

Efforts for the Role of Mothers as Informal Educators in Stimulating Motoric Development in Early Childhood in Kedung Jaya Bogor

Triyono

Universitas Ibn Khaldun Bogor, Indonesia

Yanuardi

Universitas Ibn Khaldun Bogor, Indonesia

Kendra Hartaya

Universitas Ibn Khaldun Bogor, Indonesia

Rudi Hartono

Universitas Ibn Khaldun Bogor, Indonesia

Abstract: This study is a qualitative research to describe and analyze the role of mothers as informal educators in stimulating motor development of early childhood in Kedung Jaya Village, Bogor. The problem in this research is formulated as follows: what is the role of mothers as informal educators in stimulating motor development of early childhood in Kedung Jaya Village, Bogor? The method in this study used a qualitative descriptive analysis method. 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. Collecting data using observation, interview and documentation techniques. Data analysis includes 3 phases, namely: data reduction, data presentation, conclusion drawing and verification. Based on the exposure and research findings, it was found that the role of mothers as informal educators in stimulating motor development of early childhood has not shown ideal results. Optimizing the role of mothers as informal educators will have a major impact on the motor development of early childhood. Mother's success in stimulating children's motor development is influenced by age, education level, knowledge, living environment, mother's physical condition and family's socioeconomic conditions. Motor development of early childhood is one of the important aspects of development for the future of children, therefore researchers recommend two important things that can be done by mothers in an effort to improve motor development of early childhood, namely.

Keywords: Mother's role efforts, Informal educators, Motor development stimulation, Early childhood.

Introduction

Talking about early childhood education, it can be said that we are talking about the future of a nation. Child development experts say that the early childhood period is a golden period, a window of opportunity, and a critical period that children experience only once in their life. At each stage of development, early childhood has the potential for different 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. In Havigurst's theory of development and education, developmental tasks are related to education, namely education and formal lessons. Education determines the tasks that can be carried out at certain times of life, especially those influenced by local culture and society. The results of the Basic Health Research (Riskesdas) conducted by the Ministry of Health in 2007 and 2013 show that the prevalence 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 disorders at 10.50 percent. Meanwhile, in 2013 the prevalence rate of gross motor disorder 2 ranged from 12.40 percent and fine motor disorder to 9.50 percent. (Riskesdas, 2007 and 2013). Motor delay disorders are usually associated with nutritional intake in children. Malnourished children have weak bodies and lack of energy. Meanwhile, the prevalence of malnutrition in the city of Bogor, During 2018, 65 cases of malnutrition were found, this number increased compared to 2017, which was 32 cases. While the cases of children under the red line (BGM) were 1,277 cases. Several factors that influence the occurrence of malnutrition are thought to be due to maternal knowledge, low community access to food, lack of nutritional intake or due to comorbidities (Bogor City Health Office, 2019). Mother's knowledge is said to be one of the causes of malnutrition in children (Bogor City Health Office, 2018).

Malnutrition will have an impact on impaired growth and development of early childhood, both physical, motor and psychological (Marliani, 2015). In several previous studies, mother's knowledge is often referred to as a success factor in optimizing children's motor skills. 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) of 48 mothers who were the research sample, 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 motor development of early childhood, it is deemed necessary to know the determining factors that influence child development. Apart from nutritional intake and mother's knowledge, researchers suspect that there are other unknown factors. Stimulation by the mother and the use of media to support children's motoric development that is more optimal in several previous studies are also referred to as factors that influence children's motor development. From the findings of the initial data above, Researchers feel the need to conduct more in-depth research on the role of mothers as informal educators in stimulating motor development of early childhood. The research site was chosen in Kedung Jaya Village, one of the densely populated sub-districts in Tanah Sareal, Bogor City. The research carried out seeks to describe and analyze various reference sources and interview in depth several aspects that are the focus of research.

Focus of the Problem From the description of the background above, it can be concluded that the focus of the problem is motor stimulation of early childhood needs to get the mother's attention as an informal educator.

Problem Formulation Based on the background and focus of the problem above, the formulation of the problem is how the role of the mother as an informal educator in stimulating the motor development of early childhood in Kedung Jaya Village, Bogor.

Theory Overview

Early Childhood Motor Development

Understanding Motor Development

In the growth and development phase of early childhood, one of the important developmental aspects to consider 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 emphasized that motor development is life, because one of the signs of life is movement. According to Fatmawati (2020: 7) motor development is "a movement that requires physical control through coordinated activities between the nerve and muscle centers, and requires maturity in a movement". This is in line with the statement of Hurlock (1978: 150) "Motor development means the control of physical movements through coordinated activities of nerve centers, nerves and muscles".

From the above definition it can be concluded that motor development is a child's physical activity which is the result of the coordination of the central nervous system, nerves and muscles and is controlled by the brain as the control center that drives every activity carried out by the child. In children's motor development there are 3 (three) important elements that influence it, namely the brain, nerves and muscles. The motor development of each child follows the maturity and stages of development according to his age. Fast or slow motor development of children is influenced by the stimulation or stimulation obtained by children in these 3 (three) important elements, because children learn from the experiences they get.

Types of Early Childhood Motor Development

In general, motor development is divided into two, namely fine motor development and gross motor development. Hurlock (1978) divides motor development into two, namely hand skills and foot skills. According to him, the sequence of children's motor development starts from the head, then to the torso, then the hands and finally the feet (Hurlock, 1978: 155). When a child moves his body, there is coordination between muscles, nerve centers, nerves, eye coordination and brain control. Therefore, it is important to maintain the condition of the child's body in a healthy condition so that he is able to carry out various kinds of movements that will help him move. Early childhood (3-5 years) is an ideal time to learn motor skills (Hurlock, 1978: 156). According to him, important things to note are learning readiness (related to maturity and sensitive period), 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 well and repeatedly will be

embedded into habits that persist until children become adults (Fatmawati, 2020: 7). With intense stimulation, children will be more proficient in performing basic fine motor skills (hands) and gross motor skills (legs) simultaneously.

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 has almost reached the level of perfection as adults. But the muscles in the fingers develop slowly, which is why many preschoolers have difficulty holding a pencil to write. Therefore, it is important to stimulate children to get used to holding writing instruments because continuous practice will produce optimal results. Because in practice, fine motor skills do not require a lot of energy but require eye coordination and the nervous system of the hands and fingers (Wulan, 2018: 3) Fatmawati (2020: 29) says that fine motor skills are movements that use fine muscles or certain parts of the body that are influenced by opportunities to learn and practice. In line with Fatmawati's opinion, Rudiyanto (2016:14) argues that fine motor development is "movements that involve certain body parts, especially eye and hand coordination which are influenced by opportunities to learn and practice".

Some of the hand skills that get a lot of attention are the skills of buttoning a shirt, tying shoes, using a pencil, folding paper, feeding oneself using a spoon, pouring water into a glass, tracing, catching a ball, throwing a ball, arranging blocks, etc. 14) argues that fine motor development is "movements that involve certain body parts, especially eye and hand coordination which are influenced by opportunities to learn and practice". Some of the hand skills that get a lot of attention are the skills of buttoning a shirt, tying shoes, using a pencil, folding paper, feeding oneself using a spoon, pouring water into a glass, tracing, catching a ball, throwing a ball, arranging blocks, etc. 14) argues that fine motor development is "movements that involve certain body parts, especially eye and hand coordination which are influenced by opportunities to learn and practice". Some of the hand skills that get a lot of attention are the skills of buttoning a shirt, tying shoes, using a pencil, folding paper, feeding oneself using a spoon, pouring water into a glass, tracing, catching a ball, throwing a ball, arranging blocks, etc. Hand skills at each child's age differ in the speed of development. Therefore, when doing stimulation, it must be adjusted to the stages of the child's age so that fine motor development develops optimally. Fine motor skills (hands) are not only useful so that children are ready to learn at higher education levels. But more than that, fine motor skills or hand skills will be useful in helping himself carry out various daily activities.

Gross Motor Development

Gross motor development according to Rudiyanto (2016: 12) is "physical movements that require balance and coordination between body members, using large muscles, part or all of the body's limbs which are the result of complex interaction patterns from various parts and systems in the body that are controlled. by the brain". Hurlock (1978: 160) argues that gross motor development is related to foot skills. At the age of 18 months, his leg skills begin to be strong because he can stand and walk unaided. After that at the age of 2 years the child can walk straight, walk backwards and walk sideways. Meanwhile Rohendi and Seba (2017: 119) and Fatmawati (2020: 27) agrees that gross motor development is "body development that uses big muscles or all limbs that are affected by maturity. The research that has been done on gross motor skills (legs) is still very little compared to research on fine motor skills (hands). Research that is often conducted on gross motor skills, among others, focuses on the skills of sitting, walking, running, high jumping, gliding, long jumping, climbing, swimming, climbing stairs, riding a tricycle and riding two wheels.

