

## Motherhood Efforts as Informal Educators in Stimulating Early Childhood Motor Development in Kedung Jaya Village, Bogor

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**Abstract:** This research is a qualitative research to describe and analyze the role of mothers as informal educators in stimulating the motor development of early childhood in Kedung Jaya Village, Bogor. The problems in this study are formulated as follows: what is the role of mothers as informal educators in stimulating motor development in early childhood in Kelurahan Kedung Jaya Bogor? The method in this study uses qualitative descriptive analysis methods. The selection of data sources using purposive sampling, namely mothers with early childhood who live in Kedung Jaya Village, Bogor, totaling 3 mothers and 4 children. Data collection uses observation, interview and documentation techniques. Data analysis includes 3 phases, namely: data reduction, data presentation, conclusion drawing and verification. Checking or checking the validity of the data is carried out by triangulation, including: source triangulation and engineering triangulation. Based on the exposure and research findings, it was found that the role of mothers as informal educators in stimulating early childhood motor development has not shown ideal results. Optimizing the role of mothers as informal educators will have a major impact on early childhood motor development. The success of the mother in stimulating the motor development of the child is influenced by the age, level of education, knowledge, living environment, physical condition of the mother and the socioeconomic conditions of the family. Early childhood motor development is one of the important aspects of development for a child's future, therefore researchers recommend two important things that mothers can do in an effort to improve early childhood motor development, namely: 1) Delegating childcare to early childhood education (ECCE) institutions if the mother is working or unable to stimulate the child's motor development, 2) Providing quality time with the child.

**Keywords:** Motherhood efforts, Informal educators, Motor development stimulation, Early childhood.

### Introduction

Talking about early childhood education then it can be said that we are talking about the future of a nation. Child growth and development experts call the early childhood period a golden period, a window of opportunity, and a critical period that children experience only once in their lives. At each stage of early childhood development has a different potential for developmental disorders, depending on the developmental tasks carried out at each age. The developmental task is described as a process that leads a person to a higher pattern of behavior. The education determines the tasks that can be carried out at certain lifetimes, especially those influenced by the local culture and society.

From the results of Basic Health Research (Riskesdas) conducted by the Ministry of Health in 2007 and 2013, it shows that the prevalence rate of disorders in children's motor development is high. In 2007 the prevalence rate of gross motor disorders was at 20.40 percent and fine motor 10.50 percent. Meanwhile, in 2013 the prevalence rate of gross motor disorders was around 12.40 percent and fine motor disorders were 9.50 percent. (Riskesdas, 2007 and 2013). Impaired motor delay is usually associated with nutritional intake in a child. Malnourished children have a weak body and lack of energy. Meanwhile, the prevalence rate of malnutrition in Bogor City, during 2018 found as many as 65 cases of malnutrition, this figure increased compared to 2017, which was 32 cases. Meanwhile, the number of cases of toddlers below the red line (BGM) was 1,277 cases. Maternal knowledge is said to be one of the causes of malnutrition in children (Bogor City Health Office, 2018).

The better the mother's knowledge, the better the stimulation of the child's motor development. For example, the results of research by Nurhasanah, et al (2015) from 48 mothers who were sampled by the study, as many as 50% of mothers had good knowledge and there were 91.7% of children who had good motor development.

Considering the importance of early childhood motor development, it is considered necessary to know the determinant factors that affect the child's development. In addition to nutritional intake and maternal knowledge, researchers suspect there are other factors that are not yet known.

From the findings of the initial data above, researchers feel the need to conduct more in-depth research related to the role of mothers as informal educators in stimulating the motor development of early childhood. The research site was chosen in Kedung Jaya Village, one of the sub-districts in Tanah Sareal, Bogor City, which is densely populated. The research carried out seeks to describe and analyze from various reference sources and interview in depth several aspects that are the focus of the research.

## **Theoretical Review**

### **Early Childhood Motor Development**

#### **Definition of Motor Development**

In the phase of early childhood growth and development, one of the important aspects of development to pay attention to is motor development. Morrison (2012:193) says that motor development is very important for infants and toddlers because it supports their intellectual development and skills. Morrison also affirms that motor development is life, since one of the signs of life is to move.

