

## THE ROLE OF MOTHER TODDLER CLASSES IN STIMULATING CHILD GROWTH AND DEVELOPMENT

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### ABSTRAK : PERAN KELAS IBU BALITA DALAM STIMULASI TUMBUH KEMBANG ANAK

Latar Belakang: Kemampuan orang tua terutama ibu dalam melakukan stimulasi maupun deteksi dini tumbuh kembang anak masih sangat rendah, hal ini sesuai dengan data dari Puskesmas Tanah Habang bahwa kasus gangguan perkembangan menduduki posisi kedua tertinggi di Kabupaten Balangan dengan presentase 2,1%. Pemanfaatan Buku KIA dan Kelas Balita sebagai media informasi stimulasi tumbuh kembang sangat diperlukan oleh Ibu agar memudahkan dalam melakukan intervensi dini adanya gangguan tumbuh kembang pada anak.

Tujuan: menganalisis pengaruh kelas ibu balita terhadap pengetahuan ibu dalam stimulasi tumbuh kembang anak usia 0-24 bulan di wilayah kerja UPTD Puskesmas Tanah Habang.

Metode: Penelitian eksperimen dengan rancangan *Pre Eksperimen One-group pretest-posttest design*, pengambilan sampel 20 orang menggunakan *purposive sampling*, instrumen pengambilan data menggunakan kuesioner, kemudian dianalisis dengan *Wilcoxon Signed Rank Test*.

Hasil: Hasil penelitian diperoleh pengetahuan sebelum Kelas Ibu Balita dalam kategori baik sebanyak 19 orang (95%), kategori cukup sebanyak 1 orang (5%) dan hasil pengetahuan setelah Kelas Ibu Balita adalah 100% kategori baik (20 orang). Hasil uji *Wilcoxon Signed Rank Test* diperoleh nilai *Sig. (2-tailed)* sebesar 0,000 lebih kecil dari 0,05. Hal ini menunjukkan ada perbedaan yang signifikan antara sebelum dan sesudah Kelas Ibu Balita.

Simpulan: Pemanfaatan Kelas Ibu Balita memiliki pengaruh terhadap pengetahuan ibu dalam stimulasi tumbuh kembang anak, semakin baik pengetahuan ibu dapat berdampak terhadap perilaku ibu sehingga pemantauan tumbuh kembang anak dapat dilakukan secara optimal.

Saran: Informasi melalui kelas balita dapat meningkatkan kesadaran orangtua dalam mendeteksi kelainan tumbuh kembang pada anak

Kata Kunci: Kelas Ibu Balita, pengetahuan, stimulasi tumbuh kembang

### ABSTRACT

Background: The ability of parents, especially mothers, to stimulate and detect early child development is still very low, this is in accordance with data from Tanah Habang Health Center that cases of developmental disorders are in the second highest position in Balangan Regency with a percentage of 2.1%. The use of KIA Books and Toddler Classes as a medium for information on growth and development stimulation is very much needed by mothers to make it easier to intervene early in the presence of growth and development disorders in children.

Objective: Analyzing the influence of mother-to-toddler classes on mothers' knowledge in stimulating the growth and development of children aged 0-24 months in the working area of the Tanah Habang Health Center.

Methods: Experimental research with Preexperiment One-group pretest-posttest design, sampling of 20 people using purposive sampling, data collection instruments using questionnaires, then analyzed using the Wilcoxon Signed Rank Test.

Results: The results of the study obtained knowledge before the Mother Toddler Class in the good category of 19 people (95%), sufficient category of 1 person (5%) and the results of knowledge after the Mother Toddler Class were 100% good category (20 people). The results of the Wilcoxon Signed Rank Test obtained a *Sig. (2-tailed)* value of 0.000 which is smaller than 0.05. This shows that there is a significant difference between before and after the Mother Toddler Class.

Conclusion: Utilization The Mother and Toddler Class has an influence on mothers' knowledge in stimulating children's growth and development. The better the mother's knowledge, the better the impact on the mother's behavior so that monitoring of children's growth and development can be carried out optimally.

