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Research Article

The Relationship Between Mother's Support to the Development Level of Preschool-Age Children

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Abstract

Aim: The prevalence data for growth and development disorders is increased by 28.7%, and Indonesia being the third highest in Southeast Asia. The influence of family support, especially from the mother, is very influential on the child's development because the mother's encouragement is very influential on the child's success in achieving development according to the stages. This study aims to analyze the relationship between maternal support and the level of development of preschool children in Daya Wanita Kindergarten, Sumedang.
Methods: The research design used was an analytic survey with a cross-sectional approach. The number of samples used is 70 respondents (35 children and 35 mothers). This study used a purposive sampling technique and the developmental pre-screening questionnaire (KPSP) to measure the mother's support using a Guttman scale with two choices of answers that support and do not support.
Result: Univariate data analysis with frequency distribution technique and bivariate using Chi-Square test. The results showed that out of 35 children, 20 children had appropriate development (57.1%), ten children had doubtful development (28.6%), and five children had abnormal development (14.3%). Most of the children received support from their mothers. As many as 22 people (62.9%) and 13 children did not get proper support (37.1%). There is a significant relationship between the mother's support and preschool-age children's development level (p-value = 0.007).
Conclusion: This study showed a relationship between mothers' support and the development of preschool-age children. Based on this study result is hoped that schools can educate parents about stimulating child development, and parents can facilitate the children's stimulation at home.

Keywords:
Child Development, Mother's Support, Preschool Children

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INTRODUCTION

According to the 2018 World Health Organization (WHO) report, the estimated incidence of global developmental delays is 13% in children aged <5 years. The World Health Organization (WHO) reported in 2018 that more than 200 million children under the age of 5 in the world do not fulfill their developmental potential, and most of them are children living on the continents of Asia and Africa. Various child development problems such as motor delays, language, behavior, autism, and hyperactivity are increasing. The incidence of developmental delays in the United States ranges from 12-16%, in Thailand 24%, and in Argentina 22%, while in Indonesia, it is between 29.9%. According to UNICEF, in 2017, (1) data was obtained showing high growth and development disorders in children under five. About 20% of children experiencing disorders have impaired motor development, social independence, speech, and language. Based on the report of the Ministry of Health of the Republic of Indonesia 2018, the coverage of health services for toddlers who experience child development disorders in Indonesia was 3.7% in 2018 (2,3).

Many factors, including heredity in the family, malnutrition, and problems with the hormonal system, can cause diseases or disorders in children. The causes of delays in the development of preschool-age children can be caused by (4). Interventions that families can do to improve children's development are providing parenting patterns that build good open communication between parents and children. Educating children well, providing affection, care, and attention but still providing high control over children, encouraging ability and willingness children tend to produce children with appropriate development. Parents are responsible for providing a safe environment, monitoring children's activities, helping develop social and cognitive emotions, and providing direction and guidance in everyday life. Children will enjoy playing, exploring, and discovering new things that can increase their cognitive, social, and emotional development by providing a safe and conducive home environment. One day, they hope to become responsible and productive (5).

The results of research conducted by Virda (6) found that almost half of the role of the mother was sufficient, amounting to 25 people (41.7%). The role of a good mother was 12 people (20.0%), while the role of the mother who was lacking was 22 people (36 .7%). There was a bad mother's role of one person (1.7%). Almost all the development of typical children is 54 children (90.0%). The impact of child development disorders causes cognitive delays that interfere with awareness and cause children learning difficulties. Then the motor/movement delays will interfere with the child's ability to control the muscles in the arms, legs, and hands. Furthermore, social, emotional, and behavioral delays disrupt a child's ability to learn, communicate, and interact with others. Moreover, the most commonly encountered is speech delay, characterized by a lack of vocabulary and complex sentences that children of their age own (7,8).

