

Implementation of Mother Toddler Classes in Improving Mothers' Attitudes about Toddler Health through Interprofessional Education at Leuwigajah Public Health Center Area

Ryka Juaeriah^{a)}, Dyeri Susanti

^{a)}Midwifery Study Program, Budi Luhur Institute of Health Sciences, Cimahi, Indonesia

^{a)}Corresponding Author: ryka.juaeriah@gmail.com

Abstract

Maternal and Child Health (MCH) is one of Indonesia's main priorities for health development. Toddlers are one of the populations most at risk of various health problems. Monitoring growth and development and prevention of disease in toddlers is essential to improve the health of toddlers. Using MCH Handbook is one of the strategies for community empowerment, especially for families, to maintain and obtain quality health services. However, a single profession still carries out Indonesia's health services, and quality health services can achieve through collaborative practice. Therefore, a program for developing an attitude of interprofessional collaboration in the practice of health services is needed. The provision on collaboration can apply from the educational stage through *Interprofessional Education* (IPE). This community service aims to improve mothers' attitudes about the health of children under five after the implementation of IPE at the Integrated Healthcare Center Leuwigajah public health center area (RW 04, 11,13, and 15). This community service carries out for four weeks involving as many as 50 mothers with toddlers, and each class consisted of 10 mothers accompanied by facilitators, cadres, midwifery students, and nursing. In the first week before the class started, questionnaires were distributed to the mothers, and in the last week (4th), a questionnaire containing the mothers' attitudes was distributed again. The distribution of counseling materials every week is adjusted to the competence of each accompanied profession by a facilitator. The results of this community service found that before being given counseling materials to the class of mothers under five, most of the mother's knowledge was in the category sufficient (74%). After being given counseling materials, the mother's knowledge increased to a suitable category (70%). This community service concludes that applying IPE to the class of mothers of children under five can change the attitude of mothers about the health of children under five

Keywords: Mother Toddler Class, Interprofessional Education, Mother's Attitude

INTRODUCTION

Efforts to maintain the health of infants and toddlers aim to prepare a healthy, intelligent, and quality generation and reduce infant and under-five mortality. In 2015 Indonesia committed to reducing infant mortality from 68/1,000 KH to 23/1,000 KH and under-five mortality from 97/1,000 KH to 32/1,000 KH. Toddlers are one of the populations most at risk of various health problems. Therefore, monitoring growth and development and prevention of disease in toddlers is essential to improve toddler health (Ministry of Health, 2018). Efforts to maintain the health of infants and toddlers aim to prepare a healthy, intelligent, and quality generation and reduce infant and under-five mortality. In 2015 Indonesia committed to reducing infant mortality from 68/1,000 KH to 23/1,000 KH and under-five mortality from 97/1,000 KH to 32/1,000 KH. Toddlers are one of the populations most at risk of various health problems. Therefore, monitoring growth and development and prevention of disease in toddlers is essential to improve toddler health (Cimahi City Health Profile, 2013).

The Indonesian Ministry of Health has launched many health programs from the center and provinces to districts/cities. One of the health programs expected to play an active role in reducing morbidity and mortality in children under five is the Maternal and Child Health book (MCH book). The MCH Handbook is an integrated notebook used in families to improve family and community

practices in the maintenance or care of maternal and child health and improve the quality of MCH services. (BUKU KIA, 2020) (*Juknis Buku KIA*, 2004). Based on data (Risikesdas, 2018) shows the following: (1) Toddlers are not constantly monitored for growth every month, only 59.4% of toddlers were weighed four or more times in the last six months, and 23.8% of other toddlers never weighed, Toddlers who had books MCH is only 25.5% and tends to decrease with an increasing age group of children, (3) the percentage of ownership of MCH books tends to be directly proportional to the mother's education level, and inversely proportional to the family's economic status.

