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The Influence of the Toddler Mother Class on Increasing Knowledge of Stimulation of Toddler Development at the Kanda Health Center

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ABSTRACT

Age 0-5 years is the golden age where children need to pay attention to growth and development. The optimal growth and development of toddlers depends on how active the role of the family, especially parents, in stimulating the development of toddlers. Mothers who provide optimal early stimulation, will significantly affect the child's motor development. Health workers also play a role in monitoring the development of toddlers by running an integrated posyandu program by activating family development activities and providing IEC to parents to stimulate the development of their toddlers, namely with classes for mothers of toddlers. This study aims to determine the influence of the toddler mother class on increasing knowledge of stimulation of toddler development aged 1-5 years at the Kanda Health Center, Jayapura Regency. This type of research is quasi-experimental with a pretest posttest design with control group. The sample used was 32 respondents with probability sampling techniques. Statistical test using independent sample t-test. The results showed that there was an influence of the toddler mother class on increasing knowledge of developmental stimulation of toddlers aged 1-5 years at the Kanda Health Center with a p-value of 0.001 < 0.05. The conclusion of this study showed that there was a difference in knowledge of mothers of toddlers before and after the class of mothers of toddlers with an average of 49.64 to 92.27. This study suggests that health workers and mothers of toddlers take an active part in classes to monitor the development of toddlers.

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1. Introduction

The optimal growth and development of toddlers depends on how active the role of the family, especially parents, in stimulating the development of toddlers. The results suggest that mothers who provide optimal early stimulation will significantly affect children's motor development (Ghina & Elsanti, 2022). Health workers also play a role in monitoring the development of toddlers by running an integrated posyandu program by activating family development activities and providing IEC to parents to stimulate the development of their toddlers, namely with classes for mothers of toddlers (Sulistyawati, 2020). In the class activities for mothers of toddlers, mothers who have children aged 0-5

years exchange opinions and experiences about meeting the needs of health, nutrition and stimulation of child growth and development guided by facilitators using MCH books to improve knowledge, attitudes and toddler care skills (Sulisnadewi et al., 2020). The implementation of classes for mothers under five in Indonesia according to the Indonesian Ministry of Health in 34 Provinces has reached 81% and in Papua Province reached 43%. So far, the implementation of the mother of toddler class has not run optimally which is likely due to several factors, among others, the media used for learning is still not optimal, the limitations of facilitators, the lack of public understanding of the benefits of the mother toddler class. Indonesia's Health Profile in 2018, shows 13-18% of toddlers experience developmental delays, of 34 provinces in Indonesia, Papua province is the second lowest at 76% in toddler development delays(Balitbangkes, 2019). Research conducted by Herlina, et, al(Herliani et al., 2018), stated that the class of mothers under five was able to improve the quality of mothers in monitoring child growth and development because of discussions using the experiences of participants. This is also supported by the research of Lontaan, it is known that there is an increase in parental knowledge about child growth and development with a p value of 0.0001 in the treatment group (Lontaan et al., 2018). Based on the Papua Province Health Profile in 2019, there are 213 classes for mothers under five carried out in Papua Province(Dinkes, 2020). The results of a preliminary study at the Kanda Health Center, Jayapura Regency, from January to April 2022, there were 235 toddlers who came to visit the posyandu. Posyandu services only weigh toddlers and provide additional food, while monitoring the development of toddlers has never been done. Based on the results of interviews, some mothers do not understand how to stimulate the development of their toddlers. The results of the examination of toddler development conducted by the author using the Pre-Developmental Screening Questionnaire (KPSP) in one of the posyandu working areas of the Kanda health center, there were 125 toddlers, 59 of whom had a history of malaria, toddlers with dubious development as many as 35 toddlers.

2. Methods

This type of research is quasi-experimental with a pretest posttest design with control group. In this study, there were two groups, namely the intervention group that would be given treatment in the form of a class of mothers of toddlers to increase knowledge of stimulation of toddler development aged 1-5 years and a control group that was not given treatment. This research was conducted at the Kanda Health Center, Jayapura Regency from June to October 2023. The population in this study was all mothers who had toddlers aged 1-5 years as many as 125 mothers under five. The sample used was 32 respondents taken by probability sampling technique which was divided into 16 samples for the intervention group and 16 samples for the control group. The instrument that the researcher will use is a questionnaire. The questionnaire consisted of maternal characteristics of toddlers including age, education and parity and questions of maternal knowledge about stimulation of toddler development (Pradnyawati et al., 2023).

3. Results and Discussion

3.1. Result

a. Sample Characteristics

Table 1. Characteristics of Toddler Mothers

Variable	Frequency	%
Age		
<20	11	34,4
20-35	16	50,0
>35 Tahun	5	15,6
Education		
Elementary School	2	6,2
Junior High School	8	25,0
Senior High School	20	62,5
Colage	2	6,2

Parity		
1	8	25,0
2-4	24	75,0

Source : Primary Data in 2023

Based on the table above, the age of respondents is mostly aged 20-35 years (50%). Most respondents have a high school education background (62.5%) and most respondents have more than one child (75%).

b. **Distribution of Respondents Knowledge Before Intervention**

Tabel 2. Distribution of Respondents Knowledge Before Intervention (Pre-Test)

