

RELATIONSHIP OF THE MOTHER'S ROLE IN THE DEVELOPMENT OF PRESCHOOL CHILDREN IN THE HOLSA ADMINISTRATIVE POST MALIANA MALIANA MUNICIPALY, BOBONARO TIMOR-LESTE 2022

José Ximenes da Conceição, Etelvina Jose Tilman, Eugenia Carvalho de Araújo, António Ximenes, Acácio Guterres Pereira, Anagilda Antonia dos Santos,
Department of Nursing, Faculty of Medicine and Health Sciences, National University Timor Lorosa'e, Timor Leste
Email: ajiolin05@gmail.com, etelsalsinha@gmail.com, araujoginas@gmail.com, araujoginas@gmail.com, acaciogpuntil72@gmail.com, anagildasantos23@gmail.com

Abstract

The development of preschool children is very important because children will be able to adapt to the environment with physical development and psychosocial development, Sigmud Freud (2019) to know the relationship of the mother's role in the development of preschool children in the holsa, Administrative post Maliana, Bobonaro, Timor-Leste 2022. Research methods: The researcher used the quantitative descriptive method with a cross-sectional approach. The research sampling technique used non-probabilistic and intentional sampling. The instrument used by the researcher was a questionnaire and observation of the DDST. Researcher ensures that the information used is an additional skill for mothers and preschool children aged 4 to 6 years. the research shows that there is a relationship between the role of the mother and child development, using SPSS version 24.0. The analysis of the cross-spearman ranks test showed that the P value was $0.001 < 0.05$, with the spearman's correlation 0.619, the strength of the correlation index. The role of mothers in kindergarten is almost half that of the moderate mother. The development of preschool children in kindergarten is almost entirely normal and there is a relationship between the role of the mother and the development of preschoolers in early childhood education.

Keyword: Role of the mother and development of preschool children

Abstrak

Pendahuluan: Perkembangan anak prasekolah sangat penting karena anak akan mampu beradaptasi dengan lingkungannya dengan perkembangan fisik dan perkembangan psikososial, Sigmud Freud (2019)Objektif: mengetahui hubungan peran ibu terhadap tumbuh kembang anak prasekolah dijika, Administrasi pos Maliana, Bobonaro, Timor-Leste 2022. Metode penelitian: Peneliti menggunakan metode deskriptif kuantitatif dengan pendekatan cross-sectional. Teknik pengambilan sampel penelitian menggunakan non probabilistik dan intensional sampling. Instrumen yang digunakan peneliti adalah angket dan observasi DDST.Hasil Studi yang Diharapkan: Peneliti memastikan bahwa informasi yang digunakan merupakan keterampilan tambahan bagi ibu dan anak prasekolah usia

4 sampai 6 tahun. Hasil: penelitian menunjukkan adanya hubungan peran ibu dengan tumbuh kembang anak, dengan menggunakan SPSS versi 24.0. Analisis uji cross spearman rank menunjukkan nilai P value $0,001 < 0,05$, dengan korelasi spearman 0,619 kekuatan indeks korelasi. Kesimpulan: Peran ibu di taman kanak-kanak hampir setengah dari peran ibu moderat. Perkembangan anak prasekolah di TK hampir seluruhnya normal dan terdapat hubungan antara peran ibu dengan perkembangan anak prasekolah pada pendidikan anak usia dini.

Keyword: Peran ibu dan perkembangan anak prasekolah

Diserahkan: 20-10-2023; Diterima: 05-12-2023; Diterbitkan: 20-12-2023

INTRODUCTION

the role of mother and child development 4-6 years is important because it helps children to adapt in environment through physical psychosocial development. When child development faces problems, it will face challenges in terms of intellectual and physical development, (Freud, 2020). On average, the development of 4-6 years children is composed of historical, historical motherhood, language, social personalities, (Ulfa, 2020). Achieve success for this period requires a role to guide the child as the mother. The performance of the duties is well served. The development of the child can be achieved for optimal points, (Botkin et al., 2015). In reality, this development period is children less than 6 years of age who speak the language is the most common development of the child. When the child is disturbed in speaking it also gives problems to listening. Currently many children are disturbed for historical development because the intelligence of the child is low and the problem is spoken in the language, half of the mother does not say that the child has difficulties in speaking problems. So that start of the disturbances it can be difficult to heal, (Nasution, Yaswinda, & Maulana, 2019). According to data from the World Health Organization (2021), the data on the occurrence of disturbances towards the development of 4-6 children, especially 28 %, of historical disturbances (Chaput et al., 2020). The United Nations Region (2020), the data on the occurrence of disturbance. The United Nations Region (2020) in the 5 continent region facing dirty in child development is like in Africa or 30.7%, US 11,3 %, Europe 4,5% and Asia.