The health profile of West Java 2012 showed an increase in ownership of MCH books from 69.3% in 2010 to 79.8% of children under five in 2012. An increase in achievement of 11% within two years considers not optimal when viewed from the ease of obtaining an MCH book for free. However, those who have MCH books in Cimahi City are only 68.6% lower than the achievement of West Java Province. (4-5) One of the efforts made to increase the coverage of MCH Handbook ownership in Toddler Mothers is to conduct a Mother Toddler class.

Through Decree No. 284/Menkes/SK/III/2004 regarding the MCH Handbook, the Minister of Health of the Republic of Indonesia decided that the MCH Handbook was the official guidebook containing information and records on Maternal and Child Health. Generally, the MCH handbook has shown significant results by increasing mothers' understanding of child health. Therefore, efforts to improve the MCH Handbook's utilization need to hold in an activity called Mother Toddler Class. Mother Toddler Class is mothers with children aged 0 to 5 years together discussing, exchanging opinions, exchanging experiences on the fulfillment of health services, nutrition, and stimulation of growth and development guided by a facilitator, in this case, using the MCH Handbook (Departemen Kesehatan RI, 2011).

Based on data from the Health Office, only one Public Health Center carries out Mother Toddler Classes among 13 Health Centers at Cimahi. The data from the Leuwigajah Health Center in South Cimahi revealed that in the last two years, there was a decline in the coverage of visits for infants and toddlers. The Mother Toddler Class Program at the Leuwigajah Health Center has never been implemented, although it has facilitators trained by the Health Office. The Mother Toddler Class has not to implement due to limited human resources at the public health center; the main focus is on the pregnant women class. Mothers have an essential role in caring for toddlers. Mother to toddler class improves mothers' knowledge, attitudes, and skills in caring for toddlers. Mother Toddler class is not a new program that has been implemented but is a follow-up activity to discuss MCH Handbook for Mother Toddler class (Sistiarani et al., 2014) (Tanjung et al., 2022)

Mother Toddler classes are held in a participatory manner. Namely, mothers are not positioned to only receive information because the passive position tends to be ineffective in changing behavior. Therefore, the Mother Toddler Class have designed with a participatory learning method; mothers are not seen as students but as learning citizens. In practice, mothers are encouraged to learn from the experiences of others, while the facilitator acts as a guide to correct knowledge. Completing the MCH handbook should provide mothers with an understanding of the health status of themselves and their children. Complete records will support increasing mothers' knowledge about personal health and children's health.(Departemen Kesehatan RI, 2011)

The demand for quality health services has increased public awareness about health. One of the efforts to realize collaboration between health workers is to introduce collaborative practices from an early age through the educational process. Interprofessional Education (IPE) is an innovation explored in the health professional education world. IPE is a process by which groups of students or health professionals with different professional backgrounds conduct joint learning within a certain period, interact as the primary goal, and collaborate in promotive, preventive, curative, rehabilitative, and other types of health services. This program is one of the programs promoted by the Directorate General of Higher Education (DIKTI). (Yuniawan et al.,

2015).

Mother Toddler class can improve the knowledge, attitudes, and skills in caring for toddlers. A mother's attitude towards the health of children under five is essential because it can influence mothers in maintaining healthy behavior towards themselves and their children. Midwifery and Nursing students can contribute to the Mother Toddler Class according to their respective competencies. Collaboration from various health professions can improve health services for children under five through the Mother Toddler Class with the IPE approach. (Susanti et al., 2017). So far, the implementation of classes for mothers of toddlers has not been able to run optimally, which may be caused by several factors, including the lack of mother's arrival to the public health center or integrated healthcare center to take classes for mothers of toddlers, the media used for learning is still not optimal, limited facilitators, lack of public understanding about the benefits of having a class mother-to-be class. Program evaluation and efforts are needed to optimize the implementation of the mother-to-five course so that the program's objectives can achieve maximum results.(Juaeriah et al., 2017)

