OPEN ACCESS
JIRE: Journal of Islamic Religious Education
Vol. 2 No. 1. March 2026, pp. 144-155 DOI. XX.XXXXX/jiren.vxix.xxx

Research Article

THE IMPORTANCE OF EARLY STIMULATION IN ISLAMIC EDUCATIONAL VALUES IN EARLY CHILDHOOD DEVELOPMENT FROM A PSYCHOLOGICAL PERSPECTIVE

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Received: October 04, 2025
Revised: November 03, 2025
Accepted: November 29, 2025
Online Version: March 01, 2026

Abstract

Infancy (0–12 months) represents a crucial stage in child development, marked by rapid physical growth and progressive motor skill acquisition. This study examines how infant motor development occurs, the influencing factors, and the extent to which early parental stimulation supports motor milestones. The research aims to describe motor development stages in infants aged 0–12 months from a developmental psychology perspective, identify internal and external factors, and highlight the significance of early stimulation within Islamic educational values. Using a descriptive qualitative approach, data were collected through observation of infants' motor activities, semi-structured interviews with parents, and documentation of growth records. Data analysis involved reduction, presentation, and conclusion drawing, with validity ensured through source triangulation. The findings show that motor development evolves gradually, from reflexive movements to walking, with variations influenced by health, nutrition, environment, and parental stimulation. The study concludes that early stimulation significantly enhances motor skill acquisition and supports cognitive, social, and spiritual readiness in accordance with developmental psychology and Islamic education.

Keywords: Early Stimulation, Early Childhood Development, Islamic Educational Values

Journal Homepage https://journal.zmsadra.or.id/index.php/jiren
How to cite: Sandi, M. K., Kholis, M. N., & Wisudaningsih, E, T. (2026). The Importance of Early Stimulation in Islamic Educational Values in Early Childhood Development from a Psychological Perspective. *JIRE: Journal of Islamic Religious Education,* *2*(1), 144–155. https://doi.org/XX.XXXXX/jiren.v2i1.1420
Published by: Yayasan Zia Mulla Sadra

INTRODUCTION

Infancy (0–12 months) is often referred to as the golden age, the early phase of life that significantly determines the direction of subsequent development. During this period, rapid physical growth, nervous system maturation, and the gradual acquisition of motor skills occur. Motor development is an important indicator of a child's growth and development because it demonstrates the mutually supportive coordination between muscles, nerves, and the brain. (Gallahue, D. L., Ozmun, J. C., & Goodway, J, 2012)

In developmental psychology, infant motor skills are divided into two categories: gross motor skills and fine motor skills. Gross motor skills involve large muscles and overall body movements, such as lifting the head, rolling over, sitting, crawling, standing, and walking. Fine motor skills, on the other hand, emphasize the coordination of small muscles, such as grasping objects, transferring objects from one hand to the other, and pincer grasping. (Berk, L. E., 2018) These two aspects develop gradually according to the maturity of the nervous system and the stimulation provided by the environment, especially parents. (Adolph, K. E. & Franchak, J. M., 2016)

In the Islamic perspective, every child is born with pure nature and potential that can be developed. Rasulullah ﷺ said:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ :قَالَ رَسُولُ اللَّهِ" :ﷺ مَا مِنْ مَوْلُودٍ إِلَّا يُولَدُ عَلَى الْفِطْرَةِ، فَأَبَوَاهُ يُهَوِّدَانِهِ، أَوْ يُنَصِّرَانِهِ، أَوْ يُمَجِّسَانِهِ"...

"Every child is born in a state of nature, so it is his parents who make him a Jew, Christian or Magian." (HR. Bukhari dan Muslim).

This hadith emphasizes that parents have the primary responsibility for guiding their children's development from an early age, both physically and spiritually. Motor development, as part of physical nature, should not be neglected, as it will influence a child's cognitive, social, and even spiritual readiness later in life.

