



Comparison of the Level of Knowledge of Housewives and Working Mothers on the Development of 5-6 Year Old Children with KPSP Planning

Umu Kalsum¹, Hasriani¹, Suherman¹, Astuti¹

¹ STIKES Bina Generasi Polewali Mandar, West Sulawesi, Indonesia

Corresponding author: Umm Kalsum

Email: ummukalsum@gmail.com

address: Soppeng, 082292572774

Submitted: 15 Oct 2023, Revised: 2 Nov 2023, Accepted: 7 Nov 2023, Published: 15 Nov 2023



The work is distributed under [Lisensi Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/)

ABSTRACT

Children aged 5–6 years are at preschool age; this period is also said to be the golden period and window of opportunity because children are starting to enter a new, unfamiliar environment and learn many new things. During this period, mothers play an important role in providing early stimulation for children's development, so the mother's knowledge and attitudes are very influential. The aim of this research was to determine the comparison of knowledge between housewife mothers and working mothers regarding the development of children aged 5–6 years using the KPSP assessment at Pembina Matakali Kindergarten. The type of research used in this research is a correlation study, and the research design used is analytical with a cross-sectional approach. The population in this study consisted of 38 mothers and children aged 5–6 years at the Pembina Matakali Kindergarten and a sample of 38 mothers and children aged 5–6 years at the Pembina Matakali Kindergarten using total sampling. The results of the Chi Square Test obtained an asymp.Sig (2-Sided) Continuity Correlations value of 0.00 (0.00<0.05), so it can be concluded that Ho is rejected and Ha is accepted, which means that there is a significant relationship between the knowledge of the housewife and mother works on the development of children aged 5–6 years with KPSP research at Pembina Matakali Kindergarten. It is hoped that suggestions from this research can provide information to mothers about the importance of a mother's role in the child's development process.

Keywords: *Knowledge of mothers, housewives, working mothers, child development, KPSP*

Introduction

Development is an increase in body structure and function that is more complex in terms of fine movement, gross movement, speech and language as well as independence and socialization (Ministry of Health of the Republic of Indonesia, 2016). Child development is the architecture of the brain and the basis of human development that is formed in the early years through the interaction of generic inheritance and the

environment in which the child lives. Age 3-6 years is the age of preschool children, at this age, development and growth and cognitive increase. Children are able to communicate well and begin to have a higher curiosity (Mansur & Andalas, 2019).

During preschool age, children are very sensitive to their surrounding environment and this period is very short and cannot be repeated (Ilmiah et al., 2019). The preschool period is also called the golden period and window of opportunity because children begin to enter a new environment that they think is unfamiliar and learn many new things (Potterton et al., 2016).

Social and parental development are factors that greatly influence children in terms of parenting patterns. Parenting is the way parents and children interact, including fulfilling physical needs, namely eating, drinking and also non-physical needs such as attention, empathy, affection and others. In relation to the social development of pre-school aged children, a mother is more likely to play a managerial role such as arranging the moments when children have social contact with peers and people around them (Ismiatun, 2019)

Father and mother are the initial and core caregivers for the child, the mother acts as the first teacher in the family, so knowledge and skills need to be provided by the mother to understand and be skilled in caring for the child so that she can be good in guiding the child's development so that it is in accordance with the stages of development. . However, in reality, many women who are not only able to do household work are now helping the family economy by becoming career women, which has become a current phenomenon. It is feared that this could affect the child's growth and development. According to 2020 BPS statistical data, it has been found that 48,748,745 million are working women and 36,711,072 million are non-working women (Central Statistics Agency, 2020)

There are 4 important aspects that need to be considered in the process of detecting child development, namely gross motor skills, fine motor skills, cognitive and language, then socialization and independence (Eviana & Ningsih, 2021). One of the detection or screening tools that can be used is the KPSP or Developmental Pre-Screening Questionnaire, where this tool is applied in primary health care. KPSP contains various short question indices intended for parents which are used as a tool for early detection of children's development from the age of 3 to 72 months. This detection tool can be used by caregivers or Early Childhood Education teachers, not just health workers. The target of implementing the KPSP method is to monitor normal, doubtful or deviations in children's development. Regarding the timing of regular KPSP detection, it starts at the child's age from 3 to 72 months. (Indonesian Ministry of Health, 2016)

From WHO (World Health Organization) data collection on pre-school age children who experience developmental delays of around 5-25% (WHO, 2010). Then, the results of data collection in 2011 by UNICEF (United Nations Children's Fund) showed that 27.5% or 3 million children aged 3-6 years experienced developmental delays. According to

(RISKESDAS, 2018), data was obtained that 88.3% of children aged 36-59 months experienced developmental problems in Indonesia.

