

PARENTAL CHARACTERISTICS AND INFANT PSYCHOSOCIAL DEVELOPMENT

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Abstract

The infant period (0-18 months) is a very important part of growth because it is a phase *golden age*. During this period, there are infants who experience psychosocial delays due to direct involvement or parental stimulation. This research was conducted to determine the characteristics of parents (age, gender, education, occupation, income and family type) and the psychosocial development of infants. The research used an exploratory descriptive design. The sample in the study consisted of 55 respondents with data collection techniques using total sampling. The measuring tools are in the form of questionnaires, namely the parent characteristics questionnaire and the infant psychosocial development questionnaire (0-18 months). Data analysis uses frequency distribution. Research shows that the majority of parents are >25-40 years old, female, have junior high school education, work as laborers, average income <UMR, and all respondents belong to nuclear families. Meanwhile, the majority of infants' psychosocial development is at a normal stage. Parents are expected to carry out self-evaluations in getting to know, caring for and providing stimulation to infant children in order to achieve optimal psychosocial development.

Keywords: Parental Characteristics; Infant Psychosocial Development

Abstract

Infanthood (0-18 months) is part of a very important developmental growth because it is a golden age phase. At this time there were infant who experienced psychosocial delays due to direct involvement or stimulus of parents. this study was to find out a description of parental characteristics (age, sex, education, occupation, income and family type) and infant psychosocial development. The study used descriptive exploratory design. The sample in the study amounted to 55 respondents with a total sampling technique. Measuring instruments in the form of questionnaires totaling two, namely the characteristic parents questionnaire and infant psychosocial development questionnaire (0-18 months). Data analysis uses frequency distribution. Research shows that the majority of parents aged > 25-40 years, female sex, junior high school education, work as workers, average income <UMR, and all respondents included in the nuclear family. While the majority of infant psychosocial development is in the normal stage. Parents are expected to conduct self-evaluations in recognizing and caring for and providing stimulation to infant-aged children to achieve optimal psychosocial development.

Keywords: Characteristics of Parents; Infant Psychosocial Development

INTRODUCTION

The infant age period is very sensitive to the environment, and uses the motor skills it already has to explore the environment according to the stage of development (Jahja, 2011). The infant period is also a part of growth and development that experiences a very rapid increase at an early age, namely from the age of 0 to 5 years, which is often referred to as the "phase"*Golden age*. *Golden age* This is a very important period to know the child's growth and development carefully so that abnormalities can be detected as early as possible, as well as to be able to treat abnormalities in accordance with the period.*golden age* can minimize permanent developmental abnormalities that can be prevented immediately (Marmi & Raharjo, 2012).

A study at the University of Rochester School of Medicine and Dentistry in Health Day New by Xinhua that analyzed data from more than 91,999 children by comparing babies who lived with their relatives with babies raised by at least one of their biological parents resulted in children raised by relatives, not their parents, are at risk of mental, social and physical health problems. This shows that children who live with their relatives in what is called "kin care", have poor overall mental, social and physical health compared to children who are cared for by their parents (Meita, 2012).

In 2011, the Indonesian Pediatric Society stated that the incidence of growth and development disorders in the world in children aged 0-5 years reached 3 million children. The prevalence is estimated every year at around 5-10% of children born who experience general developmental delays (Indonesian Pediatrician Association, 2013: UNICEF, 2013). The birth rate in Indonesia in 2016 reached 2,326,000 people, amounting to 0.93% of the total population (BPS, 2016). Data from Riskesdas in 2013 stated that more than 14 million Indonesians, of whom were children, suffered from social emotional development disorders, or equivalent to 1.7 per 1000 population (Ministry of Health, 2013). Indonesia's 2015-2019 strategic development plan states that 11.5% of children under five in Indonesia experience growth and development disorders (Ministry of Health, 2015).

