

**THE RELATIONSHIP BETWEEN STUNTING AND THE SOCIAL-
EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN IN THE
WORKING AREA OF THE KOTAGEDE I HEALTH CENTER,
YOGYAKARTA CITY**

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ABSTRACT

Background: Optimal social-emotional development is essential for preschool-aged children to interact with their environment and regulate emotions. Stunting, as an environmental factor, not only affects physical growth but also has been linked to impairments in social and emotional abilities.

Objective: This study aims to determine the relationship between stunting with the social-emotional development of preschool children in the working area of Kotagede I Primary Health Center, Yogyakarta City.

Method: A retrospective cohort study was conducted using purposive sampling. The population consisted of preschool children in the working area of Kotagede I Health Center. A total of 70 respondents were selected and divided into two groups: 35 stunted children (exposure group) and 35 non-stunted children (non-exposure group). Data were collected using the Strengths and Difficulties Questionnaire (SDQ), and data analysis was performed using Chi-Square test and simple logistic regression.

Results: Logistic regression analysis revealed that stunting significantly influences children's social-emotional development. Children who experienced stunting had 44.467 times higher odds of abnormal social-emotional development compared to non-stunted children ($p=0.000$). However, for borderline cases, no significant association was found ($p=0.564$), although there was an indication of lower risk among stunted children ($OR=0.511$). Child's gender and maternal employment status were also associated with social-emotional outcomes, while maternal education level and family income showed no statistically significant relationship.

Conclusion: There is a significant association between stunting and impaired social-emotional development among preschool children in the working area of Kotagede I Health Center, Yogyakarta.

Keywords: stunting, emotional social development, preschool children

HUBUNGAN *STUNTING* DENGAN PERKEMBANGAN SOSIAL EMOSIONAL ANAK PRASEKOLAH DI WILAYAH KERJA PUSKESMAS KOTAGEDE I KOTA YOGYAKARTA

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ABSTRAK

Latar Belakang: Perkembangan sosial emosional yang optimal merupakan dasar penting bagi anak prasekolah dalam berinteraksi dengan lingkungan dan mengelola emosi. *Stunting*, sebagai salah satu faktor lingkungan, tidak hanya memengaruhi pertumbuhan fisik, tetapi juga berkaitan dengan hambatan perkembangan sosial emosional.

Tujuan Penelitian: Mengetahui hubungan antara *stunting* dengan perkembangan sosial emosional anak prasekolah di wilayah kerja Puskesmas Kotagede I, Kota Yogyakarta.

Metode Penelitian: Penelitian ini menggunakan desain kohort retrospektif dengan teknik *purposive sampling* pada 70 anak prasekolah yang dibagi menjadi dua kelompok, yaitu kelompok paparan (+) sebanyak 35 anak *stunted* dan kelompok paparan (-) sebanyak 35 anak *non-stunted*. Instrumen penelitian menggunakan kuesioner *Strengths and Difficulties Questionnaire* (SDQ), dan analisis data dilakukan dengan uji *Chi-Square* serta regresi logistik sederhana.

Hasil Penelitian: Analisis regresi logistik menunjukkan bahwa *stunting* memiliki dampak signifikan terhadap gangguan perkembangan sosial emosional. Anak yang *stunting* memiliki risiko 44,467 kali lebih besar mengalami gangguan abnormal dibandingkan anak yang tidak *stunting* ($p=0,000$). Untuk kategori *borderline*, *stunting* tidak menunjukkan hubungan yang bermakna ($p=0,564$), meskipun ada indikasi risiko lebih rendah (OR=0,511). Karakteristik seperti jenis kelamin anak dan status pekerjaan ibu turut memengaruhi hasil, sedangkan tingkat pendidikan ibu dan pendapatan keluarga tidak menunjukkan hubungan yang bermakna.

Kesimpulan: Terdapat hubungan signifikan antara *stunting* dengan gangguan perkembangan sosial emosional pada anak prasekolah di wilayah kerja Puskesmas Kotagede I, Kota Yogyakarta.

Kata Kunci: *stunting*, perkembangan sosial emosional, anak prasekolah