

## Evaluation of Early Screening for Mental Emotional Problems after the Covid-19 Pandemic in Preschool Children

Esme Anggeriyane<sup>1</sup> \*

<sup>1</sup>Undergraduate Nursing Program of Faculty of Nursing and Health Sciences, University of Muhammadiyah Banjarmasin, South Kalimantan, Indonesia

\*E-mail: [esmeanggeriyane@umbjm.ac.id](mailto:esmeanggeriyane@umbjm.ac.id)

### ARTICLE INFO

**Keywords:** Covid-19; Emotional; Mental; Preschool; Screening

### ABSTRACT

**Background:** The Covid-19 pandemic from 2019 to 2022 affects the growth and development of preschool children such as mental and emotional problems. The importance of early screening to detect the problem in children.

**Objective:** This study aimed to determine the description of early screening for mental-emotional problems in preschool children at Margo Utomo Kindergarten due to Covid-19 pandemic.

**Method:** This research used descriptive-quantitative design by descriptive data analysis. The total sampling technique was 40 children by interviewing with parents based on guidelines of the Ministry of Health of Republic of Indonesia regarding the Mental Emotional Problem Questionnaire with 14 questions.

**Results:** The preschool children experienced the possibility of having mental-emotional problems (suspects) with a total of 26 children (65%).

**Conclusions and Suggestions:** The important of periodic screening is carried out on children to detect developmental deviations in school children so that appropriate and early intervention can be given.

### INTRODUCTION

Children are the successors of the struggle of the Indonesian nation and state. The growth and development of each stage must be passed properly in to become a quality generation and the preschool period is no exception. The preschool period is in the age range of 60-72 months. This period is an important period for children's growth and development as a benchmark for Volume 21 Number 2, Agustus 2023

children's development in the next period. In addition, children must be introduced to the environment inside and outside the home or called internal and external factors. Internal factors that affect the growth and development of children are pregnancy and postpartum period such as mother's nutrition and lifestyle. External factors that affect children's growth and development are family and environmental  
ISSN 1858-3385, E-ISSN 2549-7006 136

stimulants including friends and teachers (Kemenkes RI, 2019; Marsilia et al., 2022).

Since the outbreak of Coronavirus Disease 19 (Covid-19) in 2019 in Indonesia, teaching and learning activities are carried out online and face-to-face meetings are limited. Changes in children's daily activities cause changes in children's learning processes. Various obstacles are faced by children such as the absence of online learning media, difficulty understanding the material, giving assignments by teachers without any explanation of the material, parents who work so they cannot assist children in learning, and smart devices addiction. This can be a trigger for stressors in children and cause children's development to be not optimal and the occurrence of deviations in child development such as children's emotional and mental behavior. The importance of stimulation in preschool children aims to optimize growth and development.

Optimal growth and development not only require adequate nutrition but also requires proper stimulation where this stimulation is one of the external factors that influence it. The role of parents in providing sufficient stimulation will be better developed than children with less or

no stimulation. The earlier the stimulation is carried out and the intensity is also more frequent and longer, the greater the benefits for the child's growth and development. Good stimulation is one of the external factors that affect the development of toddlers. One of the factors that influence the development of toddlers is given good stimulation. The interaction between the environment and stimuli will affect the preparation of the neural structure in development (Maulidia et al., 2021)

Mental disorders that occur in children are described as serious changes in the way of learning, behave, and handle emotions so that they have difficulty in carrying out daily activities. Characteristics of children usually show a different attitude to the ethics and rules that apply in their environment. Some of the signs are being unable to learn, not having friends, being aggressive towards oneself or others, excessive anxiety or fear, learning disabilities, difficulty in social interaction, having not general habits, being easily carried away by feelings, and fear of life problems. One of the support factors is the environment (Sujarwanto & Rofiah, 2020). Mental disorders that commonly occur in preschool are Attention-Deficit/Hyperactivity Disorder (ADHD), anxiety,

and behavioral disorders, so parents need to be aware of this as early as possible.

