

OPTIMISING CHILD DEVELOPMENT THROUGH SMART EDUCATION STRATEGY IN PELEMSEWU PANGGUNGHARJO VILLAGE

Widya Rachmi Yuliandari^{1*}, Ayu Anita¹, Akhmadi¹, Purwanta¹

¹Universitas Gadjah Mada, Yogyakarta, Indonesia

*Widyarachmiyuliandari@gmail.com

Abstrak Prevalensi gangguan perkembangan pada anak meningkat di dunia dan diperkirakan mencapai 5-25% pada tahun 2019. Gangguan pertumbuhan dan perkembangan pada anak dapat mempengaruhi berbagai aspek perkembangan, termasuk perilaku, keterlambatan bicara dan bahasa, kesulitan koordinasi, dan gangguan kognitif. Perkembangan anak sangat dipengaruhi oleh stimulasi kognitif, sensitivitas pengasuh, dan kondisi sosial-ekonomi orang tua. Penelitian ini bertujuan untuk mengevaluasi efektivitas pendidikan kesehatan berbasis masyarakat dalam meningkatkan pengetahuan orang tua tentang stimulasi tumbuh kembang anak di Desa Panggungharjo, Yogyakarta. Metode pengambilan data yang digunakan meliputi wawancara, observasi, dan survei yang dipandu oleh kader posyandu di komunitas sebagai mitra. Intervensi pada pengabdian masyarakat ini meliputi sesi pendidikan, permainan, diskusi, dan stimulasi dengan 40 orang tua yang memiliki anak usia prasekolah. Analisis deskriptif digunakan untuk survei awal. Tes Wilcoxon mengukur pengetahuan orang tua pre-test dan post-test tentang perkembangan anak. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam pengetahuan orang tua setelah intervensi, dengan rata-rata skor pre-test sebesar 8,1 meningkat menjadi 9,5 pada post-test (nilai $Z = 13,79$, $p = 0,001$). Temuan ini menggarisbawahi pentingnya pendidikan kesehatan yang menggunakan berbagai metode untuk meningkatkan pengetahuan orang tua, yang pada akhirnya dapat mengoptimalkan perkembangan anak. Studi ini menyimpulkan bahwa pendidikan kesehatan berbasis komunitas secara efektif meningkatkan pengetahuan dan keterampilan orang tua dalam merangsang tumbuh kembang anak. Intervensi ini dapat dijadikan model untuk program kesehatan anak di berbagai wilayah. Selain itu, media edukasi seperti booklet dapat membantu orang tua secara mandiri merangsang tumbuh kembang anak secara berkelanjutan. Dukungan dari profesional kesehatan dan keterlibatan aktif komunitas sangat penting untuk keberhasilan program ini.

Kata kunci: gangguan perkembangan anak, edukasi kesehatan, mitra komunitas

Abstract: The prevalence of developmental disorders in children is increasing worldwide and is projected to reach a range of 5-25% by 2019. Children with growth and development abnormalities may experience a range of developmental challenges, such as behavioural issues, speech and language delays, coordination difficulties, and cognitive impairments. A child's growth is significantly impacted by cognitive stimulation, caregivers' sensitivity, and parents' socio-economic conditions. This study aimed to assess the efficacy of community-based health education in enhancing parents' understanding of child development stimulation in Panggungharjo Village, Yogyakarta. The data collection methods used included interviews, observations, and surveys guided by posyandu cadres in the community as partners. The interventions in this community service program involved education, games, discussions, and stimulation sessions with 40 parents of preschool-aged children. The intervention comprised educational activities, interactive games, group discussions, and stimulating sessions conducted with a cohort of 40 parents with preschool-age children. The baseline survey employed descriptive analysis. The Wilcoxon test was utilised to assess parents' knowledge of child development before and after the test. The findings demonstrated a significant improvement in parents' knowledge following the intervention, as indicated by the average pre-test score of 8.1, growing to 9.5 in the post-test (Z value = 13.79, $p = 0.001$). This discovery emphasises the significance of health education, which employs numerous approaches to enhance parental awareness and, consequently, enhance child development. The findings of this study indicate that community-based health education is a successful intervention for enhancing parents'

knowledge and abilities in promoting child development. This strategy can potentially serve as a paradigm for child health programs in diverse settings. Furthermore, educational material, such as pamphlets, can assist parents in autonomously fostering sustainable child development. The success of this plan relies heavily on the support of health professionals and active community involvement.

