

THE EFFECT OF EDUCATION THROUGH POCKET BOOKS ON MOTHERS' KNOWLEDGE OF SPEECH AND LANGUAGE DEVELOPMENT OF TODDLERS

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ABSTRACT

Speech and language development in children, especially toddlers, is an essential aspect of growth and development that determines the child's ability to communicate and socialize. Lack of maternal knowledge about the stages of speech and language development in children can cause delays in early detection of communication disorders, which impacts the child's social and emotional development. This study aims to determine the effect of using pocket books on speech and language in toddlers on the knowledge of mothers in Tuntungan II Village, Deli Serdang Regency. This study used a pre-experimental research design, with a one-group pretest-posttest design on 52 respondents who have toddlers in Tuntungan II Village, Deli Serdang Regency. The intervention was given in the form of pocket books on speech and language in toddlers. The test used by researchers was the Chi-Square test. The results obtained were $p\text{-value} = 0.033$, where this result was lower than the significant standard $p < 0.05$ or ($p < 0.05$). This shows that there is an influence of providing pocket books on speech and language to toddlers on the knowledge of mothers in Tuntungan II Village, Deli Serdang Regency, in 2025.

Keywords: *mother's knowledge; Pocket books; toddler speech and language,*

INTRODUCTION

Under two years of age or 0-24 months, during which children experience a golden period of growth. This period is often referred to as the 1000 HPK (the first 1,000 days of life). Growth and development during this period are crucial for subsequent growth and development.

Language is the ability to express a child's experiences and thoughts, as well as the ability to understand the speaker's message. Language enables children to communicate and interact with others. Children's creative skills can also be developed through language, through storytelling, listening to stories, experiencing different experiences, social drama, and poetry.(Sebayang, 2024)

Language development plays a crucial role in a child's growth and development. Language is essential and plays a vital role in human life because it serves as a tool for expressing thoughts, feelings, and emotions, enabling individuals to interact within their environment. However, various factors can influence a person's language development, leading to language impairments, such as speech delay.(Paujiah et al., 2022).

According to the World Health Organisation (WHO), globally, 52.9 million children experience developmental disorders, 54% of whom are boys. The prevalence of children with developmental disorders is the third highest in the Southeast Asia region.

The Indonesian nation currently faces various challenges, including health issues for children. Indonesia presently needs to pay more attention to child development, as the rate of growth and developmental delays in children generally reaches 5-10%, a figure that remains relatively high. Other delays that remain a health problem for children include delayed motor development in 2 out of 1,000 infants, delayed hearing in 3-6 out of 1,000 infants, and lower intelligence in 1 in 100 children compared to their peers. Furthermore, approximately 33% of Indonesia's 83 million children experience speech delays. The incidence of growth and developmental delays is expected to increase annually.(Savitri et al., 2024).

In Indonesia, the term "speech delay" is also used to encompass language and communication without any distinction in meaning. Accurate figures indicating the prevalence of speech delay in children are difficult to obtain due to difficulties in providing a precise definition, differences in diagnostic criteria, and various other issues. However, speech delay is a common problem, affecting up to 3-10% of children. This disorder is 3 to 4 times more common in boys than in girls. It is estimated that at least 15% of children aged 1 to 2 years are diagnosed with speech delay.(Dzakia & Diana, 2024).

In research(Habsad et al., 2024), A medical record of 872 children showed that the majority

of children with speech delays were boys (64.0%). The majority of children with speech delays were 2 years old. In 2020, there was an increase in children with speech delays without hearing impairment compared to those with hearing impairment.

Children with speech delays can be identified early. This can be seen in their speech development, which differs from that of other children. Although every child's growth and development is unique, some differences indicate normal development or a problem. A child begins to speak maturely or physically develop between 12 and 18 months of age. If a child has not made progress in speech development at this age, parents are advised to monitor their child's development closely (Sebayang BE, 2024).

