

Original Research Paper

The description of characteristics of mothers with child care at Muthia Daycare Center Sleman Yogyakarta

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Abstract

Infancy and toddlerhood are an important period in child development. So, in providing high-quality and comprehensive care for infants and toddlers, it is very important for parents to know the development of infants and toddlers as a basis for knowing further developments, namely pre-school, school, puberty and adolescence. Parents, especially mothers, must have knowledge about the development process in pre-school age children so that if there are developmental abnormalities, they can be detected early. The purpose of this study was to determine the characteristics of mothers with child care at Muthia Daycare Sleman. This study used a cross sectional approach with quantitative research. The samples used by the quota sampling method were all mothers who cared for their toddlers at Muthia Daycare Sleman (TPA) as many as 30 mothers. Collecting data with a questionnaire then the data was processed and descriptive analysis was carried out with a computer system. The results showed that most of the respondents were mothers with college education, namely 21 mothers (70%), most of them were of reproductive age, as many as 20 mothers (66.7%) in the age range of 30-40 years, most had attended seminars or training on parenting or growth and development of toddlers as many as 16 (53.3%), the need for information and education that was more needed by mothers related to gross motor skills of toddlers was 10 mothers (33.3%). The main suggestion is the need for stakeholder cooperation in an effort to increase mothers' understanding of the growth and development of toddlers, especially the existence of communication between parenting schools and parents so that the growth and development of toddlers is optimal.

Keywords: characteristics of mother; child care; growth and development

1. Introduction

Growth and development is a continuous process that occurs from conception and continues into adulthood. The achievement of optimal growth and development depends on the biological potential. The level of achievement of a person's biological potential is the result of the interaction between genetic factors and the bio-physico-psychosocial environment (Soetjiningsih, 2012).

Regulation of the Minister of Health of the Republic of Indonesia Number 66 of 2014, concerning monitoring of growth, development, and child development disorders mentioned Monitoring the growth, development, and developmental disorders of children is a reference for health workers working in basic/primary health facilities, professional groups, educators, family planning field officers, social workers related to child development education, professional organizations and stakeholders related to the growth, development and developmental disorders of children (article 2). Government policies in order to improve access and quality of health services for the poor have implemented public health insurance. So that mothers can take their children to health facilities to monitor their child's growth and development (Permenkes RI, 2014).

Infancy and toddlerhood are an important period in child development. So, in providing high-quality and comprehensive care for infants and toddlers, it is very important for parents to know the development of infants and toddlers as a basis for knowing further developments, namely pre-school,



school, puberty and adolescence. The need for optimal growth and development of toddlers requires aspects of good health and nutrition from pregnant women, infants, and pre-school children. Sufficient stimulation in quantity and quality from the start is also needed by infants and children for mental and psychosocial development (Maryunani, Anik, 2012).

Therefore, parents, especially mothers, must have knowledge about the development process in pre-school age children so that if there are abnormalities in growth and development, they can be detected early (Kusnandi, Rusmil, 2008 in Saputri, 2013). In the process of development during infancy, parents play an important role, especially mothers, to know and foster children in the process of growth and development so that children's growth and development can be optimal. In this case the provision of information is needed from health workers. Health workers can provide information about the provision of stimulation and developmental achievements experienced by the preschool period. By providing information, it is expected to change attitudes in providing stimulation, especially during the preschool period (Ayu, Dinda 2013).

The results of the preliminary study obtained data that 50% of mothers still needed some information about the growth and development of toddlers and experienced parenting problems because of the mother's work rhythm. Mothers who worked in addition to self-actualization, one of which was a second source of income in the family. Sulistyorini (in Fauzi 2015) mentions the existence of a dilemma for women who work between optimizing the care of their children, or handing it over to an institution or caring for someone else. On the other hand, women also have a career desire, which is also a need to fulfill and increase the economic capacity of the family. So based on this background, this study aims to describe the characteristics of mothers with child care at Muthia Daycare Sleman.

2. Research Methods

This research method was descriptive to obtain a description of the characteristics of mothers with their toddlers in the Daycare at Muthia Daycare Sleman. This research was conducted with a cross sectional approach, namely data collection simultaneously. The population of this research was mothers who had children under five at Muthia Daycare Sleman. The sampling method was with a total sampling of 30 mothers. Data collection was with open and closed question questionnaires. Univariate data analysis to describe the characteristics of each variable studied was by using the frequency distribution and percentage of each group. Furthermore, it was displayed in the form of tables and narratives and processed by a computerized system.

