



DIFFERENCES IN MOTHER'S KNOWLEDGE AND ATTITUDES IN THE TODDLER MOTHER'S CLASS IN STIMULATING CHILD GROWTH AND DEVELOPMENT

Stephanie Lexy Louis*, Ayu Nina Mirania, Evi Yuniarti

Faculty of Health Sciences, Universitas Katolik Musi Charitas, Jl. Bangau No. 60, 9 Ilir, Ilir Timur II, Palembang, Sumatera Selatan 30114, Indonesia

*stephanielexy5513@gmail.com

ABSTRACT

The period of child development is important for the development of cognitive, motor, language, socio-emotional skills, religion, art and morals. The success of the educational process during this period is the basis for the next educational process. Child growth and development monitoring can be carried out through the toddler mothers class program to improve knowledge, attitudes and behaviors of mothers in realizing optimal growth and development of toddlers. In this case, it is important for mothers to have a book on Maternal and Child Health. This study aims to find out the difference in knowledge and attitude of mothers towards the class of mothers under five to stimulate children's growth and development. This type of research is experimental with one group pre test post test design research. The samples in this study were taken in 37 respondent (total sampling) which was carried out to all members of the population as research respondents. The data analysis technique used the Wilcoxon statistical test. The results of the study conducted by taking pretest and posttest data found that there was a difference in mother's knowledge as evidenced by a p value = <0.001 and there was a difference in maternal attitudes as evidenced by a p value = <0.001 in the toddler mother's class to stimulate children's growth and development. Advice for mothers to be more routine and active in participating in classes for toddlers in order to achieve optimal growth and development of children.

Keywords: attitudes; knowledge; participation in toddler mother's class; toddler mother's class

How to cite (in APA style)

Louis, S. L., Mirania, A. N., & Yuniarti, E. (2025). Differences in Mother's Knowledge and Attitudes in the Toddler Mother's Class in Stimulating Child Growth and Development. *Indonesian Journal of Global Health Research*, 7(6), 667–672. <https://doi.org/10.37287/ijghr.v7i6.132>.

INTRODUCTION

Early childhood development aspects consist of cognitive, language, motor, artistic, social-emotional and religious moral aspects (Mursyid, 2015). The success of the education process during this period is the basis for the next educational process (Saripudin, 2019). Two out of 1,000 babies have motor development disorders and 3-6 out of 1,000 babies have hearing loss and 1:1,000 children have poor intelligence and speech retardation (Asnaniar & Lasini, 2016). Early stimulation is very much needed by children in their golden period as a window of opportunity and a critical period for child development. Some parents ignore it due to their parents' ignorance about how and important to provide stimulation from an early age (Imron, 2018) The active role of mothers in optimizing children's growth and development has decreased and as many as 16% of toddlers in Indonesia have developmental disorders, both fine motor development, gross motor skills, hearing impairment, lack of intelligence and speech delay (Ministry of Health of the Republic of Indonesia, 2015).

The toddler mother class is a class where mothers who have children between 0 and 5 years old jointly discuss, exchange opinions, exchange experiences on the fulfillment of health services, nutrition and stimulation of growth and development guided by a facilitator, in this case the KIA book is used (Ministry of Health of the Republic of Indonesia, 2019). The class of mothers of toddlers is designed with a participatory learning method where mothers are not seen as students, but as learning citizens. The impact of increasing one's knowledge will be more developed, objective, insightful and open so that it will be applied with positive deeds (Imelda, 2017). As a

very important role, mothers meet the needs of nurturing, nurturing and loving children, especially at the age of 0-5 years, mothers need information to improve their knowledge, attitudes and skills and must have high confidence to carry out early detection of their children's growth and development according to their developmental stages (Fitriani & Oktobriarani, 2017). Practice or action is a form of parenting behavior and approach that shapes a child's development by involving knowledge and attitudes. According to (Gadsden et al., 2016) a person's attitude often determines whether to use his knowledge as a practice as well as shaping a parent's attitude. The purpose of this study is to find out the difference in knowledge and attitude of mothers towards the class of mothers of toddlers to stimulate children's growth and development.