Keywords: child development disorders, health education, community as a partner

Introduction

Developmental disorders in children comprise various conditions that impact several facets of development. Monitoring the growth and development of children under five is a significant global priority, specifically focusing on child health in Indonesia. During this stage, children undergo a crucial phase in which various aspects of their fundamental development are formed. Interventions implemented at this stage can significantly affect their future health and overall well-being. The Indonesian government has prioritised child health by creating health services specifically designed for the family and Community in response to the significant occurrence of child malnutrition (Dowou et al., 2023; Tat et al., 2020).

The global prevalence of childhood developmental problems is projected to range from 5% to 25% in 2019, representing a substantial health concern. A study conducted by Zhang J et al. (2018) found that over 200 million children under the age of five worldwide are believed to suffer from cognitive and social-emotional developmental problems (Zhang et al., 2018). Approximately 0.4 million children in Indonesia, accounting for approximately 16% of the population, are believed to suffer developmental problems. Based on the 2018 Basic Health Research (RISKESDAS) statistics, the social-emotional development of children between the ages of 36 and 59 months in Indonesia witnessed a rise to 69.9%. Nevertheless, it remains below the percentages observed in nations like Vietnam (91.2%), Kazakhstan (82.1%), and Thailand (79.4%). The source of this information is the Indonesian Ministry of Health in 2018. According to data from the Association of Paediatricians in Indonesia, the percentage of Indonesian children with developmental delays was 5-10% in 2018. However, by 2022, this percentage had climbed to 30%, encompassing various developmental abnormalities (Kementerian Kesehatan RI, 2018).

Child developmental disorders comprise a range of conditions that can impact numerous elements of a child's growth and behaviour. These conditions can manifest in diverse ways, including behavioural issues, delays in speech and language development, challenges with coordination, and deficits in cognitive function. Research has emphasised the frequency of developmental abnormalities, including autism spectrum disorder (ASD), attention and hyperactivity disorder (ADHD), and developmental coordination disorder (DCD), in children (Lehti et al., 2018; Zablotzky et al., 2020). Kid development is affected by several aspects, such as cognitive stimulation, caregiver sensitivity, response towards the kid, and emotional warmth or rejection of the child (Viet et al., 2021). Maternal knowledge and socio-economic circumstances significantly affect the development of children aged 1-3 years (Nomaguchi &

Allen, 2023). The risk of child malnutrition is linked to the educational level of parents, highlighting the significance of education in promoting child health (Emerson & Knabb, 2013). Furthermore, the insufficient understanding of parents about stimulation can impede the progress and advancement of children's growth (Calorina et al., 2021).

Educational strategies to enhance parents' knowledge about child development are essential for supporting optimal growth. Parents' knowledge plays a crucial role in providing appropriate stimulation and meeting children's nutritional needs, significantly impacting their physical, cognitive, and social development (Kostania et al., 2023; Sulistyorini, 2021). Evidence-based approaches are necessary, such as balanced nutrition education programs that effectively improve parents' understanding of children's diets and developmental stimulation education that contributes to children's developmental progress (Kostania et al., 2023). The combination of these approaches has a substantial positive effect on child development.

