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ANALYSIS OF THE RELATIONSHIP BETWEEN MOTHERS' ROLES AND PRESCHOOL CHILDREN'S DEVELOPMENT AT NUSA BANGSA PAUD CENTER, MALANG CITY, 2024

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ABSTRACT
Preschool children require appropriate stimulation to achieve optimal development across cognitive, language, social-emotional, and motor domains. Variations in parental involvement may result in unmet developmental milestones, particularly during early childhood. This study aimed to analyze the relationship between parental roles and preschool children's development at Nusa Bangsa PAUD Center, Malang City, in 2024. This analytical cross-sectional study involved 32 parents and preschool children aged 3–5 years. Parental roles were measured using a structured questionnaire, while child development was assessed using the Developmental Pre-Screening Questionnaire (KPSP) issued by the Indonesian Ministry of Health. Data was analyzed using descriptive statistics and Chi-square testing. The results showed that 71.9% of parents demonstrated good parental roles, and 62.5% of children were developing as expected. A significant relationship was found between parental roles and preschool development ($p < 0.05$). The findings highlight the importance of strengthening parental education programs and intersectoral collaboration between early childhood education, health services, and community institutions to support optimal preschool development.

Keywords: child development; preschool; role of parents.

INTRODUCTION

Preschool age is a critical period in the human life cycle, as it represents a foundational stage for physical growth and developmental maturation that will influence outcomes across later stages of life (World Health Organization, 2018). During this period, children experience rapid development in multiple domains, including cognitive, language, socio-emotional, and motor abilities. Appropriate stimulation and supportive environments during early childhood are therefore essential to ensure the successful completion of developmental tasks and to prevent long-term developmental delays (Ministry of Health of the Republic of Indonesia, 2018). Developmental experiences in early childhood are not only the responsibility of parents but also involve educational institutions, health services, and the broader social environment, making this issue a fundamental concern for research and policy development across sectors.

Parents hold an essential role in ensuring proper developmental stimulation and a supportive environment for preschool children. Through interaction, teaching, and attention, parents strongly influence their children's cognitive, emotional, and social outcomes. They are also the primary figures introducing children to their environment by providing sensory stimulation and valuable life experiences. According to the World Health Organization (2018), the prevalence of developmental disorders among children worldwide is approximately 28.7%, with Indonesia ranked third highest in Southeast Asia. Data from the Indonesian Ministry of Health (2018) further reveal that around 88.3% of toddlers and preschoolers experience developmental challenges across literacy, physical ability, socio-emotional functioning, and cognitive development (Irawan et al., 2019).

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Several studies highlight that social and emotional issues among preschoolers remain prevalent. Research shows that 60.5% of children display low social interaction skills, 52.6% lack autonomy, 42.1% have low responsiveness, 31.6% show poor empathy, 50% exhibit limited motor ability, and as many as 92.1% demonstrate high emotional reactivity. Moreover, 38.18% of children struggle to socialize with peers, 49.09% show low emotional maturity, and 58.18% exhibit aggressive behavior (Asmarita et al., 2020). Data from the Indonesian Pediatric Association (IDAI) in 2010 reported that among 2,634 children aged 0–72 months in East Java, only 53% were found to have normal development, while 13% had doubtful results and 34% experienced developmental deviations, including delays in gross motor (10%), fine motor (30%), language (44%), and social independence (16%) (IDAI East Java Province, 2010).

Development is generally defined as a continuous, cumulative, systematic, and organized process directed toward higher levels of complexity and holistic growth (Mesadis, 2016, in Wijoyo & Mustikasari, 2019). It encompasses differentiation of cells, tissues, organs, and systems that enable proper function. In children, development also involves cognitive, language, motor, emotional, and behavioral progress, much of which is shaped by environmental factors (Soetjiningsih, 2016). Four major developmental aspects are commonly assessed: gross motor, fine motor, language, and independence. These domains progress optimally when children are provided with consistent stimulation and supportive conditions (Soetjiningsih, 2016).

Among the influencing factors, the parental role is a key determinant of developmental outcomes. Proper stimulation given during the golden period, combined with adequate nutrition, creates opportunities for children to grow into intelligent, independent, emotionally stable, and adaptable individuals (Bornstein, 2015). However, insufficient stimulation from parents is still commonly observed. Many parents fail to provide consistent developmental support, which may result in delayed achievement of developmental milestones.