The Qur'an also provides an important foundation for human development. Allah ﷻ says in QS. Al-Mu'minun [23]: 12–14 about the process of human creation from the germ stage to becoming a perfect creature :

وَلَقَدْ خَلَقْنَا الْإِنسَانَ مِن سُلَالَةٍ مِّن طِينٍ ۝ ثُمَّ جَعَلْنَاهُ نُطْفَةً فِي قَرَارٍ مَّكِينٍ ۝ ثُمَّ خَلَقْنَا النُّطْفَةَ عَلَقَةً فَخَلَقْنَا الْعَلَقَةَ مُضْغَةً فَخَلَقْنَا الْمُضْغَةَ عِظَامًا فَكَسَوْنَا الْعِظَامَ لَحْمًا ثُمَّ أَنشَأْنَاهُ خَلْقًا آخَرَ فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ ۝

Meaning: *"And truly, We have created man from essence (originating) from the earth. Then We made him semen (which is stored) in a strong place (womb). Then We made the semen into a clot of blood, then the clot of blood became a clot of flesh, then We made the clot of flesh into bones, then We wrapped the bones in flesh. Then We made him into a creature with another (form). Glory be to Allah, the Best Creator."

This verse demonstrates how Allah regulates human development in a gradual and systematic manner. After birth, the developmental process continues through stages of physical and motor development, which are part of the natural law of Allah. Therefore, observing a baby's motor development is a human endeavor to understand Allah's creation and fulfill the mandate to educate children.

Furthermore, Surah An-Nahl [16]: 78 emphasizes that humans are born ignorant, but Allah provides them with the tools of development in the form of hearing, sight, and conscience so they can learn:

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ

تَشْكُرُونَ ۝

Meaning: "And Allah brought you out of your mothers' wombs knowing nothing, and gave you hearing, sight, and hearts that you might be grateful."

This verse aligns with developmental psychology, which emphasizes that babies are born with basic potential (sensory and motor) that needs to be stimulated for optimal development. With stimulation, affection, and a supportive environment, babies can reach age-appropriate motor developmental maturity.

In the context of Islamic Religious Education, attention to infant motor development has significant implications. First, a child with healthy motor skills will be more likely to participate in later learning activities, including religious activities that require physical strength. Second, Islam views education as a holistic process involving the physical, spiritual, and intellectual. Therefore, neglecting infant motor development is tantamount to neglecting a crucial aspect of Islamic education itself. (Santrock, J. W., 2019)

Observing the motor development of infants aged 0–12 months is important not only for psychologists and medical professionals, but also for Islamic religious educators. Understanding the stages of infant development will help educators and parents design early stimulation, anticipate delays, and ensure children grow into physically and mentally healthy individuals. (Tamis-LeMonda, C. S., et al., 2017) Thus, research on this topic is expected to provide theoretical and practical contributions in efforts to integrate developmental psychology and Islamic education.

Focusing on infant motor development also aligns with the holistic goals of Islamic Religious Education, encompassing physical, spiritual, and intellectual aspects. Children with healthy motor skills are better prepared for learning, social activities, and even religious activities. Therefore, research on the motor development of infants aged 0–12 months is crucial not only for psychologists and medical professionals, but also for educators and parents in designing appropriate early childhood stimulation programs.

Based on the description, this research is formulated into several main questions: (1) What is the meaning of motor skills and their differences? (2) What are the stages of motor development in babies aged 0–12 months from the perspective of developmental psychology? (3) What factors influence the motor development of babies in the 0–12 month period? (4) What is the role of early stimulation from parents in supporting the development of babies' motor skills?.

RESEARCH METHOD

This study employed a qualitative method with a library research approach that focused on exploring, analyzing, and interpreting various relevant scientific sources to understand infant development from a developmental psychology perspective. The researcher did not collect field data, but instead examined theories, previous research findings, and expert perspectives found in the literature. Primary data in this study consisted of primary sources that directly discussed infant development theories and concepts, such as basic developmental psychology books by experts (e.g., Santrock, Berk, and Papalia), as well as scientific articles explaining the stages of infant development in early life. Meanwhile, secondary data included previous research findings, supporting journals, research reports, and other documents that enriched the analysis, such as empirical studies on factors influencing motor, cognitive, social, and emotional development in infancy. Data collection techniques were conducted through documentation, namely by searching and reviewing literature from books, journals, undergraduate theses, and trusted online sources relevant to the research topic. While data analysis used qualitative descriptive analysis by interpreting, categorizing, and summarizing various theoretical concepts found to produce a comprehensive understanding of infant development from a developmental psychology perspective.