Facts about mental disorders in children in the United States that are most often diagnosed are ADHD aged 2-17 years were 6.1 million (9.4%), behavioral problems 3-17 years old were 4.5 million (7.4 years), anxiety aged 3-17 years were 4.4 million (7.1%) and depression aged 3-17 years were 1.9 million (3.2%). Children's behavior problems often occur in the age range of 6-11 years (CDC, 2021). Research are conducted by Teekavanich et al., (2017) showed that deviations that occur in preschool children are often reported by parents in Thailand. So that screening and early intervention are more effective immediately. The prevalence of mental-emotional problems that occur is estimated at 20% in children (Sujarwanto & Rofiah, 2020). Reinforcing research conducted in Indonesia on preschool children in Sukabumi City with a sample of 385 children found the prevalence of mental-emotional problems in preschool was 99 children (25,7%). This can be influenced by authoritarian parenting, complications from birth, divorced parents, working mothers, and low maternal education (Utami & Hanifah, 2021). Factors that can cause emotional and behavioral disorders are biological,

social, and environmental factors consisting of the family, school, and community environment (Sujarwanto & Rofiah, 2020).

Growth and development are different things but very important for parents to know and go through for a child (Rahayu et al., 2021). It is important to screen for emotional behavior deviations to find changes in mental/ emotional behavior as early as possible. Behavioral deviations are found, then intervention is immediately carried out. However, if the deviation is detected too late, the intervention will be more severe and there will be an influence on growth and development in the future. One of the screenings that can be done on preschoolers is the Emotional Behavior Problem Questionnaire or in *Bahasa* is *Kuesioner Masalah Mental Emosional (KMME)* which consists of 14 questions that can indicate a deviation/ emotional behavior problem that occurs (Kemenkes RI, 2019; Rohani & Wahyuni, 2020). SDIDTK Telenursing Application that has been created Mardiyanti in 2021 is an Android-based application that can be installed on smartphones. This application contains instruments that refer to SDIDTK based on the age and stage of child development.

Puntik Dalam Village, Barito Kuala Regency in 2021 consists of 5 households, and the highest population of Puntik Dalam village based on age group is in the age range of 5-9 years amounting to 121 people (9.71%). Margo Utomo Kindergarten is located in a household area of 01. This kindergarten is the only kindergarten education facility and infrastructure in Puntik Dalam Village. The number of students in the 2021/2022 academic year is 40 people, consisting of group A 23 students, and group B 17 students.

The research results of Milawati et al., (2022) found that many children experienced mild anxiety and moderate stress during the pandemic because it required them not to leave the house and not play with their friends.

Based on the results of interviews conducted in February 2022 with teachers and parents at Margo Utomo Barito Kuala Kindergarten explained that after the implementation of the online method of learning activities, the teachers found that some children showed changes in behavior such as not wanting to be separated from their parents, coming late because they wake up late, likes playing gadgets and fighting with classmates in class. However, some parents are active and also passive.

The child's parents also explained that they never had a check-up and thought that the behavior changes that their child experienced were normal in the future.

## **METHODS AND MATERIALS**

The research design used is descriptive quantitative. This research was to find out the description of health phenomena in a set of objects that occur in a certain population. Analysis technique used descriptive analysis. This study described the evaluation of the results of early screening for mental emotional problems in preschool children during the Covid-19 pandemic. This research was conducted in April-June 2022 at Margo Utomo Kindergarten Puntik Dalam Mandastana District, Barito Kuala Regency. The population in this study were preschoolers who attended Margo Utomo Kindergarten of Puntik Dalam. Screening was carried out on 40 children by interviewed with parents based on guidelines of the Ministry of Health of the Republic of Indonesia in 2019 regarding the Mental-Emotional Problem Questionnaire (in Bahasa "Kuesioner Masalah mental Emosional/ KMME") with totaling 14 questions, answer choices "yes" and "no". Inclusion criteria were children aged 36-72 months who attend group A ISSN 1858-3385, E-ISSN 2549-7006 139

and B. Exclusion criteria are parents who have physical problems/disorders such as blind or deaf so that it is difficult to communicate to convey the information needed by researchers and parents who do not know their children's daily lives.

## RESULTS AND DISCUSSION

### 1. Characteristics of Respondents

Table 1. Characteristics of respondents are based on the age, gender and class group of children.

