

Factors Associated With Mothers' Level Of Knowledge About Child Growth And Development At Tk Negeri Pembina, Tilango Sub-District Gorontalo District

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Article Info	ABSTRACT
Keywords: Knowledge, Education, Occupation, Child Growth and Development, Age.	Growth and development in children is a continuous process that begins at conception and continues until adulthood. Disorders in growth and development can impact a child's future development and may lead to disability. Several factors affect child growth and development, including age, education, and maternal employment. This study aims to determine the relationship between maternal age, education, and occupation with the level of maternal knowledge about child growth and development. The study used a quantitative research design with an analytic survey and cross-sectional approach. The population consisted of 46 mothers, with a sample size of 46 using total sampling. The results showed that the majority of mothers were aged 20-35 years (32 mothers, pValue = 0.016), had secondary education (22 mothers, pValue = 0.029), and were not employed (31 mothers, pValue = 0.011). Most mothers had good knowledge about child growth and development (36 mothers). There is a significant relationship between maternal age, education, and employment with the level of maternal knowledge about child growth and development. It is recommended that mothers regularly monitor their children's growth and development at the posyandu and seek information about child growth and development from health workers.
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INTRODUCTION

Growth and development is an ongoing process that begins at conception and continues until adulthood. During this process of reaching adulthood, children must go through various stages of growth and development. The achievement of optimal growth and development depends on an individual's biological potential, which results from the interaction between genetic factors and the bio-psycho-social environment (biological, physical, and psychosocial). The unique process and varying outcomes of growth and development create distinct characteristics in each child (Fitriahadi, 2020). Previous research, such as that conducted by Kuo et al. (2019), emphasized the importance of a nurturing environment and early childhood education in promoting healthy development. Similarly, research by Hidayati et al. (2018) in Indonesia found that parental involvement, particularly in providing developmental stimulation, plays a crucial role in ensuring optimal growth, highlighting

knowledge gaps among parents as a key factor affecting child development outcomes. These studies support the notion that, while biological factors are fundamental, the socio-environmental context, including parental knowledge and education, significantly shapes developmental trajectories.

According to the World Health Organization (WHO) in 2020, the percentage of children experiencing developmental problems in Argentina is 22.5%, in the United States 12%-16.6%, in Thailand 24%, and in Indonesia 13%-18%. The prevalence of developmental delays in Indonesia is around 5-10%. One in 100 children has intellectual disabilities and speech delays, two in 1,000 infants experience motor developmental disorders, and 3-6 in 1,000 infants also have hearing impairments (Rambe & Sebayang, 2020). These statistics highlight the global burden of developmental disorders and the importance of early identification and intervention. The child development index in Indonesia is 88.3%, with the highest development proportion found in East Kalimantan at 92%. In terms of numeracy and literacy skills, the percentage is 64.6%, with the highest in South Kalimantan at 75.6%. For physical development, the percentage is 97.8%, with Bali showing the highest at 99.7%. For social-emotional development, the percentage is 68.9%, with the highest in Riau Islands at 82.5%. In terms of learning ability, the percentage is 95.2%, with the highest in Yogyakarta at 98.4%, and in Gorontalo itself at 96.0% (Ministry of Health of the Republic of Indonesia, 2022). While these figures indicate positive trends in some areas, they also reflect significant regional disparities, suggesting the need for more localized and targeted interventions.

Children who experience developmental disorders will face challenges in their growth and development in the future. If a child encounters problems in their development, it can result in difficulties in later developmental stages and may lead to disabilities. Therefore, early detection of developmental issues is essential to understand the potential impacts that may arise later if a child faces developmental disorders (Ramadia, 2021). Research by Susanto (2020) further underscores the importance of early intervention, which can reduce the long-term impact of developmental delays and disabilities, demonstrating the critical window for action.

One factor that can influence parents' compliance in providing developmental stimulation is knowledge. Parental non-compliance in monitoring a child's development is influenced by a lack of understanding or knowledge, particularly that of the mother. If a mother's knowledge about child development stimulation is limited, it will affect her ability to provide the necessary stimulation. As such, one of the most important contributors to child development is the family environment. Factors associated with child development include parental knowledge about child development, and maternal knowledge can be influenced by factors such as age, education, and occupation (Ramadia, 2021). Research by Putra et al. (2022) further suggests that maternal education level is a significant predictor of the quality of developmental stimulation provided, but there are still gaps in knowledge regarding the specific types of stimulation that best support different developmental domains, such as cognitive versus emotional development.

