

# Analysis of Early Children Upbringing's Community-Based Program

Nia Kurniati Syam\*, Nandang HMZ

Faculty of Dakwah  
Universitas Islam Bandung  
Bandung, Indonesia  
\*nia\_syamday@yahoo.com

Vania Maovangi Day

Faculty of Psychology  
Universitas Islam Bandung  
Bandung, Indonesia

Yani Ramdani

Faculty of Math and Science  
Universitas Islam Bandung  
Bandung, Indonesia  
yaniramdani66@gmail.com

**Abstract**—A particular communication style to care early children needs to apply optimally because it provides positive impacts to the life future of the children. Therefore, the growing period of early children is a very important thing within a family. This research is carried out to analyze how parenting communication is designed by Family Welfare Empowerment Staffs and Mentors to implement parenting and maintain communication between parents and their early children. This paper aims to analyze communication patterns in parenting program, evaluate staffs' understanding and mentors' early children upbringing development, and provide motivation of becoming great parents. It is important to be presented to give a solution towards arising problems in the community. Importantly, if parents maintain early children care wrong, they will bring impediments towards their children's healthy, intelligent, as well as mental growth and development. This research uses explorative-qualitative approach. Its data is gathered qualitatively through direct observation and in-depth interviews with staffs and early children upbringing mentors at village Situgede, district Karangpawitan, Regency Garut. Respondents are selected from 30 families which had early children. The gathered data is encoded, then analyzed using Grounded Theory of Strauss and Corbin. Based on data analysis, research finding shows that communication training for early children's upbringing increases respondents' understanding, thus, it is needed more often for other communities in the surroundings because of their level of education which is still low.

**Keywords:** *early children upbringing, staff and mentor, empowerment, family welfare*

## I. INTRODUCTION

The range of early childhood from birth to age six is a critical and strategic age in the education process and can influence the process and outcome of one's education. This means that this period is a period conducive to developing various abilities, intelligence, talents, physical ability, cognitive language, socioemotional and spiritual [1].

During this period, most parents did not know how to boost the potential of their children at an early age. Optimal

communication in caring for children will have an impact on the lives of children in the future, therefore the child's growth period is the most important thing in the family. This research paper is conducted to analyse how community-based parenting communication is carried out by PKK cadres and PAUD educators in early childhood care.

As for the implementation of research on community-based caregiving communication in one of the regions in Garut Regency, because it is very necessary to analyse how the community carries out these golden age children, because the area is an area where most women cannot continue schooling to a higher level.

The writing of this paper aims to analyse communication patterns in parenting; and analyse the understanding of PKK cadres; and PAUD Educators in early childhood development and development; and motivation to be great parents.

## II. METHOD

This research paper was conducted to analyse how parenting communication is carried out by PKK cadres and PAUD educators in early childhood care. The writing of this paper aims to analyse communication patterns in care, as well as analyse the understanding of PKK cadres and PAUD Educators in early childhood development, as well as the motivation to become great parents in the Situgede Data Qualitative were collected through direct observation and in-depth interviews with PKK members and members of early childhood educators in the village of Situgede Karangpawitan Garut. The selected respondents were 30 families who had early childhood. The data is collected, then coded and analysed using Grounded Theory of Strauss and Corbin [2].

## III. RESULTS AND DISCUSSION

### A. Community Based Childcare

Achieving the success of a regional development through economic development and human resources must be adapted

to the conditions and potential of each region and coordinated development planning needed between sectors. The potential of the area including public, community and private resources, in this context the government emphasizes that the nature of the problems of Child Education Early age, independence of early childhood, concepts, personality and emotional development in children is the most basic education and occupies a position as the golden age and is very strategic in the development of human resources [3]. The range of early childhood from birth to the age of six is a critical and strategic age in the educational process and can influence the process and outcome of one's education. This means that this period is a period conducive to developing various abilities, intelligence, talents, physical abilities, cognitive abilities, language, socio-emotional and spiritual [1]. Healthy, smart, cheerful, and noble is a phrase that is full of meaning and is a motto in the care, education and development of early childhood in Indonesia [4].

### *B. Optimal Communication*

Optimal communication in the care of children will have an impact on the lives of children in the future, therefore the child's growth period is the most important thing in the family. So it cannot be neglected in practice. Along with the pattern of care that exists in society that cannot be separated from the way of authoritarian care, democratic care and permissive care. Parenting in a modern era family certainly differs from one parent to another. Whatever care is applied, the same common thread can be drawn i.e. forming a child into a person who has positive character when growing up and resilient in living his life later.

