



Research

# The Impact of Flyer Media on Mothers' Actions Regarding Their Children's Language Development

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## A B S T R A K

**Background:** Language development is vital in toddlerhood. In Indonesia, language and speech delays in children aged 36–48 months range from 5–10%.

**Objective:** This study aims to see the effect of leaflet media on the knowledge and attitudes of mothers.

**Method:** This quantitative research uses the research design "Quasy Experimental Pre-Post Test With Control Group". The population in the study was all mothers with children aged 36–48 months in the Lubuk Buaya Padang Health Center working area in 2023, with a total population of 955. There were 30 samples, consisting of 15 intervention groups and 15 control groups. The sampling method used is non-probability sampling, namely, consecutive sampling.

**Result:** The results of this study showed that there was a significant influence after being given leaflet media interventions to mothers on changes in knowledge ( $p = 0.002$ ) and attitudes ( $p = 0.008$ ), while the p-value of the control group for knowledge variables ( $p = 0.001$ ) and attitudes ( $p = 0.056$ ).

**Conclusion:** It is hoped that nurses at the Public Health Center can educate mothers about stimulation and early detection of language development in children aged 36-48 months, and mothers are expected to be able to spare or provide their time to read the leaflets that have been given and repeat them to understand the contents and carry out all forms of stimulation and early detection of language development in children according to what is stated in the leaflet

## INTRODUCTION

Language development is a child's ability to spontaneously respond to sounds and commands and speak [1]. Language development is an indicator of all other developmental stages (Rahmawati et al., 2017), particularly during the preschool years, when children use their language skills to communicate with peers and adults, express their desires, and practice emotional regulation [2]. Several studies have shown, however, that there is a delay in speech development in children, which typically occurs around the age of five. According to Nurhidayah et al.'s (2018) research, 5–10% of Indonesian preschool-aged children, particularly those aged 36–48 months, are expected to have language and speech delays [3]. 16% of children aged 0–12 months have delayed language development, 27% of children aged 1–3 years, and 45% of children aged 3–4 years [4]. 21.6% of toddlers in Indonesia have developmental disorders, 11.5% have delays in gross motor skills, 11.8% have delays in fine motor skills, 14.5% develop socialization and independence, and 15.8% have delays in language development [5]. In 2021, 50.36 % of the

population of Padang will have developmental disorders, with the highest prevalence at the Lubuk Buaya Health Center, where 87 children, 50 of whom are aged 36–48 months, will have language development delays [6].

If preschool developmental delays are not identified and treated appropriately, they will hinder the child's future development [7]. Stimulation is one of the most influential factors on language development in children [8]. Stimulation is a stimulus or exercise administered to children in order to motivate them to complete a task. The mother plays an enormous role in her child's development, particularly in providing stimulation during the preschool years; in addition, parents must know how to conduct early detection [8]. Early detection, or SDIDTK, is a government-organized program in which parents, cadres, and health workers collaborate so that parents know when a child is developing slowly and when to take him to a health facility. Evaluation of a child's development is crucial so that, if abnormalities are suspected, stimulation and early intervention can be implemented immediately before abnormalities occur [6].

There is a need for a tool to help mothers increase their knowledge and skills in assisting with stimulation and early detection of speech delays in children. According to the nursing theory of Nola J. Pender, changing a person's behavior necessitates efforts to convey information about their issues. According to this theory, each individual must have greater knowledge and skills to support adaptive processes in order to behave healthily; therefore, health promotion using appropriate learning media [9] is required. One of the learning media we can use is pamphlets, which can communicate your goals. This leaflet is the most well-liked form of media among mothers [10] due to its engaging and repeatable shape. On this basis, the researcher wishes to investigate the Influence of Language Development. Leaflet Media on Mother's Knowledge and Attitudes Regarding Stimulation and Early Detection of Language Development in Children Aged 36-48 Months in Koto Tengah Subdistrict, Working Area of Lubuk Buaya Health Center, Padang City, a region that is still underdeveloped. There are language development delays.