METHOD

This type of research is an experimental research. The research design used one group pre test post test design. Previously, a pre-test will be given to measure the initial condition, then intervention will be given and the final stage will be given a post test. The sampling technique used a total sampling of 37 respondents. This instrument consists of items to measure the mother's knowledge, attitudes and behaviors towards the stimulation of child growth and development. Validity and reliability tests were carried out on 30 respondents. The validity test of the questionnaire using Pearson product moment showed that all items had a calculated r-value > r-table (0.361), so that all questionnaire items were declared valid. The reliability test used Cronbach's Alpha, on the knowledge instrument obtained a value of 0.871, attitude with a value of 0.929 which means greater than 0.80 which indicates that the questionnaire is reliable. The data analysis technique used the Saphiro-Wilk normality test and the non-parametric Wilcoxon T test with a hypothesis value of p = 0.005.

RESULT

This type of research is an *experimental* research. The research design used *one group pre test post test design*. Before being given treatment, an initial test or *pre-test* will be given to measure the initial condition, then intervention will be given and the final stage will be given a *post test*. The sampling technique used *a total sampling* of 37 respondents. The research instruments used were *pre and post test questionnaires*. The data analysis technique used *the Saphiro-Wilk* normality test and the non-parametric *Wilcoxon* T test with the hypothesis *p value* = 0.005.

Table 1.
Respondent Characteristics (n=37)

Characteristics	f	%
Age Group		
<20 years old	0	0
20-35 years old	32	86,49
>35 years old	5	13,51
Work		
Housewives	32	86,49
Farmer	0	0
Laborer	0	0
Trader/Self-Employed	4	10,81
PNS	1	2,70
Education		
Graduation of Elementary School/Equivalent	1	2,70
Junior High School/Junior High School Equivalent	2	5,40
Graduating from high school/high school equivalent	26	70,27
College Graduation	8	21,63

Based on table 1, it is known from a total sample of 37 respondents, that most of the respondents (86.49%) are 20-35 years old and a small percentage of respondents (13.51%) are >35 years old. The respondents' jobs were mostly as housewives (IRT) by 86.49%, self-employed by 10.81% and a small number of civil servants by 2.70%. The majority of respondents graduated from high school/equivalent as many as 26 people (70.27%).

Table 2.
Frequency Distribution of Knowledge and Maternal Attitudes

Category	Pre test (n=37)		Post test (n=37)	
	f	%	f	%
Knowledge				
Good	3	8,10	32	86,49
Enough	14	37,84	5	13,51
Less	20	54,06	0	0
Attitude				
Support	23	62,16	37	100
Not Supported	14	37,84	0	0

Based on table 2, it shows that the knowledge of mothers before (pretest) with the good category was 3 people (8.10%), the sufficient category was 14 people (37.84%) and the poor category was 20 people (54.06%), while after being given the presentation of material about the class of mothers under five to stimulate the growth and development of children, mother's knowledge increased in the good category, which was 32 people (86.49%). Sufficient category as many as 5 people (13.51%) and no mother had enough knowledge of the insufficient category. The attitude of mothers before (pretest) with the category of supporting as many as 23 people (62.16%) and not supporting as many as 14 people (37.84%) while after being given the presentation of the material, there was an increase in the attitude of mothers, namely all mothers supported (37%) the implementation of the activity.

Table 3.
Wilcoxon Test Results of Mother's Knowledge in the Toddler Mother's Class

Knowledge	Negative Ranks	Positive Ranks	P
Pretest			
Posttest	0	37	<0.001

Based on table 3, a *negative rank* value of 0 and a *positive rank* of 37 were obtained, meaning that there was an increase in maternal knowledge after being given intervention. From the results of the statistical test, a value of $p < 0.001$ ($p < 0.05$) can be concluded that there is a difference in the mother's knowledge of the class of mothers under five before and after the intervention.