Sooner or later the child's motor development is influenced by the stimulation or stimulation obtained by the child in these 3 (three) important elements, because the child learns from the experiences he gets.

#### **Types of Early Childhood Motor Development**

According to him, the sequence of motor development of the child starts from the head part, then to the torso part, then the hands and finally the legs (Hurlock, 1978: 155). When the child moves his body, there is coordination between the muscles, nerve centers, nerve veins, eye coordination and brain control.

Early childhood (3-5 years) is an ideal time to learn motor skills (Hurlock, 1978: 156). In fact, the important things that must be considered are learning readiness (related to maturity and sensitivity), learning opportunities, practice opportunities, good models, stimulation / guidance, motivation, each motor skill must be learned individually and motor skills should be learned one by one.

Fine motor and gross motor development must always be stimulated because skills that are learned/stimulated properly and repeatedly will be embedded into habits that persist until adulthood (Fatmawati, 2020: 7).

#### **Fine Motor Development**

According to Hurlock (1978: 159) Fine motor development is related to hand skills. In early childhood the control of the muscles of the hands, shoulders and wrists increases rapidly and by the age of 12 the child almost reaches such a level of perfection as an adult. But the muscles on the fingers of the hand develop slow down, which is why many preschoolers have difficulty holding a pencil to write.

Therefore, it is important to stimulate children to get used to holding stationery because the exercises that continue to continue will produce optimal results. Because in practice, fine motor does not require great energy but requires coordination of the eyes and nervous system in the hands and fingers (Wulan, 2018: 3)

Some of the hand skills that have received a lot of attention are the skill of buttoning clothes, multiplying shoes, using pencils, folding paper, eating alone using a spoon, pouring water into a glass, plagiarizing, catching balls, throwing balls, arranging blocks, etc.

Hand skills at each age of the child differ in the speed of development. Therefore, when carrying out stimulation, it must be adjusted to the age stages of the child so that fine motor development develops optimally. Fine motor skills (hands) are not only useful so that children are ready to learn at a higher level of education. But more than that, fine motor skills or hand skills will be useful in helping himself carry out various daily activities.

Theoretical review contains supporting theories in research.

### **Gross Motor Development**

Gross motor development according to Rudiyanto (2016: 12) is "a physical movement that requires balance and coordination between limbs, using large muscles, part or all of the limbs which are the result of complex interaction patterns of different parts and systems in the body controlled by the brain".

### **The Nature of Motherhood as an Informal Educator**

#### **Understanding Mothers**

Zakiah Daradjat (1994: 48) says that "The mother is the first and foremost person who flows affection to the child". In line with Daradjat, Gunarsa (2004:31), states that "Mother is the heart of the family. The position of the mother as the central figure is very important to carry out life". According to the Big Dictionary of Indonesian, mother is a woman who has given birth to someone (child), Mother also means the main thing among several other things, the most important thing. Meanwhile, according to Arfah (2010: 272) "Mother is the first shibgah (immersion) for the child's disposition and personality. He is the shadow that is closest to the personality of the child, if he is good then his children will be good".

Its unique function cannot be replaced by a father or anything else. The mother is a central figure in the life of the family and its children because the mother is the determining factor of the life and death of life in the family. The good or bad of the generation is in the hands of the mother because the mother is an example for the child. A figure full of tenderness, affection and beauty who became the first person in the life of a child. Mom is the heart of all life in the house. A mother figure who brings the atmosphere of home to life and gives the spirit and light of life in a family, society and nation.

#### **The Role of Mothers in an Islamic Perspective**

Islam sees the important role of an educator's mother. The mother is the first and main educator of a child. The success of the child's education at home is largely determined by the touch of the mother's hand.

From the perspective of Islamic teachings, the role of a housewife is not a low role, but a very noble role. If the housewife is the work of a married woman, then by her side besides glory is also a great reward from Allah Almighty (Zakiah Daradjat, 1994: 50-51).

The role of the mother begins in the phase of conceiving for 9 months and giving birth, then continued the phase of breastfeeding her child. A mother will feel happy if she can breastfeed her own child (Ineu, 2020: 81).