The results of a survey conducted by (Rahayu, 2024) show the results of a survey on language development knowledge of 63 mothers, and 50.8% were in the sufficient category, 33.3% were in the poor category, and the lowest category was in the good category, namely 15.9%. The highest language development was 58.7%, and the worst language development was 41.3%. These results explain the significant relationship between increasing maternal knowledge and children's language development in Sukamaju Village, Baregbeg District.

If parents lack adequate knowledge of their child's speech and language development, lack adequate stimulation, and lack a supportive environment, their speaking skills will be negatively impacted. Providing a rich vocabulary can encourage active participation in conversations, further enhancing their speaking skills, including clarity in pronunciation, sentence structure, and vocabulary expansion. (Oktaviani et al., 2021).

To detect developmental delays in children, parents need to have basic knowledge about language development. The earlier a delay is detected, the sooner the child can receive appropriate therapy or treatment. Therefore, to address these delays in children, appropriate learning media are needed to increase mothers' knowledge, which are durable, portable, and can be stored in a small space, such as a pocket book. (Ardianti, 2020).

Based on the background above, the author is interested in conducting research entitled The Influence of Education Through Pocket Books on Mothers' Knowledge of Speech and Language Development of Toddlers in Tuntungan II Village, Deli Serdang Regency.

METHOD

This study used a pre-experimental design with a one-group pre-test and post-test approach, which aimed to determine the effect of providing pocket books on speech and language to toddlers on mothers' knowledge. In this design, researchers measured mothers' knowledge before the intervention (pre-test), then provided treatment in the form of pocket books for one week, and then conducted further measurements after the intervention (post-test).

The study population consisted of 110 mothers with toddlers in Tuntungan II Village, Deli Serdang Regency. Sampling was conducted using a purposive sampling technique based on inclusion criteria: mothers with toddlers, able to read well and correctly, and owning an Android smartphone. The sample size was determined using the Slovin formula with a 10% error rate, resulting in 52 respondents.

The research instrument used was a questionnaire to measure mothers' knowledge regarding toddler speech and language development. The independent variable in this study was the provision of a pocket book on toddler speech and language, while the dependent variable was the mothers' level of knowledge. The data used were primary data obtained directly from respondents through questionnaires before and after the intervention.

Data analysis was conducted in two stages, namely univariate analysis and bivariate analysis. Univariate analysis was used to describe the frequency distribution and characteristics of respondents, such as age, education, and occupation. Meanwhile, bivariate analysis was used to determine the effect of providing pocket books on mothers' knowledge using the Chi-Square test, with the decision-making criteria that if the Asymp.Sig value <0.05 , there is a significant relationship between the two variables, whereas if $\text{Asymp.Sig} > 0.05$, the relationship is not significant.

RESULTS AND DISCUSSION

Research Result

After researching 52 samples, the results of the research and discussion "The Influence of Education Through Pocket Books on Mothers' Knowledge of Speech and Language Development of Toddlers in Tuntungan II Village, Deli Serdang Regency" are as follows:

1. Univariate Analysis

Table 1. Frequency Distribution of Respondent Characteristics: "The Effect of Using Pocket Books on Speech and Language for Toddlers on Mothers' Knowledge

Characteristics	f	%
Mother's Age		
< 20 Years	11	21.1
20-35 Years	33	63.5
>35 Years	8	15.4
Mother's Education		
Low (elementary, middle school)	9	17.3
Middle School	33	63.5
High (Bachelor)	10	19.2
Mother's Job		
Does not work	42	80.8
Work	10	19.2
Amount	52	100.0

A descriptive statistical test has been conducted on the characteristics of the mother's age, education, and occupation. The results show that for the mother's age, the percentage is still vulnerable, namely, <20 years, as many as 11 people (21.1%) and >35 years, as many as eight people (15.4%). Then, the percentage of mothers' education is still low, namely nine people (17.3%). Meanwhile, the percentage of working mothers is 10 people (19.2%).

