

Detection and Stimulation of Child Development Questionnaire for 2-4 Years

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Abstract— Child development involves expected abilities to evolve at various age stages, encompassing motor, cognitive, language, emotional, and social aspects. These fundamental abilities serve as the building blocks for more intricate development. Delays in achieving these milestones can potentially impede later-stage development. This study aims to develop a suitable developmental screening tool for Indonesian children aged 2-4 years, facilitating accurate early detection of developmental delays. The instrument's development involves five stages: (1) Test Conceptualization, (2) Test Construction, (3) Test Tryout, (4) Analysis, and (5) Revision. In the first stage, The Gesell's developmental concept was used. Four child psychologists reviewed the instrument's content during the test construction phase, followed by a feasibility test conducted on four mothers. From an initial formulation of 91 items for ages 2-3 years and 85 items for ages 3-4 years, expert judgment and cognitive interviews led to the elimination of certain items, resulting in 71 items for ages 2-3 years and 75 items for age 3-4 years in the tryout version. The tryouts were performed on mothers who met the following inclusive criteria: have children aged 2-4 years with no history of prenatal, post-natal, or developmental delays, not clinically diagnosed psychological problem, and familiar with the Google form. One hundred eighty-six mothers (age range = 23-48 years, mean = 31 years) participated in the study. The tryout demonstrated the initial validity of all aspects of children's development aged 2-4 years (content validity index range = 0.83–1.00) and good reliability (range of internal consistency coefficient = 0.562-0.768) for each developmental aspect. Item analysis indicated that only a small number of items need to be eliminated or revised in both age groups. The results suggest the instrument is a promising tool to measure children development aged 2-4.

Keywords: 2-4 years, child development, detection, questionnaire

I. INTRODUCTION

The rapid early-life development of children encompasses various aspects, such as motor, cognitive, language, emotional, and social development. At each stage of development, children should achieve certain milestones specific to their age group. However, not all children attain these developmental milestones as expected, leading to developmental delays. Such delays are prevalent in the pediatric population, with studies reporting varying prevalence rates. Choo et al. (2019) found that approximately 10%-15% of preschool children experience developmental delays, while Gil et al. (2020) reported specific delay percentages for various developmental domains in European and

Central Asian children aged 36-59 months. Likewise, in Indonesia, An analysis of early childhood development conducted in 2018 revealed that 11.7% of the early childhood cohort experienced delays in their developmental trajectories (Statistics Indonesia, 2020).

Developmental delays in children can significantly affect their emotional and social well-being as well as their adaptability in various environments, including educational settings (Guevara et al., 2012). Moreover, children with untreated developmental delays are at a higher risk of experiencing learning difficulties, behavioral problems, and functional disorders later in life (Canadian Task Force on Preventive Health Care, 2016). Therefore, early identification and intervention are crucial to mitigating the adverse effects of developmental delays. In Indonesia, the Puskesmas (Community Health Center) has implemented a development screening program integrated with growth screening activities through the SDIDTK program (Stimulation, Detection, and Early Intervention on Growth and Development; Stimulasi, Deteksi, dan Intervensi Dini Tumbuh Kembang). This program aims to monitor child development and detect developmental delays at an early age, utilizing various screening tools such as Kartu Menuju Sehat; KMS) and Maternal and Child Health (Kesehatan Ibu dan Anak; KIA) books, the DDTK form (Deteksi Dini Tumbuh Kembang; Early Detection of Growth and Development), and Development Pre-screening Questionnaires (Kuesioner Pra Skrining Perkembangan; KPSP). Additionally, the Indonesian Ministry of Health recommends the use of the Hearing Test (Tes Daya Dengar; TDD) and the Seeing Power Test (Tes Daya Lihat; TDL) as supplementary detection tools (Indonesian Ministry of Health, 2015).

Each tools emphasizing different focus and methods of assessment: KMS and KIA primarily concentrate on assessing child development through measurements of baby's weight and head circumference. On the other hand, TDD and TDL aim to evaluate the development of hearing and vision capabilities. The KPSP comprehensively address various aspects of early childhood development, including motor and social development. This tool was derived from the renowned developmental screening instrument, the Denver Developmental Screening Test (DDST), initially developed in the United States in 1967. The KPSP remains a relevant and widely utilized developmental screening tool to this day, however it has not been able to fully detect developmental delays in children (Dhamayanti, 2016).

The validity of child development screening tools is of paramount importance. A reliable screening measurement must provide accurate and consistent results, indicating that the tool effectively assesses children's development at their respective ages. Furthermore, the reliability of the screening tool ensures that consistent results are obtained when used on different individuals at various times. Regular validation of screening tools, coupled with routine medical examinations by healthcare professionals, enhances early detection capabilities (Vitrikas et al., 2017). This systematic approach facilitates the prompt identification of children with developmental delays, enabling timely interventions and support to address developmental challenges effectively.

The developmental screening tool employed in Indonesia is an adaptation of existing tools from other countries, yet it lacks formal validation and reliability testing. An additional influential factor on the tool's effectiveness is sociocultural factors, encompassing cultural and ethnic differences that influence physical characteristics, behavior patterns, cultural values, language, and more should be investigated (Santrock, 2018). The dissimilarities between Indonesia and other countries in terms of culture and ethnicity highlight that developmental screening tools utilized elsewhere may not yield comparable outcomes when applied to Indonesian children. To ensure higher validity and reliability in accurately measuring developmental suitability and detecting delays in Indonesian children, it is imperative to develop screening tools that align with the social and cultural characteristics unique to Indonesia. Thus, creating appropriate developmental screening tools for Indonesian children, particularly those aged 2-4 years, becomes crucial for facilitating accurate early detection of developmental delays. Therefore, the present study aims to develop and analyze the initial validity and reliability of the detection and stimulation of child development questionnaire for 2-4 years.

