

## Assessment of Development in Preschool Children Aged 60-72 Months Using the KPSP (Pre-Screening Development Questionnaire) at Sawitto Kindergarten, Pinrang Regency

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### ABSTRACT

*Sustainable Development Goals* (SDGs) must begin with the development of children. Monitoring children's growth and development is very important. The role of parents in family life can determine the steps that must be taken to help children's development. Early detection of child development is carried out through periodic developmental assessments in four areas, namely gross motor skills, fine motor skills, language and cognitive skills, independence, and socialization. The purpose of this study was to determine the description of the assessment of children aged 60-72 months using the Developmental Pre-Screening Questionnaire (KPSP) at Sawitto Kindergarten in Pinrang Regency. This study used a descriptive method with a *total sampling* technique involving 35 children. Based on the data obtained, the majority of children aged 60-72 months were in the category of development appropriate for their age, namely 28 children (80%), 5 children (14.3%) were in the doubtful category, and 2 children (5.7%) were in the developmental deviation category. Children aged 72 months tended to show better development than children aged 60 months, indicating that as they get older, children generally experience better developmental improvement. In addition, the development of boys was slightly more dominant than that of girls. Of the four aspects of development analyzed, gross motor skills showed the most optimal results, while speech and language were the aspects that experienced the most discrepancies. This study recommends improving periodic monitoring of child development through instruments such as the KPSP, in order to detect developmental delays or deviations at an earlier stage.

## INTRODUCTION

Sustainable Development Goals (SDGs) must begin with the development of children. If a child can be assured of growing up free from poverty, with a healthy body, an education, and a sense of security and happiness, then that child can be assured of growing into an adult who can actively contribute to the development of their country. This is the basis for the SDGs to place greater emphasis on development in creating quality human resources as the next generation of the nation.

The World Health Organization (WHO) reports that globally, 149.2 million children under the age of 5 experienced developmental disorders in 2020. The prevalence of children with developmental disorders living in low- and middle-income countries is 95%. The prevalence of developmental disorders in children under 5 years of age in Indonesia in 2018 was reported by the WHO to be 7,512.6 per 100,000 population (7.51%).

Based on the results of the Indonesian Nutrition Status Survey (Survei Status Gizi Indonesia, 2022), 7.7% of toddlers suffer from malnutrition and undernourishment. In terms of development, the results of the National Socioeconomic Survey (Susenas) (2017) show that 4.81% (485,211) of toddlers experience developmental delays, an increase from 13.5% in Susenas (2022). (BPS., 2023) In South Sulawesi, the population is increasing every year.

In 2023, the population of South Sulawesi was 9,362,290, then in 2024 it is projected to increase at a growth rate of 1.13% to 9,463,390, with children aged 0-4 months in 2024 increasing by 791.50%. This experienced an increase in 2022 of 764.55%, in 2023 of 778.71%, and in 2024 for children aged 5-9 years of 716.28%.

This also experienced an increase in 2023 of 705.79%. (BPS Sulawesi Selatan., 2023). The population of South Sulawesi, namely children aged 0-9 years, continues to increase. The increase in population from the previous year indicates that delays in child development will also increase. The South Sulawesi provincial government, in the second semester report of the Stunting Reduction Acceleration Team, showed that 82.3% of children in the Pinrang region were monitored for growth and development, with a target of 90%.

Early childhood refers to individuals aged 0 to 6 years, known as the golden age in human development. During this period, children are highly sensitive and responsive to stimulation that supports cognitive, motor, language, and social-emotional development. Therefore, regular monitoring of children's growth and development is crucial. The role of parents in the family environment is very influential in determining stimulation strategies that are appropriate for the child's developmental needs. In addition, the involvement of educators and health workers in the child's environment also has an important contribution in optimizing the holistic growth and development process.

