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Research

Implementation of Continuous Toddler Mother Classes for Toddlers 1 to 2 Years Old in South Klaten-Indonesia

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Abstract

Background: It is very important to prepare mothers of toddlers for the period of being parents of toddlers and provide adequate support during the period of being parents of toddlers because some mothers of toddlers experience ignorance about caring for toddlers, especially children aged 1-2 years. The preparation of the toddler's mother includes the readiness of the toddler's mother with the knowledge and skills for becoming a toddler's parent and providing support that can be provided by her husband, family and health workers. The knowledge and the skill regarding caring for children aged 1-2 years are really needed by a toddler's mother so that the toddler's mother has confidence in facing the period of being a toddler's parent and can adapt well so as to reduce the incidence of depression when becoming a toddler's parent.
Aim: This study aims to prove the effect of toddler mother classes on increasing knowledge and skills regarding caring for toddlers aged 1-2 years.
Method: The design of this research was a quasi-experimental with a pre-test post-test group design without control with a sample of 51 mothers who had children aged 1 – 2 years at Danguran Village, in South Klaten District. Data analysis used statistical tests, namely the Paired-Sample T-Test, to determine the effect of toddler mothers' classes on knowledge and skills regarding caring for toddlers aged 1-2 years.
Results: There is an influence of toddler mother classes for children aged 1-2 years on increasing knowledge about caring for children aged 1-2 years with p value = 0.000. There is an influence of toddler mother classes for children aged 1-2 years on increasing skills regarding caring for children aged 1-2 years with a p value = 0.008.
Conclusion: There is an influence of toddler mother classes on knowledge and skills regarding caring for toddlers aged 1-2 years.

Keywords: Toddler mothers, Toddler mother classes, Knowledge, Skills, Care for toddlers aged 1-2 years.

INTRODUCTION

Some mothers of toddlers experience ignorance about caring for toddlers, especially children aged 1-2 years, because they are not prepared to face being parents of toddlers and lack of social support for mothers of toddlers. Therefore, it is very important to prepare mothers of toddlers for the period of being parents of toddlers and provide adequate support during the period of being parents of toddlers. The preparation of the toddler's mother includes the readiness of the toddler's mother with the knowledge and skills for becoming a toddler's parent and providing support that can be provided by her husband, family and health workers.

The knowledge that mothers of toddlers should get so that they can face the period of being parents of their toddlers is knowledge about caring for toddlers aged 1-2 years, for example: knowledge about caring for children's teeth, giving complementary foods for breast milk, child growth and development, diseases in children, children's games, and others. This knowledge is really needed by a toddler's mother so that the toddler's mother has confidence in facing the period of being a toddler's parent and can adapt well so that it can reduce the incidence of depression when becoming a toddler's parent[1].

Skills that mothers of toddlers should have include skills on how to properly brush their children's teeth, how to make complementary foods for breast milk and so on. When a toddler's mother has the skills needed to become a toddler's parent, it will be easier for the toddler's mother to experience being a toddler's parent so that depression in the mother can be prevented[1].

One vehicle for facilitating the knowledge and skills of toddler mothers regarding toddler care is by holding toddler mother classes. The toddler mother class is a class attended by a group of toddler mothers to learn together about toddler care. The aim of the toddler mother class is to equip toddler mothers with knowledge and skills regarding toddler care and to become a place to exchange ideas and experiences in facing the period of being toddler parents between toddler mothers so that they can provide each other with social support[2].

Based on a preliminary survey in Klaten Regency, there are not many classes for toddler mothers being held, it could even be said that they don't exist yet, even though in fact toddler mother classes are really needed by toddler mothers in order to facilitate toddler mothers so they can face the period of being parents of their toddlers happily.

Midwives, as health workers on the front line, should start holding classes for mothers of toddlers in order to act as a manifestation of social support for mothers of toddlers by health workers.

The aim of this research is to prove the effect of toddler mother classes on increasing knowledge and skills regarding caring for toddlers aged 1-2 years. It is hoped that this research will be useful as input for midwifery practitioners to develop classes for mothers of toddlers aged 1-2 years.

METHOD

The design of this research was quasi-experimental with a pre-test post-test group design without control. This research was carried out in Danguran Village, South Klaten District. The sampling technique used was purposive consecutive sampling with inclusion criteria: mothers of toddlers who have children aged 1-2 years and were willing to be respondents, and with exclusion criteria: mothers of toddlers who experienced complications. This research used a sample of 51 mothers of toddlers who had children aged 1-2 years. The course of the research was that the researcher assisted the enumerator in holding a class for mothers of toddlers aged 1-2 years which was held for several sessions. The class contains teaching and practice regarding toddler care, including: Children's dental care, complementary foods for breast milk, children's growth and development, diseases in children, and children's games. Before and after attending classes for mothers of toddlers aged 1-2 years, respondents were measured for their knowledge and skills regarding toddler care. Univariate data analysis is presented in the form of a frequency distribution, to describe the knowledge and skills of respondents before and after attending classes for mothers of toddlers aged 1-2 years. Bivariate analysis was tested to determine the effect of toddler mother's class on knowledge and skills regarding toddler care. The statistical test used was the Paired-Samples T-Test.

