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The Effect Of Parenting Stimulation Of Parents And Environments On Rude Motor Development In Garden Children 4-6 Years In The Mancar Village Area District Of Peterongan Jombang District

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ABSTRACT

One important development is gross motoric, which is a body movement that uses large or most of the muscles or all parts of the body that are affected by the maturity of the child itself. This study aims to analyze the effect of parenting, parental stimulation and environment on gross motoric development in children of kindergarten aged 4-6 years in the District of Peterongan, Jombang. Quantitative research design with cross sectional approach. The study was conducted on January 7 to 9, 2019 with a population of 137 parents and a sample of 102 people with Cluster Random Sampling techniques. Data collection of independent variables with questionnaires and dependent variables with KPSP for assessment of gross or gross motoric motion. Data analysis using logistic regression test. Based on the results of logistic regression statistics, the parenting variables p value 0.015, Stimulation of Parents p value 0.000 and environment p value 0.000, while jointly gross motoric development of children influenced by parenting, stimulation of parents and environment significant p value 0.000 at $\alpha = 0.05$. So it can be concluded that the gross motoric development of children is jointly influenced by parenting, parental and environmental stimulation, and environmental factors are the dominant factors in gross motor development in children of kindergarten aged 4-6 years in the District of Peterongan Regency Jombang. Because the environment is a very decisive factor whether or not the innate potential is achieved. A fairly good environment will enable the achievement of innate potential, while the less well will inhibit it.

INTRODUCTION

Children are unique individuals and not miniature adults. Children are still dependent on adults and the environment, meaning that they need an environment that can facilitate in fulfilling their basic needs for independent learning (Supartini, 2012). Children in the age of 4-6 years actually have great potential to develop immediately, this potential will develop if given services in the form of opportunities to carry out motor activities that are trained or used in accordance with the development of the child. The size of the moving instincts for children is not always the same. Encouragement of movement cannot be taught, but it is the nature of each (Lindawati, 2013).

One important development is gross motoric, which is a body movement that uses large or most of the muscles or all parts of the body that are affected by the maturity of the child itself. If a child's gross motor skills are not good, not only is the fulfillment of the independence of his activities late, but it also affects the development of other children as well as social activities. The delay is also often caused by a lack of opportunities for children to learn motor skills, excessive parental protection or lack of motivation for children to learn (Hurlock, 2012).

UNICEF says in the world the incidence of growth and development disorders in children under five is still high, especially motor development disorders. Motor development disorders are obtained by 27.5% per 5 million children experiencing developmental disorders (Andriani, 2016). A preliminary study on pre-

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school students in the village of Mancar, District of Peterongan, Jombang, on 10 children, there were 7 children (70%) who had not been able to do gross motoric movements at the age required to use the Indicator Pre-Development Screening Questionnaire (KPSP).

Coarse motoric is a skill to move parts of the body in harmony and is very instrumental in achieving balance that supports fine motor. Problems that often occur in kindergarten children are children who are still unstable or difficult to move parts of the body in harmony. For example: walking, running, catching, throwing. In addition, coordination is not perfect in gross motor control, for example if it is assigned to walk without touching his friend (Soetjningsih, 2015)

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Parenting is a way parents do in encouraging children to achieve their desired goals. The application of proper parenting is expected to form a child with a good personality, full of enthusiasm in learning and also children's learning achievement continues to increase along with the growth and development experienced by children (Lestari, 2012). Parenting style is very influential on gross and fine motor development, language development and children's social abilities (Budiarnawan et al., 2014). Provision of correct stimulation in children that is appropriate and appropriate to the development of their children will provide good results on the development of the child. Thus with the right parenting in children will be the determination of a person's development and personality in the future (Windari, et al, 2017).

Late motor development means the task of developing a child's motor which should have passed but the child has not been able to pass it, so it will experience delays (Ulumuddin, 2014). Factors that inhibit motor development (46) include an unpleasant condition of the mother during pregnancy, head trauma due to difficult births, under normal IQ, excessive protection, lack of stimulation, encouragement and lack of opportunity to move all parts of the body can slow the development of motor skills children (Widyastuti & Widyani, 2010). One of the factors that greatly affects the development of toddlers is given good stimulation. Brain development in composing nerve structures is strongly influenced by interactions between environment and stimulation (Suci and Lestari, 2016).