Previous studies, such as those by Hidayati et al. (2018) and Susanto (2020), emphasize the role of parental involvement and early detection, but they often focus on a narrow range of developmental issues, primarily physical and cognitive. There is less research that integrates psychosocial and emotional aspects of development, despite their importance in a child's overall well-being. While Ramadia (2021) discusses the influence of parental knowledge on child development, there is limited exploration of how knowledge gaps vary across different regions and socio-economic backgrounds in Indonesia. A more in-depth analysis of regional disparities, as highlighted in the child development index, could provide valuable insights for targeted interventions. Additionally, while research often explores the importance of early interventions for children with developmental delays, few studies comprehensively address the long-term outcomes of delayed developmental intervention, particularly in Indonesia.

In conclusion, while substantial research has been conducted on child development and the role of parental knowledge, there remains a need for more nuanced, localized studies that address the interplay between various developmental domains and the socio-environmental factors that influence them. This will help inform more effective, context-specific policies and programs to support child development, especially in regions with the most significant challenges.

METHODS

This research is quantitative with an analytical survey approach, using a cross-sectional design to determine the relationship between independent and dependent variables. The study was conducted at TK Negeri Pembina Kindergarten in Tilango District, Gorontalo Regency, starting with the data collection on May 12, continuing through to the completion of the study on August 16, 2024.

The independent variables in this study are age, education, and occupation, while the dependent variable is the mother's knowledge level about child growth and development. The population for this study includes all children in TK Negeri Pembina Kindergarten in Tilango District, Gorontalo Regency, totaling 46 children. The sample for the study consists of 46 children, using total sampling. The data were collected through a questionnaire, completed by the mothers of the 46 children involved in the study.

RESULTS AND DISCUSSION

Univariate Analysis

Table 1. Frequency Distribution of Maternal Age

Mother's age	Frequency (n)	Percentage (%)
20-35 Years	32	69.6
>35 Years	14	30.4
Total	46	100

Based on the table above, it shows that the age of the mothers studied at TK Negeri Pembina Tilango District is the highest, namely 20-35 years old as many as 32 people (69.5%) and the lowest is mothers with age > 35 years as many as 14 people (30.4%).

Table 2. Frequency Distribution of Mother's Education

Mother's Education	Frequency (n)	Percentage (%)
Primary education	20	43.5
Secondary education	22	47.8
Higher education	4	8.7
Total	46	100

Based on the table above, it shows that the highest education of mothers studied in TK Negeri Pembina Tilango District is secondary education (SMA) as many as 22 people (47.8%) and the lowest is basic education (SD-SMP) as many as 20 people (43.5%).

Table 3. Frequency Distribution of Mother's Occupation

Work	Frequency (n)	Percentage (%)
Working	15	32.6
Not Working	31	67.4
Total	46	100

Based on the table above, it shows that the highest occupation of mothers studied in TK Negeri Pembina Tilango District is not working as many as 31 people (67.4%) and the lowest is working as many as 15 people (32.6%).

Table 4. Frequency Distribution of Maternal Knowledge

Mother's Knowledge	Frequency (n)	Percentage (%)
Good	36	78.3
Enough	10	21.7
Total	46	100

Based on the table above, it shows that the highest knowledge of mothers studied in TK Negeri Pembina Tilango District is good knowledge as many as 36 people (78.3%) and the lowest is sufficient knowledge as many as 10 people (21.7%).

Bivariate Analysis

Age factor with the level of knowledge of mothers about child growth and development in State Kindergarten Pembina Tilango District Gorontalo Regency.

Table 5. Age factor with the level of knowledge of mothers about child development

Mother's age	Mother's Knowledge Level						P=Value
	Good		Enough		Total		
	n	%	n	%	n	%	
20-35 Years	22	47,8	10	21,7	32	69.6	0,016
>35 Years	14	30,5	0	0	14	30.4	
Total	36	78,3	10	21,7	46	100	

Based on the table above, it shows that mothers aged 20-35 years have good knowledge as many as 22 people and sufficient knowledge as many as 10 people. While mothers with age >35 years have good knowledge as many as 14 people. It is known that the statistical value or pValue = 0.016 <0.05, then H0 is accepted, so it can be concluded that there is a relationship between the age factor and the level of maternal knowledge about child growth and development at TK Negeri Pembina Tilango District Gorontalo Regency.

