

THE RELATIONSHIP BETWEEN THE IMPLEMENTATION OF STIMULATIONS BY PARENTS AND THE DEVELOPMENT OF TODDLER AGED 24-36 MONTHS

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ABSTRACT

Background. Stimulations are important in the golden period (age 0-3). Children who receive directional stimulation will develop more quickly than children who have less or no stimulation.

Purpose. The purpose of this study was to determine the relationship between the implementation of stimulations by parents and the development of toddlers aged 24-36 months in Bungursari Village.

Methods. This research was an observational quantitative research with cross-sectional approach. The populations were mothers and toddlers aged 24-36 months as many as 92 respondents. The sampling technique was simple random sampling, with a total sample of 42 respondents.

Results. The results showed that the largest percentage in the implementation of gross motor stimulation, fine motor skills, speech and language skills, social skills and independence by parents were in the frequent category, the largest percentage of toddler development aged 24-36 months according to the appropriate category. Spearman rank statistical test results obtained rho value of 0.417 with p value of 0.006, where p value was less than α ($0.006 < 0.05$), this showed that there was a positive relationship between the implementation of stimulations by parents on the development of toddler.

Conclusion. There was a relationship between the implementation of stimulations by parents and the development of the toddlers. It is suggested to involve parents in conducting stimulation and development screening in order to improve their growth and development.

Keywords: *implementation of stimulations, child development*

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Background. Development is a psycho-physical change as a result of the process of maturation of psychological and physical functions of children, supported by environmental factors and learning processes in a certain time associated with qualitative and quantitative changes (Wiyono, 2009). Development is the increased ability (skill) in the structure and function of the body that is more

complex in a regular pattern that can be predicted and is the result of the maturation process (Soetjningsih, 2012). Children have a certain period (Golden Period) or Window of Opportunity which is the most rapid phase of brain growth and development of the child, namely at the age of 0-2 years and maturation is still ongoing until the age of 3 years. At this time, the brain experiences the most rapid and

critical growth and development so that the nutritional needs for growth and motor and psychological stimuli for children's development must be met. If it is not, children's brain growth will not be optimal. The golden period of brain growth and development can be divided into two, namely the phase from the start of conception to birth and the phase after birth (Hariyanto, 2014).

The Ministry of Health (2012) explains that the stimulation of child growth and development is carried out by mothers and fathers who are the closest people to children, surrogate mothers/caregivers of children, other family members and community groups in their respective households and in everyday life.

Parents, both fathers and mothers have their respective involvement in supporting child development. However, in practice, mothers have a greater role than fathers because mothers are the first individuals to interact with children at birth and have more time to interact and provide stimulation when breastfeeding children, mothers can also stimulate their children to support their development to be more optimal and reduce the rate of delay in the development (Kholifah, 2014).

A research conducted by Dian Suryani, Eti Safalas and Rini Susanti in 2013 in Pringapus Village, Pringapus Sub-district, Semarang Regency to 62 respondents showed that 38 toddlers (61.3%) had good stimulation and 13 toddlers (21.0%) had less stimulation. The results of the study of language skills of children aged 1-3 years toddlers (77.4%) were normal and 14 toddlers (22.6%) were suspect. Most toddlers got good stimulation and experience normal language development. The results of these studies indicated that there was a

relationship between stimulation of language development with the level of language skills in children aged 1-3 years (Suryani, et al, 2013).

Stimulations are important in the golden period (age 0-3). Stimulations encourage more than 200 million children around the world to optimize their development potential. Children who receive directional stimulation will develop more quickly than children who have less or no stimulation. Stimulation can be done by parents, family members, health workers, or other adults around the child (Yousafzai, 2014).

Based on the results of a preliminary study in Bungursari Village, it was rarely done in the monitoring of children's development, especially in every Maternal and Child Health Services. Therefore, researchers are interested in researching "the relationship of the implementation of stimulations by parents to the development of toddlers aged 24-36 months in Bungursari Village"

Purpose. The purpose of this study is to determine the relationship between the implementation of parental stimulations and the development of toddlers aged 24-36 months in Bungursari Village.

Methods. This study is an observational quantitative study with cross-sectional approach, where the independent and dependent variables data are taken at the same time, to find the relationship (Notoatmodjo, 2010). The population were mothers and toddlers aged 24-36 months, as many as 92 respondents. The sample was taken by simple random sampling, which was sampled by lottery, leaving to 42 respondents. Informed consent prior to data collection was done. Univariate and bivariate analysis with the Spearman rank test was applied.

Results And Discussions

A. Univariate Analysis

Table 1 Stimulation Implementation by Parents

No	Stimulations Implementation	f	%
1	Frequent	25	59,5
2	Rare	17	40,5
Total		42	100

Table 1 shows that the largest percentage in the implementation of stimulation by parents is in the frequent category of 25 people (59.5%) and with the rare category of as many as 17 people (40.5%).

Table 2 Development of Toddlers Aged 24-36 Months

No	Development	f	%
1	Appropriate	35	83,3
2	Dubious	5	11,9
3	Deviant	2	4,8
Total		42	100

As shown in table 2, the largest percentage of development of children aged 24-36 months is in the appropriate category of 35 people (83.3%) and the lowest percentage is deviant category of 2 people (4.8%).

