

# Mother's Knowledge And Education On The Motor Development Of Children Aged 3-5 Years Old In Ra Amanah Al Fatonah Desa Mengulak Kabupaten Oku Timur In 2021

Ratna Dewi<sup>1</sup>, Erike Septa Prautami<sup>2</sup>

<sup>1,2</sup> DIII Kebidanan, Sekolah Tinggi Kesehatan PP Assanadiyah, Jl. Banten VI Kel. 16 Ulu, Palembang, 30252, Indonesia

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## ABSTRACT

Child development is all changes that occur in children seen from various aspects, including physical (motor), language, psychosocial, socialization, moral, and belief aspects. Gross motor skills are body movements using large muscles or all limbs influenced by the child's own maturity. While fine motor is a movement that only involves certain body parts and is carried out by small muscles. This research is a quantitative study using a cross sectional approach where the independent and dependent variables are collected at the same time. The research population is all mothers who have children aged 3-5 years who attend RA. Amanah Al Fatonah, Desa Mengulak, Kabupaten OKU Timur in 2021, as many as 27 people. The sampling technique was Total Sampling technique so that the number of samples in this study was 27 respondents. The results showed that there was a relationship between knowledge and motor development of children aged 3-5 years with  $p$  value = 0.04, and there was a relationship between education and motor development of children aged 3-5 years with a  $p$  value of 0.004. Mother's knowledge and education play an important role to help optimal child development. With knowledge, mothers will obtain information, including how to properly care for children, maintain child health, and stimulate child development.

**E-mail:**  
[erikeseptaprautami@gmail.com](mailto:erikeseptaprautami@gmail.com)

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## 1. Introduction

Every child will go through stages of continuous growth and development. An important period in growth and development is toddlerhood, which is the age of 3 years, where at this age the growth and development of brain cells is still ongoing, and becomes the growth of nerve fibers and their branches, so that a complex network of nerves and brain is formed. a family provides stimulation as early as possible so that the child's development can grow normally (Muchid, Samiasih and Mariyam, 2012).

Child development is all changes that occur in children seen from various aspects, including physical (motor), language, psychosocial, socialization, moral, and belief aspects. The development of the body through coordinated activities between the nervous system, muscles and spinal cord. One of the stages of growth and development that children go through is the late preschool period. In children aged 4-5 years the prominent development is gross and fine motor skills. Gross motor skills are body movements using large muscles or all limbs influenced by the child's own maturity. While fine motor is a movement that only involves certain body parts and is carried out by small muscles (Kuntum, 2015).

According to the World Health Organization (WHO) states that 5-25% of preschool-aged children in the world suffer from minor brain dysfunction, including motor development disorders. The results of research on the growth and development of UNICEF in 2011 obtained data that there was still a high incidence of growth and development disorders (delays) in children under five, especially motoric delays (27.5%) or 3 million children had disorders (Rifai, 2019). Gross motor development is the skill of moving body parts in harmony and plays a very important role in achieving balance that supports fine motor skills. One of the factors that affect gross motor skills is the physical ability that allows for movement and the development of the nervous system. The stage of gross motor development of toddlers has a series of sequential stages. This means that each stage must be passed before entering the next stage, for example the stage of gross motor development of toddlers, namely crawling, throwing a ball, jumping, climbing stairs, standing on one leg, standing on one leg for 5-10 seconds, walking backwards with the thumb on the heel. , down stairs quickly, jump over obstacles (Saputra, Yunus and Abdurrah, 2007).

Motor development is strongly influenced by the brain. It is the brain that regulates every

movement made by the child, the more mature the development of the brain's nervous system which regulates the muscles allows the development of competence or motor skills of children. Gross motor skills are the skills to move body parts in harmony and play a very important role in achieving balance that supports fine motor skills. The problem that often occurs in preschool or kindergarten children is that children are still unstable or have difficulty moving body parts in harmony. For example, walking, running, catching, throwing. In addition, the coordination in controlling gross motor skills is not yet perfect, for example, if a child is instructed to walk without touching his friend, it is still difficult because children usually like to run and touch their friends. Growth and development problems that occur in toddlers are caused by the lack of stimulation given to toddlers. This condition occurs because of the lack of knowledge possessed by parents about adequate stimulation according to the age of the toddler. Parents should know how to optimally care for and raise their children, including how to carry out various appropriate stimulations for children (Zukhra and Amin, 2017). Given the large role of mothers, mother's knowledge about child development is very necessary. Knowledge is the result of knowing and this occurs after sensing a certain object, most of human knowledge is obtained through the eyes (sight) and ears (hearing). Knowledge that mothers should know about child development includes developmental stages, developmental tasks, stimulation methods, developmental characteristics, and monitoring development. Knowledge about child development can be obtained through education, self-experience and the experience of others, mass media and the environment (Muchid, Samiasih and Mariyam, 2012).

