectional approach. The sampling method is total sampling with 30 toddlers aged 3 - 5 years at TPA Melati Malang City. The instruments used were observation sheets of daycare activities and KMME. The results showed that social-emotional activities (self-awareness) began to develop (MB) 33.3% and developed very well (BSB) in social-emotional activities (Responsibility for self and others) 40% and social-emotional activities (prosocial behavior) 90%. The psychosocial development of children under five years of age at TPA Melati mostly did not experience psychosocial development problems 83.3%. The results of the Spearman's Rank correlation test show that there is no relationship between socio-emotional activities (self-awareness) and children's psychosocial development with p value 0.282 and correlation coefficient 0.131, there is no relationship between socio-emotional activities (responsibility) and children's psychosocial development with p value 0.167 and correlation coefficient 0.258, there is a relationship between socio-emotional activities (prosocial behavior) and children's psychosocial development with p value 0.004 and correlation coefficient 0.506. TPA can develop a curriculum to improve social-emotional skills so that children can achieve optimal psychosocial development.

Keywords: *Daycare Activities, Psychosocial Development, Toddlers*