Characteristics	Category	f	%
Age	36-60 months	15	37.5
	61-72 months	25	62.5
Gender	Man	18	45
	Woman	22	55
Class	Group A	23	57.5
	Group B	17	42.5
Total		40	100

Based on table 1. it was found that the most respondents aged 61-72 months were 25 respondents (62.5%), gender of female were 22 respondents (55%) and, was in group A were 23 respondents (57.5%). According to the Regulation of the Minister of Health of the Republic of Indonesia Number 66 of 2014 explains that a child is called a preschooler if he is 60-72 months old (Peraturan Pemerintah Republik Indonesia, 2014). Preschoolers are between 3 and 6 years old (Aidasamsi & Rusmariana, 2019). KMME screening activities aim to find early deviations that

occur in aspects of children's mental and emotional growth to facilitate follow-up interventions (Eva et al., 2019). Preschool children whose mental-emotional problems are not detected early will develop actual mental emotional problems and become an early sign of crime in adolescence (Utami & Hanifah, 2021).

Emotional development of children aged 5-7 years such as trying to regulate/aware of their own emotions (proud, shame, fear), still needs adults to help even though they prefer to overcome and solve problems on their own, adopt good emotions with peers, skills more socially coordinated with one's feelings and those of others, begins to coordinate emotions that correspond to other people's (Aidasamsi & Rusmariana, 2019).

Mental development is an important aspect of growth, covering a wide range of mental abilities. It starts at birth and as time goes on the child develops, his mental reactions also change. These reactions are very simple, to begin with, but in time they lead to complex mental activity. Mental development includes the ability to pay attention, observe, remember, imagine, think, and solve problems and the growth of intelligence and language. These abilities change, grow and mature with age and special experiences. Regardless of the

general pattern of mental development, each individual grows and develops in his or her unique way. Various mental abilities and activities are interrelated and develop as a whole. They are interdependent and do not thrive in isolation. Apart from interdependence, another characteristic feature of mental development is its continuity (Sejati et al., 2020).

The growth and development of children today will affect the cognitive, affective, and psychomotor aspects of the next child. Child development in a positive environment will minimize mental-emotional problems. As the general goal of the health efforts of kindergarten students, namely to prepare the future generation to be completely healthy in a healthy Kindergarten environment (Anggeriyane, 2019 in Anggeriyane et al., 2021; Government Regulation of the Republic of Indonesia, 2014).

Ironically, Mashar (2015) in his book entitled *“Emosi Anak Usia Dini dan Strategi Pengembangannya”* explains that in Indonesia, the attention of schools and parents at an early age period, which is a critical phase of a child, growth, and development is still not optimally carried out. This can be seen from the low level of emotional stimulation by parents in early childhood, and the lack of information and

references to child stimulation. Though emotions are likened to the wheel of human life. If the child's emotions are disturbed, then other aspects of life are also disturbed.

## 2. Screening of Mental Emotional Problem Questionnaire

Table 2. Frequency Distribution of Answers for Mental-Emotional Problem Screening Based on Question Items

Question	Yes		Not		Total	
	f	%	f	%	f	%
Question 1	17	42.5	23	57.5	40	100
Question 2	2	5	38	95	40	100
Question 3	5	12.5	35	87.5	40	100
Question 4	5	12.5	35	87.5	40	100
Question 5	15	37.5	25	62.5	40	100
Question 6	8	20	32	80	40	100
Question 7	1	2.5	39	97.5	40	100
Question 8	7	17.5	33	82.5	40	100
Question 9	5	12.5	35	87.5	40	100
Question 10	3	7.5	37	92.5	40	100
Question 11	1	2.5	39	97.5	40	100
Question 12	2	5	38	95	40	100
Question 13	3	7.5	37	92.5	40	100
Question 14	2	5	38	95	40	100

Based on table 2. Referring to the KMME Screening according to the ISSN 1858-3385, E-ISSN 2549-7006 141

Ministry of Health in 2019 in the "SDIDTK" book, it was found that the KMME screening results showed the number of questions with the most "yes" answers at number 1 regarding "Does your child often react negatively, get angry or tense for no apparent reason?" were 17 respondents (42.5%), number 5 on "Does your child have difficulty concentrating, is easily distracted or moves a lot/cannot stay still?" were 15 respondents (37.5%) and number 6 on "Does your child stick to/always ask for company, is easily anxious and not confident?" were 8 respondents (20%).

Emotions are defined variously based on structural components that see emotion as a process experienced by a person towards an event, interpersonal components such as certain feelings/states or patterns of motor activity. Factors that influence emotional development in preschool children are from within the individual, conflicts that occur during development, and the environment (Mashar, 2015).