### **Motherhood as an Informal Educator in the Family**

#### **Understanding Family**

The definition of the family in the Presidential Regulation of the Republic of Indonesia (Perpres RI) No. 60 of 2013 article 1 paragraph 1 "The family is the smallest unit in society consisting of a husband and wife, or husband and wife and their children, or father and son, or mother and child, or an inbred family in a straight line up or down to the third degree".

Meanwhile Lestari (2012: 6) argues that "the family is "a household that is related by blood or control or organizes fundamental instrumental functions and expressive functions of the family for its members who are in one network."

## **Motherhood as an Informal Educator in the Family**

In Law Number 20 of 2003 concerning the National Education System Article 28 paragraph 5 the family is an informal institution in implementing Early Childhood Education

In order for the house to become a center for children's learning, what mothers can do is design the house as an educational base. This is intended to be easy in managing and developing a learning resource center (home) so as to facilitate children in the process of developing 5 aspects of their development, namely religious and moral values, physical-motor, cognitive, language, and social emotional effectively, efficiently and pleasantly. According to Istadi (2016:336), the home as a basis for family education must pay attention to the following:

### **Educational Facilities Available**

Educational facilities need to be prioritized compared to other household furniture as a support for educational infrastructure at home. These educational facilities include the following:

#### **a. Fun place to study**

Provide a space for a comfortable and fun child's learning. A set of study desks or if a family with a minimalist house can provide a folding table so that after use it can be stored in a safe place. The benefits of providing a place to learn in addition to motivating children to learn also encourage children to take responsibility for their duties as learners.

#### **b. Availability of information media**

Science cannot be separated from the medium of information. Especially during Distance Learning (PJJ) during the Covid-19 pandemic, children need the help of smartphones, laptops and computers to support distance learning. The use of gadgets as a learning medium must certainly be timed and parental assistance so that technology does not have a bad impact on children.

#### **c. Mini library available**

It is important for parents to provide reading books as a reference and channeling of children's hobbies. As a symbol of science, books can motivate children to love science in a simple way. The type of book can be selected according to the needs and age of the child.

#### **d. Spacious playroom available**

For early childhood, play is his job. It's the same as the work of father or mother. Therefore, provide a play space for children. Because for early childhood, playing means learning. An educational game tool can be a block game (Yanna: 2014). In addition, parents can also provide traditional games because they can improve children's fine and gross motor skills and cognitive skills, such as congklak games, beklen balls, engklek games (Rozana, et al: 2020), jump rope games (Samsiar: 2014) and sewing games (Wahyuni: 2019).

## **Stimulation of Early Childhood Motor Development**

### **Definition of Stimulation**

In accompanying the growth and development of early childhood, one of the important things for parents to do is stimulation or stimulation. Children who get regular and directed stimulation will develop faster than those who do not get stimulation.

The Ministry of Health of the Republic of Indonesia (2016:14) emphasized that this stimulation is important to stimulate children's growth and development. If the child lacks stimulation, it will cause disturbances or deviations in the child's growth and development both temporarily and sedentary. Stimulation is an activity to stimulate the basic abilities of children aged 0-6 years so that the child grows and develops optimally.

## **Stimulation in Early Childhood**

Early childhood is the little human being that God created for the happiness of an adult man, that is, his father's two mothers. Early childhood is a small human being who has a variety of potentials that still have to be developed. They have the characteristics of being cheerful, laughing easily, irritable, innocent, unique, active, their curiosity is great, and their energy is so great that they never feel tired and bored playing.

Early childhood is the time when the child is in the golden age of the child (golden age). At this time the child's brain development experiences a very rapid development. But this period is also a very critical period that determines the next stage of growth and development of the child (Hurlock, 1978: 25). Furthermore, Hurlock explained there are fundamental facts that make early childhood education important.

First, that early developments are more critical than later developments. According to him, the first years of the child's life are a picture of the child in his future.

Second, child development is a combination of maturity process and learning experience. Hurlock (1978:28) asserts that the loss of learning opportunities in children will cause developmental delays, be it motor development, cognitive development or language development.

Third, children's developmental patterns can be foreseen (Hurlock, 1978:31). According to him all children follow the same pattern of development from one stage to another. The baby will try to stand up before finally walking. The child draws a circle before he can draw a square.