Furthermore, mentoring programs involving parents in their children's learning have proven effective, such as preparing children for primary school through appropriate stimulation (Setiowati et al., 2020). Training and workshops also enhance parents' understanding of early childhood characteristics, enabling them to apply more effective parenting strategies (Isnaini et al., 2022). Community-based education, including early detection and motor stimulation programs, has also significantly improved parents' knowledge (Larasati, 2022). This approach fosters experience-sharing among parents, strengthening collective support for child development. Adequate knowledge of child stimulation and development is critical to preventing developmental issues (Aprianti & Neherta, 2023; Gerungan, 2019). Therefore, comprehensive, evidence-based, and sustainable educational strategies are crucial to ensuring that parents possess the necessary skills to support their children's development.

Providing developmental stimulation to children is crucial for promoting their growth and development. Research indicates that providing stimulation to children is intended to facilitate their attainment of optimal growth as anticipated (Azizah & Wardhani, 2022). The impact of stimulation on communication, curiosity, language, and socio-emotional elements has been demonstrated to affect the development of young children (Azizah & Wardhani, 2022; Nurhidayah & Utami, 2023; Saptandari et al., 2022). Parents have a crucial role in offering suitable stimulation. The knowledge and actions of parents in providing stimulation, from pregnancy to toddler age, can have a considerable impact on the development of children, particularly in terms of motor skills and language acquisition (Perwira et al., 2022; Saptandari et al., 2022). Furthermore, the involvement of parents in promoting motor development in children of toddler age is a crucial determinant of children's overall development (Nurfatimah et al., 2022).

Various efforts have been made to address child development issues, particularly in Pelemsewu Hamlet, Panggungharjo Village. For instance, local posyandu cadres have provided child development monitoring services, including weighing, height measurement, and nutritional status checks. However, the limited knowledge of cadres and parents regarding age-appropriate developmental stimulation remains a significant challenge. Additionally, some community-based interventions, such as brief training sessions for parents conducted by the puskesmas, have

been implemented. However, these approaches often lack sustainability and fail to address crucial aspects, such as practical skills in providing developmental stimulation. An assessment conducted using the Community as a Partner Framework and Betty Neuman's theory (revealed that many parents lack an adequate understanding of child development concepts and the importance of appropriate stimulation (Sahar et al., 2019). This issue is further exacerbated by the absence of educational activities involving parents as key partners in the child's development. Recognising the need for a more integrated and participatory approach, health promotion activities were designed with an educational framework. These activities include lectures, discussions, interactive games (e.g., myths and facts), and hands-on practice. The program aims to enhance parents' knowledge and skills in providing age-appropriate developmental stimulation while addressing the stunting issue identified in 8 out of 77 toddlers in Pelemsewu Hamlet.

Method

The community service method employed the Community as a Partner framework developed by Anderson and McFarlane (2018) and emphasises the community as an active partner in interventions. The process involves collecting core data, such as the community's historical background, demographic information, vital statistics (e.g., births, deaths, life expectancy), and the values and beliefs upheld by the community. Subsequently, an analysis is performed on eight subsystems: the physical environment (including water quality, housing, waste management, and disaster preparedness), health and social services (access to healthcare facilities and alternative medicine), the economy (household income, employment, and unemployment rates), security and transportation (availability of transportation options and perceptions of safety), politics and governance (political engagement and local regulations), communication (formal and informal media channels), education (school conditions, educational attainment levels), and recreation (availability of play areas and recreational habits). The findings from this analysis are utilised to gain a comprehensive understanding of the community's needs and to design well-targeted intervention programs (Anderson & McFarlane, 2018).