Child development can be observed through screening and early detection of developmental disorders. Early detection of developmental disorders is very useful so that diagnosis and recovery can be carried out earlier, allowing for more optimal growth and development. Early detection of child development is carried out through periodic developmental assessments in four aspects, namely gross motor skills, fine motor skills, language and cognitive skills, independence, and socialization. In assessing growth and development, nurses

and health workers can use the KPSP, a pre-screening questionnaire used to determine whether a child's development is normal or not.

Therefore, this study was conducted to determine the developmental profile of preschool children using the KPSP questionnaire to identify the characteristics of respondents based on age and gender and to describe the developmental assessment profile of preschool children aged 60-72 months using the KPSP questionnaire at Sawitto Kindergarten in Pinrang Regency. This study can provide an overview of the development of preschool children to health workers so that they can better detect early development in children.

## METHOD

This study used a descriptive research method with *total sampling* technique, which is a sampling technique where all members of the population are included in the sample, resulting in a sample size of 35 students at Sawitto Kindergarten in Pinrang Regency. Data collection used the KPSP in accordance with age development, namely KPSP 60 months and KPSP 72 months, with the final results for “Yes” answers being a score of 9-10 for the appropriate category, 7-8 for the doubtful category, and a score of <6 for the deviation category. The data analysis used was univariate.

## RESULTS AND DISCUSSION

From the data obtained, there were 35 children, consisting of 19 boys and 16 girls. Results:

### 1. Respondent Characteristics Based on Age and Gender

#### a. Based on Age

The following are the results of the study based on the characteristics of preschool children (60-72 months) at Sawitto Kindergarten in Pinrang Regency.

Table 1. Characteristics of Preschool-aged Children

| No           | Characteristic | Frequency (f)<br>Child Development |              |              | Percentage (%)   |
|--------------|----------------|------------------------------------|--------------|--------------|------------------|
|              |                | Compliant                          | Questionable | Noncompliant |                  |
| 1.           | 60 Months      | 11                                 | 3            | 2            | 16 (45,7%)       |
| 2.           | 72 Months      | 17                                 | 2            | 0            | 19 (54.3%)       |
| <b>Total</b> |                | <b>28</b>                          | <b>5</b>     | <b>2</b>     | <b>35 (100%)</b> |

Source: Primary Data 2025

Table 1 shows that in the 60-month age range, 16 (45.7%) children, 11 respondents experienced appropriate development, 3 respondents experienced questionable development, and 2 showed deviations. Meanwhile, in the 72-month age range, out of 19 (54.3%) children, 17 respondents experienced appropriate development, 2 respondents experienced questionable development, and none experienced deviant development.

#### b. Based on Gender

The following are the results of research based on the gender of preschool-aged children (60-72 months) at Sawitto Kindergarten in Pinrang Regency.

Table 2. Characteristics of Children's Gender

| No | Characteristic | Frequency (f)<br>Child Development |              |              | Percentage (%) |
|----|----------------|------------------------------------|--------------|--------------|----------------|
|    |                | Compliant                          | Questionable | Noncompliant |                |
| 1. | Male           | 15                                 | 3            | 1            | 19 (54,3%)     |
| 2. | Female         | 13                                 | 2            | 1            | 16 (45,7%)     |

|              |           |          |          |                  |
|--------------|-----------|----------|----------|------------------|
| <b>Total</b> | <b>28</b> | <b>5</b> | <b>2</b> | <b>35 (100%)</b> |
|--------------|-----------|----------|----------|------------------|

Source: Primary Data 2025

Table 2 shows that of the 19 male respondents, 15 showed appropriate development, 3 showed questionable development, and 1 showed deviations. Meanwhile, among the 16 female respondents, 13 showed appropriate development, 2 showed questionable development, and 1 showed deviation.

- The level of development of children aged 60-72 months based on the KPSP assessment results.