The Nature of Mother's Role as Informal Educator

Understanding Mother

Zakiah Daradjat (1994: 48) says that "Mothers are the first and foremost people who transmit affection to children". In line with Daradjat, Gunarsa (2004:31), states that "Mother is the heart of the family. The position of the mother as a central figure is very important to carry out life. According to the Big Indonesian Dictionary, mother is a woman who has given birth to someone (a child), mother also means the main thing among other things, the most important. Being a mother is a type of responsibility that is in accordance with the nature, physical and psychological structure of a woman. Where there are 2 important functions that cannot be replaced

by a man or father, namely pregnancy and motherhood. A mother can bear the burden and be patient in going through every process with difficulty. This is what makes the highest function of a mother, so that for married women, being a mother is something to look forward to. Without the presence of a mother, the network of human descendants will be cut off (Indonesian Institute for the Study of Family Resilience (LK3I), 2011:140)

Understanding the Role of Mother

According to Santoso (2009) in Werdiningsih and Astarani (2012:87) said that "the role of the mother is the behavior that a mother does to her family to take care of her husband and children". Meanwhile, Dadang Hawari in Riyadi (2015: 34) argues, the mother is an important role and position because without the presence of the mother, the child will lose the role and function of his mother in attention, coaching, education, and affection. This will cause the child to experience material deprivation and paternal deprivation, namely risks to mental-intellectual development, mental-emotional development and psycho-social development as well as spiritual development. The long impact is the risk of personality problems in children, namely when children become adults, they will carry out deviant behaviors such as anti-social and criminal acts. According to Harun Nasution in Riyadi (Riyadi, 2015:40), the wife's original and main task is to be a housewife. The duty of housewives is not only to cook and manage the house, but more important than that is to educate children physically, spiritually and mentally. Home education is the basis and it is on this basis that further education is established.

From the various definitions and descriptions above, it can be concluded that the mother's role is a very important and strategic role attached to a woman according to her nature (containing, giving birth and nurturing) so that her success or failure in carrying out her role as a mother will have an impact on shifting the order. Society, deviations in the family system and the psychosocial impact on children and family members for whom they are responsible.

The Role of Mothers in Islamic Perspective

Islam views the important role of an educator. Mother is the first and foremost educator of a child. The success of children's education at home is largely determined by the touch of the mother's hand. In the perspective of Islamic teachings, the role of housewives is not a low role, but a very noble role. If a housewife is the work of a married woman, then in addition to the glory, there is also a great reward from Allah SWT (Zakiah Daradjat, 1994: 50-51). Apart from being a wife, a mother has the task of managing the household, educating, nurturing and caring for children, providing good nutrition and providing love and stimulation for the growth and development of her children (LK3I, 2011: 140-141). Mother with love and tenderness, able to lead children to the door of success in the future.

From the definition and description above, it can be concluded that the mother's role in the Islamic perspective is a very noble role in the sight of Allah SWT so that every mother who carries out her role well will get a big reward. Therefore, awareness and provision are needed in carrying out the role of mothers in the family. Mothers who carry out their roles with awareness because they hope to be pleased with Allah will certainly get a great reward, namely His heaven.

The Role of Mothers as Informal Educators in the Family

The definition of 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 husband and wife, or husband and wife and their children, or father and child, or mother and child, or blood family in a straight line up or down to a degree third". Meanwhile, Gunarsa (2004: 230) argues that "family is a group of people who are bound by marriage or blood, including father, mother, children or children. According to Meyer F. Nimkoff, the family is a bond that more or less lasts a long time, whether there are children or not." Meanwhile Lestari (2012: 6) argues that "the family is "a household that is related by blood or marriage or performs basic instrumental functions and expressive functions of the family for its members who are in one network." From the description above, it can be concluded that the family is the smallest unit in society consisting of father, mother and children or without children who are bound by blood ties. 4.2. The Role of Mothers as Informal Educators 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. Mother as the primary and first educator is the source of children's learning in the family. As a learning resource, Of course, it is the duty of a mother to make

various efforts in carrying out education in the family. Meanwhile, the home is a child's learning center. In order for the house to become a child's learning center, what mothers can do is to design the house as an educational base. This is intended to make it easier to manage and develop 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 fun.

Stimulation of Early Childhood Motor Development

Definition of Stimulation

In accompanying the growth and development of early childhood, one of the important things parents do is stimulation. Children who get regular and directed stimulation will develop faster than those who do not get stimulation. The Ministry of Education and Culture (2015: 46) defines stimulation as the provision of educational stimuli to achieve competence in attitudes, knowledge, and skills for children aged from birth to 6 years so that they can grow and develop optimally. Meanwhile, Hurlock (1978:29) defines "stimulation is a stimulus that comes from the child's external environment, among others, in the form of exercise and play. Stimulation is the forerunner of the learning process and is very important in the growth and development of children. Stimulation is very important so that the child's development becomes full. There are 3 things that affect the growth and development of children, namely innate, maturity and environment. The family environment will have an impact on the child's behavior. Stimuli received by children through sight, hearing, caressing and hugging will encourage children to learn.

Stimulation does not mean giving educational toys only, but more than that, stimulation can be in the form of being given affectionate strokes, hugs, being invited to talk, observing photos, reading story books, playing, being given the opportunity to eat alone, etc. Therefore, parents must prepare a good environment that is needed in the growth and development of children so that children's development is optimal. 13) argues that there are 3 things that affect the growth and development of children, namely innate, maturity and environment. The family environment will have an impact on the child's behavior.

Stimuli received by children through sight, hearing, caressing and hugging will encourage children to learn. Stimulation does not mean giving educational toys only, but more than that, stimulation can be in the form of being given affectionate strokes, hugs, being invited to talk, observing photos, reading story books, playing, being given the opportunity to eat alone, etc. Therefore, parents must prepare a good environment that is needed in the growth and development of children so that children's development is optimal. 13) argues that there are 3 things that affect the growth and development of children, namely innate, maturity and environment. The family environment will have an impact on the child's behavior. Stimuli received by children through sight, hearing, caressing and hugging will encourage children to learn.

Stimulation does not mean giving educational toys only, but more than that, stimulation can be in the form of being given affectionate strokes, hugs, being invited to talk, observing photos, reading story books, playing, being given the opportunity to eat alone, etc. Therefore, parents must prepare a good environment that is needed in the growth and development of children so that children's development is optimal. Stimuli received by children through sight, hearing, caressing and hugging will encourage children to learn.

Stimulation does not mean giving educational toys only, but more than that, stimulation can be in the form of being given affectionate strokes, hugs, being invited to talk, observing photos, reading story books, playing, being given the opportunity to eat alone, etc. Therefore, parents must prepare a good environment that is needed in the growth and development of children so that children's development is optimal. Stimuli received by children through sight, hearing, caressing and hugging will encourage children to learn. Stimulation does not mean giving educational toys only, but more than that, stimulation can be in the form of being given affectionate strokes, hugs, being invited to talk, observing photos, reading story books, playing, being given the opportunity to eat alone, etc. Therefore, parents must prepare a good environment that is needed in the growth and development of children so that children's development is optimal. given the opportunity to feed themselves, etc. Therefore, parents must prepare a good environment that is needed in the growth and development of children so that children's development is optimal. given the opportunity to feed themselves, etc. Therefore, parents must prepare a good environment that is needed in the growth and development of children so that children's development is optimal.