Based on this background, it can be said that to optimize the gross motoric development of children it is needed parents' support in providing parenting that can stimulate children's development, stimulate according to the stages of development of the child's age so that children do not experience obstacles in the development aspects that are stimulated and provide an environment (34) the positive so that the growth of the child goes according to the stages that must be passed, so the researcher is interested in researching "The Effect of Parenting Patterns, Parental Stimulation and Environment on gross motoric development in kindergarten children aged 4-6 years in the village of Mancar, Peterongan District, Jombang Regency. "

17 MATERIALS AND METHODS

The design of this research is analytic survey with cross sectional approach. The variables of this study are Parenting, Parental Stimulation and Environment as independent variables and motor development as dependent variable. The study population was all mothers who had kindergarten children aged 4-6 years in the village of Mancar, District of Peterongan Jombang as many as 137 people. Samples were taken with a cluster sampling technique of 102 respondents. Data on foster care, parental stimulation and environment were collected by questionnaire instruments, while motoric development was collected with KPSP for aspects of coarse motion or gross motoric and processed using editing, coding, scoring and tabulating and tested by statistical regression logistic analysis.

RESULTS

1. Partial Logistic Regression Analysis

Table 4.1. Partial logistic regression analysis Effect of Parenting Style, Parent Stimulation and Environment on Gross Motor Development in Kindergarten Children 4-6 years of age in the village of Mancar, District of Peterongan, Jombang, January 2019 (n = 102)

		B	S.E	Wald	df	Sig	Exp(B)
Step 1	Parenting	-1,108	0,425	6,789	1	0,009	0,330
	Stimulation	2,322	0,945	6,035	1	0,014	10,196
	Environment	3,062	0,954	10,305	1	0,001	21,372
	Constant	-0,287	1,218	0,055	1	0,814	,751

Data Source: 2019 Primary Data

Based on the results in table 4.1, it shows that parenting, parental stimulation and environment influence partially variable. Gross motoric development is indicated by Wald value in parenting 6,789 with significance 0,009, at stimulation at 6,035 with significance 0.014, and at environment at 10,305 with significance 0.001. The results of this study indicate that partially or individually the Parenting Pattern, Parental Stimulation and the Environment can affect the variables of motor development due to the significance value <0.05.

1. Simultaneous or Simultaneous Logistic Regression Analysis

Table 4.2. Logistic regression analysis simultaneously or simultaneously Influence of Parenting Patterns, Parental Stimulation and Environment on Gross Motor Development in Children of Kindergarten aged 4-6 years in the village of Mancar, District of Peterongan, Jombang, January 2019 (n = 102)

Step 1	Step	Chi square	df	Sig.
	Block	29.365	3	0,000
	Model	29.365	3	0,000

Data Source: 2018 Primary Data

Based on the results of the Omnibus Tests of Model Coefficients $\alpha = 0,000 (<0,05)$, because <0,05 it is said that the hypothesis says that there is an influence of parenting, Parental stimulation and environment with gross motor development in kindergarten children aged 4 -6 years in the village of Mancar, District of Peterongan, Jombang, accepted. The results of this study indicate that simultaneously or simultaneously Foster Patterns, Parental Stimulation and the Environment can affect variables Gross motoric development.