Several methods include secondary data collection, interviews, observations, and surveys. The secondary data collection process entailed examining and analysing documents on the conditions and challenges encountered in child development within Panggungharjo Village. Community leaders and parents were interviewed to obtain insight into the challenges faced by children with developmental disabilities. Analysed the surrounding environment through observations and surveys. Prior to delivering education, researchers conducted an initial assessment of parents' understanding of child development stimulation. This assessment sought to examine the current level of comprehension before implementing the intervention. In addition, parents were educated through lectures, group discussions, and educational games to differentiate between facts and misconceptions regarding child development. Upon the conclusion of the educational program, parents were provided with a booklet encompassing

practical information regarding the numerous stages of child development and the recommended measures for stimulating their kid's growth and learning within the home environment. A final assessment was undertaken to evaluate the enhancement of parents' knowledge following the education provision. The data collected were analysed using a quantitative methodology to assess the efficacy and effect of the intervention. The aforementioned action was conducted at Panggungharjo Village for three months, specifically from April to June 2024. The events occurred at Sewon II Community Health Centre, the residences of parents with young children, and Posyandu Melati Putih (MP) 1.

Result and Discussion

The counselling activities for parents of toddlers were conducted on Saturday, 08th June 2024, in Posyandu MP 1 Pelemsewu Hamlet, Panggungharjo Village, Sewon, Bantul. Activities focused on educating individuals about child development and strategies for promoting optimal development in children. The desired number of posyandu toddlers is 80. However, only 40 parents with preschool-age children attended the event at Posyandu MP 1. The event aimed to enhance parents' understanding of developmental milestones according to age and provide guidance on early stimulation techniques to prevent potential difficulties and negative effects. Parents can effectively address child developmental issues through early intervention, solo or with others.

The findings from community service initiatives conducted in Pelemsewu Hamlet revealed that most toddlers involved were female, comprising 65% of the sample size of 26 individuals. Conversely, males accounted for 35% of the participants, totalling 14 individuals. Furthermore, it was discovered that a majority of the children, specifically 57.5%, were 36 months old, amounting to a total of 23 individuals. The participants in this activity possess the following characteristics:

Improving the Knowledge of Parents of Toddlers through Health Education

The health counselling activities encompassed numerous sub-activities, such as promoting health through understanding child development, conducting counselling sessions, facilitating child development stimulation sessions, and assessing progress through pre-test and post-test evaluations. Forty toddlers participated in the activity, guided by two master of nursing students and supervised by one field supervisor.

The initial step is administering a pre-test to evaluate the extent of parental understanding regarding child development. It is done before offering educational resources through counselling sessions to parents with children under the age of five at Posyandu MP 1. The pre-test evaluation was conducted utilising a questionnaire comprising 10 question items. The activity focused on promoting health by educating participants about child development. It included learning about the various aspects of development and factors that affect it and providing appropriate stimulation based on the child's age. The information was presented through a booklet created by students under the guidance of field supervisors. Subsequently, the activity proceeded with a post-test following the provision of health education. The post-

test aims to evaluate the extent to which parents' knowledge and understanding have improved, using the same questionnaire as the pre-test. Table 1 shows the results of pre-test and post-test are shown in and Table 2 shows the analysis.

Table 1. Results of pre-test and post-test scores

No.	Pre-test Score	Post-test Score
1.	8	10
2.	9	10
3.	9	10
4.	9	10
5.	9	10
6.	9	10
7.	8	10
8.	8	10
9.	7	9
10.	6	9
11.	4	9
12.	10	10
13.	10	10
14.	10	10
15.	10	10
16.	10	10
17.	10	10
18.	10	10
19.	8	9
20.	8	10

Table 2. Analysis of pre and post-test scores on parents' knowledge level

Label	N	Mean	Std. Deviation	Sig (2 Tailed)
Pre Test	20	8.1	2.07	0.001
Post Test	20	9.5	0.57	

The Wilcoxon test was employed to assess the impact of health education on parents' knowledge and comprehension. The criterion for change is met when the significance value is less than or equal to 0.05. Conversely, if the significance value is greater than or equal to 0.05, no difference in the value is seen after the intervention. The Wilcoxon test yielded a Z value of 13.79 and a sig value of 0.001, indicating a significant increase in the pre-test and post-test values after health education was provided on the stages of development and appropriate stimulation techniques for children based on their age.