3. Results and Discussion

3.1. Results

The description of the characteristics of respondents in this study can be explained in the following data:

3.1.1. Mother's Education

Table. 1. Characteristics of respondents based on Education

No	Characteristics	Amount	Percentage (%)
1	Lower and secondary education	9	30
2	higher education	21	70
	Total	30	100

Source: primary data

Based on these data, most of the respondents in this study were pursuing higher education, namely 21 mothers (70%), while 9 mothers (30%) were in the elementary, junior high and high school education categories.

3.1.2. Mother's Age

Table 2. Characteristics of respondents based on maternal age

No	Characteristics	Amount	Percentage (%)
1	30-40 years old	20	66.7
2	40-50 years old	10	33.3
Total		30	100

Source: primary data

Based on these data, most of the respondents in this study were of reproductive age with data on 20 mothers (66.7%) in the age range of 30-40 years, while 10 mothers (33.3%) with an age range of 40-5 years.

3.1.3. Parity

Table 3. Characteristics of respondents based on maternal parity

No	Characteristics	Amount	Percentage (%)
1	Parity < 2	15	50
2	Parity > 2	15	50
Total		30	100

Source: primary data

Based on these data, the respondents in this study had the same parity category, namely 50%, both parity <2 and parity >2.

3.1.4. Participation in a Seminar or Training on Parenting for Toddlers

Table 4. Characteristics of respondents based on seminar participation

No	Characteristics	Amount	Percentage (%)
1	Ever attended a seminar/training	16	53.3
2	Never attended a seminar/training	14	46.7
Total		30	100

Source: primary data

Based on these data, most of the respondents in this study had attended seminars or training on parenting or growth and development of toddlers by 16 (53.3%) while those who had never been exposed were 14 (46.7%).

3.1.5. Information Needs about Toddler Parenting

Table 5. The need for information and education about aspects of toddler development

No	Characteristics	Amount	Percentage (%)
1	Language skill	8	26.7
2	Social Personal Ability	6	20.0
3	Fine motor skills	6	20.0
4	Gross Motor Ability	10	33.3
	Total	30	100

Source: primary data

Based on these data, the respondents in this study, most of mothers needed information and education related to gross motor skills of toddlers as many as 10 mothers (33.3%) and at least needed information about personal social and fine motor skills 6 (20%).

3.2. Discussion

3.2.1. Mother's Education

A mother in the family plays a very important role in the family environment. Mothers as the spearhead in stimulating growth and development will be important to be prepared as early as possible in their reproductive age. The results of the study obtained that most of them were pursuing higher education, namely 21 mothers (70%), while 9 mothers (30%) were in the elementary, junior high and high school education categories. Mothers with a high level of education are related to the desire to have the need to work and have a career to be able to actualize themselves. On the other hand, mother will be a role model for imitating children and stimulating children's development. Stimulation carried out while caring for children has a very significant response and impact on cognitive, mental, verbal and visual development. Working mothers can have a positive or negative impact to child development. Mother's time with children will decrease and become less qualified if the mother works so that the opportunity to stimulate development is reduced. Positive impact on the social development and independence of children if they are entrusted to daycare while the mother is working. Even though mothers work, and they have less time to spend with their children, in an Extended family society, the role of mothers will be replaced by other family members such as grandmothers or aunts so that children's development can still be stimulated. In order that the growth and development of children should be the attention of the whole family, especially parents in order that they can achieve optimal growth and development.

On the other hand, Mother's education level had a positive impact on child development. Mothers with excellent knowledge skills and insights in terms of understanding growth and development will certainly have much better readiness to be able to stimulate child development. Ability and awareness to stimulate mothers with higher education levels is better than mothers with sufficient and low ability. The regression test of Bara's research (2020) showed mother's education was a risk factor for child development with OR 7.250, (CI) 95%, this was in line with research by Ariani and Mardani which showed that mother's education was a risk factor for toddler development with OR 3.44, $p=0.004$.

Shen (2020) in his research stated that maternal education appeared to be the strongest predictor of increased dental caries. Only income was significantly associated with an increase in the child's weight and height. The occurrence of dental health problems in the growth and development of children also affects the growth of children in the future.