The implementation of early childhood education focuses on laying the foundation towards physical-motor growth and development (fine motor and gross motor coordination), intelligence (thinking power, inventiveness, emotional intelligence, spiritual intelligence), social emotional (attitudes and behaviors and religion), language and communication, in accordance with the uniqueness and stages of development passed by early childhood according to standards

Indonesia by 2045 is expected to face a demographic bonus. Therefore, early childhood education is important to welcome the demographic bonus which is touted as the year of the golden generation. Therefore, the Ministry of Education and Culture rushed to make a roadmap book for the Golden Generation of Indonesia 2045 as a guide for the direction of educational and cultural development (Kemendikbud RI, 2017: 13). These guidelines refer to the Sustainable Development Goals (SDGs) document agreed on 21 May 2015 by envoys from 160 countries through the World Education Forum 2015 organized by UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, held in Incheon, Republic of Korea, 19 – 22 May 2015.

At this time, early childhood education must be able to prepare great children for the next 15 years will determine Indonesia's success in taking advantage of the window of opportunity from demographic bonuses. In order to take advantage of demographic bonus opportunities, early childhood education must further improve children's skills in preparing for 21st century skills. Battelle for Kids, a non-profit organization that has a mission to realize the power and promise of 21st century learning for every student, argues that there are 10 strategies that can be done in improving 21st century skills in early childhood, namely 1) child-centered, 2) whole child focus, 3) play-based, 4) cooperative learning, 5) blended approach, 6) flexible attitude, 7) differentiated instruction, 8) formative assessment, 9) consistency, and 10) combine learning domains.

In formative assessment, it is not only the main value, but it is hoped that there will be improvements and improvements in the learning process in early childhood, so that children's basic skills improve, especially in children's motor skills. Meanwhile, in combining learning domains, children are assisted in having learning experiences so that children can develop 4Cs, namely critical thinking, creativity, collaboration, and communication, while developing other knowledge. This approach can be done while reading stories and discussing characters or during science experiments or other learning moments through problem-solving experiences.

First, critical thinking, early childhood must be trained to think critically in responding to every problem around them and strive to find solutions to solve them.

Second, creativity, early childhood is a resourceful child, therefore early childhood education must be able to explore the creative power of early childhood so that children become creative and innovative children.

Third, collaboration, early childhood should be trained to value diversity, see every problem with an assertive approach, and solve problems with group work. Fourth, communication, early childhood must be trained to be skilled in expressing their feelings in simple but coherent and clear language.

These 21st century skills will be realized if early childhood children have thinking intelligence, have a healthy and strong body, so that equitable access to education, adequate health services, highly nutritious complementary foods and monitoring of children's physical-motor development are needed (Indonesian Child Profile, 2017). This requires cooperation between home, school and community so that this vision of 2045 will give birth to a golden generation that is resilient and able to face challenges in the future.

#### **The Importance of Stimulating Early Childhood Motor Development**

In many studies, motor development is often used as a benchmark in determining the growth and development of children in good condition.

Fatmawati (2020: 9) mentioned that motor development is influenced by optimal brain development. In infancy in the womb until the age of 6 years is a sensitive period in which the child is ready to learn something. The stimulation given at this time will be very important to support children to learn quickly. Because at this time the child's brain is developing rapidly, the neurons in his brain are ready to relate to each other. If it is not used, the brain will discard parts of the brain that are not used. The fastest brain development is in the age range of 0-2. Various studies that have been carried out have shown results that children who get directed and regular stimulation will develop faster than children who do not get stimulation. The lack of stimulation in early childhood will cause disturbances in the child's motor development that will persist until the child grows up and matures.

#### **Principles in Stimulating Early Childhood Motor**

In permenodikbud No. 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education, the Ministry of Education and Culture (2015: 57) in the Learning Guidelines Chapter provides the principles of early childhood learning guidelines, namely as follows:

Learning through play, Oriented to child development, Oriented to the needs of the child. Child-centered. Active learning. Educators must be able to create an atmosphere that encourages children to actively seek, find, make choices, express opinions, and do and experience themselves, Oriented to the development of character values, Oriented to the development of life skills, Utilization of learning media, learning resources, and resource persons.

