

Mother's Involvement in Nurturing Toddlers in School

Novenda Prahastiyani
Non Formal Education Postgraduate
Yogyakarta State University
Yogyakarta, Indonesia
novendraprahastiyani@gmail.com

Puji Yanti Fauziah
Non Formal Education Postgraduate
Yogyakarta State University
Yogyakarta, Indonesia
pujiyantiuny@uny.ac.id

Abstract—This research is qualitative. The study was conducted at Ali Maksum Street Melati Alley, Krapyak, Panggunharjo, Sewon, Bantul, Special Region of Yogyakarta and SPS Kenanga Cutut RT 01 Ngestiharjo, Kasihan, Bantul. The reason for the selection of the two institutions is because the agency has a parenting program with access to research sites that is more easily reached. It takes two months of research. This research began in May and June 2019. Supporting factors for the involvement of mothers' in childcare in Tiara Chandra School and SPS Kenanga are that some mothers' can communicate directly to inform each other, get involved in implementing activities at school, namely by attending parenting programs from schools, getting involved in activities outside of school. Inhibiting factors for the involvement of mothers' in childcare at Tiara Chandra School and SPS Kenanga have some of the same obstacles, namely dividing the time when mothers' are busy working by providing care for their children, besides the pattern of nurture provided between mothers' and caregivers in different each day. Another limiting factor is that mothers' cannot always be involved in children's activities carried out by the school.

Keywords— *Involvement, Implementation, Childcare*

I. INTRODUCTION

The implementation of education is a shared responsibility between mothers', the community and the government. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter XV Article 56 states that the community has a role in enhancing the quality of education services through the education board and school/madrasah committees. Citizen participation is also fundamental in a democracy, and this is the basis for involving mothers' and the community in education.

Mothers' with the school need to establish communication and participation of mothers' in terms of implementing the program at school and implementing it at home. The reality in the field illustrates that mothers' entrust more on education and child development at school because mothers' are busy at work. A survey conducted by Oreo in collaboration with LPSOS in female.kompas.com that 50% of mothers' spend their time to work compared to having a particular time with their children. The survey was conducted in 20 countries, including Indonesia. The lack of mothers' participation in children's education which is supported by schools that are less than maximal in involving them also makes children's education and development imperfect.

The busy working mother will cause less attention to children, so mothers' leave their children in daycare places in

the hope of getting better care. Offers various types of educational programs and teaching methods that are packaged in an exciting and promising way. A large number of selected schools are popping up offering various extra programs and excellent choices for children so that mothers' can work maximally.

The good and bad qualities of a school relate to mothers' and schools, namely through the involvement of mothers' given in their children's education at school. The role of mothers' in the involvement of children's education at home and school has an essential meaning in the process of educating children [1]. The involvement of mothers' in child education is also stated in Law Number 20 of 2003 concerning the National Education System (Law No. 20/2003 on National Education System) Article 7, Paragraph 1 which reads "Mothers' have the right to participate in choosing education units and obtain information about their children's development".

Kindergarten Education (TK) was chosen as the second alternative educational institution after the child was in the Early Childhood Education Program (PAUD). Law Number 20 of 2003 concerning the National Education System mandates that "Education in kindergarten is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to assist in physical and spiritual growth and development. So that children have the readiness to enter further education".

Kindergarten (TK) is a form of preschool education that provides early education programs for early childhood (aged four years to enter primary education). According to local regulation Number 27 of 1990, concerning Chapter 1 Article 1 paragraph (2) Preschool Education in Kindergarten is carried out with the principle of playing while learning or learning while playing following the development of students. The purpose of kindergarten based on the decision of the Minister of Education and Culture No. 0486/U/92 concerning kindergarten is to help lay the foundation towards the development of attitudes of knowledge, skills, and creativity needed by children for further growth and development. The ability possessed by humans is a fundamental provision. Nevertheless, not only teachers are involved in the process of children's education, but children's involvement also plays an important role.

The involvement of mothers' in schools will help increase creativity in children which will benefit children both at home and in the community. When schools hold

parenting programs, this program can teach mothers'' to make educational games to support children's creativity. This program is supported by the results of research conducted by [2], namely the involvement of mothers'' has positive benefits for student performance and social behaviour.

