



Effect of Toddler Mother Class on Mother's Knowledge in Toddler Growth and Development Stimulation

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Abstract. **Background.** The quality of children's growth and development is determined by parenting in the family, especially parents, namely mother. The early stimulation provided by the mother optimally will affect the child's development significantly. Toddler Mother Class is a class that facilitates mothers who have children aged 0 to 5 years to jointly discuss, exchange opinions, exchange experiences for stimulation of growth and development guided by the facilitator. The aim of this research is to analyze the effect of the toddler's mother class on mother's knowledge in Toddler Growth and Development Stimulation.

Methods : This study were using a quasi experimental design with pre post test design techniques. The population were all mothers who have children under five years in Pasir Kaliki Village, Cimahi City. The sample were mothers who have children aged 0-5 years with inclusion criteria that have been determined as many as 34 respondents. The data obtained are primary data from the results of a questionnaire assessment of maternal knowledge in stimulating toddler development. Paired T-test was used to analyze the influence of toddler's mother's class on mother's knowledge in stimulating toddler growth.

Results : The study showed that the mother class of children under five had an effect on the increase in mother's knowledge in stimulating the growth of children under five with a value of $p < 0.05$. Respondents who took the mother class experienced an increase in knowledge of 15.8% compared to before attending the mother's toddler class.

Conclusion : The implementation of toddler mothers class can increase knowledge in stimulating the growth of toddlers. It is expected that toddler mother classes can be carried out at each posyandu independently and optimally.

Introduction

The quality of children's growth and development is determined by family, especially parents. Mothers play an important role in stimulating and early detection of developmental disorders. Based on research shows that maternal perception can be used as an early detection of child development problems. Early detection is important in finding impaired growth and development of children. Disorders of growth and development found earlier will get invaluable interventions to prevent permanent disability¹.

Currently the active role of mothers in optimizing child growth has decreased and as many as 16% of toddlers in Indonesia have developmental disorders, both of motoric development, gross motoric, hearing loss, lack of intelligence and speech delay². Destiana's research shows that at 65, 7% of mothers did not know the child's developmental pre-screening questionnaire (KPSP)³. The delay in detecting developmental disorders will be more difficult to intervene and will affect children's growth, while the stimulation role at home can consistently improve children's

development⁴. The results of the study shows that mothers who provide optimal early stimulation will significantly influence children's motoric development⁵. Based on the results of the study show that counseling about the child's developmental pre-screening questionnaire (KPSP) had an effect on PAUD teachers' knowledge about child development⁶.

The use of mother and child books has proven to be ineffective in improving children's health, but the study show that mothers and families rarely read the book because they are lazy, and books are too thick⁷. Therefore, health promotion efforts are needed in order to increase the independence of families and communities in maintaining and caring for children's health.

Toddler mother class is a class mothers who have children aged between 0 and 5 years. The methods of this class used discuss, exchange opinions and experiences for fulfilling health services, nutrition and stimulate growth and development, this class guided by the facilitator⁸. Parents must develop both the depth and

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breadth of knowledge, starting from basic knowledge or principles of child development and norms that help in keeping children safe and healthy⁹.

Therefore, we were interested to conduct a study to evaluate effect of the toddler's mother class on mother's knowledge about stimulation of toddler growth and development.

Methods:

This study used a quasi experimental design with pre post test design techniques. The study population was all mothers who had toddlers in Pasirkaliki Urban Village, Cimahi City. Samples are mothers who have children aged 0-5 years that have been determined as many as 34 respondents. The inclusion criteria in this study are mothers who have children 1 (one), do not work, have junior / senior high school/ equivalent, and can read and write. While the exclusion criteria in this study are mothers who have a decrease or loss of function in one of the five senses and the mother is a health worker. The implementation of the toddler's mother class was held in the posyandu, the respondents were divided into 2 groups, namely the groups 0-1 years and groups 1-5 years. The class is held in 3 meetings, each meeting consisting of 45-60 minutes. The material provided includes, the concept of toddler growth and development, stages of development of children aged 0-1 years and stimulation, stages of development of children aged 1-2 years and stimulation and stages of development of children aged 2-5 years and stimulation. The methods used are lectures, discussions, exchange of opinions and experiences. The media used are Mother and Child Books (buku KIA) from the Indonesian Ministry of Health and booklets on stimulation of toddler growth.

Assessment of respondents's knowledge was assessed by questionnaire. Assessment results are expressed as mean ± SD. The mean scores before and after the implementation of the toddler mother's class were then statistically tested using paired t-test, the p value was considered significant if the value was p <0.05.

Results and Discussion

The purpose of this study was to determine the effect of toddler mother's class on mother's knowledge about stimulation of toddler growth and development. The results showed that there were differences in the average respondent's knowledge about the stimulation of toddler growth before and after attending a toddler mother class. This can be seen in the table below:

Tabel1
Effectof Toddler Mother Class on Mother's Knowledgein Toddler Growth and DevelopmentStimulation

Knowledge	n	mean± SD	p
Before toddler mother class	34	54,49±7,38	0,001
After toddler mother class	34	70,22±11,37	

From the table above shows that the statistical test with paired t test obtained a value of p = 0.001, meaning that at alpha 5% there is a significant difference between maternal knowledge before and after participating in the mothers toddler class. Thus the results of the study showed that the mother class of children under five had an effect on the increase in mother's knowledge in stimulating the growth of children under five with a value of p <0.05. Respondents who took the mother class experienced an increase in knowledge of 15.8% compared to before attending the mother's toddler class. The results of this study are in line with Kartikawati's study which said that there was an increase in knowledge in the intervention group who attended under-five mothers compared to the control group¹⁰.

Knowledge refers to facts, information, and skills acquired through experience or education and an understanding of problems or phenomena. Parenting is multidimensional. To respond to the various needs of their children, parents must develop both the depth and breadth of knowledge, starting from basic knowledge or principles of child development and norms that help in keeping children safe and healthy⁹. This is in line with the Lontaan study which shows that there is an influence of the mother's toddler class on parental knowledge about child growth¹¹

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Toddler Mother Class is a class where mothers who have children aged 0 to 5 years

together discuss, exchange opinions, exchange experiences guided by the facilitator. In practice mothers are encouraged to learn from their fellow experiences, while the facilitator acts as a guide to correct knowledge. The learning process for toddlers 'mothers who rely on learning resources from participants' experiences and the role of facilitators in expressing their experiences as learning resources is an effective method of increasing knowledge.

According to Tafal in Notoatmodjo (2005) states that the principle of health training is not just a class lesson, but is a collection of experiences anywhere and anytime, as long as the training can affect knowledge, attitudes and habits¹³. The method in implementing the mother's class of toddlers using various methods including the exchange of experiences, discussion of cases is very effective in increasing maternal knowledge. This is in line with Sukiarko that training has an important goal to improve knowledge and skills as the criteria for the success of the overall health program⁹.

Conclusion

There is an influence of the toddler's mother class on mother's knowledge about stimulation of toddler growth and development with an increase of 15.8%. It is expected that the mother's age for toddlers is carried out at each posyandu independently and optimally.

Competing Interest

The authors of this paper have no competing interest to report.

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