Based on research conducted by Eka in 2017 entitled the relationship between parents' knowledge about children's play stimulation and the fine motor development of children aged 3-5 years in preschool, it was found that there was a relationship between parents' knowledge of play stimulation and children's fine motor development. (Eka, 2017)

In previous research carried out by Maharani in 2014, it was found that there were 24 children aged 3-5 years whose mothers were working on fine motor development with normal results, then 1 child with suspect results, and 1 child with untestable results. Meanwhile, around 14 children aged 3-5 years whose mothers did not work had fine motor development with normal results, 7 children were suspect, and 1 child was untestable. Thus, it was found that there were differences in children's fine motor development based on factors such as not working and working (Maharani et al., 2014).

In previous research journals conducted by Scientific (2019), many pre-school children had normal development and only a few had abnormal development. The results show the influence of parents' parenting patterns on the development of pre-school children. (Scientific et al., 2019)

In further research by Efrida (2020), toddlers who were cared for by career mothers and housewives had the same results in terms of cognitive development because they had fulfilled and according to the stages, but the emotional and social development of toddlers in housewives was better than career mothers (Efrida, 2020)

In line with previous research journals that have been researched by Jelfita 2021, children aged 5-6 years who receive care from working mothers should have motor development in the beginning to develop (MB) category. Meanwhile, children who are cared for by non-working mothers are in the according to expectations (BSH) category. From these results it can be concluded that children aged 5-6 years who receive care from mothers who do not work have better fine motor development than mothers who work (Jelfita, 2021)

Based on initial data collection at the Pembina Matakali Kindergarten, a sample of preschool children aged 5-6 years was obtained as many as 38 students, namely 17 female students and 21 male students in class B at the Pembina Matakali Kindergarten.

Following this background, prospective researchers are encouraged to conduct research on "Comparison of Knowledge of Housewives and Working Mothers on the Development of Children Aged 5-6 Years Using the KPSP Assessment at Pembina Matakali Kindergarten."

Objective

The aim of this research is to determine the comparison of knowledge between RTW mothers and working mothers regarding the development of children aged 5-6 years using the KPSP assessment at Pembina Matakali Kindergarten.

Method

research was carried out at Pembina Matakali Kindergarten located in Kec. Polewali, Kab. Polewali Mandar, West Sulawesi . This research begins in May - July 2023 . The research method used is method analytical observation and *cross sectional approaches* which are quantitative research in which researchers carry out observations, trials and documentation . Sample selection technique used There is a *non-probability sampling* technique , namely *purposive sampling*. Where Researchers want to know the comparison of knowledge of LRT mothers and working mothers regarding the development of children aged 5-6 years with the KPSP assessment at the Matakali Pembina Kindergarten. The sampling technique uses purposive sampling, namely a technique for determining samples only for certain purposes . The population in this study were all postpartum mothers who were in the postpartum care room at the Turikale Community Health Center, Maros Regency from October to December 2018, totaling 51 postpartum mothers . The sample in this study was 34 postpartum mothers. . In this study , *chi-square* analysis was used with a significant *p-value* <0.05 to see the relationship between mobilization and the uterine involution process.