DISCUSSION

A. Effect of Parenting Parents with Rough Motoric Development of Children

Based on the collected data, it is known that most of the parenting practices applied are democratic parenting, which is 56 people (54.9%). The pattern of parenting is one of the factors that greatly influences how the future of the child will be. Democratic parenting is a pattern of care that directs the behavior and attitudes of their children so that they do not deviate. Parents value children's individuality and give their children permission to express objections to family standards or regulations. This type of parents gives children the freedom to choose and take action, and their approach to children is warm (Hurlock, 2012). The results of this study are in line with Rivanti's (2015) research on parenting with child behavior, which states that the frequency of parenting most widely applied is democratic parenting that is equal to 71% which shows that of 22 children with democratic parenting 81.8% show behavior active, and 18.2% with passive behavior. So in democratic parenting, children show more active behavior

Parenting is a parent's behavior that is applied to children, in order to interact with children to instill education, practice socialization, provide protection, and love. Parents in giving care are influenced by certain attitudes in maintaining, guiding, and directing their children. This attitude is reflected in the pattern of care for their different children (Papalia, 2011). The factors that influence parenting are the parents' age, family socioeconomic status, parental personality, parental gender, the type of parenting they received before, and parental education (Hurlock, 2012)

The age of most mothers in this study was between 25-35 years. Mothers aged 20-35 years, referred to as "adulthood" and also called reproduction, problems faced calmly emotionally, especially in facing pregnancy, childbirth, and caring for their children (Hurlock, 2012). At the age of 20-35 years, respondents tend to be more active in finding information about the child's growth process. The results of the study indicated that the education level of respondents mostly had education in the middle category (SMA). Notoatmodjo (2010) states that the higher a person's education, the easier it will be to receive information and the more knowledge that is possessed that affects one's behavior

According to the assumption that educational researchers have an influence on knowledge in parenting so that higher the level of education a person has, the more knowledge he has in parenting. Conversely, low / less education will hinder the development of a person's attitude towards new values introduced so that knowledge is also lacking child care and growth. Mother's age also influences child care, because the more mature a person is, the level of maturity and strength of a person will be more mature in thinking and working so that it becomes wiser in applying ideal parenting for the development of their children

Based on the data obtained it is known that the gross motoric development of the majority is normal as many as 89 respondents (87.3%). These results indicate that the gross motoric abilities of children are in accordance with the stages of development intended in Early Detection of Childhood Development in the development of rough motion.

One important development is gross motoric, which is a body movement that uses large or most of the muscles or all parts of the body that are affected by the maturity of the child itself. If a child's gross motor skills are not good, not only is the fulfillment of the independence of his activities late, but it also affects the development of other children as well as social activities. The delay is also often caused by the lack of opportunities for children to learn motor skills, excessive parental protection or lack of motivation for children to learn (Hurlock, 2012).

In the opinion of the author, most of the children of kindergarten age 4-6 years in the village of Mancar, District of Peterongan, Jombang Regency have provided stimulation of good gross motor development towards the gross motoric development of children so that most children have reached the stage of gross motor development that well. Giving stimulation of development to children is very important, if the mother never gives a stimulus, then a child never has the opportunity to do things that can help achieve the level of development in accordance with his age. Suppose a mother stimulates the gross development of a child's motorbike by throwing a ball, then the child will have the opportunity to learn how to catch a ball, but if this stimulation is never given, then the child never has the opportunity to do things that can spur its development

Based on the exposed data, it can be concluded that out of a total of 102 respondents, 56 respondents with democratic parenting had almost all gross motor development in the normal category, namely 92.9%, while the results of the analysis used the chi square test, obtained p-value of <0.015 more significant than <0.05. This means that there is a significant influence between parenting parents and gross motor development in children aged 4-6 years in the village of Mancar District of Peterongan, Jombang. The closeness of the influence of parenting parents with gross motor development in children aged 4-6 years in the village of Mancar, District of Peterongan, Jombang Regency obtained a contingency coefficient of 0.306 so that the closeness of the relationship is low because the value of the correlation coefficient in the range 0.200 - 0.399.

The results of this study are in accordance with Siswanto (2010) which states that parents play a role as the first and foremost educator in child development. Children who get a good parenting pattern will develop optimally. Education for children is an important thing in the process of child development in an effort to increase the potential of children to develop optimally. Early childhood education is coaching and training so that children have certain abilities needed in their lives, now and in the future. The success of children's education in the family is greatly influenced by how parents care for children. because the family is a place for children to gain knowledge, experience and understanding (Siswanto, 2010).

