



## Empowering Toddler Mothers in Toddler Mother Classes to Improve the Ability to Monitor Toddler Growth and Development

Mariyani<sup>1</sup>, Lia Idealistiana<sup>2</sup>, Maryati<sup>3</sup>, Tuty Yanuarti<sup>4</sup>, Novita<sup>5</sup>

<sup>1,2,3</sup>STIKes Abdi Nusantara, Jakarta, Indonesia

Abstract	Article Information
<p><b>Purpose:</b> The quality of a child can be assessed from the process of growth and development. The process of growth and development is the result of interactions between genetic factors and environmental factors. Toddlers are one of the populations most at risk of various health problems. The mother is the person closest to the child who provides care. Mothers must be equipped with sufficient knowledge and skills to stimulate children's growth and development. The quality of children's growth and development is largely determined by family care, especially parents. Mothers play a very important role in stimulation and early detection of developmental deviations.</p> <p><b>Methods:</b> The method used in this activity is health education by providing knowledge to mothers of toddlers about monitoring the growth and development of toddlers. <b>Results:</b> The results after the most empowered mothers (73.3) had good knowledge and most mothers (80%) had good monitoring skills of baby growth and development..</p> <p><b>Conclusion:</b> Empowering mothers in the mother's classroom can increase the knowledge and skills of the ability to monitor the growth and development of the baby.</p>	<p><b>Keywords:</b> Mothers of toddlers, Toddler development, Growth monitoring</p>
<p><b>Corresponding author:</b> Mariyani  <a href="https://orcid.org/0000-0002-0057-1976">https://orcid.org/0000-0002-0057-1976</a>            address Jalan Swadaya            E-mail: mariyanistikesabnus@gmail.com</p> <p>Received: 02 January 2024 / Revised: 12 January 2024 / Accepted: 20 January 2024</p>	<div data-bbox="875 1224 964 1315" style="text-align: center;">  <p>Check for updates</p> </div> <div data-bbox="875 1348 964 1386" style="text-align: center;">  </div> <p><b>Lisensi:</b> <i>cc-by-sa</i></p> <p><small>Copyright © 2023 penulis</small></p>

### INTRODUCTION

The quality of a child can be assessed from the growth and development process. The growth and development process is the result of the interaction of genetic factors and environmental factors. Genetic/hereditary factors are factors related to genes that come from the father and mother, while environmental factors include the biological, physical, psychological and social environment. Children under five are one of the

populations most at risk of various health problems (illness and death). According to the 2012 Indonesian Demographic and Health Survey (SDKI), the infant mortality rate in Indonesia is 40/10,000 live births. Every hour there are 22 deaths of children under five in Indonesia, a number that is classified as fantastic in the era of globalization (Herlia et al, 2010).

Growth and development occurs synchronously in each individual and depends on the mother's stimulating actions which have a big influence on growth and development, especially on the child's gross motor development. The impact if the stimulation is not enough can result in growth and development disorders, especially gross motor development, such as when the baby is between 8-12 months old, the baby is not yet able to sit without a handhold, stand with a handhold, stand up continuously, stand for two seconds and is not yet able to stand on his own (Soetjningsih, 2012).

Growth and development experience rapid increases at an early age, namely from 0 to 5 years. This period is often also referred to as the "Golden Age" phase. Golden age is a very important period to pay close attention to a child's growth and development so that abnormalities can be detected as early as possible. Apart from that, appropriate treatment of abnormalities during the golden age can minimize abnormalities in a child's growth and development so that permanent abnormalities can be prevented. Monitoring children's growth and development includes monitoring physical, psychological and social aspects. This monitoring must be carried out regularly and continuously. As early as possible monitoring can be carried out by parents. Apart from that, monitoring can also be carried out by the community through posyandu activities and by teachers at schools. Therefore, parents, especially mothers, need to have knowledge about early detection of children's growth and development (Chamidah, 2012).

The mother is the person closest to the child who provides care. Mothers must be equipped with sufficient knowledge and skills to stimulate children's growth and development. The quality of children's growth and development is determined by family care, especially parents. Mothers play a very important role in stimulation and early detection of developmental deviations.

Based on research, it shows that maternal perception can be used as an early detection of child development problems. Early detection is important in finding disorders of children's growth and development. Growth and development disorders that are discovered early will receive very valuable intervention to prevent permanent disability (Destiana et al, 2017).

