

# Stimulation Booklet Content Development for Information and Early Childhood Development

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## ABSTRACT

In the context of the availability of literacy sources about early childhood development, the people of Kotaanyar District, Probolinggo Regency are constrained by limited access and understanding. The limited access in this case is the limitation in finding main literacy sources such as books and online literacy content. The limitation of understanding in this case is the difficulty of them (parents of early childhood) to understand content that contains scientific and technical concepts regarding information on children's development. This is due to the low participation rate in taking education in this area. With this problem, researchers conducted research & development of booklets with stimulus content for early childhood growth and development which were made in such a way as to be completed with pictures and by using simple exposures, direct practice, and local language. The content developed is divided according to the stages of developmental age and children's growth, ages 0-12 months, 12-24 months, 24-36 months, 36-48 months, pre-school age 48-60 months. The development of stimulation content is divided based on general information on growth and developmental aspects including aspects of motoric physical development, aspects of cognitive development, aspects of language development, aspects of social emotional development. As a basis for development, the main reference was developed from the book "Ibu Pintar Asuh Anak" by dr. Anastasia Ratnaningsih, Sp.A, which was then reprocessed to add stimulus content and child development problems that were found in a typical and contextual manner in the Kotaanyar District community. Presentation in bilingual form is needed so that it can be understood by the local community, who mostly speak the Madura Pandalungan area (slightly different from the language of the island Madurese / origin Madurese). Therefore, after the content and illustration development stage, the researcher translated the booklet into the Madurese Pandalungan language. This is solely done to facilitate understanding of the local community, and also to facilitate early childhood education coaches / socializers to explain in the local language.

**Keywords:** Stimulation booklet, early childhood, development

## 1. INTRODUCTION

In this paper we will combine the approach of thinking from the direction of community-based education / socialization and the use of regional languages for the benefit of non-formal education. So with that we came up with the idea of the formulation of a booklet design containing guidelines for the stimulation of children needed for a mother in presenting local language, as well as contextual content.

The need for information related to stimulation of growth and early childhood development is an important point to ensure the continuity of life at the beginning of

the golden age of children. In this period is the best stage to optimize the child's development. In this first life, the nerve connections as a basis for growth are well developed and therefore stimulation to hone children's abilities is very important to note. This means that at that age the child's brain must get optimal stimulation. If the child does not get the maximum stimulation, then all growth and development of the child, both physically and mentally, will not develop properly. A very strategic role in optimizing early childhood development is the role of parents. An important period in the process of child development is the first five years of an individual's life; that's the golden period in life!

As a reference for previous research, there are several studies that are relevant to this research. First, a study entitled *The Use of Visual Communication Media as a Communication Strategy in Socializing Adolescent Reproductive Health*. Written by Esty Wulandari, 2013, in the form of an article in the *UNS FSSR Ethnographic Journal*. Finding out about sexuality issues that are considered taboo by the community can be informed to adolescents by conveying correct and clear messages using visual communication design media that attracts the object of socialization. Second, the research entitled *The Role of Counseling Using Booklets on Changes in Knowledge and Attitudes of Undernourished Mothers of Toddlers*. Written by Salimar et al, 2009, in the form of an article in *The Journal of Nutrition and Food Research*. Finding booklets is proven to be one of the supporting facilities to increase the knowledge and attitudes of mothers in overcoming malnutrition under five. Third, the research entitled *Counseling of Mother's Attitudes in Providing Toilet Training to Children*. Written by Musfiroh & Wisudaningtyas, 2014, in the form of the *Society's Kesehatan Journal Artukel*. Finds that there is an effect of counseling on mothers' attitudes in providing toilet training to children under five.

The availability of information regarding the development and growth of early childhood is an important matter that must be pursued. Especially in the current digital era, which should make it easier for people to access information easily through more innovative information content. However, in fact, not all information regarding early childhood growth and development can be accessed easily, especially in areas with low levels of public education. Accessing information, both printed and digital, is no longer easy to reach because of several factors, one of which is through understanding literacy content and language use. Lack of public understanding regarding information on the development and growth of early childhood is also inseparable from the lack of literacy distribution related to child growth and development. As is the case with the people of Kotaanyar District who have limited literacy sources that are able to provide information on children's development and growth; they need access and understanding related to information content that is clear and easy to understand.

In general, information regarding the growth and development of children has been widely spread in health centers, both the Village Health Center (village level) to the Community Health Center at the District level. However, with the background of the people of Kotaanyar District, most of whom have a low level of education, so that the existing literacy sources are less than optimal to understand. In this case, the researchers concluded the results of pre-research observations that: the people of Kotaanyar District need a form of development of alliteration sources that contain information about handling child development in a simple, practical-casuistic appearance, with easy-to-

understand explanations, and contain their local language, namely the Madurese Pentalungan language.

## **2. STIMULATION BOOKLET CONTENT DEVELOPMENT**

The content developed is divided according to the stages of developmental age and child growth, ages 0-12 months, 12-24 months, 24-36 months, 36-48 months, pre-school age 48-60 months. The development of stimulation content is divided based on general information on growth and developmental aspects including: aspects of motor physical development, aspects of cognitive development, aspects of language development, aspects of social emotional development. As a basis for development, the main reference was developed from the book on smart mother in childcare by dr. Anastasia ratnaningsih, Sp.A [1], which was then reprocessed to add stimulus content and child development problems that were found in a typical and contextual manner in the Kotaanyar District community.

Optimizing children's development can be done from an early age, because at this time early childhood is in the golden age phase, which ranges from 0-8 years of age. Early childhood can also be interpreted as a child who is vulnerable to 0-8 years old and a figure who is undergoing a process of rapid development and is fundamental for the next life. Law of the Republic of Indonesia number 20 of 2003 concerning the national education system explains that early childhood education is held for children from birth to 6 years and is not a prerequisite for attending basic Education [2]

From the description above, we can conclude that early childhood is a period of golden age where at this time children are experiencing development both physically and motor, social, emotional, cognitive, language and moral [3].

Child development is also influenced by stimulation and psychological. Stimulation / stimulation, especially in the family, for example by providing toys, child socialization, involvement of mothers and other family members will influence the child in achieving optimal development. A child whose existence the parents do not want or who is always feeling depressed will experience obstacles in growth and development [4]. There are four risk factors that affect the development of children in developing countries, namely severe chronic malnutrition, inadequate early stimulation, iodine deficiency and iron deficiency anemia [5].

One of the important risk factors associated with mother-child interaction is the provision of early stimulator [6]. The combination of positive mother-child interaction, physical exercise and early stimulation will improve children's motor development [7]. Research in Indonesia also shows the same relationship, stimulating

optimal growth and development in children will help achieve children's cognitive development well [8].

### ***2.1 Stimulate the development of physical motor aspects***

Physical development is the growth or change that occurs in the shape or size of the human body, the growth process has a cephalocaudal principle, which starts from the head to the feet and also the proximodistal principle, namely that growth starts from the middle such as the body towards the edges of the body such as the hands and feet. Meanwhile motor development is a change in the ability to perform movements. Physical development supports children's motor development, and motor development supports children's learning success. As physical development begins to mature, motor development can develop and begin to be well-coordinated. At this time, children usually start to do excessive movement and activity. Therefore at this time it is very good to train their motor development by doing coordinated body movements to bring about flexibility and balance in children.