Suggestion: Information through toddler classes can increase parents' awareness in detecting growth and development disorders in children

Keywords: Mother toddler class, knowledge, growth and development stimulation

## INTRODUCTION

Optimal child growth and development is an indicator in producing future leaders. One of the main problems for lower-middle income countries is the delayed development of children. There are around 250 million children under the age of 5 at risk of not being able to achieve maximum development. Research Zhang et al. (2018) states that more than 200 million children under five in the world are estimated to experience cognitive and social emotional development disorders. Disrupted child development will contribute to morbidity that occurs throughout the child's life cycle, the transmission of poverty between generations, and in the long term can hold back the pace of a country's development. (BPS, 2020).

The golden period is a critical period that occurs once in a child's life, this period occurs in the first 1000 days and has an impact on the child's physical and cognitive development. Assessment of child development during this period is very important so that if there is a suspicion of deviation, early stimulation and intervention can be carried out immediately before the abnormality occurs. (Sugeng et al., 2019). Parents have a big role in nurturing and stimulating children's development. Wrong parenting patterns can have a negative impact on children's development. Risk factors such as genetics, hormones, family environment, severe chronic malnutrition, inadequate early stimulation, iodine deficiency and iron deficiency anemia can affect child development.

The ability of parents, especially mothers, in terms of stimulating and early detection of child growth and development is still very low. Parents only rely on health workers at Posyandu or cadres to detect their child's growth and development early without understanding the importance of stimulating growth and development at home so that child development is optimal. According to Aswan & Ridwan (2023) stated that field facts show that parents do not have sufficient understanding regarding child development. Lack of stimulation from parents can cause delays or deviations in child development. This is reinforced by a study that found that deviations in child growth and development occur due to lack of stimulation from parents.

Knowledge about growth and development stimulation can be obtained through the Maternal and

Child Health Book (KIA Book) and toddler mother classes. The use of the KIA Book can improve parents' knowledge in caring for children, but further information is still needed. Toddler mother classes can also improve mothers' knowledge about growth and development stimulation.

The 2021 Indonesian Health Profile data shows that monitoring of child growth and development in Indonesia is still not optimal. It is known that the percentage of toddlers monitored for growth and development is 69.6% while the target for the 2021 Renstra is 70%. South Kalimantan itself is ranked 12th out of all provinces for the percentage of toddlers monitored for growth and development, which is 68.1%. Based on data from the Balangan Regency Health Office in 2023, it was found that the Tanah Habang Health Center UPTD was in second place for the highest cases of developmental disorders with a percentage of 2.1%, this is in accordance with the results of the survey that the implementation of the Mother Toddler class has not been carried out optimally, in one year it is only carried out three times, so that it has an impact on the limited information obtained by the Mother Toddler.

## RESEARCH METHODS

This research is an experimental research using a Pre Experiment design with One-group pretest-posttest design. The population of this study were all mothers who had children aged 0-24 months in the working area of the Tanah Habang Health Center UPTD, Lamphong District in January 2024, totaling 130 people. The sample in this study was one group of Mother Toddler Class aged 0-24 months totaling 20 people, the sampling technique used was purposive sampling with inclusion criteria of the child's age according to the Mother Toddler class, willing to be a respondent, and willing to attend the Mother Toddler Class until completion, while the exclusion criteria were sick children, residential addresses outside the working area of the Tanah Habang Health Center UPTD, and orphans.

The instrument in this study used a questionnaire to measure the knowledge of mothers before and after the implementation of the toddler mother class. Data collection techniques are divided into two stages, namely the preparation stage: 1) filling out the informed consent form, 2) preparing the

questionnaire, 3) preparing materials and extension program units, 4) preparing the Toddler Mother classroom, implementation stage: 1) filling out the pretest by the toddler mother, 2) providing material on growth and development stimulation, 3) filling out the posttest by the toddler mother. Then the data on the knowledge of mothers before and after the Toddler Mother Class were analyzed using an alternative test, namely the Wilcoxon Signed Rank Test.

## RESEARCH RESULTS

The results of research on the role of Mother and Toddler classes in stimulating child growth and development can be seen in the following explanation.