Currently, mothers' active role in optimizing children's growth and development has decreased and as many as 16% of toddlers in Indonesia experience developmental disorders, including fine motor development, gross motor skills, hearing loss, reduced intelligence and speech delays (Ministry of Health, 2015). Research shows that 65.7% of mothers do not know their children's KPSP (pre-screening developmental questionnaire) (Destiana et al., 2017). Late detection of developmental deviations will make it more difficult to intervene and will affect the child's growth and development, while the role of stimulation at home can consistently improve child development (Singla et al, 2015). Research results show that mothers who provide optimal early stimulation will significantly influence children's motor development (Kholifah et al,

2014). Likewise, based on the research results of Prasida et al (2015), it was stated that counseling about KPSP had an effect on PAUD teachers' knowledge about child growth and development (Prasida et al, 2015).

Maternal stimulation is very influential on children's growth and development and the role of health workers is also needed to reduce the frequency of gross motor disorders in children by holding health promotions in the form of direct counseling to mothers who have babies and conducting direct examinations to get a real picture of developmental events. gross motor skills in infant children because if the child is not given stimulation, it will affect the child's growth and development (Kholifah et al, 2014).

The Toddler Mother Class is a class where mothers who have children aged between 0 and 5 years together discuss, exchange opinions, exchange experiences regarding the provision of health services, nutrition and stimulation of growth and development guided by a facilitator. (Ministry of Health, 2017). Classes for mothers of toddlers are held using participatory methods, meaning that mothers of toddlers are not positioned to only receive information because a passive position tends to be ineffective in changing behavior. The mothers' class is designed with a participatory learning method where mothers are not seen as students, but as learning citizens. In practice, mothers are encouraged to learn from each other's experiences, while the facilitator acts as a guide to correct knowledge. The facilitator is not a teacher or lecturer who teaches, but in a limited scope can be a learning resource (Indryani et al, 2019)

## METHOD

Community service was carried out in December 2019. Participants in the activity were mothers with toddlers aged 1 - 5 years in the working area of the Perumnas Health Center, Rejang Lebong Regency, Bengkulu Province. The number of activity participants was 15 people. The method used in this activity is health education by providing knowledge to mothers of toddlers about monitoring the growth and development of toddlers. The model developed in this activity is questions and answers about monitoring toddler growth and development and how to monitor toddler growth and development to increase mothers' knowledge and ability to monitor toddler growth and development at home. Increasing mothers' ability to monitor the growth and development of toddlers is carried out by directly practicing how to monitor growth by measuring the child's weight, height and head circumference and directly filling in the KMS and toddler growth assessment sheets. Meanwhile, in monitoring the development of toddlers, mothers immediately assess whether their child's development is appropriate to their developmental stage using the development monitoring sheet in the guidebook. The location for this event is BPM Kasih Ibu, the working area of the National Public Health Center, Rejang Lebong Regency, and the duration of the activity is 180 minutes.

The series of Community Service activities includes 3, namely pre-implementation, implementation and post-implementation. The pre-implementation stage includes: 1) Coordination with partners regarding problems that exist with partners. 2) Determine

goals; 3) Determine the method; 4) Determining activities which include lectures and practice 5) Implementing Proposal Seminars to obtain funds for implementing Community Service 6) Making Pocket Books.

The implementation phase of the activities carried out includes: 1) Providing knowledge to mothers of toddlers about monitoring the growth and development of toddlers 2) Practices of monitoring growth by measuring the child's BW, TB and LK and immediately filling in the KMS and toddler growth monitoring sheets 3) Practices of monitoring development and assessment in accordance with progress monitoring sheet. The post-implementation stage includes evaluating the abilities of mothers of toddlers in monitoring the growth and development of toddlers.

## RESULTS AND DISCUSSION

**Table 1. Demographic Characteristics of Participants** (N=15)

Characteristic		N (%) or M±SD	p
Age	17-25	2 (13.3)	.082
	26-35	5 (33.3)	
	36-45	8 (53.4)	
Education	Secondary	1 (6.6)	.040
	Junior	4 (26.7)	
	Senior	7 (46.7)	
	College	3 (20)	

M=mean;SD=standar deviation

Table 1 above, It appears that the highest age distribution is aged 36-45 with 8 people or 53.4%. The highest education distribution is senior with 7 people or 46.7%.

