

RINGKASAN

Pengaruh Metode Penyuluhan Terhadap Perilaku Ibu dalam Stimulasi Bermain Sesuai Perkembangan Kognitif Anak Usia 4-6 Tahun

Di dalam kehidupan berkeluarga masalah pengasuhan dan pemberian stimulasi pada anak umumnya dititik beratkan pada peran seorang ibu yang paling bertanggung jawab, karena ibu yang paling banyak di rumah dan bergaul dengan anak-anaknya di rumah. Namun masih banyak orang tua yang beranggapan bahwa keterampilan mengasuh dan memberikan stimulasi pada anak dengan sendirinya dimiliki jika waktunya tiba. Padahal pengetahuan dan keterampilan ini harus dipelajari dan dipahami dengan benar oleh setiap orang tua. Salah satu fungsi stimulasi bermain pada anak adalah merangsang perkembangan intelektual (kognitif), dimana anak akan melakukan eksplorasi dan manipulasi terhadap segala sesuatu yang ada dilingkungan sekitarnya. Dalam hal ini perilaku orang tua dalam bentuk pengetahuan (*knowledge*), sikap (*attitude*) dan tindakan (*practice*) tentang stimulasi bermain merupakan salah satu faktor penting dalam membantu mengoptimalkan pertumbuhan dan perkembangan anak karena dengan pengetahuan dan keterampilan yang baik tentang stimulasi bermain maka orang tua dapat lebih memahami cara mengasuh dan mendidik anak yang baik dan benar. Dengan demikian apa yang menjadi harapan terhadap kelangsungan hidup anak yang tangguh, cerdas, produktif dan berkualitas di masa depan dapat terwujud. Pada penelitian ini penyuluhan dengan metode gabungan ceramah, tanya jawab dan demonstrasi merupakan salah satu bentuk pendekatan dalam pemberian informasi yang mampu memberikan pemahaman kepada ibu dalam bentuk pola pikir, sikap, dan tindakan atau praktik yang spesifik mengenai stimulasi bermain sesuai perkembangan kognitif anak usia 4-6 tahun. Tujuan penelitian ini adalah menganalisis pengaruh metode penyuluhan terhadap perilaku ibu dalam stimulasi bermain sesuai perkembangan kognitif anak usia 4-6 tahun.

Desain penelitian ini adalah eksperimental dengan *pre test – post test with control group design*. Populasinya adalah ibu-ibu wali murid sekolah TK Bustanul Athfal Aisyiyah 1 Cakranegara, sebagai sampel adalah ibu yang memiliki anak usia 4-6 tahun dengan kriteria sampel sebagai berikut: usia ibu 20-35 tahun, pendidikan minimal tamat SLTP, tidak bekerja, anak pertama dengan usia antara 4-6 tahun, belum pernah mendapat penyuluhan tentang stimulasi bermain pada anak. Besar sampel 46 responden yang diambil secara random sampling, kemudian secara randomisasi responden dibagi menjadi 2 kelompok, 23 responden mendapat penyuluhan dengan metode gabungan ceramah, tanya jawab, demonstrasi dan 23 responden dengan metode buku pedoman. Data dianalisis secara deskriptif dengan rerata dan deviasi standar, kemudian untuk uji *pre test* dan *post test* dengan uji t sampel berpasangan sedangkan untuk membandingkan antara kelompok metode gabungan ceramah, tanya jawab, dan demonstrasi dengan kelompok metode buku pedoman menggunakan uji t sampel bebas dengan tingkat kemaknaan 0,05.

Berdasarkan analisis penelitian ini diperoleh hasil sebagai berikut: untuk responden pada kelompok dengan metode gabungan ceramah, tanya jawab dan demonstrasi sebelum penyuluhan mempunyai pengetahuan dengan kategori cukup (66.67 persen) dan sesudah penyuluhan mempunyai pengetahuan dengan kategori sangat baik (86.40 persen). Sebelum penyuluhan mempunyai sikap mendukung (72.03 persen) demikian pula sesudah penyuluhan mempunyai sikap mendukung (74,93 persen). Sebelum penyuluhan mempunyai tindakan atau praktik dengan

