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The Effectiveness of Parenting Class Against Change of Mother's Behavior in Stimulating Growth and Development of 2-5 Years Aged Toddler

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ABSTRACT

Children are next generation for a nation. It is expected that the children have high quality, which is indicated by healthy growth and development. However, many things were occurred in line with the children's growth and development. People's independence for caring their children's health could be improved by using KIA book (mother and children's health book). Government had organized a program for improving the use of KIA book, which was through coordinating parenting class. Moreover, this research aimed at knowing the effectiveness of parenting class against the change of mother's behavior in stimulating 2-5 years aged toddler's growth and development at Poncol Village, Poncol Sub-district, Magetan District, East Java Province, Indonesia. This research was pre-experimental research with one- group pretest-posttest design. The research sample was all mothers who had 2-5 years aged toddler at Poncol Village, Poncol Sub-district, Magetan District, East Java Province, Indonesia in June 2017 and they were 59 mothers. Data collection was conducted through pretest and posttest. The research instrument utilized questionnaire. Meanwhile, data analysis utilized statistic test of paired sample t test with α 0,05. The result of data analysis for the knowledge regarding stimulation that was obtained $p= 0.000$ was concluded that there was a significant difference of mother's knowledge regarding stimulation of 2-5 years aged toddler's growth and development between before and after joining parenting class. P value for stimulation practice that was obtained $p= 0.000$ was concluded that there was a significant difference of mother's practice in stimulating her 2-5 years aged toddler between before and after joining parenting class. Furthermore, the conclusion was parenting class changed effectively the mother's behavior in stimulating 2-5 years aged toddler's growth and development at Poncol Village, Poncol Sub-district, Magetan District, East Java, Indonesia. However, it was expected for either Poncol Village or other villages in Public Health Center of Poncol area to be able to conduct parenting class continuously in order to improve mother's behavior in stimulating her toddler's growth and development.

Keywords: Parenting class, Stimulation, Growth, Development

INTRODUCTION

Background

Children are next generation for a nation and they are expected to have high quality that is indicated by healthy growth and development. However, there were many things which were occurred in line with the children's growth and development, such as health problem that could be began with troubled pregnancy, abnormal childbirth process, less nutrition intake, and less stimulation, which was a factor that influenced children's growth and development and it could be permanent that could cause disability later on⁽¹⁾.

Growth and development disorder which were occurred in Indonesia were around 10-15% from the total number of births. The survey result at Poncol Village, Poncol Sub-district, Magetan District in January 2017 was obtained data which was there were toddlers who underwent development disorder in 0,01%, underwent less nutrition status in 0,01%, had constant weight in 0,06%, and were under red line in 0,02%. Health service in SDIDTK (Early Stimulation, Detection and Intervention for Growth and Development of Children) had not been conducted maximally. Survey regarding the cause of toddler's growth and development disorder had not been conducted, particularly for mother's or babysitter's behavior in stimulating toddler's growth and development.

One of the external factors that influenced toddler's growth and development was stimulation, which was an activity that stimulated toddler's basic ability and it could be done as early as possible regularly and continuously in every opportunity. Parents, babysitter, close person with the child, other family members and society around the home could do a stimulation to the child⁽²⁾. Implementation of stimulation was a kind of health behavior. According to Lowrence Green (1980) in Notoatmodjo (2010), health behavior could be influenced by

predisposition factor, enabling factor, and reinforcer factor⁽³⁾. Thus, the implementation of toddler's growth and development could be influenced by 1) predisposition factor, such as knowledge, attitude, belief, trust with the stimulation, 2) Enabling factor was a facility and infrastructure for doing stimulation, such as stimulation guidance in KIA book and educative game tools, 3) reinforcer factor was such as support from the family. In order to make the stimulation could be conducted well by the mother, babysitter, or family, the knowledge of stimulation implementation must be improved.

In line with strategic effort of decentralization, in improving family's and society's independence for maintaining child's health that would influence growth and development, it needed KIA book (mother and children's health book). The use of KIA book could be improved by developing parenting class model. This class was conducted for mothers who had 0-5 years aged toddlers to discuss together, exchange opinion, share experience regarding the fulfillment of nutrition health service and stimulation of growth and development which was tutored by facilitator with KIA book guidance⁽¹⁾. Program of parenting class in Magetan was expected to be able to be conducted in 2015. Nevertheless, until in this 2017, all of the Public Health Centers here had not conducted it and one of the Public Health Centers was Public Health Center of Poncol.