Results

**Table 1 Analysis of the Relationship between Mother's Age and Child Development
Ages 5-6 years at Pembina Matakali Kindergarten**

Variable	Child development						Total		<i>p-value</i>
	In accordance		Doubtful		Deviation		N	%	
	N	%	N	%	N	%			
Maternal age									
<30 years	12	31.6	2	5.3	1	2.6	15	39.5	0.096
30-39 years old	12	31.6	6	15.8	3	7.9	21	55.3	
>39 years	0	0.0	2	5.3	0	0.0	2	5.3	
Total	24	63.2	10	26.3	4	10.5	38	100.0	

chi square test analysis show, the most data obtained is the category of mothers aged 30 years with appropriate child development as many as 12 people (31.6%) and the category of mothers aged 30-39 years with appropriate child development as many as 12 people (31.6%), the category of mothers aged <30 years with questionable child development was 2 people (5.3%), the category of mothers aged <30 years with deviations in child development was 1 person (2.6%).

Table 2 Analysis of the relationship between maternal education and child development in Matakali Guidance Kindergarten

Variable	Child development						Total		<i>p-value</i>
	In accordance		Doubtful		Deviation				
	N	%	N	%	N	%	N	%	
education :									
elementary school	3	7.9	0	0.0	0	0.0	3	7.9	0.247
Junior high school	8	21.1	2	5.3	0	0.0	10	26.3	
Senior high school	10	26.3	7	18.4	2	5.3	19	50.0	
University	3	7.9	1	2.6	2	5.3	6	15.8	
Total	24	63.2	11	26.3	3	10.5	38	100.0	

chi square test analysis show, the most data obtained was in the high school mother's education category with appropriate child development, 10 people (26.3%), the high school mother's education category with doubtful child development, 7 people (18.4%).), the mother's education category was high school with 2 (5.3%) deviations in child development.

Table 3 Analysis of the relationship between maternal employment and child development in Matakali Guidance Kindergarten

Variable	Child development						Total		<i>p-value</i>
	In accordance		Doubtful		Deviation				
	N	%	N	%	N	%	%		
occupation :									
Housewife	22	57.9	2	5.3	1	2.6	25	65.8	0,000
Working Mother	2	5.3	8	21.1	3	7.9	13	34.2	
Total	24	63.3	10	26.3	4	10.5	38	100.0	

Based on table 3 the results of the first statistical test using *chi square* test analysis , the most data obtained was in the category of housewife mothers with appropriate child development, 22 people (57.9%). The category of housewife mothers with doubtful child development was 2 people (5.3%), the category of housewife mothers with deviations in child development was 1 person (2.6%).

Table 4 Analysis of the relationship between child age and child development in Matakali Guidance Kindergarten

Variable	Child development						Total		<i>p-value</i>
	In accordance		Doubtful		Deviation				
	N	%	N	%	N	%	N	%	
Child's age :									
5 years	12	31.6	5	13.2	3	7.9	20	52.6	0.639
6 years	12	31.6	5	13.2	1	2.6	18	47.4	
Total	24	63.2	10	26.3	4	4.0	38	100.0	

Chi Square test analysis show, obtained the most data, namely the category of 5 year old children with appropriate development as many as 22 people (57.9%) and the category of 5 year old children with appropriate development as many as 22 people (57, 9%), the category of 5 year old children with questionable development was 5 people (13.2%), the category of 5 year old children with development deviation was 3 people (7.9%).

Table 5 Analysis of the Relationship between Child Gender and Child Development in Matakali Guidance Kindergarten

Variable	Child development						Total		<i>p-value</i>
	In accordance		Doubtful		Deviation		N	%	
	N	%	N	%	N	%			
Child's gender:									
Man	12	31.6	5	13.2	4	10.5	21	55.3	0.164
Woman	12	31.6	5	13.2	0	0.0	17	44.7	
Total	24	62.3	10	26.3	4	10.5	38	100.0	

Based on table 5. Results of the first statistical test using *chi square* test analysis , produced the most data, namely the gender category of boys with appropriate development as many as 12 people (31.6%) and the category of female children with appropriate development as many as 12 people (31.6%) %, the gender category of boys with questionable development was 5 people (13.2%), the gender category of boys with development deviation was 4 people (10.5%).