Knowledge Level	Research Group			
	Intervention Group	%	Control Group	%
Good	4	25	4	25
Enough	3	19	4	25
Under	9	56	8	50
Totaly	16	100	16	100

Source : Primary Data in 2023

Table 2 shows that respondents' level of knowledge before being given the intervention class of mothers under five in the treatment group was the most knowledgeable at 56% and the control group at most less knowledgeable at 50%.

c. **Distribution of Respondents Knowledge After Intervention**

Tabel 3. Distribution of Respondents Knowledge After Intervention (Pos-Test)

Knowledge Level	Research Group			
	Intervention Group	%	Intervention Group	%
Good	7	44	5	31
Enough	5	31	6	38
Under	4	25	5	31
Totaly	16	100	16	100

Source : Primary Data in 2023

Table 3 shows that the level of knowledge of respondents after being given the class intervention of mothers under five in the treatment group was the most knowledgeable at 44% and the control group was most knowledgeable at 38%.

d. The Influence of the Toddler Mother Class on Increasing Knowledge of Developmental Stimulation in Toddlers Aged 0-5 Years

Tabel 4. Differences in Knowledge of Toddler Development Stimulation

Group	Differences	N	Mean	SD	*p-value*
Intervention	Pre Test	16	49,64	21,34	0,001
	Post Test	16	92,27	5,64	
Control	Pre Test	16	49,27	17,31	0,001
	Post Test	16	61,09	10,63	

Source : Primary Data in 2023

Based on table 4 above obtained a p-value of 0.001 < 0.05, it can be concluded that there is an influence of the class of mothers of toddlers on increasing maternal knowledge about developmental stimulation in toddlers aged 0-5 years.

3.2. Discussion

The results of this study show that the mother class of toddlers can increase the knowledge of mothers about the stimulation of the development of toddlers aged 1-5 years. Based on the table above, the age of respondents is mostly aged 20-35 years (50%). The majority of respondents have a high school education background (62.5%) and most respondents have more than one child (75%). Age, maternal education and number of children are factors that influence parenting, growth and development of children.

Based on table 4, it shows that the statistical test value p = 0.001, which means there is an influence of the class of mothers of toddlers on maternal knowledge about stimulation of growth and development of toddlers aged 1-5 years. It can be seen that there is an increase in the average knowledge of respondents about knowledge of toddler growth and development stimulation before and after attending the toddler mother class, from 49.64 to 92.27. Various factors can influence knowledge, one of which is the source of the information obtained. I naccordance with (Sekarini et al., 2021) research, it is stated that a subject exposure to information sources is significantly related to incrasing a person's knowledge.

Based on the results of research on 16 respondents in the treatment group and 16 respondents in the control group at the Kanda Health Center where the test results of the treatment group on the pre-test who had good knowledge were 4 respondents 25%, enough 3 respondents 19% and less 9 respondents 56%, in the post test who had good knowledge 7 respondents 44%, enough 5 respondents 31% and less 4 respondents 25%. While in the control group in the pre-test who had good knowledge 4 respondents 25%, enough 4 respondents 25% and less 8 respondents 50%, in the post test who had good knowledge 5 respondents 31%, enough 6 respondents 38% and less 5 respondents 31%. This is influenced by one factor, namely education. Education is one of the factors that can determine the breadth of one's insight, where the educational background of respondents, most of whom are high school, affects the increase in parental knowledge about how to stimulate children's growth and development (Riyadi & Sundari, 2020). Parental education affects the growth and development of children, especially maternal education. Low maternal education has a risk for delays in child development, because mothers do not know how to stimulate the development of their children. Mothers with higher education are more open to outside information about good parenting, health care and education (Pariyem et al., 2023).

The results of this study are in line with research conducted by Indrayani, showing that there is an increase in knowledge about developmental stimulation in the intervention group who attended the toddler mother class compared to the control group (Indrayani, Diyan, Tetty Legiati, 2019). Knowledge obtained can be obtained from real facts or events, information both from print, electronic and human media as information, and skills gained through experience or education and understanding of problems or phenomena and parenting (Dewi et al., 2022). To respond to the various needs of children, parents should develop knowledge, ranging from basic knowledge or principles of child development and norms that help in keeping children safe and healthy. The mother as the closest caregiver of a child should know more about the child's growth and development process and the factors that influence that process (Lefiani Nadia, Rahmawati, 2023).

Mother's knowledge about child development is very influential on the attitude and behavior of mothers to interact more with children and provide appropriate early stimulation according to the child's age so that it will indirectly affect child development. Mothers who have good knowledge about child development tend to create an appropriate environment to stimulate children's development and abilities (Ramadia et al., 2021).

4. Conclusion

Based on the research results, it shows that mothers' knowledge about stimulating toddler development has increased after being given intervention in the toddler mothers' class. This shows that there is an influence of toddler mothers' classes on increasing mothers' knowledge with a p-value of 0.001 < 0.05. It is hoped that health workers, especially midwives, will continue to carry out classes for

mothers of toddlers to be able to provide mothers with knowledge about child growth and development, as well as stimulation skills for babies and toddlers to help children's growth and development according to their age group. The limitation of this research is that researchers did not pay attention to other factors that could influence children's development, such as nutritional adequacy, parenting patterns and the living environment. It is hoped that future researchers will be able to examine other variables that can influence children's development.

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