### ***2.2 Stimulate the development of cognitive aspects***

Cognitive development begins in the prenatal phase, which means that nerve cells begin to develop in the womb. However, this development is only limited to the development of the structure and maturation of nerve cells. Brain cells develop and process in the cognitive domain in the post-natal phase, especially starting at around 5 months of age when the child's sensory abilities begin to mature. Before the age of 5 months, the development of reflex abilities is regulated by the nervous system in accordance with the stimuli received by the baby. Cognitive development is related to the thinking and intellectual development of children. In this phase the child begins to learn to practice thinking skills in solving simple problems and children need to have the ability to find ways to solve them. Therefore, it is very important to continue to stimulate children's cognitive development to support children's learning processes.

### ***2.3 Stimulate the development of language aspects***

Language skills are one of the characteristics of children's intelligence. language skills are different for each child. some have good quality in language, but some have low proficiency. Language is a means of communicating with the environment. Through language, children can express their feelings. This is very important because children's language supports children's learning processes about many things. Especially in learning to communicate and respond to what is given by the environment. Children's language skills will continue

to develop according to the stage of their age, but actually entering the age of 1 year, the child's brain is ready to process words through their sensory hearing. When the children are 2 years old, they begin to listen a lot through interactions and store new vocabulary through what they hear. And by the time he is 3 years old, the children's language increases closer to the complete structure of adult language. Furthermore, entering the age of 4-6 years, along with the development of children's intelligence skills, children's language skills also develop rapidly like adults in general.

### ***2.4 Stimulate the development of the social and emotional aspects***

Emotional social development is the ability and skills of children to develop knowledge to learn to express both positive and negative emotions related to interactions with their surrounding environment by exploring and responding to what is around them. In short, social and emotional development includes the child's ability to express emotions and be able to respond to everything in the surrounding environment. This social emotional development aims to make children have good self-management skills such as self-confidence, social skills, and the ability to control emotions. The stimulation of social emotional development in children can be provided by teachers, parents and the environment by inviting children to learn to interact and respond to their environment.

## **3. LANGUAGE PRESENTATION**

Presentation in bilingual form is needed so that it can be understood by the local community who mostly speak the Madura Pentalungan area (slightly different from the language of the island Madurese). Therefore, after the content and illustration development stage, the researcher translated the booklet into Madurese Pentalungan language. This is solely done to facilitate understanding of the local community and to make it easier for early childhood education cadres to explain in the local language.

### ***3.1 Madurese Pentalungan Language***

The definition of Pentalungan began to emerge in the early 2000s. The term Pentalungan is a culture resulting from acculturation that occurs as a result of the acculturation process of several cultures that occur in the horseshoe area. Pentalungan can be simplified by calling it a new generation of mixed Madurese-Javanese marriages and a mixture of Madurese-Javanese cultures (a mixture of both genetically and culturally) [9], [10]

Pasuruan to Banyuwangi are Pentalungan areas. The Pentalungan community is a community that has historically migrated from the northern part of East Java (called the 'arek' community: Mojokerto, Sidoarjo,

Surabaya, and Gresik), central Java (called the Mataraman community), and Madura, towards the expansion area. agricultural areas ranging from Pasuruan to Banyuwangi. The expansion of this region has occurred for a long time until now. This is evident from the many plantation companies that have been established since colonial times in the Pentalungan area. Among them are national commodity plantations such as sugar cane, tea, coffee, tobacco, and various other commodities. Apart from the migration factor caused by regional development, the migration of the Pentalungan community was also caused by the existence of "exile" or "forced labor placement" practitioners during the colonial era, where many people from various regions in Indonesia were exiled to the Pentalungan area to be forced to work on the colonial government plantations [11]

In terms of language development, the Pentalungan community developed a language variant of the Madurese base language which is influenced by the vocabulary of Javanese Arek and Mataraman; language acculturation occurs. Apart from the factors of migration, history, and regional expansion, language acculturation is also caused by the awareness of the people who in fact speak Madurese to adapt to the vocabulary in Javanese culture. Even in more modern times, the language of Pentalungan is still developing according to Indonesian. The development of the Pentalungan language has occurred to date solely fulfilling the needs of the times and intercultural communication in Pentalungan, considering that apart from being dominated by the Madurese custom, Pentalungan also has many other cultures such as Javanese, Arabic, Chinese, and other cultures from outside Java.

### **3.2 National and Regional Language Bilingual Function**

Practical bilingualism is related to code switching behavior. Humans at one time speak 2 or more languages interchangeably. Code switching is a transition event from one code to another. In this research, information is presented in two different languages or translated to explain information in different languages. The function of code switching based on several researches is to convince, familiarize, invite, convey certain intentions, provide advice, and remind [12], [13]. While the function of coding (or language) in the context of the development of this research is to strengthen the purpose of conveying information, as well as adjusting the understanding of language to the readers / information target.

## **4. BOOKLET CONTENT DEVELOPMENT RESULTS**

The content booklet for 0 to 12 months consists of the following 15 topics: 1) Have new Children, 2) First breast Milk, 3) Wrapping swaddling, 4) Baby "octopus" outfit, 5) Drying the bab, 6) Urinating and defecating, 7) Express breastmilk, 8) Bath the bab, 9) Kissing the bab, 10) MPASI (complementary foods of breastmilk), 11) What food should be given first time?, 12) Stage of baby motion, 13) The growth of baby teeth, 14) Crawl, and 15) Walk.

The content booklet for 12 to 24 months consists of the following 15 topics: 1) Practice speaking with fun, 2) Sing, 3) Respond to your little one's babbling, 4) Father and mother avoid speaking 2 languages, 5) Accompany your little one watching children's film, 6) Bermain bersama si kecil , 7) Benefits of play for babies, 8) Emotions in babies, 9) How to introduce emotions to your little One, 10) First aid if the child falls, 11) Get to know activities that mothers and fathers can do with their little Jones, 12) Benefits of play for Children, 13) Keep your little one's hands clean, 14) Can children do scribble? (or doodling), 15) Train your little one's Independence, 15) Teaching children to socialize.

The content booklet for 24 to 36 months consists of the following 15 topics: 1) Toilet training, 2) Sing, 3) practice language skills, 4) Train children's positive behavior, 5) Increase the child's immune System, 6) Teaches simple hospitality and courtesy, 7) So that your little one likes to help from an early Cage, 8) Why are young children cranky?, 9) Promote trust in Children, 10) Do you know?, 11) What if the child likes spanking?, 12) Teach children to apologia, 13) Teach children to eat alone, 14) Teach children to be willing to share with others, 15) Free time with Children, 16) Overcoming tantrum Children, 17) First aid when the child falls.