3.2.2. Mother's Age

The results of this study indicated that most of the mothers were in reproductive age with data of 20 mothers (66.7%) in the age range of 30-40 years. As stated by Bara (2020) in the discussion of his research that maternal age less than 20 years was associated with the unpreparedness of the reproductive organs that were still in the growth phase to reproduce. Mothers were still in transition from adolescence to adulthood (early adulthood). At the age of less than 20 years, the mother was psychologically not ready to raise children. While the age of more than 35 years was associated with a risk in continued pregnancy, as well as problems that were usually found in the reproductive health system. Age Women of childbearing and reproductive age with lots of physical and reproductive activities were considered ideal in the range of 20-35 years. Young women would be easier to accept knowledge than adults, this was because mature mothers had many experiences that developed their thinking patterns. In this study, there was no relationship between maternal age and child development. This might be due to the larger sample at the age of 20-35 years (88.3%). Factors that have an influence on the success of parenting millennials are age, parental education, relationships between parents, and parenting experience (Lisa, 2018).

3.2.3. Parity

The results showed that the parity with more and less than 2 births from 30 respondents was 50%. This was different from the results of Rini's research (2016) which showed that from 28 mothers of children under five there were 17 mothers of children under five (60.7%) with multiparity parity, and 11 mothers of children under five years old (39.3%) with primiparous parity. And statistically there was no relationship between parity and mother's knowledge about the growth and development of toddlers, only the birth distance factor had an influence on the growth and development of toddlers if they were too close. In general, factors related to child development are parental education, number of siblings or parity. The birth distance that is not too far between the first and subsequent births can cause growth and development disorders in children under five. This is because the child stops breastfeeding too quickly, the mother also does not have enough time in preparing complementary feeding (MP ASI) and the attention given to the provision of foster care for the previous child is also reduced because of the attention and concentration on the next pregnancy. The intelligence of children under five will of course also be affected and will generally be lower, this is due to a lack of psychological stimulation from the mother (Schady N, 2011).

3.2.4. Participation in Toddler Parenting Seminar or Training

One of the factors that influence the success of parenting under five is the experience of parenting and maternal education, parenting in the millennial era does not focus on parenting but shares the role of the father. This equality of roles requires fathers and mothers to have good literacy, which can be in the form of digital literacy and parenting seminars or training that parents participate in order to increase knowledge about parenting without having to spend a lot of time. Parenting seminar began to be packaged online through the Instagram and YouTube platforms. Parents can exchange information with fellow seminar participants and resource persons (Putri, 2021). According to Wardani (2019), the role of parents has a contribution in monitoring children's growth and development.

Based on research by Francesca et.al (2018), it was stated that: Comparative test of outcomes between parents in the program and parents in the comparison group revealed that participants in the RME (Relationship and Marriage Education) program (n = 171) showed significant improvement compared to non-participants (n = 143) in co-parenting agreements, parenting practices, and the teacher's report on the social competence of preschool children over a period of 1 year. This finding is a step forward to better understand the experiences of participants with low resources in RME. This

study showed that women with low socio-economic conditions needed assistance in special programs for successful parenting.

3.2.5. Information and Educational Needs on Toddler Parenting

Child growth and development screening is an activity to see and detect any deviations in growth and development in children aged 0-6 years. Screening for deviations in growth and development since the child is still a toddler, can be a process of accelerating the right intervention from an early age to overcome deviations and the existence of things that are not in accordance with the growth and development of the toddler. If deviations are identified too late, in providing treatment or solving deviation problems, it will certainly be more difficult to do and can be permanent so that toddlers are not optimal and affect the growth and development of children which is one of the important aspects that must be considered by parents (Fazrin et.al., 2018). Stimulation that is less than optimal can lead to less development of a child's potential. Stimulation to children should be varied, done with love and aimed at gross motor skills, fine motor skills, speech and language skills, socialization skills and independence, cognitive abilities, creativity and moral-spiritual (Nurfurqoni, 2017).

In general, mothers who give half the time to care for toddlers in the nursery are working mothers, so there is an unequal effect of caring for working and non-working mothers. This is in accordance with the results of research by Wawan and Dewi (2011) which stated that someone who had a busy time job would affect the absence of mothers in carrying out Integrated Healthcare Center activities or other parenting activities that support information and education needs regarding growth and development or early childhood care. This is in line with the research of Susanto et.al, (2019) which states that The PCGD (Promote Children's Growth and Development) intervention by providing 12 activity sessions is very effective in increasing the growth and development of children aged 0-72 months. PCGD can be considered for implementation in Public Health Center.

4. Conclusion

The conclusion of the study showed that most of the respondents were mothers with higher education, namely 21 mothers (70%), most of the mothers were in reproductive age, as many as 20 mothers (66.7%) with an age range of 30-40 years, most of whom had attended seminars or training on parenting or growth and development of toddlers by 16 (53.3%), the need for information and education more needed by mothers related to gross motor skills of toddlers amounted to 10 mothers (33.3%).

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