Therefore, it is essential for parents to actively engage in providing stimulation across all developmental aspects—gross motor, fine motor, language, and social independence—through routine, playful, and affectionate activities. Early involvement of parents ensures that children develop according to their age and potential. A preliminary survey at the Nusa Bangsa PAUD POS in Malang City indicated that 35 children aged 3–5 years were enrolled, with varied developmental outcomes.

In practice, early childhood education institutions often encounter children with diverse developmental characteristics. A preliminary observation conducted at Nusa Bangsa Early Childhood Education (PAUD POS), Malang City, indicated variations in preschool children's development across several domains. Some children demonstrated adequate cognitive and language abilities, such as recognizing colors, shapes, and following simple instructions, while others showed limitations in expressive language and concentration during learning activities. In the socio-emotional domain, several children experienced difficulties in social interaction, emotional regulation, and independence in daily tasks. In addition, variations were observed in physical and motor development, including gross motor coordination and fine motor skills required for age-appropriate activities. These observed differences reflect the reality that not all children receive optimal developmental stimulation in their daily environments.

Parental involvement plays a central role in shaping children's developmental outcomes during the preschool period. Parents are the primary agents responsible for providing stimulation, guidance, emotional support, and learning opportunities at home. Consistent and responsive parental roles contribute significantly to children's cognitive development, language acquisition, emotional regulation, social skills, and motor competence (Britto et al., 2017). Conversely, limited parental involvement or inconsistent stimulation may place children at risk of delayed developmental achievement (World Health Organization, 2018).

To objectively assess children's developmental status, this study employed the Developmental Pre-Screening Questionnaire (*Kuesioner Pra-Skrining Perkembangan*/KPSP) developed by the Ministry of Health of the Republic of Indonesia as part of the Stimulation, Detection, and Early Intervention of Child Development (SDIDTK) program (Ministry of Health of the Republic of Indonesia, 2018). The KPSP is a nationally standardized instrument widely used in health and educational settings in Indonesia to screen child development across four domains:

gross motor, fine motor, language, and personal-social development. In this study, the KPSP screening was conducted according to standard procedures, with children assessed directly by the researchers in a structured setting, while parents were provided with clear information regarding the screening process. Parental involvement during the assessment was minimized to reduce potential data bias.

The assessment of child development using KPSP is closely aligned with routine growth and development monitoring tools, including the Child Health Card (*Kartu Menuju Sehat*/KMS), which emphasizes the importance of continuous monitoring of children's growth and developmental progress (Ministry of Health of the Republic of Indonesia, 2022). Integrating developmental screening results with parental role assessment provides a comprehensive understanding of factors influencing preschool children's development.

Based on these considerations, this study aimed to analyze the relationship between parental roles and the developmental status of preschool children at Nusa Bangsa PAUD POS, Malang City. The novelty of this research lies in its emphasis on the direct correlation between parental involvement and early child development outcomes using the KPSP instrument, which remains underutilized in previous studies. The findings are expected to contribute both theoretically, by enriching literature on early childhood development. By linking observed developmental conditions in the field with parental involvement patterns, this research seeks to provide evidence that can support integrated efforts among families, educational institutions, health services, and community stakeholders in promoting optimal early childhood development.

METHOD

Research Design and Time

This study employed an analytical research design with a cross-sectional approach to examine the relationship between parental roles and preschool children's development. The research was conducted at Nusa Bangsa Early Childhood Education (PAUD POS), Malang City, during February–March 2024.

Hypothesis

The research hypothesis was formulated as follows:

H_1: There is a significant relationship between parental roles and the developmental status of preschool children at Nusa Bangsa PAUD POS, Malang City.

H_0: There is no significant relationship between parental roles and the developmental status of preschool children at Nusa Bangsa PAUD POS, Malang City.

Variables and Theoretical Framework

The independent variable (X) in this study was parental role, defined as parents' involvement in providing stimulation, guidance, interaction, and support for children's development, based on the theory of parental stimulation in early childhood development (Soetjiningsih, 2017; Ministry of Health of the Republic of Indonesia, 2018).

The dependent variable (Y) was preschool children's development, referring to children's developmental status across gross motor, fine motor, language, and personal-social domains, measured using the Developmental Pre-Screening Questionnaire (KPSP).

Population and Sample

The study population consisted of parents and their preschool-aged children (3–5 years old) enrolled at Nusa Bangsa PAUD POS, totaling 35 participants. A sample of 32 respondents was selected using purposive sampling.

