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The Effect of Giving Educational Animated Videos and Booklets on Parents' Knowledge About Stimulation of Language with Preschool Children

Desi Tribuana Nurjanah[1], Ferika Indarwati[1*], Rahmah Rahmah[2] dan Istinengtiyas Tirta Suminar[3]
[12]Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia
[3]Universitas Aisyiyah Yogyakarta, Yogyakarta, Indonesia
*Email Correspondence: ferika.indarwati@umy.ac.id

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Perkembangan bahasa merupakan aspek penting pada masa keemasan perkembangan anak, namun kurangnya pengetahuan dan stimulasi dari orang tua dapat menghambat perkembangannya. Penelitian ini bertujuan menilai efektivitas edukasi menggunakan video animasi dan *booklet* dalam meningkatkan pengetahuan orang tua tentang stimulasi perkembangan bahasa anak prasekolah. Penelitian menggunakan desain *quasi eksperiment* dengan *pre-test* dan *post-test*. Sampel terdiri dari 120 orang tua yang dibagi menjadi kelompok intervensi (n=60) dan kelompok kontrol (n=60). Kelompok intervensi menerima video animasi berdurasi 10 menit dan *booklet*, sedangkan kelompok kontrol menerima *leaflet*. Seluruh materi dikirim satu kali melalui *WhatsApp* dan dipelajari secara mandiri dengan akses bebas untuk meninjau ulang. Instrumen berupa kuesioner 15 butir yang telah diuji validitas dan reliabilitasnya. Analisis menggunakan *paired t-test* dan *independent t-test*. Hasil menunjukkan peningkatan pengetahuan yang signifikan pada kedua kelompok, dengan peningkatan lebih besar pada kelompok intervensi (7,63 menjadi 12,10) dibanding kelompok kontrol (7,52 menjadi 8,90). *Uji independent t-test* menunjukkan perbedaan bermakna antar kelompok (p = 0,001). Penelitian ini menyimpulkan bahwa edukasi berbasis video animasi dan *booklet* lebih efektif dibanding *leaflet*. Temuan ini mendukung pemanfaatan media digital yang mudah diakses sebagai strategi berkelanjutan dalam program edukasi di posyandu, PAUD/TK, dan pelatihan parenting.

The Effect of Giving Educational Animated Videos and Booklets on Parents' Knowledge About Stimulation of Language with Preschool Children

Language development is an important aspect of the golden period of child development, yet limited parental knowledge and inadequate stimulation may hinder optimal progress. This study aims to assess the effectiveness of education using animated videos and booklets in improving parents' knowledge of language development stimulation in preschool-aged children. The study employed a quasi-experimental design with pre-test and post-test. The sample consisted of 120 parents divided into an intervention group (n=60) and a control group (n=60). The intervention group received a 10-minute animated video and a booklet, while the control group received a leaflet. All materials were delivered once via WhatsApp and studied independently with unrestricted access for review. The instrument used was a 15-item questionnaire that had been tested for validity and reliability. Data were analyzed using paired t-tests and independent t-tests. The results showed a significant increase in knowledge in both groups, with a greater improvement in the intervention group (7.63 to 12.10) compared to the control group (7.52 to 8.90). Independent t-test analysis indicated a significant difference between groups (p = 0.001). The study concludes that animated videos and booklets are more effective than leaflets in enhancing parental knowledge. These findings support the utilization of accessible digital media as a sustainable strategy in educational programs at posyandu, early childhood education centers, and parenting trainings.

Introduction

Language development is an essential component that supports the growth and development of preschool-aged children and is part of the developmental tasks that must be achieved during the golden age period. According to the Ministry of Kementerian Kesehatan RI (2022), developmental stimulation, including language stimulation, needs to be provided from an early age to ensure optimal development of children's communication skills, social interaction, and learning readiness. The World Health Organization (WHO) states that delays in speech and language remain one of the most common child health problems worldwide, with approximately 27.5% of children experiencing language impairments. The United Nations Children's Fund (UNICEF) also reports that more than one-third of young children are at risk of developmental delays due to insufficient stimulation from the family environment. However, despite the existing evidence on language stimulation, previous studies have rarely compared the effectiveness of different educational media, particularly animated videos and booklets, in improving parents' knowledge. This study fills this gap by directly examining and comparing these two media to determine which provides a more effective learning approach for parents.

