Factors Related to the Development of Children's Motoric in Integrated Service Post

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Abstract

Motor development is a process of growing and development of motion ability of children's development conditions with the nerve and brain development of children so every simple movement is the results of complex interaction patterns of various and optimized particular systems. Motor development is connected with the growth process of motoric associated with knowledge, family income and attitudes of moms. The type of research used is observational research with the "cross sectional study" approach, to know the factors related to motor development of motorcycle of body in the integrated service post of Sawi Massamaturu village, popular district. Research results show that of the large 30 sample estimates, 14 children with normal motor development and 6 children that the motor development is disturbed. Conclusion in this research a significant relationship between knowledge, and attitude with the motoric development of family income not significant the development of children motoric

Keywords: Development, Children's Motoric, fine motoric development.

Introduction

The group of children aged 0 - 6 years during the process of growth and development can be said to be unique, meaning that they have a pattern of physical growth and development (coordination of gross motoric and fine motoric development) intelligence (thinking power, creativity, emotional intelligence and spiritual intelligence).

Growth is an increase in the size and number of cells and intercellular tissue, which means an increase in the physical size and structure of the body partially or completely, so that it can be measured in units of length or weight.

Motoric physical development is a process of growth and development of a child's mobility, development is in line with the maturity of the child's nerves and muscles so that every simple movement is the result of a complex interaction pattern of various parts and body systems controlled by the brain.

Motor development goes hand in hand with the process of genetic growth or the child's physical adversity and motor skills (also related to the psychological aspects of children (Damon and santrok 2007)).

Disorders of growth and development in children have the potential to occur at the age of 0-6 years. Basically, each stage of development has the potential for different developmental disorders depending on the developmental phase experienced by each child, at the age of the baby the potential disorder that occurs is language development problems related to physical growth. At school age when the child's activity is at its peak, there is a very high chance of fatigue or accidents that can cause developmental disabilities. Other disorders that occur during childhood include speech disorders, mental delays, autism, slow learning, attention deficit disorder, attention deficit, disorder.

Knowledge of mothers who come to visit the Yandu in Massamaturu village that tend to understand more about growth than the motor development of children under five, which can result in mothers being less able to detect if there is developmental disruption in their children.

Development

Each child is a unique individual because of different congenital and environmental factors, so their growth and developmental ability achievement are also different but will still adhere to general standards.

Briton et al (1975) Development is the increase in the structure and functions of the body which are more complex in the ability of gross motion, fine motion, speech and language, as well as socialization and independence. Growth occurs simultaneously with development. Unlike growth, development is the result of interaction of the maturity of the central nervous system with the organs it affects.

Motor development is the process of developing the ability to move a child, development is in line with the maturity of the child's nerves and muscles so that every simple movement is the result of a complex interaction pattern of various parts and systems of the body that is controlled by the brain. Motor development is in line with the growth process genetically and Child's physical maturity and motor skills are also related to the psychological aspects of the child (Damon and santrok 2007)

The development of basic abilities of children correlates with growth and has a pattern that is constant and takes place sequentially. In order to stimulate optimal growth and development of children, development must be carried out thoroughly on all aspects of ability in accordance with the ability to divide age groups

Gross motor development

Piek, et al (2008) Physical development (motor) is the process of developing the ability to move a toddler. Every movement that is made is the result of the interaction pattern of various parts and systems in the body that are controlled by the brain. Physical motor development includes the development of gross motor and fine motor skills. the notion of gross motor development is the ability of a toddler to use large muscles and part or all of the body to perform body movements.

The ability of children to sit, run and jump includes examples of gross motor development. Large muscles and part or all of the body parts are done by the child to perform body movements. Gross motor development is influenced by the maturity of the child. Because the maturity of each child is different, the rate of development of one child may be different from that of other children

The stages of gross motor development

Neonatal period (0 - 28 days)

The gross motor development that can be achieved at this age begins with a sign of balanced movement of the body and begins to raise the head.

Infancy (28 days -1 year)

Age 1 - 4 months

Gross motor development at this age begins with the ability to raise the head while lying on the stomach, trying to sit briefly with the support, being able to sit with the head erect, falling on the lap when supported in a standing position, perfect head control, lifting the head while lying on its back, rolling from supine to your side, position your arms and legs less flexed, and try to crawl.

Age 4 - 8 months

Gross motor development earlier this month can be seen in changes in activity, such as the prone position on the base and already starting to raise the head by doing a pressing motion of both hands. By the 4th month you are able to turn your head to the right and left, sit with your head straight, turn your body, get up with your head held high, support the weight on your legs by swinging back and forth, roll from your back to your stomach, and sit with assistance for a short time.