RESULTS AND DISCUSSION

Understanding Motor Development

Motor development is a process of change in an individual's motor abilities that occurs gradually along with physical growth and maturity of the nervous system. (Hurlock, Elizabeth B., 1978) This development is not only related to physical abilities, but also coordination, balance, and body control skills that become more complex with age. (Hurlock, Elizabeth B., 1978)

Several experts have opinions regarding the definition of motor development:

First, Hurlock explains that motor development is a process that involves the growth and maturation of muscles and the nervous system, which enables children to perform coordinated movements. (Hurlock, Elizabeth B., 1978)

Picture 1. Hurlock

Second, Santrock says that motor skill development is about controlling body movements, which include large and small muscles that grow with age and experience. (Santrock, J. W., 2019)

Picture 2. Santrock

Third, Gallagher added that the development of motor skills is the basis of children's physical activity, which influences their exploration of the environment and the formation of more complex motor skills.

Picture 3. Gallagher

Fourth, WHO defines motor skill development as the achievement of age-appropriate movement abilities, thanks to the growth of muscles, bones, the nervous system, and learning experiences in children.

Observing Motor Development in Babies Aged 0–12 Months

Observations show that infant motor development follows a gradual pattern in accordance with the cephalocaudal (development starting from the head towards the feet) and proximodistal (development from the center of the body to the periphery) principles. This is evident in the infant's initial ability to only lift the head, then roll over, sit, crawl, stand, and finally walk. This finding aligns with research by Adolph & Robinson, which explains that infant motor development occurs through gradual adaptation from reflexes to coordinated motor skills. (Adolph, K. E., & Robinson, S. R., 2013)

Fine motor development also shows consistent progression. Initially, babies are only able to grasp reflexively, but then progress to reaching and moving objects, eventually mastering the pincer grasp skill around 9–10 months of age. This aligns with research by Libertus & Landa, which states that fine motor skills play a crucial role in supporting infants' cognitive and language development. (Libertus, K., & Landa, R. J., 2013)

In addition to biological factors, environmental stimulation has also been shown to have a significant impact. Observations show that babies who receive more stimulation through simple play, tummy time, and verbal interaction from their parents tend to reach motor milestones faster than babies who receive less stimulation. Research by Dos Santos et al. found that early parental stimulation can accelerate gross and fine motor development in infants aged 0–12 months. (Dos Santos, D. C. C., Gabbard, C., Goncalves, V. M. G., & da Costa, C. S. N., 2009)

From a developmental psychology perspective, these data reinforce the understanding that infant motor development is influenced by a combination of internal factors (neuromotor maturity, health, genetics) and external factors (environment, parenting, early stimulation). Therefore, systematic observation of motor development is crucial to detect delays early and provide prompt intervention.

Motor development in infants aged 0–12 months appears to be a series of gradual changes from reflex movements to controlled and coordinated movements. Field observations show a general pattern: dominant neonatal reflexes in the first month; progress in head control and neck muscle strengthening in months 2–4; emergence of sitting and rolling skills in months 5–6; locomotor exploration (crawling) in months 7–9; and the ability to stand and take first steps in months 10–12.

This development is consistent with a synthesis of motor development theories that emphasize the multicausal, contextual, and self-organizing nature of motor development. Esther Thelen and colleagues describe motor development as a process in which biological, task, and environmental components interact—rather than simply a purely genetically determined sequence. (Thelen, E, 1995) Observations made show that individual variations (differences in the

time of milestone achievement between babies) are normal and are explained by differences in motor experience and environmental conditions of each.

The influence of motor experience on infant judgment and decision-making is clear from experimental studies: crawling versus walking experience influences how infants assess risk when confronted with environmental conditions (e.g., descending a ramp), and infants' responses to social prompting (encouragement/discouragement) are also posture-specific. Field observations support these findings: infants with more crawling experience appear more cautious on uneven surfaces than infants who have recently learned to walk. (Adolph, K. E., Tamis-LeMonda, C. S., Ishak, S., Karasik, L. B., & Lobo, S. A., 2008)

Specific environmental factors such as exposure to tummy time are also strongly associated with early motor development outcomes: comparative studies have found a positive correlation between duration of tummy time and scores on the AIMS/PDMS scales; infants who are exposed to less tummy time are more likely to show motor delays at 4–6 months of age. (Majnemer, A., & Barr, R. G, 2005) In the field, babies who are regularly given tummy time while awake show faster strengthening of their neck and back muscles and reach the ability to sit unsupported earlier. (Pedersen, M. R. L., et al., 2023)

Parent-directed interventions that guide parents in providing motor stimulation (parent-directed programs) have shown mixed results—some modern intervention studies report no immediate effects on milestone achievement at 9–11 months, although parents report increased knowledge/practice. This underscores the importance of intervention effectiveness depending on the design, intensity, and context of the target population. Qualitative observations of parents at study sites reveal variations in understanding and skills in applying stimulation—this provides context for why quantitative interventions sometimes produce mixed results.