Table 6 Comparative Analysis of Housewives and Working Mothers Development of Children Aged 5-6 Years with KPSP Assessment at Pembina Matakali Kindergarten

Variable	Child development						Total		<i>p-value</i>
	In accordance		Doubtful		Deviation		N	%	
	N	%	N	%	N	%			
Housewife's knowledge is good	16	42.1	1	2.6	0	0.0	17	44.7	0,000
Housewife's knowledge is lacking	6	15.8	2	5.3	0	0.0	8	21.1	0,000
Mother's Knowledge Works Well	1	2.6	6	15.8	1	2.6	8	21.1	0,000
Working Mothers Lack of Knowledge	1	2.6	2	5.3	2	5.3	5	13.2	0,000
Total	24	63.2	11	28.9	3	7.9	38	100.0	0,000

Based on table 6 results of statistical tests using analytical tests *chi square* Data obtained from respondents from RT mothers with good knowledge and appropriate child development were 16 (42.1%) respondents. Respondents from RT mothers with good knowledge and child development doubted 1 (2.6%) respondent. Respondents from RT mothers with good knowledge and child development. There were no deviations : 0 (0.0%) respondents.

Discussion

Based on the results of data analysis and adjusted to the research objectives and research conceptual framework, the discussion / interpretation is put forward as follows:

1. Analysis of the relationship between mother 's age and the development of children aged 5-6 years in Matakal Pembina Kindergarten

The most data is in the category of mothers aged <30 years and 30-39 years with appropriate child development, namely 12 people (31.6%), the category of mothers aged <30 years with questionable child development is 2 people (5.3 %), the category of mothers aged <30 years with deviations in child development was 1 person (2.6%).

The category of mothers aged 30-39 years with doubtful child development is 6 people (15.8%), the category of mothers aged 30-39 years with deviations in child development is 3 people (7.9%), the category of mothers aged >39 years with development There are no suitable children, there are 2 people in the category of mothers aged >39 years with questionable child development (5.3%), the category of mothers aged >39 years with deviations in child development does not exist. This shows that mothers aged >20 years already have the maturity and experience to educate and care for their children (Pratiwi, 2018) .

According to (Ilmiah et al., 2019) as a person's age increases, a person's level of maturity and strength will be more mature in thinking and the level of sensitivity and experience will increase better. The results of this study showed that the mother's age was 26-43 years, but mothers over 26 years old still had children with developmental problems. There are several other factors obtained by researchers, namely that the majority of respondents are engrossed in playing with cellphones, which without realizing it can cause mothers to not pay attention to their children and have less time to interact with children, when in reality mothers play an important role in children's stimulation.

Another factor is the number of children, where a small number of children can make parents more effective in caring for children. This is in line with research (Dewi, 2018) that families with a large number of children or relatively short distances can cause neglect in child care, especially children. 5 years old. A child's early life is a time that really determines the child's future development.

Based on the results of the chi-square statistical test, the Exact Sig value was obtained. (2-Sided) Pearson Chi-square is 0.096, so it can be concluded that there is no significant relationship between maternal age and the development of children aged 5-6 years in the Matakali supervisory kindergarten.

2. Analysis of the relationship between maternal education and child development at Pembina Matakali Kindergarten

The largest number of data is in the high school maternal education category with appropriate child development as many as 10 people (26.3%). There were 7 high school mothers with questionable child development (18.4%), 2 high school mothers with deviant child development (5.3%).

The maternal education category was elementary school with appropriate child development as many as 3 people (7.9%). The mother's elementary school education and child development are not in doubt. Mother's elementary school education and child development deviations do not exist.

The maternal education category was junior high school with appropriate child development as many as 8 people (21.1%). There were 2 people (5.3%) with junior high school education who doubted their child's development. Mother's education is junior high school and there are no deviations in child development.

The education category of PT mothers with appropriate child development was 3 people (7.9%). PT mother's education and child development were doubtful as much as 1 person (2.6%). PT mothers' education with deviations in child development was 2 people (5.3%).

According to (Desi, 2018) Mothers with higher education have more knowledge about providing stimulation and their child's development compared to mothers with low education, but the supporting factor for achieving appropriate child development is providing continuous stimulation.

The results of this research showed that even mothers with a high level of education still have children with developmental problems, as do mothers with a low level of education, because the majority of respondents with a high level of education work outside the home, so the time to interact with children is reduced, ultimately providing developmental stimulation is reduced and ineffective. .