Figure 1. Child Development Booklet

The team designed the child development booklet to provide educational media that parents can access (see [Figure 1](#)). This instructional media will enable parents to foster their children's development independently. This booklet comprises 34 pages that provide comprehensive information on terminology, developmental qualities, influencing variables, puzzle games, and misconceptions or facts. Furthermore, we provide comprehensive details regarding the stimulation concept, including precise definitions, specific aims, and fundamental principles that can assist parents in promoting optimal child development based on the kid's age, utilising suitable toys or games. Parental counselling regarding child development (see [Figure 2](#)).



Figure 2. Counselling to parents about child development

Child development is a multifaceted and interactive progression that starts at conception and encompasses the acquisition of progressively intricate motor, cognitive, language, and

psychosocial abilities (Solís-Cordero et al., 2022). Community-based treatments can effectively enhance health knowledge and promote positive health behaviours, enhancing overall well-being (Wahyuni et al., 2019). PAUD Cempaka, located in Kemayoran District, Central Jakarta, also implemented a community health care program. This initiative provided educational materials, conversations, and demonstrations to stimulate child growth and development. It demonstrates the enhanced parental understanding following the program (Purwati, N et al., 2019).

Education refers to deliberate endeavours aimed at shaping the behaviour of individuals, organisations, or communities under the intentions of those who facilitate the educational process (Evionita & Tama, 2022). The utilisation of concise instructional techniques can significantly impact the level of understanding that mothers possess regarding the growth and development of their children. The utilisation of booklet media in interactive lectures enhanced maternal understanding of newborn and young child nutrition, as demonstrated by the study conducted by Melangka et al. (2021). Studies have demonstrated that treatments to enhance parents' understanding and abilities concerning child development can be enhanced by providing health education or counselling (Budiarti et al., 2024). Furthermore, research has demonstrated that mothers' understanding of child development significantly impacts their interactions with their children and the educational experiences they offer (al-Maadadi & Ikhlef, 2015). Parents can effectively meet their children's biological, physical, socio-emotional, and cognitive needs by acquiring knowledge about typical child development and employing appropriate coping techniques (Bornstein et al., 2018). Knowledge can be acquired through diverse learning experiences, including formal schooling.

Stimulating Child Development

The stimulation program is implemented following parental counselling and subsequently sustained through children's active engagement. Pelemsewu Hamlet lacks a child development stimulation program. This novel endeavour is innovative and has the potential to be implemented in Pelemsewu Hamlet. Utilising simulation tools in health education can significantly impact moms' comprehension of the material being presented. Stimulation is increasingly considered a valuable tool in education and patient safety (Monica et al., 2023).

This exercise seeks to assist parents and community health cadres in effectively applying their abilities to stimulate child growth, using the knowledge presented earlier. Forty parents and their children took part in stimulation activities, utilising suitable instruments and games tailored to the child's age (see Figure 3, Figure 4a, & Figure 4b).

Comparative research of three stimulation modalities revealed that stimulation-based education fulfilled cognitive domain criteria comparable to traditional learning approaches and effectively addressed learning objectives in the affective domain (Tait et al., 2018). Various studies have shown that stimulation-based education is beneficial in enhancing mothers' comprehension of health-related information. It indicates that it can potentially enhance mothers' ability to acquire and retain knowledge. This phenomenon is further elucidated in research that demonstrates a positive correlation between the level of stimulation provided by educational play tools and the child's level of developmental appropriateness (Monica et al., 2023).



Figure 3. Child Development Stimulation Tool



Figure 4a. Stimulation of Child Development



Figure 4b. Stimulation of Child Development

Conclusion

The program implemented in Panggungharjo Village aimed to enhance parents' understanding of child development stimulation using the Community as a Partner framework.

