



Influence Of Stimulation Super Brain Yoga Exercise On Elementary School Student’s Psychosocial Development Task In Magelang

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Abstract: Students in elementary school usually optimize their intellectual capacity through learning. The fulfillment of their psychosocial development task is also important, therefore stimulation is needed. The aim of this study is to determine the effect of super brain yoga exercise on psychosocial development task among elementary school students. The study design is a quasi-experimental with one group pre-post test design. From a total sampling of 28 participants in the Elementary school Kedungsari 1 Magelang city, fulfillment of psychosocial development task were assessed with the children psychosocial development task questionnaire. The psychosocial development task improved significantly after the stimulation of superbrain yoga exercise. This intervention should become a part school health program.

Keywords: super brain yoga exercise; children; psychosocial development task.

1. Introduction

Childhood is a critical period in the effort to create quality human resources because the first two years after birth is a golden period in which brain cells are experiencing optimal growth and development. Malnourished children will potentially experience impaired physical growth and mental development. Warsito (2012) states that optimal growth stimulation in children will help achieve cognitive development in children well.

Special attention is needed for school-age children to optimize their growth and development. Developmental optimization requires interaction between children and parents. The role of the mother is very important to optimize the development of children with disruption of their child development process so that further impacts can be prevented as early as possible. Providing stimulus for child development can be given by parents who are thorough in physical, mental, and social aspects. The strategic plan of the Magelang city education office in 2019 states that out of 75 primary schools in the city of Magelang, the ratio of not too many students is served by teachers. This resulted in not optimal student development. Even though it was stated that the Ministry of Education and Culture's strategic mission for 2015-2019 stated that the realization of strong educational and cultural actors needed students, teachers, principals, parents and leaders of educational institutions in the education ecosystem. For this reason community service activities are carried out in the context of cooperation between institutions both from Magelang nursing study program and SD Kedungsari 1 in Magelang City.

Students in elementary school usually optimize their intellectual capacity through learning. The fulfillment of their psychosocial development task is also important, therefore stimulation is needed. Stimulation of super brain yoga exercise could maximize the rational and concrete thinking capacity. So far, none of the study investigated the influence of super brain yoga exercise on psychosocial

development task among children in Indonesia. The aim of this study is to explore the influence of super brain yoga exercise on psychosocial development task among children in healthy population.

2. Method And Material

The research conducted in SD Kedungsari 1, Magelang city, Central Java in May 2019. A quantitative study with one group pre-post method was adopted. The population of this study were six grade of Kedungsari 1 Magelang Elementary school with total populatin of 30 students. From a total sampling of 30 participants in the Elementary school Kedungsari 1 Magelang city, we analyzed data using wilcoxon statistical test. The socio demographic students show that 50% were males and 50% were females. Most of participants were < 12 years old (80%). Before and after the application of superbrain yoga exercise stimulation, measurements will be carried out using psychosocial development screening for primary school age children. The study was carried out with the help of the chairman and team of lecturers from the Magelang Nursing Study Program lecturer. Assessment of psychosocial development tasks for school-age children using questionnaires. This questionnaire was compiled by Nasution (2017) covering psychosocial development of children consisting of 30 items of statements, 15 items of positive statements namely numbers 21,22,23,25,26,27,28 and 15 negative statements namely number 1,3,5, 6,12,13,14,15,16,17,18,20,24,29,30. The choice of answers in this questionnaire uses the Guttman scale, which consists of two assessments Yes / No. Value for positive statement Yes = 1, No = 0, while value for negative statement Yes = 0, No = 1. The highest score is 30 and the lowest value is 0. The total score is good with a score of 21-30, enough with a score of 11-20, less with a score of 1-10. 4.6 Validity and Reliability of the instrument 0.7.

2. Result

The fulfillment of psychosocial development task as assessed with the children psychosocial development task questionnairre improved significantly in the psychosocial development task with p value < .01.

Table 1: Psychosocial development task of elementary students before the stimulation of super brain yoga exercise in SD Kedungsari 1 Magelang, May 2019

No	Pretest	Frequency	Precentage
1	Good	7	23
2	Fair	17	57
3	Less	6	20
Total		30	100%

From the above table 1, it can be seen that most of the student's psychosocial development task before the stimulation of super brain yoga exercise is fair (57%).

Table 2: Psychosocial development task of elementary students after the stimulation of super brain yoga exercise in SD Kedungsari 1 Magelang, May 2019

No	Pretest	Frequency	Precentage
1	Good	29	97
2	Fair	1	3
3	Less	0	0
Total		30	100%

From the above table 2, it can be seen that most of the student's psychosocial development task after the stimulation of super brain yoga exercise is good (97%).

Table 3: Mean of psychosocial development task of elementary students before and after the stimulation of super brain yoga exercise in SD Kedungsari 1 Magelang, May 2019

Variable	Mean Rank	Sum of Rank	P value	Z
Mean of psychosocial development task of elementary students before and after	15,00	435	0,00	-4,71

From the data analysis using wilcoxon statistical test, findings show that the mean rank value of 7,53 with p value 0,00 (the level of significancy of 0,05). It can be conclude that stimulation of super brain yoga exercise could improve the psychosocial development task of children in school age.