This is in accordance with research (Bataha, 2018) that the success of stimulation does not depend on parental education but is more determined by the effectiveness and provision of continuous stimulation.

Based on the results of the chi-square statistical test, the Exact Sig value was obtained. (2-Sided) person Chi-square was 0.247, so it was concluded that there was no significant relationship between maternal education and the development of children aged 5-6 years in the Matakali supervisory kindergarten.

3. Analysis of the relationship between mother's work and child development at Pembina Matakali Kindergarten

The largest number of data is the category of housewife mothers with appropriate child development as many as 22 people (57.9%). There were 2 housewives with doubts about their child's development (5.3%). Household mothers with deviations in child development were 1 person (2.6%).

The category of working mothers with appropriate child development was 2 people (5.3%). There were 8 working mothers with questionable child development

(21.1%). There were 3 working mothers with developmental deviations in children (7.9%).

Working mothers, in this case mothers who have work activities outside the home, work 7 or 8 hours a day for 6 days or 40 hours a week and produce goods or services, while mothers who do not work are mothers who do not produce money or goods for the family. and focus on household matters (Geofanny, 2018) .

Working mothers have a dual role, namely being housewives and career women, which can have a negative impact, namely being unable to give full attention to their child's development stage. Apart from that, hard work causes physical fatigue so that when mothers come home they tend to take time to rest instead of taking care of the children first (Raya, 2021) .

This shows that working mothers have less time to spend with their children compared to non-working (household) mothers who have more time to care for and engage in activities with their children so that they get enough attention to provide developmental stimulus (Bataha, 2018) .

This research is in accordance with research conducted (Herlina, 2018) in the working area of the Simpang Baru community health center, Pekanbaru city, stating that mother's work is related to child development with a p value of 0.003. (Herlina, 2018)

Based on the results of statistical tests using *chi square test analysis* , it shows the Exact Sig value. (2-Sided) Pearson Chi-square is 0.000, so it can be concluded that there is a significant relationship between maternal employment and the development of children aged 5-6 years in the Matakali supervisory kindergarten.

4. Analysis of the relationship between child age and child development at Pembina Matakali Kindergarten

The largest data is in the category of 5 year old children with appropriate development as many as 22 people (57.9%) and 6 year old children with appropriate development as many as 22 people (57.9%). There were 5 children aged 5 years with doubtful development (13.2%). There were 3 children aged 5 years with developmental deviations (7.9%).

The category of children aged 6 years with doubtful development was 5 people (13.2%). Children aged 6 years with developmental deviations were 1 person (2.6%).

In research (Mansur & Andalas, 2019), the results showed that there was no specific relationship between the child's age and the child's own development. This is because the age of 3-6 years is the age of preschool children, at this age, growth and development and cognitive increase. Children are able to communicate well and begin to have a higher curiosity.

Based on the results of statistical tests using *chi square test analysis* , it shows the Exact Sig value. (2-Sided) Pearson Chi-square is 0.639, so it can be concluded that there is no significant relationship between child age and the development of children aged 5-6 years in the Matakali supervisory kindergarten.

5. Analysis of the relationship between child gender and child development at Pembina Matakali Kindergarten

The largest data is in the male gender category with appropriate development, 12 people (31.6%) and the female gender category with 12 appropriate development (31.6%). The gender of boys with questionable development was 5 (13.2%). The gender of the child was male with developmental deviations as many as 4 people (10.5%).

The gender category of girls with questionable development was 5 people (13.2%). The gender of girls with developmental deviations is absent (0.0%).

According to (Hidaya et al., 2017) , the cooperative behavior of preschool age children is based on gender, namely that girls are more cooperative than boys, while research (Andriany, 2018) found that the results of cooperative actions in boys are higher than girls.

This shows that each child has different behavioral strategies during screening, parents are expected to be able to direct and support the child's behavioral strategies. According to (Nurhidayah et al., 2020) preschool age children need information, guidance and direction for themselves in situations and environments they have never faced, so that they can adapt and make their daily decisions. Children need opportunities to be able to play happily and play a good active role.