The preschool period is the initial period, and has various characteristics which are usually reflected in what people call children. At this time children carry out the process of personality development so that sometimes they bring up behaviors

such as fighting parents, anger for no reason, unreasonable fear, and sometimes jealousy for no reason. Children aged 4-6 years or early childhood have more than controlled movements, good language development, children's attitudes are more serious and patient when playing children rarely fight even though they cannot work together. Growth and development are influenced by several factors, including nutrition, health services, physical and social environment, and behavior. Optimizing child growth and development is supported by loving family relationships, physical, mental, and social healthy conditions (Peraturan Pemerintah Republik Indonesia, 2014). Not only when the child is born but has been prepared since the first 1000 days of life (Anggeriyane, 2019).

Table 3. Frequency Distribution of Mental Emotional Problems Screening Results in Preschool Children

Category	f	%
KMME Screening by Answering "Yes"		
Nothing	14	35
1	6	15
≥ 2	20	50
Conclusion results	14	35
Normal	26	65
suspect		
Interventions	14	35
- Continue Stimulation according to age		
- Counseling to parents	6	15
- Referral to Level 1 Growth and	20	50

Development Hospital	Referral		
Total	40	100	

Based on table 3. it was found that the parents who answered KMME screening were dominant in the answer "yes"  $\geq 2$  as were 20 respondents (50%), the most conclusions were in the Suspect category were 26 respondents (65%) and the screening intervention that should have been carried out was based on the IMCI algorithm for 20 respondents were referred to the Level 1 Growth and Development Referral Hospital (50%). However, the intervention will be different for each child based on the number of "yes" answers. Children with 1 answer "yes" will be given counseling by parents about development and scheduled to be screened again after 3 months to determine the next intervention, while children with 2 answers "yes" are recommended to be referred to a Level 1 Referral Hospital for Growth and Development and children with normal intervention then parents are given praise and motivated to provide stimulation to children based on the age of growth and development (Eva et al., 2019; Kemenkes RI, 2019).

The impact of the Covid-19 pandemic is not simple for preschoolers. On the side of child development, it has an

impact on cognitive, language, and socio-emotional aspects (Jati & Sumarni, 2020). Mental disorders in children occur also caused by biological, environmental, and individual factors. Biological factors such as family genogram with a history of mental disorders. Environmental factors are a stimulus that children get every day so they can be the cause of children experiencing stress, discomfort and difficulty adapting. Individual factors are caused by the maturity of the mind and constitution such as the child's temperament (Sejati, 2020).

The results of the study on 30 parents with 20 questions found that 26 parents answered and agreed that the Covid-19 pandemic can affect children's mental stability, so maintaining children's mental stability is very important. Empathy, compassion, and monitoring children's emotions are one of the roles of parents. The Covid-19 pandemic had a disastrous impact on the world of children. In addition to social access with friends at school, as well as self-exploration with friends surrounding environment. So don't be surprised if children need a mood booster from people adults (parents, teachers and other families) to stay excited and have fun to study "at home" (Sejati et al., 2020).



According to Sari et al. (2022) a small number of children experience emotional behavior problems due to the impact of the Covid-19 pandemic so children change behavior and emotional. During the Covid-19 pandemic, parents provided alternative solutions for their children so they wouldn't get bored at home, such as watching television or playing gadgets, even though this had an impact on changing negative behavior in children.

Based on KMME questions number 1 regarding "Does your child often react negatively, get angry or tense for no apparent reason?" were 17 respondents (42.5%) and number 5 on "Does your child have difficulty concentrating, is easily distracted or moves a lot/cannot stay still?" were 15 respondents (37.5%) can be caused by smart device addiction. Research conducted by Anggeriyane & Rahayu (2022) found that uncontrolled use of smart devices can cause behavioral changes such as decreased concentration, laziness, not wanting to study, not wanting to take a shower and so on. Another finding on Anggeriyane et al., (2022) was found that when parents do not have the opportunity to accompany their children at home so that children are not directed in organize positive activities that can be

Volume 21 Number 2, Agustus 2023

done every day. This is one of the reasons parents give gadgets to their children.

