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The Related Factors To Development Of Pre-School Age Children In An-Nida Early Childhood Education Lubuklinggau City

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Abstract--Growth and development in the pre-school is a fundamental stage of a very influential and became the foundation for the later development (Adriana, 2013). Each phase of the development of the potential for interference, resulting from the influence of various factors. Basic factors or traits and environmental factors or education becomes ghal important to know in order to avoid disruption in the child's development. The purpose of this study was determine the factors associated with the development of preschoolers. The method used is observational analytic cross sectional study. The amount sample of this study were 108 preschool children in Early Childhood Education (ECD). The used sampling technique was purposive sampling. Univariate data analysis using frequency distribution, bivariate analysis using chi-square, and multivariate logistic regression test. To find child development Denver II used methods that assess the development of social behavior, fine motor movement, gross motor movement and language. To get the data of participation in early childhood education, birth weight, parenting, sex, nutritional status, maternal education and education dad used questionnaires filled out by parents, whereas for assessing the nutritional status of use Registration Form Nutritional Status Monitoring (PSG) Toddler. The results of the study Test chi-square produce five independent variables (participation ECD, birth weight, parenting, sex and nutritional status) that have a significant relationship with the development of preschoolers and variable father's education and mother's education obtained does not have a meaningful relationship. Logistic regression analysis performed determine which variables most associated with motor development of preschool children is variable participation.
Keywords: Prescholl childern ,growth

I. INTRODUCTION

Growth and development includes two events that are different, but are interrelated and difficult to separate, namely growth and development. And to achieve optimal growth and development, depending on one's biological potential which is the result of the interaction of various interrelated factors, namely genetic factors, bio-physico-psycho-social environment and behavior. A unique process and different end results that give each child its own characteristics. Therefore, growth and development must be a concern for the government, health workers, and the community [1].

The latest data obtained from Unicef , about 35 percent of children born with a short body in Indonesia. About 5 to 10% of children are estimated to experience developmental delays. Data on the general incidence 2014 of developmental delays is not known with certainty, but it is estimated that around 1-3% of children under 5 years experience general developmental delays [2].

A. Related Work

According to the generation type of assumptions, we divided the existed work into two categories.
Given the importance of the Golden age (golden age), which is at the age of the first three years, early stimulation to promote growth and development to the fullest is very important to do as soon as possible. Parents play the main role to provide as early as possible the stimulation according to the age and development of the child, but in the implementation of parents in certain families is not always available and have time to provide such stimulation, so look for a substitute that allows children to still get the stimulation they need for growth and their development [3], [4]. Early childhood education (PAUD) is one alternative that can replace the role of parents as providers of education and stimulation in children. In this case PAUD should have adequate programs and resources to realize this substitute role [5].

Growth and development in pre-school is a basic stage that is very influential and becomes the basis for further development [1]. This period is short so that it is referred to as a critical period (critical period) or golden period (golden gold). No matter how small growth and development that occurs in children at preschool age, if not detected and intervened as early as possible will reduce the quality of human resources in the future [3].

Other developmental disorders that often arise in pre-school age children are mental retardation, slow learning, autism and

impaired concentration[6]. In Indonesia, data on pre-sectional child development deviation have not been recorded accurately and specifically, but UNESCO can estimate children who have a deviant tendency to reach at least 10% and this can be a strong reference, meanwhile based on data from the National Statistics Agency at this time there are an estimated 351,000 children with special needs under the age of five.

There are four development parameters that are used in assessing the development of children under five, namely: Social behavior related to the child's independent abilities (eating alone, cleaning toys after finishing playing, interacting with the environment), language skills (responding to sounds, speaking, doing commands, and etc.), fine motor development, (the ability to draw, hold things, etc.), gross motor skills (ability to sit, kick, run, go up and down stairs, etc.) [7].

According to [3] individual development is entirely determined by environmental or educational factors, whereas the basic or inherent factor has absolutely no effect.

