

Assessment of children's growth and development with pre-school age, in lauala village, ermera administrative post, ermera municipality, Timor-Leste

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ABSTRACT

INTRODUCTION: A child will have a growth and development process that has taken place since the pre-natal period as well as a learning process that has started after memories. During the growth process, there will be an increase in the size, cell number, and intercellular tissue, physical and structural dimensions of the partial or total body, so that the growth can be measured in units of comparison and personnel. The development of child structure and function of the child is complex through physical movement, final movement, language speaking and child socialisation and may be in dissent (Aggarwal R, 2019). The process of child growth and development can be optimally achieved when the aure period (Goolder period) is maximum. This period is an important period that lasts from 1000 days or between the age of 2 years and occurs only once in one child's life. A country's testing wants the generation of a country's people to be intellectual in everything. Therefore, educators should see their growth and development in learning activities. Good in fiscal growth, cognitive development, effective and psychomotor as well as child morale through the teaching and learning process they face. As an adult educator, you must know the child's response and understand all the developments experienced by the child, so that their development occurs optimally and optimally (Dong A, 2020).

METHOD: To evaluate the growth and development of pre-school children in Lauala Village, Ermera Administrative Post, Ermera Municipality. Specific objectives 1) To identify the growth of pre-school children. 2) To identify the development of pre-school children. This research used the Quantitative Descriptive method, which was conducted in Lauala Village, Ermera Administrative Post, Ermera Municipality. Research findings show that students' development is a cognitive and psychomotor problem (Farias PM, 2020).

RESULT: The result showed that 58% are male and 42% female and 30% of them with 11 years old. However, the participant's majority in the class 3 with 30%. The 17% participants with 9 years old are Male and 16% with 11 years old are Male and Female 15% on 11 years old. About 71% respondent answer the question "yes", which mean that their cognitive have been well, 72% answer yes on Psychomotor, 88% answer yes on moral and

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59% answer yes in the emotional. It is mean that all the aspect moral is majority dominant compared with the other aspect (Frosch CA,2021). However, moral is a more significant change and improve during the student's participant in the learning process compared with the three other aspect such as Cognitive, Psychomotor and Emotional (Lacasse M,2019).

CONCLUSION: In the study participants male more than female, majority with 11 years old of participants. Dominan aspect improved during the students participated in the school process are moral compared with the Cognitive, Psychomotor and Emotional. Keywords: Evaluation, Growth, Development and Children (Munifah M,2024)

INTRODUCTION

A child will have a process of growth and development that occurs from the pre-natal period and the learning process that starts after birth. In the process of growth, the number of cells, as well as intracellular tissue, the size of the fish and the entire body structure will increase, so that the size of the cell has a long and heavy unit size. Child development is an increase in the full range of body movements that operate in the form of physical movements, final movements, speech, language, as well as socialisation and independence for children.

In the growth and development of the child, the need is linked to the mother, the special mother, who is the beginning of the baby, as well as the mother's uterus and adolescent in different ways according to their age needs (Naro W,2023).

Family education is also very important for child development. According on the statement of the other scientist Child behavior training is started by the family, and the role of parents is dominant in modeling child character through daily interactions. It is added that the family is a major performance of important roles in providing guidance, religion, morals and social. Children are imitating the behavior of their parents and their close adults, and therefore parents play a role as first educators for children.

Cognitive aspects are the main point because success in developing cognitive aspects can determine success in other aspects. In everything around a person, in fact, there is something very beneficial for a person if he is able to use his (cognitive) thinking to think about it, and therefore, when children are able to use their concepts of thinking, the task of education is to develop them. Without a cognitive domain, it will be difficult for a child to think. Furthermore, without the ability to think, it is impossible for a child to understand, believe and apply things he captures from his environment, both in the form of learning materials, moral messages from the family environment or friends. Researchers in the field of brain development found that cognitive development is closely related to brain development and function. Cognitive aspects are one of the main points in developing cognitive aspects can determine success in other aspects. What is close to a person (Petric V, 2023).

METHOD

This research uses the Quantitative method and its descriptive approach. The approach of this research means

understanding the situation in relation to the person in whom the situation occurs (Susilowati A,2020).

Time and Location: This research was conducted in Lauala Village, Ermera Post, with the objective of knowing the education of 6-11 children. Take Laua as a research site, as it is available time and resources, as well as to find problems in students regarding the development and growth of children who affect the state of health. The survey took place on October 7th 2024.