RESULTS

Based on table 1, it can be seen that the majority of respondents were in the reproductive age category (20-35 years), namely 32 respondents (62.7%). The majority of respondents in the final education category were middle education, namely 28 respondents (54.9%). The majority of respondents were in the jobless category, namely 33 respondents (67.7%). The majority of respondents had children with normal weight, namely 38 respondents (74.5%). The majority of respondent children were in the normal height category, namely 44 children (86.2%).

Table 1: The Characteristics of research subjects

Profile	n	%
Age category:		
Less than 21 years	20	3.9
20-35 years	32	62.7
More than 35 years	17	33.4
Education category:		
Elementary education	5	9.8
Middle education	28	54.9
Higher education	18	35.3
Occupation category:		
Jobless (housewife)	33	67.7
Having Job	18	89.4
Child's weight category:		
Skinny	10	19.6
Normal	38	74.5
Fat	3	5.8
Child's Height:		
Less tall	6	11.7
Normal	44	86.2
More tall	1	1.96

Based on table 2, it can be seen that the average knowledge of respondents about toddler care before attending the class for mothers of toddlers aged 1-2 years (pretest) was 79.41, while the average knowledge of respondents about caring for toddlers after attending the class for mothers of toddlers aged 1-2 years (posttest) was 85.06.

To determine the effect of toddler mother's class on knowledge about toddler care, a Paired-Samples T-Test statistical test was carried out. The statistical test results are $p = 0.000$, where $p < 0.05$ so it can be concluded that there was an influence of toddler mother classes on increasing toddler mother's knowledge about caring for toddlers aged 1-2 years.

Table 2: Frequency distribution of respondents' knowledge about classes for mothers of toddlers before and after attending classes for mothers of toddlers aged 1-2 years

Knowledge	Minimum	Maximum	Mean	p value
Pre test	63	96	79.41	0.000
Post test	60	98	85.06	

Based on table 3, it can be seen that the average skill of respondents regarding toddler care before attending the class for mothers of toddlers aged 1-2 years (pretest) is 82.06, while the average skill of respondents regarding toddler care after attending the class for mothers of toddlers aged 1-2 years (posttest) was 85.49.

To determine the effect of toddler mother's class on toddler care skills, a paired t-test statistical test was carried out. The statistical test results are $p = 0.008$, where $p < 0.05$ so it can be concluded that there was an influence of toddler mother classes on increasing toddler mothers' skills regarding caring for toddlers aged 1-2 years.

Table 3: Frequency distribution of respondents' skill about classes for mothers of toddlers before and after attending classes for mothers of toddlers aged 1-2 years

Skill	Minimum	Maximum	Mean	p value
Pre test	70	100	82.06	0.008
Post test	70	100	85.49	

DISCUSSIONS

From the results of the Paired-Samples T-Test statistical test, it can be seen that the value of $p = 0.000$, where $p < 0.05$ so it can be concluded that there was an influence of toddler mother's class on increasing toddler mother's knowledge about caring for toddlers aged 1-2 years which includes child growth and development, disease in children and about children's games. This increase in knowledge occurred because there was an increase in the knowledge of toddler mothers from the pretest average score of 79.41 to the posttest average score of 85.06, so there was an increase of 5.65 points.

Based on the characteristics of the respondents, the majority of respondents (mothers of toddlers) were aged 20-35 years as much as 62.7%, which means they are of reproductive age. According to theory, reproductive age is the ideal age for a person to do things that are maximally useful. This also applies to respondents who have heard, digested and understood the information about toddler care that they received while attending the toddler mother's class very well, as evidenced by the increase in the post test knowledge score of 5.65 points compared to the pretest score[3].

The majority of respondents had a middle education background (54.9%). According to theory, education will influence a person's ability to understand information. Therefore, respondents have a very good understanding of toddler care because one of them is influenced by the majority of respondents having a middle education background[3].

The majority of respondents work as housewives (jobless) amounting to 67.7%. Housewives have more opportunities to access information through print, online and audio-visual media. With this broad opportunity, the majority of respondents who are housewives will be able to compare the information they previously had with the information provided when attending classes for toddler mothers so that it will deepen the level of understanding of toddler mothers about toddler care[3].

Respondents' skills regarding toddler care also increased, from a pretest average score of 82.06 to a posttest average score of 85.49, resulting in an increase of 3.43 points. This is supported by the results of the T-Test statistical test with a value of $p = 0.008$, where $p < 0.05$ so it can be concluded that there was an influence of the toddler mother's class on increasing the skills of toddler mothers regarding caring for toddlers aged 1-2 years.

The theory states that a person's skills can improve if a person receives adequate training. The toddler mother class also provides training on toddler care to respondents so that respondents have good skills regarding toddler care[3]. One of the skills trained to respondents was skills regarding children's dental care techniques and techniques regarding complementary foods for breast milk.

Knowledge and skills regarding caring for children aged 1-2 years include caring for children's teeth, providing complementary foods with breast milk, child growth and development, diseases in children, and children's games.