Parenting is an activity involving mothers'' in increasing knowledge and care for children as well as creating a supportive environment for children's development [1]. Research conducted by [3] explains that patterns of interaction between children and mothers'' include meeting physical needs (such as eating and drinking) and non-physical needs such as attention, empathy, and affection. In nurture, the first environment associated with children is the mother.

Based on the parenting program on the involvement of mothers'' with institutions provides a basis for children's education, to optimize the achievement of child development. This program is reinforced by the results of observations at the Tiara Chandra School and SPS (similar *paud* unit) Kenanga, namely as a place for play and learning activities for children based on forming personal character, intelligent and carry out community service as an institution for early childhood education and have classes according to child development. The institute has TPA, KB and Kindergarten classes; the education is carried out in full day so that mothers'' who work for one day entrust children's education at the school.

II. MATERIALS AND METHODS

This research is qualitative. The study was conducted at Ali Maksun Street Melati Alley, Krapyak, Panggunharjo, Sewon, Bantul, Special Region of Yogyakarta and SPS Kenanga Cutut RT 01 Ngestiharjo, Kasihan, Bantul. The reason for the selection of the two institutions is because the agency has a parenting program with access to research sites that is more easily reached. It takes two months of research. This research began in May and June 2019.

The data source in this study is the subject from which the research data were obtained. Sources of data in this study were divided into observational data, interviews and documentation. Data were analyzed using the Miles and Huberman interactive analysis model. Data validity analysis is done by triangulation of sources and techniques.

III. RESULTS AND DISCUSSION

A. *Implementation of parenting education in increasing the involvement of mothers'' in childcare in schools.*

Of course, mother's involvement can realize through the collaboration between the school and the mother, both directly and material delivered through a media. The making of the material itself involves the management and educators only, with various sources of material used. Media preparation in the planning process is more to prepare aids or supporting tools that can support the implementation of parenting program activities and make it easy for mothers'' to receive and understand the material presented. In the planning process, the manager and the educator hold the most critical roles, such as determining the place, time, material and even media related to the implementation of the parenting program so that the activity can run well.

The involvement of mothers'' in care at the Tiara Chandra School and SPS Kenanga is to increase insight and knowledge, an effort made by the school is to provide parenting material. Parenting gives the benefits in realizing cooperation between the institution and mother also the involvement of the mother in childcare.

Parenting education is based on the thought of the importance of the function and role of the family in children's education and the importance of family connectivity with educational institutions. The creation of parenting-based learning is not necessarily just a method on paper. However, namely, the demands that teach the teacher as if to be a "substitute" for the child's mother. The existence of parenting education at Tiara Chandra School and SPS Kenanga was carried out so that managers could improve the quality of each of the following parenting program activities. In the evaluation process carried out by the manager together with the educator, the aspect being evaluated is something related to the activity. After participating in the parenting program, the knowledge and understanding of mothers'' regarding educating and caring for children in the family increases, besides that there are changes in the behaviour and attitudes of mothers'' who are better and more appropriate.

B. *Aspects of Mother's Involvement in Childcare in Tiara Chandra School and SPS Kenanga Yogyakarta.*

Mother's involvement in parenting through parenting material implemented in the Tiara Chandra school and Kenanga PAUD (Early Childhood Education Program) can be seen through several underlying aspects, define that maternal involvement is divided into three aspects namely the role of the mother, self-efficacy of the mother and the opportunity or demands to be involved. The following is an explanation of these three aspects according to the results of the research conducted [4].

1) *Role of Mother*

The result showed that the role of mothers'' in the Tiara Chandra School who worked handed over the nurturing to the family or to teachers in schools that are considered to represent the role of mothers''. The responsibility given by the mother to the teacher in school as a form of education responsibility of the mother to her child is by the opinion of Hoover-Dempsey, Jones, and Red that the hypothesis of the three components of role building depends on whether the mother focuses on responsibility for children's education in themselves as mothers'', in school or the mother's relationship with school. While in Kenanga PAUD (Early Childhood Education Program) the role of the mother in childcare is given to the family, such as their grandparents, because the mother chooses to go to school for only half a day later, she entrusts the family to take care of her child. Research conducted by [5] also explains the same thing that mothers'' rely more on the family to nurturing their child because of work responsibilities.