Education factor with mother's knowledge level about child development in kindergarten in Tilango sub-district, Gorontalo district.

Table 6. Educational factors with the level of knowledge of mothers about child growth and development

Mother's Education	Mother's Knowledge Level						P=Value
	Good		Enough		Total		
	n	%	n	%	n	%	
Primary education	12	26,0	8	17,3	20	43,5	0,029
Secondary education	20	43,5	2	4,5	22	47,8	
Higher education	4	8,7	0	0	4	8,7	
Total	36	78,2	10	21,8	46	100	

Based on the table above shows that mothers with basic education (SD-SMP) have good knowledge as many as 12 people and sufficient knowledge as many as 8 people. Mothers with secondary education (SMA) have good knowledge as many as 20 people and sufficient knowledge as many as 2 people. While mothers with high knowledge (bachelor's degree) have good knowledge as many as 4 people. It is known that the statistical value or pValue = 0.029 <0.05, then H0 is accepted, so it can be concluded that there is a relationship between educational factors and the level of maternal knowledge about child growth and development at TK Negeri Pembina Tilango District Gorontalo Regency.

Occupational factors with the level of knowledge of mothers about child growth and development in kindergarten in Tilango sub-district, Gorontalo district.

Table 7. Occupational factors with mothers' level of knowledge about child development

Mother's Work	Mother's Knowledge Level						P=Value
	Good		Enough		Total		
	n	%	n	%	n	%	
Working	15	32,6	0	0	15	32,6	0,011
Not Working	21	45,6	10	21,8	31	67,4	
Total	36	78,2	10	21,8	46	100	

Based on the table above, it shows that working mothers have good knowledge as many as 15 people. While mothers who do not work have good knowledge as many as 21 people and sufficient knowledge as many as 10 people. It is known that the statistical value or pValue = 0.011 <0.05, then H0 is accepted, so it can be concluded that there is a

relationship between work factors and the level of knowledge of mothers about child growth and development at TK Negeri Pembina Tilango District Gorontalo Regency.

Univariate Analysis

Mother's Age at TK Negeri Pembina, Tilango District, Gorontalo Regency

The highest age group of mothers in the study at TK Negeri Pembina, Tilango District, Gorontalo Regency, was 20-35 years, with 32 individuals, while the lowest was mothers over 35 years old, with 14 individuals. Age can influence a person's way of thinking, acting, and emotions. The psychological condition associated with age can determine the level of maturity in thinking and working. Based on the study results, most mothers are in the 20-35 year age group, which is a healthy reproductive age. This age group tends to have good cognitive abilities and good physical health, allowing them to solve and handle problems effectively. In contrast, the 14 mothers over 35 years old, which is considered an older reproductive age, may experience physical limitations like feeling fatigued more easily or being less active. Psychologically, emotional control becomes more difficult, and they may be more sensitive or irritable over minor issues. Mother's age plays a significant role in assessments, as it reflects one's health status.

A study by (Nursa'iidah, 2022) on education, work, and age in relation to mothers' knowledge of child development found that 38.5% of mothers were aged 26-35 years, and 61.5% were 36-45 years. Given the findings and supporting theories, the researcher assumes that mothers in this study, mostly aged 20-35 years, are influenced by their age in making health-related decisions for themselves, their children, or their families. Additionally, a mother's age correlates with a better understanding of child health, as older mothers are likely to be more focused on maintaining their family's health (Brahmani et al., 2023).

Mother's Education at TK Negeri Pembina, Tilango District, Gorontalo Regency

The highest level of education among mothers surveyed at TK Negeri Pembina, Tilango District, Gorontalo Regency, was high school (SMA) with 22 individuals, while the lowest was elementary school to junior high school (SD-SMP) with 20 individuals. Education is a purposeful effort to aid in the development of a child's potential and abilities, ensuring they are useful for their life as an individual and a citizen.

The research results showed that most mothers have a secondary education (high school), which means they have completed basic education and are able to adapt well to society. However, 20 mothers only had an elementary or junior high school education, and it is known that education is a key factor in acquiring knowledge. These mothers might find it more difficult to accept health information unless they actively seek it. Furthermore, 4 mothers had a higher education (university), which is generally associated with a broader understanding and easier acceptance of health information.