Stimulation in Early Childhood

Early childhood is a small human that God created for the happiness of adult humans, namely his two mothers and fathers. Early childhood is a small human being who has various kinds of potential that still needs to be developed. They have characteristics that are cheerful, easy to laugh, easy to anger, innocent, unique, active, have great curiosity, and have great energy so they never feel tired and bored playing. The early age limit is stated in the National Education System Law no. 20 of 2003 article 1 paragraph 14, namely "Early childhood is a child who is in the age range 0-6 years". Meanwhile, NAEYC (National Association for The Education of Young Children) in Sujiono (2013: 6), early childhood is children who are in the age range 0-8 years, which includes educational programs in day care centers, and child care for the family. Meanwhile, Marliani (2015: 77 – 81) cites several opinions of developmental psychologists in determining the age range of children. Aristotle argues that early childhood is in the age range 0-7 years which is called the playing period. Meanwhile, Hurlock, Santrock, Oswald Kroch, Robert J. Havighurst, Kohnstamm and Charlotte Buber agree that early childhood is a child who is in the age range 0-12 years, then the developmental phase is divided into several more detailed phases from the prenatal phase to death. (Marlina, 2015: 91-92). Aristotle argues that early childhood is in the age range 0-7 years which is called the playing period. Meanwhile, Hurlock, Santrock, Oswald Kroch, Robert J. Havighurst, Kohnstamm and Charlotte Buber agree that early childhood is a child who is in the age range 0-12 years, then the developmental phase is divided into several more detailed phases from the prenatal phase to death. (Marlina, 2015: 91-92). Aristotle argues that early childhood is in the age range 0-7 years which is called the playing period. Meanwhile, Hurlock, Santrock, Oswald Kroch, Robert J. Havighurst, Kohnstamm and Charlotte Buber agree that early childhood is a child who is in the age range 0-12 years, then the developmental phase is divided into several more detailed phases from the prenatal phase to death. (Marlina, 2015: 91-92).

From the description above, it can be concluded that early childhood education is an important education carried out from an early age because the impact of early childhood education will be an investment for children in the future. Therefore, it is necessary to pay attention to the following points: 1) Based on the opinion of child development experts, that early childhood is in the age range of 0-6 years, 0-8 years and 0-12 years. 2) Fulfilling the basic needs of early childhood both in terms of health, protection, education and care, must be carried out together (synergistically) so that children's development is optimal. The skyrocketing potential of early childhood today will affect the brilliance of future generations. 3) In realizing the golden generation in 2045, namely a generation that is intelligent in thinking, physically and motorly healthy, cheerful, Having a noble character and being able to face the challenges of the 21st century requires preparation for synergistic physical and psychological development of children. 4) Early childhood education can be carried out by formal (Kindergarten/Raudhatul Athfal) institutions, non-formal (Playgroups, day care centers) or informal (family) by following the guidelines for the Standards for Attainment of Early Childhood Development (STPPA) issued by the Ministry of Education and Culture. 39

The Importance of Stimulating Motor Development in Early Childhood

In many studies, motor development is often used as a benchmark in determining the growth and development of children in good condition. Schmidt in Fatmawati (2020: 8) says that motor development is a practice of learning experiences whose results are relatively permanent changes in behavior. Meanwhile, Christina (2019:3) said that motor development is not trivial. Because complete motor development will be an investment for children throughout their life, it is important to stimulate motor development from an early age. Fatmawati (2020:9) states that motor development is influenced by optimal brain development. Infancy in the womb until the age of 6 years is a sensitive period in which children are ready to learn something. Stimulation given at this time will be very important to support children fast learning. Because at this time the child's brain is developing rapidly, the neurons in his brain are ready to communicate with each other. If not used, the brain will throw away parts of the brain that are not used.

The fastest brain development is in the age range of 0-2 years (sensorimotor), 4-6 years after that it will slow down until it reaches the age of 12 years. Hurlock said that early childhood is the ideal period for children to learn motor skills and at the age of 12 years, fine and gross motor development is complete (Hurlock, 1978: 159). From the description above, it can be concluded that stimulation of children's motor development is very important and must be stimulated from an early age. Motor mastery in children will be a lifelong investment in living life in the future. Stimulation can be provided by mothers, fathers, teachers, and the environment both at home and in the school environment by providing a supportive learning environment for early childhood motor development.

The Purpose of Stimulating Early Childhood Development

The purpose of stimulating early childhood is to accelerate the pace of early childhood development. This activity is also called acceleration or proactive parenting as a response in addressing the brain development of children who experience very rapid development in the first 5 years of a child's life (Istadi, 2016: 324). At birth, the baby's brain is estimated to have 100 billion nerve cells / neurons that are ready to make connections during the first years (Sanrock: 2011:113). The 42 baby's brain is developing very rapidly by producing trillions of connections between neurons which exceeds the need. Those trillions of connections must be strengthened through various stimuli. The flood of sensory experiences from the many stimulations or stimuli received by the child will strengthen and multiply the connections (synaps) between cells.

The earlier the stimulation is given, the better the child's development will be. Stimulation is carried out continuously resulting in connections between brain cells (synapses) can run well. Lack of stimulation will result in loss of function of brain cells so that it has an impact on delays in growth, development and intelligence of children. The more stimulation that is given, the skills and knowledge of the child will increase so that the child's development will be more optimal. From the description above, it can be concluded that the purpose of stimulation is an effort to accelerate the rate of child development, be it brain (intellectual), emotional and physical-motor development of children.

Benefits of Stimulating Motoric Early Childhood

According to Rudiyanto (2016: 3), there are still many mothers who are misguided in viewing early childhood. That children will grow and develop by themselves. It may be true that children can grow by themselves but their development will be slow. In fact, without realizing it by the mother and father, that the child moves because there is stimulation from the people closest to him, especially by the mother. When the baby moves in the womb, because the father rubs the mother's belly and whispers affectionate words. Then when the baby is born, the mother gives him breast milk so that the baby can be skilled at learning to suckle during his oral period. Then the child who is learning to walk, the child swings his legs, then the mother invites him to stand so that his leg muscles become strong and the little baby learns to walk by holding on to the mother's hand. When the child begins to appear independent, the mother eventually forgets, that at the age of 3 to 5 years is the age that begins to slow down the acceleration of children's brain development compared to the age of 0-3 years. To speed it up, external stimulation is needed. Need help from the mother or father to accelerate the stimulation for the learning needs of children at their critical age.

Principles in Stimulating Motoric Early Childhood

In Permendikbud 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 guiding principles for early childhood learning, which are as follows:

- 1) Learning through play. Children under 6 years of age are at play. Providing educational stimulation in the right way through play can provide meaningful learning for children.
- 2) Oriented to child development. Educators must be able to develop all aspects of development according to the stages of the child's age.
- 3) Oriented to children's needs. Educators must be able to provide educational stimulation or stimulation according to the needs of children, including children who have special needs.
- 4) Child-centered. Educators must create an atmosphere that can encourage the spirit of learning, motivation, interest, creativity, initiative, inspiration, innovation, and independence in accordance with the characteristics, interests, potential, level of development, and needs of children.
- 5) 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 for themselves.
- 6) Oriented to the development of character values. The provision of educational stimulation is directed at developing values that form a positive character in children. The development of character values is not by direct learning, but through learning to develop knowledge and skill competencies as well as through habituation and example.
- 7) Oriented to the development of life skills. Providing educational stimulation is directed at developing children's independence. Life skills development is carried out in an integrated manner, both through learning to develop knowledge and skill competencies as well as through habituation and example.

- 8) Supported by a conducive environment. The learning environment is created in such a way as to be interesting, fun, safe, and comfortable for children. The spatial arrangement is arranged so that children can interact with educators, caregivers, and other children.
- 9) Oriented to democratic learning. Democratic learning is needed to develop mutual respect between children and educators, and between children and other children.
- 10) Utilization of learning media, learning resources, and resource persons. The use of learning media, learning resources, and resource persons in the PAUD environment aims to make learning more contextual and meaningful. The speakers include people with certain professions who are involved according to the theme, for example doctors, police, fishermen, and firefighters

Types of Motor Stimulation in Early Childhood

In stimulating early childhood development, according to Hamzan, et al (2020: 141) must meet the following six aspects of stimulation, namely:

- 1) Stimulation / stimulation of touch / tactile. This stimulation occurs when the child touches the object/toy or touch;
- 2) Stimulation of soy sauce. This stimulation occurs when the child tastes food; 51
- 3) Stimulation / visual stimulation. This stimulation occurs when the child sees an object/person other than himself;
- 4) Stimulation / stimulation auditory. This stimulation occurs when the child hears a voice or singing;
- 5) Stimulate movement. This stimulation occurs when the child is rocked in the arms of the mother or someone nearby, and;
- 6) Selective stimulation, which is the result of selective interpretation of information obtained from a person's background, experience, interests and attitudes.