## METHOD

This is a quantitative study employing the "Quasi Experimental Pre-Post Test with Control Group" research design. From December 2022 to March 2023, the research period will begin with the preparation of proposals, data collection, and the development of research results. The population of the study consisted of all mothers with children aged 36-48 months in the Puskesmas working area in 2023, totaling 955 individuals. The sample determined by the Lameslow formula consisted of 30 samples from 15 intervention and 15 control groups. Non-probability sampling, which is the consecutive sample, is utilized. This research was carried out in the city of Crocodile. After collecting samples in Crocodile Field from mothers with children aged 36-48 months who were willing to participate in the study, the researchers based their selection on the mothers' children's ages. The researchers then divided participants into two groups, intervention and control, and administered a knowledge and attitude test to the mother. Validation testing has been conducted on the questionnaire used as the research instrument. After pre-testing, the researcher gave consent to the intervention group, after which the mother was given a pamphlet. In contrast, only consent was given to the control group. The data analysis employed is univariate and explains characteristic frequency distribution, distribution of perception and attitude before and after the intervention. The researcher then conducted a normality test and obtained a p-value greater than 0.05, indicating that the data distribution is not normal. The bivariate analysis used the Wilcoxon test to compare the averages of the two groups. If preschool developmental delays are not identified and treated appropriately, they will hinder the child's future development [7]. Stimulation is one of the most influential factors on language development in children [8]. Stimulation is a stimulus or exercise administered to children in order to motivate them to complete a task. The mother plays an enormous role in her child's development, particularly in providing stimulation during the preschool years; in addition, parents must know how to conduct early detection [8]. Early detection, or SDIDTK, is a government-organized program in which parents, cadres, and health workers collaborate so that parents know when a child is developing slowly and when to

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## RESULT DAN DISCUSSION

**The table. 1 Characteristics of Mother in Kelurahan Koto Tangah Working Region Public Health Center Lubuk Buaya**

No	Characteristics	Intervention Group		Control Group	
		f	%	f	%
1	<b>Age</b>				
	Early Teens (17-25 years)	8	53,3	1	6,7
	Early Adult (26-35 years)	6	40	13	73,3
	The final adult (36-45 years)	1	6,7	3	20
2	<b>Number of Children</b>				
	< 2	8	53,3	5	33,3
	≥ 2	7	46,7	10	66,7
3	<b>Level of Education</b>				
	Elementary school/Junior High School	2	13,3	2	13,3
	Senior High School	6	40	10	66,7
	College	7	46,7	3	20
4	<b>Status of Work</b>				
	The Working	8	46,7	6	40
	The Housewife	7	53,3	9	60

Based on Table 1, we can see that the distribution of frequency characteristics of the intervention group is as follows: the majority of respondents are between the ages of 26 and 35 (53.3%), the average number of children is two (53.3%), and the average mother is mature (46.7%). While the majority of respondents in the control group were between the ages of 26 and 35 (73.3%), the mean number of children was two (66.7%), and the average housewife had completed high school (60%).

**Table 2: Descriptions of the mother's level of knowledge regarding stimulation and early detection of language development in children aged 36-48 in the Intervention Group and Control Group prior to and after the distribution of media leaflets (n=15)**

Knowledge	Intervention Group		Control Group		Intervention Group		Control Group	
	Pre test				Post test			
	f	%	f	%	f	%	f	%
Good	3	20	3	20	13	86,7	3	20
Fairly Good	5	33,3	2	13,3	2	13,3	7	46,7
Not Good	7	46,7	10	66,7	-	-	5	33,3

In the intervention group, 20% of mothers with good knowledge of stimulation and early detection of language development in children aged 36-48 months prior to intervention had good knowledge. Thus, the provision of interventions on understanding information about stimulation and early detection of language development in preschool-aged children has a positive effect on the mothers of these children. The post-test results for both groups, intervention group and control group, demonstrate this increase in mother knowledge. From these two groups, it can be determined that the intervention group had greater post-test improvement than the control group.