### Knowledge Before and After Class Mother Toddler

The distribution of mothers' knowledge Pretest and Posttest is presented in the following table:

**Table 1**  
**Distribution of Knowledge of Mothers of Toddlers During Pretest and Posttest**

Level of Knowledge	Pretest	Percentage	Posttest	Percentage
Good (76-100%)	19	95%	20	100%
Enough (56-75%)	1	5%	0	0%
Low (< 56%)	0	0%	0	0%

The results of the study showed that mothers' knowledge about growth and development stimulation before the Mother and Toddler class was

in the good category for 19 people (95%), and after the Mother and Toddler class it increased to 100%.

**Table 2**  
**Average Value of Toddler Mothers' Knowledge Pretest and Posttest**

Statistical Results	Pretest	Posttest
Mark		
Lowest	67	89
Highest	100	100
Mean	88.35	96.12
Median	88.90	100.00
Mode	89	100
Standard Deviation	8,427	5.432

The results of the analysis obtained the average value of mothers' knowledge before the toddler mother class was 88.35, the lowest value was 67 and the highest value was 100. Meanwhile, the average value of mothers' knowledge after the toddler mother class was 96.12, the lowest value

was 89 and the highest value was 100. Analysis of Mothers' Knowledge Scores Before and After the Toddler Mother Class

Results of Normality Test of Mother's Knowledge Data Before and After Toddler Mother Class

**Table 3**  
**Data Normality Test Results**

Shapiro Wilk Test	Pretest	Posttest
Statistics	0.817	0.608
df (degrees of freedom)	20	20
Sig.	0.002	0.002

The results of the data normality test using Shapiro-Wilk obtained a significance value of both groups less than 0.05, meaning that the data was not normally distributed so that the Paired Sample T-Test

could not be performed and non-parametric statistical analysis was carried out using the Wilcoxon Signed Rank Test.

Data analysis using the Wilcoxon Signed Rank Test obtained the following results:

**Table 4**  
**Results Wilcoxon Signed Rank Test**

		<b>Ranks</b>		
		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
<i>Posttest - Pretest</i>	<i>Negative Ranks</i>	0a	0.00	0.00
	<i>Positive Ranks</i>	13b	7.00	91.00
	<i>Ties</i>	7c		
	<i>Total</i>	20		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

**Table 5**  
**Results Wilcoxon Signed Rank Test**

<b>Test Statistics</b>	
<i>Posttest – Pretest</i>	
<i>Z</i>	<i>-3.500b</i>
<i>Asymp. Sig. (2-tailed)</i>	<i>0.000</i>

*a. Wilcoxon Signed Ranks Test*

*b. Based on negative ranks.*

Wilcoxon analysis results *Signed Rank Test* fit was found that the Sig. (2-tailed) value of 0.000 is smaller than 0.05, then There is a significant difference between the pretest and posttest results, so it can be concluded that the Toddler Mother Class has an effect on mothers' knowledge in stimulating the growth and development of toddlers. 0-24month, apart from that there were no posttest scores that were lower than the pretest, there were 13 people whose posttest scores had increased compared to the pretest and there were 7 people with the same pretest and posttest scores.

## DISCUSSION

### Mothers' Knowledge of Growth and Development Stimulation Before and After the Toddler Mother Class

The results of the study showed that mothers' knowledge about stimulating the growth and development of children aged 0-24 months before the implementation of the Mother and Toddler Class, 19 people (95%) already had a good level of knowledge about growth and development and only 1 person (5%) had a sufficient level of knowledge. This shows that the level of knowledge about growth and development stimulation was good before the intervention. The level of education of most respondents was secondary education (junior high

school and high school), which was 35% each. According to (Sulisnadewi et al, 2020) states that the level of education is important to identify or consider because the level of education can affect a person's knowledge. This is in line with research ((Syahailatua & Kartini, 2020) that knowledge can be obtained by someone through their five senses based on their own or other people's experiences, values they believe in, levels of education they have taken, or information from various media or their environment. Knowledge is the basis for the process of thinking and considering something to find answers to existing questions. The most important factor in knowledge is education, because education plays a role in the learning process of receiving all information that aims to improve mental abilities, attitudes, and behavior.