The results of this study support previous research conducted by Andriani (2016) with the results of the influence of parental care for the gross motoric development of children. This study also supports the results of Fatmala's study (2016), which concluded that there was an influence of parenting style with the development of preschoolers in Purbowangi village, Buayan Subdistrict, Kebumen Regency

The influence of democratic parenting with the gross motoric development of children is due to children who get democratic parenting tend to have normal motor development. Conversely, children who get undemocratic parenting tend to experience gross motoric growth in doubt. With the existence of democratic parenting that is applied by the Parents, it has an impact on children who have self-confidence, and have a high curiosity. The opportunity given by parents to children, the child will make every effort to do a new development in his motor, with the opportunity to choose to do an action, the child can decide and take action according to their desires and abilities such as climbing, jumping, etc. . For respondents who have democratic upbringing but their children experience gross motoric development that is doubtful because parents do not know how to stimulate a child's gross motor development. They only provide toys at the request of the child, and are felt to have positive effects on children such as puzzle, coloring, etc. (Andriani, 2016).

Parents always have the strongest influence on children. Every Parent has his own parenting style in terms of sharpening, fostering and care in the relationship with his child which will later affect the development of children (Wong, 2011). According to Hurlock (2012) democratic upbringing is a pattern of care that prioritizes the interests of children, but does not hesitate to control them. Parents with this upbringing are rational, always underlying their actions based on ratios or thoughts. Parents of this type are also realistic about their abilities, do not expect too much to exceed the abilities of children. Parents of this type give freedom to children to choose and take action, and their approach to children is warm.

Based on data findings and theoretical studies, according to researchers of gross motor development of children aged 4-6 years in the village of Mancar, Peterongan Subdistrict, Jombang Regency is influenced by parenting factors, because with proper care will make children able to carry out targeted activities according to needed. Mothers with democratic parenting are more concerned with the needs of children but are still under the supervision of parents so that children in carrying out their activities get controlled freedom. This is different from Parents who apply authoritarian parenting tend to set standards that must absolutely be obeyed, usually accompanied by threats that can inhibit the process of child development because all the rules and activities of the child must be in accordance with what is instructed by the Parents. Whereas in permissive parenting parents tend to give freedom to children to develop so that children do not know for certain whether their actions are in accordance with what is expected by parents and the surrounding environment. So parenting is a factor that influences the gross motor development of children aged 4-6 years in the village of Mancar, District of Peterongan, Jombang

B Effect of Stimulation of Parents with Rough Motoric Development of Children

Based on the data collected it is known that the stimulation of parents towards the development of their children is mostly in the good category, namely 94 respondents (92.2%). This means that Parents have provided stimulation to children according to the developmental stages in the Maternal and Child Health book. According to IDAI (2010) stimulation is an activity that stimulates the basic abilities of children aged 0-6 years so that children can grow and develop optimally. Every child needs to get regular stimulation as early as possible continuously on every occasion. Stimulation is very important in a child's development.

Stimulation plays an important role in children's development, the more Parents often provide positive stimulation, in this case the child's development will develop optimally (Sari, 2013). The role of a mother in childcare, also in providing stimulation to children is very large. The interaction between the child and the parents, especially the role of the mother, is very beneficial for the overall development process of the child because the mother can recognize the abnormal development process as soon as possible and as early as possible to provide stimulation to the child as a whole. Mothers must always provide stimulation or

stimulation to children in all aspects of development both gross motoric and fine motoric, language and social personal. This stimulation must be given routinely and continuously with love, playing methods and others (Mitayani, 2015). Parents in stimulating children must provide understanding of what is seen, heard, touched, felt, by children and treat it with love. Because in principle the development of basic abilities of children correlates with growth

Based on the data and the existing theoretical studies, according to the researchers' assumptions the results of this study indicate that Parents have provided stimulation or stimulation needed by children to develop according to the stages of development that must be achieved by children. The good stimulation from parents can be caused by the majority of respondents having secondary education making it easier to receive information, especially those related to child stimulation.