The surrender of the mother who has ordained themselves as members of the working community, makes them think to entrust their children's activities for half a day or one day to an educational institution or just the closest person whom she considers capable of covering up her shortcomings in childcare. Until finally the process that is

produced when every 06.30 WIB (Indonesian Western Standard Time) a mother must have left the house together with her husband to work, then, of course, this will reduce the intensity of meetings between children and mothers”.

2) *Mother's Self-efficacy*

The results of research at Tiara Chandra School showed that mothers” were able to be involved in childcare when at home. Mothers” receive information related to what is conveyed by the teacher to their children at school so that mothers” can teach it back at home like a daily prayer. Kenanga PAUD (Early Childhood Education Program) conveyed the same thing that children also apply the knowledge that has been conveyed by teachers at school and mothers” can be involved in every activity carried out by children at home, so that this helps the child in increasing his achievement.

3) *Opportunities for Mothers” To Be Involved In Childcare*

a) *Orientation to the task*

It can be seen from the involvement of mothers” in Kenanga PAUD (Early Childhood Education Program) that some mothers” are involved in carrying out activities at school, not only accompanying the activities of children when at home but mothers” helping what is needed by the teacher or manager at school. Some mothers”, before they work, took the time to help prepare equipment for teaching materials that day and then followed the planning of activities outside of school by holding meetings in person. Besides, in Kenanga PAUD (Early Childhood Education Program), a similar program was conducted at Tiara Chandra School that mothers” were involved in activities outside of school, such as mini trips, which were conducted once a semester twice. The involvement of the mother can be done by taking the time to attend the mini trip including cooking class, outbound, visits to the mini zoo, the State palace, aerospace and PASTY (Yogyakarta Animal and Ornamental Plant Market). So that this orientation is most often done by the school, namely the expectation of the involvement of mothers” in helping school programs related to teaching staff, administrative staff, as tutors, conducting monitoring, helping to raise funds, helping supervise children. Another form of participation that is still included in the orientation of the task is that the mother helps the child in school work.

b) *Orientation in the process*

Mothers” are encouraged to want to participate in activities related to the educational process, including curriculum planning, selecting books needed by the school, selecting teachers and helping to determine expected standards of behaviour. This process orientation is rarely implemented because schools often assume that mothers” generally do not have the skills to implement it.

c) *Development orientation*

This orientation helps mothers” to develop skills that are useful for themselves, children, school, teachers, family and at the same time, increase the involvement of mothers”.

Based on the opinion above, it can be concluded that parental involvement is the degree indicated by the mother in active willingness in the daily activities of the child, that is, all activities related to the education of the child. This involvement is participation by mothers” to involve themselves and build partnerships between mothers” and teachers at school. Therefore this process can help mothers” to be able to use all abilities to carry out programs run by children — involvement not only in schools but also in homes and communities. Activities carried out by children so that parents can play a role and monitor activities in the child's development.

C. *Factors Influencing Parent Involvement*

Activities of parental involvement in education will be strongly influenced by various things, both in the form of obstacles to the involvement itself or things that will support it. The factors referred to are as follows:

1) *Individual factors of parents*

Various family and personal problems of parents will influence the involvement of parents in their children's education, such as:

a) Parental beliefs about the importance of their involvement in children's education. The importance of the involvement of mothers” in nurture is essential for the development of children at home and at school as well as increasing children's achievement at school. Because from the nurture of the child by the way the mother can be involved in school activities, even though just picking up the school and interacting with the child what has been learned by the teacher then the mother can also communicate directly with the teacher so that the process of children's learning activities can also be done at home. Some of these are supporting factors for the involvement of parents in children's education is the parents' belief in the importance of parents in children's education, but it can also function as a barrier [6]. Parents' perception of invitations. The involvement of parents' perception will depend on the attitude displayed by the teacher. Based on observations made by researchers that parenting a mother also has inhibitors factor, namely the parenting program implemented by the school. The parenting activity is giving information, giving material about direct parenting given from school is a form of communication between teachers at school and mothers”. Provision of information about it is conveyed through leaflets given to children. At the beginning of the meeting with almost all the mothers” present, the parenting program was given by the school every three months; the meeting was held every Saturday in the form of an initial semester meeting of the school committee / POMG (Caretaker-Parents-Student-Teacher) and given material about nurture or share each other. However, then only a few were present, ranging from 15-10 people. That is because there are mothers” who are not off work and Saturday is a family day. Furthermore, mothers” who are effectively involved if their attendance at school is valued by teachers or other schools