Research Methodology

Research Objectives

The purpose of qualitative research is to obtain a comprehensive (holistic) understanding of a phenomenon that occurs at the social level and to explain it in detail through the collection of as much data as possible (Kriyantono, 2011: 56-57). In an effort to obtain up-to-date information from data that was dug in depth about the role of mothers as informal educators in stimulating early childhood motor development in Kedung Jaya Bogor Village, a study was conducted on mothers who have toddlers in Kedung Jaya Bogor Village. The purpose of this study was to describe and analyze the role of mothers as informal educators in stimulating early childhood in Kedung Jaya Village, Bogor.

Method Approach

The method used in this research is descriptive analysis method. According to I Made Winartha (2006:155), descriptive qualitative analysis method is analyzing, describing, and summarizing various conditions, situations from various data collected in the form of interviews or observations about the problems studied that occur in the field. 81

Place and Time of Research

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

Data and Data Sources

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

Data Collection and Processing Procedure

Data collection in qualitative research is carried out on the natural conditions of the sources to obtain data that meets the data standards set (Sugiyono, 2017:308). Furthermore, Sugiyono (2017:309) states that data collection techniques can be carried out in 4 (four) ways, namely observation, interviews, questionnaires, documentation and a combination of the four. In this study the data collection techniques used are:

1. Observation

Observation or observation is one of the techniques commonly used in qualitative research. According to Marshall (1985) in Sugiyono (2017: 310) through observation or observation, researchers learn about behavior and get meaning from that behavior. 82 Observations were made in this study by means of direct and covert observations. The researcher stated frankly that the observations made to the resource persons were for research purposes, so that from the beginning the resource persons already knew the purpose from the beginning to the end of the study. Although frankly, researchers still have to keep the data collection secret so that the data collected is vague and is not realized by the informants.

2. Interview

According to Sugiyono (2017: 317) interviews are questions and answers conducted by two people to exchange information so that meaning can be constructed from a predetermined topic. Interviews were conducted in this study with unstructured interview techniques. This unstructured interview was conducted so that researchers could get more in-depth answers from the informants in interpreting the situations and phenomena that occurred. Recording of interview data by means of remote interviews via telephone and intensive communication on the WhatsApp application.

3. Documentation

According to Sugiyono (2017: 329) Documentation studies are a complement to interview and observation data collection techniques in qualitative research. Documents can be in the form of writings, journals, pictures or someone's works, newspaper clippings and other reference materials. Meanwhile, the documents collected in this study are in the form of research journals that are relevant to the research being carried out, 83 data on children under five at the Posyandu, Kedung Jaya Village, Tanah Sareal District, Bogor City, research data from the Ministry of Health of West Java, research data from the Ministry of Health of Bogor City, and the Ministry of Education and Culture's Early Childhood Education policies and interview results collected in the Anchor application.

Research Results

Based on the research conducted, the results obtained are as follows:

The data below are some of the research findings found when conducting interviews with the main informants and then confirming these data to the supporting sources in order to obtain accurate results.

Mom's Characteristics

The age of the mother who was met directly in Kedung Jaya Village, Bogor, was in the age range of 30 years and 47 years. Meanwhile, the mother's age in the previous study was on average in the age range of 23 years and 36 years.

Have children 2 and 4 people. Meanwhile, mothers in previous studies did not record the number of children they had. Living in a dense residential area in the middle of Bogor city with a low average economic level, forcing the mother to work as a part-time housemaid. The mother's education level, both directly met by researchers and in previous studies, was on average high school, followed by junior high school. Meanwhile, mothers with higher education and low education (SD) are few in number. The occupations of mothers who are directly met are generally housewives. Only one mother works part time as a housemaid. Meanwhile, the occupations of mothers in previous studies were more diverse, namely as housewives, employees, farm laborers, civil servants, private employees, entrepreneurs and teachers.

Mother's Knowledge

Mother's Knowledge of Early Childhood Motor Development In general, both mothers who were met directly by researchers and mothers in previous studies knew about motor development. But there is something

interesting about the two mothers that the researchers met, both mothers did not use the term "motor stimulation" therefore the researcher simplified the term motor stimulation by training the child's movements, both hand movements (fine motor) and foot movements (gross motor). There are several sources of mother's knowledge related to motoric development of early childhood, namely from attending counseling in the village and Posyandu, taking parenting classes at children's schools during kindergarten, and gaining knowledge from social media such as Facebook, Instagram and Youtube.

After getting data from the main informant's mother, the researcher also did a cross check to the supporting informants related to the mother's knowledge on motoric development of early childhood in the Posyandu, Kedung Jaya Village, Bogor, especially in the area of guidance. From the results of the cross check on the supporting sources, the following facts were found:

- 1) not all mothers have the same understanding regarding children's motor knowledge. Only mothers who diligently come to Posyandu have knowledge about child growth and development,
- 2) The level of education affects the mother's knowledge, the higher the education, the better the knowledge about 120 children's motor skills, and in the Kedung Jaya village the majority of mothers are high school graduates,
- 3) In young mothers, the habit of reading information through gadgets/social media affects knowledge about children's growth and development, especially in motor development.

Mother's Constraints When Stimulating Early Childhood Motor

Two mothers admitted that they had difficulty in stimulating their children's motor skills because they had 2 toddlers who needed their attention and the mother also worked as a housemaid so that the children were not well taken care of. When the mother works, the child is entrusted to an older sibling. Meanwhile, another mother admitted that it was difficult because the mother had not been able to manage the child's mood.

Cross-check interviews with supporting resource persons, they did not see any difficulties or obstacles for mothers when stimulating children's motor skills because of the limitations of supporting mothers in observing mothers around them. The data reported by supporting sources is that there is a mother's difficulty in feeding her child, because in early childhood there is a time when the child does GTM or the Shut Up Movement, which is refusing the solid food given by this mother, which is often the complaint of mothers in general.

Actions taken by mothers when stimulating children's motor skills

Some of the actions taken by mothers when stimulating children are by giving examples to children when doing activities such as wearing shoes. In addition, mothers also train children's fine motor skills by practicing holding the correct pencil so that children can form circles, color and provide guidance to children who like new games.

Discussion

The Importance of Mother

Understanding her Characteristics as a Mother Mother's age in this study was in the age range of 23 years and 47 years and had children between 2 to 4 children. The condition of mothers over the age of 35 years is included in the high risk age because at this time there is a decrease in physical and psychological conditions¹²⁷ (Marliani, 2015). Economic conditions are also on average belonging to poor families. Despite being in a state of deprivation, in general, mothers in Indonesia are happy to have more than 2 children or up to 4 people over the age of 35. This condition is in accordance with data released by the 2018 Rikesdas, mothers over the age of 35 are called multigravida mothers or mothers with more than 2 children. The younger the mother, the better the motor stimulation the child gets because the condition of the mother's body aged 20-35 years is still in good health and full of vitality. This is in accordance with the results of research conducted by Sari, et al (2019) which stated that good gross motor stimulation for children aged 0-12 months was given by mothers in the age range of 25-35 years. Likewise with the results of research conducted by Hidayatul Laela, et al (2014) which states that mothers in the age range of 23-35 years provide good stimulation to children. Thus, the mother's physical condition can be called one of the biggest supporting factors for the mother's success in stimulating the child's motor skills. The younger the mother, the more able to assist children in stimulating children's motor skills because the motor skills of adults reach their strengths between their 20s and 30s (Marliani, 2015).

Meanwhile, mothers who are more than 35 years old will experience a decrease in physical and psychological strength such as easily tired, irritable because they have to adapt to various changes in their lives and get sore legs easily.

In fact, when stimulating children's motor skills, excellent physical condition is needed. Mother's education level is generally high school graduates and only 1 junior high school graduate. This is in accordance with data released by the Bogor City government for data on the level of education in Kedung Jaya Bogor Village, high school graduates occupy the most graduates, amounting to 3,964 people and junior high school graduates amounting to 1. 407 people in 2018 (Data from Kedung Jaya Village, 2018). For most of the population living in densely populated neighborhoods with low socioeconomic conditions, high school graduates are considered to have attained a high level of education and already have sufficient provisions to tread life as adults, are ready to interact with others and are ready to enter the world of work. Marliani, 2015). Knowledge is obtained not only from formal education but also from informal and non-formal education. Knowledge or cognitive is a very important provision so that children can carry out daily activities. A behavior if carried out continuously will be long lasting, especially if it is based on knowledge and vice versa (Notoatmodjo: 2003). The mother's low knowledge will affect the poor stimulation that the mother gives to the child. This will have an impact on the child's poor motor development (Harahap, 2019). The results of research conducted by Sari (2019) stated that the level of mother's education had an effect on the stimulation of motor development given by the mother to the child. The higher the education level of the mother, the better the stimulation given by the mother to the child. This is in line with the research conducted by Warseno (2019) which states that there is a relationship between the mother's level of education and the provision of stimulation to the motor development of early childhood. However, there are previous studies which state that a high level of education in some children does not have any impact, because the higher the mother's level of education, the higher the education level of the mother. The more busy the mother works in the office and then leaves the child in PAUD, the child develops motor skills not because of the mother's stimulation but because of the care of substitute parents/PAUD teachers (Kurniasari, 2019).

