

THE RELATIONSHIP OF KNOWLEDGE AND THE ROLE OF PARENTS IN STIMULATING THE DEVELOPMENT OF CHILDREN AGED 3–24 MONTHS

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Abstract

Background: Every child experiences very important stages of growth and development in the First Thousand Days of Life (1000 HPK) of birth. Stimulation of growth and development can be carried out by parents, caregivers, educators and health workers. Lack of stimulation can cause permanent developmental disorders. From In Indonesia in 2020, there were 13-18% of toddlers experiencing various child development problems such as motor delays, language, behavior, autism and hyperactivity. The process of growth and development in children occurs very naturally. To realize children's development according to their age, parents must have knowledge about children's growth and development and play a role in stimulating children. **Research purposes:** This research was conducted to determine the relationship between knowledge and the role of parents in stimulating the development of children aged 3–24 months in the working area of Sukaindah Community Health Center, Bekasi Regency in 2023. **Research methods:** This research is a quantitative research approach *cross sectional*. The total sample was 102 parents who had children aged 3–24 months who were taken using this technique *purposive sampling*. The knowledge and role of the elderly is measured using a questionnaire, while the child's development is measured using Developmental Pre-Screening Questionnaire (KPSP). Statistical test using *Chi-Square*. **Research result:** There is a relationship of knowledge ($p = 0.002$) and the role of parents ($p = 0.002$) in stimulating the development of children in the working area of Sukaindah Community Health Center, Bekasi Regency in 2023. **Conclusions and recommendations:** There is a need for education and outreach to parents to increase knowledge and the importance of the role of parents in stimulating children's development according to their age until they reach optimal levels.

Keywords: Children, Development, Knowledge, Role of Parents, Stimulating

Introduction

Stimulating the growth and development of toddlers aged 1-2 years (playing period or toddlerhood) is a golden age period that must be considered carefully. This period stimulates very rapid brain development and prominent motor skills. Stimulation from an early age can help children live healthily and be able to achieve their language, social and emotional skills. Stimulation of growth and development can be carried out by parents, child caregivers, educators and health workers. Lack of stimulation can cause persistent developmental disorders (Royhanaty et al, 2019).

Prevention efforts need to be made as early as possible to reduce developmental problems by carrying out early detection. The government participates in overcoming child development problems with the Stimulation, Detection and Early Intervention of Child Growth and Development (SDIDTK) programs carried out by health workers. One of the early detection efforts can be carried out starting from the basic health level, namely posyandu (Tarigan & Sari, 2019). Stimulation activities are influenced by parents' experience and knowledge, which influences their readiness to provide

stimulation to children, so parents need to look for information about children's development (Halim, 2020).

Child development includes large (gross) motor skills and small (fine) motor skills, social interaction, cognition and language. Primary motor development is related to movements and postures involving large muscles, while basic motor development is related to movements involving small muscles such as the eyes, hands and fingers. The development of socialization is related to independent and social skills, then cognitive development is a very comprehensive development with thinking skills such as reasoning and remembering, solving problems and creativity. Cognitive development influences psychological, emotional development and language skills. (Tiara et al, 2022).

According to data from the Indonesian Ministry of Health in 2020, as many as 13-18% of toddlers in Indonesia suffer from itvarious child development problems such as motor delays, language, behavior, autism and hyperactivity (Ministry of Health, 2020).

Based on the health profile of West Java province in 2020, the percentage of early detection coverage of growth and development for toddlers and preschoolers was 80.21% in 2018 to 75.46% in 2020. Based on this data, there are 1-3% of children experiencing motor delays . Data from two hospitals in Bekasi states that 11.3% of children experience delays in fine motor development (Sujiono, 2020). Data from the West Java Regional Health Center showed that 31.2% of toddlers had gross motor disorders, 14.3% had fine motor skills, 19.1% had impaired language stimulation development and 11.5% of toddlers had social and personal development disorders. (Roesli, 2020).

The working area of the Sukaindah Community Health Center, Bekasi Regency, is an area that has a total of 6,673 children aged 3-24 months and many people still find it difficult to monitor children's growth and development due to limited access to the nearest health facilities. In 2023, at the Sukaindah Community Health Center, Bekasi Regency, there will be 16 children aged 3-24 months who experience gross motor development disorders (Sukaindah Community Health Center Data, 2023).

Based on the information above, researchers are interested to know "The Relationship between Knowledge and the Role of Parents in Stimulating the Development of Children Aged 3-24 months in the working area of the Sukaindah Community Health Center, Bekasi Regency in 2023".

Method

This research is quantitative research using a cross sectional approach. The sample for this study was 102 parents who had children aged 3-24 months. in the working area of Sukaindah Community Health Center, Bekasi Regency, taken using purposive sampling technique. This research will take place from September to November 2023 in the villages of Sukaindah, Sukajiwa, Sukakarya, Sukakersa, Sukalaksana, Sukajadi and Sukamakmur. The independent variable is the knowledge and role of parents in stimulating child development and the dependent variable is child development. Parental knowledge was measured using the Knowledge of Child Growth and Development questionnaire aged 3-24 months and the role of parents in stimulating child development was measured using the Stimulation of Child Growth and Development questionnaire by Parents aged 3-24 months. Child development was measured using the 2022 Pre-Screening Development Questionnaire (KPSP). Bivariate data analysis used chi-square with the SPSS program.