Based on the results of the first statistical test using *chi square test analysis* , it shows the Exact Sig value. (2-Sided) Pearson Chi-square is 0.164, so it can be concluded that there is no significant relationship between the gender of the child and the development of children aged 5-6 years in the Matakali supervisory kindergarten.

6. Comparative analysis of the knowledge of housewife mothers and working mothers on the development of children aged 5-6 years with the KPSP assessment at Matakali Kindergarten

Based on the results of statistical tests using test analysis *chi square* The most data obtained were in the category of RT mothers with good knowledge and appropriate child development as many as 16 people (42.1%). 1 RT mother with good knowledge and child development doubted it as much as 1 person (2.6%). Mother I RT with good knowledge and child development No deviation 0 (0.0%).

Respondents from RT mothers with insufficient knowledge and appropriate child development were 6 people (15.8%). 2 RT mothers with poor knowledge and doubt about child development (5.3%) . 1 RT mother with insufficient knowledge and deviant child development was 1 person (2.6%). respondent of working mothers with good knowledge and appropriate child development (2.6%). There were 6 mothers working with good knowledge and doubt about child development (15.8%). Mothers work with good knowledge and the development of children with deviations is 1 person (2.6%).

Mother respondents worked with less knowledge and appropriate child development as much as 1 person (2.6%). Mothers work with less knowledge and doubtful child development as many as 2 people (5.3%). Mothers work with less knowledge and 2 (5.3%) children have deviations in their child development.

Child development is influenced by the family environment, especially the mother who has an important role in the development of children 3-5 years to develop children. Mothers who frequently participate regularly in providing varied stimulation to children cause increasingly complex brain systems so that children 's intelligence and creativity will develop (Herlina, 2018) .

Knowledge is influenced by several factors, including internal factors or experiences and beliefs, then external factors or facilities, social culture as well as education level (Karo, 2018)

However, the results of this research show that mothers who have a high level of education still have children with developmental problems, as do mothers who have a low level of education. Because the majority of respondents with higher education work outside the home, the time to interact with children is reduced, resulting in the provision of developmental stimulation being reduced and ineffective.

This is in line with research (Bataha, 2018) that the success of stimulation does not depend on parental education but is more determined by the effectiveness and continuity of providing stimulation.

Mother Working is a mother who has work activities outside the home, with time work 7 or 8 hours a day for 6 days, or 40 hours a week and produce goods or services, while mothers who do not work are mothers who do not earn money or goods for the family and only focuses on household matters (Geofanny, 2018).

Working mothers have a dual role as both housewives and career women who can make an impact negative f i.e. no can pay attention full of each child's growth and development stages. Apart from that, work that is classified as heavy can cause physical fatigue so that when the mother comes home it is more tend to take time off rather than take care of the children first. (Geofanny, 2018)

Good parenting is important to optimize children's growth and development by providing the stimulation and emotional support that children need to grow flowers, including love and responsibility as a parent. I'm the one who has the role to fulfill basic needs that will have an impact on children's development. Oh I uh because That is, if the mother carries out her role well, the child's growth and development will be according to his age, but if the mother's role is not good, the child's growth and development will experience disruption (Raya, 2021)

Based on statistical test results using SPSS 24 with analysis *chi squared* obtained *p value* is 0.000 less than α 0.05, so that the statistic H_0 is rejected and H_1 is accepted, thus it can be concluded that there is a relationship between the knowledge of housewife mothers and working mothers regarding child development so it can be concluded that there is a significant difference between the knowledge of housewife mothers and working mothers towards the development of children aged 5-6 year with the KPSP assessment at the Matakali Kindergarten.

Conclusion

Based on research that has been conducted regarding "Comparison of the Knowledge of Household Mothers and Working Mothers on the Development of Children Aged 5-6 Years with the KPSP Assessment at Pembina Matakali Kindergarten" the following conclusions were obtained that the majority of RT mothers were found to have good knowledge of child development, the majority of working mothers were found to have good knowledge doubtful development. The research results showed that there was a significant difference between the knowledge of housewife mothers and working mothers regarding the development of children aged 5-6 years with the KPSP assessment at Pembina Matakali Kindergarten with a very strong contingency value of 0.818.