It is better to work with PAUD rather than leave the child in the care of a household assistant, whose job is of course only to look after the child, not as a substitute for parents as informal educators. With children being deposited in PAUD institutions, it will help parents/mothers to fill the mother's shortcomings in stimulating children's motor development so that children's motor development remains optimal even though the mother is not present to stimulate the child. It is better to work with PAUD rather than leave the child in the care of a household assistant, whose job is of course only to look after the child, not as a substitute for parents as informal educators. With children being deposited in PAUD institutions, it will help parents/mothers to fill the mother's shortcomings in stimulating children's motor development so that children's motor development remains optimal even though the mother is not present to stimulate the child. It is better to work with PAUD rather than leave the child in the care of a household assistant, whose job is of course only to look after the child, not as a substitute for parents as informal educators. With children being deposited in PAUD institutions, it will help parents/mothers to fill the mother's shortcomings in stimulating children's motor development so that children's motor development remains optimal even though the mother is not present to stimulate the child..

The Importance of Mothers Having Knowledge of Children's Motor Development and How to stimulate it

In general, all mothers agree that mother's knowledge in stimulating children's motor development is important. This is in accordance with the results of research conducted by (Adelia & Purwaningtyas, 130 2019), (Intan Melani, 2014), (Safitri, 2018), (Christiari et al., 2013), (Anggraini, , 2015), (Nurhasanah & Ismarwati, 2015), (Munizar et al., 2017), (Gobel, 2012), (Vina Febri Astani & Sri Lestari, 2011), (Anggraeni et al. ., 2014) and (Permata et al., 2019) which state that mother's knowledge in stimulating children and knowledge of children's motor development are important things that must be owned by mothers. Mother's knowledge sources can be obtained from anywhere. Traditionally, most mothers get knowledge about child development from Posyandu. Usually the mother's presence at the Posyandu will stop when the child is 3 years old. This is the cause of the average mother's knowledge is still low related to motor development of children. Mothers only know about children's motor movements, but do not know exactly what to do in stimulating children's motor skills. Mothers only protect children from danger, but have not optimally accompanied, guided and trained children's motor skills continuously while playing. Even though children's play time is their learning time. but do not know for sure what the mother should do in stimulating the child's motor. Mothers only protect children from danger, but have not optimally accompanied, guided and trained children's motor skills continuously while playing. Even though children's play time is their learning time but do not know for sure what the mother should do in

stimulating the child's motor. Mothers only protect children from danger, but have not optimally accompanied, guided and trained children's motor skills continuously while playing. Even though children's play time is their learning time.

Activities to Stimulate Children's Motor Development That Mothers Can Do

Below are some activities that mothers can do to stimulate motor skills in early childhood. This activity is expected to be a solution for mothers in minimizing obstacles when stimulating children. The activities are as follows: First, to stimulate the motor at 6 points of educational stimulation. Stimulation has an important role in the growth and development of children from the womb until the first 6 years of a child's life (Kartika & Suratini, 2013). The better the stimulation carried out by the mother, the better the gross motor and fine motor development of the child. On the other hand, if the learning stage in childhood is absent due to the mother's ignorance, it will have an impact on long-term children's motor problems. The stimulation in question must meet six aspects of stimulation

Conclusions and suggestions

Conclusion

Based on the exposure and research findings, it was found that the mother's efforts as informal educators in stimulating the motor development of early childhood did not show ideal results. The role of mothers as informal education if implemented optimally will have a major impact on the motor development of early childhood. Mother's success in stimulating children's motor development is influenced by age, level of education, knowledge, living environment and socio-economic conditions of the family. Motor development of early childhood is one of the important aspects of development for the future of children, so the researchers recommend two things that can be done by mothers in an effort to improve motor development of early childhood, namely:

- 1) Delegating child care to early childhood education institutions (PAUD) if the mother works or is unable to stimulate the child's motor development,
- 2) Provide quality time with children.

Suggestion

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

Bibliography

- Abdurrahman, Syaikh Jamal. (2013). *Islamic Parenting, Pendidikan Anak Metode Nabi*. Solo: PT Aqwam Media Profetika.
- Arfah, Ummu Syafa Suryani. (2010). *Menjadi Wanita Shalihah*. Jakarta: Eskamedia.
- At-Tarsyah,
- Adnan. (2001). *Serba-serbi Wanita. Panduan Mengenal Wanita (Daliluka ilaa-al Mar'ah)*. Dar al Kitab wa Assunnah.
- Christina, Ani. (2019). *Tuntas Motorik, Investasi Sepanjang Hayat (cet: ke4)*. Sidoarjo: Fillapress.
- Christina, Ani. (2020). *Tuntas Kemandirian, Investasi Sampai Akhirat (cet: ke-2)* Sidoarjo: Fillapress.
- Daradjat, Zakiah. (1994). *Pendidikan Islam dalam Keluarga dan Sekolah*, Jakarta: CV Ruhama.
- Daryanto. (2010). *Media Pembelajaran*. Jakarta: Satu Nusa.
- Dinas Kesehatan Kota Bogor. (2019). *Profil Kesehatan Kota Bogor Tahun 2018*. Bogor: Dinas Kesehatan Kota Bogor.
- Fadlillah dkk, 2016, *Edutainment Pendidikan Anak Usia Dini*, Jakarta: Prenamedia Group.
- Fatmawati, Fitri Ayu. (2020). *Pengembangan Fisik Motorik Anak Usia Dini*. Gresik: Caremedia Communication.
- Gunarsa, Singgih.D dan Gunarsa, Y Singgih. D. (2004). *Psikologi Praktis: Anak, Remaja, dan Keluarga (cet ke-7)*. Jakarta: Gunung Mulia. 163
- Hamalik, Oemar. 2004. *Psikologi Belajar dan Mengajar*. Bandung: Sinar Baru.
- Hamid, Abi Mustofa, dkk.(2020). *Media Pembelajaran*. Yayasan Kita Menulis.
- Hasan, Aliah B Purwakania. (2006). *Psikologi Perkembangan Islami*. Jakarta: Raja Grafindo Persada.