The content booklet for pre-school age 48- 60 months consists of the following 15 topics: 1) Characteristics of children ready to enter the play group stage, 2) How to choose play group schools for Children, 3) The development of a 3 year old preschooler, 4) Development of preschool children aged 4 years, 5) Development of pre-school children aged 5 years, 6) Teaching children discipline, 7) Foods that help increase children's focus in their learning Environment, 8) Train children's motor skills, 9) Train children's cognitive abilities, 10) Train children's social emotional skills, 11) Train creativity in Children, 12) Hone moral and religious skills.

#### 4.1 Booklet content for 0 to 12 months

TOPICS	INDONESIAN	MADURESE
<b>HAVE NEW CHILDREN</b>	<p>Selamat ya, kalian menjadi seorang ibu dan ayah!</p> <p>Anda mungkin merasa bingung ketika si bayi kecil mulai menangis. Si bayi kecil sangat lemah dan sepenuhnya bergantung kepada anda.</p>	<p>Alhamdulillah sateah ben lah deddih eppa' bik embu'!</p> <p>be'en paleng deggik posang bileh bayinah ben nangis, bayi kenik jet lakar rentang nangis ben gik banyak a gentong ka ben.</p>
<b>FIRST BREAST MILK</b>	<p>Asi adalah makanan pertama manusia!</p> <p>Berikan asi untuk anak anda. Mungkin anda akan mengalami kesulitan dalam menyusui untuk pertama kalinya. Si kecil mungkin kesulitan untuk mencari puting. Juga air susu tidak langsung keluar deras. Mintalah dukungan bantuan dari orang-orang di sekitar anda untuk membantu.</p> <p>Ingat! ASI yang pertama keluar berwarna kekuningan itu jangan dibuang! ASI yang kekuningan itu berisi zat Colostrum yang sangat baik untuk daya tahan tubuh manusia.</p>	<p>Aeng sosoh reah kakanan de' ade' manussah</p> <p>Berri' aeng sosoh ka ana'en be'en Paleng deggik ben bekal ngalami ka malaratan e delem nyusoin ana'en de' ade'en. Se kenik mungkin deggik malarat nyareh konco'en sosoh, ben pole aeng sosoh tak langsung kaloar banyak, ben kodhu mintah tolong ka oreng se semmak ka angguy a bentoh,</p> <p>Kenga'eh aeng sosoh se pertama kaloar a bernah koning je' buang, aeng sosoh se koning aesseh zat colostrum se ce' begusseh kaungguy ka kebbalan bedennah anak'</p>
<b>WRAPPING SWADDLING</b>	<p>Membedong bayi dilakukan untuk menghangatkan tubuh ketika kedinginan dan umumnya dilakukan pagi hari bukan sepanjang hari. Membedong idealnya hanya dilakukan selama 2 minggu pertama kelahiran. Setelah itu bayi akan mampu melenturkan badannya.</p> <p>Ingat! Membedong bayi jangan terlaku ketat agar tidak menghambat kemampuan bergerak dan pertumbuhannya.</p>	<p>A beddhung bayi e lakonih ngangguy nganga'eh beden e bektoh cellep ben biasanah e lakonih bileh gu lagguy benni ben areh. A beddung biasanah e lakonih du mingguh pertama deri bektoh lahiran. Samarenah jieh bayi bisah malemme bedennah.</p> <p>Kenga'eh a beddung bayi je' ret serret ma'le tak a genggu ka pergeraknah</p>
<b>BABY "OCTOPUS" OUTFIT</b>	<p>Gurita bayi sering digunakan dengan alasan agar perutnya kecil faktanya gurita bayi akan membuat bayi kesulitan bernafas .</p>	<p>Gritah bayi sering e angguy kalaben alas an tabu'en kenik, nyatanah gritah bayi bekal a gebey bayi</p>

TOPICS	INDONESIAN	MADURESE
	menurut anjuran medis gurita tidak disarankan.	tapeggeh. Menorot tenaga kesehatan gritah tak e anjuragi
<b>DRYING THE BABY</b>	Menjemur bayi dilakukan agar bayi mendapatkan vitamin D Menjemur bayi baiknya dilakukan saat jam 6-7	A jemmur bayi e lakonih ma' le bayi olle vitamin D. a jemmur bayi lebih bagus e lakonih jem 6-7
<b>URINATING AND DEFECATING</b>	Saat mengkonsumsi asi, bayi bisa 15 hingga 20 kali ngompol dan buang air besar. Ayah bunda harus tetap selalu menjaga kebersihan dengan mengganti popok bayi setiap ia ngompol dan buang air besar. Ingat! Jika buang air besar berlebih. segera konsultasikan pada petugas kesehatan terdekat ya bunda, agar segera ditangani.	E bektoh ngonsumsi aeng sosoh, bayi bisah 15 sampek 20 kaleh a kemmi ben a tenjeh, reng toah koduh paggun ajegeh kabersennah kalaben a genteh popok bayi ben mareh a kemmi bik a tenjeh. Kenga'eh! Mun a tenjeh lebbi duli konsul aghi ka dokter se smmak ma' le ceppet e berrik obat
<b>EXPRESS BREASTMILK</b>	Pastikan tangan bersih, lalu pijat payudara dengan pelan. Tekan ke bawah ke arah puting susu, kemudian letakkan ibu jari diatas aerola dan jari-jari di bawah. Lakukan gerakan memerah secara berulang, dan pelan-pelan.	Pa pasteh tanangah berse, teros pecet sasonah on laon, pece' ka bebe ke ararah konco'on sosoh, marenah jieh sabe' pol empolan e attasah areola ben grigik grigik e bebenah, kalakoh gerakan meres aeng sosoh lang ulang bik on laon.
<b>BATH THE BABY</b>	Pastikan untuk mengukur suhu air dalam bak mandi. Tambahkan air dingin secara perlahan sampai suhunya hangat-hangat kuku.	Pa pasteh ngukur suhu aeng e delem tembeh mandih, tambe aghi aeng cellep nik sakonik sampek suhu aeng ngak angak kokoh
<b>KISSING THE BABY</b>	Ingat! Sebelum mencium bayi ayah dan ibu harus dalam keadaan bersih. Sebaiknya yang mencium bayi pada bagian bibir atau mulut. Karena bayi masih rentan terhadap bakteri atau penyakit yang bisa tertular dari mulut. Jika ingin menciumnya, ciumlah bagian kening atau pipinya.	Kenga'eh! Sebelum nyium bayi reng toah koduh delem kabede'en berse, lebih begus se nyium bayi e begien bibir otabelh colo'. Polanah bayi gik rentan ka bakteri otabelh panyakot se bisah tertular dari colo'. Mun terro nyiomah, nyiom begien deih otabelh begien pepoh
<b>MPASI (COMPLEMENTARY FOODS OF BREASTMILK)</b>	Memasuki usia 6 bulan, bayi mulai diperkenalkan dengan makanan pendamping asi. Ingat, makanan bukanlah pengganti asi, melainkan pelengkap asi.	Masok omor 6 bulan bayi ngantang e kennel aghi bi' kakanan pendamping aeng sosoh