The effect of Parental Stimulation on gross motoric development of children is known that from 94 respondents with Parental stimulation in the good category had almost all gross motor development in the normal category, which was 91.5%. The results of the analysis using the chi square test, obtained p-value of <0.000 smaller than <0.05, meaning that there is a significant relationship between stimulation of parents with gross motor development in children aged 4-6 years in the village of Mancar, District of Peterongan Regency Jombang. Results of closeness Effect of Parental Stimulation with gross motor development in children aged 4-6 years in the village of Mancar, District of Peterongan, Jombang Regency obtained a contingency coefficient of 0.399 so that the closeness of the relationship is low because the value of the correlation coefficient in the range 0.200 - 0.399.

Stimulation is a very influential factor in development. Lack of stimulation from the environment or stimulation at an early age (under 4-5 years) will show signs of delay and disruption of child development. Enough stimuli can improve the overall development of the child. According to Hurlock (2012), the experience and knowledge of mothers about child development affects the readiness of mothers to provide stimulation for children, so that a mother needs to find information about child development.

Stimulation is important for child development. Children who get regular and directed stimulation will develop faster than children who lack or do not get stimulation. Basic needs for sharpening by providing mental stimulation to obtain intelligence, skills, independence, creativity, personality and moral ethics (Soetjningsih, 2015). This stimulation must be given routinely and continuously with love, playing methods and others (Mitayani, 2015).

The results of this study support the previous research conducted by Wati (2016) with the conclusion that there is a relationship between stimulation of development and the development of 0-5 year old children in RW 8 Kalicari Village, Semarang City. Stimulation is an important thing in developing children. Children who get directed, regular and carried out stimulation early will develop faster than those who are lacking or late getting stimulation.

The Shabrina (2017) study also explains that there is a relationship between the stimulation of gross motor development of preschoolers in Gaseh Poma Kindergarten Banda Aceh. Providing good and appropriate developmental stimulation can help children achieve their developmental tasks. Giving frequent developmental stimulation, will provide a great opportunity for children to reach a level of development that is in accordance with their age. But if this is never done, the child never has the opportunity to do things that can stimulate his development. Therefore giving stimulation of gross motor development is very important for preschoolers.

The results of this study are in accordance with the theory of Suherman (2010) which states that developmental stimulation is an action that can help children to achieve optimal levels of development. This action includes various activities carried out to stimulate child development such as training children to talk, think and so on. In the provision of stimulation this development must be adjusted to age, the principles of stimulation and given in stages and sustainably

According to Soetjningsih (2015), Parents must be aware of the importance of providing stimulation for children's development, because lack of stimulation can cause deviations in children's social, emotional

and motoric behavior. Giving more and more stimulus will affect the ability to develop children who are getting taller, the more often the stimulus given will make the brain tissue develop. But if the stimulus given is less then it will inhibit the development of brain tissue and the ability of brain function decreases

Stimulation is carried out with love and affection, the stimulator shows good attitudes and behavior because children tend to follow the attitudes and behavior of the surrounding people, provide stimulation to children according to their age, stimulate by playing, singing and doing other fun things without coercion and punishment, stimulation carried out in stages and continuously according to the age of the child, can use safe and simple tools or games, provide equal opportunities for boys and girls, always give children praise for their success (Ministry of Health, 2013)

In the author's opinion, most mothers of children aged 4-6 years in the village of Mancar, District of Peterongan, Jombang Regency have provided stimulation of gross motoric development well so that the gross motor development of children is also getting better. Giving stimulation of development to children is important, because if the mother never gives a stimulus, then a child never has the opportunity to do things that can help achieve the level of development according to his age. The more precisely the mother provides stimulation on the gross motoric development of her child according to the stages of the child that must be achieved in the book Maternal and Child Health, then the child will be trained to do activities that must be done in accordance with the stages of development of his age. However, if the mother does not provide stimulation to her child, it can inhibit the process of child development and can harm the child in optimizing the stages of development.

C. Influence of Environment with Rough Motoric Development of Children

The data obtained showed that the environmental conditions around children aged 4-6 years in the village of Mancar, District of Peterongan, Jombang Regency showed that the environment was classified as good, namely 91 respondents (89.2%). This condition shows that the physical environment, biological environment and social environment are very good to support the gross motor development of children. It can happen that all respondents have entered the educational environment that has led to the development of children's potential so that the environment has a role in developing the overall ability of children, especially in the development of gross motor skills.