In Indonesia, the prevalence of language development delays remains relatively high. (Kemenkes, 2020) ecorded that around 16% of children experience developmental delays, including language delays, largely caused by limited parental knowledge and inadequate stimulation. A study conducted by (Saputri et al., 2021) shows that low parental knowledge regarding language stimulation is a dominant factor contributing to suboptimal language development among preschool children. Language stimulation needs to be provided consistently through simple activities such as talking to children, reading stories, singing, and allowing them to express words and sentences. However, in reality, most parents still lack understanding of age-appropriate types of stimulation (Adjie, 2024). This lack of understanding may lead to language difficulties, communication problems, low self-confidence, and learning challenges in later educational stages (Maulidia et al., 2021). Previous research in various educational contexts has compared the use of audiovisual media with printed materials, showing that audiovisual media tend to be more engaging and enhance information retention, while printed materials offer flexibility for repeated review. These findings support the relevance of

examining both animated videos and booklets in this study to determine how each medium contributes to improving parents' knowledge of language stimulation.

Health education is an important strategy to improve parents' understanding of language developmental stimulation. Various educational media have been utilized, such as leaflets, booklets, and educational videos. Animated videos, which include audiovisual recordings such as video clips, films, and sound slides, are considered more engaging and easier to understand (Ernawati, 2022). Research by (Juniah et al., 2020) explains that animated videos enhance attention and information retention more effectively compared to printed media. Meanwhile, booklets serve as written information sources that can be accessed at any time and are convenient for parents to use (Aulia, 2024). he combined use of both media provides a more comprehensive learning experience, facilitating better understanding of the material and contributing to more significant improvements in parental knowledge (Silvani & Kurniasari, 2022). Although previous studies have explored language stimulation and various educational media, research that directly compares animated videos and booklets in the specific context of preschool children's language development remains limited. The novelty of this study lies in its direct comparison of these two media and its practical application of digital and printed resources to improve parents' knowledge.

Nevertheless, studies specifically comparing the effectiveness of animated educational videos and booklets in improving parents' knowledge about stimulation to support language development in preschool children are still limited. To address this gap, the present study aims to strengthen the theoretical foundation regarding the role of educational media in parental education and to expand previous research findings on the contribution of digital and printed resources to early childhood development. Language development is a fundamental aspect that requires systematic stimulation and sufficient parental understanding. Building on these gaps and theoretical considerations, the researchers therefore propose a study titled "The Influence of Educational Animated Videos and Booklets on Parental Knowledge Regarding Language Development Stimulation in Preschool Children." aiming to determine the effectiveness of each medium in increasing parental knowledge and to provide recommendations for the most optimal educational media. This study seeks to determine the effectiveness of each medium in increasing

parental knowledge and to provide recommendations for the most optimal educational resource to support language development in preschool-aged children.

Method

This study employed a quantitative approach with a quasi-experimental design that included pre- and post-intervention measurements. Educational interventions using animated videos and digital booklets were provided to the intervention group, and the results were compared with a control group that received only a leaflet. The study was conducted at TK ABA Kembaran, TK ABA Godegan, and KB–TK Asiah Kalibayem in Bantul, Yogyakarta, during July–August 2025. The study population consisted of parents of preschool children (36–72 months) from the three institutions. A total of 120 participants were selected using purposive sampling, consisting of 60 individuals in the intervention group and 60 in the control group, based on inclusion criteria such as having a preschool-aged child, being able to understand the information, owning a mobile phone, and being willing to participate in the study. The research instrument was a knowledge questionnaire on language development stimulation for preschool children, consisting of 15 true-or-false statements that had been tested for validity and reliability. The questionnaire was administered before (pre-test) and after the intervention (post-test). The intervention group received a 10-minute animated video and a digital booklet via WhatsApp, while the control group received only a leaflet containing similar material. Data analysis included univariate analysis to describe respondents' characteristics and the distribution of their knowledge levels. Additionally, bivariate analyses were conducted using the paired t-test to assess changes in scores before and after the intervention, and the independent t-test to compare the results between the intervention and control groups..