Table 4.
Wilcoxon Test Results of Mother's Attitude in the Toddler Mother's Class

Attitude	Negative Ranks	Positive Ranks	p
Pretest			
Posttest	0	37	<0.001

Based on table 4, *negative ranks* of 0 and *positive ranks* of 37 were obtained, meaning that there was an increase in attitudes in all respondents after being given intervention. From the results of the statistical test, a value of $p < 0.001$ ($p < 0.05$) can be concluded that there is a difference in the mother's attitude towards the class of mothers under five before and after the intervention.

DISCUSSION

Respondent Characteristics

The characteristics of the respondents in this study were grouped into maternal age, maternal education, maternal occupation and number of children. Based on the frequency distribution data contained in Table 5.1, it was obtained from a total sample of 37 respondents, that most of the respondents were 20-35 years old (86.49%) and respondents aged >35 years were 5 people (13.51%). The respondents' jobs were mostly as housewives (IRT) as many as 32 people (86.48%), self-employed as many as 4 people (10.82%) and civil servants as many as 1 person (2.70%). Education of respondents graduated from elementary school as many as 1 person (2.70%), junior high school graduates as many as 2 people (5.40%), high school graduates as many as 26 people, and university graduates as many as 8 people (21.63%). In terms of the number of children, it is known that respondents who have 1 child as many as 18 people (48.65%), have 2 children as many as 14 people (37.90%) and have >2 children as many as 5 people (13.51%).

Internal factors that can affect are age, mother's education, and the number of children, are factors that affect children's parenting, growth, and development. Regarding the age factor, it is known that almost all respondents are 20-35 years old, which means that they are mature and have sufficient knowledge and experience, both in terms of thinking maturity and decision-making. Education Factor: The majority of respondents have completed their high school education, so they realize that caring for and stimulating children's growth and development is an important key, encouraging mothers under five to be active in participating in mother's classes (Hidayati, 2022). This is in accordance with research conducted by (Megawati et al., 2012) which shows that there is a significant relationship between age, education, and the number of children on the growth and development of babies aged 0-6 months. This finding is also in line with research conducted by (Rini, 2016), which shows that there is a relationship between maternal education and parity with the development of children under five years old 3-4 years old.

Differences in Mother's Knowledge in the Toddler Mother's Class in Stimulating Children's Growth and Development

The results of the study showed that from 37 people, the results of the mother's knowledge pretest were obtained while participating in the class of mothers under five with the good category as many as 32 people (8.10%) and in the posttest results were 32 people (86.49%). Based on the results of *Wilcoxon's* statistical test, $p = <0.001$ ($\alpha=0.05$) and *positive ranks* of 0 were obtained, meaning that there was an increase in maternal knowledge before and after the intervention. The results of this study are in line with the research conducted by Indrayani et al (2019) which showed that there was an influence of the toddler mother's class on respondents' knowledge about the stimulation of toddlers' growth and development with a value of $p=0.001$ and experienced an increase in knowledge of 15.8% compared to before participating in the toddler mother's class. In line with the research of Kusumaningsih et al (2021) which showed that there was a relationship between knowledge and mothers' participation in the class of mothers under five with a value of $p=0.002$.

Darmayanti and Pangestuti, (2015) showed that the difference in maternal knowledge before being given counseling and after being given counseling on the stimulation of the development of children aged 0-3 years at Posyandu 5 Srengat Village, Srengat District, Blitar Regency had a good knowledge criterion with a Z result of -4.125, $p 0.000$ which means that there was a difference in maternal knowledge before being given counseling and after being given counseling on child development stimulation. According to research by (Christiari et al., 2013), there is a significant relationship between maternal knowledge of early stimulation and motor development of children aged 6-24 months and children who have mothers with low knowledge are at greater risk of experiencing suspected motor delays. Respondents need to take the time to increase their knowledge in line with the times that continue to develop, especially knowledge related to child development stimulation in order to mature the development of children's basic abilities.