Inclusion criteria were:

1. Parents who were willing to participate and signed informed consent.
2. Children aged 3–5 years who were present during data collection.
3. Children without developed developmental disorders.

Instruments

Data was collected using two instruments:

1. Parental Role Questionnaire

   This questionnaire was developed by researchers based on the theoretical framework of parental roles in early childhood development. It consisted of 20 items, covering four aspects: parental attention, interaction, guidance, and support for children's learning and daily activities. Responses were measured using a Likert scale (1 = never to 4 = always).

2. Developmental Pre-Screening Questionnaire (KPSP)

   Child development was assessed using the KPSP issued by the Ministry of Health of the Republic of Indonesia as part of the Stimulation, Detection, and Early Intervention of Child Development (SDIDTK) program. KPSP is a nationally standardized instrument that assesses four developmental domains: gross motor, fine motor, language, and personal-social development.

Validity and Reliability

The parental role questionnaire underwent content validity testing by experts in maternal and child health. Reliability testing showed that the questionnaire was reliable, with Cronbach's alpha value greater than 0.70. The KPSP is a standardized national instrument with established validity and reliability provided by the Ministry of Health.

Data Collection Procedure

Data collection began with an explanation of the study objectives and ethical considerations to parents, followed by the signing of informed consent. Parents independently completed the parental role questionnaire. Child developmental screening using the KPSP was conducted directly by the researchers with assistance from trained health personnel in a separate room to minimize parental influence and reduce response bias. The screening used standardized KPSP materials, including assessment forms and age-appropriate tools, with scores determined according to the KPSP scoring guidelines.

Data Analysis

Data were analyzed using descriptive statistics to describe parental roles and children's developmental status. The relationship between parental roles and preschool children's development was analyzed using the Chi-square test with a significance level of $\alpha = 0.05$.

Ethical Considerations

Ethical principles, including voluntary participation, confidentiality, anonymity, and the right to withdraw from the study, were strictly maintained throughout the research process.

RESULTS AND DISCUSSION

This section presents the results of the study describing the characteristics of respondents and the developmental status of preschool children at Nusa Bangsa PAUD POS, Malang City. Children's developmental status was categorized based on the results of the Developmental Pre-Screening Questionnaire (KPSP) into "Developing as Expected" and "Not Yet Developed," in accordance with the KPSP classification guidelines.

Table 1 presents the distribution of respondent characteristics, including parents' age, level of education, employment status, children's age, and gender.

Table 1: Distribution of respondent characteristics.

No.	Respondent Characteristics	n	%
1.	**Age of Parents**		
	<20 Years	3	9.4
	20-29 Years	6	18.8
	30-39 Years	22	68.8
	40-49 Years	1	3.1
2.	**Level of education**		
	Elementary School	3	9.3
	Junior High School	8	25
	Senior High School	12	37.5
	College	9	28.1
3.	**Work**		
	Doesn't work	15	46.9
	Private Employee	10	31.3
	Civil Servant	2	6.3
	Other	5	15.6
4.	**Child Age**		
	3 years	9	28.1
	4 years	15	46.9
	5 years	8	25
5.	**Gender**		
	Man	17	53.1
	Woman	15	46.9

Source: Primary data, 2024.

Most of the mothers in this study were aged 30-39 years (68.8%), most of the mothers had a high school education (37.1%), most of the mothers were unemployed (46.9%), most of the children whose development was examined were 4 years old (46.9%), and the children were male (53.1%) and female (46.9%).

Table 2 presents the distribution of parental roles among respondents at Nusa Bangsa PAUD Center, Malang City. Parental roles were classified into two categories, namely good and not good, based on the parental role questionnaire.

Table 2: Distribution of parental roles.

Role of Parents	f	%
Good	23	71.9
Not good	9	28.1
Total	32	100

Source: Primary data, 2024.

The majority of parents demonstrated a good parental role, accounting for 23 respondents (71.9%), while 9 respondents (28.1%) were categorized as having a not good parental role. These findings indicate that most parents were actively involved in providing stimulation, guidance, and support for their preschool children's daily activities and learning processes.

Table 3: Frequency Distribution of Preschool Children's Development Based on KPSP Classification at Nusa Bangsa PAUD POS, Malang City.