Implementing an integrated healthcare center only focuses on weighing toddlers and providing additional food for toddlers. The results of random interviews with mothers in several integrated healthcare centers in the working area of the Leuwigajah Health Center found that some mothers said they did not understand their child's health. The MCH handbook, which contains much information regarding the care of toddlers, is rarely read by mothers and is only opened when the integrated healthcare center is scheduled. The Mothers Toddler Class Program owned by the Public Health Center is also rarely attended because it is pretty far from residents' homes, access to vehicles that not all have private cars, and the majority say that they are afraid to go to the Public Health Center because they are identical to sick people or have to seek treatment and do not want to wait in line to get service. Based on this information, a modification is needed to implement the Mother Toddler Class so the community can use it optimally, especially mothers with toddlers.

METHOD

This community service activity has a target solution, namely increasing the attitudes of mothers of children under five about the health of toddlers in the working area of the Leuwigajah Health Center, South Cimahi District in the target area (RW 04, 11,13, and 15). This community service aims to improve the knowledge and skills of mothers who have toddlers on the health of children under five. This community service was conducted for four weeks involving as many as 50 mothers with toddlers. The implementation of the activities is adjusted to the integrated healthcare center schedule RW, and the activities' implementation time changes to the agreement of mothers of toddlers, facilitators, students, and cadres. The implementation of weighing and monitoring the growth and development of toddlers in collaboration with integrated healthcare center cadres. Each group of students provided counseling/learning to 10 mothers with toddlers aged 24-49 months, accompanied by facilitators, cadres, midwifery, and nursing students—Mother Toddler class activities for 60 minutes. In the first week before the class started, questionnaires were distributed to the mothers, and in the last week (4th), a questionnaire containing the mothers' attitudes was distributed again. The distribution of counseling materials every week is adjusted to the competence of each profession, accompanied by a facilitator. The following is the distribution of material given each week: In the last week (4th), the questionnaire containing the mother's attitude was distributed again. The distribution of counseling materials every week is adjusted to the competence of each profession, accompanied by a facilitator. The following is the distribution of material given each week: In the last week (4th), the questionnaire containing the mother's attitude was distributed again. The distribution of counseling materials every week is adjusted to the competence of each profession, accompanied by a facilitator. The following is the distribution of material given each week, namely:

The First Week

The material presented in the Mother Toddler class activity was started by:

Midwifery students, with the following materials:

- Benefits of monitoring the growth and development of toddlers aged 24-59 months.
- Follow-up immunizations for toddlers aged 24-59 months.

Second Week

Materials delivered by Nursing students, are:

- Giving ORS to treat diarrhea in toddlers aged 24-59 months.
- First aid for fever and ARI for toddlers aged 24-59 months.
- First aid for home accidents, such as being hit by sharp objects, hot water, fire, and falling.

The Third Week

Materials delivered by midwifery students:

- Nutrition improvement services for toddlers aged 24-59 months.
- The importance of consuming fruits and vegetables in toddlers aged 24-59 months.

The Fourth Week

Materials delivered by nursing students:

The behavior of clean and healthy life (PHBS) for mothers to teach their toddlers about: how to wash hands with soap in running water, the need to wash hands before and after eating with soap, the need to wash hands with soap after mother and children play, they need to wash hands with soap after blowing their nose and daily personal hygiene.

RESULTS AND DISCUSSION

Based on the questionnaires distributed before and after community service activities, the following results were obtained:

Table 1. Characteristics of Mother Toddler

Characteristics of Mother Toddler		Score
1. Age		
Mean (SD)		28
median		27
Range		19-43
2. Mother's Job		
Working		30 (60%)
Doesn't work		20 (40%)
3. parity		
1		15 (30%)
2-3		32 (64%)
4		3 (6%)

Based on the table above, the characteristics of mothers of children under five in the age category ranged from 19-43 years. Mothers under five work as much as 60%, and the majority of mothers with parity 2-3 children are 64%.