The toddler mothers class held in this study uses a participatory method, meaning that mothers of toddlers are not only positioned as recipients of information to anticipate the inactivity of the mother and result in not being able to change the mother's behavior. The toddler mother's class is designed by learning together and participating from the experiences of each mother. The toddler mother's class is increasingly seen as participatory because of the support from the facilitator who plays the role of providing direction to the mother who is present to provide the knowledge and experience she has. This is in line with the research of (Legiati et al., 2019), that mothers who attend classes for mothers of toddlers are not seen as students but as learning citizens. In practice, mothers are encouraged to learn from their own experiences, while facilitators act as guides to correct knowledge. Facilitators are not teachers or lecturers who teach, but in a limited scope can be a source of learning. The impact can increase the empowerment of mothers under five through increasing knowledge and skills to stimulate the growth and development of toddlers.

Differences in Mothers' Attitudes in the Toddler Mother's Class in Stimulating Children's Growth and Development

Based on the results of the study consisting of 37 people, the results were obtained, namely in the attitude pretest with the category of supporting as many as 23 people (62.16%) while in the posttest results all mothers supported the implementation of the class of mothers under five. Wilcoxon's *statistical test* obtained $p = <0.001$ ($\alpha=0.05$) and *positive ranks* of 0, meaning that there was an improvement in the mother's attitude before and after the intervention was given in the class of mothers under five. This result is in line with the study stating that there is a relationship between maternal attitudes and participation in classes of mothers under five in Labibia village, the work area of the Labibia health center, Kendari city, obtained p value = 0.000. In line with the results of research by (Sumiasih et al., 2016), there is a relationship between mothers' attitudes and participation in the class of mothers under five.

Attitude is a reaction or response that is still closed from a person to a stimulus or object. Attitude is also a readiness or willingness to act. Attitudes are also influenced by external and internal factors, one of which is the experience of what we have experienced and are currently experiencing, which will also shape and influence our judgment of the stimulus. The formation of attitudes is influenced by personal experiences, culture, other people who are considered important, mass media, educational institutions or institutions themselves, and religious institutions, as well as emotional factors in individuals (Fasiha, 2017). One of the factors that affect the growth and development of children is the family, especially the mother. In the early detection of children's growth and development, parents have a very important role. The knowledge possessed by parents is very necessary in order to be able to conduct an examination, besides that knowledge will also determine and influence a person's attitude (Kharisma, 2017).

Attitude is a form of feeling, namely feelings that support or support (taking sides) or feelings of not supporting an object. Attitude is an anticipatory tendency or readiness, a disposition to adapt to social situations or simply a response to coordinated social stimuli (Ramadhanti, 2019). Based on the results of the research using the *literature review method* taken from 10 journals, the results of the relationship between maternal knowledge and attitudes and the growth and development of children aged 0-6 years, with the criteria of the results of knowledge and maternal attitudes in the good category, it will facilitate the optimal stage of development and in accordance with their age (Pratama, 2021).

CONCLUSION

The conclusion was obtained that there was a difference between mothers' knowledge of the class of mothers under five for stimulation of child growth and development with a value of $p < 0.001$, there was a difference between mothers' attitudes towards the class of mothers of toddlers for stimulation of growth and development of children with a value of $p < 0.001$.

REFERENCES

- Asnaniar, & Lasini, M. (2016). Hubungan Lingkar Kepala dengan Perkembangan Motorik Anak Usia 1-24 Bulan di Rumah Sakit Ibu dan Anak Pertiwi Makassar. *Jurnal Ilmiah Kesehatan Diagnosis*, 9.
- Christiari, Syamlan, & Kusuma. (2013). Hubungan Pengetahuan Ibu Tentang Stimulasi Dini dengan Perkembangan Motorik pada Anak Usia 6-24 Bulan di Kecamatan Mayang Kabupaten Jember. *Jurnal Pustaka Kesehatan*, 1(1), 20–23.
- Darmayanti, & Pangestuti. (2015). Perbedaan Pengetahuan Ibu Sebelum diberi Penyuluhan dan Setelah diberi Penyuluhan Tentang Stimulasi Perkembangan Anak Usia 0-3 Tahun. *Jurnal Kebidanan Dharma Husada*, 4(2).
- Fasiha. (2017). Hubungan Pengetahuan dan Sikap Ibu Hamil Terhadap Pentingnya Pemeriksaan Antenatal Care di Puskesmas Namtabung Kecamatan Selaru Kabupaten Maluku Tenggara

Barat. *Global Health Science*, 2(2), 149–154.