- Hurlock, Elizabeth B. (1978). *Perkembangan Anak* (edisi ke-6). Jakarta: Penerbit Erlangga.
- Istadi, Irawati. (2016). *Mendidik dengan Cinta*. Yogyakarta: Pro-U Media.
- Jalinus, Nizwardi dan Ambiyar. (2016). *Media dan Sumber Pembelajaran*. Jakarta: Kencana. Kementerian Agama RI. (2018). *Al-Qur'an dan Terjemahan*. Bogor: Gerakan Wakaf Al-Qur'an Universitas Ibn Khaldun Bogor. Kemendikbud RI. (2018).
- Pedoman Penilaian Pendidikan Anak Usia Dini. Jakarta: Direktorat Pembinaan PAUD. Kemendikbud RI. (2017). *Peta Jalan, Generasi Emas Indonesia 2045*. Jakarta: Kemendikbud RI. Kemendikbud RI. (2015).
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 Tentang Kurikulum 2013 Pendidikan Anak Usia Dini. Jakarta: Kemendikbud RI. 164 Kemendikbud RI. (2014).
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini. Jakarta: Kemendikbud RI. Kemenkes RI. (2018).
- Hasil Riset Kesehatan Dasar 2018 (Rikesdas 2018). Jakarta: Kemenkes RI. Kemenkes RI. (2016).
- Stimulasi, Deteksi, dan Intervensi Dini Tumbuh Kembang Anak. Jakarta: Kemenkes RI. Kemenkes RI. (2014). Permenkes RI Nomor 66 Tahun 2014 Tentang Pemantauan Pertumbuhan, Perkembangan dan Gangguan Tumbuh Kembang Anak. Jakarta: Kemenkes RI. Kemenkes RI. (2018).
- Hasil Riset Kesehatan Dasar 2010 (Rikesdas 2018). Jakarta: Kemenkes RI. Kemenkes RI. (2010).
- Hasil Riset Kesehatan Dasar 2010 (Rikesdas 2010). Jakarta: Kemenkes RI. Kemenkes RI. (2007). Hasil Riset Kesehatan Dasar 2007 (Rikesdas 2007). Jakarta: Kemenkes RI.
- Mardalena, Ida. (2017). *Dasar-dasar Ilmu Gizi dalam Keperawatan*. Yogyakarta: Pustaka Baru Press. 165
- Marliani, Rosleny. (2015). *Psikologi Perkembangan*. Bandung: Penerbit Pustaka Setia.
- Martono, Lydia Harlina. (1996). *Mengasuh dan Membimbing Anak dalam Keluarga*. Jakarta: PT Pustaka Antara.
- Miarso, Yusufhadi. (2015) *Menyemai Benih Teknologi Pendidikan* (cet ke7). Jakarta: Prenada Media. Morrison, George S. (2012). *Dasar-dasar Pendidikan Anak Usia Dini (PAUD)* (cet-ke-5). Jakarta: PT. Indeks.
- Mufdlilah, Subijanto, dkk (2017), *Buku Pedoman, Pembedayaan Ibu Menyusui Pada Program ASI Eksklusif*.
- Notoatmodjo, Soekidjo. (2003). *Pendidikan Dan Perilaku Kesehatan*. Jakarta: Rineka Cipta Paramita.
- Proverawati, A & Asfuah, S. (2009). *Buku Ajar Untuk Kebidanan*. Yogyakarta: Nuha Medika. Riyana, Cepy. (2012). *Media Pembelajaran*. Jakarta: Direktorat Jendra Pendidikan Islam, Kemenag, RI.
- Rudiyanto, Ahmad. (2016). *Perkembangan Motorik Kasar dan Motorik Halus Anak Usia Dini*. Lampung: Darussalam Press Lampung.
- Rohendi, Aep dkk. (2017). *Perkembangan Motorik. Pengantar Teori dan Implikasinya dalam Belajar*. Bandung: Penerbit Alfabeta. 166 Rozana,
- Sadiman, Arief S. Dkk. (2012). *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada. Santrock, John. W. (2011). *Life Span Development* (cet ke-13). New York: Published by McGraw-Hill.
- Samsudin. (2008). *Pembelajaran Motorik di Taman Kanak-kanak*. Jakarta: Prenada Media Group.
- Shore, Bradd. (2003). *Family Time: Studying Myth and Ritual in Working Families*. The Emory Center for Myth and Ritual in American Life Working Paper No. 27
- Soekanto, Soejono. (2017). *Sosiologi Suatu Pengantar*. Jakarta: Rajawali Pers. Sugiyono. (2017). *Metode Penelitian Pendidikan*. Bandung: CV Alfabeta.
- Sujiono, Yuliani Nurani. (2013). *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks. Sukiman. (2012). *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogia.
- Sumiharsono, Rudi, dkk. (2018). *Media Pembelajaran* (cet ke-2). Mataram: CV. Pustaka Abadi. Wibowo. 2007. *Manajemen Kinerja*. Edisi Kedua. Penerbit PT. Raja Grafindo.
- Winartha, I Made. (2006). *Metodologi Penelitian Sosial ekonomi*. 167 Yogyakarta: Andi Offset. Wulan, Sri. (2018). *Melatih Kemampuan Motorik Halus Anak Usia Dini*. Jakarta: CV Arya Duta.

Portal News Articles

- Daring Battelle for kids. (2019). *21st Century Learning For Early Chidhood Guide*. Retrieved from battelleforkids.org website <https://battelleforkids.org/networks/p21> Gross Motor Games. Retrieved from Google Playstore https://play.google.com/store/apps/details?id=com.motorskill.tgmd3&hl=en_US&gl=US
- IDAI, (2017). *Pentingnya Pemantauan Tumbuh Kembang 1000 Hari Pertama Kehidupan Anak*. Retrieved from IDAI.com website: <https://www.idai.or.id/artikel/klinik/pengasuhan-anak/pentingnyapemantauan-tumbuh-kembang-1000-hari-pertama-kehidupan-anak> Data Demografi Warga Kelurahan Kedung Jaya, Bogor <https://kotabogor.go.id/index.php/profilwilayah/detail/61/kelurahan> Detik Health. (2009).

- Beruntungnya si Kidal. Retrieved from Detik.com <https://health.detik.com/hidup-sehat-detikhealth/d1243244/beruntungnya-si-kidal> Jurnal Adelia, D. D., & Purwaningtyas, F. (2019). Hubungan Tingkat Pengetahuan Dan Peran Orang Tua Dengan Perkembangan Motorik Kasar Dan Motorik Halus Pada Anak Usia 4-5 Tahun Di Tk 168 Istiqomah Kelurahan Tlogomas Kecamatan Lowokwaru Kota Malang. *Biomed Science*, 6(1), 34–42.
- Ahda, H., Erlyani, N., & Rahmayanti, D. (2017). Peranan Stimulasi Orang Tua Terhadap Perkembangan Motorik Kasar Anak Usia 2-3 Tahun Di Puskesmas Sungai Besar Banjarbaru.
- Dunia Keperawatan: Jurnal Keperawatan dan Kesehatan, 2(1), 79–86. <https://doi.org/10.20527/dk.v2i1.3383>
- Alia Tesa, Irwansyah (2018), Pendampingan Orang Tua Pada Anak Usia Dini Dalam Penggunaan Teknologi Digital, *Polyglot: Jurnal Ilmiah*, Vol 14, No 1 (2018)
- Alim, Melvi Lesmana. (2015). Upaya Meningkatkan Kemampuan Fisik Motorik Kasar Anak Melalui Kegiatan Melambungkan dan Menangkap dengan Berbagai Media Anak Usia Dini di TK Al- Fajar Pekanbaru. Vol 1, No 2 (2015). DOI : <https://doi.org/10.31004/obsesi.v1i2.64>
- Andani, S. E., & Agus Widodo, S. F. (2018). Hubungan Pola Asuh Wanita Karir Terhadap Tumbuh Kembang Motorik Pada Anak Usia 3 – 5 Tahun Di Kelurahan Purbayan Sukoharjo [S1, Universitas Muhammadiyah Surakarta]. <http://eprints.ums.ac.id/58263/>
- Anggraeni, I. E., Masturoh, M., Naharani, A. R., & Naharani, A. R. (2014). Hubungan Tingkat Pengetahuan Ibu Tentang Stimulasi Perkembangan Anak Dengan Perkembangan Anak Usia 48-60 Bulan Di Tk Masyitoh V Desa Margasari Kecamatan Margasari 169 Kabupaten Tegal. *Bhamada: Jurnal Ilmu Dan Teknologi Kesehatan (E-Journal)*, 5(2), 4–4.
- Anggraini. (2015). Hubungan Pengetahuan Ibu Tentang Perkembangan Motorik Kasar Anak Dengan Perkembangan Motorik Kasar Anak Usia 4-5 Tahun Di Tk Darsa Bakti Margomulyo Kabupaten Pesawaran. *Jurnal Kesehatan Holistik*, 9(4), 179–182.
- Ati, Chorunnisa Adi (2013). Hubungan Antara Status Gizi Dengan Perkembangan Motorik Kasar Anak Balita Di Rsd Tugurejo Semarang Tahun 2013. Karya Ilmiah S.1 Ilmu Keperawatan 2013.
- Bataha, Y. (2018). Perbedaan Perkembangan Anak Usia Toddler (1-3 Tahun) Antara Ibu Bekerja Dan Tidak Bekerja Di Wilayah Kerja Posyandu Puskesmas Kawangkoan. *Jurnal Keperawatan*, 6(1).
- Christiari, A. Y., Syamlan, R., & Kusuma, I. F. (2013). Hubungan Pengetahuan Ibu tentang Stimulasi Dini dengan Perkembangan Motorik pada Anak Usia 6-24 bulan di Kecamatan Mayang Kabupaten Jember. *Pustaka Kesehatan*, 1(1), 20–23.
- Dahlisyan, D., Hanim, D., & Salimo, H. (2018). Hubungan Pemberian ASI Eksklusif, Status Gizi, dan Kejadian Diare dengan Perkembangan Motorik pada 1000 Hari Pertama Kehidupan. *Sari Pediatri*, 20(2), 70–78. <https://doi.org/10.14238/sp20.2.2018.70-8>
- Dewa Ayu Ketut Gayatri Suciati (2016). Pengaruh Kegiatan Finger Painting Berbasis Teori Lokomosi Terhadap Keterampilan Motorik Halus Anak. *Jurnal PAUD Vol 4, No 2 (2016)* 170 Ekawaty, D. W., & Ruhaena, L. (2020). Stimulasi kemampuan motorik anak prasekolah oleh ibu di rumah. *Indigenous: Jurnal Ilmiah Psikologi*, 5(1), 14–24–24. <https://doi.org/10.23917/indigenous.v5i1.7126>
- Ening, (2014). Meningkatkan Kemampuan Motorik Halus Anak Melalui Pendekatan Paikem Pada Kelompok B Di TK Ummahat DDI. *Bungamputi*. Vol 2, No 4 (2014)
- Gatot, M., & Dodyansyah, M. R. (2018). Peningkatan Kemampuan Bahasa Anak Melalui Metode Read Aloud. *Jurnal Obor Penmas*, 1(1). <http://ejournal.uikabogor.ac.id/index.php/OBORPENMAS/article/view/1482>
- Gobel, H. V. (2012). Hubungan Pengetahuan Dengan Peran Ibu Dalam Perkembangan Motorik Kasar Bayi Usia 6-9 Bulan Di Posyandu Kelurahan Libuo Tahun 2012. *Jurnal Pelangi Ilmu*, 5(02). <http://ejournal.ung.ac.id/index.php/JPI/article/view/1109>
- Goi, Misrawatie. (2013). Gizi Bayi. *Journal Health and Sport*. VOL 7, NO 1, 2013
- Handayani, Sri (2014). Meningkatkan Kemampuan Motorik Halus Anak Melalui Penggunaan Alat Permainan Edukatif Pada Kelompok B Tk Alhidayah Talise Palu Utara. *Bungamputi*. Vol 2, No 4 (2014)
- Harahap, N. R. (2019). Hubungan Peran Orang Tua Terhadap Stimulasi Tumbuh Kembang Motorik Halus Pada Anak Usia 4-5 Tahun Di Desa Pante Raya Kecamatan Wih Pesam Kabupaten Bener Meriah 171 Tahun 2018. *Jurnal Midwifery Update (MU)*, 1(1), 37–46. <https://doi.org/10.32807/jmu.v1i1.39>
- H. Lolo, (2014). Pengaruh Metode Demonstrasi Terhadap Perkembangan Motorik Halus Anak Di Kelompok B TK Pembina Palu. *Bungamputi*. Vol 2, No 5 (2014).
- Inggriani, D. M., Rinjani, M., & Susanti, R. (2019). Deteksi Dini Tumbuh Kembang Anak Usia 0-6 Tahun Berbasis Aplikasi Android. *Wellness and Healthy Magazine*, 1(February), 115–124.
- Intan Melani, N. (2014). Hubungan Pengetahuan Ibu Tentang Stimulasi Motorik Halus Dengan Perkembangan Motorik Halus Anak Usia Prasekolah Di Tk Pertiwi Kecamatan Lhoknga - Hal: 1 Baca Tugas Akhir Unsyiah Online. <https://etd.unsyiah.ac.id/baca/index.php?id=19337&page=1>
- Jannah, Miftahul. Jacob, Fakhri dan Julianto. (2017). Rentang Kehidupan Manusia (Life Span Development) Dalam Islam. Vol. 3, No. 1, Maret 2017 *Jurana*. (2017). Perkembangan Motorik Kasar Dan Halus Pada