Age 8-12 months

Motor development can be initiated by sitting without a handle, standing, standing for 2 seconds, and standing alone.

Childhood (1 - 2 Years)

During childhood there is significant gross motor development. At this time the child is able to walk and walk upright. Around 18 months of age the child is able to climb stairs with one hand held. By the end of the 2nd year he was able to jog, kick a ball, and start trying to jump.

The gross motor development of this preschool period can be started with the ability to stand on one leg for 1 - 5 seconds, jump on one leg, walk with heel to toe exploring, create a crawling position, and walk with assistance (Andini, 2019)

Childhood (2- 3 years)

Encourage the child to climb, run, jump, train balance and play ball. Try to make the child jump with both feet together, then catch and throw at you then throw it back at the child so he can catch it

Fine motor development

Fine motor development is a child's movement using small muscles or certain parts of the body (Provost, Heimerl & Lopez, 2007)

1. Fine motor development

As for fine motor development, it is a child's movement that uses small muscles or certain parts of the body. Development in this aspect is influenced by children's learning opportunities to learn and practice. The ability to write, count and compose blocks includes examples of fine motor movements.

The process of maturity and learning always affects changes in child development. There is a time when you are ready to accept something from outside to reach the maturity process. The maturity that is achieved can be perfected through appropriate stimulation, that period is said to be a critical period that must be stimulated in order to experience further developmental achievement through the learning process. the stages of fine motoric development of children are as follows:

Neonate Period (0 - 28 days)

Fine motor development at this time begins with the ability to follow the center line when we respond to finger or hand movements.

Infancy (28 days - 1 year)

1-4 months of age : Fine motor development at this age is being able to do things such as holding an object from side to side, trying to hold and inserting objects into the mouth, holding objects but releasing, paying attention to the hands and feet, holding objects with both hands, and holding objects in the mouth. hands even if only briefly.

Age 4 - 8 months : Motor development at this age is having started observing objects, using thumb and index finger to hold, exploring objects that are being held, picking up objects with cupped hands, being able to hold both objects in both hands simultaneously, using the shoulder and hand as a unit, as well as moving objects from one hand to another.

Age 8-12 months: Fine motor development at this age is looking for or reaching for small objects, if given the cube is able to move, pick up, hold with the forefinger and thumb, strike it, and put objects or cubes into place.

Childhood (1 -2 years): Fine motor development at this age can be shown by the ability to try to arrange or make a tower on a cube.

Preschool period

Fine motor development can be seen in children, namely starting to have the ability to wiggle their toes, draw two or three parts, choose a longer line and draw people, remove objects with straight fingers, be able to pinch objects, wave hands, use their hands to play , placing objects into containers, eating alone, drinking from cups with assistance, using a spoon with assistance, eating with fingers, and making scribbles on paper (Andini, 2019)

Knowledge

Knowledge is the result of "knowing" and occurs after a person senses an object. Sensing occurs through the five senses, namely: sight, hearing, smell, taste, touch. However, most people's knowledge can be seen through the five senses of the eye and ear. Cognitive knowledge is a very important dominant for the formation of a person's behavior (Notoatmojo, 2003).

Knowledge Level

Knowledge or cognitive is dominant which is very important for the formation of a person's behavior (Over Behavior), knowledge that is included in cognitive dominance has 6 levels, namely: Know, knowledge, Application, Analysis, Synthesis, Evaluation

Based on the foregoing, it is stated that knowledge is a process starting from remembering, understanding, then being able to judge from a certain object or stimulus. (Notoatmojo, 2003)

Measurement of knowledge

Measuring knowledge can be done by interview or questionnaire that asks about the content of the material to be measured from the research subject or respondent. The depth of knowledge that we want to know or measure can be adjusted to the levels above (Notoadmojo, 2005)

How to process the score can be used the "no penalty" system using the formula stated (Arikunto 2002) as follows:

$$S = R$$

Description: S: Score obtained

R: Correct score

Knowledge Category

The way of scoring can be in the longest studies a knowledge that the number 100 is the highest possible number. The number 100 is the highest because at this point it uses a scale of 0 - 100. The highest score is 100, and the lowest is 0.

If the respondent is only able to answer correctly equal to or more than 50% of all questions, the response is in the "know" category, but if the respondent is only able to answer less than 50% of all questions, it is in the "don't know" category (Arikunto, 2002)

Conclusion

Each child is a unique individual because of different congenital and environmental factors, so their growth and developmental ability achievement are also different but will still adhere to general standards Fine motor development at this age can be shown by the ability to try to arrange or make a tower on a cube. Every age have different motoric development for children.

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