#### **Types of Motor Stimulation in Early Childhood**

Stimuli will turn on the child's brain, then connect it with the muscles and nerves in the child's body so that it can boost other aspects of development, such as cognitive, language and physical-motor development because the brain is the coordination center of all actions performed by the body.

Then, in determining activities in stimulating early childhood motor development, it is necessary to refer to the Standard Level of Achievement of Child Development Achievement (STPPA) which is stated in the Regulation of the Minister of Education and Culture Number 137 of 2014 concerning National Standards for Early Childhood Education.

In addition to the scope of development that needs to be considered, the age range in stimulating children must also be considered properly.

In toddlerhood, an important period in children's growth and development is in toddlerhood (Hurlock, 1978:27). Because at this time the basic growth that takes place during the toddler period will affect and determine the child's further development.

The pre-school period is the period in which the growth of the child takes place stably. Characterized by the addition of activities that use physical-motor and increased thinking skills and processes. In this time, along with its growth and development, the child begins to show his desire.

Table 2. 1. Age Group Born - 12 Months

Lingkup Perkembangan	Tingkat Perkembangan Pencapaian Anak			
	3 bulan	3 – 6 bulan	6 – 9 bulan	9 – 12 bulan
I. Fisik – Motorik A. Motorik Kasar	<ol style="list-style-type: none"> <li>Berusaha mengangkat kepala saat ditelungkupkan</li> <li>Menoleh ke kanan dan ke kiri</li> <li>Berguling (miring) ke kanan dan ke kiri</li> </ol>	<ol style="list-style-type: none"> <li>Tengkurap dengan dada diangkat dan kedua tangan menopang</li> <li>Duduk dengan bantuan</li> <li>Mengangkat kedua kaki saat terlentang</li> <li>Kepala tegak ketika duduk dengan bantuan</li> </ol>	<ol style="list-style-type: none"> <li>Tengkurap bolak-balik tanpa bantuan</li> <li>Mengambil benda yang terjangkau</li> <li>Memukul-mukulkan, melemparkan dan menjatuhkan benda yang dipegang</li> <li>Merangkak ke segala arah</li> <li>Duduk tanpa bantuan</li> <li>Berdiri berpegangan</li> </ol>	<ol style="list-style-type: none"> <li>Berjalan dengan berpegangan</li> <li>Bertepuk tangan</li> </ol>
B. Motorik Halus	<ol style="list-style-type: none"> <li>Memiliki refleks menggenggam jari ketika telapak tangannya disentuh</li> <li>Memainkan jari tangan dan kaki</li> <li>Memasukkan jari ke dalam mulut</li> </ol>	<ol style="list-style-type: none"> <li>Memegang benda dengan lima jari</li> <li>Memainkan benda dengan tangan</li> <li>Meraih benda di depannya</li> </ol>	<ol style="list-style-type: none"> <li>Memegang benda dengan ibu jari dan jari telunjuk (menjumptut)</li> <li>Meremas</li> <li>Memindahkan benda dari satu tangan ke tangan</li> </ol>	<ol style="list-style-type: none"> <li>Memasukkan benda ke mulut</li> <li>Menggaruk kepala</li> <li>Memegang benda kecil atau tipis (misal: potongan buah atau biskuit)</li> <li>Memindahkan</li> </ol>

			yang lain	benda dari satu tangan ke tangan yang lain
C. Kesehatan dan Perilaku Keselamatan	<ol style="list-style-type: none"> <li>Berat badan sesuai tingkat usia</li> <li>Tinggi badan sesuai tingkat usia</li> <li>Berat badan sesuai dengan standar tinggi badan</li> <li>Lingkar kepala sesuai tingkat usia</li> <li>Telah diimunisasi sesuai jadwal</li> </ol>	<ol style="list-style-type: none"> <li>Berat badan sesuai tingkat usia</li> <li>Tinggi badan sesuai tingkat usia</li> <li>Berat badan sesuai dengan standar tinggi badan</li> <li>Lingkar kepala sesuai tingkat usia</li> <li>Telah diimunisasi sesuai jadwal</li> <li>Bermain air ketika mandi</li> <li>Merespon ketika lapar (misal, menangis, mencari puting susu ibu)</li> <li>Menangis ketika Mendengar suara keras</li> </ol>	<ol style="list-style-type: none"> <li>Berat badan sesuai tingkat usia</li> <li>Tinggi badan sesuai tingkat usia</li> <li>Berat badan sesuai dengan standar tinggi badan</li> <li>Lingkar kepala sesuai tingkat usia</li> <li>Telah diimunisasi sesuai jadwal</li> <li>Menunjuk makanan yang diinginkan</li> <li>Mencari pengasuh atau orangtua</li> </ol>	<ol style="list-style-type: none"> <li>Menjerit saat merasa tidak aman</li> <li>Berat badan sesuai tingkat usia</li> <li>Tinggi badan sesuai tingkat usia</li> <li>Berat badan sesuai dengan standar tinggi badan</li> <li>Lingkar kepala sesuai tingkat usia</li> <li>Telah diimunisasi sesuai jadwal</li> <li>Menjerit saat merasa tidak aman</li> </ol>