Research Results

Characteristics of Respondents

Table 1. Characteristics of Respondents in the Intervention and Control Groups

No.	Characteristics	Intervention (N=60)		Control (N=60)	
		F	%	F	%
1.	Parents' age (years)				
	Min-Max	24-52		22-45	
	Mean±SD	36±5.94		34±5.194	
2.	Child's age (months)				

	36-47	6	10	5	8.3
	48-59	9	15	15	25
	60-72	45	75	40	66.7
	Total	60	100	60	100
3.	Child's gender				
	Male	36	60	28	46.7
	Female	24	40	32	53.3
	Total	60	100	60	100
4.	Education				
	Elementary School	1	1.7	1	1.7
	Junior high school	5	8.3	9	15.0
	Senior high school	30	50.0	30	50.0
	Bachelor/Diploma	24	40.0	20	33.3
	Total	60	100.0	60	100.0
5.	Occupation				
	Unemployed/ Housewife	32	53.3	30	50.0
	Private Employee	14	23.3	15	25.0
	Civil Servent	4	6.7	2	3.3
	Entrepreneur	10	16.7	13	21.7
	Total	60	16.7	60	100.0

Based on Table 1, the characteristics of respondents in both groups indicate relatively comparable baseline conditions. The age of parents in the intervention group ranged from 24 to 52 years, with a mean of 36 years (SD = 5.944), while in the control group it ranged from 22 to 45 years, with a mean of 34 years (SD = 5.194). The majority of children in the intervention group were aged 60–72 months (75.0%), which was consistent with the control group (66.7%). In the intervention group, most of the children were boys (60%), whereas in the control group, most were girls (40%). Most respondents in both groups had a senior high school (SMA/SLTA) educational background (50%). The majority were housewives, accounting for 53.3% in the intervention group and 50% in the control group. Overall, the data demonstrate that the baseline characteristics of both groups were adequately comparable, thereby supporting the validity of the intervention outcome comparisons.

Table 2. Baseline Characteristics of Respondents Between Groups

No.	Characteristics	Intervention (N=60)		Control (N=60)		X^2Test/Mann-Whitney U	p- value
		F	%	F	%		
1.	Parents' Age (years)						
	Min-Max	24-52		22-45		1470,5 Z= -1.733	0.083
	Mean±SD	36±5.94		34±5.194			

2.	Child's age (months)						
	36-47	6	10	5	8.3	1.885	0.390
	48-59	9	15	15	25		
	60-72	45	75	40	66.7		
	Total	60	100	60	100		
3.	Child's gender						
	Male	36	60	28	46.7	2.143	0.143
	Female	24	40	32	53.3		
	Total	60	100	60	100		
4.	Education						
	No school/SD/SMP	6	10.0	10	16.7	1.364	0.506
	Senior high school	30	50.0	30	50.0		
	Bachelor/Diploma	24	40.0	20	33.3		
	Total	60	100.0	60	100.0		
5.	Occupation						
	Unemployed/housewife	32	53.3	30	50.0	0.133	0.715
	Employed	28	46.7	30	50.0		
	Total	60	100.0	60	100.0		

Based on Table 2, the baseline characteristics of respondents in both the intervention and control groups showed a nearly comparable profile. The mean age of parents in the intervention group was 36 years (SD = 5.94), while the control group had a mean age of 34 years (SD = 5.23). The Mann–Whitney test indicated that the difference between the two groups was not statistically significant (p = 0.083). Child age distribution was also similar, with the majority falling within the 60–72 months range in both groups, which was confirmed to be not significantly different by the chi-square test (p = 0.390). Child gender did not show a significant difference between groups (p = 0.143). Most parents had a senior high school level of education, with no significant difference between groups (p = 0.506). A similar pattern was observed for employment status, where the proportion between the intervention and control groups was relatively balanced (p = 0.715) Since all baseline characteristic variables showed p-values > 0.05, it can be concluded that the two groups were homogeneous at the start of the study.

Table 3. Descriptive Statistics of Pre-test and Post-test Knowledge Scores in the Intervention and Control Groups

Variable	Group	N	Min	Max	Mean	SD
Pre-test	Intervention	60	2	13	7.63	2.232
	Control	60	2	13	7.52	2.205
Post-test	Intervention	60	8	15	12.10	1.763
	Control	60	4	15	8.90	2.502

Based on Table 3, overall, the mean pre-test knowledge score in the intervention group was 7.63, while the control group scored 7.52. After the intervention, the mean post-test score in the intervention group increased to 12.10, whereas the control group only reached 8.90. The difference in mean score improvement between the two groups indicates that the intervention was effective in enhancing the knowledge of respondents in the intervention group compared to those who did not receive the intervention.