**Table 3: Descriptions of the mother's attitude regarding stimulation and early detection of language development in children aged 36-48 in the Intervention Group and Control Group prior to and following distribution of media leaflets (n=15).**

Attitude	Intervention Group		Control Group		Intervention Group		Control Group	
	Pre test				Post test			
	f	%	f	%	f	%	f	%
Positive	5	33,3	5	33,3	12	80	6	40
Negative	10	66,7	10	66,7	3	20	9	60

According to the above table 3, 66.7% of mothers in the intervention group had a negative attitude toward stimulation and early detection of language development in children aged 36-48 months prior to intervention. This is due to the fact that the provision of interventions on understanding information about stimulation and early detection of language development in children aged 36-48 months has a positive effect on preschool-age children's mothers. The post-test results for both groups, the intervention group and the control group, demonstrate this shift in attitude among mothers. This explains why the attitude of the intervention group has changed while that of the control group has not.

**Table 4 Influence of Media Leaflet Language Development on Mother's Knowledge of Stimulation and Early Detection of Language Development in Children aged 36-48 Months in Kelurahan Koto Tengah Working Region Puskesmas Bucket Bucket Town Padang (n=15)**

Group	N	Pre test		Post test		Difference	P-Value
		Mean	SD	Mean	SD		
Intervention	15	2,27	0,799	1,13	0,352	1,14	0,002
Control	15	2,47	0,834	1,53	0,516	0,94	0,001

On the basis of Table 4, differences in mother knowledge regarding stimulation and early detection of language development in children aged 36-48 months in the intervention group prior to and after distribution of a leaflet on language development were determined. The intervention group demonstrated a difference in the mother's knowledge of stimulation and early detection of language development before and after medial delivery of the language development leaflet, with a p-value of 0.002 less than the significance level of 0.05. In the control group, there was a significant difference between the mother's knowledge before and after the intervention, with a p-value of 0.001 or less than 0.05. This demonstrated that there were differences in knowledge between the two groups, with the intervention group experiencing a greater increase (1.14 versus 0.94) than the control group (0.94).

**Table 5: Influence of Media Leaflet Language Development on Mother's Attitude Regarding Stimulation and Early Detection of Language Development in Children Aged 36-48 Months in Kelurahan Koto Tengah Working Region Puskesmas Lubuk Buaya Padang (n=15).**

Group	N	Pre test		Post test		Difference	P-Value
		Mean	SD	Mean	SD		
Intervention	15	1,67	0,488	1,20	0,414	0,47	0,008
Control	15	1,67	0,488	1,40	0,507	0,27	0,056

According to Table 5, the results of differences in the mother's attitude regarding stimulation and early detection of language development in children aged 36-48 months in the intervention group before and after the given media leaflet development of the language have a p-value of 0.008 which is less than the significance level of 0.05, indicating that the medium leaflets development of language have a significant influence on the mother's attitude regarding stimulation. In the control group, the difference between the mother's attitude before and after the intervention was statistically significant (p 0.056). This demonstrated that there were differences in the mother's attitude in both groups, with a greater increase in the intervention group (0.47 versus 0.27 in the control group), which was still negative.

### Knowledge

The pre-test results of the intervention group's knowledge were in the less category, as much as 46.7% (out of a total score of 15), whereas the pre-test results of the control group's knowledge were in the less category, as much as 66.7% (out of a total score of 15). The findings of this study indicate that there is room for improvement in the pre-test knowledge of these two groups. The results of this study are consistent with the findings of Saputri et al., (2021), who found that 47.4% of mothers failed the pre-test [11] due to a lack of knowledge. This is supported by research conducted by Torquato et al. (2019), which revealed a lack of knowledge among mothers during the pretest, namely 50.7%, with many mothers not knowing what stimulation was and how to administer it properly [12].