The results of the mothers' knowledge score regarding stimulation of growth and development of children aged 0-24 months after the implementation of the Mother and Toddler Class became 100% with a good category. It should be that with a good level of knowledge, the growth and development of children will be more optimal. This is in line with research ((Syahailatua & Kartini, 2020) which states that the role of parents is very large for the growth and development of a child. Parents who have knowledge about child growth and development correctly can

immediately recognize abnormalities in their child's growth and development process, so that they can provide comprehensive stimulation as early as possible. Thus, it is hoped that the growth and development of the nation's young generation can take place optimally.

The Mother and Toddler Class is a means to increase mothers' knowledge. The Mother and Toddler Class is a class for sharing experiences, exchanging information, getting counseling or learning from experts, and deepening the knowledge about the KIA book. This is in line with research from (Fauziah et al., 2023) which mentions that the material on child growth and development provided is the definition of child growth and development, characteristics of child growth and development, stages of child growth and development, basic needs of children, factors that influence growth and development, and child growth and development.

#### **Differences in Mothers' Knowledge about Growth and Development Stimulation Before and After the Toddler Mother Class**

The results of the data analysis of the differences in mothers' knowledge before and after the Mother Toddler Class showed that there was a significant difference between the pretest and posttest scores. The results of the analysis using the Wilcoxon Signed Rank Test showed that the Sig. (2-tailed) value of 0.000 was smaller than 0.05, meaning that there was a significant difference between the pretest and posttest scores. The mean value of the posttest results was higher than the mean value of the pretest results. This shows that the Mother Toddler Class has an effect on increasing mothers' knowledge in stimulating the growth and development of children aged 0-24 months. The Mother Toddler Class as one way to improve mothers' knowledge in addition to the use of KIA books which are the main source of knowledge about growth and development. The Mother Toddler Class which is implemented uses lecture methods, questions and answers, sharing experiences with fellow participants, and this is also in accordance with (Sulisnadewi et al., 2020) that the Mother Toddler Class is held in a participatory manner, meaning that mothers are not positioned as only receiving information because a passive position tends to be ineffective in changing behavior. Therefore, the mother toddler class is designed with a participatory learning method, where mothers are not viewed as students but as learning citizens. In practice, mothers are encouraged to learn from the experiences of others, while the facilitator acts as a guide to the correct knowledge.

Increased knowledge after the Toddler Mother Class regarding growth and development stimulation because in the material in the Toddler Mother Class Facilitator Handbook delivered during the delivery of material in class there is material about growth and development, breastfeeding, immunization, complementary feeding, the most common diseases in infants and children, children's dental care, and children's games. Increased knowledge after the Toddler Mother Class according to research (Indriyani, 2019) states that respondents who attended the toddler mother class experienced an increase in knowledge of 15.8% and skills of 33.52% compared to before attending the toddler mother class. Knowledge is obtained from facts, information, and skills obtained through experience or education and understanding of problems or phenomena and parenting patterns are multidimensional to respond to the various needs of children, parents must develop knowledge, starting from basic knowledge or principles of child development and norms that help in keeping children safe and healthy. Mothers as the closest caregivers of a child should know more about the process of child growth and development and the factors that influence the process.

Increased knowledge is expected to bring about behavioral changes in terms of stimulating children's growth and development so that there are no more children whose development is delayed due to lack of stimulation and developmental deviations that occur can be detected early so that they can be handled more optimally. According to (Sulisnadewi et al., 2020), information about stimulation obtained by mothers in the implementation of toddler mother classes, exchanging experiences with other learners creates an increase in knowledge which will certainly increase the mother's ability to provide stimulation. Parental knowledge and skills about growth and development stimulation are very important to improve the quality of children (Indrayani et al., 2019).

#### **CONCLUSION**

The results of the study prove that the optimal use of the Mother Toddler class has an impact on the knowledge of mothers in stimulating growth and development in children, therefore the content of the Mother Toddler class itself can be used as a medium for sharing information, interaction, screening and detection of growth and development disorders in children. Good knowledge of mothers of toddlers in growth and development stimulation can help detect early the possibility of growth and development

deviations, so that interventions for improvement can be carried out as quickly as possible and can change the future of children to be of better quality.

#### SUGGESTION

It is hoped that the results of this study can provide information about the importance of information obtained by parents in increasing awareness of detecting growth and developmental abnormalities in children, so that growth and development problems can be identified early and handled quickly, and the quality of the child's future becomes better.

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