The role of nurses in child development as educators educate parents about how important family support is, especially mothers to support child development. Nurses can also explain what implementation parents can do to increase support for the level of development of children at preschool age. Children who get the support of a good mother will develop optimally. Family support, especially mothers for children, is essential thing in the process of child development to increase children's potential so that they develop optimally. Families can carry out stimulation and early intervention for children (9). Usually, the intervention models used can be in the form of medical models, which will help with developmental barriers with medical devices, then can then

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use social models of interventions that create and engineer an environment to help with developmental barriers experienced by children (10).

Parental support in child development is vital because it encourages children to be more active in learning with optimal development. Parental support in child development is essential because it encourages children to be more active in learning. The purpose of this study was to determine Mother's Support for the Level of Development of Preschool Children in Daya Wanita Kindergarten Sumedang.

METHODS

Study Design

The research method uses an analytic survey with a cross-sectional design, examining the relationship between two variables in a situation or group of subjects. The purpose of this study was to see the relationship between maternal support and the development of preschool-aged children.

Sample

The study 35 mothers who took direct care of their children and 35 children of preschool age who did not e

Instrument

The instrument used was the developmental pre-screening questionnaire (KPSP) for children aged 48 months, consisting of 9 questions using the Guttman scale. For children aged 60 months, ten questions using the Guttman scale, and for children aged 72 months consisting of 10 questions using the Guttman scale. To measure mother's support using a questionnaire that uses a Guttman scale where there are two choices of answers that support and do not support. The total of questions to measure the mother's support is 20 questions. KPSP has conducted reliability tests on doctors and health cadres to get a reliability value of 0.82 between health cadres and 0.72 between health cadres and doctors. At the same time, the sensitivity and specificity are 60% and 92% (11).

RESULTS

Table 1.
Mother's Support for the Development of Preschool Children (n=35)

Mother Support	Frequency (n)	Percentage (%)
Supported	22	62.9
Not Supported	13	37.1
Total	35	100

Table 1. shows the majority of mothers providing child development support, as many as 22 people (62.9%), and mothers who did not provide appropriate support, as many as 13 people (37.1%).

Table 2.
Development of Preschool age Children (n=35)

Child Development	Frequency (n)	Percentage (%)
Doubtful	10	28.6
There may be deviations	5	14.3
In accordance	20	57.1
Total	35	100

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Table 2. shows that the majority of children have appropriate development, 20 children (57.1%), ten children experiencing doubtful development (28.6%), and five children experiencing developmental deviations (14.3%).

Table 3.
The relationship between mother's support and the development of pre-school-age children (n=35)

Variable	Child Development						Total	*P-Value
Mother Supported	Doubtful		Deviations		Accordance			
	N	%	N	%	N	%		
Supported	3	13,64	2	9.09	17	77.27	22	
Not Supported	7	53.85	3	23.08	3	23,08	13	0.007
Total	10	28.57	5	14.29	20	57.14	35	

Based on the results of a study of 70 respondents (35 mothers and 35 children) which was carried out on mothers and Table 3. shows mothers who provide support. Most have children whose developments are appropriate (77%) and mothers who do not provide support. Most of them have children who experience dubious development (53.85%). The results showed a significant relationship between maternal support and the development of preschool children, with a p-value of 0.007 (<0.05).

DISCUSSION

It showed that more than half of the respondents received appropriate maternal support in developing preschool-age children, namely 22 people, or 62.9%. In comparison, the remaining 13 people, or 37 .1% of respondents, did not receive appropriate support. in 35 mother respondents and 35 preschool-age children, more than half showed appropriate development. Children who were in the appropriate criteria were 20 people (57.1%), then children whose development was doubtful, as many as ten people (28.6%), and five people (14.3%)) children who had deviations. More than half of the development of preschool-age children in Sumedang Daya Women's Kindergarten is in the appropriate criteria.