In Southeast Asia region, WHO (2020) reported that the disturbances of child development are among the highest in Cambodia at 45%. Timor-Leste National data shows that 22% of children who were subjected to cruel, historical language and social personnel. Coverage in Child development are among and growth is known through the bidding assessment conducted at the Health Center in almost 13 municipalities have been able too run by health professional at Health Center in Manner that is evaluated and measure at a time, but the result in children's development and growth has not been reached 90% target of a healthy child in development and growth in Timor-Leste Ministry of Health (2019).

Based on a skripsi pre-school survey by student nurses named Tomas Aquino da C. Gonçalves 2019 entitled: Relationship between mother knowledge about nutrition and child development age, < 5 years in pediatric HNGV, Dili 2019. The survey uses a quantitative approach, with approach correlation crosectional, a questionnaire, with 44 samples showing that there is a relationship between mother knowledge about nutrition and child development with age < 5 years of age coefficient to the rate of growth and development of $0,001 < 0,005$. A preliminary study in the area of early childhood education in Holsa school was shared on 24/2/2022 for more than 10 mothers reporting a total of 12 checklist questions and results show that between 10 mothers, 5 mothers and her (50%) know the role of the mother and development of children (70%) did not know the role of the mother and child development. Children need specific attention to make optimal development outcomes.

The preference for development needs to have a full interaction between children and mothers as parents can process from the outset, in order to encourage the development of a child in all aspects of physical, social mentality. There are 4 factors that risk and influence children in the development of the Nation, such as chronic malnutrition, obesity, stimulation before inadequate, disability and disable. This factor is also important in relation to mother interaction between mother and child stimulation, (Ulfa, 2020). Since the period of children starts to increase development in all aspects with a successful achievement the child will be satisfied. Obstacles or failure can influence children's feelings of self-reliance, so that when they enter and adolescent there will be a failure to conduct a socialization stage, (Prout & James, 2015). All intervention made to the child are a stimulation of development in a brain, in order to correct the number of human being should be stimulated multiple times through the system.

Therefore, the primary role of the school age should be to provide a much stimulation of the interaction and provision of studies to produce art based on their own capacity, (Behnamnia, Kamsin, Ismail, & Hayati, 2020). Based on the above data, researchers felt interested in conducting the survey by the national data assessment for Timor-Leste shows that 22% of children who were disturbed on historical, historical, language, and social personnel. Coverage in child development and growth is known through assessment conducted at the Health Centre to understand development and growth when children and mothers visit the Health Center in a manner that is considered and measure at a time, but the results in children development and growth have not been reached 90%.

On target for a healthy child in the development and growth of children, the ministry of Health on target for healthy child in the development and growth of children, the ministry of Health of Timor-Leste (2019).

A preliminary study in the area of early childhood education in Holsa school was shared on 24/2/2022 for more than 10 mothers reporting a total of 12 checklist questions and result show that between 10 mothers (50%) know the role the role of mother and child development 7 (70%) did not know the role of mother's role with the development. In this way, I would like to learn about relationship of mother's role with the development

of 4-6 preschool children at the Holsa child school Maliana Administrative Post, Bobonaro Municipality, 2022.

METHOD

This research uses the quantitative descriptive approach cross sectional at the Holsa preschool, Maliana Administrative Post, Bobonaro Municipality, Timor-Leste 2022. Total sample of 100 people. Nonprobability sampling technique with type proporsive sampling. Data colletion technique uses questionnaire and observation DDST, Data analysis using Spearman Rank formula (Linh, 2023).

RESULTS

The frequency of the Demographic Data of respondents

Responden Characteristic analysis by aged

Frequency of respondents based on age at Holsa 2022

No	Aged	Frequency	Percentage
1	< 20	13	13%
2	20-29	54	54%
3	30-40	30	30%
4	40-49	3	3%
Total		100	100%

The above data found that the majority of mothers aged 20-29 with a total 54% being the worst in characteristic based on the mother's age. And minority was 40- 49 with total 3 at 3% being the minimum percentage.

Respondent Characteristic based on matenal education

Distribution of respondents based on mother education in Holsa childhood schools, 2022.