Based on KMME questions number 6 on "Does your child stick to/always ask for company, is easily anxious and not confident?" were 8 respondents (20%). It's caused by social effect of pandemic. According to Gusmayanti & Suryana, (2021) in addition to the positive impact of the Covid-19 pandemic, this negative impact on children's development, especially children's social development. With online learning what children do at home, children can no longer interact with friends at school. In online learning during the Covid 19 pandemic, it appears anti-social attitude of children due to children no longer able to play with peers at school school, many changes in anti-social attitudes that arise, because of online learning can't develop children's social character and antisocial spirit of children develops when the child is called by his parents, he is more concerned himself because children play with their gadgets or watch TV alone.

Signs of a child experiencing mental-emotional problems due to the Covid-19 pandemic are aggressive behavior, changes in appetite, changes in sleep patterns, mood changes, anxiety so that they have a lot of questions being asked, dependence

ISSN 1858-3385, E-ISSN 2549-7006 144

on those closest to them, somatic complaints such as headaches, having problems with concentration and overreacting (Dewi, 2020).

A mental disorder is a condition that affects a person's thinking, feelings, or mood and can affect his or her ability to relate to other people and work daily. Everyone will have a different experience, even people with the same diagnosis. A mental-emotional disorder is a condition that indicates the individual experiences an emotional change that can develop into a pathological state if it continues, so it is

## CONCLUSIONS AND SUGGESTIONS

The results obtained regarding the early screening of emotional mental problems during pandemic in preschool children with a total of 40 respondents, it can be concluded that most of the preschool children experienced emotional mental problems in the category "Suspect" with the most screening answers in the "yes" category  $\geq 2$  of 14 questions of KMME screening.

Parents are expected to always stimulate growth and development based on age in children within the Normal category and conduct counseling at health facilities to find out what parent's actions should take. Schools and health service

necessary to anticipate so that the mental health of the community is maintained. The importance of family support during the Covid-19 pandemic or after can affect children's development both from the physical, social and emotional aspects of children in the future. Screening as early as possible based on the child's age can make parents aware of the importance of the role of parents in supporting the growth and development of children and solving problems if deviations occur. Early intervention in the golden age of children is easier than the age of five years.

agencies to cooperate with parents and health services to re-screen for a predetermined period of time based on the smartphone application of mental-emotional Screening at the next screening until their ages are 72 months independently.

## REFERENCES

- Aidasamsi, N. A., & Rusmariana, A. (2019). Perbedaan Perkembangan Mental emosional Antara Anak Yang Pernah Ikut Dengan Yang Tidak Pernah Ikut Pendidikan Anak Usia Dini (PAUD) Non Formal Pada Anak Kelas 1 di SD Negeri Rengas Kecamatan Kedungwuni Kabupaten Pekalongan. *Naskah Publikasi* ISSN 1858-3385, E-ISSN 2549-7006 145

- Sarjana Keperawatan Universitas Muhammadiyah Pekajangan Pekalongan*, 1–26. <https://e-skripsi.umpp.ac.id>
- Anggeriyane, E. (2019). Hubungan Usia, Paritas Ibu dan Usia Ayah dengan Kejadian Anak Sindrom Down di SLB Negeri Pelambuan Banjarmasin Tahun 2019. *Jurnal Keperawatan Suaka Insan*, 4(2), 86–96. <https://doi.org/https://doi.org/10.51143/jksi.v4i2.241>
- Anggeriyane, E., Ilmi, A., Rakhmah, A., Wahyunita, D. I., Buana, F. A., Pratama, M. A., Yupini, M. S., Azmie, N., & Sapitri, N. (2022). Education of Smart Devices Addiction Impact for Elementary School Students During Covid-19 Pandemic. *Borneo Community Developmen Journal (BCD Journal)*, 1(2), 205–212. <https://doi.org/https://doi.org/10.35747/bcdj.v1i2.254>
- Anggeriyane, E., Noorhasanah, E., & Nurhayati, I. (2021). The Effectiveness of The Kangaroo Mother Care for Low Birth Weight Baby in Maintaining Thermoregulation Stabilization: a Case Study. *Jurnal Pendidikan Keperawatan Indonesia*, 7(2), 151–158.
- <https://doi.org/10.17509/jpki.v7i2.39191>
- Anggeriyane, E., & Rahayu, S. F. (2022). The Effect of Hypnoparenting in Overcoming the Problem of Smart Device Addiction in Preschool Children at ar Raudah Kindergarten Banjarmasin. *IJNP (Indonesian Journal of Nursing Practices)*, 6(1), 8–17. <https://doi.org/10.18196/ijnp.v5i1.12802>
- CDC. (2021). *Data and Statistics on Children's Mental Health*. <https://www.cdc.gov/childrensmentalhealth/data.html>
- Dewi, D. S. (2020). *Pandemi COVID-19 Bisa Ganggu Kesehatan Mental Anak, Apa Tandanya?* Tirto.Id. <https://tirto.id/pandemi-covid-19-bisa-gangu-kesehatan-mental-anak-apa-tandanya-eNd7>
- Eva, R., Afrita, L., Maulida, N., & Marniati. (2019). *Deteksi Dini Tumbuh Kembang Anak Dengan Menggunakan Kuesioer Pra Skreening Pertumbuhan ( Kpsp ) Di Puskesmas Darul Imarah Aceh Besar* *Early Detection of Growth of Children Development Using Pre-Screening Preview Screening ( Kpsp )*