Knowledge in the philosophical dictionary is a life process that is known to man directly from his own consciousness. In this event, the knower (subject) has within himself the known (object) so actively that the knower composes the known in itself in active unity (Sari, 2020). The mother's role is very large in child development, so the knowledge that mothers must know about child development includes the stages of development, stimulation methods, developmental characteristics, and monitoring development. Knowledge about child development can be obtained through education, self-experience and the experience of others, mass media and the environment (Dwinita, 2018). Based on the above background, researchers are interested in knowing whether there is a relationship between knowledge and mother's education on motor development of children aged 3-5 years in RA. Amanah Al Fatonah, Desa Mengulak, Kabupaten OKU Timur in 2021.

## 2. Method

This research is a quantitative research using a cross sectional approach where the independent variables and dependent variables are collected at the same time (Arikunto, 2010). The study was carried out at RA Amanah Al Fatonah, Desa Mengulak, Kabupaten OKU Timur on May 24-25, 2021. The research population was all mothers who had children aged 3-5 years who attended RA. Amanah Al Fatonah, Desa Mengulak, Kabupaten OKU Timur in 2021, as many as 27 people. The sampling technique was Total Sampling technique so that the number of samples in this study was 27 respondents.

In this study, univariate analysis was conducted to determine the distribution of the frequency and percentage of independent variables (knowledge and education of mothers) and dependent variables (motor development of children aged 3-5 years). The bivariate analysis aims to see the relationship between mother's knowledge and education on motor development of children aged 3-5 years, children aged 3-5 years attending school at RA Amanah Al Fatonah, Desa Mengulak, Kabupaten OKU Timur in 2021. Statistical test using Chi-Square with a limit of significance ( 0.05) and the level of confidence (95%).

## 3. Results and Analysis

### a. Univariate

#### 1) Mother's Knowledge of Children's Motor Development

TABLE 1.

FREQUENCY DISTRIBUTION OF RESPONDENTS BASED ON KNOWLEDGE OF CHILDREN'S MOTOR DEVELOPMENT

Knowledge	Frequency	Percentage (%)
Good	16	59,3
Not Good	11	40,7

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<b>Total</b>	<b>27</b>	<b>100</b>
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From the table above shows that some respondents have knowledge about children's motor development in the good category, as many as 16 respondents (59.3%).

### 2) Mother's education

Table 2.

FREQUENCY DISTRIBUTION OF RESPONDENTS BY EDUCATION

Education	Frequency	Perscentage (%)
High	13	48,1
Low	14	51,9
<b>Total</b>	<b>27</b>	<b>100</b>

The table above shows that most of the respondents have low education, as many as 14 respondents (51.9%).

### 3) Child's Motor Development

TABLE 3.

FREQUENCY DISTRIBUTION OF RESPONDENTS BASED ON MOTOR DEVELOPMENT

Motor Development	Frequency	Percentage (%)
Normal	17	63
Suspect	10	37
<b>Total</b>	<b>27</b>	<b>100</b>

From the table above shows that some respondents have motor development in the normal category as many as 17 respondents (63%).

## b. Bivariate

### 1) The Relationship of Knowledge with Motor Development of Children Age 3-5 Years

TABLE 4.

THE RELATIONSHIP OF KNOWLEDGE WITH CHILDREN'S MOTOR DEVELOPMENT AGE 3-5 YEARS

No	Knowledge	Motor Development				Total n	p-value	OR
		Normal		Suspect				
		n	%	N	%			
1	Good	13	76,5	3	30	16	0,04	7,58
2	Poor	4	23,5	7	70	12		
<b>Total</b>		<b>17</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>27</b>		

Based on the table above, it can be seen that most of the mothers who have good knowledge and normal child motor development are 13 respondents (76.5%) of 27 respondents. The results of the chi square test showed a p-value of 0.04 < 0.05, this indicates that there is a relationship between knowledge and motor development of children aged 3-5 years.

### 2) The Relationship of Education with Motor Development of Children Age 3 - 5 Years

TABLE 5.