Whereas [5]. individual development is actually determined by both strengths, namely basic or inherent factors and environmental or educational factors. Some methods that can be an alternative to assess the development of children, especially pre-school children can include: observation, interviews, screening using the Pre Skrinning Questionnaire (KPSP), child development screening tests with DDST (Denver Developmental Screening Test), IQ and psychological tests [8].

DDST is a screening method for child development, consisting of developmental tasks items that are suitable for children from 0-6 years old. These items are arranged in a special form divided into 4 sectors: social personal, fine motor, language and gross motor. Some DDST studies have proven to be effective 85-100% for detecting the development of infants and preschool children who experience developmental delays [9]. Early detection functions as a tool to estimate the development of children aged 0-6 years and is an indicator of the extent to which the effectiveness of stimulation has been given to children. Stimulation in children starts from 0 years and continues to change according to the child's development. this stimulation is important to do in order to optimize the growth and development of children.

B. Our Contribution

This paper discusses the factors associated with the development of pre-school age children both uni variat analysis and multi variat analysis

C. Paper Structure

The remainder of this paper is organized as follows. Section 2 introduces the introduction used in this paper, which includes theory and literature review *. Section 3 presents the objectives and benefits of research in Section 4. Research Methodology Section 5 Results and discussion Finally, Section 6 concludes the paper and presents direction for future research.

II. METHOD

A. Research methodology

1. Place and Time of Research

The research was conducted in June - October 2016. The research site was An-Nida Integrated Islamic Kindergarten and PAUD School in Lubuklinggau City.

2. Research Design

This research is an analytic description research with cross sectional design to see the relationship between internal, external and supporting factors in children to the Development of Preschool Children in Kindergarten and PAUD IT An-Nida Lubuklinggau City. Analytical description research is research aimed at explaining the relationship between variables [10]. and cross sectional design means that the measurement of both dependent and independent variables is carried out once at a time [10].

3. Research Population

The population is the whole subject of research. The population of this study was all kindergarten students.B registered in PAUD An-nida totaling 112 students.

4. Research Samples

The sample in this study was to take all populations that met the conditions of inclusion and exclusion so that 108 respondents were able. students aged 4-6 years who enter at the beginning of the semester until the time of data collection

a. In good physical and mental health
b. His parents are willing to sign information Consent

Inclusion criteria in this study are:

a. Has a congenital defect
b. Children who cannot be assessed developmentally

The sample of this study consisted of 108 children of TK-TK and which was deposited from the KPAI (PAUD An-Nida IT classes in Lubuklinggau City, where 4 respondents were declared to have failed because two of them had congenital defects Inclusion criteria in this study are:

Kindergarten, one child with special development Indonesian Child Protection Commission) of Lubuklinggau City, and another one his parents refused to sign informed consent.

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sign informed consent.

B. Types, methods and research tools

1. Data collection

Dependent variable data that is child development is obtained by observing using DDST examination, while data related to

Independent variables and respondent characteristics are obtained by giving questionnaires to the respondent's parents, the questionnaire which contains questions about PAUD participation, child birth weight, parenting, parenting, gender, mother's education, father's education. While the nutritional status variable is obtained by doing anthropometric calculations.

The questionnaire also included a number of questions that functioned to obtain data on the characteristics of children and several other factors related to children, namely the child's age, number of siblings, immunization status, taking courses outside school hours and socioeconomic. This is to identify the influence of other factors that are thought to be related to research outcome.