Acknowledgment

Thanks are expressed to all the teams and students who have helped in carrying out this research, thanks to the Principal and the teachers guiding Matakali.

Reference

1. Absari, N. and Riyanti, DN (2020) 'The Effect of Early Mobilization on Uterine Involution in Post Partum Mothers in the Working Area of the O Mangunharjo Community Health Center, Musi Rawas Regency', *Pekalongan Mother's Hope Midwifery Journal* , 7(1), pp. 27–31. doi: 10.37402/jurbidhip.vol7.iss1.70.
2. Republic of Indonesia Ministry of Health (2015) *Long Term Development Plan for the Health Sector (RPJBK 2005-2025)*, Republic of Indonesia Ministry of Health 2009 . Jakarta: Jakarta: Republic of Indonesia Ministry of Health.
3. Maros Health Service (2016) *Maros District Health Profile* . Maros.
4. Fitri, I. (2018) *Postpartum, current contraception & family planning* . Pe mold. Yogyakarta: Gosyen Publishing.
5. Hadi, Y. and Fairus, M. (2014) 'Factors Associated with Uterine Involution in Post Partum Mothers in the Working Area of the Ketapang Health Center, North Lampung', December Edition, VII(2), pp . 19779–469.
6. Kasanah, U. and Alika, S. (2020) 'Effectiveness of Early Mobilization in Accelerating Uterine Involution in Post Partum Mothers', *Community of Publishing in Nursing* , 8(April), pp. 11–16. Available at: <https://ocs.unud.ac.id/index.php/coping/article/view/58924>.
7. Laili Anis Nur, E. (2012) 'The Role of Early Mobilization on the Involution Process in Post Partum Mothers', pp. 1–6.
8. Lestari, I. and Umah, K. (2017) 'THE RELATIONSHIP OF EARLY MOBILIZATION WITH UTERINE INVOLUTION IN PUBLIC WOMEN AT BPM HJ. POINT RAHMAWATI, SST LEMINGGIR VILLAGE, MOJOSARI DISTRICT, MOJOKERTO DISTRICT', *JOURNAL OF HEALTHY NURSING* , 14(2).
9. Marbun, U. (2019) 'The relationship between early mobilization and healing of grade I and II ruptured perineal wounds in postpartum women at the Turikale Maros Community Health Center', *Scientific Journal of Health Diagnosis* , 14(4), pp. 385–389. doi: 10.35892/jikd.v14i4.297.
10. Maritalia, D. (2014) *Postpartum and Breastfeeding Midwifery Care* . 1st ed. Makassar: Student Library.
11. Novfrida, Y., Lawarni, R. and Pusmaika, R. (2023) 'The Relationship between Nutritional Status and Early Mobilization on Uterine Involution', 2, pp. 54–62.
12. Prawirohardjo, S. (2014) *Midwifery Science* . Jakarta: PT. Build a Library.
13. Sari, LP (2022) 'Health Education About the Importance of Personal Hygiene During the Postpartum Period at the Bowong Cindea District Health Center. Pangkep', *Altifani Journal of Research and Community Service* , 2(2), pp. 161–168. doi: 10.25008/altifani.v2i2.215.
14. Wahyuni, N. and Nurlatifah, L. (2017) 'Factors that influence the uterine involution process during the postpartum period in the working area of the Mandala Health Center, Lebak Regency, Banten Province in 2016', *Journal of Medikes (Health Information Media)* , 4(2), pp . 167–176. doi: 10.36743/medikes.v4i2.83.

15. Windarti, Y. and Zuwariah, N. (2016) 'The Effect of Early Mobilization and Oxytocin Massage on Uterine Involution in Post Partum Mothers', *Journal of Ners and Midwifery* , 3(1), pp. 032–036. doi: 10.26699/jnk.v3i1.art.p032-036.
16. Yunifitri, A. *et al.* (2021) 'Acceleration of Uterine Involution Through Early Mobilization of Post Partum Mothers', *Midwifery Zone* , 12(1), pp. 113–122.
17. Zeverina, V. and Halimatussakdiah (2018) 'The relationship between early mobilization and uterine involution and lochia expulsion in normal post-partum mothers', *JIM FKep* , III(4), pp. 0–5.