This study's results align with the opinion of (12) that parents' active role in their children's development is needed, especially when they are toddlers. One of the parents is the mother, who is a central figure in the developmental stages of a child. The mother acts as the first and primary educator in the family, so the mother must be aware of caring for children correctly and by the stages of child development. The role of the mother in development is vital because, with good maternal skills, child monitoring can be carried out correctly. Parents (mothers) are the first to invite children to communicate so that children understand how to interact with other people using language. Environment (family) is one factor that influences children's growth and development (13).

Parenting styles for children have met the needs of children according to the child's growth and development. A mother is a significant person in the household. Mothers who care for their children, provide food for their family members, and sometimes work to supplement the family income. Mother's role is the behavior of a mother towards her family to care for her husband and children (14). The mother's role is educating, nurturing, caring for, and giving affection.

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Research results for child development that have doubtful criteria and deviations can be triggered by several triggering factors, including many factors that influence child development. In the case of children with good maternal support, the development criteria are inappropriate, doubtful, and irregular, or vice versa. Child development can be triggered by several factors, the most common of which are inappropriate parenting, inadequate children's nutrition, the mother's educational status, age, and parents' occupation. Diet is vital to the child's growth process because food contains nutrients. Nutrition is an essential part of growth. These nutrients have a very close relationship with health and intelligence. If the diet is not achieved correctly, growth will be disrupted, the body will be thin and short, and even malnutrition will occur (15). Feeding pattern is a person's behavior that can affect nutritional status (Ministry of Health RI, 2014). Diet can provide an overview of nutritional intake, including the type, amount, and schedule for fulfilling nutrition (Kemenkes RI, 2014). Children with doubtful development and deviations can be triggered by several factors, the most common being nutritional factors that the child gets inadequate (16).

Most of the respondents have support from mothers who supported 22 with children who had appropriate development criteria (77.27%). Mother support who supported children who had doubtful development criteria, as many as 3 (13.64%) children, and the support of mothers with children who have developed with deviation criteria there are 2 (9.09%) children. For mother's support who did not support as many as 13 respondents, 3 (23.08%) of whom had appropriate development, seven children with mother's support who did not support doubtful development criteria 7 (53.85%), and 3 (23.08%) children with developmental deviations with support mothers who do not support. The results showed a significant relationship between mother's support and child development at preschool age with a p-value of 0.007 <a (0.05).

Child development is very dependent on the role of the mother. The mother is the initial educator of a child, so the mother's role is very much needed for the child's development stage ((6). In health services, a nurse's role is influential in child development. The role of nurses in child development is very influential. The role of nurses in supporting child development includes caregivers, family advocates, education, counseling, collaboration, ethical decision-makers, and researchers (17).

In addition to the mother's support factor, psychosocial factors can be obtained from peers to socialize. Schools with good education can improve children's lives and genetic factors, which are the primary capital and have a significant role in achieving the result of the child's growth and development process. Good potential when interacting with a positive environment will provide optimal results for children's development. The child's psychosocial factors, for example, lack of motivation to learn so that they cannot provide a conducive environment for learning, can cause children to have appropriate maternal support but are at dubious child development criteria. Besides that, gender also has an effect, a study conducted by (18).

CONCLUSION

Based on the study results, it can be concluded that the level of maternal support regarding the development of pre-school-age children (62.9%). There is a significant relationship between the mother's support and the level of development of preschool-age children (p-value = 0.007 <0.05).

Schools as an educational institutions are expected to increase stimulation by providing simple academics (introduction of space, shape, color, preparation for counting), environmental education,

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socialization, getting to know the community environment, free play to develop fantasy and enrich an experience, singing, drawing, learning languages (conversing, reading pictures, telling stories, reciting simple poems), training memory by playing sales games or conveying the news, playing music, getting to know tasks and restrictions, and daily activities (eating alone, drinking alone, controlling bowel movements, control urination). Furthermore, the school works with health workers to provide knowledge for mothers regarding stimulation to help child development. It is hoped that mothers can be more active in monitoring every stage of their children's development, that if there is a delay in the child, it is immediately known, and immediately has the child examined by a health worker.

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