Research by (Nisa, 2023) on the relationship between education level, age, and employment with mothers' knowledge of immunization found that 45.6% of mothers had a secondary education, while 36.8% had a basic education, and 17% had a higher education. Based on the research findings, it can be assumed that education plays a significant role in

how easily a mother can access and understand information, which in turn allows them to apply it to daily life.

Mother's Employment at TK Negeri Pembina, Tilango District, Gorontalo Regency

The majority of mothers at TK Negeri Pembina, Tilango District, Gorontalo Regency, were stay-at-home mothers (31), while 15 mothers were employed. Employment is a social activity in which individuals or groups invest time and effort. A mother's employment status can significantly impact her family life.

The study results showed that most mothers were not employed, meaning they focused on managing their household and family. Being a stay-at-home mother is a never-ending job with repetitive tasks, but it allows mothers to monitor their children's development constantly. On the other hand, employed mothers—such as those who work in trade, as private sector employees, or as civil servants—may contribute financially but have limited time to supervise their children's growth, sometimes entrusting them to others, like relatives (Syahailatua & Kartini, 2020).

A study by (Assriyah, 2020) on the relationship between knowledge, attitudes, age, education, employment, psychological factors, and breastfeeding initiation at Puskesmas Sudiang showed that 89.5% of respondents were stay-at-home mothers, 4.2% were self-employed, and 3.2% were workers or civil servants. Based on the results, the researcher assumes that stay-at-home mothers have more time to observe and support their children's growth and development compared to working mothers, whose time with their children may be limited.

Mother's Knowledge at TK Negeri Pembina, Tilango District, Gorontalo Regency

The highest level of knowledge among mothers surveyed at TK Negeri Pembina, Tilango District, Gorontalo Regency, was good (36 mothers), while the lowest was sufficient (10 mothers). Knowledge is a key factor in shaping a person's actions. Research and experience show that behavior based on knowledge tends to be more lasting than behavior not rooted in knowledge (Riyan Hidayat et al., 2023).

The study revealed that the majority of mothers had good knowledge of child development (36 mothers). This knowledge was assessed through a questionnaire, where mothers demonstrated understanding of children's growth, including physical indicators such as height and weight, and developmental signs such as speech and sharing with peers. When a child is ill, growth and development may be delayed due to decreased appetite and insufficient nutrition.

On the other hand, 10 mothers had sufficient knowledge, meaning they understood some aspects of child development but lacked in-depth knowledge. These mothers understood basic aspects like cognitive development (e.g., learning shapes, colors, and patterns) and emotional development (e.g., feelings of pride and shame). Based on these results, it can be assumed that mothers with good knowledge are better able to assist their children in their developmental processes by ensuring proper nutrition and engaging in stimulating activities.

Bivariate Analysis

The Relationship Between Age and Knowledge of Child Development in Mothers at TK Negeri Pembina, Tilango District, Gorontalo Regency

Mothers aged 20-35 years had good knowledge (22 mothers) and sufficient knowledge (10 mothers). Mothers aged over 35 years had good knowledge (14 mothers). The statistical value ($p\text{Value} = 0.016 < 0.05$) indicates a significant relationship between age and knowledge about child development.

The study showed that mothers aged 20-35 years generally had better knowledge about child development due to life experience and maturity. This knowledge included monitoring a child's growth, such as identifying when a child's weight or height is inconsistent with their age, and recognizing developmental milestones such as speech and motor skills. Research by (Assriyah, 2020) found a similar relationship between age and knowledge about child development, showing that age is an important factor in shaping a mother's understanding.

The Relationship Between Education and Knowledge of Child Development in Mothers at TK Negeri Pembina, Tilango District, Gorontalo Regency

Mothers with basic education (elementary or junior high school) had good knowledge (12 mothers) and sufficient knowledge (8 mothers). Those with secondary education (high school) had good knowledge (20 mothers) and sufficient knowledge (2 mothers). Mothers with higher education (university) had good knowledge (4 mothers). The statistical analysis ($p\text{Value} = 0.029 < 0.05$) indicates a significant relationship between education level and knowledge about child development.

The study found that even mothers with basic education had good knowledge, likely because older mothers tend to have more life experience. However, those with secondary education had more widespread knowledge, which was linked to both age and education. Higher education was associated with the best understanding of child development, but even mothers with lower education could gain knowledge through other sources, such as experience or external information like media.