According to the distributed questionnaires, the mother always responded incorrectly to questions 7 and 8, where she did not know how to provide appropriate stimulation to children aged 36-48 months and did not know when the child was suspected of having a language delay. This indicates that mothers have less knowledge about stimulation and early detection, particularly in the 36-48 month age range. According to the researchers' hypotheses, based on the characteristics of the respondents and their ages, the majority of mothers are still in their early adolescent years and do not know about Stimulation and Early Detection of Language Development. According to Notoatmodjo (2014), the older a person is, the better the development process will be; if a mother's age increases, it indicates that she is also more prepared to assume the role of parent, as mature age is typically accompanied by mature experience and knowledge; therefore, the mother's age will influence her ability to stimulate her child [13].

It is crucial for a mother to comprehend the stages of her child's language development so she can provide the appropriate stimulation. The post-test knowledge of mothers with children aged 36-48 months who received a leaflet media intervention increased significantly to a good category of 86.7%, whereas the post-test knowledge of mothers in the control group increased only slightly to a good category of 53.0%.

In accordance with research conducted by Cumayunaro (2020), the post-test results of knowledge increased by 14.53 (51.89%) [14], and Latifah and Andriani (2018) also discovered that the mother's knowledge score increased by 70.86 (64.41%) [15]. According to the hypotheses of the researchers, this indicates that mothers who receive the appropriate intervention will be able to receive accurate information and will have a greater understanding of stimulation and early detection of language development in children aged 36-48 months.

## Attitude

According to the results of research conducted by researchers regarding attitudes before and after in the intervention group, the pre-test results for the intervention group's attitude revealed an average negative attitude of 66.7%, while the control group also displayed a negative attitude of 66.7%. According to research conducted by Cumayunaro (2020), the average value of the pre-test for respondents' attitudes is still negative, at 55.35 percent [14]. These findings are consistent with Cumayunaro's findings. Moreover, Nurhidayah's (2018) research discovered that the average pre-test attitude was still quite negative, at 50.96% [4].

According to the researcher's assumption, based on the attitude questionnaire completed by the mother, there are still a significant number of individuals with a negative attitude in questionnaires 1 and 10. When the mother believes that stimulation is not her primary responsibility, or when she has more time to provide stimulation and conduct early language development screenings for her child. In addition, the mother continues to hold a negative viewpoint, stating that stimulation for boys and girls differs. According to Fernandes's (2021) research, mothers play a significant role in the child development process [16]. According to the Ministry of Education, Culture, and Research, up to 0.67 percent of stay-at-home parents are mothers; therefore, mothers have more time to provide stimulation at the preschool age and can conduct early detection [17]. According to the Indonesian Ministry of Health (2021), providing stimulation to children is the same for both men and women; the only difference is their age [5].

After receiving a leaflet-based intervention for mothers with children aged 36-48 months, the post-test results for the intervention group mothers' attitudes were 80% positive, while the controls' attitudes were 60% positive. This is consistent with Cumayunaro's (2020) findings that the post-test scores for the respondents' attitudes increased by 50.37 (55.96%) (out of a total score of 90) [14]. In addition, Windiya et al.'s research (2021) revealed that the average post-test attitude improved by 28.12% [19]. Attitude is the mother's response to a stimulus that cannot be evaluated directly or is still unknown to the observer. Attitude is a real action, but it takes the form of an individual's perception and readiness to respond to the existing stimulus he will encounter. Attitudes themselves are both directly and indirectly measurable [13]. attitude of the mother regarding stimulation The development of language in children is crucial. According to Wawan A. & Dewi M., (2012), a mother is expected to have a positive attitude toward stimulating her child's language development. Furthermore, mothers should pay more attention to language development in children, particularly those aged 36-48 months, because stimulation must be done frequently to stimulate children's abilities so that children achieve optimal language development [20].

According to the researchers' hypotheses, for a stimulating activity to be successful, the mother's character must be enhanced. Individuals can be encouraged to act in accordance with their beliefs by the mother's optimistic outlook on a subject. In order for all respondents to have a positive attitude toward developmental stimulation, it is necessary to change the mother's attitude through the use of appropriate learning media.