Table 1. Operational Defenition

Defenition	Instrument measuring	How to Measure	Result	Scale
Aspects related to the increased ability and structure or function of the body that is more complex in a regular pattern, predictable and predictable as a result of the process of differentiation of cells, body tissues, organs and systems that are organized which includes the development of independence, fine motor , gross motor and language	DDST sheet	Observa-tion	Advance Normal	Normal
PAUD participation: The participation of children at the age of 2-3 years in PAUD, before entering kinder-garten.	Question-naire	Interview	Follow-ing Not follow-ing	No-minal
Birth Weight: A child's weight is weighed shortly after birth expressed in grams	Question-naire	Interview	Enaough Less	Ordinal
Parenting : Parenting by a mother who performs her function as a housewife who guides and gives love to her children, as well as mothers who work in the office 6-8 hours or who are self-employed with more time outside the home	Question-naire	Interview	Doesnot work Work	Ordinal
Nutrition Status: Weight gain results based on age in kindergarten children. TK TK and PAUD IT An_nida Lubuklinggau	Baita Nutrition Status Monitoring Form (PSG)	Weigh a child's weight	Over Nutrition (> +2 SD) Good Nutrition (≥ -2 elementary school ≥ +2 elementary school) Malnutrition (≥ -2 elementary to ≥ -3 elementary) Malnutrition (<-3 SD)	Ordniana l
Gender: Physical signs that are identified by the respondent and carried since birth	Question-naire	Interview	Female Man	Nomi-nal
Mother's Education: The last educational status pursued by Mother	Question-naire	Interview	High (have a minimum college diploma S1) Low ((Does not have a minimum college diploma S1)	Ordinal
Father's Education: The last educational status pursued by fathers	Question-naire	Interview	High (have a minimum college diploma S1) Low ((Does not have a minimum college diploma S1)	Ordinal

Data Processing and Analysis

The data processing in this study uses computer statistical processing software with the following stages:

A. Editing Data

Editing data namely correcting the answers that have been filled out by respondents, correcting the nutritional status check sheet, checking the results of development screening checks with DDST if there is incorrect data or not being completed immediately.

1. Data coding which is coding some variables tha will be examined, with the aim to make it easier when conducting data analysis and also to speed up data entry. After all questionnaires, IMT results and DDST examination results are collected, it is assessed to get the score of each respondent for every variable. obtained all scores of each answer from each respondent, in the search for the mean (average). Then the data is grouped based on the mean value obtained, where for child development variables are categorized as either in code (1) for scores above or equal to the mean of child development, and less coded (2) for scores below the mean.

The internal, external and supporting factors are calculated by the mean according to birthweight sub variable divided into LBW and not LBW, parenting is divided into working and non-working mothers, nutritional status is divided into good nutrition and malnutrition, PAUD is divided into participating and not participating , mother's education and father's education are divided into high and low categories, respectively in the score code (1) for the category that is considered good, and coded (2) for the score not good. The sex variables are coded (1) for women and in kade (2) for men.

2. *Entry Data,* is entering data in a sheet variable by using a computer. After each score is coded, it is entered into the computer into the SPSS program.
3. *Data Cleaning,* is then carried out cleaning data to prevent errors that might occur, in this case missing values are not included in the analysis and data that is not appropriate or outside the study range are not included in the analysis.
4. *Processing* after the data is entered into the SPSS program, then an analysis is carried out, univariate by getting frequency tables, then bivariate analysis by chi square test of each sub variable to find out the relationship between independent and dependent sub-variables, and multivariate analysis with Regression Simple Logistics to find the most influential or dominant sub-variables and whether there are interactions between these influential variables on the dependent variable

B. Univariate Analysis

Univariate analysis is used to describe descriptively to find out the frequency distribution and the proportion of each variable studied, both the independent variable and the dependent variable, then the results of this univariate analysis are presented in tabular form and described the meaning of the data obtained.

C. Bivariate Analysis

This analysis is used to test the hypothesis by determining the relationship between the independent variable and the dependent variable through the Chi-Square Statistical Test because the data analyzed is categorical with categorical data.

The Chi-Square testing process uses computer software for processing statistical data. To see the significance of statistical calculations between the dependent variable and the independent variable the 95% confidence level is used.

1. *If the p value obtained is less than 0.*05, it means that the two variables (independent and dependent) studied have a meaningful relationship.
2. *If the p value is greater than 0.05,* it means that between the two variables (independent and dependent) under study do not have a meaningful relationship.

Bivariate analysis was performed 7 times, which is according to the number of independent variables. Then the p value obtained is compared with the value $\alpha = 0.05$ to find out whether there is a relationship between the dependent variable and each independent.