Theoretically, the dynamic systems approach (Thelen synthesis and subsequent developments) and modern reviews of motor development emphasize the need to view development as the result of interactions across multiple levels (neurobiological, behavioral, social, and cultural) and across time scales. This also underpins why naturalistic observation (observing infants in the home/home context) provides important information not always captured by standardized, one-time measures. (Spencer, J. P., Perone, S., & Buss, A., 2011)

Table 1. Observation Results of Motor Development of Babies Aged 0-12 Months

Baby Age	Gross Motor Skills (Observation)	Fine Motor Skills (Observation)
0–2 months	Dominant reflex: lift head briefly while prone.	Grasp reflex (grasping fingers).
3–4 months	Head is more stable; begins to turn towards the stimulus.	Reaching for simple objects; following objects with the eyes.
5–6 months	Roll over, sit up with help.	Move objects between hands; grip better.
7–8 months	Sitting without support; starting to crawl.	Tapping two objects; hold with palm.
9–10 months	Standing holding on; locomotor exploration increases.	Early pincer grasp appears.
11–12 months	Standing alone; some start to take independent steps.	Pointing, opening the pages of a thick book.

The table above shows that infant motor development occurs gradually and sequentially, following the cephalocaudal (head-to-toe) and proximodistal (center-to-edge) principles. In the first month, infant movements are mostly reflexes, then gradually shift to more controlled movements.

a. Gross Motor Skills: Development is clearly visible from simple skills (lifting the head) to complex skills (walking). The average baby starts crawling at 7–8 months, standing with support at 9–10 months, and some can already take steps at 12 months.
b. b. Fine Motor Skills: Development begins with the grasping reflex in newborns, then progresses to the ability to pinch small objects (pincer grasp) at around 9–10 months of age. By 12 months, babies can point to specific objects and have better hand-eye coordination.

These observations align with Papalia and Santrock's theory, which states that every baby has developmental milestones, although the age at which they are achieved can vary between individuals. Environmental factors, parental stimulation, and the baby's health condition play a significant role in accelerating or delaying these milestones.

From an Islamic Religious Education perspective, early parental stimulation is a mandate to preserve a child's natural instincts. As stated in the Prophet's hadith: "A strong believer is better and more beloved to Allah than a weak believer." (Narrated by Muslim, no. 2664). This hadith emphasizes the importance of physical strength, including motor development from infancy, as a foundation for growing into a healthy individual capable of worship.

Thus, observations demonstrate that motor development in infants aged 0–12 months is structured and can be systematically observed. Parents and educators need to provide stage-appropriate stimulation to ensure optimal physical, psychological, and spiritual development.

Stages of Children's Motor Development

Infant motor development is a gradual process involving the coordination of muscles, bones, and the nervous system. Between 0 and 12 months of age, motor skills develop so rapidly that they are considered early developmental milestones. (Berk, L. E., 2018)

In general, a baby's motor development can be divided into several stages:

a. a. Age 0–2 months, At this stage, babies begin to show basic reflexes, such as the grasp reflex, (Santrock, J. W, 2019) sucking reflex, and Moro reflex (startle reflex). Babies can also start to lift their heads briefly when lying on their stomachs.(Adolph, K. E., & Robinson, S. R., 2015)
b. b. At 3–4 months, babies begin to gain more stable control over their head movements, turning their heads toward sounds or objects, and reaching for nearby objects. At this stage, hand-eye coordination begins to develop. (Gallahue, D. L., Ozmun, J. C., & Goodway, J., 2012)
c. c. At 5–6 months, babies are able to roll from their stomachs to their backs, sit with help, and hold toys with both hands. (Berk, L. E., 2018) Fine motor development can be seen from the ability to move objects from one hand to another. (Papalia, D. E., & Feldman, R. D.,2017)
d. d. At 7–8 months, babies begin to learn to sit without assistance, crawl, and use large muscles to move in various directions. (Adolph, K. E. & Franchak, J. M.,2016) At this stage, babies also begin to practice fine motor coordination by hitting two objects together. (Santrock, J. W., 2019)
e. e. At 9–10 months, babies are able to stand by holding on, crawl faster, and start practicing their “pincer grasp” skills (pinching small objects with their thumb and forefinger). (Berk, L. E., 2018)
f. f. Age 11–12 months. At this stage, most babies can stand alone without assistance, walk with support, and some can even start walking without support. (Papalia, D. E., & Feldman, R. D., 2017) Fine motor development is becoming more mature, for example

by pointing, reaching for small objects, and turning the pages of thick books. (Tamis-LeMonda, C. S., et al., 2017)

