

Original Research Article

Analysis of Parents' Knowledge and Behaviour in Providing Developmental Stimulation Early Childhood

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Abstract: Early childhood is a time when almost all of the child's potential is experiencing a sensitive period to grow and develop rapidly and violently. This growth and development are influenced by nutritious and balanced food intake and intensive stimulation by parents. If children are given intensive stimulation from their environment, especially in the family, then children will be able to undergo their developmental tasks well. This study aims to analyse parents' knowledge and behaviour in providing early childhood development stimulation. This study used a descriptive correlational design with a cross sectional approach conducted at RA Qurrota A'yun Kepanjen Malang Regency East Java Indonesia in 2023 which was attended by 56 respondents. The result of this study is that there is a relationship between knowledge and parental behaviour in providing developmental stimulation in early childhood with a p value of 0.003 and a relationship strength of 0.390 which reflects that the strength of the relationship is quite strong and positive.

Keywords: Development, Stimulation, Childhood, Knowledge, Behaviour.

INTRODUCTION

Early childhood is often referred to as the "golden age". During this period, almost all of the child's potential undergoes rapid and great development that will help determine their future adulthood. However, not all children can develop according to the age stages they should be. The total population of children in Indonesia reaches 30.73 million people or 11.21% of the total population (Central Bureau of Statistics, 2022). And East Java is one of the provinces with a large number of children under six years old, namely 9.52% (Susilowati, R. *et al.*, 2022). However, WHO data states that the prevalence of developmental deviations in children under 5 years of age reported in 2016 was 7,512.6 per 100,000 population (7.51%) and about 5 to 10% of children are estimated to have developmental delays (Inggriani, *et al.*, (2019).

The development of each child is very different even though the age of the child is the same. Nutritious and balanced food and intensive stimulation affect their development and are needed for growth and development. If children are given intensive stimulation from their environment, then children will be able to undergo their developmental tasks well.

One aspect of the environment that is expected to provide good developmental stimulation to children is the family, especially parents. The potential of early childhood can be realised if parents are very concerned about the development of their children and children can be given the freedom to be able to develop their talents or potential. Parents can stimulate children by asking questions that touch their curiosity and explorer spirit. Thus, children will be motivated to engage in the learning process with the guidance of their parents. In addition, parents also need to provide various facilities that children need without having to get involved or intervene too far in their activities.

Parents who live with their children at this early age are able to create activities together with their children that can improve the relationship between parents and children. Parents can read fairy tales or storybooks for cognitive activation, talk, chat and play together which can improve their social and language skills (Susilowati, R. *et al.*, 2022).

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Therefore, it is important to know how parents' knowledge in developmental stimulation and how their behaviour in providing developmental stimulation to children.

METHODS

This research design is descriptive correlation with cross sectional approach. The research was conducted in January 2023 at RA Qurrota A'yyun Kepanjen Malang Regency East Java Province Indonesia. The sampling technique used in this study was quota sampling, by taking all parents from the entire population of 56 people. The research instrument used was a questionnaire with question items tailored to the two research variables on parental knowledge and behaviour about early childhood development stimulation. The number of questions for the knowledge variable was 14 questions and the behaviour variable was 16 question items.

RESULTS

Table 1: Characteristics of Respondents by Age Category, Gender, Education and Type of Work

Characteristics	F (n: 56)	%
Age of Parents:		
25-30	8	14
31-35	25	44
36-40	10	18
41-45	10	18
45-50	3	6
Sex:		
Male	5	9
Female	51	91
Latest Education:		
Elementary	6	11
Junior High School	5	9
Senior High School	36	64
College	9	16
Work:		
Housewife	35	63
Employee	8	14
Teacher	3	5
Private	10	18
Sw		

Table 1 shows that most respondents were in the age range of 31-35 years at 44%. Almost all respondents were female, 91%. The last education of most respondents was high school and 63% of respondents were housewives.

Table 2: Characteristics of children by age category, gender, order of children in the family and class

Characteristics	f (n: 56)	%
Age of child (years):	10	18
5	22	39
6	24	43
7		
Gender:		
Male	28	50
Female	28	50
Child's order in the family:		
1	20	36
2	27	48
3	7	12
4	2	4
Class:		
Kindergarten A	18	32
Kindergarten B	38	68

Table 2 shows that the children are between 5-7 years old, where the highest percentage is 7 years old, namely 43%. While the gender between male and female is very balanced, namely 50% male and 50% female. From the characteristics of the order of children in the family, 48% were the second child and 68% were in grade B.