This framework recognises the issue of suboptimal child development stimulation. Following the implementation of health education and the distribution of booklets, there was a notable improvement in parents' understanding of child development stimulation. The Posyandu Melati I cadres and the Community well-received the program, particularly those with children under five. This education aims to enhance parents' comprehension and conduct in effectively stimulating their children based on their specific developmental stage. Furthermore, cadres are anticipated to persist in their efforts to stimulate and assess child development during each Posyandu Balita gathering to ensure the program's long-term viability.

Acknowledgement

We express our gratitude to the Sewon II Health Centre for their collaboration and assistance in executing this program. We also thank the dedicated Posyandu Melati Putih I cadre members who have enthusiastically contributed to this activity. The assistance provided by the field supervisors and lecturers from the Department of PSMK Community at Gadjah Mada University was highly valuable in ensuring the successful execution of this research. This research received no subsidies from public, commercial, or non-profit funding sections.

References

- Anderson, E., & McFarlane, J. (2018). *Community as partner: Theory and practice in nursing, 8th edition*. In *Community as Partner: Theory and Practice in Nursing, 8th Edition*.
- Aprianti, D., Neherta, M. & Deswita, D. (2023). Gambaran Pengetahuan Ibu Tentang Stimulasi Perkembangan Anak Usia 36-48 Bulan Di Wilayah Kerja Puskesmas Ikur Koto Kota Padang. *Jurnal Ners*, 7(1), 40-47. <https://doi.org/10.31004/jn.v7i1.9457>
- al-Maadadi, F., & Ikhlef, A. (2015). What Mothers Know About Child Development and Parenting in Qatar: Parenting Cognitions and Practices. *The Family Journal*, 23(1), 65–73. <https://doi.org/10.1177/1066480714555669>
- Azizah, F. H. L., & Wardhani, J. D. (2022). Pengaruh Pemberian Stimulasi Terhadap Kreativitas Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6245–6257. <https://doi.org/10.31004/obsesi.v6i6.3325>
- Bornstein, M. H., Putnick, D. L., & Suwalsky, J. T. D. (2018). Parenting cognitions → parenting practices → child adjustment? the standard model. *Development and Psychopathology*, 30(2), 399–416. <https://doi.org/10.1017/S0954579417000931>
- Budiarti, T., Kartiyani, T., Pangesti, I., & Al-Irsyad Cilacap, U. (2024). Upaya Peningkatan Pengetahuan Orang Tua Terhadap Pemantauan Pertumbuhan Bayi Dan Balita. *Mandira Cendikia*, 3(2), 33–38. <https://journal-mandiracendikia.com/index.php/pkm>
- Calorina, L., Pawito, P., & Prasetya, H. (2021). The Effect of Gadget Use on Child Development: A Path Analysis Evidence from Melawi, West Kalimantan. *Journal of Maternal and Child Health*, 5(1), 110–119. <https://doi.org/10.26911/thejmch.2020.05.01.12>
- Dowou, R. K., Amu, H., Saah, F. I., Adeagbo, O., & Bain, L. E. (2023). Increased investment in Universal Health Coverage in Sub-Saharan Africa is crucial to attain the Sustainable Development Goal 3 targets on maternal and child health. *Archives of Public Health*, 81(1), 1–6. <https://doi.org/10.1186/s13690-023-01052-z>
- Emerson, P. M., & Knabb, S. D. (2013). Bounded rationality, expectations, and child labour. *Canadian Journal of Economics*, 46(3), 900–927. <https://doi.org/10.1111/caje.12032>
- Evionita, E., & Tama, M. M. L. (2022). Peningkatan Pengetahuan Orang Tua Terhadap Perkembangan Anak Usia Dini Desa Suka Negeri. *Abdi Wiralodra: Jurnal Pengabdian Kepada Masyarakat*, 4(1), 69–81. <https://doi.org/10.31943/abdi.v4i1.53>