TOPICS	INDONESIAN	MADURESE
		Kenga'eh! Kakanan benni gentenah aeng sosoh tapeh ka angguy na' genna' aeng sosoh
WHAT FOOD SHOULD BE GIVEN FIRST TIME?	Bubur halus yang terbuat dari tepung bertekstur lembut, memiliki cukup kalori dan rasa yang tawar. Bisa juga dengan buah bertekstur lembek seperti pisang dan avokad.	Tajin se e gebey deri tepong se alos, teppong alos andik kalori se cokop bik rassah se cea, bisah keah e ngangguy we' buwe'en se leca' engak geddeng bik a pokat.
STAGE OF BABY MOTION	Bayi secara bertahap akan mampu melakukan gerakan mengangkat kepala, berguling tengkurap, duduk, merangkak, berdiri, berjalan dengan bantuan hingga berjalan sendiri.	Rentetan gulinah bayi reyah bisah ngangka' cetak, napang, ju' tojuo', a rangkak, manjeng ngangguy bentoan sampek a jelen
THE GROWTH OF BABY TEETH	Gigi pertama bayi biasanya akan muncul pada usia 6 bulan, jika belum, jangan khawatir, pertumbuhan gigi bayi bisa ditunggu sampai berusia 24 bulan	Gigih pertama se tombu bayi biasanah tombu omur 6 bulen, mun gik tak tombu jek sossa, tombunah giginah bayi bisah e antos sampek omor 6 bulen
CRAWL	Perkembangan syaraf motorik bayi terjadi sangat cepat saat dia memasuki periode merangkak, sehingga bayi bisa distimulasi dengan mainan atau permainan yang menarik.	Perkembangan gulinah bayi bisah cepet mun masok ka bektionah a rangkak, saenggenah bay ibisa e panceng kalaben mainan otাবেh mainan se lebur.
WALK	Pertama mungkin bayi akan belajar berdiri berjalan dengan bantuan. Stimulasi dengan cara berdirilah didepan si kecil kemudian ajaklah untuk maju melangkah secara perlahan	Mun ghi' de'ade'en bayi ajer ajelen manjheng biasanah e bento. Panceng bik cara ngak reya " manjheng e adhe'na bayi ben pas ajheg bayi jiya ajheg a tengkak on laon.

#### 4.2 Booklet content for 12 to 24 months

TOPICS	INDONESIAN	MADURESE
<b>PRACTICE SPEAKING WITH FUN</b>	Mendongeng menjadi salah satu media untuk mengajarkan si kecil latihan berbicara. Ajak si kecil untuk mendengarkan dongeng. Gunakan media seperti boneka tangan atau mainanan. Mendongeng dengan media bisa menarik perhatian si kecil, menambah kosa kata lewat kata-kata yang kita ucapkan sehingga merangsang si kecil meniru apa yang kita ucapkan .	Adhungeng area areya settong cara ngajeri se kenik (anak) ajer benta. Ajeg se kenik (anak) ngedingaghi dhungeng, gunaaghi mainan, sopaje sekenik lebur ngabes aghi, se kenik (anak) bisa anero bentanah oreng se aberengih a maen.
<b>SING</b>	Menyanyikan lagu-lagu pada saat menggendong bayi, mengajak tidur, dan mandi jika dilakukan secara rutin mampu melatih pendengaran si kecil. Dan perlahan ia akan mencoba menirukan apa yang ibu dan ayah nyanyikan.	Nyanyiaghi lagu lagu bektoh ngembhen bayi, ngajheg tedung, ben mandih ben sabben areh bisa ngelate pengidingnah se kenik (anak), bit abit ajiye (anak) bisah neroeh se e nyanyiaghi bapak bik ibuén.
<b>RESPOND TO YOUR LITTLE ONE'S BABBLING</b>	Di usia 1 tahun si kecil sudah memberi respon dengan suara. Misalnya saat dia meminta makan, dia akan berkata "maaam" perbaiki kata-katanya dengan mengatakan "mau makan?" Minta si kecil untuk menirukan secara perlahan. Jika sudah mulai menirukan, ulangi terus menerus agar si kecil mengerti kosakata 'makan'	Dhing lah omor sataon se kenik lah bisah a soarah, umpanah mintah ngakan jieh ngucak "maem" beleih pa bender kata katanah kalaben nguca' "mau makan". Ajheg se kenik niroh secara perlahan, mun lah mulai niroh, ulang ros terrosan ma' le sekenik ngerteh kosa kata ngakan.
<b>FATHER AND MOTHER AVOID SPEAKING 2 LANGUAGES</b>	Si kecil akan sulit belajar bicara bila keuda orang tuanya berbicara menggunakan lebih dari 1 bahasa. Saat usia 1 tahun. Sebaiknya ayah dan ibu cukup berinteraksi dengan 1 bahasa saja, agar si kecil mudah mengingat dan menghafal setiap kosakata yang ia terima	Se kenik bekal posang mun oreng toanah a benta ngangguy due' bahasa, bektoh omor sa taon, lebbi begus reng toah cokop ngangghuy satteng bahasa beih, ma' le se kenik gempang engak ben hafal ka se e kabenta
<b>ACCOMPANY YOUR LITTLE ONE WATCHING CHILDREN'S FILMS</b>	Film juga bisa menjadi alat bantu untuk mengajarkan si kecil berbicara. Namun tetap harus dampingi si kecil menonton film-film anak. karena si kecil mungkin akan banyak bertanya saat menonton. Sambil menonton, ayah dan ibu bisa menstimulasi pengetahuan si kecil	Nengghu Film bisah keya ngajeri se kenik ajer a benta, tapeh koduh tetep ngancaeh se kenik nengghu film nak kanak kenik, polanah se kenik bisah benyak a tanyah bektoh nengghu film, sambih nontong reng toah bisah