Table 3: Frequency Distribution of Knowledge and Behaviour of Parents in Providing Developmental Stimulation in Early Childhood

Variable	f (n: 56)	%
Knowledge		
Good	35	62
Good enough	21	38
Behaviour		
Very good	35	62
Good	21	38

Table 3 shows that 62% of respondents' knowledge was in the good category, while 62% of respondents' behaviour was in the very good category.

Table 4: Relationship between Knowledge and Mother's Behaviour in Providing Developmental Stimulation to Early Childhood Children

Knowledge	Behaviour
	r: 0,390 p: 0,003 n: 56

Table 4 shows that the p value is 0.003 which is less than 0.05 which means that there is a relationship between knowledge and parents' behaviour in providing developmental stimulation in early childhood. The strength of the relationship is 0.390 which means that the strength of the relationship is quite strong and the direction of the relationship is positive which means that the better the parents' knowledge about developmental stimulation in early childhood, the better their behaviour in providing developmental stimulation.

DISCUSSION

Based on the data analysis that has been done, it is found that there is a significant relationship between parents' knowledge and their behaviour in providing developmental stimulation in early childhood with a p value of 0.003. The strength of this relationship is quite strong with an r value of 0.39 and a positive relationship direction which means that the better the parents' knowledge, the better their behaviour in providing developmental stimulation in early childhood.

Data on parents' knowledge of early childhood development stimulation is in the good category, namely 62% and in the good enough category as much as 38%, namely a total of 21 people. Meanwhile, 62% of respondents' behaviour data were in the very good category and 38% in the good category or a total of 21 people. This shows that most of both the knowledge and behaviour of parents in providing stimulation of early childhood development in the good category.

Some factors that influence knowledge and behaviour are age. When someone is in the productive period, where at this age parents are still very active and energetic, the ability to receive information becomes more effective. The age range of most respondents was between 25 years and 45 years. This affects the ability of parents to access information either through the internet, through mass media, television and so on. The ease of operating a hand phone is currently a supporting factor for parents in finding learning resources independently. Social media that is currently developing also makes it easier for them to access any information, such as tiktok, facebook, Instagram, twitter etc. In addition, the brain's capacity at this time is also in a very good phase. The brain is in optimal condition in digesting information and remembering. The older a person gets, the slower their memory and ability to capture information.

In addition to the age factor, Notoatmodjo (2007) also explains that a person's knowledge is also influenced by a person's level of education. The higher the level of education, the better a person's ability to capture information and understand it. When viewed from the level of education of respondents, 64% have a high school education and 16% have a Bachelor's degree. Only a few respondents have elementary and junior high school education where the average respondent who has elementary and junior high school education is currently close to 50 years old and 50 years old. This certainly affects their ability to browse information and some of them do not even have a mobile phone. This condition will certainly be one of the obstacles for parents in finding learning resources and obtaining information about development and how to provide stimulation to their children.

In addition, when viewed from the distribution of parents' occupations, the majority are housewives and private sector, namely 63% and 18%. The characteristics of housewives are more time at home with their children, more time to provide psychological touch, help children do homework, accompany children to play at home, take children for a walk to help improve the closeness of the relationship, accompany meals and even just for sleep talking. This condition supports good parental behaviour in providing stimulation to children to be better. So the more often parents spend time with children and the longer they meet, the better the development of these children. A small number of parents work as teachers and employees. These jobs require parents to leave home for long periods of time according to their schedules. This condition certainly limits the meeting time between children and parents, so that the time to provide stimulation becomes more limited. In addition, work stress experienced by working parents will certainly affect the emotional state of parents when they return home. It is not uncommon for parents to vent their anger and fatigue to their children, of course this affects their development. This agrees with Kuncoro, *et al.*, (2013) which discusses the relationship between maternal stimulation with fine and gross motor development in toddler age children at Mekarsari PAUD, Pucangombo Tegalombo Pacitan, he explained that mothers who spend more time in the home have more opportunities to provide stimulation to children so that children develop more optimally.

The next factor that affects knowledge and behaviour is gender. The highest frequency distribution of respondents was 91% female. Women are someone who is created with various advantages. Multi tasking, able to educate children, care for children, while caring for all family members and even able to work while working. The tenderness of a mother and her responsibility in caring for children can encourage mothers to provide the best for their children including providing developmental stimulation in children at an early age. In line with Royhanaty, *et al.*, (2019) on the role of parents in stimulating the development of children under five explains that mothers who play a good role in stimulation have a greater chance than fathers to get optimal child development.

CONCLUSION

There is a significant relationship between knowledge about developmental stimulation in early childhood with the behaviour of parents in providing developmental stimulation in early childhood in RA Qurrota A'yun Kepanjen with sufficient strength of the relationship with a positive relationship direction where the better the knowledge of parents, the better their behaviour in providing developmental stimulation to their children.

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