- Anak Usia 1-3 Tahun (Toddler) Di Kelurahan Mamboro Barat Wilayah Kerja Puskesmas Mamboro. *Jurnal Ilmiah Kedokteran*, 4(3), 47–63.
- Kartika, W., & Suratini, S. (2013). Hubungan Tingkat Stimulasi Ibu dalam Pola Asuh dengan Perkembangan Motorik Kasar Anak Usia 1-2 Tahun di Posyandu Anggrek Gilangharjo Bantul [S1_sarjana, STIKES 'Aisyiyah Yogyakarta]. <http://lib.unisayogya.ac.id> 172
- Kemenpppa. (2018). Profil Perempuan Indonesia (1st ed.). Kementerian Pemberdayaan Perempuan dan Perlindungan
- Anak. Khayyirah, Ghina Khansa (2018). Peningkatan Kemampuan Motorik Halus Anak Usia Dini Melalui Kegiatan Meronce Menggunakan ManikManik Pada Kelompok B2 Di Tk Al- Hamid Kecamatan Kawalu Kota Tasikmalaya. *Jurnal Paud Agapedia Vol 2, No 2* (2018).
- Krisdiyanto, E., Arwani, -, & Purnomo, -. (2013). Hubungan Pola Asuh Orang Tua Terhadap Perkembangan Motorik Anak Usia 3-5 Tahun. *Karya Ilmiah*, 0(0). <http://ejournal.stikestelogorejo.ac.id/index.php/ilmukeperawatan/artic/view/168>
- Kuncoro, D. H., Siti Arifah, S. K., & Kartinah, A. K. (2013). Hubungan Antara Stimulasi Ibu Dengan Perkembangan Motorik Halus Dan Kasar Pada Anak Usia Toddler Di PAUD Mekarsari Desa Pucangombo Tegalombo Pacitan [S1, Universitas Muhammadiyah Surakarta]. https://doi.org/10/NASKAH_PUBLIKASI.pdf
- Kurniasari, L., & Karina, S. (2019). Hubungan Status Pekerjaan Ibu Dengan Pencapaian Perkembangan Motorik Pada Anak Usia 5-7 Tahun. *Jurnal Dunia Kesmas*, 8(4). <https://doi.org/10.33024/jdk.v8i4.2272>
- Kustantinah, F., & Anggraeni, R. (2015). Hubungan Stimulasi Ibu Dengan Perkembangan Motorik Kasar Anak Usia 3-5 Tahun *Jurnal Keperawatan*. <http://journal.stikeskendal.ac.id/index.php/Keperawatan/article/view/182>
- Labonati, Rosyida (2014). Meningkatkan Kemampuan Motorik Halus Anak Melalui Metode Pemberian Tugas pada Kelompok B di TK AlKhairaat Lolu. *Bungamputi Vol 2, No 2* (2014).
- Laela, H., Afyanti, D., & Iqomah, M. K. B. (2014). Hubungan Antara Stimulasi Ibu Dengan Perkembangan Motorik Kasar Pada Anak Usia Toddler (1- 3 Tahun) Di Pendidikan Anak Usia Dini. *Jurnal Ilmiah Permas: Jurnal Ilmiah STIKES Kendal*, 4(2), 63–69. <https://doi.org/10.32583/pskm.4.2.2014.63-69>
- Laranaya, Nandea Putri (2019), Pengaruh Kreasi Menghias Kaleng Bekas terhadap Perkembangan Motorik Halus Anak Usia Dini. Vol 1 No 1 (2019): *JFACE: Journal of Family, Adult, and Early Childhood Education*
- Lestiawati, E., & Retnaningsih, L. N. (2018). Hubungan Status Gizi Dan Perilaku Pemberian Stimulasi Dengan Perkembangan Motorik Halus Anak Usia Pra Sekolah Di Tk Pkk Indriarini, Wedomartani Ngemplak Sleman Yogyakarta. *Medika Respati: Jurnal Ilmiah Kesehatan*, 13(3), 36–45. <https://doi.org/10.35842/mr.v13i3.187174>
- Madyastuti, R Lina (2018). Pengaruh Senam Otak Terhadap Peningkatan Motorik Kasar Pada Anak Usia 4-6 Tahun. Vol 8 No 2 (2018): *Wiraraja Medika - Jurnal Kesehatan Manurung, Purbatua*. (2018). Pusat Sumber Belajar. *Jurnal AL-IRSYAD*, Vol. VIII, No. 1, Januari - Juni 2018
- Mitayani, Y., T, N. R., & Nursetiawati, S. (2015). Hubungan Stimulasi Ibu Dengan Perkembangan Motorik Pada Anak Usia 2-3 Tahun (Toddler). *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 2(1), 59–67. <https://doi.org/10.21009/JKKP.021.09>
- Muchid, Abdul (2013), Hubungan Pengetahuan Ibu Dengan Perkembangan Motorik Kasar Anak Usia 3-4 Tahun Di Posyandu Budi Lestari Desa Tlogorejo Guntur Demak. *FIKkeS Vol 6, No 1* (2013): *Jurnal Keperawatan*.
- Munizar, M., Widodo, D., & Widiani, E. (2017). Hubungan Pengetahuan Ibu Tentang Stimulasi Dengan Perkembangan Motorik Halus Anak Usia Toddler Di Posyandu Melati Tlogomas Malang. *Nursing News : Jurnal Ilmiah Keperawatan*, 2(1). <https://publikasi.unitri.ac.id/index.php/fikes/article/view/178>
- Murdiani Sri Niluh (2014). Pengaruh Kegiatan Mewarnai Gambar Dalam Meningkatkan Motorik Halus Anak Di Kelompok B TK Jaya Kumara Desa Balinggi Jati Kecamatan Balinggi Kabupaten Parigi Moutong. Vol 2, No 2 (2014)
- Nanda, A. V. W. (2019). Hubungan Stimulasi Motorik Halus yang diberikan Ibu dengan Perkembangan Motorik Halus Anak Usia 3-4 di PAUD 175 Matahari 1 Jambangan Dampit Kabupaten Malang [Diploma, Poltekkes RS dr. Soepraoen]. <http://www.repository.poltekkessoepraoen.ac.id>
- Nurhasanah, N., & Ismarwati, I. (2015). Hubungan Tingkat Pengetahuan Ibu tentang Stimulasi dengan Perkembangan Motorik Anak Usia 1-3 Tahun di Posyandu Teratai I Desa Bangunjiwi Tahun 2015 [S1_sarjana, STIKES 'Aisyiyah Yogyakarta]. <http://lib.unisayogya.ac.id>
- Nurjanah, Dwi (2018), Peningkatan Kemampuan Motorik Halus Anak Kelompok A Melalui Kegiatan Bermain Papercraft (Penelitian Tindakan Di Kelompok A Tk Alam Rizkia, Cimpaeun-Tapos, Depok, 2017). *EDUKASI Vol 16, No 1* (2018): Edisi Januari 2018