Research by (Syafitri, 2023) confirmed that education level is linked to knowledge about child development and visits to health services, underlining the influence of both formal and informal education in shaping knowledge. Based on these findings and theories, the researcher assumes that education significantly influences knowledge about child development, although other factors like age and experience also play crucial roles (Hiqma et al., 2023).

Factors of Employment and the Level of Mothers' Knowledge about Child Development at TK Negeri Pembina, Tilango District, Gorontalo Regency

Mothers who work have good knowledge, with 15 individuals in this category. Meanwhile, mothers who do not work have good knowledge (21 individuals) and sufficient knowledge (10 individuals). The statistical result, with a $p\text{-value}$ of 0.011 (< 0.05), indicates that H_0 is rejected, meaning there is a relationship between employment factors and the level

of mothers' knowledge about child development at TK Negeri Pembina, Tilango District, Gorontalo Regency.

The research findings show that working mothers have good knowledge, with 15 individuals demonstrating this. Working mothers are more likely to obtain information about child development through their colleagues, which helps increase their knowledge and allows them to apply it to their children. These mothers are aware of the indicators of child development, such as physical growth (height and weight) and developmental milestones, such as speech abilities and even sharing toys with friends. They are also able to assess their children's growth and development from the age of 2. When a child is sick, growth and development may be hindered due to decreased appetite, which affects nutritional intake, potentially delaying growth and development.

The research also indicates that non-working mothers possess good knowledge, with 21 individuals demonstrating this. Even though non-working mothers or homemakers are not employed, they can still gain knowledge about child development through media or their community environment. These mothers are aware that when a child's height is inconsistent with their age, it may indicate a growth disorder. Similarly, an overweight child for their age may indicate obesity. Speech delays combined with active movement and running are signs of developmental issues. Additionally, they recognize the importance of motor skills development, such as the ability to sit and stand, which involves large muscle groups. Child development encompasses various aspects, such as height and weight, gross and fine motor skills, cognitive development, language, and emotional growth. Non-working mothers also have the advantage of directly monitoring their children's growth and development (Samrida & Sinarni, 2022).

On the other hand, non-working mothers with sufficient knowledge (10 individuals) are aware of child development but may not fully understand all aspects. These mothers know that when a child is ill, their growth and development may be hindered due to decreased appetite and insufficient nutrition. They also recognize developmental delays such as a child's height not matching their age, signs of obesity, and delayed speech, although the child is active in other physical activities. These mothers also understand that motor skills development involves the large muscles used for sitting and standing.

A study conducted by Nursa'iidah (2022) titled "Education, Employment, and Age with Mothers' Knowledge of Toddler Growth" used the Chi-Square statistical method, yielding a p-value of 0.001, meaning there is a significant relationship between employment and mothers' knowledge of toddler growth in Posyandu BMI 3, Segara Jaya Village, Bekasi Regency. The study found an odds ratio (OR) of 3.115 with a 95% confidence interval (CI) of 0.758-12.802. An OR of 3.115 indicates that working mothers have 3.115 times the likelihood of having good knowledge compared to non-working mothers.

Employment is one of the factors that influences knowledge about child development, as those who work frequently interact with others and gain knowledge from these interactions. Work experience contributes to the acquisition of knowledge, skills, and

decision-making abilities, fostering natural reasoning. Employment is also defined as an activity that an individual engages in to earn income to meet daily needs (Nurhayati, 2022).

Based on the research results and the above theory, the researcher concludes that employment is related to mothers' knowledge about child development. This is because working mothers can receive information from colleagues or their work environment, while non-working mothers can also acquire knowledge through the internet or their living environment.

CONCLUSION

Based on the results of this study, it can be concluded that there is a significant relationship between the age, education, and work factors of mothers and their level of knowledge about child development. Specifically, the findings indicate that as mothers' age, education, and work status influence their understanding of child growth and development, with each factor showing a p-value < 0.05, confirming their relevance. Therefore, it is recommended that targeted educational programs be implemented, focusing on increasing awareness about child development, particularly for mothers with varying ages, educational backgrounds, and work statuses. These interventions should aim to bridge knowledge gaps and ensure that all mothers have the necessary resources to support their children's optimal growth and development.

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