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The Influence of Mother's Education on Early Detection Knowledge of Toddler Development Aged 36-47 Months

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ABSTRACT

Early detection of toddler development is a crucial step in identifying developmental delays early so that appropriate intervention can be implemented. Mothers play a key role in monitoring their children's development, which is influenced by their education level. Higher education is expected to improve mothers' ability to understand and perform early detection of toddler development. This study aims to determine the effect of maternal education on knowledge of early detection of toddler development in children aged 36–47 months. This study used quantitative methods with an analytical design and a cross-sectional approach. Sectional. The research sample was mothers who have toddlers aged 36–47 months in health service area X. Data were collected using a questionnaire and analyzed using the Chi- Square test. The results showed a significant influence between maternal education and knowledge of early detection of toddler development ($p < 0.05$). The conclusion of this study is that maternal education influences the level of knowledge of early detection of toddler development.

Keywords: Maternal Education, Knowledge, Early Detection of Development, Toddlers

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1. Introduction

Toddlerhood is a crucial period in a child's growth and development, as it is a time of rapid development in motor, language, cognitive, and socio-emotional skills. Poorly monitored toddler development can lead to developmental delays, which can have long-term impacts on their quality of life. Therefore, early detection of toddler development is a crucial aspect of pediatric healthcare.

Early detection of toddler development aims to identify any developmental abnormalities or delays early so that intervention can be initiated as early as possible. Developmental assessments can be conducted through routine monitoring by healthcare professionals or by parents, particularly mothers, as the child's primary caregivers. The mother's role is crucial in observing and assessing her child's development in daily life.

Mothers' knowledge about early detection of toddler development is influenced by various factors, one of which is education level. A mother's education plays a role in shaping their thinking, ability to receive information, and understanding of health information. Mothers with higher levels of education tend to better understand health information and have a greater awareness of the importance of monitoring their child's development.

Many mothers still have low levels of education, resulting in limited knowledge about early detection of toddler development. This can lead to delays in recognizing developmental issues. Therefore, this study is crucial to determine the effect of maternal education on knowledge about early detection of toddler development aged 36–47 months.

2. Research Methods

a. Types and Design of Research

This research uses a quantitative method with an analytical design and a cross-sectional approach. sectional, namely to determine the influence of maternal education on knowledge of early detection of toddler development at one measurement time.

b. Location and Time of Research

This research was conducted in health service area X. The research period was from April to June 2025.

c. Population and Sample

The population in this study was all mothers who had toddlers aged 36-47 months in health service area X. The research sample was taken using a purposive sampling technique.

d. Inclusion criteria:

1) Mothers who have toddlers aged 36–47 months
2) Willing to be a respondent
3) Can communicate well

e. Exclusion criteria:

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1) Mothers who did not complete the questionnaire completely
2) Mothers who were not present at the time of data collection

f. Research Variables

- Independent variable: Maternal education
- Dependent variable: Knowledge of early detection of toddler development

g. Research Instruments

The research instrument is a structured questionnaire consisting of:

1) Respondent characteristics data
2) Questions about knowledge of early detection of toddler development

Maternal education was categorized as primary, secondary, and higher education. Maternal knowledge was categorized as insufficient, sufficient, and good.

h. Data analysis

Data were analyzed univariately and bivariately using the Chi- Square test with a significance level of $p < 0.05$.

i. Research Ethics

The research was conducted by paying attention to the principles of research ethics, namely respondent consent (*informed consent*). *consent*), data confidentiality, and respondent anonymity.

3. Research Results And Discussion

a. Research Result

1) Respondent Characteristics

Table 1
Distribution of Characteristics of Mothers of Toddlers

Characteristics	Frequency (n)	Percentage (%)
Mother's Age		
< 25 years	10	25.0
25–35 years	22	55.0
> 35 years	8	20.0
Total	**40**	**100**

2) Mother and Toddler Education

Table 2 Distribution of Mother's Education

Mother's Education	Frequency (n)	Percentage (%)
Base	14	35.0
Intermediate	17	42.5
Tall	9	22.5

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Mother's Education	Frequency (n)	Percentage (%)
Total	**40**	**100**

3) Early Detection Knowledge of Toddler Development

Table 3 Distribution of Mothers' Knowledge

Mother's Knowledge	Frequency (n)	Percentage (%)
Not enough	13	32.5
Enough	15	37.5
Good	12	30.0
Total	**40**	**100**

4) The Influence of Maternal Education on Knowledge of Early Detection of Child Development

Table 4
Effect of Maternal Education on Early Detection Knowledge

Mother's Education	Not enough	Enough	Good	Total	p- value
Base	9	4	1	14	
Intermediate	3	9	5	17	
Tall	1	2	6	9	
Total	**13**	**15**	**12**	**40**	**0.001**

Square test, $p < 0.05$

b. Discussion

The results showed that maternal education significantly influenced knowledge of early detection of toddler development aged 36–47 months. Mothers with higher education tended to have better knowledge than mothers with primary education. This was evident from the bivariate analysis, which showed a p-value <0.05.

Education is a crucial factor in shaping a person's ability to receive, understand, and process information. Mothers with higher education generally have broader access to information and are more critical in thinking about health information, including information about child development.

Mothers with low levels of education tend to have less knowledge due to limited understanding of health information provided by healthcare professionals. This can make it difficult for mothers to recognize signs of developmental delays in their children.

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The results of this study align with health behavior theory, which states that education is a predisposing factor influencing a person's health knowledge and behavior. Therefore, increasing health education and counseling for mothers of toddlers, especially those with low education, is essential to improve knowledge of early detection of toddler development.

4. Conclusion And Suggestions

a. Conclusion

There is a significant correlation between the education of mothers and their knowledge of early detection of toddler development at 36–47 months. Mothers with higher education tend to have better knowledge of early detection of toddler development.

b. Suggestion

1) For Health Workers

It is hoped that this will increase education and counseling regarding early detection of toddler development for mothers, especially mothers with low education.

2) For Health Service Facilities

It is necessary to develop a development monitoring program for toddlers that actively involves mothers.

3) For Mothers of Toddlers

It is hoped that they will be more active in seeking information and participating in educational activities related to child development.

4) For Further Researchers

It is recommended to conduct further research with broader variables and designs.

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