Results

Table 1. Distribution of Respondents Based on the Development of Children Aged 3-24 Months

Variabel	N	%
Perkembangan Anak		
Sesuai Umur	60	58,8
Meragukan	30	29,4
Penyimpangan	12	11,8

Based on table 1, it shows that the examination results were dominated by development according to age, namely 60 children (58.8%), followed by the development of children who experienced warnings as many as 30 children (29.4%), then the development of children who experienced delays as many as 12 children (11.8%).

Table 2 Distribution of Respondents Based on Parental Knowledge on the Development of Children Aged 3-24 Months

Variabel	N	%
Pengetahuan		
Kurang	66	64,7
Baik	36	35,3

The results of table 2 show that 66 parents (64.7%) have good knowledge about children's development and 36 people (35.3%) have poor knowledge.

Table 3 Frequency Distribution of Parental Roles in the Development of Children Aged 3-24 Months

Variabel	N	%
Peran Orang Tua		
Kurang	54	52,9
Baik	48	47,1

The results of table 3 show that the role of 54 parents (52.9%) is in the good category and 48 parents are in the poor category (47.1%).

Table 4 Distribution of Analysis of the Relationship between Parental Knowledge and Development of Children Aged 3 - 24 Months

	Perkembangan Anak						P value	OR	CI 95%
	Sesuai Umur		Meragukan		Penyimpangan				
	N	%	N	%	N	%			
Pengetahuan									
Baik	38	57,6	22	33,3	6	9,1	0,002	1,406	0,442 -
Kurang	22	61,1	8	22,2	6	16,7			4,473

Based on table 4, it shows that the majority of parents with good knowledge and have children whose child development is according to their age are 38 children (57.6%), while parents with less knowledge and have children whose child development is according to their age are 22 children (61.1%). There were 22 parents with good knowledge and having children with doubtful child development (33.3%), while parents with poor knowledge and having children with doubtful child development were 8 children (22.2%). Parents with good knowledge and having children with child development experienced deviations as many as 6 children (9.1%), while parents with less knowledge and having children with child development experienced deviations as many as 6 children (16.7%). The

statistical test results show P value = 0.002, so there is a significant relationship between parental knowledge and the development of children aged 3 - 24 months.

Table 5 Distribution of Analysis of the Relationship between Parental Roles on the Development of Children Aged 3 - 24 Months

	Perkembangan Anak						P value	OR	CI 95%
	Sesuai Umur		Meragukan		Penyimpangan				
Peran Orang Tua	N	%	N	%	N	%			
Baik	32	59,3	18	33,3	4	7,4	0,002	7,714	2,272 -
Kurang	28	58,3	12	25,0	8	16,7			26,189

In table 5, the results of the analysis of the relationship between the role of parents and child development show that the majority of children who lack parental role experience deviations in child development as many as 8 children (16.7%), while 28 children experience development appropriate to their age (58.3%) and 12 children (25.0%) experienced questionable development. The role of parents was good in having their children's development experience delays in 4 children (7.4%), 32 children's development according to their age (59.3%), and 18 children's development was doubtful (33.3%). The statistical test results show P value = 0.002, so there is a significant relationship between the role of parents and the development of children aged 3 - 24 months.

Discussion

A child's development can be determined by carrying out developmental tests. The examination results in this study were dominated by development according to age, namely 60 children (58.8%), followed by development of children with doubtful results as many as 30 children (29.4%), then the possibility of deviations in child development as many as 12 children (11.8%).

Child development is influenced by internal and external factors. Internal factors that can influence include the child's potential and enthusiasm for learning. External factors that can influence are experiences with peers and the environment. The environment is the most dominant factor that can influence a child's development, which makes organ and psychological functions mature (Nahar, 2019).

As in this study, mothers of 60 children under five received age-appropriate development test results and did not work or were housewives (IRT). Housewives certainly have more time at home to interact with their children. So, mothers can monitor and stimulate motor development, such as teaching children to doodle and draw basic shapes.

Parents' knowledge of children's development also plays an important role because parents do not yet know the meaning or goals of children's development, which has an impact on stimulating children's development (Nani et al, 2023).

This research also shows that the majority of parents have good knowledge about child development, namely 66 people (64.7%). Meanwhile, there were 36 parents with less knowledge (35.3%). This may be influenced by the characteristics of the respondents, namely based on age, education and parents' occupation. The majority of respondents in this study were aged 20 – 35 years, consisting of 78 parents (76.5%). Age will affect a person's ability to understand and think. As a person gets older, his understanding and thinking patterns will also increase. Age 20 - 35 years is a productive age and has maturity in thinking, thus influencing the way parents provide stimulation to their children (Handajani et al, 2017).