THE RELATIONSHIP OF EDUCATION WITH CHILDREN'S MOTOR DEVELOPMENT AGE 3 - 5 YEARS

No	Education	Motor Development				Total n	p-value	OR
		Normal		Suspect				
		n	%	n	%			
1	High	12	70,6	1	10	13	0,004	21,6
2	Low	5	29,4	9	90	14		

<b>Total</b>	<b>17</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>27</b>
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Based on the table above, it can be seen that most of the mothers who have higher education and normal child motor development are 12 respondents (70.6%) of 27 respondents. The results of the chi square test showed a p-value of 0.004 <0.05, this indicates that there is a relationship between education and motor development of children aged 3-5 years.

#### 4. Discussion

##### 1) Relationship between Mother's Education and Motor Development of 3-5 Years Old Children

Based on the results of bivariate analysis, it was found that most of the mothers who had good knowledge and normal child motor development were 13 respondents (76.5%) of 27 respondents. In line with Kuntum's research (2015) on the Description of Mother's Knowledge Level About Toddler Child Development at the Pembahiran Public Health Center, Padang City in 2015 it was found that 27 respondents had good knowledge of 33 respondents (Kuntum, 2015). Knowledge is defined as the result of human sensing or the result of someone knowing about objects through their senses (eyes, nose and so on), by themselves at the time of sensing so as to produce knowledge. This is strongly influenced by the intensity of attention and perception of the object (Notoadmojo, 2012 in (Kuntum, 2015). Knowledge is also formed from the experience of information obtained in non-formal education such as reading books, newspapers, magazines, and television. So knowledge can be influenced by recognition and information. A person's ability to acquire knowledge occurs through an interaction process (Muchid, Samiasih and Mariyam, 2012). Based on the results of research conducted at RA Amanah Al Fatonah, Mengulak Village, OKU Timur Regency, it was found that mothers who had good knowledge with normal child motor development were more than mothers who had less knowledge of suspicious children's motor development. This is because the better the mother's knowledge will have children with normal motor development, on the contrary if the mother has less knowledge will result in the mother's ability to care for and monitor motor development in children.

This result indicate that most respondents have good knowledge, but efforts are still needed to increase mother's knowledge about child development. Meanwhile, respondents who have less knowledge can be seen from various factors, one of which is education. Mother's knowledge plays an important role to help optimal child development. With knowledge, mothers will obtain information, including how to properly care for children, maintain child health, and stimulate child development. Good knowledge and understanding are obtained from a good education through certain processes and methods, so that people gain knowledge, understanding and ways of behaving according to their needs.

##### 2) Relationship of Mother's Education with Motor Development of Children 3-5 Years Old

Based on the table above, it can be seen that most of the mothers who have higher education and normal child motor development are 12 respondents (70.6%) of 27 respondents. The results of the study are in line with research conducted by Herlina (2011), Regarding the Relationship of Mother's Education to Motoric Development of Preschool Children in Al Akbar Kindergarten, Mojokerto Regency, the results showed that most of the respondents had elementary school education (SD) as many as 33 respondents (55.9%) and some 4 respondents (6.8%) (Sartika, 2018). Education is often interpreted as a human effort to foster his personality in accordance with the values in society and culture. Furthermore, education is defined as an effort carried out by another person or group of people in order to become an adult or reach a higher level of life in a mental sense. In fact, this understanding of education is always developing, although essentially it is not much different (Sari, 2020). According to Ariani (2014) in Sartika (2018), education is the entire life process that is owned by each individual in the form of individual interactions with their environment, both formally and informally involving individual and group behavior. Education means the guidance given by someone to the development of others to go towards certain ideals to fill life so that they can achieve happiness. Based on the results of research conducted at RA Amanah Al Fatonah,

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Mengulak Village, OKU Timur Regency, it was found that mothers who had higher education with normal children's motor development were more than mothers who had low education with suspicious children's motor development. This is because the higher the education of the mother, the easier it is to absorb information about motor development in children, so that mothers know about motor development in their children.

The results of this study indicate that although most of the respondents already have a good level of knowledge and a high level of education, efforts are still needed to increase mother's knowledge, especially about motor development of children under five, either through mass media, as well as attending counseling and counseling conducted by the parties/health workers, as well as bringing their toddlers regularly for Stimulation of Early Detection of Growth and Development (SDIDTK) or Denver Developmental Screening Test (DDST) examinations conducted by the Public health center/Integrated Healthcare Center to find out whether the child is developing according to the stages of development, so that there are no problems which can inhibit the process of growth and development in children for the next stage.

## 5. Conclusion

- a. Some respondents have knowledge about children's motor development in the good category, as many as 16 respondents (59.3%).
- b. Some respondents have low education as many as 14 respondents (51.9%).
- c. Some respondents have motor development in the normal category, as many as 17 respondents (63%).

## 6. Acknowledgements

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