kategori baik (77.97 persen) dan sesudah penyuluhan mempunyai tindakan atau praktik dengan kategori baik (83.35 persen). Sedangkan responden pada kelompok metode buku pedoman sebelum penyuluhan mempunyai pengetahuan dengan kategori baik (73.60 persen) demikian pula sesudah penyuluhan mempunyai pengetahuan dengan kategori baik (79.40 persen). Sebelum penyuluhan mempunyai sikap mendukung (72.25 persen) dan sesudah penyuluhan mempunyai sikap mendukung (73.55 persen). Sebelum penyuluhan mempunyai tindakan atau praktik dengan kategori baik (77.49 persen) demikian pula sesudah penyuluhan mempunyai tindakan atau praktik dengan kategori baik (80.59 persen). Terdapat perbedaan pengetahuan sebelum dan sesudah penyuluhan pada kelompok dengan metode gabungan ceramah, tanya jawab dan demonstrasi ($p= 0.000$), terdapat perbedaan sikap responden sebelum dan sesudah penyuluhan pada kelompok dengan metode gabungan ceramah, tanya jawab dan demonstrasi ($p= 0.000$) dan terdapat perbedaan praktik responden sebelum dan sesudah penyuluhan pada kelompok dengan metode gabungan ceramah, tanya jawab dan demonstrasi ($p= 0.000$). Pada kelompok metode buku pedoman terdapat perbedaan pengetahuan sebelum dan sesudah penyuluhan ($p= 0,001$), terdapat perbedaan sikap responden sebelum dan sesudah mendapat buku pedoman ($p= 0,008$) dan terdapat perbedaan praktik responden sebelum dan sesudah mendapat buku pedoman ($p= 0,000$). Terdapat perbedaan pengetahuan antara responden yang mendapat penyuluhan dengan metode gabungan ceramah, tanya jawab dan demonstrasi dengan yang mendapat metode buku pedoman ($p= 0,001$), terdapat perbedaan sikap antara responden yang mendapat penyuluhan dengan metode gabungan ceramah, tanya jawab dan demonstrasi dengan yang mendapat metode buku pedoman ($p= 0,024$) dan terdapat perbedaan praktik antara responden yang mendapat penyuluhan dengan metode gabungan ceramah, tanya jawab dan demonstrasi dengan yang mendapat metode buku pedoman ($p= 0,000$).

Penelitian ini dapat disimpulkan terdapat pengaruh metode penyuluhan terhadap pengetahuan, sikap dan praktik ibu dalam stimulasi bermain sesuai perkembangan kognitif anak usia 4-6 tahun. Adapun hasil diatas dapat disarankan dalam upaya meningkatkan pengetahuan, sikap dan praktik ibu yang lebih baik dalam stimulasi bermain sesuai perkembangan kognitif anak usia 4-6 tahun. dapat dilakukan dengan salah satu metode penyuluhan yaitu metode gabungan ceramah, tanya jawab dan demonstrasi.

SUMMARY

The Influence of Counseling Method on Mother's Behavior in Playing Stimulation According to Cognitive Development in Children Aged 4-6 Years

In the life of a family, the problem of nurturing and stimulation providing for children is generally emphasized on the role of mother as the one who holds such responsibility, since mother spends most of her time at home with her children. However, many parents still have an outlook that the skill of children nurturing and stimulation providing will be automatically mastered if the time has come. Whereas, the knowledge and skill should be learned and understood appropriately by every parents. One of stimulatory functions in children is to stimulate intellectual (cognitive) development, by which children will explore and manipulate everything around their environment. In this case, parents' role in knowledge, attitude, and practice regarding playing stimulation is an important factor in optimizing growth and development, since with adequate knowledge and skill about playing stimulation parents will be able to nurture and educate children appropriately. In this way, the children can grow as tough, smart, productive, and qualified individuals in the future. In this study, counseling using combined method of tutorial, discussion, and demonstration (subsequently mentioned only as combined method) is one approach in providing information that may give understanding to mothers on a specific thinking, attitude, and practical pattern regarding playing stimulation according to cognitive development in children aged 4-6 years. The objective of this study was to analyze the influence of counseling method on mother's behavior in playing stimulation according to cognitive development in children aged 4 - 6 years.

