



The Effectiveness Of Demonstration Methods And Booklet On The Growth And Development Stimulation Skills Of Toddlers

Ike Putri Setyatama¹⁾ Alfina Damayanti²⁾

Email : ike.putri.nugraha@gmail.com

ABSTRACT

In achieving the SDG's 2030 target, the government is making early detection efforts for children from pregnancy to the age of 5 years with the aim of increasing survival. The Indonesian government is making efforts to find out the growth and development of children with the SDIDTK program (stimulation of detection and intervention and growth and development). The aim of this study was to determine the effectiveness of health education using demonstration methods and booklets on the skills of stimulating the growth and development of toddlers in the village of Kalisapu Slawi, Tegal district.

This research is a quantitative research with Pretest-Posttest Control Group design. The technique of taking respondents using non-probability sampling. Samples taken in group 1 were 60 people and group 2 were 60 people, so that the total sample was 120 people, who met the inclusion and exclusion criteria. This study uses data analysis Paired t-test.

The results of this study show that there has been significant changes in mothers in performing a growing stimulation in their children before and after given a demonstration as well as a booklet on the growing stimulation.. The results of the t-test were 1,962 and the p-value was 0.057 (p-value > 0.05), which meant that there was no difference between growth and development stimulation skills after health education was carried out using the demonstration method or using booklet media.

There needs to be involvement or active participation between health workers, mothers, toddlers and their families to cultivate a culture of stimulating growth and development in children, as well as increasing supporting facilities and infrastructure for good growth and development in health service facilities such as health centers and Integrated Services Post (Posyandu) which are easily accessible by the community.

Keyword : Demonstration, Booklet, Stimulation, Growth and Development

^{1,2} *Midwifery Study Program, Bhamada Slawi University, Indonesia
Jl. Cut Nyak Dien No.16 Kalisapu, Slawi, Tegal Regency, Jawa Tengah, Indonesia*

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Background. Promotion and prevention or prevention efforts as a means to improve health status in the community can be carried out with good stimulation in the SDG's in 2030 which aims to reduce MMR, IMR and AKBA, the Indonesian government is making efforts to find out growth and development in children with the SDIDTK program (stimulation detection and intervention and development).(BAPPENAS and UNICEF, 2019) In achieving the SDG's target, it is hoped that the government will make detection efforts as early as possible, especially for children from pregnancy to the age of 5 years with the aim of increasing survival, quality of life so that children get optimal growth and development in terms of physical, mental and emotional, social and have multiple intelligences. according to their genetic potential.(UNICEF, 2017) Based on the data, toddlers are children under the age

of 5 starting from the age of 0-59 months. Based on the data, it is known that as many as 0.4 million (16%) toddlers in Indonesia have developmental disorders both motor, hearing loss, speech delays and intelligence.(Crookston et al., 2011)

Based on growth and development data using the SDIDTK method from the Tegal district health office, the number of children receiving SDIDTK services in 2021 will reach 100%. From this data, researchers conducted research on the effectiveness of health education on growth and development using demonstration methods and booklets for toddler mothers in Kalisapu Slawi village, district Tegal. The purpose of this researcher is to determine the effectiveness of health education with demonstration methods and booklets on the skills of stimulating the growth and development of toddlers in the village of Kalisapu Slawi, Tegal district.

Methods. This research is a quantitative research with Pretest-Posttest Control Group design. The technique of taking respondents using non-probability sampling. This study was conducted in August to October 2022 in Kalisapu Village, Slawi District, Tegal Regency. The population in this study was 270 people, where the samples were taken in group 1 as many as 60 people and group 2 as many as 60 people, so that the total sample was 120 people. Respondent criteria include inclusion and exclusion criteria. Data collection using the questionnaire sheet contained 20 assessment items according to the following provisions:

Value 0= the respondent does not take actions that are not in accordance with the standard

Value 1= the respondent takes action according to the standard

Data collection in this study was carried out by observing the growth and development stimulation skills carried out by each research respondent both before and after being given health education about growth and development, for group 1 using the demonstration method and group 2 using booklet media. In this study using data analysis Paired t-test to measure the mean difference test of twice the results of measurements in the same group (mean difference measurement from pretest and posttest) and the independent t-test in this study was used in order to measure the mean difference test two independent groups (two different groups).(E, 2014)