SUBJECTIVE: One of the research subjects was a 6-11-year-old student at the Nasare Lauala School, Ermera Municipality. **Data Collection Techniques:** This research uses a quantitative descriptive method with a cross- sectional approach. The sample of the survey was 150 pre-school children aged-6-11. The data were collected from anthropometry (weight and height) and development assessment using the age and stage questionnaire (ASQ-3). Data analysis uses descriptive statistics and its frequency and percentage form (Zarotis GF,2020).

RESULT

GENERAL INFORMATION OF THE STUDY WAS

CONSENTED: The study was conducted on high school students at Ermera municipality, Timor-Leste on 2025. Ermera is one of 14 municipals in Timor-Leste which located at the west of the Dili (Country City) in the west neiborh with the Maliana Municipal, East with the Aileu Municipal, South with the Covalima municipal and north with the Liquiça municipal. Total population in Ermera about 40.294 peoples (3%) of 1.341.737 total Timores population, with 91.52 km2 area and 440.3/km2 population density based on the Timor-Leste Population and Housing census (Table 1).

Based on above table presenting that 58% are male and 42% female and 30% of them with 11 years old. However, the participant's majority in the class 3 with 30% (Table 2).

Regarding with the above table is mentioned that 17% participants with 9 years old are Male and 16% with 11 years old are Male and Female 15% on 11 years old (Table 3).

Based on the above table 71% respondent answer the question "yes", which mean that their cognitive have been well, 72% answer yes on Psychomotor, 88% answer yes on moral and 59% answer yes in the emotional. It is mean that all the aspect moral is majority dominant compared with the other aspect. However, moral is a more significant

Table 1.
Distribution participants based on the gender, old and class (n=300).

Gender		F	%	Mean/median
	Male	174	58	
	Female	126	42	
	Total	300	100	
Old		f	%	
	7 year	2	1	42,86/42
	8 year	20	7	
	9 year	72	24	
	10 year	60	20	
	11 year	92	30	
	12 year	42	14	
	13 year	12	4	
	Total	300	100	
Class		f	%	
	3	88	30	75/7
	4	64	21	
	5	78	26	
	6	70	23	
	Total	300	100	

Table 2.
Sex*Age Cross tabulation (n=300).

Sex	Age							Total
	7 years old	8 years old	9 years old	10 years old	11 years old	12 years old	13 years old	
Female	0	4	20	16	44	34	8	126
	0%	1%	7.00%	5.00%	15.00%	11.00%	3.00%	42.00%
Male	2	16	52	44	48	8	4	174
	1.00%	5.00%	17.00%	15.00%	16.00%	3.00%	1.00%	58.00%
Total	2	20	72	60	92	42	12	300
	1.00%	6.00%	24.00%	20.00%	31.00%	14.00%	4.00%	100.00%

Table 3.
Description on the Questioner answering related in the competencies such as cognitive, psychomotor, moral and emotional (n=300).

Aspect	Answer	f	%	Sig. p
Cognitive	Yes	213	71	0.003
	No	87	29	
	Total	300	100	
Psychomotor	Yes	216	72	0.004
	No	84	28	
	Total	300	100	
Moral	Yes	265	88	0,000
	No	35	12	
	Total	300	100	
Emotional	Yes	178	59	0,001
	No	122	41	
	Total	300	100	

change and improve during the student's participant in the learning process compared with the three other aspect such as Cognitive, Psychomotor and Emotional.

DISCUSSION

The results show that the majority of students are moral is fast improved compared with the other aspect such as

Cognitive, Psychomotor and Emotional. Other research was conducted by a piscatorial development analyzer for primary students in Yogyakarta who showed the results of the first sample as well as good motor development based on the age of primary students, and the second sample showed late motor development from the age of primary students. There are two factors that influence the outcome as internal factors and external factors.

Other research on cognitive learning evaluation for primary students Ngadirejo 01 shows that students are less active in the learning process, students do not have the ability to read well but write well. The results identified student factors that could not be read properly due to poor motorcycles, poor memory visuals, lack of initiative and learning motivation, lack of reading motivation and lack of support from the family environment, schools and ways teachers to control students who are less active in the learning process and school activities, including limited creativity in reading to know letters, understand and understand as a word.

The research findings also show that the student's growth and development process in the psychomotor and cognitive areas is not yet effective, and that there are reasons why there are internal factors that come from the student himself. However, there are also external factors through family, environment, society, schools and teachers who lack support, motivation and capacity building of students in supporting students' growth and development, especially in the psychomotor and cognitive areas where there is not yet adequate functioning.

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CONFLICT OF INTEREST

No any conflict of interest in this study.

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