PKK cadres and early childhood educators in carrying out their care, involving both parents in this case husband and wife who initially only wife who played a role, while the husband is enough to make a living. After gaining an understanding that both parents are very instrumental in carrying out care, parents realize and understand, that their role is very important for children's growth and development. very important for children's growth and development. Knowledge and understanding in parenting communication training activities are needed by the community, so that the implementation of this training is very helpful to broaden their understanding.

### *C. The Stages of Child Development*

Early childhood is a child between the ages of 0-6 years, who are at vulnerable ages. Early childhood is the most fundamental period for children's development in the future. In addition, this period is also called a period of self-development. Knowledge and understanding in parenting communication training activities are needed by the community, so that the implementation of this training is very helpful to broaden their understanding.

Early childhood is a child between the ages of 0-6 years, who are at vulnerable ages. Early childhood is the most fundamental period for children's development in the future. In addition, General description of the stages of growth and development of children at an early age should be remembered that the growth and development of each child is different. It is very important to let the little child develop and learn at a stage that is comfortable for him.

The role of both parents is very important because seeing the development of this child is very complex. Early childhood development has several aspects, namely physical-motoric, cognitive, language, art and social-emotional aspects. These aspects cannot develop individually, but they are interrelated. If one aspect cannot develop properly then the other aspects are also hampered by its development [3].

Development tasks of children aged 0-6 years, including learning to function with visual motor skills simply, learning to eat solid food, learning language, body control, recognizing social or physical reality, learning to involve themselves emotionally with parents, siblings and others, learning distinguish right from wrong and form a conscience.

Havigurst explained the developmental tasks of childhood explained that each period is also called a period of self-development as follows: learn physical skills for general game play, develop healthy attitudes about yourself as a growing creature, learn to adapt to friends of his age, begin to develop appropriate social roles of men and women, develop basic skills for reading, write and count, develop notions of life daily, develop conscience, develop towards social groups and institutions, achieve personal freedom [5]. Through association or social relationships, both relationships with parents, family members, other adults and playmates, children begin to develop forms of social behavior such as defiance, aggression, conflict, teasing, competition, cooperation, power, selfishness alone, sympathy [6].

In practice, the participants understood and understood the stages of development in early childhood, after learning about it.

### *D. Motivate Parents to Become Great Parents*

The family is a place where the birth of the generation of character and is a school where the development of the generation. Considering the role of the mother father as the most important educator in the child's growth and development, this is important to study, so this has to do with early childhood care, realizing that parents are true partners for educators. As parents, it is not enough to just stand outside the school fence watching our children's education from afar. Although they learn a lot in PAUD, education in the family is first and foremost. If the care of our children in the family is done well and in line with what is done in PAUD, all aspects of child development will be able to develop fully. In turn, this development will contribute to children's ability to think logically, critically, and creatively and be able to communicate and work together. These abilities are needed by children in later life periods in facing life's increasingly diverse challenges. In the case of the role of the family especially being a great parent in addition to sharpening intelligence, the role of parents that is no less important is to develop character in the daily lives of children. The trick is through the ACB method, namely TEACH, EXAMPLE, USUALLY [7].

Parents are motivated to become great parents, they become more understanding that it is not abundant wealth, high knowledge that becomes a great child, but invites children to think creatively, motivate to become people who obey the rules

and have morality, ethics. Parents are required to be great parents by becoming *uaswatun hasanah* (role models).

For more details in analyzing the increased understanding of the training participants, the writer uses the test Satisfaction which is used to test whether there is a difference in the increase in knowledge about community-based parental communication (PBM) cadres of the PKK village and early childhood educators through the pretest and posttest data between the pretest and value scores Wilcoxon post-test, normalized gain test was used. Data collection techniques are taken from the output of instruments, in the form of pretest and posttest results. While the data processing techniques are carried out in accordance with the objectives to be achieved in this PKM. To see the category of increasing knowledge about community-based parenting communication (PBM), village PKK TP cadres and early childhood educators used the normalized gain test according to Meltzer [8]. With the formula:

$$\text{Normalization Gain (g)} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$$

With the normalized gain category (g) are:  $g < 0.3$  is low;  $0.3 \leq g < 0.7$  is moderate; and  $0.7 \leq g$  is high. Pretest and posttest data were also used to analyse the difference in improvement knowledge of community based parenting communication (PBM) of village PKK TP cadres and early childhood educators.