Result and Discussion. The effect of health education on growth and development with demonstration methods on the practice of stimulation of growth and development

Table 1. The Results Of The Average Difference In The Skills Of Stimulation Of Growth And Development Before And After Health Education Using The Demonstration Method

Developmental Growth Stimulation Skills	Average	T-Test	P-Value	Conclusion
Before	12.95	-	0.000	Ho Was Rejected
After	20.20	9.950		

Based on the table above, the results of the t-test were -9,950 and the p-value was 0,000 so that the conclusion was that Ho was rejected, which means that there were differences in the practice of stimulation of

growth and development between before and after health education on growth and development using the demonstration method. The results of this study indicate that there are significant changes in mothers who have toddlers in stimulating the growth and development of their children before and after being given demonstrations of stimulation of growth and development. The learning method by demonstration is a learning method that applies practice or demonstrates the learning method. The demonstration learning method is good when used when supporting learning about basic or simple or complex concepts.(Landøy et al., 2020) The advantage of learning with the demonstration method is the understanding of the respondents related to skills in stimulating growth and development, not limited to theory but also knowing how to stimulate good and correct growth and development according to standards.(Martin & Bolliger, 2018)

In the demonstration method, respondents can see firsthand that certain skills or skills can actually be carried out or are most likely to be carried out, this makes the demonstration learning method a real and positive learning method.(Aisah, 2021) Health education on stimulation of growth and development using demonstration methods has proven to be effective for increasing mothers' skills in stimulating children's growth and development.(Mudlikah & Putri, 2021)

This is because in health education stimulating growth and development with the demonstration method, respondents do not only imagine knowledge or actions in stimulating growth and development, but also see examples of implementing stimulation of growth and development so that respondents' understanding increases.

The advantages of the demonstration learning method are that it is easier to understand something, more interesting, and stimulated to supervise and able to do it independently (re-demonstration).(Astuti & Katoningsih, 2022) With these advantages it proves that the results of this research which was carried out using the demonstration method made the respondents more skilled in stimulating growth and development.

Explains the advantages of the first demonstration learning method is to minimize the possibility of misinterpretation compared to participants who only get learning methods by reading and or listening to information to memorize, the second learning method with demonstrations can involve participants directly following the demonstration that is conveyed so that participants will be skilled more competent and confident, the third demonstration learning method can focus participants' attention on important things during the learning process, the fourth learning with demonstration method allows participants to ask questions about aspects that demonstrated.(Ichsan & Mulyani, 2018) Respondents in this study actively participated by paying attention to the demonstrations carried out by the research team, the participants were enthusiastic in demonstrating the steps to stimulate growth and development properly and correctly. Prior to conducting health education using the demonstration method, respondents still had difficulty with the sequence or steps in carrying out stimulation and carrying out stimulation as is usually done by respondents every day at home. Respondents said they understood more and were able to practice the correct sequence of growth and development stimulation steps after being given examples of direct application with demonstration methods.

Table 2. Results Of Tests For Differences In Stimulation Of Average Growth And Development Skills Before And After Health Education Using The Demonstration Method

Growth And Development Stimulation Skills	Average	T-Test	P-Value	Conclusion
Before	10.32	-	0.000	Ho Was
After	19.16	19.201		rejected

Based on the table above, it is known that the t-test results are -19,201 and the p-value is 0,000 so that it is concluded that Ho is rejected, which means there is a difference

between growth and development stimulation skills before and after health education is carried out using booklet media. In accordance with the results of the research data, it appears that there is a significant difference between the increase in growth and development stimulation skills before and after being given an explanation using booklet media where the p-value is 0.0000. the use of booklet media is media that is used to send or convey messages about health in the form or form of books which contain pictures and writing. The advantages of booklet media include that messages are presented more fully, can be stored longer and are easy to carry and can provide detailed information that may not be conveyed orally.(Puspitarini & Hanif, 2019)