No	Education	Frequency	Percentage
1	Primary school	3	3%
2	Pre-secondary school	25	25%
3	Secondary school	61	61%
Total		100	100%

According to the above data, the majority of maternal education levels are maternal and a total of 61 with 61% are the highest in the characteristic of maternal education and minimum level of primary school is 3 with 3%.

Respondent Characteristic Analysis based on maternal services.

Distribution respondent frequency based on maternal services at the Holsa preschool, 2022.

No	Services	Frequency	Percentage
----	----------	-----------	------------

1	Farmer	36	36%
2	House wife	61	61%
3	NGO	0	0%
4	Public servant	1	1%
Total		100	100%

Based on the above data, the majority of house wife has a total of 61 people with 61% and the minority of maternal service NGO has a total 0 with 0%.

Respondent Characteristic Analysis based on gender of child

Distribution of frequency by respondents based on gender of child at the Holsa Preschool, 2022.

No	Gender of child	Frequency	Percentage
1	Male	36	36%
2	Female	64	64%
Total		100	100%

Based on the table above data, the majority of women were 64 people with 64% and a minority male 36% at minimum, this distribution of respondents based on gender of child at Holsa Prescholl, 2022.

No	Aged of child	Frequency	Percentage
1	4	13	13%
2	5	48	48%
3	6	38	38%
Total		100	100%

The data above defines 13 children aged 13, with percentage of 13%, 48 children under the age of 48% and 6 children aged 6, 38% of whom are classified. From the above data is concluded that a majority of 48 children with 48% and a minority of children aged 4 years old 13%.

Analysis Of Univariavels

Analysis characteristics variavels on each aspect of the to the role of mother and child development.

Specific Data

Variavel of role's of mother

Distribution frequency respondents based role'e of mother based on mother at the preschool in Holsa, 2022.

No	Role of mother	Frequency	Percent
1	Best	1	1%
2	Good	20	20

Relationship Of The Mother's Role In The Development Of Preschool Children In The Holsa Administrative Post Maliana Maliana Municipaly, Bobonaro Timor-Leste 2022

3	Average	42	42
4	Less	37	37%
5	Worse	0	0

According to the table above majority is average total 42 with 42% the hig percent have a minority the role of mother total is the best total 1 with 1%.

Variable development children age preschool

Distribution frequency observation based to development children at school preschool Holsa 2022.

No	Development children preschool	Frequency	Percent
1	Normal	61	61%
2	Suspect	25	25%
3	Unstentable	14	14%

By the table above the majority the development children preschool total 61 with 61%. And the minority to development children preschool total 14 with 14%.

Analisis the Bivariavel

Tabulation crossectional for this rese of data between an independent variable mother and child development variable.

Crossectional between the role of mother and child development.

Role of mother and development child Crosstabulation					
		Development child			Total
		Normal	Suspect	Untestable	
Role of mother	1 The best	1	1	0	2
	% Role of mother	50.0%	50.0%	0.0%	100.0%
	2 Good	7	8	0	15
	% Role of mother	46.7%	53.3%	0.0%	100.0%
	3 Average	39	8	0	47
	% Role of mother	83.0%	17.0%	0.0%	100.0%
	4 Less	0	19	17	36
	% Role of mother	0.0%	52.8%	47.2%	100.0%
Total	Total	47	36	17	100
	% Role of mother	47.0%	36.0%	17.0%	100.0%

According to table above children development normal in 47 (47,0%) have 1 (50%) the child with role the best have 7 (46,7%) the children and children. The development children and mothers have a good role mother total 39 (83,0%) chidren and mothers have an average role, 0 (0,0%) children and role of mother with the less.

The development of a chikd suspect was 36 (36,0%) have 1 (50%) children and mothers have the best role in, 8 (53,3%) children and mothers roles good have 19 (52,8%) children and role of mother less. The development of children is 17 (17,0%) there are 0 (0,0%) children and role of mother the best. Have 0 (0,0%) children and role mother good

have 0 (0,0%) children and role of mother average, have 17 (42,2%) children and role of mother lees. By crosstable mother and development of children based on data on most research data, with a total of 39,83%. The results in analyzing the rate of statistics recorder in P Value $0,001 < 0,05$. With spearmen correlation 0,619 its means have force indeks corelasion force.