**Table 2. Analysis of Knowledge Changes Before and After Empowering Mothers of Toddlers** (N=15)

No	Variable	Categories	Before	After	Before	After	p
			n (%)	n (%)	M±SD	M±SD	
1	Knowledge	Good	2 (13.3)	11 (73.3)	2.00±0.82	2.47±0.97	<.0.001
		Enough	8 (53.3)	3 (20)			
		Not Enough	5 (33.4)	1 (6.7)			
2	Skills	Good	1 (6.6)	8 (53.4)	1.70±0.43	2.02±0.73	<.0.002
		Enough	9 (60)	4 (26.6)			
		Not Enough	5 (33.4)	3 (20)			

M=mean; SD=standard deviation; †p-value from paired t-test.

Note: p-value of the ANCOVA test was .001. Age and pre-test scores were considered as covariates.

Improving Toddler Growth and Development Monitoring Skills. Improving the skills of mothers of toddlers in monitoring the growth and development of toddlers before and after the activity is shown in the following table:

A person's role is influenced by their knowledge, whether closed or open. Likewise regarding the mother's knowledge and role in supporting the good growth and development of her child. This is because maternal knowledge about early baby knowledge and development is very necessary because considering the importance of the mother's role in the baby's growth and development process (Gobel, 2012).

The knowledge of mothers of toddlers about monitoring the growth and development of toddlers can be said to be still low. This is reflected in the interviewee's perception that the majority of mothers of toddlers do not know about monitoring the growth and development of toddlers, they only know about coming to the posyandu to weigh their children and preliminary data shows that some mothers have sufficient knowledge.

In carrying out the activity, the resource person provided a Pocket Book as a guide for mothers of toddlers in monitoring the growth and development of toddlers at home. This pocket book for monitoring the growth and development of toddlers for mothers at home was created through the journal review stage, and has been tested in front of the Expert Team from the Bengkulu Ministry of Health Polytechnic.

Activities carried out after the presentation of material by the resource person, mothers of toddlers as participants were asked to weigh themselves, measure their height and measure their child's head circumference, according to the instructions in the pocket book and then mothers of toddlers were taught to fill in the KMS and growth monitoring sheet.

The next stage of activity is monitoring progress. Each mother is asked to open a development monitoring sheet according to her child's age. Next, the mother assesses for herself whether her child has reached the developmental stage appropriate for his age.

Growth and development assessments can be carried out as early as possible since the child is born. Detection here is a screening effort that is carried out comprehensively to find deviations in growth and development and identify and recognize risk factors in toddlers, who are also called early childhood. Through early detection, irregularities in a child's growth and development can be identified early, so that prevention, stimulation, healing and recovery efforts can be provided with clear indications during critical periods of the growth and development process. These efforts are given according to the child's developmental age, so that optimal growth and development conditions can be achieved. Growth and development assessment includes two main things, namely physical growth assessment and development assessment. Each assessment has its own parameters and measuring tools (Destiana et al, 2017).

Growth is an increase in the number and size of cells in all parts of the body and the size of cells in all parts of the body which can be quantitatively measured, while development is an increase in the function of the body's organs which can be achieved through growing maturity and learning (Alimul, 2015). Growth and development are

different processes, they cannot stand alone but are related to each other so that they cannot be separated. One of the fastest times in a child's growth and development phase occurs in the first year of life, so children should begin to be guided. An important period in a child's growth and development is infancy because it is basic growth that will influence and determine the child's subsequent development. During infancy, the development of language skills, creativity, social, emotional awareness and intelligence progresses very quickly and is the basis for subsequent development. Moral development and basic personality traits are also formed at that time, so that any deviation, no matter how small, if it is not detected, let alone not handled properly, will reduce the quality of human resources in the future (Soetjingsih, 2013).

The period of child growth and development during toddlerhood is basic growth which will influence and determine the development of language skills, creativity, social, emotional and intelligence awareness which runs very quickly and is the basis for subsequent development (Supartini, 2004). The mother's skills and role are very beneficial for the child's overall development and growth process because parents can immediately recognize the advantages of their child's development process and provide stimulation as early as possible to the child's overall growth and development in physical, mental and social aspects. Stimulation is stimulation that comes from the environment outside the individual child. It is important for parents, especially mothers, to pay special attention to the development and growth of babies. If a child's growth and development is without direction, assistance and parental attention, then the child's growth and development cannot be maximized (Palasari, 2012).

The mother's knowledge about child development greatly influences the mother's attitudes and behavior to interact more with the child and provide appropriate early stimulation 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. TamisLeMonda conducted research in Brooklyn and New York regarding Young Mothers' Knowledge of Child Development, the results were that in general young mothers knew the stages of child development but mothers did not know the onset of the emergence of their children's new abilities, resulting in underestimation and overestimation of their children's development milestones (Lemonda et al., 2012).