Children's dental care is very important because it will prevent caries from occurring in early childhood. Family-centered oral health promotion and individualized oral health education for parents through behavioral counseling and education approaches are more effective in establishing good eating habits and tooth brushing practices in parents and in reducing the risk of caries in their toddlers[4]. As the results of research conducted by Yu, et all (2021) stated, the proportion of toddlers who held food in their mouths, fell asleep while breastfeeding, used milk bottles for a long time, ate before bed, and consumed sweet snacks every day was significantly lower in the group treatment (who were given direct oral health education) compared to the control group (who were only given oral health education leaflets with all P values < 0.05. The proportion of toddlers who brushed their own teeth twice a day, were brushed by their parents twice a day and using fluoride toothpaste was significantly higher in the treatment group than in the control group (all $P < 0.001$). Toddlers in the treatment group had better oral health status with higher levels of visible plaque, Streptococcus mutans, white spot lesions, and cavitation lesions low (all $P < 0.05$)[5].

Providing complementary foods with breast milk is very important to do by mothers who have children aged 1-2 years. Additional food given to babies after the baby is 6 months old until the baby is 24 months old is called complementary food for breast milk where children are introduced to semi-solid food in order to meet children's increasing food needs. When children start eating semi-solid food, they will develop the ability to suck and swallow reflexes[6][7][8][9][10]. Therefore, it is very important for mothers to have the knowledge and skills to prepare complementary foods for breast milk correctly and appropriately so that the child's nutritional needs can be met so that the child can grow and develop well[11][12].

Knowledge about child growth and development is very important for mothers to have. Childcare is a mother's main task. Mothers who have good abilities in caring for children will be able to meet their children's needs well and improve their welfare, where the child's growth and development will be achieved optimally according to their age. The ability to care for children starts from the mother's knowledge and skills about what child growth and development is[13]. This is reinforced by the results of research conducted by Peter & Kumar (2014) which states that mothers' workload, poor media exposure (lack of knowledge), dissatisfaction with life, lack of husband's support and lack of economic autonomy are obstacles to good child care in slum areas[14].

Mother's knowledge about diseases in children also plays a very important role in the mother's parenting pattern for her child. Mothers who have good knowledge about diseases in children are likely to have good self-confidence and good mental health as basic capital in caring for children. As the results of research conducted by Hatzell, et al (2022) stated that parents with poor/fairly good mental health were more likely to report their children had unmet health service needs, more illnesses/injuries, and poor general health/fairly well compared to parents with a very good/good mental condition[15].

The most important activity carried out by children is playing because for children playing is considered to be of the same value as work and learning for adults. Playing can be a means of changing potential energy in children which will form various kinds of mastery in future life. Children gain experience in recognizing the world around them while playing. Playing can provide stimulation for children to carry out various developmental tasks, besides that it can be a strong foundation in finding solutions to problems in the future. Exploring the environment through fun playing activities needs to be done so that children can stimulate their growth and development, therefore arranging a safe, comfortable and conducive play environment needs to be done by parents at home[16]. Based on the results of Hayati's research (2021), it is stated that playing has functions and benefits for children, namely that it can hone physical skills, creativity, personality, and can develop all aspects of development in children. Apart from that, playing can stimulate children's senses and become a means to explore the environment around them. And no less important, playing with family members will strengthen the relationship between family members[17]. Therefore, it is very important to equip mothers with knowledge and skills about children's games so that mothers can facilitate children playing well and safely.

This research also took data about the weight and height of the respondents' children, as complementary data regarding the condition of the respondents' children at the time the research was conducted. It is important to include data on a child's weight and height in this study because it is an indicator of a child's health status. Based on the child's weight, it was found that the majority of respondent children had a weight in the normal category for children aged 1-2 years, namely the range between 8.9 – 12.2 kg (74.5%). Meanwhile, regarding the height of the responding children, the majority of them have a normal height for children aged 1-2 years, namely between 70 – 92 cm. This shows that the majority of toddler mothers have applied knowledge about caring for toddlers, one of which was obtained when attending toddler mothers classes series 1 when children were 0-1 years old and series 2 when children were 1-2 years old.

CONCLUSION

The conclusion of this research are: (1) The average value of knowledge of toddler mothers about caring for toddlers aged 1-2 years before attending the toddler mother class is 79.41. The average value of knowledge of toddler mothers about caring for toddlers aged 1-2 years after attending the toddler mother class was 85.06. (2) The average skill score for toddler mothers regarding caring for toddlers aged 1-2 years before attending the toddler mother class is 82.06. The average value of toddler mothers' skills regarding caring for toddlers aged 1-2 years after attending the toddler mother's class was 85.49. (3) There is an influence of toddler mother's class on increasing knowledge about caring for toddlers aged 1-2 years with p value = 0.000 (4) There is an influence of toddler mother's class on increasing skills regarding caring for toddlers aged 1-2 years with p value = 0.008. It is recommended that health workers, especially midwives, be able to organize and develop classes for mothers of toddlers aged 1-2 years in the community.

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There is no conflict of interest.

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