RESEARCH DISCUSSION

The role of mother

The role of be mother should be based on reseach conducted at the Holsa preschool by defining that the role of mother is sufficient to 42,0% in the best characteristics based on the role of mothers. Based on this reseach, almost half of the mothers work properly. These aspects can be observed through traditional land such as hands and understanding when faced with someone else and when they enter the house traditions also teach children to pray, because according to the mother's understanding and prayer it is important for them to live when they are adults. Mother also has a role to provide security and child's source of love, sometimes the mother sends children to play at the home due to fear of children playing at many transport sites and other places away from the home. When child is is physically pregnant and some mothers quickly carry a child for check ups at health facility and some are taking too far away. Mothers are the most important people in the home, mothers and children's care, prepare food for family members and sometimes work to help their families. The role of the mother is the conduct done by the mother about the family to care of husband and child. The role of mother is to educate children with a charitable and love and hope to be an example for children (van Vugt & Versteegh, 2020).

The table above define that mothers are 20-29, with a total of 54 persons and a percentage (54%) being the worst in characteristics based on the mother's age 20-29 is a respondent with sufficient capacity to formulate child development which leads to a lack of optimal child development. The table above frequency distribution of respondents based on maternal education is 61 percent of people with a total percentage of 61% higher in characteristics based on maternal education. Where individual education is particularly important to define individual knowledge of the role of mother of mother, so that transformation can be consfiscated quickly by respondent. But basic education is particularly difficult to understand the issues raised.

The table above distribution frequence respondent define the works of mother is house wife in total 61 61% is percent being higher in characteristics based on maternal services. Based on a house wife survey with children in comparison with mother staff and housewives play a good role in child development. The table above frequency distribution of respondents gender total 64 with 64% the high percent for characteristic based in service of mother. Based on gender research it is not influenced by the development of the child but the sexual development of a man is less optimal than girls.

The table above defines that children aged 5 to a total of 48 people, 48% are the highest in characteristics based on the child's age. Based on a 5 years old child research, it is able to listen well and understand the words that teachers have answered, and they are not afraid to reveal their feelings. The table above provides that the role of mothers in a total 42 people with 42% so that the role of mothers define the role of mother is sufficient.

The table above states that total normal development is 61 people with 61% at preschool Holsa. The children in the age preschool Holsa can make requirements based

on the DDST as a whole test. The child can be designed and painted. The child language can stand with one leg on 6 seconds and then throw football, kick in the future. These motorbikes can be designed and painted. The child can define the words 7. There are social workers who can take the food, rub their teeth without help, play clothes without help and say their names. From the activity of the DDST carried out by researchers, even though some children had not completed the requirements of the DDST (Sartika, 2020). The development of children is a progressive change and the continuity of individuals or bodies to the levels of adult or mature, progressive and linked to the physical and psychians (Amat, 2021).

The relationship between the mother's role with the development of the children of preschool.

The result examination define a value spearman rho relation to the role of mother and development of preschool children is a significant value of 0,6001, which is a small amount of 7.5 in alpha in the relationship between mother and the development of preschool age children. According to table 6.1 the crossing to table 6.1 the crossing between the role of mother and mother development 47% child development is suspected of having a role of mother and mother development 47% child development is suspected of having a role of mothers 17%.

The relationship between theory and practice, while at the time of the research, provides security and loves sources, a felling that can be seen, controlling household life, bringing good ways to the family, education both emotional and control but at the time of the reseach was given security and source of love and control of birth of from 61% of children with the development of normal children, the development of children is an important part of the process of developing motorized servise because of significance for motorized development. The combination between positive maternal and child interactions, physical training and immediate stimulation will increase child development. Development means increasing structured skills and complex body function in regular standars and being a mature process. The body spreads up the body and body system that is developed in the way that can perform in function. Including the development of emotions, intelectual and child attitudes as a result of community interaction (Smith, Fu, & Kobayashi, 2020), based on tesis preshool survey by student nurses named Tomas Aquino da C. Goncalves 2019 entitled: Relationship between mother knowledge about nutrition and child development at age, < 5 years in enfermaria Pediatria HNGV, Dili, 2019. The survey uses a quantitative approach, with coorelation approache-sectional a questionnaire, with 44 sample showing that there is a relationship between mother knowledge about nutrition and child development with age, < 5 years of age coefficient to the rate of growth and development of $0,001 < 0,05$

Based on reseach, child development depends on the role of mothers. The primary educator is the primary. As mother is concerned about household activities or mothers concerned about work, is has caused the child to be under care and care. There for, the role of the mother is very important for child development. An active mother role is a key part of the child development stage. Role mother and primary role in the family with the facilitator, and mothers need to know well about child care based on the stage of child development. The role of mother to development is important because good mothers hope to observe children can do well. Mother is the first person to teach children to speak/communicate, so that children can understand how to interact with others using language. Therefore, the lack of the role of the mother to complete the basic needs of the

child has a poor effect on the development of the child. If the mother role is unsuccessful, children will face development problems and when children face delays in growth and development it will be difficult to detect.