Based on the results of the KPSP completed by the author, there are 4 aspects categorized in the KPSP assessment, and the following data was obtained:

Table 3. Aspects of child development at 60 months

| <b>ASPECTS</b>          | <b>Compliant</b> | <b>Noncompliant</b> | <b>TOTAL</b> |
|-------------------------|------------------|---------------------|--------------|
| Gross Motor Skills      | 12               | 4                   | 16           |
| Fine Motor Skills       | 11               | 5                   | 16           |
| Language and Speech     | 9                | 7                   | 16           |
| Social and Independence | 9                | 7                   | 16           |

Source: Primary Data 2025

Based on 3. Gross Motor Skills, 12 children were appropriate and 4 children were inappropriate; Fine Motor Skills, 11 children were appropriate and 5 children were inappropriate; Speech and Language, 9 children were appropriate and 7 children were inappropriate; Social and Independence, 9 children were appropriate and 7 children were inappropriate.

Table 4. Child Development Aspects at 72 Months

| <b>ASPECTS</b>          | <b>Compliant</b> | <b>Noncompliant</b> | <b>TOTAL</b> |
|-------------------------|------------------|---------------------|--------------|
| Gross Motor Skills      | 17               | 2                   | 19           |
| Fine Motor Skills       | 17               | 2                   | 19           |
| Language and Speech     | 14               | 5                   | 19           |
| Social and Independence | 16               | 3                   | 19           |

Source: Primary Data 2025

Based on 4. Gross Motor Skills, 17 children were appropriate and 2 children were inappropriate; Fine Motor Skills, 17 children were appropriate and 2 children were inappropriate; Speech and Language, 14 children were appropriate and 5 children were inappropriate; Social and Independence, 16 children were appropriate and 3 children were inappropriate.

Table 5. Child Development Aspects for Children Aged 60-72 Months

| <b>No</b> | <b>Developmental ASPECTS</b> | <b>Compliant</b> | <b>Noncompliant</b> | <b>Total</b> | <b>Percentage Compliant (%)</b> |
|-----------|------------------------------|------------------|---------------------|--------------|---------------------------------|
| 1.        | Gross Motor Skills           | 29               | 6                   | 35           | 82,8%                           |
| 2.        | Fine Motor Skills            | 28               | 7                   | 35           | 80 %                            |
| 3.        | Language and Speech          | 23               | 12                  | 35           | 65,7%                           |
| 4.        | Social and Independence      | 25               | 10                  | 35           | 71,4%                           |

Source: Primary Data 2025

Table 5 shows that in terms of gross motor skills, 29 (82.8%) were appropriate and 6 respondents were inappropriate; in terms of fine motor skills, 27 (80%) were appropriate

and 7 respondents were inappropriate; and in terms of speech and language, 22 (65.7%) were appropriate and 12 respondents were inappropriate. In the socialization and independence aspect, 25 (71.4%) were appropriate and 10 respondents were not appropriate.

Table 6. Frequency Distribution of Developmental Levels of Children Aged 60–72 Months Based on KPSP Results at Sawitto Kindergarten, Pinrang Regency

| No           | Development Category       | Frequency (f) | Percentage (%) |
|--------------|----------------------------|---------------|----------------|
| 1.           | Developing as Expected (S) | 28            | 80%            |
| 2.           | Questionable (M)           | 5             | 14,3%          |
| 3.           | Deviating (P)              | 2             | 5,7%           |
| <b>Total</b> |                            | <b>35</b>     | <b>100%</b>    |

Source: Primary Data 2025

Table 6 shows that most of the children (28 children, or 80%) were in the age-appropriate development category, 5 children (14.3%) were in the questionable category, and 2 children (5.7%) showed symptoms of developmental abnormalities.

The results of the study of 35 students at Sawitto Kindergarten in Pinrang Regency on child development using the Developmental Pre-Screening Questionnaire (KPSP) conducted on April 14-17, 2025, are as follows:

#### 1. Based on age

Based on the data in Table 1, it is known that of the 35 preschool-aged respondents, there were two age groups, namely 60 months and 72 months. In the 60-month age group, 11 children showed appropriate development, 3 children showed questionable development, and 2 children showed deviations. Meanwhile, in the 72-month age group, there were 17 children with appropriate development, 2 children with questionable development, and no children with deviations.