TOPICS	INDONESIAN	MADURESE
	dengan aktif menjelaskan apa yang sedang si kecil tonton.	a caretah ka se kenik apah se e tengghu.
<b>BERMAIN BERSAMA SI KECIL</b>	Dengan bermain, kita sekaligus mersangsang otak si kecil menjadi lebih aktif lagi. Selain itu, bermain dengan gambar-gambar dan benda-benda yang disukai dapat menambah kosa kata pengucapannya.	Kalaben maen, bisah arangsang otakkah se kenik dheddih lebbih aktif, selaen amaen bik ber gember ben reng bereng se e ka sennengih bisah nambe bentanah anak.
<b>BENEFITS OF PLAY FOR BABIES</b>	Melatih kemampuan dan keterampilan motorik bayi Mendorong kemampuan berpikir Mendorong kemampuan berbahasa Melatih kemampuan sosial	Alate kecerdasan ben keterampilan bayi A late kecerdasan mekker Alate kemampu berbahasa Alate kemapuan social
<b>EMOTIONS IN BABIES</b>	Pada rentan usia ini, bayi sudah mulai menyadari apa yang ia sukai dan tidak sukai. Bayi juga mulai bisa mengungkapkan perasaannya lewat seberapa sering ia memeluk dan mencium orang tuanya.	E bektoh areyah bayi lah bisah a rassa aghi ende' ben tak ende', bayi bisah keah a benta lebet prasaannah. A kadhi seggut a gelluk ben nyium reng toanah
<b>HOW TO INTRODUCE EMOTIONS TO YOUR LITTLE ONE</b>	Membacakan buku cerita bertema emosi Menunjukkan gambar dengan berbagai ekspresi Mengajak bermain tebak emosi Bermain boneka sambil berbicara tentang emosi	Maca aghi buku cretah se a judul bellis Mataoh gember bik contonah Ngajeg a maen beg tebbhegen A main na' enna'an sambih a benta se bhellis
<b>FIRST AID IF THE CHILD FALLS</b>	Yang pertama cuci luka dengan air bersih, kemudian oleskan antiseptik untuk mencegah iritasi yang disebabkan bakteri. Jika memar segera kompres dengan air dingin. Jika terluka cukup parah, segera pergi ke petugas kesehatan untuk mendapatkan pertolongan lebih lanjut.	Se de' ade' seram lokah ngangguay aeng se berse, mareh jieh berrik obet mera mak le tak infeksi, mun biddheng dhuli kompres bik aeng cellep, mun lokanah sarah dhuli gibeh preksah ma' eobedhin se bender
<b>GET TO KNOW ACTIVITIES THAT MOTHERS AND FATHERS CAN DO WITH THEIR LITTLE ONES</b>	Bernyanyi sambil mengenalkan nama anggota tubuh Jalan pagi yang bermanfaat untuk kesehatan fisik si kecil	A nyanyi sambih ngennal aghi nyamanah aggota bedennah Jelen lagguh se a manfaat ka angguay kesehatan bedennah se kenik Ngajeg se kenik nyiap aghi bahan bahan massak, engak sayur

TOPICS	INDONESIAN	MADURESE
	Mengajak si kecil menyiapkan bahan masakan seperti sayuran dan belajar mengenalkan pada si kecil	
<b>BENEFITS OF PLAY FOR CHILDREN</b>	<p>Memberi kesempatan lebih bnyak untuk malakukan aktifitas fisik</p> <p>Melatih kemampuan imajinasi dan kreatifitas melalui hal baru</p> <p>Melatih kesabaran dan kemauan untuk berbagi</p>	<p>A berrick benya' kalakoan a gerra' badan</p> <p>Alate a bayang aghi kalakoan se anyar</p> <p>Alate ka sabberen bik senneng a berrick ka oreng</p>
<b>KEEP YOUR LITTLE ONE'S HANDS CLEAN</b>	Ajari anak untuk terbiasa membersihkan tangannya dengan mencuci tangan. Lakukan kebiasaan seperti cuci tangan sebelum dan sesudah makan, sesudah bermain, sesudah bepergian dan sesudah buang air besar dan buang air kecil.	Ngajerih anak kangguy biasah a berse'eh tanang kalaben cara a becco sebelum ngakan, samarenah ngakan, samarenah maen, samarenah a jhelen, samrenah a kemmi bik samarenah a beol.
<b>CAN CHILDREN DO SCRIBBLE? (OR DOODLING)</b>	<p>Mencoret-coret memiliki beberapa manfaat bagi anak seperti salah satunya dapat mengasah kreatifitas anak dan melatih keterampilan motorik halus.</p> <p>Namun perlu diperhatikan dalam kegiatan mencoret-coret yang dilakukan anak.</p> <p>yaitu sediakan jertas bersih dan alat mewarnai yang aman, temani anak ketika melakukan aktifitas ini, dan selalu beri pujian atas segala hasil coretannya</p>	<p>Ret nyaloret reah benyak gunanah ka anak, sala settongah ka angguy ngalate anak abayang aghi ngen angennah.</p> <p>Tapeh perloh a jegeh e bektoh ret nyaloret sediaaghi kertas kosong se berse, potlot ben berengih</p> <p>Alem ollenah ret nyloret</p>
<b>TRAIN YOUR LITTLE ONE'S INDEPENDENCE</b>	<p>Menyediakan tempat beraktifitas yang ramah anak dan anam bagi si kecil</p> <p>Membiarkan anak memiloih mainannya sendiri</p> <p>Biatkan anak membawa barang-barangnya yang rimgan sendiri.</p> <p>Ajak anak untuk merapikan mainanya sendiri</p>	<p>Nyediaghi kennengan main se nyaman ben aman ka se kenik</p> <p>Dinah anak mak le mele mainnah dibik</p> <p>Dinah anak ngibeh dibi' reng bereng se demmang</p> <p>Ajeg anak ka angguy natah mainnah dibik</p>
<b>TEACHING CHILDREN TO SOCIALIZE</b>	<p>Ayah dan bunda bisa mengajarkan anak bersosialisasi dengan cara</p> <p>1) Membiasakan anak untuk mengucapkan terima kasih setelah menerima atau memberikan sesuatu</p> <p>2) Membiasakan untuk mengucapkan 'minta tolong' saat ingin meminta bantuan</p>	<p>Eppa' ben embu' bisah ngajerih anak bi' cara :</p> <p>Biasa aghi anak nguca' kaso'on mun e berrick otabe mun a merri' pa apah</p> <p>A biasaaghi nguca' "nyu'un tolong" e bektoh mintah bentoan</p>

TOPICS	INDONESIAN	MADURESE
	3) Membiasakan untuk mengucapkan kata 'maaf' jika anak melakukan kesalahan	A biasaaghi ngucak saporanah mun anak alakoh sala

#### 4.3 Booklet content 24 to 36 months

TOPICS	INDONESIAN	MADURESE
TOILET TRAINING	Toilet training bisa dilakukan ketika usia anak 1,5 tahun. Catat waktu keseharaian anak ketika ingin buang air besar dan buang air kecil untuk mempredikasi waktu toilet training anak.	Latean tator ka jedding bileh omor sataon satennga, catet ben areh bileh anak a tenjeh bik a kemmi kaanggyu rangirah bektionah nator anak
PRACTICE SKILLS	LANGUAGE Lakukan interaksi langsung dengan si kecil sesering mungkin. Ajarkan kata yang sama secara berulang dan bertahap Tuntun untuk mengucapkan kata sederhana contoh : ini sepatu, ini kursi	Pa seggud Lakonih lansung bereng se kenik A jerin oca' se padeh a lang ulang A jerin oca' se pang gempang akantah: reah spatu, reah korseh
TRAIN POSITIVE BEHAVIOR	CHILDREN'S Memuji tindakan positif anak dapat memperkuat perilakunya agar bisa bertahan atau berulang. Kata-kata pujian terhadap tingkah laku positif akan memperbaiki sikapnya.	Alem nak kanak jieh mun lah a tengka bender, ma'le bisah a tengka se mapan ben bisah a libelih Ca' oca' pujian jie bekal ma teppak de' sikappah
INCREASE THE IMMUNE SYSTEM	CHILD'S Berikan makanan seperti sayur dan buah yang mengandung vitamin C. Pastikan untuk tidur yang cukup Ajak anak berolahraga ringan seperti jalan pagi Biasanya untuk mencuci tangan sebelum dan sesudah makan Jauhkan anak dari asap rokok yang berbahaya bagi kesehatannya	Berrik kakanan engak sayur bik buah se esseh vitamin c Tedung pa cokop Ajeg nak kanak a ra' gerra' se demmang enga' a jelen lagghu Pa biasah a beccu sebelum bik samarenah ngakan Pa jeu anak deri okossah rokok se pa bejeh dek ka sehatannah
TEACHES HOSPITALITY COURTESY	SIMPLE AND Mengajari anak melambatkan tangan sambil tersenyum kepada orang lain atau kerabat sebagai tanda perpisahan akan membanu anak menempatkan segala sesuatu dalam pandangan yang tepat. Melalui aktifitas tersebut anak belajar cara sederhana untuk ramah dan sopan kepada orang lain	Ajeri anak alambeiaghi tanangah sambih misem ka oreng laen otabeh ka taretan gebey tandeh a pesa ben oreng ben ma' le e anggyu de' pekkeran se bender engak jieh padannah ngajerih anak kaanggyu sopan ka oreng laen.