Examination of early childhood growth and development detection (0-3 years) in 2013 in Central Java on 3,275,566 children found that 1,979,716 children (60.44%) experienced problems with growth and development disorders. The percentage of growth and development disorders in Batang Regency exceeds the national figure, namely 50,773 people from 76,207 young children, or 66.63% (Central Java Health Office, 2013). Growth and development problems in children are failure to thrive, eating disorders, sleep disorders, functional enuresis, functional encopresis, stuttering, and effective mutism (Wulandari, 2016).

Based on the researcher's preliminary study on October 18 2016 in Tulis Village, Tulis Subdistrict, Batang Regency, it was found that the social abilities of 4 infant-aged children were found, 2 3-month-old infant children whose mothers were married at the age of 25, had a high school education and worked in the market starting at 05.00 -15.00 The baby doesn't want to smile when approached. The baby cries when approached. 1 infant child aged 5 months whose parents got married at the age of 18 years, the child feels forced when he sees a stranger near him. The baby will cry, while there is 1 infant aged child. A 12 month old whose mother married at the age of 24, had a high school education, and worked as a child factory employee could not differentiate between people she had just met.

Based on this background, delays in psychosocial development in infants are partly due to a lack of direct parental involvement or stimulation. The role of parents in interacting with infant-aged children is very influential on the development of infant-aged children because this is the period of "*Golden Age*" So it is very important for the future development of infant-aged children, so this must really be paid attention to, so researchers are interested in conducting research regarding the relationship between parental characteristics and psychosocial development of infants in Tulis Village, Tulis District, Batang Regency.

RESEARCH METHODOLOGY

This research uses an exploratory descriptive research design. The population in this study were all parents who have infant age children in Tulis Village, Tulis District, Batang Regency, namely 65 using simple random sampling techniques, so that 55 respondents were obtained. The data collection tool is a KTSP questionnaire (Pre-Developmental Screening Questionnaire). This coefficient was researched by the Indonesian Ministry of Health, 2010. This research uses a frequency distribution.

RESULTS AND DISCUSSION

The characteristics of the 55 respondents in Tulis Village, Tulis District, Batang Regency can be seen in table 1. Table 1 shows that of the total 55 respondents, the majority of respondents were parents aged >25-40 years, namely 35 respondents (63.6%) and all respondents were female. (100%), the average junior high school education is 32 (58.2%), the majority are workers, namely 24 (43.6%), the average income is <UMR, namely 54 (98.2) and all respondents included in the nuclear family, namely (100%).

Table 1
Frequency Distribution of Parents (n=55)

Age		Infant psychosocial development			
		There is deviation	(%)	Normal	(%)
18-25 thn		2	3,6	18	32,7
>25-40 thn		3	5,5	32	58,2
P value		1,000			
Parental education					
Basic Education (Primary + Middle School)		4	7,3	40	72,7
Upper Secondary Education (high school+PT)		1	1,8	10	18,2
P value		1,000			
Parents' job					
Non Civil servants (IRT, Farmer, Traders, Laborers)		5	9,1	49	89,1
Civil servants		0	0	1	1,8
P value		1,000			
Income					
UMR		0		1	1,8
<UMR		5	9,1	49	89,0
P value		1,000			
Family type					
Main family		5	9,1	50	90,9
Big family		0		0	
Single family		0		0	
Blended family		0		0	
P value		-			

Table 2
Frequency Distribution of Infant Psychosocial Development in March 2017 (n=55)

Infant psychosocial development	Frequency	Percentage (%)
There are deviations	5	9,1
Normal	50	90,9

Table. 2 Shows that of the total of 55 respondents, the majority of infant psychosocial development, namely 50 respondents (90.9%) is normal.