Table 2. Frequency Distribution of Mothers' Knowledge Level Before Providing Pocket Books on Speech and Language to Toddlers

Pre-Test	Frequency	Percentage (%)
Good	14	26.9%
Not good	38	73.1%
Total	52	100.0%

Based on Table 2, it is known that the frequency distribution of mothers' knowledge levels before being given a pocket book on toddler speech and language, most respondents had poor knowledge, as many as 38 respondents (73.1%).

Table 3. Frequency Distribution of Mothers' Knowledge Level After Providing a Pocket Book on Speech and Language for Toddlers.

Post-Test	Frequency	Percentage (%)
Good	42	80.8%

Not good	10	19.2%
Total	52	100.0%

Based on Table 3, it is known that the distribution of mothers' knowledge levels after being given a pocket book on toddler speech and language, the majority of them had sufficient knowledge, as many as 42 respondents (80.8%).

2. Bivariate Analysis

Table 4. Analysis of the Influence of Using Pocket Books on Speech and Language in Toddlers on Mothers' Knowledge

Level of Knowledge	Pocketbook about toddler speech and language				<i>P</i> <i>Value</i>
	Before		After		
	f	%	f	%	
Good	42	80.8	14	26.9	
Not good	10	19.2	38	73.1	
Total	52	100.0	52	100.0	0.033

Based on Table 4 Based on the results of the Chi Square Test, the results for knowledge were obtained, namely p-value = 0.033, where this result is lower than the significant standard $p < 0.05$ or ($p < \alpha$), so it was decided that H_A was accepted and H_0 was rejected, meaning that there was a significant difference in the level of knowledge between before and after the provision of the pocket book on speech and language of toddlers. This shows that there was an effect of providing pocket books on the speech and language of toddlers and the knowledge of mothers in Tuntungan II Village, Deli Serdang Regency, in 2025.

DISCUSSION

Respondent Characteristics

The results of the study on the age characteristics of respondents showed that the majority were aged 20-35 years, as many as 33 mothers (63.5%), and there were only 11 mothers (21.1%) aged <20 years and eight mothers aged >35 years (15.4%). According to the Indonesian Ministry of Health (2019), age is the length of a mother's life, calculated from birth to her birthday. The older a person is, the more mature their level of maturity and strength will be in thinking and working. As age increases, experience and knowledge increase.

The results of the study on the characteristics of respondents' last education showed that the majority had secondary education, namely 33 mothers (63.5%), and only nine mothers (17.3%) had low education, and 10 mothers (19.2%) had high education.

According to (Notoatmodjo, 2014), A high level of education will result in a greater availability of information, resulting in increased knowledge. A high level of health knowledge will influence a person's daily health behaviour within the family. A person with a high level of education will also have a high level of knowledge, as higher education will influence a person's thinking ability.

The results of the study on the characteristics of respondents' jobs showed that the majority, 42 mothers (80.8%), were unemployed, while 10 mothers (19.2%) were employed. The work environment can provide a person with experience and knowledge, both directly and indirectly. (Notoatmodjo, 2014) However, work can also negatively impact a child's development. Overly busy mothers working will reduce the quality time and interaction with their children, which can reduce the language stimulation that children need to learn to speak.

Mothers' Knowledge Before Being Given Health Education Using a Pocket Book on Speech and Language for Toddlers.

In accordance with the research objective, which was to determine mothers' knowledge before being given health education using a pocket book on toddler speech and language in Tuntungan II Village, Deli Serdang Regency, in 2025, involving 52 respondents, it was found that most respondents had poor knowledge, with 38 respondents (73.1%). This could be due to respondents who did not have sufficient knowledge about toddler development, especially about toddler speech and language. The mothers of toddlers had poor knowledge because the respondents were <20 years old.

According to Notoatmodjo, knowledge is a series of processes that result in knowing, and this occurs when someone senses a particular object. Sensing occurs through the five human senses: hearing, sight, smell, taste, and touch.