Table 2. Community Service Attitudes of Mothers Toddlers Before and After Counseling

Mother Toddler's Attitude	Before Counseling		After Counseling	
	Amount	%	Amount	%
Well	3	6	35	70
Enough	37	74	13	26
Not enough	10	20	2	4
Amount	50	100%	50	100%

Based on the table above, the community service illustrates the attitudes of mothers of children under five before and after providing counseling about toddler health. It found an increase in mothers' attitudes towards the health of children under five, from which most of the mothers' attitudes were moderate (74%) to primarily good (70%).

In this community service activity, there is an increasing attitude of mothers of children under five about their health after being given counseling by students of health workers (midwives and nurses) in four meetings at the integrated healthcare center (RW 04, 11.13, and 15) working area of the Leuwigajah Health Center, South Cimahi. These results follow research conducted by Rachmayanti (2018) and Tajiki (2022). (Rachmayanti, 2018) (Tajiki et al., 2022). that before the counseling, the mother's level of knowledge was in the sound and less category; after the health education intervention, the mother's knowledge increased 92.1% to the good. These results indicate a significant difference between the mothers' knowledge before and after the intervention. Health education interventions by providing information directly, media in leaflets, and direct practice by making Modisco can increase mothers' knowledge. Furthermore, based on research conducted by Pratiwi (2016) and Permatasari (2019), regarding Increasing Knowledge, Attitudes, and Actions of Mothers in Efforts to Prevent Malnutrition in Toddlers through the Nutrition Counseling Method in the Work Area of the Wua-Wua Health Center, it found that there were differences in attitudes regarding balanced nutrition in toddlers in preventing malnutrition in respondents before and after being given health education through nutritional counseling. (Pratiwi et al., 2016) (Permatasari & Waluyanti, 2019)

Attitude describes a person's liking or disliking of an object. Attitudes are often obtained from their own experience or from other people who are closest to them. A positive attitude towards health values does not manifest in real action for several reasons; namely, the attitude will follow or not follow actions that refer to the experiences of others. The existence of the Mother Toddler class will increase a positive attitude which will refer to the act of using MCH books and health facilities so that Toddler visits will increase. In addition to the Mother Toddler Class, there is an explanation regarding the care and maintenance of healthy children under five in the MCH book and a brainstorming experience regarding child health care among mothers under five with the method of discussion and sharing of experiences between mothers under five. (Susanti et al., 2017), (Juaeriah et al., 2017). Knowledge of mothers' classes for toddlers is an important variable that influences a person to take advantage of class activities for mothers of toddlers. (Harmia, Elvira, 2021)

In this community service, the characteristics of the subject of mothers who have toddlers include age, occupation, and parity. Age is an essential variable in health analysis related to healthy behavior. (Martyastuti, et al, 2020). The average characteristic of the mothers is 28 years old. The age of 21-35 is a reproductive age that plays a role and has solid activities and good cognitive abilities. This age group is a well-reproductive age group for receiving information or education so that during the Mother Toddler Class, the mothers can understand the material that is delivered well, and this is one of the factors that influence changes in attitudes before and after being given counseling. (Dini et al., 2020)

The number of subjects working mothers is as much as 60%, and the number of mothers who do not work is 40%. In this community service, the percentage of working mothers is more significant than mothers who do not work. Based on the analysis results, an increase in maternal attitudes was found in the status of working mothers. A mother's employment status can affect the opportunity and time used to increase knowledge. Working mothers include traders, tailors, and laborers who work in the home environment. This situation makes working mothers still have time to pay attention to the health of their toddlers because these jobs do not leave the house. Fitriana's research (2019) showed that working mothers outside the home, for more than 8 hours, can still carry out caring for their toddlers. Mothers who work part-time are different from mothers who work a full day. Mothers who work part-time can still find time to take good care of their toddlers. Love and developmental stimulation for children can still give even though the mother is working. Mothers work even though they have limited time; if they can make maximum use of them with their children, the results will be far more optimal than mothers who do not work but are less good at managing time. For every mother, whether working or not, the ability to spend

quality time with her children is one of the skills that must be possessed and continues to develop. (Fitriana et al., 2019)