DISCUSSION

1. Respondent characteristics:

a. Age

The research results showed that the majority of respondents were aged 26-40 years, namely 35 respondents (63.5%) and aged 18-25 years were 20 respondents (36.4%). This shows that based on the age characteristics of the parents according to WHO the mother's age is in the middle adulthood category (*middle years*). This research agrees with research by Kurniawati and Hanifah (2014) which said that the majority of mothers' ages were 24-40 years, as many as 23 mothers of toddlers (76.6%), the age of the parents showed that at this age they were mature and mature, according to with a theory according to Notoatmojo (2012) which says that an adult person will find it easier to adapt their life behavior to their environment. The older you get, the deeper your level of maturity will be in thinking and working.

b. Gender

The results of the research show that all respondents are female, namely 55 respondents (100%), the respondents in this study are parents and the results of this research show that all respondents are mothers, so basically the mother is the person closest to the child. In accordance with research conducted by Riendravi (2014), the majority of parents who were respondents were mothers, 23 respondents (76.7%).

c. Education

The research results showed that the majority of respondents had junior high school education, namely 32 respondents (58.2). In accordance with research conducted by Hanifah (2014) which showed that the majority of respondents had junior high school education, 11 mothers of toddlers (43.3%).

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Parental education has an important role in the development of toddlers and will influence knowledge about parenting and care for children as well as parents' knowledge by providing stimulation to development of their children (Soetjiningsih, 2014). Someone with higher education will be more rational in facing life's problems, using effective coping than parents with less education (Notoatmojo, 2012).

d. Work

The research results showed that the majority of respondents worked as laborers, 24 respondents (43.6%). In accordance with research conducted by Sulistyono and Rahayu (2009) which stated that the majority of mothers' jobs were as laborers, 36 respondents (48.0%). The work done by parents is mostly to meet economic needs and as additional family income. In accordance with the theory that economic needs often require that both parents are forced to work and leave their children to be able to meet all the family's needs, resulting in less care and interaction with children (Kaakinen, 2010).

e. Income

The research results showed that the majority of respondents' income was less than the minimum wage, namely 54 respondents (98.2%). The results of this research are in accordance with research conducted by Sulistyorini and Rahayu (2009) which said that most mothers' incomes were low with 9 respondents (12.0%)

Mothers whose income is <UMR mostly have infant children with normal psychosocial development, as do mothers who have low income >UMR. This proves that whatever income the mother earns, the infant's psychosocial development is mostly in the normal category, so it can be said that income does not affect the infant's psychosocial development.

f. Family Type

The research results showed that all respondents were of the nuclear family type, namely 55 respondents (100%). The results of the research are in accordance with research conducted by Erawati (2014) which states that most types of families that have stimulus or stimulation include: listening, reaching, reaching, holding, smiling, laughing, approaching adults (by rolling over or crawling) and babbled happily.

This shows that the respondents in this study have families consisting of father, mother and children so that children have the attention and support given by those closest to them such as parents (father and mother) which can form optimal psychosocial development of infants.

2. Infant psychosocial development

The research results show that most infants' psychosocial development is at a normal stage and most mothers are aged 26-40 years. The results of this study are not in accordance with the theory according to Suwarno (1992 in Soetjiningsih, 2014) which states that the age of the mother who has a child has a great influence on infant development because it is related to the mother's readiness to care for the child. According to Soetjiningsih (2014), factors that influence the psychosocial development of infants are hereditary factors and environmental factors, hereditary factors such as body shape, skin color, traits, intelligence, talents, or body defects and environmental factors including family, school, and natural surroundings. . UNICEF states that one of the causes of developmental delays in children is a lack of direct parental involvement with the child or stimulation from parents (IDAI, 2013). Optimal psychosocial development of infants is formed based on the seriousness or quality of care because during the infant period it is completely dependent on parents and caregivers (Soetjiningsih, 2014). Infants who succeed in building a sense of trust in their caregivers will feel comfortable and protected in their lives, but if their care is unstable it will be disturbed so that the baby will feel uncomfortable and distrustful of their environment (Desmita, 2011). The role of parents in providing stimulation and interacting with the baby will influence the success and optimal psychosocial development of the infant (Chamidah, 2016: Soetijiningsih, 2014). The optimal psychosocial development of the infant is due to the role of parents in providing stimulation to the infant, so the infant's psychosocial development will be normal. Apart from that, it is possible that each mother has a different way of caring for her child, so that mothers who are young adults and older adults can have children with normal or deviant infant psychosocial development. Supported by research conducted by Dewi (2011) which said that there was no relationship with the growth and development of babies.