3. Discussion

Child development is influenced by stimulation and psychological. Stimulation / stimulation especially in the family, for example by providing toy tools, socializing children, involvement of mothers and other family members will influence the child in achieving optimal development. Another factor that cannot be separated from children's growth and development is socio-economic factors. Poverty is always related to lack of food, poor environmental health, and lack of knowledge (Tanuwijaya, 2003). Lack of stimulus for growth and development of children, will cause obstacles in growth and development. Children will experience setbacks because they do not follow an orderly pattern and do not have a variety of patterns of achievement and speed limits. Children do not reach the age limit that indicates the standard of ability must be achieved at a certain age. Failure in development requires appropriate intervention for handling.

From this study finding show that stimulation of super brain yoga exercise could improve the psychosocial development task of children in school age. Super brain yoga is done with simple exercises to balance the right brain and left brain (Verma and Kumar, 2016). The left brain functions to think logically, analytically, sequences, linear, mathematical, language, facts, express words, song lyrics, counting. The right brain functions for creativity, imagination, holistic thinking, intuition, motor skills (art), rhythm, non-verbal, feelings, visualization, song tune and day dreaming. Jois, Souza, Moulya (2017) through research on superbrain yoga has proven to be effective in improving children's memory and attention. Other studies prove that superbrain yoga is effective in increasing concentration, memory and self-confidence (Jois & Souza, 2018).

Elementary school children are children aged 6-12 years, have stronger physical characteristics and are active and not dependent on parents. Many experts consider this period as a period of calm or latent period, in which what has happened and fostered in previous times will continue for the next period (Gunarsa, 2006). According to Wong (2008), school children are children at the age of 6-12 years, which means that the school becomes a child's core experience. The period when children are considered to begin to take responsibility for their own behavior in relationships with their parents, peers, and other people. School age is a period of childhood to get the basics of knowledge to successfully adjust to adult life and obtain certain skills.

School age stage is also called gangage, where children begin to divert attention and intimate relationships within the family in collaboration between friends and attitudes towards work or study (Gunarsa 2006). Entering Elementary School is one of the important things that children need to have in school maturity, not only includes intelligence and motor skills, language, but also other things such as being able to accept the authority of other figures outside their parents, awareness of duties, obedience to regulations and being able to control his emotions. During this school age, children compare themselves with friends where they are easily overcome by fear of failure and friend ridicule.

If at this time he often fails and feels anxious, he will develop a sense of inferiority, on the contrary if he knows about how and what needs to be done in the face of the demands of his community and he is able to overcome problems in friend relations and school achievements, there will be high motivation towards works with other words are fostered by "industry" (Gunarsa 2006).

Between the ages of 7 to 12 years, namely at the concrete operational stage, children master the sharing of conservation concepts to carry out other logical manipulations. For example, they can arrange objects based on dimensions, such as height and weight. They can also form a mental presentation of a series of actions. Children as young as five years old can search their own homes to their homes but cannot show you or browse routes or browse with paper and pencil. They can find a way because they know they have to turn to certain places, but they do not have an overall picture of the route. Conversely, children as young as 8 years old are able to draw a map of that route Piaget calls this period a concrete operational stage: even though children use abstract terms, they only use in conjunction with concrete objects. Before reaching the final stages of cognitive development, at the formal operational stage, which starts around the age of 11 to 12 years, children are able to think logically with various pure symbolic terms (Dharma & Andryanto, 2010)

Psychosocial development task here is the achievement of maturity in social relations. It can also be said as a learning process to adjust to group norms, traditions and morals (religion). Social development in elementary school children was marked by the expansion of relations, in addition to the family, he also began to form new ties with peers (peer groups) or classmates, so that the space for social relations was broadly expanded. In social development, children can adapt themselves to groups of peers and the surrounding community. In the process of learning in schools, this social development maturity can be used or interpreted by giving group assignments, both those requiring physical energy (such as cleaning the classroom and school yard), as well as tasks that require the mind (such as: planning camping activities, making plans study tour).

At school age, children begin to realize that gross emotional expression is not accepted in society. Therefore, he began to learn to control and control his emotional expression. The ability to control emotions is obtained by children through imitation and exercise (refraction). In the process of imitation, the ability of parents to control their emotions is very influential. Emotions that are experienced at this stage of school age development are anger, fear, jealousy, affection, curiosity, and excitement (feeling excited, pleasant, or happy). Emotions are the dominant factors that influence individual behavior, in this case including learning behavior. Positive emotions, such as feelings of pleasure, passion, enthusiasm or curiosity will influence individuals to concentrate themselves on learning activities, such as paying attention to teacher explanations, reading books, being active in discussions, doing assignments, and learning discipline.

Super brain yoga is a method to stimulate the brain to be more receptive so that it increases brain sharpness and creativity. This exercise can be done in children with ADHD, dyslexia, anxiety, depression and dementia. The benefits of superbrain yoga according to Ramesh (2013) are as follow: 1) Synchronizing brain alpha waves and activating brain activity. 2) Improve psychological health, 3) activate and give energy to the brain and also 3) reduce stress and improves mental stability.

4. Conclusion

The super brain yoga exercise can improve children capacity to fulfill the psychosocial development tasks. This intervention should become a part school health program.

5. References

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