TOPICS	INDONESIAN	MADURESE
SO THAT YOUR LITTLE ONE LIKES TO HELP FROM AN EARLY AGE	<p>Minta dia membantu meletakkan sendok garpu pada tempatnya. Jika berhasil beri pujian agar si kecil merasa dihargai</p> <p>Meminta si kecil membantu membuang sampah pada tempatnya</p> <p>Tidak perlu marah ketika si kecil menolak membantu, karena akan lebih efektif mengajarkan hal ini pada anak ketika ia bahagia</p>	<p>Mintah anak nulongih nyabe' sendok bik garpu ka kennengnah, mun bisah nyabe' bender berrik aleman ma'le se kenik apangrasah e argein</p> <p>Mintah se kenik a bentoh muang sarka ka kennengnah</p> <p>Tak osa a gigir mun se kenik tak endek nulongih, polanah lebih begus ngajerih ngak jieh e bektoh anak senneng</p>
WHY ARE YOUNG CHILDREN CRANKY?	<p>Lapar.</p> <p>Anak kecil anak berubah sikapnya ketika mereka merasa lapar.</p> <p>Kelelahan/mengantuk.</p> <p>Merasa lelah atau kurang waktu beristirahat sering kali menjadi penyebab anak tiba-tiba menangis atau cuek.</p> <p>Bosan.</p> <p>Kebanyakan anak tidak bisa duduk diam tanpa stimulasi sampai usia 10 tahun atau lebih. Ketika ia orang tua sibuk sendiri maka ia merasa diabaikan oleh orang tua biasanya dia akan merasa bosan dan menangis.</p>	<p>Lapar</p> <p>nak kenik aobe sekappah mun lah a pangrasah lapar</p> <p>Lessoh otabeh katondu</p> <p>arassah lessoh otabeh korang istirahat seggud deddih anak nangis otabeh malendhes</p> <p>busen</p> <p>kabenyya'an nak kanak tak bisah neng neng sampek omor 10 taon otabeh lebbi mun reng toanah ghimeng dhibi. Deddih anak arassah e dhinaaghi bik reng toanah, engak jieh deddih anak arassah busen ben nangis.</p>
PROMOTE TRUST IN CHILDREN.	<p>Dengarkan apa yang ingin si kecil sampaikan</p> <p>Selalu menepati jani atau kesepakatan yang dibuat</p> <p>Segera minta maaf jika tidak mampu menepati jani</p> <p>Konsisten dalam menerapkan peraturan, janti atau kesepakatan.</p>	<p>Ngiding aghi apah se kenik e oca' aghi</p> <p>Seggut neppateh jenjih</p> <p>Dhuli a saporah mun tak bisah neppateh jenjih</p> <p>Koduh tetep ngangguy atoran, jenjih otabeh ka sepakatan</p>
DO YOU KNOW?	<p>Anak yang tumbuh tanpa rasa percaya cenderung penakut, ragu-ragu, sulit beradaptasi, dan sulit mempercayai orang</p>	<p>Anak se tombu todusen bekal tako'an, ragu, melarat perna ben malarat parcajeh ka oreng</p>
WHAT IF THE CHILD LIKES SPANKING?	<p>Ayah dan bunda harus segera menghampiri anak ketika melihat tanda ia ingin memukul</p> <p>Katakan pada anak apa konsekwensi yang akan dia dapat jika memukul</p>	<p>Reng toah koduh dilih nyandher mun ana'en mukolah</p> <p>Kabele ka anak jek mon mokol kancana pole bik nkok tak e le melleaghinah</p>

TOPICS	INDONESIAN	MADURESE
	<p>temannya. Misalnya Ayah dan bunda tidak akan membelikan mainan lagi jika ia memukul temannya.</p> <p>Jika anak sudah mulai tenang, ajak anak untuk minta maaf pada temannya.</p>	<p>Contonah reng seppotak melleghinah maenan pole mun be'en mukolan kancanah</p> <p>Mun lah anak jieh sabber, ajeg anak jieh a saporah ka kancanah</p>
<b>TEACH CHILDREN TO APOLOGIZE</b>	<p>Ayah dan bunda jangan sungkan untuk meminta maaf pada anak jika melakukan kesalahan. Dengan demikian kita sudah mengajarkan sikap meminta maaf.</p> <p>Budayakan sikap meminta maaf dalam keluarga terutama jika terjadi perselisihan.</p> <p>Praktikkan di keseharian anak misalnya ketika ia tidak sengaja menyakiti temannya seperti memukul, ajarkan pada anak untuk segera minta maaf dan berdamai.</p>	<p>Reng toah jek dus todus ka angguy a saporah ka anak mun a lakoh sala, sopajeh bisah ngajerih anak asaporah ka oreng laen</p> <p>Biyasaaghi mintah saporah ka tan taretan mun bedeh kasala'an</p> <p>Lakonih ben areh contonah e bektoh tak niat nyake'eh kancanah. engak mokol ajherih mintah saporah</p>
<b>TEACH CHILDREN TO EAT ALONE</b>	<p>Ajak anak makan bersama keluarga dan sediakan piring dan makanannya sendiri</p> <p>Beri contoh bagaimana mengambil makanan dan memasukkan ke dalam mulut.</p> <p>Beri sendok dan ajari dia memegang dan memasukkan makanannya kedalam mulut.</p>	<p>Ajeg anak ngakan a bereng kluraga ben sedia aghi peren ben kakannah dibik</p> <p>Berrik contoh beremmah ngalak kakanan ben ma masok ka colok</p> <p>Berrik sendok ben ajerih negguk ben ma masok kakanan ka delem colok</p>
<b>TEACH CHILDREN TO BE WILLING TO SHARE WITH OTHERS</b>	<p>Mintalah ijin kepada anak ketika meminjam barangnya. Misalnya "bunda boleh meminjam gelasny ya"</p> <p>Beri contoh kepada anak bagaimana cara berbagi pada sesama. Misalnya ajak anak ketika ayah dan bunda berbagi pada sesama</p>	<p>Amit ka anak mun nginjem berengngah.</p> <p>Contonah " ibuk olle nginjem gelleseh yeh"</p> <p>Berrik conto ka anak caranah a berrik ka oreng laen. Contonah " ajeg anak mun reng toah a berri' ka oreng</p>
<b>FREE TIME WITH CHILDREN</b>	<p>Berikan waktu luang ayah dan bunda bersama anak, lakukan kegiatan bersama seperti jalan pagi bersama, berkebun, dan olah raga bersama.</p>	<p>Berrik bektoh leggheng reng toanah ka anak, gibeh a len jelen bhereng, entar ka sabe otabelah olahraga</p>
<b>OVERCOMING TANTRUM CHILDREN</b>	<p>Tantrum adalah anak menangis sambil berteriak bahkan sampai berguling di lantai.</p> <p>Apa yang harus dilakukan ketika anak tantrum?</p> <p>Awasi anak ketika tantrum</p>	<p>Tantrum reah anak se nangis a rit jerrit sambih lur guluren e tana</p> <p>Apah se koduh e lakonih mun anak tantrum</p> <p>Jegeh anak e bektoh anak tantrum</p> <p>Gellu' anak</p>