3. The relationship between education and infant psychosocial development

The results of the research show that there is no relationship between parental education and the psychosocial development of infants in Tulis Village, Tulis District, Batang Regency. For mothers with primary education (SD + SMP) and mothers with upper secondary education (SMA + SMP), most of the infant's psychosocial development is in the normal category. So it can be said that whatever the mother's education, most of the infant's psychosocial development is in the normal category.

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching or training efforts (Soetjiningsih, 2014). Education influences the mother's internal knowledge

child care (Soetjiningsih, 2014). However, this research shows that the psychosocial development of infants is not affected by maternal characteristics, especially education. This is because infant psychosocial development is more influenced by stimulation according to theory according to Soetjiningsih (2014) that stimulating activities influence children's psychosocial development. The mother can do the stimulation herself and does not depend on her level of education.

In accordance with the theory which states that children who receive targeted and regular stimulation will develop more quickly than children who do not /not getting stimulation. Providing repeated and continuous stimulation to every aspect of a child's development means giving the child the opportunity for optimal growth and development (Soetjiningsih, 2014).

Infant psychosocial development is an aspect related to the ability to be independent, socialize and interact with their environment (Ministry of Health of the Republic of Indonesia, 2010). The environment is the achievement of maturity in social relations as a learning process to adapt to group norms, morals and traditions, to merge oneself into a unity and to communicate with each other and work together (Cahyaningsih, 2011; Yusuf, 2011). The developmental process is related to non-physical, cognitive and social aspects (Soetjiningsih, 2014). Development during infancy occurs very quickly with phases that overlap in time and situation (Jahja, 2011). In accordance with research conducted by Dewi (2011) which states that there is no relationship between education and the growth and development of toddlers.

4. The relationship between work and infant psychosocial development

The research results show that there is no relationship between parents' work and infant psychosocial development. Most of the mothers who work as civil servants or non-civil servants (domestic workers, farmers, traders, workers) have normal infant psychosocial development, so it can be said that whatever the mother's job is, the infant's psychosocial development is in the normal category. This can happen because the psychosocial development of infants is influenced by many factors. In this study, work did not affect the infant's psychosocial development.

In accordance with the theory that work is a service that someone performs and will receive a reward or wage. With work, a person will earn income, so that a person will use health facilities to have their health checked, because that person feels they have enough money to come to a health facility (Notoatmojo, 2012).

The research results show that mothers who work as non-civil servants (IRT, Farmers, Traders, Laborers) or as civil servants, the psychosocial development of infants is partly

normal size. This proves that whatever the mother's job is, it has no effect on the infant's psychosocial development. This is because infant psychosocial development is influenced by many factors. According to Soetjiningsih (2014) psychosocial development is influenced by several factors such as maternal characteristics, mother and child communication, stimulation, environment, nutritional status, the child's position in the family, health status, peer group, but in this study maternal characteristics did not influence development. infant psychosocial, this is because from the research results, whatever the characteristics of the mother, the majority of infant psychosocial development is in the normal category. The psychosocial development of infants in the normal category occurs due to the influence of the mother's behavior in providing stimulation to her child. Whatever the characteristics of the mother, if the mother does not provide stimulation to her child, the child is likely not to develop optimally. Likewise, if the mother does not provide any stimulation, it is likely that the child will also grow and develop naturally.

In this study, the mother's employment factor had no effect on the infant's psychosocial development. In accordance with research conducted by Dewi (2011) which states that there is no relationship between mother's work and the growth and development of toddlers.

5. The relationship between income and infant psychosocial development

The research results show that there is no relationship between parental income and infant psychosocial development. Most of the respondents' income <UMR is 54 respondents (98.2%), income is the same as the UMR 1 respondent (1.8%), and no respondents had >UMR. This shows that the majority of respondents have income <Rp. 1,467,000. This is because most respondents work as housewives who only get their income from their husbands.