The mother's role in stimulating children's development in the family is to educate, nurture, care for and provide love to children. The role of caregiver and educator is a role related to stimulating development through the principle of asah (stimulation needs). The role of parents in stimulating children in this study showed results that were not much different. A total of 54 parents (52.9%) were

in the good category in providing stimulation to children and 48 parents (47.1%) were in the poor category in providing stimulation to children.

Knowledge has a strong relationship with attitude. This relationship means that the better the mother's knowledge in stimulating the child's growth and development, the better the mother's attitude in stimulating the child's growth and development. There is a relationship between mother's knowledge and attitudes with child growth and development. The results show that there is a significant relationship between mother's knowledge and attitude towards child growth and development because good education influences a person's knowledge because it will be easy to receive information on how to care for children well, maintain children's health and do proper stimulation. Good knowledge makes parents learn to provide stimulation so that it has an impact on optimal development in children (Rizal, 2021).

Data analysis in this study obtained p value = 0.002, so it can be concluded that there is a relationship between the knowledge that parents have regarding development and stimulation of their child's development.

The results of this research are in line with Linda and Mareza's 2020 research regarding "Gross motor and fine motor development in terms of mothers' knowledge about the growth and development of children aged 4-5 years" and the results showed that there was a relationship between mothers' knowledge about children's growth and gross motor development. children aged 4-5 years with a p -value of 0.008. According to Linda and Mareza (2020), mothers as the closest caregivers of a child must know more about the child's growth and development process and the factors that influence that process. The mother's knowledge about child development is very important because it can direct the mother to interact more with the child so that it will indirectly influence the child's development. Mothers who have knowledge about child development tend to create an appropriate environment for the child's abilities to emerge. The influence of knowledge on children's development is very important because mothers who have sufficient knowledge and high education will pay more attention to their children's development. In this study, it was found that the majority of parents had a high school diploma or more, parents with a good level of education found it easier to accept and apply information about growth and development, especially child development, which was obtained from reading books, the internet, and health workers (Hidayah, 2017) .

Based on the results of this research, it was found that there are still many parents who do not know about the stages of child development according to their age. This happens because parents set standards for the suitability of their child's development according to the children in the surrounding environment, not according to the theory stated in the KIA and KPSP books. Therefore, all aspects of development must be considered equally important and strive for optimal development. Efforts to improve child development require comprehensive and integrated knowledge starting from when the child is still in the womb until the child reaches the age of 6 years. One way to improve and monitor children's development is to increase parents' knowledge by providing counseling in every health service, as well as trying to provide education regarding child development by holding Early Detection of Growth and Development (DDTK) training for toddlers, so that parents can care for their children well. . (Soetjningsih, 2016).

The results of data analysis in the research also show a p -value = 0.002 in the relationship between parental roles, so it can be concluded that there is a relationship between the roles that parents have regarding development and stimulation of their child's development.

This is in line with research by Adelia and Nani, et al (2020) regarding "The Role of Parents in Stimulating Child Development and the Development Status of Children Aged 3-5 Years at the Children's Polyclinic at Pambalah Hospital, Batung" which shows that there is a relationship between the Role of Parents in Stimulating Child Development and Development Status. children aged 3-5 years, where the results of statistical analysis using the Chi Square test obtained p value = 0.022.

The mother's role in the family is like the role of educating, nurturing, caring for and providing

love to children. The role of caregiver and educator is a role related to stimulating development through the principle of *asah* (stimulation needs) (Royhanaty et al., 2019). This can be seen from mothers who provide positive stimulation which will result in appropriate child development, whereas less stimulation will affect the child's development so that it is not appropriate for his age. Stimulation provided by parents must be carried out continuously to improve children's development, such as teaching children to walk holding on, talk as often as possible, practice imitating 2-3 words, play with small cubes, accompany children to pick up small objects such as raisins with two fingers. Parents play a role in preventing developmental disorders in children by means of early detection by taking the child to a health facility to check the child's growth and development using KPSP measurements (Salmah, 2019).

The role of parents, especially mothers, is very beneficial for children's development. Mothers must be able to recognize abnormalities in their children so that mothers can provide stimulation to their children as early as possible. Apart from the role of the family, the environment also greatly influences the development of children, especially those who are close to the child. A mother provides good stimulation, which will make the child happy, independent and conversely, if the child's stimulation is lacking, the result will be that the child becomes spoiled and lazy (Holipah, 2022). Parental characteristics are a supporting factor in influencing how parents play a role in providing stimulation to their children. Parental education greatly influences parents' attitudes and knowledge, the higher the education, the easier it will be to accept new ideas in stimulating gross motor development in their children. Children who receive targeted stimulation will develop faster than children who do not receive targeted stimulation. Gross motor stimulation can be provided with play stimulation carried out with love, every day and covering all parts of the body. The role of parents here is the role of mother and father, because family harmony can be a factor in the appropriate development of the child's gross motor skills. The main provision for having children whose development is appropriate is knowledge and must be accompanied by the role of parents, because they are expected to be educators and monitor each child's development (Haryanti et al, 2019).

Conclusion

There is a relationship between parental knowledge (p value = 0.002) and the role of parents (p value = 0.002) in stimulating the development of children aged 3-24 months in working area of Sukaindah Community Health Center, Bekasi Regency in 2023.

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