This study used experimental pretest - posttest with control group design. Population comprised mothers who were guardians of students at Kindergarten Bustanul Athfal Aisyiyah 1 Cakranegara. Samples were those who had children aged 4-6 years, with the sample criteria as follows: mothers' age 20-35 years, educated minimally at junior high school, not working, first child aged 4-6 years, no previous experience of receiving counseling on playing stimulation in children. Sample size was 46 respondents, taken using random sampling. Furthermore, respondents were divided into 2 groups, 23 respondents received counseling in combined method and 23 respondents received guidelines book. Data were analyzed descriptively with mean and standard deviation. Pretest and posttest was carried out with paired t test, and to compare both groups the independent sample t test was done using level of significance of 0.05.

The results were as follows: respondents receiving combined method had sufficient knowledge before counseling (66.67%) and highly adequate after counseling (86.40%). They also had supportive attitude either before (72.03%) or after (74.93%) counseling. They had appropriate behavior both before (77.97%) and after (83.35%) counseling. Respondents in group receiving guidelines book had adequate knowledge before (73.60%) and after counseling (79.40%). They had supportive attitude before counseling (72.25%) and after counseling (73.55%) as well. They also showed appropriate behavior both before (77.49%) and after (80.59%) counseling. In group receiving combined method before and after counseling, there was difference in knowledge, attitude, and practice, each with

$p= 0.000$. In group receiving guidelines book before and after receiving the book, there was difference in knowledge ($p= 0.001$), attitude ($p= 0.008$), and practice ($p= 0.000$). Between respondents receiving combined method and guidelines book, there was difference in knowledge ($p= 0.001$), attitude ($p= 0.024$), and practice ($p= 0.000$).

Conclusively, counseling method has influence on mothers' knowledge, attitude, and practice in playing stimulation according to cognitive development of children aged 4-6 years. From the results of this study, it can be suggested that combined method of tutorial, discussion, and demonstration can be used to improve mothers' knowledge, attitude, and practice in playing stimulation for those children.



ABSTRACT

The Influence of Counseling Method on Mother's Behavior in Playing Stimulation According to Cognitive Development in Children Aged 4 - 6 Years

The general objective of this study was to analyze the influence of counseling method on mother's behavior in playing stimulation according to cognitive development in children aged 4 - 6 years.

This study used experimental pretest - posttest with control group design. Population comprised mothers who were guardians of students at Kindergarten Bustanul Athfal Aisyiyah 1 Cakranegara. Total sample was 46 respondents, taken using random sampling. Furthermore, using random allocation, respondents were divided into 2 groups, 23 respondents served as treatment group receiving counseling in combined method of tutorial, discussion, and demonstration (subsequently mentioned only as combined method) and 23 respondents served as control group receiving guidelines book. The independent variable in this study was counseling and the dependent variables were knowledge, attitude, and practice. Data on knowledge and attitude were taken using questionnaire, while data on behavior and practice were taken using check list. The study was conducted between May and June 2006. Data were analyzed using the paired sample t test and independent sample t test with level of significance of 0.05.

The results were as follows: before counseling, respondents of study group receiving combined method had sufficient knowledge (66.67%), supportive attitude (72.03%), and appropriate practice (77.97%). After counseling, these respondents had highly adequate knowledge (86.40%), supportive attitude (74.93%), and appropriate practice (83.35%). Before counseling, respondents of study group receiving guidelines book had sufficient knowledge (73.60%), supportive attitude (72.25%), and appropriate practice (77.49%). After counseling, these respondents had highly adequate knowledge (79.40%), supportive attitude (73.55%), and appropriate practice (80.59%). The result of paired sample t test showed significant difference in mothers' knowledge, attitude, and practice before and after counseling in group receiving combined method ($p= 0.000$). In group receiving guidelines book, before and after receiving the book there was also significant difference in knowledge ($p= 0.001$), attitude ($p= 0.008$), and practice ($p= 0.000$). The result of independent two sample t test revealed that after counseling both groups showed significant difference in knowledge ($p= 0.001$), attitude ($p= 0.024$), and practice ($p= 0.000$).

Keywords: counseling, behavior, stimulation