- Nurmala, W., Yasbiati, Y., & Rahman, T. (2019). Peningkatan Kemampuan Motorik Halus Anak Usia Dini Melalui Kolase Berbahan Serbuk Kayu Pada Kelompok B Di Ra Yasbiman AlMunawar Kabupaten Tasikmalaya. *Jurnal Paud Agapedia*, 3(2), 203–214. <https://doi.org/10.17509/jpa.v3i2.26682>
- Permata, A., Yulita, N., & Juwita, S. (2019). Pengaruh Pemahaman Ibu Tentang Perkembangan Motorik Anak Terhadap Perkembangan Motorik Anak. *Jurnal Ilmiah Fisioterapi*, 2(2), 44–49.
- Ph Livana, L., Armitasari, D., & Susanti, Y. (2018). Pengaruh Stimulasi Motorik Halus Terhadap Tahap Perkembangan Psikososial Anak Usia Pra Sekolah. *Jurnal Pendidikan Keperawatan Indonesia*, 4(1), 30–41. <https://doi.org/10.17509/jpki.v4i1.12340>
- Putri Farah Rizkita (2016). Meningkatkan Keterampilan Motorik Halus Anak Melalui Teknik Mozaik. *Edukids: Jurnal Pertumbuhan, Perkembangan, dan Pendidikan Anak Usia Dini* Vol 13, No 2 (2016)
- Putu Ari Anggraeni (2014). Pengaruh Pemberian Brain Gym Terhadap Keterampilan Motorik Halus Pada Anak Prasekolah Di Tk. Kumara Sari Vii Denpasar Barat. *COPING (Community of Publishing in Nursing)* Vol 2 No 2 (2014): Jurnal Edisi Mei-Agustus 2014.
- Riyadi, I. (2015). *Emansipasi Wanita dan Peran Ibu*. Yogyakarta: Gadjah Mada Universiti Press, III(1), 29–45.
- Rosnita Atiani (2017) Hubungan Antara Penataan Lingkungan Belajar Outdoor Dengan Kemampuan Motorik Kasar Anak Usia Dini. *Edukids: Jurnal Pertumbuhan, Perkembangan, dan Pendidikan Anak Usia Dini* Vol 13, No 2 (2016) Vol 14, No 1 (2017)
- Safitri, Y. (2018). Hubungan Pengetahuan Ibu Tentang Stimulasi Perkembangan Dengan Perkembangan Motorik Kasar Anak Usia 3-5 Tahun Di Kelurahan Sei Sikambang B Kecamatan Medan Sunggal. *Jurnal Keluarga Sehat Sejahtera*, 16(2), 72–79. <https://doi.org/10.24114/jkss.v16i32.11927>
- Samsiar, Nur (2014), Pengaruh Permainan Lompat Tali terhadap Kemampuan Motorik Kasar Anak di Kelompok B RA AlMuhajirin Palu, *Bungamputi* Vol 2, No 9 (2014)
- Santi, E. (2016). Peningkatan Kemampuan Ibu Melakukan Stimulasi Perkembangan Makan Toddler Picky Eater. *Santi Dunia 177 Keperawatan: Jurnal Keperawatan dan Kesehatan*. <https://ppjp.ulm.ac.id/journal/index.php/JDK/article/view/2506>
- Sari, A. I., & Perdai, R. R. W. (2019). Karakteristik Ibu Terkait Pemberian Stimulasi Motorik Kasar Anak Usia 0-12 Bulan di Posyandu di Kelurahan Penengahan Raya Kecamatan Kedaton Bandar Lampung. *Jurnal Medula*, 9(2), 374–378.
- Sari, S. M. (2016). Hubungan Pengetahuan Ibu Tentang Stimulasi Motorik Kasar Dengan Perkembangan Motorik Kasar Pada Anak Usia Toddler Play Group Tunas Rimba Lamongrejo Lamongan. *Jurnal Ilmiah Ilmu Kebidanan*, 6(2), 29–36.
- Septiana, V. T., & Widiastuti, A. A. (2019). Dukungan Orang Tua dalam Mengembangkan Motorik Kasar Anak Cerebral Palsy Usia 5-7 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 172- 180–180. <https://doi.org/10.31004/obsesi.v4i1.298>
- Utsman (2013). Pengembangan Model Instrumen Asesmen Pencapaian Perkembangan Fisik Motorik Anak pada Taman Kanak-Kanak. *Lembar Ilmu Kependidikan*. Vol 42, No 1 (2013)
- Vina Febri Astani, N., & Sri Lestari, S. S. (2011). Hubungan Tingkat Pengetahuan Ibu Tentang Stimulasi Motorik Kasar Terhadap Perkembangan Motorik Kasar Anak Usia 2-3 Tahun Di Paud Wilayah Jambidan Banguntapan Bantul Tahun 2011 [Diploma_d3_d4, Universitas 'Aisyiyah Yogyakarta]. <https://lib.unisayogya.ac.id/>
- Wahyuni, Juherni (2019), Pengaruh Permainan Menjahit terhadap Kemampuan Motorik Halus Anak 5-6 Tahun, Vol 1 No 1 (2019): *JFACE: Journal of Family, Adult, and Early Childhood Education* Werdinigsih, ATA
- dan Astarani, Kili. (2012). Peran Ibu dalam Pemenuhan Kebutuhan Dasar Anak Terhadap Perkembangan Anak Usia Pra Sekolah. *Jurnal STIKES* Volume 5, No. 1, Juli 2012 179
- Wijayanti, A. R., & Edmiandini, U. F. (2017). Hubungan Sikap Ibu Tentang Stimulasi Perkembangan Dengan Tahap Perkembangan Motorik Kasar Pada Anak Usia 3-4 Tahun. *Jurnal Kebidanan*, 6(1), 18–25.
- Yanna (2014). Meningkatkan Kemampuan Motorik Halus Anak Melalui Alat Bermain Balok Pada Kelompok B Di TK Kembang Jaya Omu. *Bungamputi*.
- Yuliawati, A., & Subiyatun, S. (2012). Hubungan Peran Ibu dalam Pemilihan Alat Permainan dengan Perkembangan Motorik Halus Anak Usia 4-6 Tahun di Yayasan AR-Rahmah Kebumen Lumajang [S1_sarjana, STIKES 'Aisyiyah Yogyakarta]. <http://lib.unisayogya.ac.id>