TOPICS	INDONESIAN	MADURESE
	Memeluk anak Ketika tantrum mereda, ajakalah anak berbicara tentang apa yang mereka rasakan.	Mun lah esak ajeg a benta pas tanya'aghi apah se e rassa'aghi
<b>FIRST AID WHEN THE CHILD FALLS</b>	Jangan panik Cuci luka dengan air bersih hingga tidak ada kotoran yang menempel Oleskan antiseptik seperti cairan revanol Jika luka cukup dalam sebaiknya bawa pada petugas kesehatan terdekat.	Je' takerjet Becco lokanah bik aeng sampek berse Kosoten obet mera otabel revanol Mun lokanah sarah duli' gibe' ka buk bidan otabel puskesmas

#### **4.4 Booklet content for pre-school age 48- 60 months**

TOPICS	INDONESIAN	MADURESE
<b>CHARACTERISTICS OF CHILDREN READY TO ENTER THE PLAY GROUP STAGE</b>	<ol style="list-style-type: none"> <li>1. Fungsi keseimbangan tubuh sudah baik, sehingga anak melompat, berlari, dan berputar.</li> <li>2. Koordinasi sistem gerak tubuh juga baik, misal mampu mengangkat satu kaki, menggelengkan kepala</li> <li>3. Anak tertarik dengan berbagai aktivitas kelompok</li> <li>4. Anak sudah mampu memperkenalkan diri dan mengenali orang lain.</li> <li>5. Anak menunjukkan ketertarikan pada hal-hal baru</li> <li>6. Anak mampu berpisah dengan orang tua selama beberapa jam.</li> <li>7. anak mampu memahami perintah sederhana</li> <li>8. mampu mengikuti berbagai aktifitas permainan</li> <li>9. mampu membedakan waktu seperti pagi dan malam</li> </ol>	<ol style="list-style-type: none"> <li>1. ghumanah bedhen lah mapan, saenggha na anak bisa aloncak, aberkqak, ben termoter.</li> <li>2. Gerak badanna la mapan ompamana bisa ngangkak soko settong, angomengo cetak.</li> <li>3. Anak la seneng main ren sabhereng</li> <li>4. Anak la bisa akennalaaghi abe'en dhibik ben angennalagi oreng laen</li> <li>5. Anak seneng ka bhereng se anayar</li> <li>6. Anak lah bisa edhinaaghi reng towana bhek abit</li> <li>7. Anak la ngerteh perenta sederhana</li> <li>8. Anak la bisa maen cem macem kegiatan</li> <li>9. Bisa abhidaaghi lagguh ben malem</li> </ol>
<b>HOW TO CHOOSE PLAY GROUP SCHOOLS FOR CHILDREN</b>	<ol style="list-style-type: none"> <li>1. pilihlah sekolah yang dekat dengan rumah</li> <li>2. ayah dan bunda harus memahami metode belajar di sekolah yang di pilih</li> </ol>	<ol style="list-style-type: none"> <li>1. mile sekolaan se sema' bi' roma</li> <li>2. bapak ben ibuk kodhu ngerteh metode pengajeren e sekolaan se epele.</li> </ol>

TOPICS	INDONESIAN	MADURESE
	3. kenalkan pada anak lingkungan sekolah agar anak merasa nyaman ketika dia harus sekolah ditempat tersebut.	3. Anak pa kenal dha' kabedhaan sekolaan ma'le nyeman sanlah asekola.
<b>THE DEVELOPMENT OF A 3 YEAR OLD PRESCHOOLER</b>	<p>Apa yang bisa dilakukan</p> <ol style="list-style-type: none"> <li>mengenali namanya sendiri</li> <li>mengetahui beberapa warna</li> <li>menghafal doa-doa yang dipakai sehari-hari</li> </ol> <p>bagaimana cara mengasah kemampuannya?</p> <ol style="list-style-type: none"> <li>Ajak si kecil ke tempat-tempat yang agak ramai tetapi aman agar dia mulai terbiasa dengan orang-orang baru</li> <li>Ajak anak untuk terbiasa berdoa</li> <li>Kenalkan anak pada berbagai warna melalui mainannya</li> </ol>	<p>Apah se bisa elakonin</p> <ol style="list-style-type: none"> <li>Angenalaghi nyamanah dhibi'</li> <li>Taoh dha' macemma berna</li> <li>Ngapalaghi doa-doa</li> </ol> <p>De'remmah caranah ngetes kamampuannah?</p> <ol style="list-style-type: none"> <li>Ajhe' anak ka kennengan se ramme keng aman, ma'le bisa abaur bhi' oreng anyar.</li> <li>Ajhe' anak kangguy adu'a ma'le dhadhi kebiasaan</li> <li>Kenalagi macemah berna lebet in-mainan</li> </ol>
<b>DEVELOPMENT OF PRESCHOOL CHILDREN AGED 4 YEARS</b>	<p>Apa yang bisa dilakukan:</p> <ol style="list-style-type: none"> <li>Memilih benda berdasarkan ukuran dan warna</li> <li>Mengikuti arahan gerak tubuh</li> <li>Menggambar sederhana</li> </ol> <p>Bagaimana cara mengasah kemampuannya?</p> <ol style="list-style-type: none"> <li>Ajak anak bermain diluar dan memintanya menyebutkan nama warna barang disekitar</li> <li>Ajak anak mendongeng dan tunjukkan beberapa macam jenis emosi seperti emosi marah dan emosi tertawa</li> </ol>	<p>Apah se bisa elakonin</p> <ol style="list-style-type: none"> <li>Amele bharang menorot okoran ben berna</li> <li>Noroagi petunjuk gerak bhaden</li> <li>A gember se gempang</li> </ol> <p>De'remma carana ngetes ka mampu'anna?</p> <ol style="list-style-type: none"> <li>Ajhe' anak maen e lowar ban soro sebbut nyamanah bharang se bedeh e sekitar</li> <li>Ajhe' anak adhungging ben dhu dhuwaghi cem-macemma emosi engak rassah peggel ben senneng (ngalakkak)</li> </ol>
<b>DEVELOPMENT OF PRE-SCHOOL CHILDREN AGED 5 YEARS</b>	<p>Apa yang bisa dilakukan</p> <ol style="list-style-type: none"> <li>Membuat gambar mulai mendetail mendetail</li> <li>Meloncat dengan 1 kaki</li> <li>Menempel kertas pada pola</li> </ol> <p>Bagaimana cara mengasah kemampuannya?</p> <ol style="list-style-type: none"> <li>Ayah bunda bisa membacakan cerita pendek lalu minta anak</li> </ol>	<p>Apah se bisa e elakonin</p> <ol style="list-style-type: none"> <li>Agebey gembher se la mapan (genna')</li> <li>Alonca' ngangguy soko tettong</li> <li>Nempelaghi dlubeng ka gembher</li> </ol> <p>De'remma caranah ngetes kemampuana?</p> <ol style="list-style-type: none"> <li>Bapak ben ibuk bisa macaaghi careta pendhe' pas soro anak</li> </ol>