Table 4. Normality Test Results of Knowledge Scores in the Intervention and Control Groups

Variable	Group	*P-value*	Noted
Pre-Test	Intervention	0.098	Normal
	Control	0.176	Normal
Post-Test	Intervention	0.060	Normal
	Control	0.084	Normal

Based on Table 4, the significance values in the normality test for the pre-test and post-test knowledge scores show values above 0.05 ($p > 0.05$). In the intervention group, the significance values were 0.098 and 0.060, while in the control group they were 0.176 and 0.084. All of these values exceed the 0.05 threshold, indicating that the data in both groups, before and after the intervention, are normally distributed.

Table 5. Paired t-Test Results in the Intervention and Control Groups

Variable	Group		Mean	SD	Paired T-test	P-value	95% CI	
							Lower	Upper
Knowledge	Intervention	Pre-test	7.63	2.232	-15.423	0.001	-5.046	-3.887
		Post-Test	12,10	1.763				
	Control	Pre-test	7.52	2.205	-5.968	0.001	-1.847	-0.920
		Post-test	8.90	2.502				

Based on Table 5, the paired sample t-test in the intervention group showed a p-value of 0.001, which is less than 0.05, indicating a significant increase in knowledge after the intervention. The mean score increased from 7.63 (pre-test) to 12.10 (post-test), demonstrating the effectiveness of the intervention. In the control group, there was also an increase with a p-value of 0.001, with the mean score rising from 7.52 to 8.90. However, the improvement was smaller compared to the intervention group, as they did not receive a specific intervention.

Table 6. Homogeneity Test Results for Knowledge Scores in the Intervention and Control Groups

Variable	F	P-value (Sig.)	Noted
Parents' Knowledge Regarding Language Stimulation in Preschool-Aged Children	3.716	0.056	Homogen (*Equal variances assumed*)

Based on Table 6, the homogeneity test showed an F-value of 3.716 with a p-value (Sig.) > 0.05, indicating that the data have equal variance or are homogeneous. Therefore, the level of difference in parental knowledge scores between the intervention and control groups can be considered equivalent.

Table 7. Independent Sample t-Test Results

Variable	Group	Mean	SD	T-test	P-value	95% CI	
						Lower	Upper
Pre-test Knowledge	Intervention	7.63	2.232	0.288	0.774	-0.686	0.919
	Control	7.52	2205				
Post-test Knowledge	Intervention	12.10	1.763	8.098	0.001	2.417	3. 983
	Control	8.90	2.502				

Based on Table 7, the initial pre-test results showed that the mean knowledge scores of the intervention group (7.63) and the control group (7.52) did not differ significantly (p = 0.774), indicating that both groups had equivalent baseline knowledge levels. After the intervention, the mean score of the intervention group increased to 12.10, while the control group only reached 8.90. The results demonstrated a statistically significant difference (p = 0.001), indicating that the intervention had a meaningful effect. The educational intervention effectively enhanced the respondents' knowledge compared to the group that did not receive the intervention.

Discussion

Characteristic of Respondents

The characteristics of the respondents included parental age, education, occupation, as well as the age and gender of the children. Most parents were within the productive age range of 30–40 years, which is considered ideal for child-rearing due to greater emotional and cognitive maturity. This finding aligns with (Febrianti & Hawara, 2024), who reported that parents in their 30s tend to have higher awareness regarding child health and developmental monitoring. It is also supported by (Saputri et al., 2021), who found that parents' knowledge, attitudes, and skills related to child developmental stimulation remain insufficient. Limited parental knowledge and abilities affect the fulfillment of children's stimulation needs.

Therefore, efforts to improve parental knowledge and attitudes through health education are necessary so that parents can learn appropriate stimulation practices.Most respondents had a senior high school education, followed by higher education levels. Higher educational attainment is known to enhance parents' ability to understand and implement developmental stimulation (Retnowati & Anggraeni, 2022).

The majority of respondents were housewives, giving them more opportunities to be directly involved in child stimulation. This aligns with (Perwira, 2022), who stated that parents who spend more time with their children tend to be more actively engaged in supporting their development. Most children were aged 60–72 months, a stage where stimulation is particularly important for school readiness (Khadijah, 2022). The gender distribution of children was relatively balanced, although there was a slight predominance of boys in the intervention group. This is relevant because boys generally experience slightly slower language development, but appropriate stimulation can help reduce these differences (Wiyono et al., 2024).