These results indicate that as children get older, the proportion of children with appropriate development increases, while the number of children with deviations tends to decrease or disappear. This is supported by Hurlock (2002), who states that “child development is a continuous process, in which children will experience developmental progress as they age and receive more stimulation.”

As a person ages and matures, their responsibility in completing developmental

tasks that arise at each stage of an individual's life also matures, with these tasks having distinctive characteristics at each stage of development. In addition, children aged 72 months have been exposed to more stimulation, both from their home and school environments, giving them a greater opportunity to achieve optimal developmental stages. Research by Wiyani (2012) also confirms that “preschool-aged children are greatly influenced by consistent stimulation and learning in shaping aspects of development.”

#### 2. Based on Gender

Based on the data in Table 2, it is known that of the total 35 children, there were 19 boys (54.3%) and 16 girls (45.7%). Of the boys, 15 showed appropriate development, 3 were questionable, and 1 showed deviation. Meanwhile, of the girls, 13 showed appropriate development, 2 were questionable, and 1 showed deviation.

These data show that gender differences do not significantly affect child development, although there is a slight difference in the number of boys and girls who show appropriate development. Research by Sumantri (2010) states that “gender is not a dominant factor in child development, but social interaction, environment, and parenting patterns play a



more important role.” Thus, the small differences between boys and girls in the development category may be due to individual variations, parenting patterns, and the learning environment support received by each child.

### 3. Child Development Aspects

Research conducted on children aged 60–72 months at Sawitto Kindergarten in Pinrang Regency provides a comprehensive picture of child development in four main aspects, namely gross motor skills, fine motor skills, speech and language, as well as socialization and independence. These results are presented in Tables 4.3, 4.4, and 4.5, which show the distribution of children based on developmental appropriateness and inappropriateness in each aspect.

#### a. Gross Motor Skills

Gross motor skills include children's ability to coordinate large body movements, such as walking, running, jumping, and throwing. Among children aged 60 months, 12 children were appropriate and 4 children were inappropriate, while among children aged 72 months, 17 children were appropriate and 2 children were inappropriate.

Overall, out of 35 respondents, 29 children (82.8%) showed gross motor development appropriate for their age. These results indicate that most children have fairly good gross motor coordination, which typically develops through daily physical activities both at home and in the school environment. Only 6 children were identified as not showing optimal development in this aspect, which may be due to a lack of physical stimulation, health factors, or an environment that is not conducive to motor activities.

#### b. Fine Motor Skills

Fine motor skills are related to the coordination of small muscle movements, such as finger and wrist movements in activities such as writing, drawing, cutting, and stringing. From the data obtained, at 60 months of age, 11 children had appropriate

fine motor skills and 5 children did not. At 72 months of age, 17 children had appropriate fine motor skills and 2 children did not.

In terms of overall fine motor skills, 28 children (80%) showed appropriate fine motor development, while 7 children had not reached the expected stage. These results show that although most children already have basic fine motor skills, there are still children who need further training to be able to carry out daily activities that require precision and hand-eye coordination. This is important to note because delays in this aspect can have an impact on children's readiness to learn to write and other academic activities in the future.

#### c. Speech and Language

Speech and language are important indicators of child development because they are directly related to a child's ability to communicate, express feelings, and understand instructions. The results of the study showed that 9 children had appropriate speech and language skills and 7 children had inappropriate speech and language skills. At 72 months of age, 14 children had appropriate speech and language skills and 5 children had inappropriate speech and language skills.