Sumber: Lampiran I Permendikbud RI No. 137 Tahun 2014 Tentang Standar PAUD (hal. 1-7)

## Use of Media in Stimulating Children's Motor

### Definition of Media

According to Hamid (2020: 3), the media is an intermediary between the introduction / source of the message and the recipient of the message so that it stimulates thoughts, feelings, attention and will so that it is encouraged and actively involved in learning.

### Principles of Media Selection

In determining the use of media, a teacher or learning resource must pay attention to several principles in the selection of media. There are several principles that can be a guide in the selection of media.

Table 2. 2. Principles of Media Selection

No.	Sadiman (1996)	Nizwardi Jalinus (2016)	Erickson (1993)
1.	Sesuaikan dengan tujuan	Tujuan Belajar	Apakah materi penting dan berguna untuk siswa?
2.	Ada petunjuk penggunaan ( <i>manual book</i> )	Kesesuaian dengan materi	Apakah menarik minat siswa?
3.	Media sudah divalidasi	Karakter siswa	Apakah ada kaitannya secara langsung dengan tujuan pembelajaran?
4.	Ada revidi dari pembeli	Gaya belajar siswa	Bagaimanakah format penyajiannya?
5.		Lingkungan	Bagaimanakah materinya?
6.		Ketersediaan bahan pendukung	Apakah konsep kecermatan terjamin?
7.			Apakah <u>isi</u> dan persentasenya standar?
8.			Apakah disajikan dengan objektif
9.			Apakah bahannya memenuhi standar kualitas teknis?
10.			Apakah melalui uji coba/validasi

Sumber: data penelitian 2020

## Research Methodology

### Research Objectives

In an effort to get the latest information from data unearthed in an in-depth way about the role of mothers as informal educators in stimulating motor development in early childhood in Kedung Jaya Village, Bogor. Enelitian is performed on mothers who have toddlers to describe and analyze the role of mothers as informal educators in stimulating early childhood

### Approach to the Method Used

The qualitative method is also called the interpretive method because the research data is more concerned with the interpretation of data found in the field (Sugiyono, 2017: 17). The method approach used in this study is a descriptive analysis method.

### Research Place and Time

This research was conducted from October 2020 to February 2021 in Kedung Jaya Village, Tanah Sareal District, Bogor City.



## Data and Data Sources

Data source selection using purposive sampling, namely by sampling data sources with certain considerations (Sugiyono, 2017: 300). The subjects of this study were mothers with early childhood who were domiciled in Kedung Jaya Village, Tanah Sareal District, Bogor City.

## Data Collection and Processing Procedures

Data collection in qualitative research was carried out on the natural conditions of the resource persons to obtain data that met the set data standards (Sugiyono, 2017: 308). In this study, the data collection techniques carried out were:

### Observation

The observations made in this study were by means of frank and disguised observations. The researcher conveyed frankly that the observations made to the speakers were for research purposes, so that from the beginning the speakers already knew the purpose from the beginning to the end of the study.

### Interview

The interviews conducted were not structured so that researchers get more in-depth answers from the speakers in interpreting situations and phenomena that occurred. Recording interview data by means of remote interviews via telephone media and intensive communication on the WhatsApp application.