- in *Parkesmas Darul Imara*. 1(2), 19–23.
- Gusmayanti, S., & Suryana, D. (2021). *Dampak Pandemi Covid 19 Terhadap Kemampuan Sosial Anak Usia 5-6 Tahun di TK Ecclesia Pekanbaru*. [https://d1wqtxts1xzle7.cloudfront.net/67279609/DAMPAK\\_PANDEMI\\_COVID\\_19\\_TERHADAP\\_KEMAMPUAN\\_SOSIAL\\_ANAK\\_USIA\\_5\\_6\\_TAHUN\\_DI\\_TK\\_ECCLESIA\\_PEBANBARU-with-cover-page-v2.pdf?Expires=1668341017&Signature=daLo~rjYGZefA0-e-m4gXfw3n-UWEVg5tQmLbexMdbSoDQwchwWSCUak-D6GYZ-nQE7YbDoPrMUF2CxBKGenfXfoO11kVG9IKnhoV1~Gs5XqlfzXczQl6ptyJVqAuCOFmX5q9x70wRBtnN2iWqWCHmCC-wSV7QvXtPpDWbSvC0bs3HZPTwQS45Jtee7NX~pTqpfBYS1uZ1c6A4h901HHovV7Rh8O-2wPmnp1p5KsidtmmK3L18QqymzFDhNRi4mcj33BbhFAwdMpE4TMmA5nBWWsSjhqXnRBHasNANMvjj6Sjs43Z5EXeC9zipCKnwRf5I13KtonydTf6n2rfzZYQ\\_\\_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA](https://d1wqtxts1xzle7.cloudfront.net/67279609/DAMPAK_PANDEMI_COVID_19_TERHADAP_KEMAMPUAN_SOSIAL_ANAK_USIA_5_6_TAHUN_DI_TK_ECCLESIA_PEBANBARU-with-cover-page-v2.pdf?Expires=1668341017&Signature=daLo~rjYGZefA0-e-m4gXfw3n-UWEVg5tQmLbexMdbSoDQwchwWSCUak-D6GYZ-nQE7YbDoPrMUF2CxBKGenfXfoO11kVG9IKnhoV1~Gs5XqlfzXczQl6ptyJVqAuCOFmX5q9x70wRBtnN2iWqWCHmCC-wSV7QvXtPpDWbSvC0bs3HZPTwQS45Jtee7NX~pTqpfBYS1uZ1c6A4h901HHovV7Rh8O-2wPmnp1p5KsidtmmK3L18QqymzFDhNRi4mcj33BbhFAwdMpE4TMmA5nBWWsSjhqXnRBHasNANMvjj6Sjs43Z5EXeC9zipCKnwRf5I13KtonydTf6n2rfzZYQ__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA)
- Jati, L. T. S., & Sumarni, W. (2020). *Dampak Pandemi Covid-19 Terhadap Perkembangan Anak Sekolah Dasar Seminar Nasional Pascasarjana 2020*, 776–783. <https://proceeding.unnes.ac.id/index.php/snpasca/article/download/667/585>
- Kemenkes RI. (2019). *Pedoman Pelaksanaan Stimulasi, Deteksi dan Intervensi Dini Tumbuh Kembang Anak di Tingkat Pelayanan Kesehatan Dasar* (p. 138). Direktorat Jenderal Pembinaan Kesehatan Masyarakat. <https://drive.google.com/file/d/1oTXe9UQQzWL0VuguZWn2jFwLEpHnW5Ub/view>
- Mardiyanti. (2021). *Telenursing SDIDTK* (App Version 1.0.11). Kementerian Kesehatan Republik Indonesia; Universitas Islam Negeri Syarif Hidayatullah Jakarta. <https://play.google.com/store/apps/details?id=com.telenursingsdidtk>
- Marsilia, I. D., Nurulicha, Fitri, D. M., Nengsih, Y., & Nurzanah, E. M. (2022). *Stimulasi, Deteksi dan Intervensi Dini Tumbuh Kembang Anak (SDIDTK) Pada Anak Usia 54-72 Bulan di TK Cikal Cendikia Cileungsi Kab. Bogor*. *Jurnal Kreativitas Pengabdian Kepada Masyarakat (PKM)*, 5(April), 1236–1243. <https://doi.org/https://doi.org/10.33024/jkpm.v5i4.5704>