Most human knowledge is acquired through the senses of sight and hearing. Knowledge can increase through the absorption of information through reading, seeing, and understanding. Ageing can lead to a person's inability to comprehend and absorb the information they receive. This aligns with the theory that age influences a person's level of maturity and strength. Older individuals are more experienced, leading to greater maturity in their thinking and work. (Nisa et al., 2023; Soederberg Miller, 2009) (Chin et al., 2017).

The results of this study are in line with (Retnowati & Anggraeni, 2022). Based on the frequency distribution data, the level of knowledge of growth in the intervention group before treatment was given, the majority were in the sufficient category, 14 respondents (60.9%). This is also in line with research. (Retnowati & Anggraeni, 2022), This shows that of the 49 respondents, the knowledge of mothers of toddlers before health education using pocket books

showed that the majority had insufficient knowledge, namely 24 respondents (49.0%). This was obtained because respondents who had insufficient knowledge were under 20 years of age, a lower age causes respondents also to have less understanding in absorbing information.

Mothers' Knowledge After Being Given Health Education Using a Pocket Book on Speech and Language for Toddlers.

The results of a study on mothers' knowledge of Badura speech and language after being given health education using a pocket book in Tuntungan II Village, Deli Serdang Regency, showed that the majority of respondents, 42 respondents (80.8%), had good knowledge. (Retnowati & Anggraeni, 2022) *Stated that based on the frequency distribution data, the level of knowledge of growth in the intervention group after being given treatment improved for 17 respondents (79.3%).*

Health education using a pocket book on speech and language in toddlers aims to provide information to mothers about the meaning of speech and language, factors that influence language, the dangers of speech and language delays, etc. By providing this information, it is hoped that mothers' knowledge about their children's speech and language development can increase.

Several factors can influence a mother's knowledge, including age, education, and occupation. A mother's age plays a significant role in information absorption. Younger mothers (20–35 years old) tend to be more adaptable to educational media and show greater increases in knowledge. This group is more open to new information and is generally in an active phase of raising their children.

Meanwhile, mothers over 35 years of age continued to experience an increase in knowledge, but this tended to be slower. This could be due to limitations in receiving or processing new information, although their experience in parenting can be a strength. This study also showed that education level influences knowledge. Mothers with secondary to higher education were more likely to understand the contents of the pocketbook, compared to mothers with only primary education.

This is in accordance with research (Lilis, 2022). The research results showed that the majority of mothers had secondary education (junior high school/high school), as many as 7 (70%). According to the researchers, mothers with secondary education will have no difficulty receiving information and understanding pocket books, which will lead to increased knowledge, a positive attitude, and mothers being able to provide stimulation.

This aligns with the theory that the higher a person's education level, the greater their critical thinking and analytical skills, and their ability to comprehend written material. Therefore, health education, such as pocket books, will be more effective if tailored to the educational background of the target group. The mother's occupation also influences information absorption. Homemakers generally have more flexible time to read and understand the contents of pocket books. Conversely, working mothers, especially those with full-time work hours, face challenges in finding time to study the material, which can hinder optimal knowledge development.(Fridayani et al., 2022)(Kalsum et al., 2023)(Wijayanto et al., 2022).

Busy working mothers often have limited time to accompany their children directly or to seek additional information about child development. This potentially reduces the opportunity for mothers to deeply understand the contents of the pocketbook, even though they still show increased knowledge after the intervention.(Hsin & Felfe, 2014).

Mothers' busy working schedules also impact their interaction time with their children. Limited time spent with their children can reduce the opportunity for mothers to provide optimal speech stimulation. Consistent stimulation from parents is essential for supporting children's language development. Lack of time spent with children can lead to delays in early detection of developmental delays, as mothers are less likely to notice subtle changes in their children's behaviour or speech abilities. Therefore, it is important for mothers, especially working mothers, to spend quality time with their children and utilize resources such as pocket books to gain information that can be directly applied in everyday life.(Sulaiman et al., 2023)(Ismanto et al., 2025).