In this community service, the highest number of parties ranges from 2 to 3 (64%); the number of parties shows that most respondents have several children, according to the family planning program. According to Hepilita's research (2019), activeness in Integrated Health Center activities is not measured by the number of children but rather by the extent to which a mother understands and understands and is sensitive to the benefits of these activities. It can see in statistical tests that show that there is no relationship between parity and the mother's behavior in participating in the Integrated Health Center activities. (Yohana Hepilita, 2019)

The implementation of counseling in the Mother Toddler Class carried students from 2 different professions: midwifery and nursing. Most respondents were happy with the implementation of interprofessional counseling compared to uniprofessional ones. The advantages of interprofessional education felt by mothers of children under five are the clarity of information provided by students during the implementation of counseling, mastery of the material provided by their professional competence, friendliness, and readiness in implementing classes for mothers of toddlers. The benefits mothers of toddlers can feel they are getting new experiences and knowledge through the counseling provided; the material is very varied and delivered by several students from different professions by discussing problems often experienced by mothers of toddlers. Students facilitate mothers to open up and express their opinions, experiences, and feelings in front of other mothers of toddlers. Students also try to make the classroom atmosphere fun by making games that can trigger the activeness of mothers in participating in counseling. (Susanti et al., 2017), (Juaeriah et al., 2017).

CONCLUSIONS AND RECOMMENDATIONS

This community service activity describes the attitude of mothers of children under five before and after providing counseling about toddler health at the Integrated Health Center in the Leuwigajah Public Health Center Work Area, South Cimahi, Cimahi City. It found that there was an increase in the attitude of mothers towards healthy children under five, from which most of the mothers' attitudes were moderate (74%) to primarily good (70%). This community service activity will allow mothers to remain active in participating in the Mother Toddler Class to monitor the health, growth, and development of toddlers.

BIBLIOGRAPHY

- BUKU KIA. (2020). Kemenkes. <https://kesga.kemkes.go.id/assets/file/pedoman/BUKU KIA REVISI 2021 LENGKAP.pdf>
- Departemen Kesehatan RI. (2011). Pedoman Pelaksanaan Kelas Ibu Balita. In *Departemen Kesehatan RI*. <https://libportal.jica.go.jp/library/Archive/Indonesia/235i.pdf>
- Dini, Nyoman, N., Desy, A., Gusti, N., Pramita, A., Irma, P., & Ganesha. (2020). *KELAS ONLINE IBU BALITA UNTUK PENGETAHUAN DAN KETERAMPILAN IBU DALAM MENDETEKSI DAN MENSTIMULASI PERKEMBANGAN BALITA PADA MASA COVID-19*. 8(3), 191–198.
- Fitriana, I. W., Husin, A., & Tahyudin, D. (2019). *Proses Pengasuhan Anak Balita pada Ibu Pekerja*. 3(2), 131–138. <https://doi.org/10.15294/pls.v2i1.23448>
- Harmia, Elvira, F. A. (2021). HUBUNGAN PENGETAHUAN DENGAN KEIKUTSERTAAN IBU DALAM KEGIATAN KELAS IBU BALITA DI DESA BATU BELAH WILAYAH KERJA PUSKESMAS KAMPAR. *Jurnal Doppler*, 5(2), 164–170. <https://journal.universitaspahlawan.ac.id/index.php/doppler/article/view/2635>
- Juaeriah, R., Dewi, S. P., & Purwara, B. H. (2017). *Implementation of Interprofessional Education for Improving the Knowledge of Professional Role of Health Student through Maternal and Toddler Class (KIB (Kelas Ibu Balita)) in Cimahi City*. 2(5), 5–10.
- Juknis Buku KIA. (2004). <https://libportal.jica.go.jp/library/Archive/Indonesia/143.pdf>
- Kemenkes. (2018). Profil Kesehatan Indonesia. In *Science as Culture* (Vol. 1, Issue 4). <https://doi.org/10.1080/09505438809526230>