Overall, only 23 children (65.7%) showed appropriate language development, while 13 children had not yet reached the expected stage. This figure is the highest percentage of non-compliance among all aspects studied. In line with the results of Suciati's (2018) research, she stated that in the language and speech sector, most children failed at the instruction “can say their full name,” with a total of 2 children aged 48 months and 5 children aged 54 months. Many factors contribute to children's inability to follow this instruction, such as children having names that are too long and difficult, children only knowing their nicknames, or children being able to say their names but not in the correct order. The communication used by parents

and other family members affects children's language skills, especially their speaking skills (Suciati S., 2018).

Good communication can help children sort and store the information they obtain to explore and satisfy their curiosity. Language also has an interactive function that helps children participate in social interactions. These findings indicate challenges in children's language development in this environment, which may be caused by internal factors such as speech delay or hearing problems, as well as external factors such as a lack of language stimulation from parents or the social environment. Therefore, more intensive interventions such as speech exercises, story reading, and increased verbal interaction between teachers and students are very important to improve these skills.

#### d. Socialization and Independence Aspects

The last aspect reviewed was socialization and independence. The results showed that at 60 months of age, 9 children were appropriate and 7 children were inappropriate in terms of social and independence aspects, then at 72 months of age, 16 children were appropriate and 3 children were inappropriate.

In terms of the accumulation of socialization and independence, 25 children (71.4%) were in the appropriate development category, while 10 children had not yet reached the optimal stage of development. This aspect includes the child's ability to interact with others, play with peers, obey rules, and perform independent activities such as eating by themselves, dressing themselves, and tidying up their personal belongings. The high number of children who are appropriate in this aspect indicates that most children have been able to adapt to their social environment. However, there are still a number of children who need to improve their self-confidence and be guided to be more independent in carrying out daily activities.

#### 4. Child development

Based on Table 6, the results of the Developmental Pre-Screening Questionnaire (KPSP) for children aged 60–72 months at Sawitto Kindergarten in Pinrang Regency show that the majority of children are developing appropriately for their age. Of the 35 children assessed, 28 children (80%) were classified as Developmentally Appropriate (S). This indicates that most children have reached developmental stages appropriate for early childhood development standards in aspects such as fine motor skills, gross motor skills, language, and social-emotional skills. However, there were 5 children (14.3%) who were classified as Doubtful (M). This means that the development of these children was not yet fully appropriate for their age and required further observation. This condition could be caused by various factors such as suboptimal stimulation at home and at school, environmental factors, or psychological aspects of the child. This study is in line with previous studies on the growth and development of preschool-aged children, in which the majority of children showed appropriate and questionable development, with fewer in the possible deviation category (Potto et al., 2023).

In addition, there were two children (5.7%) who were classified as having abnormalities (P). Children in this category showed indications of more serious developmental delays or disorders and required follow-up, such as further examination by experts (psychologists, growth and development doctors, or child development therapists).

The results of this study at RA Ath Thohiriyah are in line with the results of Indriansari's study entitled "Screening the Developmental Level of Preschool Children at PAUD Laras Sakti, Sakatiga Indralaya Village," which showed that of the 34 respondents studied, 13 children (38.2%) had appropriate results. There were

10 children (32.4%) in the questionable category and 11 children (32.4%) in the deviation category. The role of parents is very important for their children's growth and development. A mother's education can influence her readiness to care for her children and have an impact on her mindset and perspective in caring for and educating her children.

Overall, these data indicate that although most children develop as expected, special attention is still needed for children in the doubtful and deviation categories. Early intervention and appropriate stimulation are essential to support optimal growth and development for all children.

## CONCLUSIONS AND RECOMMENDATIONS

**General Child Development Levels.** The results of the study show that the majority of children aged 60–72 months are in the category of development appropriate for their age, namely 28 children (80%). Meanwhile, 5 children (14.3%) were in the questionable category, and 2 children (5.7%) showed developmental deviations. This indicates that, in general, the development of children at Sawitto Kindergarten is on track, although monitoring and early intervention are still needed for children who show questionable or deviant results.

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