This is in accordance with research(Lilis, 2022). The research results showed that almost all respondents (90%) were housewives. According to the researchers, mothers who are housewives without working are more focused on meeting their children's nurturing, caring, and affection needs. This allows them to directly apply 24/7 care to their children compared to working mothers.

The Influence of Using Pocket Books on Speech and Language of Toddlers on Mothers' Knowledge in Tuntungan II Village, Deli Serdang Regency.

Based on the results! The Chi square test obtained results for knowledge, namely p value = 0.033 where this result is lower than the significant standard $p < 0.05$, so it was decided that H_A was accepted and H_0 was rejected, meaning there was a significant difference in the level of knowledge between before giving pocket books on speech and language to toddlers and after

giving pocket books on speech and language to toddlers. This shows that there is an effect of giving pocket books on speech and language to toddlers on the knowledge of mothers in Tuntungan II Village, Deli Serdang Regency, in 2025.

Respondents' knowledge before health education, with the pocket book on mothers' knowledge about toddler speech and language, was mainly in the poor category. After being given health education with the pocket book on mothers' knowledge about toddler speech and language, most of them had sufficient knowledge. This can be explained by the fact that health education using pocket books can improve toddler speech and language knowledge. Pocket books are one of the most effective health education media because they involve several senses that play a role in increasing knowledge, namely, by seeing and reading about the information conveyed.

This is in line with research(Wulandari, 2022), the results of the study showed that knowledge before health education with pocket book media was mainly in the poor category, namely 24 respondents (49.0%) and after health education with pocket book media, the majority was in the good category, namely 25 respondents (51.0%). The results of the analysis showed that 35 respondents experienced an increase in knowledge, where the post-test results were better than the pre-test results. With a p-value of 0.000, where $0.000 < 0.05$, this means that H_0 is rejected and H_1 is accepted, namely, there is an influence of health education with pocketbook media on knowledge about stunting in mothers of toddlers.

The results of this study are in line with(Retnowati & Anggraeni, 2022), which states that the Chi-Square test results show that the p-value is $0.000 < 0.05$. It can be concluded that H_a is accepted, which means there is a difference in knowledge before and after the intervention in the group, so that it can also be concluded that providing health education using e-booklet media influences the knowledge of growth and development in children.

CONCLUSION

Based on the results and discussion of the study on the Effect of Using a Pocket Book on Toddler Speech and Language on Mother's Knowledge in Tuntungan II Village, Deli Serdang Regency with a sample of 52 respondents, the authors drew the following conclusions: The level of knowledge of mothers before being given a pocket book on toddler speech and language in Tuntungan II Village, Deli Serdang Regency in 2025, most of them had a poor level of knowledge as many as 38 respondents (73.1%). The level of knowledge of mothers after being

given a pocket book on toddler speech and language in Tuntungan II Village, Deli Serdang Regency, in 2025, most of them had a good level of knowledge, as many as 42 respondents (80.8%). There is an effect of using a pocket book on toddler speech and language on mothers' knowledge in Tuntungan II Village, Deli Serdang Regency, in 2025, with the result of a p-value = 0.033, where this result is lower than the significant standard of $p < 0.05$.

ACKNOWLEDGEMENT

Sincere appreciation is extended to Politeknik Kesehatan Kementerian Kesehatan Medan for their continuous support and guidance throughout the research process. The authors also wish to thank the Head of Tuntungan II Village, Deli Serdang Regency, and the local health cadres who facilitated data collection and assisted in coordinating with respondents. Special thanks are given to all the mothers who participated as respondents in this study for their willingness, cooperation, and valuable time. Their participation made this research possible. Lastly, the authors would like to thank their colleagues, mentors, and families for their moral support, encouragement, and motivation during the preparation and completion of this study.

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