B. Bivariate Analysis

The 'often' category of stimulation implementation revealed that the development was appropriate in 24 people (96.0%). While in the 'rare' category of stimulation implementation, the largest percentage of appropriate development was as many as 11 people (64.7%). Spearman rank statistical test results obtained rho value of 0.417 with p value of 0.006, where p value is less than α (0.006 < 0.05), this shows that there is a positive relationship between the implementation of stimulation by parents on the development of toddlers aged 24-36 month.

It can be inferred that parents play an active role in stimulating the development of toddlers aged 24-36 months by providing stimulation of gross motor skills, fine motor skills, speech and language skills, as well as the ability to socialize and independence.

In this study, mothers are included in the category of often in providing stimulation of development in children, mothers are directly able to enter the world of children, so that in providing stimulus mothers teach and set examples to children and they have a lot of free time because they are only housewives and their daily life is only with their children at home. Meanwhile, mothers who rarely include child development stimulus do not understand the appropriate development of children at their age. So that education taught to children about development is not by what children do.

The results of this study are in line with the Pitaya study (2017) which says that the majority of parents (mothers) have provided stimulation to the development of their children well as many as 29 people from 47 respondents (61.7%).

According to Dwienda (2014), she explains that stimulation is part of the basic needs of children, namely hone. By honing the child's ability continuously, the child's ability will increase. Children who get targeted and get regular stimulation will develop faster than less stimulated children (Nugroho, 2009).

In reality on the field, mothers often provide developmental stimulus where mothers frequently invite their children to play in the world of children so that indirectly mothers provide education to support

children's development such as through drawing, playing crickets or other games. Thus, the more often the mother getting close to the child and provide learning, it can stimulate children's development according to their ages.

The results of this study are following the Ministry of Health (2010) that the obligation of parents to provide the best for children and children are entitled to the best, including matters of growth and development. Providing the best means that parents must meet the basic needs of children, namely physical-biological (foster), affection (compassion) and stimulation (hone) through SDIDTK activities.

It was found that the majority of toddlers had development in the appropriate category of 35 people (83.3%). This showed that toddlers aged 24-36 had a good development and was in accordance with their age.

The children who have the appropriate development can be seen through the child's ability to put a cube on top of another cube without dropping the cube, the child who can walk backward without losing his balance, who can show the body parts, and who can eat alone. Whereas children who are in the dubious category, there are some children who have not been able to throw a straight ball toward the abdomen or chest at a distance of 1.5 meters, there are still children who have not been able to make straight lines at least 2.5 cm when told to draw a straight line, and there are still children who have not been able to jump over a piece of paper-sized floor if not preceded by running and not done with both feet.

The results of this study are in line with Sumiati's research (2016) that the ability to develop aspects of gross motor skills, fine motor skills, language-speak and socialization-independence in toddlers are shown by 33 children (80.5%) having the ability to suit development and in as many as 8 children (19, 5%) occur developmental deviations. This research is in accordance with the opinion of Haryani (2009) quoted by Azizah (2012) that the language development mismatch is influenced by the lack of stimulation provided by parents, the reason why mothers do not provide stimulation because they are lazy to teach children, often angry with children who do not do orders and only communicating when necessary.

Based on the results, it was found that parents who often carry out stimuli in toddlers aged 24-36 months had the highest percentage of toddlers experiencing appropriate development with its age, as many as 24 people (96.0%). Spearman rank statistical test results obtained rho value of 0.417 with p value of 0.006, where p value is less than α (0.006 < 0.05), this shows that there is a positive relationship between the implementation of stimulation by parents on the development of toddlers aged 24-36 month. Thus, the more often parents carry out stimulation, the development of toddlers aged 24-36 months will be more in line with their development.

Research conducted by Pitaya (2017) saying that the results of the Kendall Tau correlation test between developmental stimulation variables and children development in TK ABA Pasekan Sleman Yogyakarta obtained a correlation value of 0.529 with a significance level of p of 0,000.

This shows that the support of developmental stimulation with children in the medium category (0,400-0,599). The correlation coefficient of 0.529 indicates a positive correlation, which means that the higher the developmental stimulation, the better the child's development.

The better the stimulation given by parents and the more often done, the child's development is more advanced and goes with the age of a child. This is following the statement of Maryuni (2010) that says children who get a lot of stimulation will develop faster than children who are less or even not stimulated. According to Soetjiningsih (2010), stimulation carried out by parents or education obtained by children will affect the process of thinking, language, socialization, and independence of a child.

Development requires stimulus/stimulation, especially in the family. Stimulation is important in the process of growth and development of children. Children who get directed and regular stimulation from parents will develop faster than children who are less/not stimulated (Hilmansyah, 2011). The development of independence and social toddlers aged 24-36 months can be increased through early stimulation by teaching children to use their clothes, eating alone without using a spoon or fork and inviting children to help work at light homework.

The right time to teach children independently is at the age of 2-3 years. By training the children's needs and to be independent from an early age, and helping children to show their abilities, that they can eat alone, wear their clothes, so when the

children enter pre-school age, they will be more trained independently. If the children are still lacking in independence, it is usually caused by the parents not allowing children to practice independently. Children are always served for 24 hours, both by their caregivers and their mothers to meet all their needs (Hilmansyah, 2011).

Conclusions And Suggestions. It can be concluded that there was a relationship between the implementation of stimulation by parents on the development of toddlers aged 24-36 months.

It is suggested to the parents to provide appropriate and regular stimulation of the development of children in order to improve their growth and development.

Acknowledgement. Thank you for all of those who have helped in completing this research.

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