According to Moersintowati (2005), having a job or adequate family income will support children's growth and development because parents can provide all the children's needs, both primary and secondary. In this way, the child's psychosocial development can develop well if all the child's needs are met. However, on the other hand, a longitudinal study of 900 European American children from across the nation *institute of child health and human development* (NICHD) shows that mothers who work 30 hours or more per week have reduced the quality of care for their children. Further studies from *national longitudinal survey of youth* (NLSY) on 6,144 children showed that children whose mothers worked full time during the first year after birth were more likely to show negative outcomes in children's cognition and behavior at the age of 3-8 years, than children whose mothers worked part time or did not work. once during the first year (Deviani, 2016).

Mothers who earn income <UMR, the same as UMR or >UMR have the same position in terms of caring for children in fulfilling the tasks of infant psychosocial development. The presence or absence of deviations in infant psychosocial development according to Soetjiningsih (2014) can be caused by maternal characteristics, mother and child communication, stimulation, environment, nutritional status, factors of the child's position in the family, health status, peer group. So whatever income the mother earns has nothing to do with the infant's psychosocial development. Even though according to theory with income, someone will use health facilities to have their health checked, because that person feels they have enough money to go to the health facility, in reality, even though someone has income, it is not necessarily used for health checks. Because someone feels they have enough money to come to a health facility (Notoatmojo, 2012).

The research results are in accordance with research conducted by Dewi (2011) which states that there is no relationship between parental income and the growth and development of toddlers.

6. The relationship between family type and infant psychosocial development

The research results showed that the nuclear family type with infant psychosocial development had deviations in 5 respondents (9.1%), the nuclear family type with normal infant psychosocial development was 50 respondents (90.9%). This shows that all respondents in this study have a nuclear family type consisting of father, mother and children.

Based on theory according to Friedman (2010) which states that there are several types of families in a society, namely nuclear families, extended families, single parent families, and mixed families. Nuclear family or *nuclear family* is a commonly found family structure consisting of father, mother and children. Extended family or *extended family* is a nuclear family that has additional family members such as uncles, aunts or grandmothers. Blended family or *blended family* is a type of family that occurs due to the marriage of parents to other people.

The results of the research show that the majority of the nuclear family type of infant's psychosocial development is in the normal category, this shows that families consisting of father, mother and children have attention to their children. The attention and support provided by those closest to you, such as parents (father and mother) can form an optimal psychosocial infant. The research results are in accordance with research conducted by Erawati (2004) which stated that family type was not related to the development of toddlers in Panduman Village, Jelbuk District, Jember Regency.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

1. Characteristics of parents who have infants (0-18 months) in Tulis Village, Tulis District, Batang Regency, mostly aged 26-40 years, namely 35 respondents (63.6%), female, namely 55 respondents (100.0%), have junior high school education, namely 32 respondents (58.2%), work as laborers, namely 24 respondents (43.6%), income < minimum wage, namely 54 respondents (98.2%), and all nuclear family types, namely 55 respondents. (100.0%).
2. Most of the psychosocial development of infants (0-18 months) in Tulis Village, Tulis Subdistrict, Batang Regency is in the normal category, namely 50 respondents (90.9%) and there are deviations in 5 respondents (9.1%).
3. There is no relationship between parental characteristics (age, education, occupation, income) with the psychosocial development of infants (0-18 months) in Tulis Village, Tulis District, Batang Regency, all of which are the same, namely p value 1.00, while family type is not known whether there is a relationship or not because all nuclear family type respondents.

Suggestion

1. For Health Workers
Providing optimal health services for the surrounding community, especially monitoring children's psychosocial development from an early age so that deviations do not occur.
2. For Educational Institutions (STIKES Kendal)
The results of this research can be used as a reference or actual information material as educational literature and can be used by students as literature to support increasing knowledge, especially about infant psychosocial development.
3. For Further Researchers
The research results can be used as reference data for conducting further research and it is hoped that research will be carried out using different methods and variables so that it can produce better research.

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