General description of the data of the pretest and posttest results presented in figure 1.

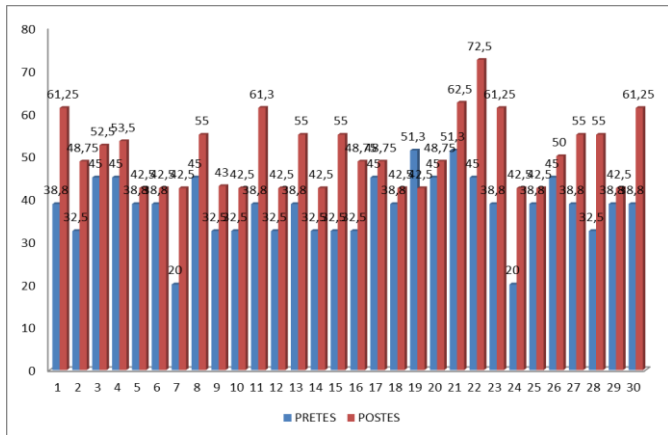


Fig. 1. Pretest and posttest result data.

The following figure 1 illustrates the value of the statistical size of the training participants in increasing knowledge about community-based parenting communication (PBM) of village PKK and early childhood educators.

To see whether there is a difference in the average value of increasing knowledge about community-based parenting communication (PBM) of village PKK TP cadres and early childhood educators through the pretest and posttest data, an average difference test is performed. From the pretest and

posttest data obtained, the normality and homogeneity tests were first performed.

This has something to do with parenting communication research that has been conducted on early childhood educators and PKK, as knowledge about growth and development increases they are trying to optimize and stimulate children so that optimal child development. This parenting training was effective [9]. Similarly, researchers conducted an analysis of community-based parenting training in migrant areas to be effective, and expect follow-up for other regions [10].

#### IV. CONCLUSION

Analysis of community based parenting communication training, including parenting communication patterns, increasing knowledge, and being needed by the community to be followed up. Likewise the material stages of growth and development of early childhood. Meanwhile, Being a Great Parent. In this case, parents practice how to motivate their children when interacting, motivating children to be independent, independent, in achieving their goals in life, as a whole parents become *uswah hasanah* for their children.

#### ACKNOWLEDGMENT

My gratitude goes to Institute for Research and Community Service Society at Bandung Islamic University (LPPM-UNISBA) who have given the opportunity to participate in this grand of research, hopefully it will be a motivation to continue for working, researching, and publishing.

#### REFERENCES

- [1] M. Yamin and J.S. Sanan, Panduan PAUD Pendidikan Anak Usia Dini. Ciputat: Gaung Persada Press Group, 2013.
- [2] B. Bugin, Penelitian Kualitatif. Jakarta: Kencana, 2007.
- [3] Direktorat PAUD, Komunikasi dalam Pengasuhan, Direktorat Pembinaan Pendidik dan Tenaga Kependidikan Pendidikan Anak Usia Dini Nonformal dan Informal. Bahan Ajar.
- [4] C. Meggit, Memahami Perkembangan Anak, Seri Belajar Mandiri. Jakarta: PT. Indeks, 2013.
- [5] Dirjen PAUD, Materi diklat. Jayagiri, Bandung, 2012.
- [6] E.B. Hurlock, Istiwidayanti, R.M. Sijabat, and Soedjarwo, Psikologi perkembangan: Suatu pendekatan sepanjang rentang kehidupan. Jakarta: Erlangga, 1990.
- [7] S. Sukiman, A.B. Utami, P. Safitrie, N. Suwaryani, A.A. Manganwibawa, A. Sutrisno, and S. Sugiyanto, Menjadi orang tua hebat untuk keluarga dengan anak usia SMA/SMK. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016.
- [8] D.E. Meltzer, "The relationship between mathematics preparation and conceptual learning gains in physics: A possible "hidden variable" in diagnostic pretest scores," American journal of physics, vol. 70, no. (12), pp. 1259-1268, 2002.
- [9] N.K. Syam, HMZ Nandang, and J.I. Day, "Pelatihan Parenting (Komunikasi Pengasuhan Anak Usia Dini) bagi Orang Tua dan Kader PKK di Cicalengka," Prosiding SnaPP: Sosial Ekonomi dan Humaniora, vol. 5, no. 1, pp. 165-172, 2015.
- [10] N.K. Syam, "Analysis of Migrant Family-Based Program," Sores Social & Humaniora Research Symposium, Atlantis Press, pp. 184-186, 2018.