The results of the 2019 study stated that in the group of respondents with booklet media, there was a difference in knowledge before and after health education was carried out, this reflected that the booklet media was quite interesting for respondents so that it was easier to understand the material provided.(Nambiar et al., 2019) According to Notoatmodjo, booklet media is a health education tool with the aim of conveying health impressions by stimulating the sense of sight.(Sarigui, 2016) The advantage of print media such as booklets is that they can cover many respondents and are more practical in using them because they can be used anytime and anywhere, booklet media also do not require electrical energy, the advantages of booklet media include not only containing text but also images that can cause curiosity in learning and increasing the understanding of respondents. The booklet media used in this study was made by the researchers including the contents of the material related to the stimulation of growth and development of the KPSP (developmental pre-screening questionnaire) in SDIDK as well as the pictures.(Astini & Sumadewi, 2020) Respondents listened carefully to the stimulation steps explained in accordance with the booklet material provided. Before being

given booklet media, respondents still experienced difficulties when stimulating growth and development properly. Respondents said it was easier to understand and carry out the steps to stimulate growth and development after being given an explanation using the booklet media, meaning that if there are steps that are forgotten or missed, they can be learned again in the booklet that has been given. The media booklet provided can also be taken home so that respondents can share information about stimulation of growth and development in their families.

Table 3. Results of different tests on the effect of health education on growth and development using demonstration methods and booklets media

Methods /Media	Rata-Rata	T-Test	P-Value	Conclusion
Demonstration	20.20	1	0.057	Ho Accepted
Booklet	19.16	.962		

Based on the table above, it shows that the t-test results are 1,962 and the p-value is 0.057 (p-value > 0.05) so that the conclusion is that Ho is accepted, which means there is no difference between growth and development stimulation skills after health education is carried out with the demonstration method or with medium booklet.

According to the test results using the independent t-test, it was found that there were no significant differences between the groups that were given health education using the demonstration method compared to the group of respondents who used the media booklet with a value of $p=0.057$. This proves that the provision of health education about stimulation of growth and development both by demonstration method and by the booklet method both proved effective in increasing the skills of the respondents to stimulate growth and development in children.

In this study, it was found that health education using demonstration methods was effective in increasing the skills of respondents in stimulating growth and development. Respondents find it easier to learn concrete

things compared to abstract things. This is in accordance with the statement that the more senses we use, the clearer the understanding or understanding we get to be able to perform a particular skill.

This research also states that health education using booklet media is effective in increasing the skills of respondents in accordance with research from Yulianti (2013) regarding booklet media which can increase the skills of respondents because respondents are more interested in the appearance of the booklet so it is easy to understand the contents of the material.(Apriani et al., 2022) Booklet is a medium in the form of a thin book but complete with information and easy to carry anywhere. Booklets contain information that is clear and firm and easy to understand besides that booklets also provide pictures and writing.(Wang et al., 2018)

The use of health education media with demonstrations can be carried out effectively if demonstration props are available or available.(Maslakah & Setiyaningrum, 2017) The use of these props is intended for the purpose of mobilizing the senses as much as possible in studying an object so that it is easy to get an understanding. In providing health education about stimulation of growth and development using visual aids or aids in the form of baby dolls, props for stimulation of growth and development such as balls, rattles, cubes, cups, stationery, colored pencils/markers, tricycles and others in this case also given a booklet containing pictures and material conveyed by researchers.(Munadi & Rahayu, 2019) The use of props in demonstrations and the provision of booklet media can make respondents understand and be able to see the suitability of theory with reality or reality, so that respondents can do it independently.(Al-Hashem, 2016)

Conclusion and Suggestions. Test result using independent t test obtained data that there was no significant difference between groups given health education using the demonstration method compared to the

group of respondents who used booklet media. There needs to be involvement or active participation between health workers, mothers with toddlers and their families to cultivate stimulation of growth and development in children. There needs to be an increase in supporting facilities and infrastructure for good growth and development in health service facilities such as Public Health Center and Integrated Services Post (Posyandu) which are easily accessible by the community. Health workers at the primary level can increase their role and socialization regarding the stimulation of growth and development in children.

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