D. Multivariate Analysis

Multivariate analysis was carried out to determine the magnitude and close relationship between the dependent and independent variables, and see which variable was the most dominant. This analysis was chosen because the data is continuous data. The statistical test used in this multivariate analysis is the logistic regression test. The steps are as follows:

1. *Perform a bivariate analysis between each independent variable with the dependent variable with a simple logistical test*. Selection of variables related to child development (dependent variable). Next, do a multivariate analysis by including the pvalue variable <0.25.
2. *The expenditure of independent variables which is carried out in stages one by one starts from the variable with the highest p value*.
3. *Expenditure of independent variables is carried out until all variables have a value of p <0.05.*
4. *Determination of the most dominant variable is done through the OddRatio (OR) value, the variable that has the highest OR, then it is called the most dominant variable related to child development* (Sutanto Priyo Hastomo, 2006).

III. RESULTS AND DISCUSSION

A. General description

The geographical location of the Air Kuti Subdistrict is an inner area in Lubuklinggau Timur I District, Lubuklinggau City, which is in the east with an area of ± 612,369 ha and a population of ± 1,854 inhabitants. West side is bordered by Sido Mulyo Suburb, in the east it is bordered by Watervang Sub-district, north is bordered by Perumnas sub-district, and in the south it is bordered by Megang Outline. Kindergarten and PAUD

An-nida early childhood education was established in 2012. It is an early childhood education institution (PAUD) located in the Air Kuti sub-district of Lubuklinggau Timur I in Lubuklinggau City which is precisely next to the Lubuklinggau Islamic High School. Those who have facilities, namely their own building, there are 9 classrooms for learning namely Beginner class for children aged 2.5 to 3 years, intermediate classes 1 and 2 for children aged 3 to 4 years. The Kindergarten class for children aged 4 to 6 years consists of 6 classes named Excellen 1 to 6. There is one office room that is partitioned for the principal's office, teacher's room, administration room and living room. An-Nida Kindergarten and PAUD teachers have indoor and outdoor play areas. With the educational objectives applied are: 1) Students have faith and devotion to God Almighty and noble. 2) Students have the principles / basis of knowledge, ability and ability to continue their education at a higher level. 3) Students are physically and

mentally healthy. Students are creative, skilled and work to be able to develop themselves continuously, know and love the nation, society and culture.

1. Child Development

Table 2
Frequency Distribution of Respondents According to Development in Class B Kindergarten and PAUD IT An-Nida Lubuklinggau in 2016

No	Child development	amount	percentage
1	Advanced	64	59.3
2	Normal	44	40,7
	Total	108	100

Based on Table 2 that most of the development tasks of respondents are in the advanced category

2. Child Development

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3. PAUD participation

Table 3
Frequency Distribution of Respondents According to PAUD Participation in Class B Kindergarten and PAUD IT An-Nida Lubuklinggau in 2016

No	To participate in PAUD	amount	Percentage
1	Joint	67	62,0
2	Not Joint	41	38,0
	Total	108	100

Based on Table 3 that the majority of respondents attend Early Age Education.

4. *Birth Weight*

Table 4
Frequency Distribution of Respondents by Birth Weight

No	Birth weight	amount	Percentage
1	Enough	58	53,7
2	Less	50	46.3
		108	100

Based on table 4 that most respondents weighed in the adequate category even though they only have differences that are not too far away

Table 5
Frequency Distribution of Respondents Based on Parenting in Class B TK and PAUD IT An-Nida Lubuklinggau City in 2016

No	Parenting	amount	Percentage
1	mother does not work	57	52,8
2	working mother	51	47,2
	Total	108	100

Based on table 5 that parenting at home is mostly done by mothers, because most of the 52.8% (57) people are not working.