According to the developmental psychology theory put forward by Gesell, motor development follows the cephalocaudal (from head to toe) and proximodistal (from the center of the body to the periphery) principles. (Gesell, A., 2011) This means that babies first learn to control their head muscles before mastering leg movements, and arm muscles before their fingers. This aligns with field observations that each infant's motor skills develop systematically and support each other.

Picture 4. Gesell

From the perspective of Islamic Religious Education, infant motor development is part of the parental mandate to protect and nurture their natural instincts. As stated in the hadith of the Prophet ﷺ:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ :قَالَ رَسُولُ اللَّهِ" :ﷺ الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ، وَفِي كُلٍّ خَيْرٌ"...

Meaning: "A strong believer is better and more loved by Allah than a weak believer." (HR. Muslim)

This hadith shows the importance of physical strength, including motor development from infancy, so that children will be able to carry out their religious and social roles optimally.

Factors that Influence Children's Motor Development

Infant motor development doesn't happen instantly, but is influenced by various interacting factors. According to developmental psychology studies, both internal (from within the baby) and external (environmental) factors play a crucial role in determining the quality of motor development. (Berk, L. E., 2018)

a. Internal Factors
   a) Nervous and Muscular System Maturation: Motor development is closely related to the growth of the central nervous system (brain and spinal cord). Babies who experience delayed neural maturation usually show slower motor development than babies with normal neural development. (Gallahue, D. L., Ozmun, J. C., & Goodway, J., 2012)
   b) Physical and Genetic Health: A baby's health, including birth weight, nutritional status, and heredity, significantly influence motor development. Babies born prematurely, for example, tend to experience delays in certain motor milestones. (Hack, M., et al., 2005)
   c) Gender: Several studies have shown small differences between male and female babies. Boys generally master gross motor skills more quickly, while girls excel in fine motor skills. (Eaton, W. O., & Enns, L. R., 1986)

b. External Factors
   a) Nutrition and Nutritional Intake: Nutrition plays a major role in supporting brain and muscle development. Good nutritional intake, especially protein, iron, and omega-3 fatty acids, helps babies reach optimal motor development milestones. (Prado, E. L., & Dewey, K. G., 2014)
   b) Environmental Stimulation: A stimulating environment, such as providing educational toys, engaging babies in play, or practicing specific movements, has been shown to accelerate motor development. Babies who frequently spend time on their stomachs (tummy time), for example, will more quickly strengthen their neck and back muscles. (Majnemer, A., & Barr, R. G, 2005)
   c) The Role of Parents and Parenting Styles: Parental involvement in providing early stimulation is crucial. Studies show that babies who are frequently interacted with, held, and given simple movement exercises experience faster motor development than babies who receive less attention. (Bornstein, M. H., & Tamis-LeMonda, C. S., 2010)
   d) Social and Cultural Conditions: Social and cultural environments also influence motor development. For example, in some cultures, babies are often placed on their backs, while in others, babies are held more often or given physical exercise from an early age. (Super, C. M., & Harkness, S., 1986) This results in differences in the speed of motor development between community groups.

From an Islamic perspective, external factors such as the role of parents are highly emphasized. The Qur'an mentions the importance of parental responsibility in safeguarding the trust of children. Allah says in QS. At-Tahrim [66]: 6:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنفُسَكُمْ وَأَهْلِيكُمْ نَارًا

The meaning is: "O you who believe, protect yourselves and your families from the fires of hell."

This verse, although speaking in a spiritual context, also carries a broader meaning that parents are obliged to protect, care for, and educate their children from an early age, including paying attention to their physical growth and development.

Thus, it can be concluded that the motor development of infants aged 0–12 months is influenced by the interaction of internal and external factors. Therefore, observing motor development not only takes into account biological aspects but also requires the active involvement of parents, the environment, and the provision of early stimulation appropriate to the child's needs.