We conceptualized the children's development using Gesell's Theory (Saracho, 2023), which stated that maturation is important in children's development; therefore, readiness becomes an essential component where the children can learn new behaviors, skills, or concepts. In application, readiness identifies when children are ready for a specific instruction.

II. METHODS

I.1 Research Design

This research has received ethical approval from the Research Ethics Committee of the University of Padjadjaran, number 838/UN6.KEP/EC/2021. The research was conducted using the stages of developing measuring instruments from Cohen & Swerdlik (2009), which consisted of 5 stages: (1) Conceptualization Test, (2) Construction Test, (3) Tryout Test, (4) Analysis, (5) Revision. At the conceptualization test stage, we conducted a literature review, determining objectives, target users, and the content of the measurements. At this stage, it was determined that the purpose of preparing the measuring instrument was to measure the growth and development of children aged 2-4 years in the aspects of gross motor, fine motor, cognitive, language, socio-emotional, and self-help. The target users are parents of children aged 2-4 years.

At the stage of test construction; Items are written and scored. In this study, the items were compiled from Gesell et al. (1946), with total items 87 for 2-3 years and a total item 91 for 3-4 years old (for detail, see Table 1). The scale consists of 2 choices for each item: "not yet able" and "already able." The answer "not yet able" is scored 0, and the answer "already able" is scored 1. After the measuring scale is ready, the expert, a child psychologist, and an assessment are carried out. The four experts assessed all items separately. Expert reviews on each item are outlined in quantitative evaluations in the form of important, relevant, and clarity (Cohen & Swerdlik, 2009). The expert's assessment for each item is then compared and calculated as a content validity index (CVI) as evidence of validity. The CVI number for a minimum measuring instrument is 0.80, to be categorized as having good content validity (Polit et al., 2007). Items with a CVI of less than 0.80 are not included in the next stage.

The tryout stage begins with a cognitive interview conducted on individuals with the same characteristics as the user. After the items were revised according to the cognitive interview results, a trial was conducted on parents with children aged 2-4 years. Parents who agreed to participate in the tryouts were provided with prior informed consent. The tryouts were conducted by distributing an online questionnaire to be filled out by the participating parents. In the online questionnaire, parents gave information about their children's development. At the analysis stage, the researcher processed the data to obtain the measuring instrument's reliability, using the internal consistency testing method (Cronbach's Alpha). Item analysis was performed using item correlation with the total score. Items with a negative item-total correlation were deleted, while items with an item-total correlation between 0.00 - 0.30 were suggested to be revised. The item is declared valid when the correlation score with a total score above 0.3 or a slight tolerance to above 0.25 (Azwar, 2018).

I.2 Participants

Of the five stages of developing instruments, two activities involved participants: cognitive interviews and tryouts. The characteristics of the sample participants in both activities are same: mothers with children aged 2-4 years, with the following criteria: 1) Having children aged 2-4 years who do not have problems in the history of prenatal, post-natal, and developmental delays, 2) not clinically diagnosed psychological problem, and 3) accustomed to using google forms. Participants were selected by convenience sampling based on the age group and sex of the child. Efforts are made for the same proportion of each age and sex of the child. Participants in cognitive interview activities were four mothers, while participants from tryout activities were 186 mothers.

III. RESULTS AND DISCUSSION

I.3 Results

I.3.1 Number of items ready to tryout

Table 1 describes the number of instrument's items at each stage

Table 1 Number of items each stage

	Number of items on each Stages			
	Test Construction	Expert Review	Cognitive Interview	Tryout
2-3 Years				
Gross Motor	17	14	14	14
Fine motor	18	18	18	18
Cognitive	12	9	9	9
Language	9	7	7	7
Socio-Emotional	17	12	12	12
Self-Help	18	12	11	11
Total	91	72	71	71
3-4 Years				
Gross Motor	17	16	16	16
Fine motor	16	15	15	15
Cognitive	12	9	9	9
Language	10	8	8	8
Socio-Emotional	16	13	13	13
Self-Help	16	15	14	14
Total	87	76	75	75

I.3.2 Tryout Participants Demographic Data

There were 186 participants aged 23-48 years with an average age of 31 years.

Table 2 Tryout Participant Demographics

Demographic	Range	Mean (SD)
Age of Mother	23-48 Years	31.46 (4.18)
Number of Children	1-10 Child	1.97 (1.09)
Age of Oldest Child	2 - 23 Years	5.8 (4.1)
Age of Youngest Child	0 - 4 Years	1.23 (1.49)
Demographic	N (%)	
Mother's Status		
Not Single Parent	51 (27.42%)	
Single Parent	135 (72.58%)	
Age of Child		
2-3 Years	92 (49.46%)	
3-4 Years	94 (50.53%)	
Gender of Children		
Male	84 (45.16%)	
Female	102 (54.84%)	
Mother's Education		
Senior High School	36 (19.35%)	
Diploma	17 (9.14%)	
Bachelor	89 (47.85%)	
Postgraduate (S2/S3/Specialist)	44 (23.66%)	
Mother's Work Status		
Not Working (Housewife)	74 (39.79%)	
Working Part Time	50 (26.88%)	
Working Full Time	62 (33.33%)	

Family's economic condition	
Can save	111 (59.68%)
Can meet needs	50 (26.88%)
Mediocre in meeting needs	25 (13.44%)
Domicile (Island)	
Java Island	147 (79.03%)
Sumatra Island	21 (11.29%)
Others	18 (9.68%)

Maternal status was dominated by non-single mothers (72.58%). The age group of children 2-3 years and 3-4 years with male and female sex has a balanced proportion. Mother's last education is dominated by undergraduate education (47.85%). Mother's working status is quite evenly distributed, starting from not working, part-time and full-time. Regarding financial conditions it is dominated by economic groups who can meet their needs and are able to save (59.68%) (Aspinall et al., 2021). Most of the participants' locations came from Java Island (79.03%), followed by Sumatra Island (11.29%), and six other islands (9.68%), as shown in Table 2.

1.3.3 Validity and reliability

Table 3 Validity and Reliability of Developmental Aspects of Age Group 2-3 Years

Aspect	Number of Items	Validity (S-CVI)			Reliability ('Cronbach's Alpha)
		Relevance	Important	Clarity	
Gross Motor	14	1,00	0,98	0,95	$\alpha = .562$
Fine motor	18	0,98	0,98	0,85	$\alpha = .761$
Cognitive	9	0,96	0,96	0,89	$\alpha = .676$
Language	7	1,00	1,00	1,00	$\alpha = .844$
Socio-Emotional	12	0,97	0,97	1,00	$\alpha = .661$
Self-Help	11	0,88	0,94	0,85	$\alpha = .568$

Table 3 shows that the CVI of all developmental aspects of the 2-3 years group of children is in the range of 0.85-1.00. This range indicates that the tool is valid (Polit et al., 2007). As for reliability, most of the developmental aspects show moderate reliability, with a range of 0.562-0.761 (Friedenberg, 1955). The language aspect yielded a good reliability ($\alpha = .844$).

Table 4 Validity and Reliability of Developmental Aspects of Age Group 3-4 Years

Aspect	Number of Items	Validity (S-CVI)			Reliability ('Cronbach's Alpha)
		Relevance	Important	Clarity	
Gross Motor	16	1,00	1,00	0,83	$\alpha = .688$
Fine motor	15	1,00	1,00	0,91	$\alpha = .784$
Cognitive	9	1,00	1,00	0,93	$\alpha = .693$
Language	8	1,00	1,00	0,92	$\alpha = .698$
Socio-Emotional	13	0,95	0,97	0,95	$\alpha = .625$
Self-Help	14	1,00	0,98	0,98	$\alpha = .768$

Table 4 shows that the CVI of all aspects of development in the group of children aged 3-4 years is in the range of 0.83-1.00. This range indicates that the measuring instrument is valid (Polit et al., 2007). Meanwhile, the reliability of all aspects of development is in the range of 0.625-0.768, indicating that the reliability is classified as moderate or quite reliable (Friedenberg, 1955).

1.3.4 Item analysis

Table 5 Tryout Result Item Analysis

	Number of tryout items	Tryout Results		
		Number of items that can be used	Number of items that need to be revised	Number of items to be deleted
2-3 Years				
Gross Motor	14	3	10	1
Fine motor	18	8	9	1
Cognitive	9	6	3	0
Language	7	7	0	0
Socio-Emotional	12	6	5	1
Self-Help	11	6	5	2
Total	71	33	33	5
3-4 Years				
Gross Motor	16	7	7	2
Fine motor	15	10	5	0
Cognitive	9	6	3	0
Language	8	6	2	0
Socio-Emotional	13	6	7	0
Self-Help	14	10	3	1
Total	75	45	27	3

Table 5 shows that of the 71 items for children aged 2-3 years, almost half of them (33 items) can be used. While the other 33 items need to be revised, and only five items have to be eliminated. In the 3-4 year age group, more than half of the items (45 items) can be used, and only three items have to be eliminated.

Table 6 Developmental abilities that need to be stimulated

The number of developmental abilities that need to be stimulated		Information
2-3 Years		
Gross Motor	3	· Berjalan di papan titian dengan lebar ±5 cm · Melompati bagian lebar kertas hvs A4 (atau ubin 30x30 cm) dengan mengangkat kedua kakinya secara bersamaan tanpa didahului lari
Fine motor	6	· Mengayuh sepeda roda tiga minimal 3 meter · Memasukkan lebih dari satu biji manik-manik ke tali (meronce) · Meniru menggambar garis lurus sepanjang sekurang-kurangnya 2,5 cm · Meniru gerakan membuat lingkaran (Anda dan anak bersama-sama membuat lingkaran) · Meniru gerakan membuat garis lurus horisontal, dari kiri ke kanan atau sebaliknya (Anda dan anak bersama-sama membuat garis) · Menggunting kertas · Membuka bungkus permen
Cognitive	1	· Menghindari bahaya-bahaya sederhana (contoh: menggunakan benda tajam, memegang colokan listrik, mendekati benda panas)
Language	2	· Mengucapkan kata ganti orang pertama saya dan kamu · Menceritakan hal-hal yang baru saja dialami, walaupun keterangan waktu yang ia gunakan masih tidak tepat (misalnya anak mengatakan kemarin, padahal kejadiannya minggu lalu)
Socio-Emotional	0	-
Self-Help	5	· Mengenakan pakaian tanpa bantuan (contoh: Kaos atau Celana) · Melepaskan sepatu bila tali sepatu telah dibuka simpulnya dan dilonggarkan · Minta pergi ke toilet (setidaknya untuk buang air besar) · Sudah ada waktu tertentu untuk pergi ke toilet

		Memahami perbedaan tanda akan buang air besar (BAB) dan buang air kecil (BAK), sehingga ia mengucapkan kata yang berbeda untuk BAB dan BAK
Total	17	
3-4 Years		
Gross Motor	1	Mengayuh sepeda roda tiga, minimal sejauh 3 meter
Fine motor	6	- Membuka kancing depan atau yang berada di samping bajunya - Menggambar garis lurus - Meniru menggambar bentuk tanda tambah + (Anda menggambar bentuk tanda + dan minta anak meniru gambar tersebut) - Menebalkan garis bentuk belah ketupat - Melipat kertas dengan 1 kali lipatan dengan rapi (Anak melihat contoh cara melipat, lipatan membentuk persegi panjang) (titik berat pada kerapian) - Melipat kertas dengan 2 kali lipatan dengan rapi (Anak melihat contoh cara melipat, lipatan pertama membentuk persegi panjang, kemudian dilipat lagi sehingga membentuk bujursangkar) (titik berat pada kerapian)
Cognitive	4	- Melipat kertas dengan 1 kali lipatan dengan rapi (Anak melihat contoh cara melipat, lipatan membentuk persegi panjang) (titik berat pada ketepatan meniru contoh) - Melipat kertas dengan 2 kali lipatan dengan rapi (Anak melihat contoh cara melipat, lipatan pertama membentuk persegi panjang, kemudian dilipat lagi sehingga membentuk bujursangkar) (titik berat pada ketepatan meniru contoh) - Menggambar bentuk tanda tambah + (Instruksi: Anda dan anak menggambar di kertas berbeda dalam waktu yang bersamaan) - Menebalkan garis bentuk belah ketupat
Language	0	-
Socio-Emotional	0	-
Self-Help	5	- Mampu melepaskan pakaian tanpa dibantu (kaos/sweater) - Mengenakan celana panjang, kemeja, baju atau kaos kaki tanpa dibantu (tidak termasuk memasang kancing, gesper atau ikat pinggang) - Melepas kancing depan dan samping dengan mendorong kancing masuk ke lubang kancing - Mengancingkan pakaian - Mengikat/menyimpulkan tali sendiri walaupun belum rapi, misal pada tali sepatu atau pita baju
Total	16	

Table 6 shows the developmental abilities of children aged 2-4 years with an average score below 0.75. This means that less than 75% of children at that age have mastered these abilities, so children need stimulation from their mothers or other adults.

1.4 Discussion

This research is intended as a first step to develop a developmental screening tool suitable for Indonesian children. The results show that all aspects of the development of children aged 2-4 years yielded good content validity. It could be concluded that the items in the measurement are relevant with the indicators and dimensions, important to measure the indicators and their dimensions, and could be understood by the research subject (Cohen & Swerdlik, 2009). These three aspects show content validity, which means the measuring scale has an appropriate sample of items to represent the construct of interest, namely, whether the content domain for the construct is sufficiently represented by the item (Polit et al., 2007). Furthermore, the initial reliability and validity of the present tools provide an additional viable approach to assessing the development of children aged 2-4 years, supplementing the widely utilized and still pertinent KPSP, which serves as a prominent developmental screening tool.

All aspects of children's 2-4 years show fairly adequate reliability (Friedenberg, 1955). It implied that this tools is reliable and consistent to measure the development of children aged 2-4 years. Bachman (2004) states that reliability is the consistency of measurement under different conditions in the measurement procedure. Item analysis showed that only a small number of items which must be deleted in the 2-3 year age group and the 3-4 year age group. The number of items that can be used in the 2-3 year age group is as much as the number of items that need to be revised. In the 3-4 year age group, the number of items that can be used is more than the number of items that need to be revised. A total of 87 for 2-3 years and a totaof 91 for 3-4 years old are could be used (see Table 1).

Gross motor skills are developments that involve large muscle activities such as walking, running, throwing, and others (Santrock, 2020). In this aspect, 3 items cannot be used, namely 1 item for the 2-3 year age group [MK3: *Berlari dalam jarak yang cukup jauh (jarak sekitar 2 m)*] and 2 items for 3-4 years age group [MK 15: *Bermain sambil berlari tanpa terjatuh* dan MK 29 *Melempar bola sebesar bola sepak plastik tanpa kehilangan keseimbangan (tubuh tidak oleng atau terjatuh)*]. Based on the criteria for the highest mean and the least variability, it can be interpreted that almost all children in the age group in question have been able to do the three items. Thus, this ability is unsuitable for describing gross motor skills in each age group.

Fine motor skills are motor skills that involve directed fine movements, such as activities that require finger dexterity (Santrock, 2020). In this aspect, there is 1 item in the 2-3 year age group that cannot be used [MH7: *Mencoret – coret kertas menggunakan pensil tanpa bantuan/petunjuk*]. Based on the criteria for the highest mean and the least variability, it can be interpreted that almost all children in the 2-3 age group have been able to do it. Thus, this ability is unsuitable for describing fine motor skills in the 2-3 year age group.

Cognitive development refers to skills related to thinking, intelligence, and language (Santrock, 2020). In this aspect, there are no items that have to be deleted. Likewise, language development shows the child's ability to understand and communicate using gestures, sounds, and words (Gesell, 1942). In this aspect, all items in the 2-3 year age group can be used.

Social-emotional development includes the child's ability to react to other people and social culture (Gesell, 1942). In this aspect, there is an item that is deleted, namely 1 item in the 2-3 year age group [SE 6: *Meniru hanya hal yang saat itu masih terlihat olehnya (pada saat ibu menyapu, ia langsung menyapu)*]. Based on the criteria for the highest mean and the minor variability, it can be interpreted that almost all children in the 2-3 age group have been able to do it. Thus, this ability is unsuitable for describing fine motor skills in the 2-3 year age group.

As for the aspect of self-help which is defined as a person's ability to take care of practical needs related to social skills such as self-sufficiency, occupational activities, communication, self-direction, and social participation, as well as to reflect progressive freedom from the need for assistance, direction, and supervision from others (Doll, 1965). In this aspect, there are 2 items that must be deleted: in the 2-3 year age group [BD 6: *Menyendok makanan, tidak apa jika sedikit tercecer*; dan BD 7: *Makan dengan garpu (contoh: menusuk makanan atau menyendok dengan garpu)*] and 1 item in the 3-4 year age group [BD 15: *Mengenakan sepatunya sendiri (contoh: sandal atau sepatu model slip-on)*]. Based on the mean and SD scores, it appears that items BD6 and BD7 for the 2-3 year group and BD15 for the 3-4 year group have the highest mean and show the least variability. This means that this item can be done by almost all children in each age group. Thus, this ability is unsuitable for describing self-help abilities in each age group.

The stages of child development are formed through complementary biological, sociocultural, and individual factors. The developmental stage has a range of characteristics throughout life, since conception continues throughout life (Santrock, 2020). This means that aspects of development will follow the course of a person's age. On the other hand, this developmental range is contextual

(Santrock, 2020). Baltes (2003) stated that one of the causes of contextual emergence in child development is normative history-graded influences, which means that aspects of development may be common for one particular generation group, but it may be in the context of another generational group that it is no longer common. Based on the contextual view of the developmental range, it is assumed that cognitive, socio-emotional, and self-help aspects that no longer describe their age group may occur.

To explain the deleted item in the gross and fine motor aspects, motor aspect is not a passive process in the physical sense of determining mastery in children. Rather, it is an active process where children actively combine the motor skills to be achieved with the body's and the environment's limitations (Santrock, 2020). Children with the environment work together to help develop their motor aspects so that it is possible for gross and fine motor items that were previously included in a certain age range to be shifted in their mastery age range.

The results of this study also show that a number of abilities still need to be stimulated in children in the 2-3 year age group and the 3-4 year age group. Based on the average ability of the child, the fine motor aspect is an aspect that requires more stimulation, while the socio-emotional aspect is an aspect that has been able to be mastered by the 2-3-year-old age group. The 2-3-year-old age group requires stimulation to walk on the catwalk, jump over objects, and ride a bicycle in the gross motor aspect. As for the fine motor aspect, much stimulation is needed. Children need to be allowed to learn to crochet, draw lines or color on paper, follow the movement of making shapes in the air, cut paper, and unwrap candy. There are relatively few cognitive and language aspects that still need to be stimulated in students, namely learning to avoid dangerous objects in the cognitive aspect and learning to pronounce the first-person pronouns I and you and tell what they have just experienced. While in self-help, things that still need to be stimulated are learning to use clothes and shoes without assistance, asking to go to the toilet by distinguishing the need to defecate or urinate.

In the 3-4 year age group, based on the average ability of the child, the fine motor, cognitive, and self-help aspects still require stimulation from the mother. In comparison, the gross motor, language, and social-emotional aspects show that the average child is capable of doing it. In the fine motor aspect, children need stimulation to learn to open buttons. Children can also be stimulated to draw/imitate / thicken geometric shapes and fold paper neatly to improve their fine motor and cognitive aspects. While in the aspect of self-help, children can be stimulated to help themselves using clothes and shoes independently.

IV. CONCLUSION AND RECOMMENDATION

Developmental screening tools for Indonesian children aged 2-4 years have sufficient initial validity and reliability. Of all the items tested, several items were found that needed to be eliminated in the gross motor, fine motor, cognitive, socio-emotional, and self-help aspects. For further research, items with a correlation between items with a total score below 0.3 need to be revised to make them more appropriate and easier to understand. The various methods should be considered to investigate other than the content validity used in this study. This study has a limitation in the form of an online data collection process, which limited the participation of a population with no access to online tools.

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APPENDIX**2-3 YEARS AGE GROUP****Gross Motor Aspect**

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MK1	Berjalan lurus ke arah bola (seukuran bola tenis) dan menendang bola tanpa berpegangan	.99	.104	0-1	.188	.557
MK2	Melempar bola lurus ke arah perut atau dada Anda dari jarak 1,5 meter	.79	.407	0-1	.190	.551
MK3	Berlari dalam jarak yang cukup jauh (jarak sekitar 2 m)	.97	.179	0-1	-.002	.571
MK4	Berjalan di antara garis-garis sejajar yang berjarak ± 20 cm, tanpa keluar dari garis-garis tersebut	.83	.381	0-1	.361	.510
MK5	Berjalan di papan titian dengan lebar ± 5 cm	.51	.503	0-1	.514	.453
MK6	Berjalan mundur 5 langkah atau lebih tanpa kehilangan keseimbangan	.92	.267	0-1	.034	.573
MK7	Melompat-lompat di tempat (dengan kedua kaki mendarat bersamaan)	.88	.326	0-1	.178	.551
MK8	Melompati bagian lebar kertas hvs A4 (atau ubin 30x30 cm) dengan mengangkat kedua kakinya secara bersamaan tanpa didahului lari	.55	.500	0-1	.362	.504
MK9	Naik turun ± 3 anak tangga tanpa bantuan, kedua kakinya akan berhenti sejenak di setiap anak tangga	.86	.350	0-1	.241	.538
MK10	Naik tangga dengan bantuan (misalnya: berpegangan pada orang lain/pegangan tangga), menggunakan kedua kakinya secara bergantian	.97	.179	0-1	.166	.554
MK11	Melompat turun dari anak tangga pertama ke lantai dengan kaki yang satu mendahului kaki yang lain (seperti melangkah)	.85	.361	0-1	.103	.567
MK12	Memanjat kursi dan kemudian berdiri di atasnya	.98	.147	0-1	.106	.561
MK13	Bergerak maju/mundur di atas mainan beroda tanpa pedal (contoh: mobil-mobilan, sepeda tanpa pedal/ balance bike, dll)	.87	.339	0-1	.200	.547
MK14	Mengayuh sepeda roda tiga minimal 3 meter	.32	.467	0-1	.234	.542

Fine Motor Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MH1	Membalikkan halaman buku satu persatu	.95	.228	0-1	.176	.760
MH2	Membangun menara dari 4-6 buah balok, tanpa terjatuh	.88	.326	0-1	.271	.755
MH3	Memasukkan lebih dari satu biji manik-manik ke tali (meronce)	.58	.497	0-1	.404	.745
MH4	Minum dari gelas dengan menggunakan satu tangan tanpa tumpah	.87	.339	0-1	.174	.762
MH5	Memegang sendok dengan cara seperti orang dewasa (tidak digenggam)	.82	.390	0-1	.232	.759
MH6	Mulai memegang alat tulis dengan menggunakan jari seperti gambar berikut	.93	.248	0-1	.208	.759
MH7	Mencoret – coret kertas menggunakan pensil tanpa bantuan/petunjuk	.98	.147	0-1	-.001	.765
MH8	Membuat coretan tidak keluar kertas	.68	.467	0-1	.274	.757
MH9	Meniru menggambar garis lurus sepanjang sekurang-kurangnya 2,5 cm	.53	.502	0-1	.557	.728
MH10	Meniru gerakan membuat lingkaran (Anda dan anak bersama-sama membuat lingkaran)	.63	.485	0-1	.547	.730
MH11	Meniru gerakan membuat garis lurus horisontal, dari kiri ke kanan atau sebaliknya (Anda dan anak bersama-sama membuat garis)	.61	.491	0-1	.589	.725
MH12	Melepas kaos kaki menggunakan dua tangan tanpa dibantu	.75	.435	0-1	.449	.740
MH13	Memasukkan tangan ke lubang lengan baju pada saat berpakaian, dengan bantuan	.98	.147	0-1	.073	.763
MH14	Memutar gagang pintu	.95	.228	0-1	.064	.765
MH15	Menggunting kertas	.48	.502	0-1	.485	.736
MH16	Membuka bungkus permen	.58	.497	0-1	.480	.737

MH17	Membuka tutup botol kecil dengan cara diputar	.79	.407	0-1	.433	.742
MH18	Mengambil benda dari lantai tanpa terjatuh dari posisi berdiri	.98	.147	0-1	.122	.762

Cognitive Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
K1	Menyusun balok berbaris menyerupai kereta api	.88	.326	0-1	.466	.624
K2	Menunjuk satu atau lebih anggota tubuhnya (contoh: kepala, mata, hidung, tangan, dll)	1.00	.000	0-1	.000	.687
K3	Dapat menunjukkan jumlah yang lebih banyak atau sedikit (contoh: 1 sendok dengan 5 sendok)	.75	.435	0-1	.437	.631
K4	Dapat membedakan warna hitam dan putih	.82	.390	0-1	.393	.641
K5	Menceritakan pengalaman atau hal-hal yang sudah ia alami sebelumnya (contoh: "Kemarin ngapain aja?", "Sama kakak main apa aja?")	.78	.415	0-1	.631	.571
K6	Menggunakan alat untuk tujuan tertentu seperti mendorong kursi ke suatu tempat untuk berdiri di atasnya untuk mengambil sesuatu	.97	.179	0-1	.193	.676
K7	Melihat gambar dan dapat menyebut dengan benar nama 2 benda atau lebih	.92	.267	0-1	.303	.659
K8	Berinisiatif untuk bermain sendiri	.99	.104	0-1	.130	.682
K9	Menghindari bahaya-bahaya sederhana (contoh: menggunakan benda tajam, memegang colokan listrik, mendekati benda panas)	.74	.442	0-1	.418	.637

Language Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	Mengucapkan kata-kata berupa nama benda, nama orang, aksi dan situasi. Kata keterangan, sifat dan kata depan jarang diucapkan	.90	.299	0-1	.575	.827
B2	Mengucapkan kata ganti orang pertama saya dan kamu	.63	.485	0-1	.539	.847
B3	Menyebut nama untuk memanggil dirinya	.95	.228	0-1	.603	.829
B4	Berbicara kalimat pendek dengan menggunakan minimal 3 kata	.87	.339	0-1	.769	.797
B5	Menceritakan hal-hal yang baru saja dialami, walaupun keterangan waktu yang ia gunakan masih tidak tepat (misalnya anak mengatakan kemarin, padahal kejadiannya minggu lalu)	.73	.447	0-1	.682	.813
B6	Pengucapan kata lebih jelas dibandingkan sebelum berusia 2 tahun	.91	.283	0-1	.630	.821
B7	Mengungkapkan pertanyaan “apa itu”	.93	.248	0-1	.617	.825

Self Help Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SE1	Mengenal dan menyebutkan namanya ketika melihat bayangan dirinya di cermin	.92	.267	0-1	.436	.618
SE2	Menggunakan kata “punyaku” atau “punya ... (menyebutkan namanya)”	.91	.283	0-1	.237	.652
SE3	Menyembunyikan mainannya untuk memastikan tidak akan digunakan oleh anggota keluarga lain	.87	.339	0-1	.427	.615
SE4	Bermain peran lebih terperinci dibandingkan dengan usia sebelum 2 tahun (terdapat beragam peran dengan tugasnya masing-masing)	.84	.371	0-1	.413	.619

	dalam satu permainan, contohnya bermain dokter-pasien, ibu-anak, penjual-pembeli)					
SE5	Melakukan perilaku terpuji yang sederhana, misalnya: menyiapkan sandal untuk kakeknya	.93	.248	0-1	.394	.627
SE6	Meniru hanya hal yang saat itu masih terlihat olehnya (pada saat ibu menyapu, ia langsung menyapu)	.99	.104	0-1	-.070	.674
SE7	Senang jika ada teman, tapi masing-masing bermain sendiri-sendiri	.91	.283	0-1	.266	.647
SE8	Dalam suatu kelompok ia banyak bicara tapi sedikit yang berupa percakapan dengan orang lain	.76	.429	0-1	.448	.612
SE9	Menolak dengan mengatakan “tidak”	.95	.228	0-1	.243	.650
SE10	Menuntut melakukan sesuatu oleh dirinya sendiri walaupun ia belum tentu bisa melakukannya	.95	.228	0-1	.350	.635
SE11	Meminta perhatian kepada orang dewasa dengan mengatakan “lihat saya” atau dengan bahasa tubuh	.98	.147	0-1	.102	.664
SE12	Membantu membereskan mainannya sendiri atau membantu mengangkat piring jika diminta	.98	.147	0-1	.154	.660

Aspek Bantu Diri

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BD1	Mengenakan pakaian tanpa bantuan (contoh: Kaos atau Celana)	.46	.501	0-1	.295	.531
BD2	Melepaskan pakaiannya seperti baju, rok, atau celananya (topi dan kaos kaki tidak termasuk) sendiri	.76	.429	0-1	.376	.508
BD3	Mengenakan sepatunya sendiri (Contoh: Sandal atau sepatu model slip-on)	.90	.299	0-1	.171	.560
BD4	Melepaskan sepatu bila tali sepatu telah dibuka simpulnya dan dilonggarkan	.70	.463	0-1	.283	.534

BD5	Mencuci dan mengeringkan tangan, meskipun hasilnya belum begitu baik	.92	.267	0-1	.099	.571
BD6	Menyendok makanan, tidak apa jika sedikit tercecer	.99	.104	0-1	-.043	.579
BD7	Makan dengan garpu (Contoh: menusuk makanan atau menyendok dengan garpu)	.97	.179	0-1	-.072	.587
BD8	Mengambil wadah minuman tanpa bantuan	.99	.104	0-1	.132	.568
BD9	Minta pergi ke toilet (setidaknya untuk buang air besar)	.54	.501	0-1	.434	.484
BD10	Sudah ada waktu tertentu untuk pergi ke toilet	.45	.500	0-1	.361	.509
BD11	Memahami perbedaan tanda akan buang air besar (BAB) dan buang air kecil (BAK), sehingga ia mengucapkan kata yang berbeda untuk BAB dan BAK	.58	.497	0-1	.321	.523

3-4 YEARS AGE GROUP

Gross Motor Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MK15	Bermain sambil berlari tanpa terjatuh	.99	.103	0-1	-.088	.697
MK16	Berdiri dari posisi jongkok dengan posisi tetap seimbang	.99	.103	0-1	.016	.693
MK17	Berdiri seimbang dengan menggunakan satu kaki (selama 1-6 detik)	.89	.310	0-1	.472	.651
MK18	Berjalan jinjit dengan seimbang tanpa terjatuh	.99	.103	0-1	.174	.687
MK19	Berjalan pada garis lurus dengan melangkahkan 1 kaki di depan kaki lainnya secara bergantian satu per satu	.85	.358	0-1	.145	.695
MK20	Berjalan di papan titian selebar ± 6 cm tanpa terjatuh	.79	.411	0-1	.331	.670

MK21	Berjalan mundur untuk jarak yang cukup jauh (minimal 1 meter)	.95	.226	0-1	.091	.693
MK22	Naik ± 3 anak tangga tanpa bantuan, menggunakan kedua kakinya secara bergantian	.95	.226	0-1	.165	.686
MK23	Menuruni 5 anak tangga tanpa bantuan orang lain, tidak apa kedua kaki berhenti sejenak di setiap anak tangga	.94	.246	0-1	.372	.667
MK24	Menuruni anak tangga dengan kaki bergantian	.84	.368	0-1	.397	.659
MK25	Melompat turun dari ketinggian ± 26 cm (2 jengkal tangan ibu) tanpa bantuan, kedua kaki mendarat secara bersamaan	.90	.296	0-1	.548	.642
MK26	Melompat naik setinggi ± 26 cm (2 jengkal tangan ibu) tanpa terjatuh	.80	.404	0-1	.521	.637
MK27	Melompati panjang kertas HVS A4 atau ubin 30x30, dengan mengangkat kedua kakinya secara bersamaan tanpa didahului lari	.84	.368	0-1	.612	.624
MK28	Mengayuh sepeda roda tiga, minimal sejauh 3 meter	.69	.464	0-1	.287	.681
MK29	Melempar bola sebesar bola sepak plastik tanpa kehilangan keseimbangan (tubuh tidak oleng atau terjatuh)	.98	.145	0-1	-.050	.698
MK30	Menangkap bola besar dengan kedua tangan terentang ke depan (masih kaku)	.91	.281	0-1	.200	.684

Fine Motor Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MH19	Menyendok makanan sendiri tanpa tumpah	.88	.323	0-1	.299	.779
MH20	Dengan menggunakan kedua tangannya, menuangkan air (tidak tumpah) dari ceret ke gelas	.86	.347	0-1	.401	.771
MH21	Melepas celana sendiri pada saat berpakaian (Contoh: Celana tanpa kancing)	.97	.177	0-1	.308	.780
MH22	Membuka kancing depan atau yang berada di samping bajunya	.49	.503	0-1	.329	.781

MH23	Meraih benda di sekitarnya sambil tetap dalam posisi duduk	.99	.103	0-1	.236	.784
MH24	Mahir memungut benda kecil seperti kacang hijau	1.00	.000	0-1	.000	.788
MH25	Menyusun 3 kotak menjadi jembatan	.98	.145	0-1	.257	.782
MH26	Membangun menara dari 9 – 10 kotak	.88	.323	0-1	.286	.780
MH27	Menggambar garis lurus	.66	.476	0-1	.571	.754
MH28	Memegang alat tulis seperti gambar berikut	.85	.358	0-1	.444	.768
MH29	Menggambar bentuk lingkaran berdasarkan contoh gambar yang diberikan, hasilnya dapat berupa lingkaran terbuka/ bentuk spiral)	.78	.419	0-1	.448	.767
MH30	Meniru menggambar bentuk tanda tambah + (Anda menggambar bentuk tanda + dan minta anak meniru gambar tersebut)	.66	.476	0-1	.571	.754
MH31	Menebalkan garis bentuk belah ketupat	.59	.495	0-1	.512	.760
MH32	Melipat kertas dengan 1 kali lipatan dengan rapi (Anak melihat contoh cara melipat, lipatan membentuk persegi panjang) (titik berat pada kerapian)	.38	.489	0-1	.504	.761
MH33	Melipat kertas dengan 2 kali lipatan dengan rapi (Anak melihat contoh cara melipat, lipatan pertama membentuk persegi panjang, kemudian dilipat lagi sehingga membentuk bujursangkar) (titik berat pada kerapian)	.29	.455	0-1	.502	.761

Cognitive Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
K10	Melipat kertas dengan 1 kali lipatan dengan rapi (Anak melihat contoh cara melipat, lipatan membentuk persegi panjang) (titik berat pada ketepatan meniru contoh)	.47	.502	0-1	.467	.646
K11	Melipat kertas dengan 2 kali lipatan dengan rapi (Anak melihat contoh cara melipat, lipatan pertama membentuk persegi panjang, kemudian dilipat lagi sehingga membentuk bujursangkar) (titik berat pada ketepatan meniru contoh)	.34	.476	0-1	.531	.627
K12	Menggambar bentuk lingkaran berdasarkan contoh gambar yang diberikan, hasilnya dapat berupa lingkaran terbuka/ bentuk spiral)	.79	.411	0-1	.351	.671
K13	Menggambar bentuk tanda tambah + (Instruksi: Anda dan anak menggambar di kertas berbeda dalam waktu yang bersamaan)	.69	.464	0-1	.527	.628
K14	Menebalkan garis bentuk belah ketupat	.57	.497	0-1	.537	.625
K15	Menghitung benda sampai dua	1.00	.000	0-1	.000	.704
K16	Memahami konsep besar dan lebih besar (misalnya pada anak ditunjukkan 2 buah benda, dia bisa menunjukkan mana yang lebih besar)	.98	.145	0-1	.237	.691
K17	Mengenal 2-4 warna	.99	.103	0-1	.164	.698
K18	Mengerti arti kata di atas, di bawah, di depan	.93	.264	0-1	.337	.675

Language Aspect

Kode	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B8	Menggunakan kata ganti saya dan kamu dengan tepat	.83	.378	0-1	.664	.586
B9	Mengombinasikan kata menjadi kalimat, minimal terdiri dari empat kata. Misalnya: aku mau minum susu	.98	.145	0-1	.472	.671
B10	Memahami pertanyaan sederhana dalam obrolan sehari-hari dengan orang tua	1.00	.000	0-1	.000	.713
B11	Dapat menyebutkan namanya, minimal nama pendek	.99	.103	0-1	.022	.716
B12	Dapat menyebutkan jenis kelaminnya	.93	.264	0-1	.571	.629
B13	Menyebut umur dan tempat tinggal (salah satu dari nama komplek atau jalan atau kota)	.76	.432	0-1	.551	.631
B14	Pengucapan kata sudah dapat dipahami oleh lawan bicara	.97	.177	0-1	.351	.681
B15	Mampu menceritakan kembali secara singkat isi cerita yang dibacakan	.81	.396	0-1	.418	.671

Socio-Emotional Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SE13	Pada saat ia mengerjakan sesuatu atas permintaan orang lain, ia bisa mengajukan pertanyaan	.86	.347	0-1	.320	.599
SE14	Anak membantu sedikit pekerjaan rumah tangga (Contoh: Membuang sampah, membereskan mainan, dll)	.97	.177	0-1	.197	.616
SE15	Mengungkapkan keinginannya seperti “saya dapat melakukannya sendiri” atau “saya ingin melakukannya dengan cara”	.97	.177	0-1	.356	.594
SE16	Mengekspresikan keterbatasan dirinya seperti “saya tidak bisa”,	.98	.145	0-1	.157	.621

	“saya tidak tahu” atau dengan langsung mengganti aktivitas tersebut dengan aktivitas lainnya					
SE17	Mengekspresikan penolakan dengan mengucapkan “saya tidak mau” daripada dengan kata “tidak”	.97	.177	0-1	.046	.636
SE18	Menanyakan sesuatu hal yang sebenarnya ia sudah mengetahui jawabannya	.94	.246	0-1	.385	.582
SE19	Mengucapkan “terima kasih” tanpa diminta	.94	.246	0-1	.385	.582
SE20	Berbicara pada dirinya sendiri saat bermain sendirian	.98	.145	0-1	.219	.614
SE21	Tertarik untuk bermain dengan orang lain (2 -3 orang) daripada bermain sendiri	1.00	.000	0-1	.000	.629
SE22	Bermain bersama dengan anak seusianya	.97	.177	0-1	.046	.636
SE23	Mau menunggu gilirannya	.91	.281	0-1	.159	.630
SE24	Membereskan mainan sendiri dengan sedikit pengawasan	.94	.246	0-1	.470	.565
SE25	Mengikuti peraturan permainan bila bermain dengan teman-temannya	.86	.347	0-1	.518	.540

Self Help Aspect

Code	Item	Mean	(SD)	Min - Max	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BD12	Mampu melepaskan pakaian tanpa dibantu (kaos/sweater)	.56	.499	0-1	.451	.748
BD13	Memakai celana walaupun bagian depan dan belakang masih sering tertukar	.86	.347	0-1	.604	.734
BD14	Memakai kaos kaki sendiri walaupun belum rapi	.79	.411	0-1	.440	.748
BD15	Mengenakan sepatunya sendiri (contoh: sandal atau sepatu model slip-on)	.99	.103	0-1	-.066	.775
BD16	Mengenakan celana panjang, kemeja, baju atau kaos kaki tanpa dibantu (tidak termasuk memasang kancing, gesper atau ikat pinggang)	.74	.438	0-1	.616	.727

BD17	Melepas kancing depan dan samping dengan mendorong kancing masuk ke lubang kancing	.43	.497	0-1	.526	.738
BD18	Mengancingkan pakaian	.39	.491	0-1	.423	.751
BD19	Mengikat/menyimpulkan tali sendiri walaupun belum rapi, misal pada tali sepatu atau pita baju	.18	.387	0-1	.380	.754
BD20	Menggosok gigi (masih tetap perlu pengawasan orang dewasa)	.95	.226	0-1	.329	.760
BD21	Tertarik untuk mempersiapkan peralatan makan saat waktu makan	.87	.335	0-1	.234	.767
BD22	Menuangkan air ke dalam gelas	.95	.226	0-1	.154	.770
BD23	Mencuci tangannya sendiri setelah makan	.97	.177	0-1	.222	.767
BD24	Dapat pergi ke toilet sendiri dengan terlebih dahulu memberitahukan bahwa ia akan pergi ke toilet	.84	.368	0-1	.364	.756
BD25	Dapat membersihkan dirinya setelah BAK, tapi hasilnya tidak begitu baik	.85	.358	0-1	.404	.752