Objective

This research aimed at knowing the effectiveness of parenting class against the change of mother's behavior in stimulating 2-5 years aged toddler's growth and development at Poncol Villages, Poncol Sub-district, Magetan District, East Java Province, Indonesia.

METHODS

This research was pre-experimental research with one-group pretest-posttest design. The population of this research was mothers who had 2-5 years aged toddlers at Poncol Villages, Poncol Sub-district, Magetan District, East Java, Indonesia in June 2017 and there were 59 mothers. All of these mothers were become research subject. Data collection was conducted through pretest and posttest. The research instrument utilized questionnaire. Meanwhile, data analysis utilized statistic test of paired sample t test with $\alpha = 0.05$.

RESULTS

Description of Research Object

Participants of the parenting class was mother or babysitter who had 2-5 years aged toddler and had willing to join the activity from first until forth meeting. The total of the mothers were 59. Moreover, characteristic of the parenting class participant as followed:

Table 1. Characteristic of parenting class participants

Education			
Number	Category	Frequency	Percentage
1.	No school	1	1.69
2.	Elementary School	10	16.95
3.	Junior High School	25	42.37
4.	Senior High School	23	38.98
Total		59	100,00
Occupation			
Number	Category	Frequency	Percentage
1.	Housewife	37	62.71
2.	Farmer	21	35.59
3.	Private Worker	1	1.69
Total		59	100.00

Most of participant's education level in this parenting class was in Junior High School and Senior High School. Meanwhile, most of participant's job status was as a housewife.

Mother's Knowledge regarding 2-5 Years Aged Toddler's Growth and Development

Analysis result for mother's knowledge regarding stimulation for 2-5 years aged toddler's growth and development as followed:

Table 2. Analysis result of mother's knowledge regarding stimulation for 2-5 years aged toddler's growth and development

	Mean	Standard deviation
Pretest	43.39	3.62
Posttest	46.97	2.37

Mean of mother’s knowledge value regarding stimulation for 2-5 years aged toddler’s growth and development improved more after joining parenting class.

Table 3. Result of statistic test of mother’s knowledge regarding stimulation for 2-5 years aged toddler’s growth and development

Mean	Standard deviation	t count	Significance
-3.58	4.60	-5.97	0.000

Result of statistic test with paired sample t test was obtained p value = 0.000 because $p < 0.05$, it could be concluded that H1 was accepted. It meant that there was a significant difference of mother’s knowledge regarding stimulation for 2-5 years aged toddler’s growth and development between before and after joining parenting class.

Mother’s Practice in Stimulating 2-5 Years Aged Toddler’s Growth and Development

Analysis result for the mother’s practice in stimulating her 2-5 years aged toddler’s growth and development as followed:

Table 4. Analysis result of Mother’s Practice regarding Stimulation for 2-5 Years Aged Toddler’s Growth and Development

	Mean	Standard deviation
Pretest	40.52	4.45
Posttest	44.71	3.62

Mean or average value of mother’s knowledge regarding stimulation of 2-5 years aged toddler’s growth and development improved after joining parenting class.

Table 5. Result of Statistic Test of Mother’s Practice Regarding Stimulation for 2-5 Years Aged Toddler’s Growth and Development

Mean	Standard Deviation	t count	Significance
-4.19	3.17	-10.18	0.000

Result of statistic test with paired sample t test was obtained p value= 0.000 because $p < 0.05$. It meant that there was a significant difference of mother’s practice regarding stimulation for 2-5 years aged toddler’s growth and development between before and after joining parenting class.

DISCUSSION

Characteristic of Mothers

Most of participant’s education level in parenting class was graduated from Junior high school and Senior high school. Meanwhile, most of their job status was as housewife. According to Djamarah (2010) Junior high school education and Senior high school education had been able to support the participants to be able to accept information well⁽⁴⁾. The information that was given when joined parenting class should be able to be accepted well. The mothers also could read about stimulation for toddler’s growth and development in KIA book at home. However, most of the mother’s job status was as a housewife and this condition really supported the mother to learn more about it at home.