### **The Impact of Language Development Leaflet Media on Mothers' Knowledge and Attitudes Regarding Stimulation and Early Detection of Language Development in Children Aged 36-48 Months in Koto Tengah Subdistrict, Working Area of Lubuk Buaya Health Center, Padang City.**

Using the Wilcoxon test, it was determined that the p value of the intervention group for variable knowledge ( $p=0.002$ ), attitude ( $p=0.008$ ), was significantly greater than the p value of the control group for variable knowledge ( $p=0.05$ ). Therefore, it can be concluded that learning media using leaflets have a greater impact on the knowledge and attitudes of the intervention group than on the control group, which only receives lectures without leaflets, whereas the control group did not demonstrate a change in the mother's attitude. These findings are consistent with research conducted by Windiya et al. (2021), who found that booklet-based Health Education improved participants' knowledge ( $p = 0.002$ ) and attitudes ( $p = 0.004$ ), whereas the control



group's knowledge ( $p = 0.163$ ) and attitude ( $p = 0.083$ ) did not differ significantly. [19] and research by Cumayunaro (2020) discovered that health education had an effect on knowledge ( $p=0.000$ ) and attitude ( $p=0.005$ ) [14].

Health education is an application or application of education in a health sector or an activity to disseminate information with the goal of increasing knowledge and altering the attitudes of individuals, groups, and communities regarding the maintenance and improvement of their own health [21]. Only for both groups of respondents did health education have a significant effect on their level of knowledge. The only group in which there was a change in attitudes was the intervention group, with a  $p$ -value of 0.05. This is due to the fact that respondents in the intervention group received health education interventions using leaflets, whereas respondents in the control group received only counseling using the lecture method without leaflets. According to Nola J. Pender's nursing theory, in order to change a person's behavior, it is necessary to inform them of their problems. Where each individual must have greater knowledge and skills to support adaptive processes to changes in healthy behavior, it is necessary to promote health through the use of appropriate learning media. [9].

Health education media is a tool used to disseminate health information to the public or clients by facilitating their acceptance of health messages [22]. One of the educational media we can use is leaflets, which can effectively convey your goals. A leaflet is a paper flyer consisting of two to three folded pages. Leaflets serve as a vehicle for communicating information and appeals. In leaflets, the use of images, colors, layouts, and the information conveyed require special consideration [23]. The benefits of leaflets include the ability for mothers to study independently and casually, as well as the ability to share information with family members [10]. According to the researcher's assumptions, the leaflet's shape is appealing, it is portable, and mothers can read it multiple times at home, making it their preferred media. As a result, the leaflet can have a significant impact on increasing mothers' knowledge and altering their attitudes to be more positive. It is hoped that nurses in the community, particularly at the puskesmas, can educate mothers about stimulation and early detection of language development in children aged 36-48 months, seeing the impact of delays in language development in children, especially on intellectual, social, and emotional development. It is also hoped that mothers will take the time to read the leaflet that has been provided. The language development of children is consistent with the information presented in the brochure.

## CONCLUSION

Level of Mother's Knowledge Regarding Stimulation and Early Detection Language development in children aged 36-48 in the Intervention Group and Control Group before and after receiving leaflet media was observed in the Intervention Group. total score of 15) and the control group as much as 66.7% (out of a total score of 15) in the Less category. Description of mother's attitude level regarding stimulation and early detection of language development in children aged 36-48 in the intervention group and control group prior to and after receiving leaflet media in the intervention group revealed that the results of the pre-test attitude of the intervention group revealed an average negative attitude of 66.7%, while the results of the pre-test attitude of the control group revealed an average negative attitude of 66.7%. The Influence of Language Development Leaflet Media on Mother's Knowledge and Attitudes About Stimulation and Early Detection of Language Development in Children Aged 36-48 Months in Koto Tengah Subdistrict, Working Area of Lubuk Buaya Health Center, Padang City Therefore, it can be concluded that learning media using leaflets have a greater impact on the knowledge and attitudes of the intervention group than on the control group, which only receives lectures without leaflets, whereas the control group did not demonstrate a change in the mother's attitude.

## ANNOUNCEMENT

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