- Mashar, R. (2015). *Emosi Anak Usia Dini dan Strategi Pengembangannya* (3rd ed.). Kencana.
- Maulidia, R., Maria, L., & Firdaus, A. D. (2021). Hubungan Stimulasi Orang Tua Dengan Perkembangan Anak Usia Prasekolah Selama Pandemi Covid. *Jurnal Kesehatan Mesencephalon*, 7(2). <https://doi.org/10.36053/mesencephalon.v7i2.287>
- Milawati, M., Kurniawati, E. Y., & Khasanah, Y. U. (2022). Analisis Dampak Pandemi Covid-19 Pada Anak Prasekolah Usia 36-72 Bulan. *Jurnal Ilmu Kebidanan*, 8(1), 6–13. <https://doi.org/10.48092/jik.v8i1.141>
- Peraturan Pemerintah Republik Indonesia. (2014). Peraturan Pemerintah Republik Indonesia Nomor 66 Tahun 2014 tentang Kesehatan Lingkungan. In *Hukum Online*. <https://doi.org/10.1017/CBO9781107415324.004>
- Rahayu, S. F., Anggeriyane, E., & Mariani. (2021). Upaya Penguatan Program Stimulasi, Deteksi dan Intervensi Dini Tumbuh Kembang (SDIDTK) melalui Pemeriksaan Antropometri pada Anak Prasekolah. *JURNAL EMPATI Edukasi Masyarakat, Pengabdian Dan Bakti*, 1(1), 21–35. <http://ejournal.stikesmuhgombong.ac.id/EMPATI/article/view/522/266>
- Rohani, S., & Wahyuni, R. (2020). Gambaran Deteksi Dini Masalah Mental Emosional Anak Taman Kanak-Kanak. *Wellness and Healthy Magazine*, 2(2), 325–329. <https://wellness.journalpress.id/wellness>
- Sari, I. Y., Susanti, A. R., & Widiastuti, H. (2022). *Kondisi Kesehatan Mental Perilaku Emosional Anak Usia Prasekolah Pada <asa Pandemi Covid-19 di Yogyakarta*. 12(02), 166–172.
- Sejati, Y. G. (2020). *Menjaga Stabilitas Mental Anak Selama Pandemi Covid-19* (T. Muti'ah & M. A. Y. Sya'bani (eds.)). Caremedia Communication.
- Sejati, Y. G., Wati, I., & Fajriyah, N. (2020). Menjaga Stabilitas Mental Anak di Masa Pandemi Covid-19 melalui Aktivitas Bincang Asyik. *Jurnal Golden Age*, 04(2), 282–289.
- Sujarwanto, & Rofiah, K. (2020). *Manajemen Pendidikan Anak dengan Gangguan Emosi Perilaku* (E. Lestari (ed.)). Jakad Media Publishing.
- Teekavanich, S., Chantaratin, S., Sirisakpanit, S., & Tarugsa, J. (2017). Prevalence and Factors Related to Behavioral and Emotional Problems among Preschool Children in Bangkok, Thailand. *J Med Assoc*

*Thai*, 100(2), 175–182.

Utami, S., & Hanifah, D. (2021). Faktor

Risiko Masalah Mental Emosional

Pada Anak Prasekolah di Kota

Sukabumi. *Buletin Penelitian Sistem*

*Kesehatan*, 24(3), 192–201.

<https://ejournal2.litbang.kemkes.go.id>

[/index.php/hsr/article/view/4066](https://ejournal2.litbang.kemkes.go.id/index.php/hsr/article/view/4066)