- Martyastuti, Nonik Eka, Dewi Nugraheni Restu Mastuti, S. T. N. (2020). *Edubuzi: upaya peningkatan pengetahuan ibu dalam pemberian makanan bergizi pada balita*. 8(April 2020), 97–104. <https://ojs.unud.ac.id/index.php/coping/article/view/59663>
- Permatasari, A. D., & Waluyanti, F. T. (2019). The correlation between infant and toddler feeding practices by working mothers and the nutritional status. *Enfermería Clínica*, 29, 65–69. <https://doi.org/10.1016/J.ENFCLI.2019.04.010>
- Pratiwi, H., Bahar, H., & rasma, R. (2016). Peningkatan Pengetahuan, Sikap, Dan Tindakan Ibu Dalam Upaya Pencegahan Gizi Buruk Pada Balita Melalui Metode Konseling Gizi Di Wilayah Kerja Puskesmas Wua-Wua Kota Kendari Tahun 2016. *Jurnal Ilmiah Mahasiswa Kesehatan Masyarakat Unsyiah*, 1(3), 184596.
- Profil Kesehatan Kota Cimahi*. (2013).
- Rachmayanti, R. D. (2018). Peningkatan Pengetahuan Ibu Balita Melalui Pengenalan Program Kadarzi Di Kelurahan Wonokusumo Surabaya. *Media Gizi Indonesia*, 13(2), 176. <https://doi.org/10.20473/mgi.v13i2.176-182>
- Riskesdas. (2018). Riset Kesehatan Dasar. In *Kementrian Kesehatan RI* (Vol. 53, Issue 9).
- Sistiarani, C., Gamelia, E., & Sari, D. U. P. (2014). Fungsi Pemanfaatan Buku KIA terhadap Pengetahuan Kesehatan Ibu dan Anak pada Ibu. *Kesmas: National Public Health Journal*, 8(8), 353. <https://doi.org/10.21109/kesmas.v8i8.404>
- Susanti, D., Wulandari, H., Juaeriah, R., & Dewi, S. P. (2017). Penerapan Interprofessional Education (IPE) pada Kelas Ibu Balita oleh Mahasiswa Tenaga Kesehatan untuk Meningkatkan Sikap Ibu terhadap Kesehatan Balita di Kota Cimahi. *Jurnal Sistem Kesehatan*, 3(2), 51–57. <https://doi.org/10.24198/jsk.v3i2.15003>
- Tajiki, I., Vizesfar, F., & Keshtkaran, Z. (2022). The effect of training program based on health belief model on burn prevention knowledge in mothers of children aged to 1–3 years: A randomized controlled. *Burns*, 48(4), 808–815. <https://doi.org/10.1016/J.BURNS.2021.11.001>
- Tanjung, D. S., Novianti, D., Wardhani, D. R., & Kuncoro, A. (2022). *DIGITALIZATION OF MOTHER AND CHILD HEALTH BOOK (KIA) AT POSYANDU ANGGREK IV KALISARI*. 6(1), 166–174. <https://doi.org/10.52362/jisicom.v6i1.804>
- Yohana Hepilita, Y. S. (2019). *Faktor-faktor yang Berhubungan dengan Perilaku Ibu dalam Partisipasi di Posyandu Balita Dusun Muntung AT*. 4(1), 27–40.
- Yuniawan, A. E., Mulyono, W. A., & Setiowati, D. (2015). Persepsi Dan Kesiapan Dosen Terhadap Pembelajaran Interprofesional. *Jurnal Keperawatan Soedirman (The Soedirman Journal of Nursing)*, 2(1), 17–23. <http://jks.fikes.unsoed.ac.id/index.php/jks/article/view/185/86gmbran>