The toddler mother class is a class where mothers who have children aged between 0 and 5 years together discuss, exchange opinions, exchange experiences regarding the provision of health services, nutrition and stimulation of growth and development guided by a facilitator, in this case the MCH Book is used. The aim of the class for toddler mothers is to increase mothers' knowledge, attitudes and behavior by using the KIA Book in realizing optimal toddler growth and development (Ministry of Health, 2017).

The Toddler Mother Class is held in a participatory manner, meaning that mothers are not positioned to only receive information because a passive position tends to be ineffective in changing behavior. Therefore, the Toddler Mother Class is designed with 12 participatory learning methods where mothers are not seen 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 correct knowledge. The facilitator is not a teacher or lecturer who teaches, but within a limited scope can be a learning resource (Ministry of Health, 2017).

The existence of class activities for mothers of toddlers is a dynamic process of behavior change, where in these activities there is health education where these activities are not just a process of transferring material or theory from one person to another and not a set of procedures, but these changes occur because of awareness from within the individual. namely participating directly and changing the mother's behavior (Mubarok 2012).

Mother's participation in the toddler mother's class is one of the behaviors. Behavior is differentiated between closed behavior (covert) and open behavior (overt). Behavior is the totality of what happens to the person concerned. In other words, behavior is the whole (totality). A person's understanding and activities are the joint result of internal and external factors. A person's behavior is very complex and spans a very wide space. Benjamin Bloom in Notoadmodjo's book (201), distinguishes three areas, areas or domains of behavior, namely cognitive, affective and psychomotor. Then, by Indonesian education experts, these three domains were translated into creativity (cognitive), taste (affective) and intention (psychomotor), or creativity, taste and action (Notoadmodjo, 2014).

Mother's participation in the toddler mother class is the mother's participation in the toddler mother class, in this case, the mother herself is the one who actively thinks about, plans, implements and evaluates her community's health programs. Health institutions only motivate and guide them (Notoadmodjo, 2014). Behavior related to maternal participation in toddler mother classes according to Lawrence Green's theory is formed from 3 factors, namely predisposing factors which include the characteristics of the respondent (age, gravida/pregnancy, complications/problems in pregnancy, parity/number of births, level of education, occupation), mother's knowledge, mother's attitude in the toddler mother class; Enabling factors include: distance to the location of mother-to-five class activities, the presence of a mother-to-five class, motivating factors include family support (husband) and support from midwives/health workers (Notoadmodjo, 2014).

Knowledge or cognitive is a very important factor in shaping a person's actions (overt behavior). A person's knowledge of objects has different intensities or levels (Notoadmodjo, 2014). Knowledge is influenced by several things, namely education, employment, age, experience, culture and information. This also applies to participation in classes for mothers of toddlers. A mother must have sufficient knowledge to understand the growth and development of children in the toddler mother class. Attitude is an evaluative statement towards an object, person or event. This reflects a person's feelings about something. Attitudes may result from behavior but attitudes are not the same as behavior. Attitude is a learned emotional predisposition to respond consistently to an object. "Attitude is a certain regularity in terms of a person's feelings (affection), thoughts (cognitive), and action predisposition (conation) towards an aspect of the surrounding environment" (Azwar, 2014).

The mother's skills regarding early detection of growth and development play an important role, because with good maternal skills it is hoped that baby monitoring can be carried out well too. Infancy is a period that is vulnerable to disease, so the role of the family, especially the mother, is very dominant. The increasing level of education and skills of women and the development of the economy have created employment opportunities for women in various fields, and more and more women are working outside the home, including mothers. This results in more and more mothers paying less attention to growth and development. Lack of parental knowledge and skills regarding early detection of growth and development, especially in mothers, can result in growth and development disorders in the form of growth deviations, developmental deviations and mental-emotional deviations, for example Down syndrome, short stature and autism disorders.

Mother's skills in observing child growth and development. Having children with optimal growth and development is every parent's dream. Optimal growth and development can be achieved by parents, especially mothers, who always pay close attention, supervise and care for their children. The child's growth and development process can take place naturally, but this process is very dependent on the parents (Nia, 2016).