### Documentation

The documents collected in this study are in the form of research journals that are relevant to the research being carried out, data on toddlers in Posyandu Kelurahan Kedung Jaya, Tanah Sareal District, Bogor City, data on research results from the Ministry of Health of West Java, data on research results from the Ministry of Health, Bogor City, and the Ministry of Education and Culture's Early Childhood Education policy as well as interview results collected in the Anchor application.

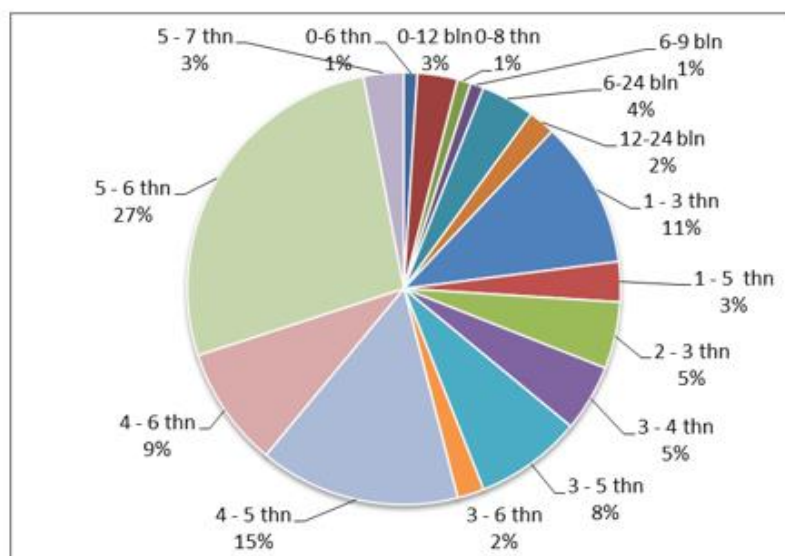


Figure 4.1. AgeD of Children  
(Source: 2020 research data)

From the results of literature studies in 100 accredited journals regarding the stimulation of early childhood motor development, data were obtained that there are 9 determinative factors that affect early childhood motor,

namely stimulation, maternal knowledge, nutrition, breast milk, parenting, maternal work, education.

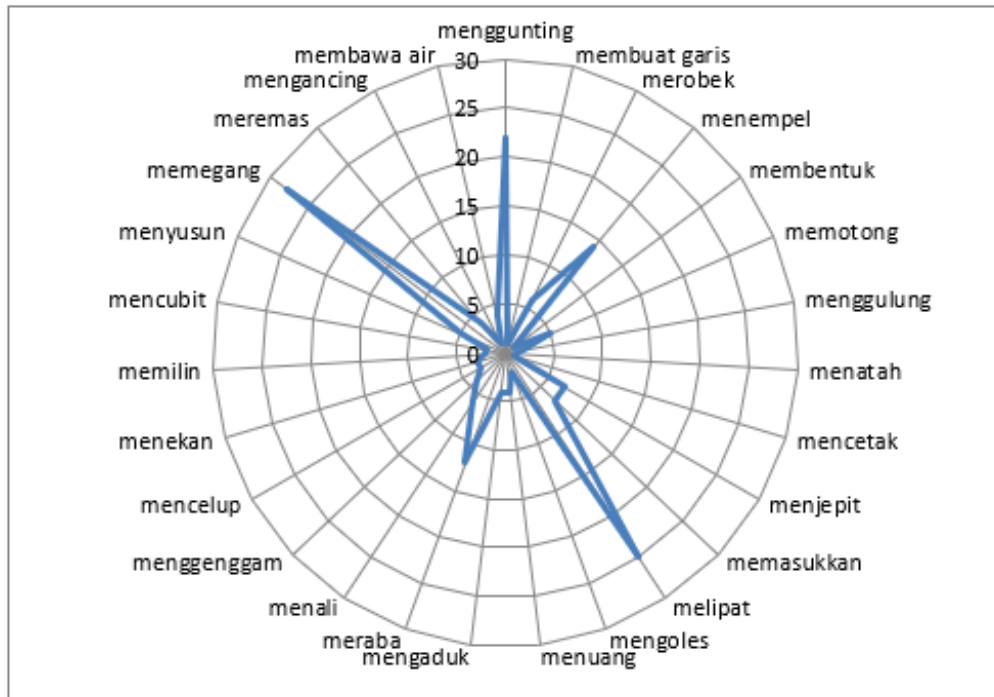


Figure 4. 2. Distribution of Stimulated Aspects of Fine Motor Development (Source: 2020 research data)