Role of Parents	f	%
Development as Expected	20	62.5
Not Yet Developed	12	37.5
Total	32	100

Source: Primary data, 2024.

The results showed that most preschool children (62.5%) were categorized as developing as expected, while 37.5% were classified as not yet developed based on the KPSP screening. These findings indicate that although the majority of children achieved age-appropriate developmental milestones, a considerable proportion still required further stimulation and monitoring.

Table 4 presents the relationship between parental roles and the developmental status of preschool children at Nusa Bangsa PAUD Center, Malang City.

Table 4. Relationship between the Role of Parents and the Development of Preschool Children at Nusa Bangsa PAUD POS, Malang City.

Role of Parents	Development				Total		*A*	*p*
	Developing as Expected		Not Yet Developed					
	N	%	N	%	N	%		
Good	18	78.3	5	21.7	23	100	<0.05	0.003
Not good	2	22.2	7	77.8	9	100		

Source: Primary data, 2024.

Based on Table 4, it shows that most of the parents' roles are good with normal development of 78.3% and a small part of the parents' roles are not good with normal development of 22.2%, with the Chi Square test, a p-value of 0.003 ($\alpha < 0.05$) was obtained, so H1 was accepted. The Chi-square analysis demonstrated a statistically significant relationship between parental roles and preschool children's development at the Nusa Bangsa PAUD POS, Malang City. Children whose parents demonstrated good parental roles were more likely to be categorized as developing as expected, whereas children whose parents showed less optimal parental roles were more frequently classified as not yet developed. This finding supports the view that parental involvement plays a crucial role in supporting children's developmental achievement during the preschool period.

DISCUSSION

Parental Role Toward Preschool Children at POS PAUD Nusa Bangsa, Malang City

The findings of this study indicate that most parents demonstrated a good role in supporting their preschool children's development. Parental roles in this study included providing stimulation, guidance, attention, and emotional support in children's daily activities. Active parental involvement reflects parents' awareness of their responsibilities as primary caregivers during the preschool period.

According to Soetjiningsih (2016), maternal stimulation is one of the fundamental needs for children, as it helps them achieve optimal development appropriate to their age and prevents

developmental delays. Proper and consistent stimulation will shape children into becoming intelligent, independent, emotionally stable, and adaptable (Ministry of Health, 2016).

Further analysis suggested that non-working mothers tended to provide more consistent stimulation compared to working mothers, as they generally have more available time to dedicate to childcare. Additionally, the mother's age and educational background played an important role. Mothers aged 30–39 years and those with senior high school education or above were found to demonstrate better parental roles. This is possibly related to increased knowledge, skills, and awareness in providing stimulation compared to younger or less-educated mothers.

Parental stimulation provided consistently at home contributes to children's ability to explore their environment, develop independence, and build foundational skills. Parents who actively engage in learning activities, communication, and play create a supportive environment that promotes optimal development (Budiono, 2024). These findings emphasize that parental roles are not limited to meeting basic needs but also include nurturing emotional and developmental needs.

Development of Preschool Children at POS PAUD Nusa Bangsa, Malang City

Based on developmental screening using the Developmental Pre-Screening Questionnaire (KPSP), most preschool children were categorized as Developing as Expected, while some were identified as Not Yet Developed. Children categorized as Not Yet Developed showed delays in one or more developmental domains assessed in the screening process. The assessment covered developmental domains such as gross motor, fine motor, personal-social, and language.

Developmental screening was conducted in February–March 2024 as part of this study. The results indicate that developmental variation still exists among preschool children, which is a common condition during early childhood. However, children identified as Not Yet Developed require attention, follow-up, and appropriate stimulation to support the achievement of age-appropriate developmental milestones.

Early identification through screening tools such as the KPSP plays a crucial role in detecting developmental delays and enabling timely intervention. Consistent stimulation at home and collaboration between parents, educators, and health professionals are essential to support children's developmental progress.

Developmental milestone references state that by the age of five years, a child should be able to stand on one leg for approximately six seconds, as well as button clothes or dress independently (Soetjiningsih, 2016; Ministry of Health, 2016; Developmental Milestones: Motor Development, 2020). In this study, among five children aged four years, the most common delay was in the gross motor domain, for example, inability to jump with both feet leaving the ground. Among four children aged five years, two had not reached expected social independence, and three were unable to button clothes or dress without help.