Fitriani, & Oktobriariani, R. (2017). Stimulasi, Deteksi dan Intervensi Dini Orang Tua Terhadap Pencegahan Penyimpangan Pertumbuhan dan Perkembangan Anak Balita. *Indonesia Jurnal Health*, 1(1).

Gadsden, Ford, & Breiner. (2016). *Parenting Matters : Supporting Parents of Children Ages 0-8*. The National Academics Press.

Hidayati. (2022). *Hubungan Keikutsertaan Ibu dalam Kelas Ibu Balita dengan Status Gizi Balita di Desa Kedungsumber Kecamatan Bojonegoro*.

Imelda. (2017). Pengetahuan Ibu Tentang Pemberian Stimulasi dan Perkembangan Anak Prasekolah (3-5 Tahun) di Banda Aceh. *Idea Nursing Journal*, 8(3).

Imron, R. (2018). Penyuluhan Pentingnya Penimbangan dan Pemantaun Tumbuh Kembang Balita dengan Teknik Stimulasi, Deteksi dan Intervensi Dini Tumbuh Kembang (SDIDTK) Balita di Posyandu Anggrek Simbaringin Desa Sidosari Natar Lampung Selatan. *Sakai Sambayan Jurnal Pengabdian Kepada Masyarakat*, 2(1).

Kemkes RI. (2015). Pedoman Pelaksanaan Stimulasi, Deteksi dan Intervensi Dini Tumbuh Kembang Anak. *Bakti Husada*, 59.

Kemkes RI. (2019). Pedoman Pelaksanaan Kelas Ibu Balita. In *Kementrian Kesehatan RI*.

Kharisma. (2017). Hubungan Pengetahuan Ibu Tentang Tumbuh Kembang dengan Perkembangan Anak Usia 3-4 Tahun di Kelompok. *Jurnal Akademika Baiturrahim*, 6(1), 26–39.

Legiati, T., Hidayanti, D., & Indrayani, D. (2019). Kelas Ibu Balita Meningkatkan Pengetahuan dan Keterampilan Ibu dalam Stimulasi Tumbuh Kembang. *Jurnal Kesehatan Prima*, 13(2), 115. <https://doi.org/10.32807/jkp.v13i2.240>

Megawati, Notoatmojo, & Rohmani. (2012). Hubungan Pola Pemberian ASI dan Karakteristik Ibu dengan Tumbuh Kembang Bayi 0-6 Bulan di Desa Bajomulyo Juwana. *Jurnal Kedokteran Muhammadiyah*, 1(2), 30–37.

Mursyid, M. (2015). *Pengembangan Pembelajaran PAUD*. PT. Remaja Psdakarya.

Pratama. (2021). *Hubungan Pengetahuan dan Sikap Ibu dengan Tumbuh Kembang Anak Usia 0-6 Tahun*.

Ramadhanti. (2019). Perbandingan Penggunaan Metode Penyuluhan dengan dan Tanpa Media Leaflet Terhadap Pengetahuan dan Sikap Ibu Tentang Tumbuh Kembang Balita. *Jurnal Kedokteran Diponegoro*, 8(1), 99–120.

Rini. (2016). Hubungan Pendidikan Ibu dan Paritas dengan Perkembangan Anak Balita Umur 3-4 Tahun di PAUD Baitul Izzah Kota Bengkulu. *Jurnal Terpadu Ilmu Kesehatan*, 6(1), 1–6.

Saripudin. (2019). Analisis Tumbuh Kembang Anak Ditinjau dari Aspek Perkembangan Motorik Kasar Anak Usia Dini. *Jurnal Equalita*, 1(1).

Sumiasih, Gidia, & Santoso. (2016). *Kajian Tingkat Partisipasi Ibu Balita di Pos Pelayanan Terpadu*.