Parental Knowledge on Language Stimulation Before the Intervention

Before receiving health education, the average level of parental knowledge in the intervention group was classified as moderate. These results indicate that some parents still lacked understanding of effective methods to stimulate language development in their preschool-aged children. Many parents assumed that language skills would develop naturally as the child grows, without realizing the importance of stimulation and active communication at home. According to (Pradita et al., 2024) parents often underestimate their role in fostering early language skills, assuming that the school environment alone is responsible.

Research by (Saputri et al., 2021) also found that parents' initial knowledge about child stimulation was limited, particularly among those with low to medium educational levels. This lack of awareness can result in reduced interaction and limited language exposure, thereby affecting children's verbal development. Therefore, structured and easily accessible educational interventions are necessary to enhance parental understanding.

Parental Knowledge After Educational Intervention Using Animated Videos and Booklets

After the educational intervention, the average parental knowledge scores in the intervention group increased. This improvement indicates a positive effect of the combination of animated videos and booklets. According to (Ernawati, 2022) audiovisual media stimulate

multiple senses simultaneously, enhancing understanding and retention. The use of videos with motion, color, and sound helps parents visualize practical stimulation activities, while booklets serve as a reference for reviewing information independently. These findings are consistent (Adjie, 2024) who stated that health education through booklets increases mothers' knowledge regarding child developmental stimulation.

Similarly, Resty Noflidaputri (2022) found that the combination of booklet and video media resulted in higher post-test scores, particularly for parents with different learning preferences. Additionally, the integration of visual, auditory, and textual elements makes the information more engaging and easier to understand. The post-intervention knowledge demonstrated that parents became more aware of their role in fostering communication, asking open-ended questions, reading stories, and modeling correct speech patterns for their children.(Made & Wulandari, 2023) emphasized that listening and speaking interactions within the family environment are crucial for supporting language acquisition during early childhood.

Parental Knowledge After Educational Intervention Using Leaflets in the Control Group

Health education using leaflets in the control group resulted in an increase in knowledge scores; however, the change was not substantial. The mean score only increased from 7.52 to 8.90, which is considerably lower than the improvement seen in the intervention group that received audiovisual media and booklets. As a single medium, leaflets have several limitations, such as limited space for information delivery, less engaging visuals, and a tendency for readers to skim the content, preventing full comprehension of the educational material. These findings are consistent with the literature, which suggests that leaflets are more suitable as supplementary media rather than primary tools, due to their limited effectiveness in promoting deep understanding. Thus, while leaflets can provide additional information, their contribution to significantly enhancing parental knowledge remains lower compared to more comprehensive educational media like animated videos and booklets.

Differences in Knowledge Between Intervention and Control Groups

After the intervention, the mean knowledge scores in the intervention group showed a greater increase compared to the control group, reinforcing that the use of animated videos combined with booklets is more effective. The control group, which did not receive multimedia interventions, showed only minimal improvement, likely due to the lack of engaging material

and active discussion. These results are in line with (Saputri et al., 2021), where the control group showed only slight increases in post-test scores. The improvement in the intervention group demonstrates that digital-based education is a relevant approach in the current era, as parents can easily access the material via smartphones and review it multiple times. This supports the recommendation from the i (Kementerian Kesehatan RI, 2022) that health education for parents should utilize modern technology and interactive tools to enhance engagement and learning effectiveness.

Conclusion

This study involving 120 parents of preschool children demonstrated that education using a combination of animated videos and booklets significantly improved parental knowledge, with higher score increases compared to the control group, which received only leaflets. Audiovisual media and booklets proved to be more effective because they provide comprehensive, engaging, and easily accessible information, whereas leaflets as a single medium resulted in only minimal knowledge improvement. Both groups had homogeneous baseline characteristics, indicating that the observed differences in learning outcomes can be directly attributed to the type of educational media provided. Based on these findings, the use of educational videos and booklets is recommended as a primary strategy for promoting language development in preschool children. Health professionals and educators are encouraged to integrate these media into parenting programs and health promotion activities. Future research should consider expanding the sample size, including additional variables such as parental attitudes and practices, and conducting long-term evaluations to obtain a more comprehensive understanding of the effectiveness of language development stimulation education..

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