- Gerungan, N. (2019). *Hubungan Pengetahuan Orang Tua Tentang Stimulasi Dengan Perkembangan Motorik Halus Anak Pra Sekolah*. 1(1).
- Isnaini, I. D., Julianingsih, D., & Aryanti, M. P. (2022). Sosialisasi Pola Asuh yang Tepat dan Pentingnya Memahami Karakteristik Anak Usia Dini di TK Dharmawanita Gedangan. *Bima Abdi: Jurnal Pengabdian Masyarakat*, 2(2), 1–8. <https://doi.org/10.53299/bajpm.v2i2.174>
- Kostania, G., Amalia, M., Cahyani, D. D., Kebidanan, J., Kesehatan, P., Malang, K., Kebidanan, J., Kesehatan, P., & Surakarta, K. (2023). *Pengetahuan tentang stimulasi perkembangan oleh orang tua meningkatkan status perkembangan anak*. 1(2), 431–437.
- Kementerian Kesehatan RI. (2018). Riskesdas 2018. In Saunders Manual of Small Animal Practice (pp. 845–852). Kementerian Kesehatan. <https://doi.org/10.1016/B0-72-160422-6/50077-2>
- Larasati, D. (2022). Deteksi dini tumbuh kembang dan stimulasi motorik pada balita berbasis masyarakat dalam kegiatan fisioterapi komunitas di desa lulut kabupaten bogor. *Jpmfki*, 1(1), 54–63. <https://doi.org/https://doi.org/10.59946/jpmfki.2022.109>
- Lehti, V., Gyllenberg, D., Suominen, A., & Sourander, A. (2018). Finnish-born children of immigrants are more likely to be diagnosed with developmental disorders related to speech and language, academic skills and coordination. *Acta Paediatrica, International Journal of Paediatrics*, 107(8), 1409–1417. <https://doi.org/10.1111/apa.14308>
- Melangka, Y. S. H., Masudin, M., Iwan, I., Hasan, S. M., & Sahe, T. (2021). Increasing mothers' knowledge of infant and young child feeding through booklets in Banggai Regency, Central Sulawesi Province, Indonesia. *Open Access Macedonian Journal of Medical Sciences*, 9, 924–930. <https://doi.org/10.3889/oamjms.2021.6232>
- Monica, L. P., Ulfa, M., & Agustina, I. (2023). Hubungan Stimulasi Alat Permainan Edukatif Dengan Perkembangan Anak Pra Sekolah. *Indonesian Journal of Professional Nursing*, 4(1), 60. <https://doi.org/10.30587/ijpn.v4i1.5796>
- Nomaguchi, K., & Allen, A. (2023). Mother–child relationship quality from preschool to adolescence: Variation by maternal education. *Personal Relationships*, 30(2), 399–418. <https://doi.org/10.1111/pere.12475>
- Nurfatimah, N., Longgupa, L. W., & Ramadhan, K. (2022). Pendampingan Ibu dalam Stimulasi Perkembangan Motorik Anak pada Usia Toddler. *Poltekita: Jurnal Pengabdian Masyarakat*, 3(3), 438–446. <https://doi.org/10.33860/pjpm.v3i3.1206>
- Nurhidayah, S., & Utami, F. (2023). Stimulasi Karakter Komunikatif dan Rasa Ingin Tahu Anak Usia (1-3) Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 527–535. <https://doi.org/10.31004/obsesi.v7i1.3499>
- Perwira, M. I., Indriati, G., & Dewi, Y. I. (2022). Gambaran Pengetahuan Ibu Dalam Menstimulasi Perkembangan Motorik Anak Toddler. *Jurnal Kesehatan Ilmiah Indonesia (Indonesian Health Scientific Journal)*, 7(1), 107. <https://doi.org/10.51933/health.v7i1.793>
- Purwati, N, H., Sutini, T., Apriliawati, A., Rayasari, F., Awaliah, & Astuti, A. M. (2019). Peningkatan Pengetahuan Orangtua Dan Screening Kumbuh Kembang Anak Di Paud Cempaka Kecamatan Kemayoran Jakarta Pusat. *Prosiding Seminar Nasional Pengabdian Masyarakat LPPM UMJ*, September 2019, 5.
- Sahar, J., Setiawan, A., & Riasmini, M. (2019). *Keperawatan Kesehatan Komunitas dan Keluarga* (Eds.Indone). Elsevier Singapore.
- Saptandari, E. W., Febriani, A., & Kisriyani, A. (2022). Siap Sekolah dari Rumah: Stimulasi Aspek Sosial-Emosional pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4417–4430. <https://doi.org/10.31004/obsesi.v6i5.2002>
- Setiowati, E. A., Handayani, A., & Supradewi, R. (2020). Program Stimulasi Kesiapan Anak Masuk Sekolah Dasar Bagi Orang Tua di Kelurahan Jetaksari Kecamatan Sayung Kabupaten Demak. *Buletin Pembangunan Berkelanjutan*, 4(2), 37–44. <https://doi.org/10.25299/bpb.2020.5559>
- Sulistiyorini, S. (2021). Peningkatan Pengetahuan Makanan Pendamping Air Susu Ibu (Mp-Asi) Yang Tepat Sesuai Standar. *Khidmah*, 3(2), 397–402. <https://doi.org/10.52523/khidmah.v3i2.369>
- Solís-Cordero, K., Duarte, L. S., & Fujimori, E. (2022). Effectiveness of Remotely Delivered Parenting Programs on Caregiver-child Interaction and Child Development: a Systematic Review. *Journal of Child and Family Studies*, 31(11), 3026–3036. <https://doi.org/10.1007/s10826-022-02328-8>