CONCLUSION

From this research the relationship between the role of mother and child development in the early childhood school in Holsa can be concluded that: The role of the mother to children in Holsa in early childhood is reaching an average of 42 %. The development of pre-primary school children in early childhood education is highest at 61%. In relation to the role of mothers in child development at the Holsa school.

BIBLIOGRAFI

- Amat, Amat. (2021). PERTUMBUHAN, PERKEMBANGAN DAN KEMATANGAN INDIVIDU. *SOCIETY*, 12(1 SE-Articles), 59–75. <https://doi.org/10.20414/society.v12i1.2751>
- Behnamnia, Najmeh, Kamsin, Amirrudin, Ismail, Maizatul Akmar Binti, & Hayati, A. (2020). The effective components of creativity in digital game-based learning among young children: A case study. *Children and Youth Services Review*, 116, 105227. <https://doi.org/https://doi.org/10.1016/j.childyouth.2020.105227>
- Botkin, Jeffrey R., Belmont, John W., Berg, Jonathan S., Berkman, Benjamin E., Bombard, Yvonne, Holm, Ingrid A., Levy, Howard P., Ormond, Kelly E., Saal, Howard M., & Spinner, Nancy B. (2015). Points to consider: ethical, legal, and psychosocial implications of genetic testing in children and adolescents. *The American Journal of Human Genetics*, 97(1), 6–21.
- Chaput, Jean Philippe, Willumsen, Juana, Bull, Fiona, Chou, Roger, Ekelund, Ulf, Firth, Joseph, Jago, Russell, Ortega, Francisco B., & Katzmarzyk, Peter T. (2020). 2020 WHO guidelines on physical activity and sedentary behaviour for children and adolescents aged 5–17 years: summary of the evidence. *International Journal of Behavioral Nutrition and Physical Activity*, 17, 1–9.
- Freud, S. (2020). *Sigmund Freud (pp. 1-37)*. New York: Routledge.
- Linh, Niken Bayu Argaheni; Iffah Indri Kusmawati; Noviyati Rahardjo Putri; Ika Sumiyarsi Sukamto; Nguyen Dieu. (2023). THE RELATIONSHIP BETWEEN PARENTING STYLE AND THE DEVELOPMENT OF PRE-SCHOOL CHILDREN. *Placentum: Jurnal Ilmiah Kesehatan Dan Aplikasinya*, (Vol 11, No 1 (2023): February), 81–86. Retrieved from <https://jurnal.uns.ac.id/placentum/article/view/71390/39781>
- Nasution, Nurhamidah, Yaswinda, Yaswinda, & Maulana, Ihsan. (2019). Analisis Pembelajaran Berhitung melalui Media Prisma Pintar pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(1), 230–236.
- Prout, Alan, & James, Allison. (2015). A new paradigm for the sociology of childhood?: Provenance, promise and problems. In *Constructing and reconstructing childhood* (pp. 6–28). Routledge.
- Sartika, Padila Padila; Panzilion Panzilion; Asih Dewi Setyawati; Harsismanto J; Andry. (2020). Stimulation of Preschool Motor Development Through Brain Gym and Puzzle. *JOSING: Journal of Nursing and Health*, (Vol 1 No 1 (2020): JOSING: Journal of Nursing and Health), 10–17. Retrieved from <https://journal.ipm2kpe.or.id/index.php/JOSING/article/view/1166/917>
- Smith, Justin D., Fu, Emily, & Kobayashi, Marissa A. (2020). Prevention and Management of Childhood Obesity and Its Psychological and Health Comorbidities. *Annual Review of Clinical Psychology*, 16(1), 351–378. <https://doi.org/10.1146/annurev-clinpsy-100219-060201>
- Ulfa, Mutia. (2020). Peran Keluarga dalam konsep psikologi perkembangan anak usia dini. *Aulad: Journal on Early Childhood*, 3(1), 20–28.
- van Vugt, Eveline, & Versteegh, Pleuntje. (2020). “She gave me hope and lightened my heart”: The transition to motherhood among vulnerable (young) mothers. *Children and Youth Services Review*, 118, 105318. <https://doi.org/https://doi.org/10.1016/j.childyouth.2020.105318>

First publication right:

Jurnal Syntax Fusion: Jurnal Nasional Indonesia

This article is licensed under:

