Abstract

This study aims to determine the influence of child development stimulation education on teacher behavior in kindergartens in West Limboto District. The quantitative method with the research design used in this research is pre-experimental with an approach.one-group pre-post test design. The sample was selected using the method cluster sampling, The sample consisted of 38 respondents who were teachers at 8 kindergartens in West Limboto District. Data collection for this study used a questionnaire, and data analysis used a multivariate analysis test.wilcoxon signed rank with significance (< 0.05). The results of the study showed that the majority of teachers' behavior regarding developmental stimulation before education was sufficient (25 people (65.8%) and after education was good (30 people (78.9%). The statistical value obtainedAsymp. sig (2 tailed) p value as much as 0.000<0.05 which means that there is an influence of educational stimulation of child development on teacher behavior in kindergarten, West Limboto District, Gorontalo Regency. The conclusion is that stimulation education by teachers is very important in supporting the stimulation of children's growth and development in a scheduled manner to avoid developmental deviations from an early age. The suggestion in this study is the need for periodic evaluation related to teacher behavior in providing developmental stimulation in schools.

Keywords: *School-Age Children, Development, Teacher Development Stimulation*