Mother’s Knowledge Regarding Stimulation of 2-5 Years Aged Toddler’s Growth and Development

According to Notoatmodjo (2010), knowledge was very important domain in building person’s action. Knowledge was influenced by internal factor, such as age, intelligence, comprehension, belief, life style, and trust. Meanwhile, the external factors which influenced were such as formal or informal education, social intercourse, facility and infrastructure, entertainment facility, social economic, culture, and education background⁽³⁾. Parenting class was one of informal educations and also as an information facility for explaining material about stimulation for 2-5 years aged toddler’s growth and development. The success of learning process in parenting class was such as general learning process that was influenced by many factors. According to Djamarah (2010), factors that influenced success in learning were goal, teacher, students, teaching and learning activity, evaluation tools, material for evaluation, and the situation of evaluation⁽⁴⁾. The goal of learning process in parenting class was the participant could answer correctly and could implement correctly the stimulation of 2-5 years aged toddler’s growth and development. Facilitator’s background was health worker who had had training about the material. Furthermore, the factor of participant was educational background in which most of the participants had graduated from Junior high school and Senior high school and this enabled to support the participants to be able to accept information well. Meanwhile, teaching and learning activity was conducted through implementing participatory approach. This was appropriate as a form of learning process for adult participant. The participant was given an opportunity to exchange opinion each others, share experience each others, particularly about exercise for helping

toddler's growth and development. The method used was lecture, question and answer, and demonstration for showing how correct stimulation was. The media used was in clear sheet and KIA book that could be learned more at home. Meanwhile, the evaluation tool utilized questionnaire with true or false answer. Thus, it could summarize all of the material and ease the participant to answer it. The material for evaluation was the material that was explained in every meeting, only two subjects, hence, the participants were easy to remember. The evaluation was conducted in a room. Thus, it helped the participants to concentrate more to answer it.

Mother's Practice regarding Stimulation for 2-5 Years Aged Toddler's Growth and Development

Practice was a real action from the result of knowledge and attitude although an attitude had not been automatically realized in an action⁽³⁾. According to S-O-R theory, behavior was a response or reaction from the stimulus. In this research, the knowledge that was given through parenting class was a stimulus and response which were expected to be practiced from obtained knowledge. The mother's knowledge regarding stimulation of 2-5 years aged toddler's growth and development influenced mother's practice in stimulating. However, the wrong knowledge would influence the mother to do not do a stimulation. Most of mother's wrong knowledge regarding stimulation was such as inviting to play snake and ladder, crawling under the table, tiptoeing to enclose the chair, walking around the straight line, imitating how an animal walked, jumping in 25 cm, doing an experiment that had basic knowledge, arranging photo album, reading magazines, visiting library, helping mother in the kitchen, hence, the mother did not ever do that.

According to Lawrence Green (1980) in Notoatmodjo (2010), besides the knowledge was as a predisposition factor, behavior was also influenced by enabling factor in which there were facility and infrastructure and reinforcer factor, which was the supports from others⁽³⁾. The availability of facility and infrastructure to do stimulation at home and support from the family would influence mother's practice in stimulating toddler's growth and development. The result of this research supported the result of conducted research by Kartika SL, Sutedja E, Dzulfikar. The result of that research showed that there was a significant improvement of knowledge for intervention group in 9.8% and decrease in 6.1% for the control group⁽⁵⁾. There was a significant improvement of skill for either treatment group or control group. There was a significant improvement of attitude for either treatment group or control group. There was a significant influence of implementing parenting class against the improvement of mother's knowledge, attitude, and skill in caring her toddler. The result of another research that supported was a conducted research by Suandari, Tri Ayu Komang, 2013. The result of that research concluded that there was a significant correlation between mother's knowledge regarding early stimulation and practice of stimulation⁽⁶⁾.

CONCLUSION

Parenting class was effective in changing mother's behavior for stimulating 2-5 years aged toddler's growth and development at Poncol Village, Poncol Sub-district, Magetan District, East Java Province, Indonesia. Furthermore, it was expected that either Poncol Village or other villages in Public Health Center of Poncol area could conduct parenting class continuously in order to improve mother's knowledge and skill in stimulating her toddler's growth and development. Thus, the toddler's growth and development could reach optimal result in accordance with her or his age.

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