Environmental factors are broadly divided into prenatal and post natal factors. Post-natal environment in general can be classified as a biological environment (race / ethnicity, gender, age, nutrition, health care, sensitivity to disease, chronic disease, metabolic functions, hormones), physical (weather, season, geographical conditions of an area, sanitation, home condition, radiation), psychosocial (stimulation, learning motivation, reward or punishment, peer group, stress, school, love and affection, quality of child-parent interaction) and family and customs (work, family income, father's education / mother, number of siblings, gender in the family, household stability, father / mother personality, customs, religion, urbanization, politics) (Soetjningsih, 2015)

Environment is a place where a child grows and develops. According to the behavioristic theory argues that children are born without carrying any abilities. Thus the child must learn through environmental conditioning, imitation processes, and given reinforcement. Environment is one factor that has a considerable influence on children's development. Because with the environment, children can live their daily lives well without difficulties. The stimulus that children get through the environment will affect children's development (Sumaryanti, 2017).

Based on data findings and theoretical studies, it can be explained that the good environment around children in the process of child development can not be separated from the role of Parents as the first environment for children to develop, also because the children's social environment is like a school environment that always stimulates child development. The environment is an important factor for children because of the environment children learn to move both activities to develop motoric physics, as well as developing other aspects of development such as cognitive, language, and emotional social

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The influence of the environment with the gross motoric development of children aged 4-6 years in the Mancar village area of Peterongan District, Jombang Regency is explained in Table 4.9, where 91 respondents with the environment in the good category had almost all normal motor categories, namely 92.3%. The results of the analysis using the chi square test, obtained p-value of <0,000 less than 0.05, meaning that there is a significant relationship between the environment with gross motor development in children aged 4-6 years in the village area Mancar Peterongan District, Jombang Regency. The closeness of environmental influences with gross motor development in children aged 4-6 years in Mancar village, Peterongan District, Jombang Regency is explained by the contingency coefficient value of 0.400, which means the closeness of the relationship is due to the correlation coefficient in the range 0.40 - 0.599.

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The results of this study are in accordance with the opinion of Soetjningsih (2015), which states that to achieve optimal growth and development of a child depends on his biological potential. The level of achievement of one's biological potential, is the result of the interaction of various interrelated factors, namely genetic factors, bio-physico-psycho-social and behavioral environment. A supportive environment will optimize the genetic potential of a child.

Environmental factors are broadly divided into prenatal and post natal factors. Post-natal environment in general can be classified as a biological environment (race / ethnicity, gender, age, nutrition, health care, sensitivity to disease, chronic disease, metabolic functions, hormones), physical (weather, season, geographical conditions of an area, sanitation, home condition, radiation), psychosocial (stimulation, learning motivation, reward or punishment, peer group, stress, school, love and affection, quality of child-parent interaction) and family and customs (work, family income, father's education / mother, number of siblings, gender in the family, household stability, father / mother personality, customs, religion, urbanization, politics) (Soetjningsih, 2015).

Behaviorists argue that children are born without carrying any abilities. Thus the child must learn through environmental conditioning, imitation processes, and given reinforcement. Family environment as the closest place for children, namely Parents of children. Child development will not be separated from the role and stimulus given by the Parents to their children. The family environment is the first place where children will learn and hone their skills to be better than before (Sumaryanti, 2017)

The role of the environment is to optimize the developmental dimensions including biological (physical, motoric), cognitive (language, thinking, reasoning, memory, etc.), psychosocial (independence, how children behave, behave, self-awareness, self-esteem, confidence, etc). For example, children will learn how to love others if they are loved by (especially) their parents (Daryanto and Agung, 2013).