- Tait, L., Lee, K., Rasiah, R., Cooper, J. M., Ling, T., Geelan, B., & Bindoff, I. (2018). Simulation and Feedback in Health Education: A Mixed Methods Study Comparing Three Simulation Modalities. *Pharmacy*, 6(2), 41. <https://doi.org/10.3390/pharmacy6020041>
- Tat, F., Irfan, I., & Bait, M. M. (2020). The Availability of Health Resources on the Performance of Maternal and Child Health Policy Implementation in East Nusa Tenggara. *Global Medical & Health Communication (GMHC)*, 8(3), 251–259. <https://doi.org/10.29313/gmhc.v8i3.6082>
- Viet, T. H., Nanthamongkolchai, S., Munsawaengsub, C., & Pitikultang, S. (2021). Influences Of Maternal Knowledge And Socio-Economic Factors On Development Of Children Aged 1-3 Years In Nha Trang City, Vietnam. *Malaysian Journal of Public Health Medicine*, 21(2), 475–481. <https://doi.org/10.37268/mjphm/vol.21/no.2/art.917>
- Wahyuni, A. S., Amelia, R., Nababan, I. F. F., Pallysater, D., & Lubis, N. K. (2019). The difference of educational effectiveness using presentation slide method with video about prevention of hypertension on increasing knowledge and attitude in people with the hypertension risk in amplas health center. *Open Access Macedonian Journal of Medical Sciences*, 7(20), 3478–3482. <https://doi.org/10.3889/oamjms.2019.450>
- Zablotsky, B., Black, L. I., Maenner, M. J., Laura, A., Danielson, M. L., Bitsko, R. H., Stephen, J., Kogan, M. D., Boyle, C. A., Disabilities, D., Resources, H., & Bureau, C. H. (2020). HHS Public Access. 144(4). <https://doi.org/10.1542/peds.2019-0811.Prevalence>
- Zhang, J., Guo, S., Li, Y., Wei, Q., Zhang, C., Wang, X., Luo, S., Zhao, C., & Scherpbier, R. W. (2018). Factors influencing developmental delay among young children in poor rural China: A latent variable approach. *BMJ Open*, 8(8), 1–9. <https://doi.org/10.1136/bmjopen-2018-021628>