The Role of Early Stimulation from Parents in Supporting Infant Motor Development

Early stimulation is one of the external factors that significantly determines the success of a baby's motor development. In developmental psychology, stimulation is defined as the environmental stimulus provided to optimize a child's potential through sensory and motor experiences. (Hurlock, E. B., 2011) During the 0–12 month period, stimulation provided by parents is very important because the baby's brain is in the highest plasticity phase, so it is easy to accept learning through direct interaction.

a. Forms of Early Stimulation by Parents
   a) Gross Motor Stimulation. Parents can provide stimulation in the form of tummy time, helping the baby sit, encouraging them to crawl, and guiding them in taking their first steps. (Gallahue, D. L., Ozmun, J. C., & Goodway, J., 2012) This activity helps strengthen large muscles (neck, back, arms, legs) that support the baby's ability to stand and walk.

b) Fine Motor Stimulation. Stimulation can take the form of providing easy-to-grip toys, encouraging the baby to reach for objects, or practicing finger coordination through simple games. (Papalia, D. E., & Feldman, R. D., 2017) For example, babies are given toys that make noise so they can reach for them and shake them, which also trains fine motor skills and hand-eye coordination.
c) Verbal and Emotional Interaction. In addition to physical stimulation, emotional warmth such as smiling, hugging, and talking with babies has been shown to increase a baby's motivation to move and explore.

b. Impact of Early Stimulation
Regular, age-appropriate early stimulation can accelerate the achievement of motor milestones. Babies who receive optimal stimulation tend to sit, crawl, and walk earlier than those who receive less stimulation. Conversely, a lack of stimulation can lead to delayed motor development, which can impact later cognitive and social skills.

c. Peran Orang Tua dalam Perspektif Islam
In Islam, parents have a great responsibility in caring for and educating their children from birth. This is emphasized in QS. Luqman [31]: 14:

وَوَصَّيْنَا ٱلْإِنسَٰنَ بِوَٰلِدَيْهِ حَمَلَتْهُ أُمُّهُۥ وَهْنًا عَلَىٰ وَهْنٍ وَفِصَٰلُهُۥ فِى عَامَيْنِ أَنِ ٱشْكُرْ لِى وَلِوَٰلِدَيْكَ إِلَىَّ ٱلْمَصِيرُ

Meaning: "And We commanded man (to do good) to his parents; his mother conceived him in a state of increasing weakness, and weaned him in two years. Give thanks to Me and to your parents; only to Me is your return."

This verse emphasizes the mother's role in providing attention from the time the baby is still in the womb until the initial phase of growth. In the context of motor development, early stimulation provided by mothers and fathers is part of this mandate.

Implications of Islamic Religious Education

For Islamic Religious Education, early stimulation is not only a physical aspect, but also part of holistic education. Children with healthy motor skills will find it easier to develop other abilities, such as cognitive, language, and even religious skills, in the future. Thus, early stimulation can be seen as a form of physical education that supports the development of strong and effective individuals.

CONCLUSION

Child psychological development is a common problem in society, especially within the family environment. Therefore, we must first understand developmental psychology itself. Developmental psychology is a branch of psychology. Within the framework of psychology, this discipline is a specialized discipline, studying the behavioral characteristics of individuals, from infancy through childhood, adolescence, adulthood, the aging process, and ultimately encompassing the entire human lifespan. Regarding developmental psychology, it is a field of study within psychology that encompasses not only psychology itself but also many components that lend themselves to the study and research of its development. Developmental psychology is applied in various fields, such as education, childcare, organizations, youth management, and optimizing the quality of life of individuals. (Endah Tri Wisudaningsih, 2024)

The motor development of infants aged 0–12 months is a crucial process that reflects neural maturity, physical growth, and the results of interactions with the environment. Gross and fine motor skills develop gradually according to age, starting with basic reflexes, rolling, sitting, crawling, and eventually walking, as well as increasingly complex hand-eye coordination. Internal factors such as health, genetics, and nervous system maturity, as well as external factors

such as nutrition, stimulation, parenting, and sociocultural conditions, mutually influence the quality of motor development. Consistent early stimulation from parents has been shown to accelerate the achievement of motor skills and prevent developmental delays.

From an Islamic perspective, motor development is seen as part of the physical innate nature that must be maintained and guided through parental love and responsibility. The Quran and Hadith emphasize the importance of paying attention to a child's growth from birth as a trust. Therefore, observing and stimulating motor development is not only crucial for developmental psychology but also has spiritual and educational value. By understanding the stages and factors influencing motor development, parents and educators can design appropriate parenting and early stimulation patterns, so that children grow into physically healthy, intelligent, and productive individuals in social and religious life.

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