Based on the findings of existing data and theoretical concepts, according to the researchers' assumptions the influence of the environment is very important for the gross motoric development of children, because a conducive environment is able to provide positive stimuli for child development. This is also in accordance with the behavioristic theory which states that environmental factors are the most important factor in the child's growth process because all children's skills are learned from their interactions with the environment. The environment supporting children's gross motor development is the school environment because all children are pre-school students, so of course the stimulation given by the teacher in learning in school has helped children optimize their gross motor development even though there are still children who have not developed optimally.

D. The dominant factor influences gross motor development

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Based on the results of the Omnibus Tests of Model Coefficients obtained p-value = 0,000 (<0.05), meaning that there is a simultaneous influence between parenting, parental stimulation and environment with gross motor development on children aged 4-6 years in the village of Mancar, Peterongan District Jombang Regency. Based on the Model Summary results obtained Nagelkerke R Square value of 0.469, it is said that the variable gross motor development in children aged 4-6 years in Mancar village, Peterongan Subdistrict, Jombang Regency can be explained by the model of 46.90%. If we pay attention to the results of the partial

test, it can be seen that the environment variable has a dominant role in gross motor development in children aged 4-6 years in the village of Mancar, District of Peterongan, Jombang.

This is in accordance with the opinion of Soetjiningsih (2015), which states that the environment is a very determining factor whether or not the innate potential is achieved. A fairly good environment will enable the achievement of innate potential, while the less well will inhibit it. This environment is a "bio-physico-psycho-social" environment that affects every day, from conception to the end of his life. Postnatal environment that affects child development in general can be classified into 4, namely the biological environment, physical factors, psycho-social factors, and family factors and customs. (Soetjiningsih, 2015)

The dominance of environmental influences according to researchers is due to the environment according to this study because the scope is broader because if parenting and stimulation are only a family environment while children interact not only with the family environment but also with the school environment, peers and social environment around the child so that their role become important in the process of child development.

CONCLUSION

1. There is a significant influence on parenting on gross motor development in kindergarten children aged 4-6 years in Mancar village, Peterongan Subdistrict, Jombang Regency with a p-value of <0.015 smaller than <0.05 , meaning that more people old people use democratic parenting, the gross motor development in children will be better. The first hypothesis proposed was accepted.
2. There is a significant effect of parental stimulation on gross motor development in kindergarten children aged 4-6 years in Mancar village, Peterongan Subdistrict, Jombang Regency with a p-value of <0.000 smaller than <0.05 , meaning that the better stimulation is given by parents to children, so the better the stages of gross motor development of children. So the proposed hypothesis is accepted.
3. There is a significant effect of environment on gross motor development in kindergarten children aged 4-6 years in Mancar village, Peterongan Subdistrict, Jombang Regency with a p-value of <0.000 smaller than 0.05 , meaning that the environment is more conducive to children then the gross motor development stage will also increase. So hypotension is accepted.
4. There is a simultaneous relationship between parenting, parental stimulation and the environment with gross motor development in kindergarten children aged 4-6 years in the village of Mancar, District of Peterongan, Jombang Regency, meaning that together the variable parenting variables, stimulation of people old and environment have an influence on gross motoric development in kindergarten children aged 4-6 years in Mancar village, Peterongan District, Jombang Regency, where the influence of the three variables is 46.90% and the remaining 53.10% is determined by other variables not found in this study. So the proposed hypothesis is accepted. Of the three variables, environment variables have a dominant role in gross motor development in kindergarten children aged 4-6 years in the village of Mancar, District of Peterongan, Jombang

SUGGESTION

1. For the community or respondents
The results of this study can be used as input to optimize the motor development of pre-school age children, namely by applying parenting support for the development of children, especially gross motor development, providing stimulation according to the stage of child development and creating a conducive environment so that children can optimize their abilities.
 2. For health workers
In order to provide counseling to mothers who have children aged 4-6 years about stimulating the development of children's motoric development, to be able to apply it in daily life, applying parenting style that gives more attention to children and conditions an environment conducive to child development because the environment is the dominant factor in optimization of gross motor development of children.
 3. For the Jombang District Health Office
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The results of this study can be used as a basis for screening child growth in the village of Mancar, Peterongan Subdistrict, Jombang Regency, especially screening data for child growth in aspects of the rough motion of children aged 4-6 year

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