5. Nutritional Status

Table 6
Frequency Distribution of Respondents by Nutrition Status in Class B Kindergarten and IT PAUD An-Nida Lubuklinggau City in 2016

No	Nutritional status	amount	Percentage
1	Good	51	47,2
2	Enough	57	52,8
	Total	108	100

Based on table 6 that most respondents have sufficient nutritional status

6. Gender

Table 7
Frequency Distribution of Respondents by Gender in Class B Kindergarten and PAUD IT An-Nida Lubuklinggau in 2016

No	Gender	Amount	Percentage
1	Female	55	50,9
2	Male	53	49.1
	Total	108	100

Based on table 7 that most respondents were female

7. Mother's Education

Table 8
Frequency Distribution of Respondents by Mother's Education in Class B Kindergarten and PAUD IT An-Nida Lubuklinggau in 2016

No	Mother's Education	amount	Percentage
1	High	55	50,9
2	Low	53	49,1
	Total	108	100

Based on table 8 that most mothers have high education

8. Father's Education

Table 9
Frequency Distribution of Respondents by Father's Education in Class B Kindergarten and PAUD IT An-Nida Lubuklinggau in 2016

No	Father's Education	Amount	Percentage
1	High	37	34,3
2	Low	71	65,7
	Total	108	100

Based on table 9 that most respondents have fathers with low education.

B. Bivariate Analysis Results

1. PAUD Participation with Child Development

Table 10
Distribution of the Relationship between PAUD Participation and Children Development in Class B Kindergarten and PAUD IT An-Nida Lubuklinggau in 2016

PAUD Participation	Child development				Total		OR (95% CI)	P Value
	Advanced		Normal					
	N	%	n	%	N	%	27,686	
Participate	57	85,1	10	14,9	67	100	(9,639 - 79,523)	0,000
Un Participate	7	17.1	34	82,9	41	100		
Total	64	59,3	44	40,7	108			

Based on table 10 it can be explained that most of the respondents who participated in PAUD had an Advance category (85.1%). While the majority of respondents who did not attend PAUD had normal development (82.6%).

Statistical test results obtained p value = 0,000 and the Odds Ratio (OR) value of 27,686 (95% CI = 9,639 - 79,523). With a value of p < = 0.05), the research hypothesis is accepted, which means that there is a meaningful relationship between PAUD participation in child development. Odds Ratio (OR) value obtained at 27,686 indicates that children who attend PAUD have an opportunity to have an advanced development 27.668 times greater than children who do not attend PAUD.

Distribution of Birth Weight Relationship with Child Development in Class B Kindergarten and PAUD An-Nida Lubuklinggau City
in 2016

2. Birth Weight with Child Development

Table 11

Birth Weight	Child development				Total		OR (95% CI)	P Value
	Advanced		Normal					
	N	%	n	%	n	%	10,200	
Enough	48	82,8	10	17,2	58	100	(4,130-25,189	0,000
Less	16	32,0	34	68,0	50	100		
Total	64	59,3	44	40,7	108			

Based on table 11, it can be explained that children with sufficient birth weight experience the most development in the Advance category (82.2%). Meanwhile, most children with underweight birth experienced development in the normal category (68.0%).

Statistical test results obtained p value = 0,000 and Odds Ratio (OR) value of 10,200 (95% CI = 4,130 - 25, 189). With a value of p < = 0.05), the research hypothesis is accepted, which means there is a significant relationship between a child's weight and its development at preschool age. Odds Ratio (OR) of 10,200 indicates that children with sufficient weight have the opportunity to experience development in the advanced category 10,200 times greater than children with underweight birth.

Table 12

	n	%	n	%	N	%	4,388	
Mother Doesnt Work	43	75,4	14	24,6	57	100	(1,930-9,976	0,000
Working Mother	21	41,2	30	58,8	51	100		
Total	64	59,3	44	40,7	108			

Based on table 12 it can be explained that of the children whose mothers do not work most have developments in the advanced category (75.4%). Whereas for children whose mothers work, most with normal development (58.8%).