This suggests that the gross motor and social independence domains were the most frequently underdeveloped compared to age expectations. Factors influencing this condition include the quality of parental stimulation and environmental support, which are strongly linked to child development outcomes (Soetjiningsih, 2020; Dianita et al., 2020). As emphasized by Wong (2000, cited in Maryunani, 2013), children's self-confidence, cognitive ability, motor skills, and social-emotional development are strongly shaped by parental involvement and fulfillment of basic needs.

Relationship Between Parental Role and Child Development

The findings of this study show a clear relationship between parental roles and preschool children's developmental status. Children whose parents demonstrated good parental roles were more likely to be categorized as Developing as Expected. In contrast, children whose parents showed less optimal parental roles were more frequently categorized as Not Yet Developed.

This relationship highlights the importance of parental involvement in shaping children's developmental outcomes. Parental engagement in daily routines, learning activities, and emotional support contribute significantly to children's cognitive, motor, language, and socio-emotional development. These findings reinforce the role of parents as key agents in early childhood development.

These findings are consistent with research by Sumiyati et al. (2020), which also reported a significant relationship between parental role and development. In contrast, a study by Moonik et al. (2020) found that parental education level did not show a significant effect on developmental delay. This suggests that beyond education level, the quality of parental interaction and stimulation plays a more crucial role in determining developmental progress.

According to the World Health Organization (WHO) in 2020, parental roles are not only essential for children's physical growth, but also for their cognitive, language, and socio-emotional development, all of which contribute to long-term well-being. In this study, maternal age, education level, and employment status were influential factors. Mothers aged 30–39 years and with at least senior high school education generally demonstrated stronger roles. Interestingly, some working mothers were still able to provide effective stimulation by utilizing their limited time efficiently, proving that quality interaction is more important than quantity of time alone.

Thus, the study emphasizes that consistent parental involvement strongly correlates with optimal child development, while inadequate parental roles tend to be linked with developmental delays. Effective collaboration between parents, teachers, and the surrounding environment is required to achieve the best outcomes. Parental involvement can take various forms, such as guiding home-based learning, assisting with school activities, and encouraging exploration and curiosity from an early age.

The results suggest that strengthening parental roles through education and guidance may help reduce developmental delays among preschool children. Collaboration between families, early childhood education institutions, and health services is essential to ensure consistent stimulation and monitoring of child development.

Research Limitations

This study has several limitations that should be considered. First, parental roles were assessed using self-reported questionnaires, which may be influenced by respondents' perceptions and social desirability. Second, the cross-sectional design limits the ability to determine causal relationships between parental roles and child development. Third, developmental screening using the KPSP provides an overview of developmental status but does not replace comprehensive developmental assessment.

Despite these limitations, the study provides meaningful insights into the relationship between parental roles and preschool children's development and highlights the importance of early screening and parental involvement.

CONCLUSION

This study concludes that parental roles play a crucial role in supporting the developmental achievement of preschool children at Nusa Bangsa PAUD POS, Malang City. Active parental involvement in providing stimulation, guidance, interaction, and emotional support is closely associated with children's ability to achieve age-appropriate developmental milestones. Conversely, limited parental involvement may place children at risk of delayed developmental progress, emphasizing the importance of consistent and responsive parenting during the preschool period.

From a policy perspective, the findings highlight the need to strengthen integrated early childhood development programs that actively involve families, early childhood education institutions, health services, and community-based organizations. Policies that promote parental education, routine developmental screening, and cross-sector collaboration are essential to ensure early detection and timely intervention for children who require additional developmental support.

In terms of practical implications, this study underscores the importance of empowering parents with knowledge and skills related to child development stimulation at home. Early childhood education institutions and health workers are encouraged to provide regular education sessions, guidance, and developmental monitoring using standardized screening tools such as the

KPSP. Such efforts may enhance parents' capacity to support children's development more effectively and consistently.

Regarding future research opportunities, further studies are recommended to employ longitudinal designs to examine causal relationships between parental roles and child development over time. Future research may also explore additional factors influencing child development, such as parenting styles, socioeconomic conditions, and the quality of early childhood education environments, to provide a more comprehensive understanding of developmental outcomes.

Finally, this study contributes to the existing body of knowledge by providing empirical evidence on the relationship between parental roles and preschool children's development in an Indonesian early childhood education setting. The findings reinforce the importance of parental involvement as a key determinant of early childhood development and support the continued use of standardized developmental screening tools as part of integrated child health and education services.

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