Maternal skills are influenced by the mother's role in accepting the child's condition, managing the child's condition and meeting growth and development needs which must be further improved because they can be used to develop the child's potential. Children's growth and development will be optimal if interactions are carried out in accordance with the child's needs at various stages of growth and development. To be able to care for and raise children optimally and achieve optimal growth and development, parents, especially mothers, must know many things related to growth and development. Parents' skills in early detection of growth and development will be a very valuable provision for parents, especially mothers, in caring for and raising their children (Herliani, 2010)

## CONCLUSION

Empowerment Activities for Toddler Mothers in the Toddler Mother Class to Improve the Ability to Monitor Toddler Growth and Development went well. Mothers of toddlers know about the growth and development of toddlers according to their age, and can monitor their child's growth and development using a pocketbook for monitoring toddler growth and development for mothers at home.

Mothers know the growth and development of toddlers so that mothers can detect early if their children are experiencing delays in growth or development. It can be seen that after the intervention most mothers have good knowledge, and most of them have good skills so that mothers can prevent growth retardation if it lasts for 2 months in a row. The child's weight does not increase, and the mother can provide stimulation to the child according to his development stage

## ACKNOWLEDGMENT

We thanks to all participant to join in this study.

## REFERENCES

- Alimul, Azis. 2015 . Pengantar Ilmu Keperawatan Anak. Jakarta: Salemba Medika.
- Azwar, S.2014. Sikap Manusia Teori dan Pengukurannya. Yogyakarta: Pustaka Pelajar.
- Chamidah, A. N. 2012. Deteksi Dini Gangguan Pertumbuhan dan Perkembangan Anak. Core, 1-8.
- Destiana, R., Rahma Yani, E., & Andri Yani, T. 2017. Kemampuan Ibu Melakukan Stimulasi Untuk Perkembangan Bayi Usia 3 - 6 Bulan Di Wilayah Kerja Puskesmas Puhjarak Kabupaten Kediri. *Jurnal Ilmu Kesehatan*, 6(1), 56-65.
- Gobel, Havni Van. 2012. Hubungan Pengetahuan Dengan Peran Ibu Dalam Perkembangan Motorik Kasar Bayi Usia 6-9 Bulan Di Posyandu Kelurahan Libou Tahun 2012. *Jurnal Pelangi Ilmu*, 05(02), 1-7
- Herliani, Y., Rohmatin, E., & Diana, H. 2010. Pemberdayaan Ibu Balita untuk Meningkatkan Kemampuan Pemantauan Tumbuh Kembang Anak. *Prosiding Seminar Nasional & Diseminasi Hasil Pengabdian kepada Masyarakat Berbasis Riset*, 38-41.
- Hurlock, E. B. 2010. *Perkembangan Anak Jilid 2*. Jakarta: Erlangga.
- Indrayani, D., Legiati, T., & Hidayanti, D. 2019. Kelas Ibu Balita Meningkatkan Pengetahuan dan Keterampilan Ibu dalam Stimulasi Tumbuh Kembang. *Jurnal Kesehatan Prima*, 13(2), 115-121.
- Kemenkes. 2015. *Profil Kesehatan Indonesia* . Jakarta: Kemenkes RI.
- Kemenkes. 2017. *Pedoman Pelaksanaan Kelas Ibu Balita*. Jakarta: Kemenkes RI
- Kholifah, S., Fadillah, N., & Hasyim As'ar. 2014. Perkembangan Motorik Kasar Bayi Melalui Stimulasi Ibu di Kelurahan Kemayoran Surabaya. *Jurnal Sumber Daya Manusia*, 1(1), 106-122.
- Mubarak, IW. 2012. *Ilmu Kesehatan Masyarakat*. Jakarta: Salemba Medika.
- Nia, Kania. 2016. *Stimulasi Tumbuh Kembang Untuk Mencapai Tumbuh Kembang Yang Optimal*. Bandung : UNPAD
- Notoadmodjo, Soekidjo. 2014. *Ilmu Perilaku Kesehatan*. Jakarta : Rineka Cipta
- Prasida, D., Maftuchah, & Mayangsari, 2015. D. Pengaruh Penyuluhan tentang KPSP Terhadap Pengetahuan Guru di PAUD Taman Belia Semarang. *Prosiding Seminar Nasional dan Internasional UMS*, 570-576.
- R Singla , D., Kumbakumba, E., & E Aboud, F. 2015. Effects of a parenting intervention to address maternal psychological wellbeing and child development and growth in rural Uganda: a community-based, cluster-randomised trial. *The Lancet Global Health*, 3, 458- 469.
- Soetjiningih. 2012. *Tumbuh Kembang Anak*. Jakarta: EGC
- Susilaningrum, Nursalam dan Sri Utami. 2013. *Asuhan Keperawatan Bayi dan Anak*. Jakarta : Salemba Medika