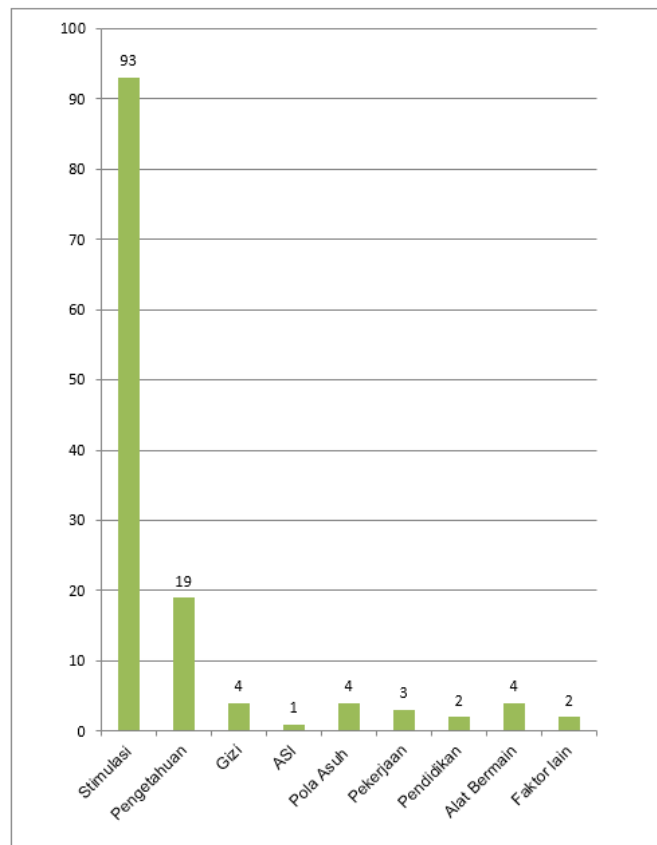


Figure 4. 3. Determinative Factors Affecting Early Childhood Motor (Source: 2020 research data)

## Research Results

### Relevant Research

Research I Ketut Labir, et al with the title *The Role of Mothers in Stimulating with Child Development in Posyandu*. The purpose of this study was to determine the relationship between the role of mothers in stimulating and child development in the Posyandu Working Area of the Cemagi Auxiliary Health Center, Mengwi District, Badung Regency. This research uses quantitative methods with a cross-sectional study approach. The number of samples was 110 people, samples were taken by technique in total sampling.

Data collection was carried out with questionnaires for 4 months and analysis of variable relationships was carried out with the Spearman Rank Correlation test. The results showed a P value of  $0.000 < \text{value} = 0.05$  so it can be concluded that there is a relationship between the role of mothers in providing stimulation with the development of toddlers and the coefficient value of correlation ( $r$ ) of 0.741 which means it has a very strong correlation. The results of this study can be concluded that there is a relationship between the role of mothers in stimulating and development, and can be used as a handle or reference by health workers at Pustu Cemagi to detect the development of toddlers.

The similarity with research is that they both discuss motherhood. The difference in the previous research focused on child development in general and using quantitative methods with a cross-sectional approach.

### Conclusions and Suggestions

Based on the exposure and research findings, it was found that the efforts of mothers as informal educators in stimulating early childhood motor development have not shown ideal results. The role of the mother as an informal education if implemented optimally will have a major impact on the motor development of early childhood. The success of the mother in stimulating the motor development of the child is influenced by the age, level of education, knowledge, living environment and socioeconomic conditions of the family.

Early childhood motor development is one of the important aspects of development for the child's future, so researchers recommend two things that mothers can do in an effort to improve early childhood motor development, namely:

- 1) Delegate childcare to early childhood education (ECCE) institutions if the mother is working or unable to stimulate the child's motor development,
- 2) Provide quality time with

It is necessary to conduct further research that is more attractive in research that focuses on the development of fine motor and gross motor, for example by making training / workshops on children's motor skills.

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