TOPICS	INDONESIAN	MADURESE
	<p>untuk menyebutkan beberapa peristiwa yang terjadi di dalam cerita</p> <p>2. Minta anak untuk membantu bunda saat merapikan meja</p>	<p>nyebutagi kadeddhién se badha e delem cereta</p> <p>2. Soro anak abento ibuk bekto amerse'en meja.</p>
<b>TEACHING CHILDREN DISCIPLINE</b>	<p>Ayah bunda bisa mengajarkan anak untuk disiplin sejak dini, Salah satu caranya dengan mengajak si kecil untuk merapikan tempat tidurnya.</p>	<p>Bapak bik ibuk bisa ngajeragi anak terteb derih kane', carana ajhe' anak aberse'en katgedungnah</p>
<b>FOODS THAT HELP INCREASE CHILDREN'S FOCUS IN THEIR LEARNING ENVIRONMENT</b>	<p>1. Ikan Ikan sangat tinggi protein dan asam lemak omega 3 yang tinggi. Kandungan ini dapat membantu memberikan nutrisi pada otak anak sehingga otaknya berkembang dengan optimal</p> <p>2. Bayam Sayuran ini mengandung zat besi yang cukup tinggi, sehingga membantu produksi sel darah dalam tubuh.</p> <p>3. Pisang Pisang menganung kalium dan mineral yang dapat membantu menutrisi otak sehingga membantu anak lebih berkonsentrasi.</p>	<p>1. Jhuko' Jhuko' bennya' proteinah ben asam lemak omega 3 se tengghi. Jhuko' bisa amerri' nutrisi ka otak anak makle cerdas.</p> <p>2. Tarnya' Ghangan tarnya' aesseh zat besi se tegghi. Saengghe abontoh mabenyak sel dere mira e bhadan.</p> <p>3. Gheddang Gheddang aesseh kalium ben mineral se abento otak saengge anak bisa lebbi jhuntrong.</p>
<b>TRAIN CHILDREN'S MOTOR SKILLS</b>	<p>Untuk melatih kemampuan motorik anak ajaklah si kecil untuk beraktifitas diluar seperti lari pagi, olahraga dengan melompat-lompat ditempat.</p>	<p>Kaanguy nglate ka mampu'anna gerak anak. ajhe' anak kon lalakon e lowar , ompamana ajelen ghi' lagghu (lari pagi) olah raga enga' ca' loncaan.</p>
<b>TRAIN CHILDREN'S COGNITIVE ABILITIES</b>	<p>Untuk melatih kemampuan kognitif anak ayah dan bunda bisa mengajak si kecil jalan pagi lalu kenalkan beberapa benda yang ditemui dan menjelaskan kegunaan dari barang yang ditemui tersebut. Seperti cangkul yang dipakai petani di sawah.</p>	<p>Kaanguy ngalate kamampuan meker anak, oreng towa bisa ngajhe' len – jelenan ghi ghulagghu. Ben beleih maceman bhereng se ekanale anga' landuk se eanguy pak tanih e sabe. S</p>
<b>TRAIN CHILDREN'S SOCIAL EMOTIONAL SKILLS</b>	<p>Ayah bunda bisa memulai melatih kemampuan sosial emosional anak dengan melatih rasa percaya diri anak.</p>	<p>Bapak ben ibuk bisa mulaen alateh kemampoan sosial ben emosional anak kalaben ngalate percaya diri anak.</p>



TOPICS	INDONESIAN	MADURESE
	Misal dengan ajak anak untuk memperkenalkan diri pada teman yang baru ditemui.	Contonah ngajhe' anak a ngenalaghi abhe'en dek kancaha nayarah se gik bhuruh tatemuh

## 5. CONCLUSION

With the above discussion, we have completed the development of booklet content related to efforts to stimulate early childhood growth and development, whose language and context are adapted to the culture of the people of Kotaanyar, Probolinggo Regency. We can also conclude that the development of booklet content with the use of multilingual Indonesian and regional languages is possible to develop booklets as a means of community-based education. It is hoped that the booklet will be easily understood by the reading public when it has regional language qualifications and lack of quality education.

In the end, the results of developing the content design for this booklet will form the basis for further development of the booklet. The booklets that we will develop are 4 booklet manuscripts divided according to the stages of developmental age and children's growth, ages 0-12 months, 12-24 months, 24-36 months, 36-48 months, pre-school age 48-60. months. The development of stimulation content is divided based on general information on growth and developmental aspects including aspects of motoric physical development, aspects of cognitive development, aspects of language development, aspects of social emotional development.

As a conclusion, I think it is appropriate for me to make a claim statement that the development of this content will then become the embryo of a booklet that has many benefits for the community.

## AUTHORS' CONTRIBUTIONS

Lailatul Fitriyah, as an expert in developmental psychology and early childhood education, contributed as the main researcher. His job is to lead all research activities and invent ideas to create booklets containing early childhood growth and development stimulation. Zaini Gunawan, as an expert in child and family education psychology contributed as a second researcher. His job is to develop the booklet idea into a narrative containing the functions of parents as implementers of early childhood education at home. Tristan Rokhmawan, as an expert in the field of languages, develops language content in booklets to be understood by local people in Kotaanyar, Probolinggo.

## ACKNOWLEDGMENTS

This article was created to be part of a scientific publication on the research entitled : R&D of Booklets As A Community Based Education Related To Child Development In Kotaanyar, Probolinggo District, Indonesia. This research was funded under the 2020 Beginner Lecturer Research scheme by the Ministry of Research & Technology / the National Research & Innovation Agency of the Republic of Indonesia. The research contract number is NJ-T06 / 0152 / A.2 / 09.2020 on the decision of the Director General of Research and Development Strengthening No. 7 / E / KPT / 2019 concerning Acceptance of Research Funding in Universities for the 2019 fiscal year.

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