Statistical test results obtained p value = 0,000 and Odds Ratio (OR) value of 4,388 (95% CI = 1,930 - 9,976). With a value of p < = 0.05), the research hypothesis is accepted, which means there is a significant relationship between parenting with the development of pre-school children in kindergarten and PAUD IT An-nida Lubuklinggau. Odds Ratio (OR) value of 4.388 shows that children who have mothers who do not work have the opportunity to experience growth in the advanced category 4.388 times greater than children whose mothers work

3. Nutrition Status with Child Development

Table 13
Distribution of Relationship between Nutrition Status and Development in Children in Class B Kindergarten and An-Nida City PAUD Lubuklinggau in 2016

Parenting	Child development				Total		OR (95% CI)	P Value
	Advanced		Normal					
	N	%	n	%	n	%	11,629	
Good	44	75,4	14	13,7	51	100	(4,429-30,535	0,000
Working Mother	20	35,1	37	64,9	57	100		
Total	64	59,3	44	40,7	108			

Based on table 13 it can be explained that of the children who have good nutritional status most of them have advanced category development (86.3%). Whereas of the children with

sufficient nutritional status, most of them with normal development (64.9%).

Statistical test results obtained p = 0,000. With a value of p < = 0.05), the research hypothesis is accepted, which means that there is a significant relationship between nutritional status in children with pre-school age development in kindergarten and PAUD IT An-Nida Lubuklinggau City. OR value = 11.662 which means that children with good nutrition have a 11.662 times chance to have development in the advanced category.

4. *Gender with Child Development*

Table 14
Distribution of Sex Relationship with Child Development in An-Nida IT Kindergarten and PAUD in Lubuklinggau City in 2016

Gender	Child development				Total		OR (95% CI)	P Value
	Advanced		Normal					
	N	%	n	%	N	%	2,730	
Female	39	70,9	16	29,1	55	100	(1,235-6,036)	0,000
Male	25	47,1	28	52,8	53	100		
Total	64	59,3	44	40,7	108			

Based on table 14 it can be explained that most of the female children have advanced development (70.9%). While most male children have normal development (52.8%).

Statistical test results obtained p value = 0.021. With a value of p < = 0.05), the research hypothesis is accepted, which means that there is a meaningful relationship between the sex of the child and the development of children in kindergarten and PAUD IT An-Nida Lubuklinggau

5. *Mother's Education with Child Development*

Table 15
Distribution of Mother's Educational Relationship with Development in Children in Class B Kindergarten and PAUD An-Nida Lubuklinggau in 2016

Mother's Education	Child development				Child development		OR (95 % CI)	P Value
	Advanced		Normal					
	N	%	n	%	n	%		
High	26	70,3	11	29,1	37	100		
Low	38	53,3	33	46,5	71	100		0,140
Total	64	59,3	44	40,7	108			

Based on table 15 it can be explained that of children who have highly educated mothers who have advanced development (70.3%). Meanwhile, most children with low-educated mothers have advanced development (53.5%).

Statistical test results obtained p value = 0.140, with a value of p> = 0.05), then the research hypothesis was not accepted, which means there was no significant relationship between mother's education with the development of pre-school age children in kindergarten and PAUD IT An- Nida, Lubuklinggau.in 2016.

6. *Father's Education with Child DevelopmenT*

Table 16
Distribution of Father's Educational Relations with Child Development in Kindergarten Class B and PAUD An-Nida IT Lubuklinggau in 2016

Father's Education	Child development				Total		OR (95 % CI)	P Value
	Advanced		Normal					
	N	%	n	%	n	%		
High	24	58,3	17	41,5	41	100		1,000
Low	40	59,7	27	40,3	67	100		
Total	64	59,3	44	40,7	108			

Based on table 16 it can be explained that of the children whose father is highly educated, most have Advanced development (58.5%). Whereas of the children whose fathers had low education, most also had advanced development (59.7%).

Statistical test results obtained p value = 1,000 with a value of p> = 0.05), then the research hypothesis was not accepted, which means there was no significant (significant) relationship between father's education and development in preschoolers in kindergarten and early childhood IT An-Nida Lubuklinggau City.

IV. CONCLUSION

There are many significant influence among PAUD participation, birth weight, parenting, nutrional, sex, and father's education with the development of preschool children. Meanwhile there is no significant influence between mother's education and the development of preschool age children.

V. SUGGESTION

It is necessary to increase the knowledge of parents, PAUD teachers and the community about factors related to the development of preschool age children. Further research needs to be done using a cohort study design.

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