b) According to the study, the obstacle in the mother's

involvement is a matter of time that difficult to align because they have to divide between working with child nurture at home moreover differences in parenting or habits when with grandparents (left working) when with mothers'', and the possibility of children confused and tend to protest. So, it is included in the context of parental life. Several things that are included in the context of parental life that can be an obstacle to parental involvement in children's education are parental education level, parents' work conditions, experience in education, parental inferiority and other personal problems such as distance from home from distant schools, cultures and languages [1]. More and more parents work, and less time they have for family and child affairs. Working parents must combine the roles of parent and employee. The amount of work a parent increases when the family changes.

2) Child Factors

The condition of the child will also significantly affect the involvement of parents in education, according to the condition of the child in question such as the age of the child, where the involvement of parents will decrease with increasing age of the child; children's learning abilities, in children with poor learning abilities, the teacher will tend to involve parents, so parents are actively involved. While on the contrary children who are considered capable of participating in learning activities properly will reduce the involvement of parents; Child behaviour, where the behaviour of children who are not good in school will reduce parental involvement in school; Strengths and limitations of children. Just like the behaviour of children, the strengths and limitations of children will also affect the involvement of parents in education, where children who have strengths will increase the involvement of parents in the school.

3) Parent and Teacher Factors

Constraints for parent involvement in the school do not only come from parents and children themselves, but can also come from the teacher and his relationship with parents such as differences in objectives between parents and teachers towards parent involvement, the attitudes of each teacher and parents who unfavourable, and language differences can also be a limiting factor for parental involvement in education.

This factor is consistent with the results of the interview, namely in Tiara Chandra School and SPS Kenanga Yogyakarta differences in parental care also occurred. Research conducted by [7] which explains that low parent educators tend to entrust their children's education to other institutions. In contrast to highly educated parents in addition to entrusting their children's education to other institutions, they also directly supervise children and educate children at home. Another difference is that parents who tend to have low education, followed by small income automatically demand that they concentrate on making money so that the education of children tends to leave it to other institutions or schools.

4) Social Factors

The implementation of parental involvement in

children's education can also be hampered by social factors such as parents' historical and demographic factors, political factors and economic factors [4] The historical factor in question is the knowledge of the form of parental involvement which is only limited to funding and support activities in certain activities so that the lack of willingness to be involved in other forms. Besides that, the bad experiences of parents in the past in their education can also inhibit the desire of parents to be involved in their children's education [1]. In addition to historical factors are demographic factors in the form of changes in family structure and changes in family activities such as both parents working, divorced parents resulting in children raised by single parents, parents remarried and so forth.

Based on the opinion above, it can be concluded that the supporting factors for the involvement of mothers'' in childcare in the Tiara Chandra School and Senang Kenanga are that some mothers'' can communicate directly to give information to each other, get involved in implementing activities in schools, namely by attending parenting programs from schools, getting involved in activities outside of school.

Inhibiting factors for the involvement of mothers'' in childcare at Tiara Chandra School and SPS Kenanga have some of the same inhibitor, namely dividing the time when mothers'' are busy working by providing care for their children, besides that the pattern of nurture provided between mothers'' and caregivers is different daily lives. Another inhibiting factor is that mothers'' cannot always be involved in children's activities carried out by the school.

IV. CONCLUSION

Supporting factors for the involvement of mothers'' in childcare in Tiara Chandra School and SPS Kenanga are that some mothers'' can communicate directly to inform each other, get involved in implementing activities at school, namely by attending parenting programs from schools, getting involved in activities outside of school. Inhibiting factors for the involvement of mothers'' in childcare at Tiara Chandra School and SPS Kenanga have some of the same obstacles, namely dividing the time when mothers'' are busy working by providing care for their children, besides the pattern of nurture provided between mothers'' and caregivers in different each day. Another limiting factor is that mothers'' cannot always be involved in children's activities carried out by the school. The need for evaluation of maternal activities, conducted by the teacher and mother, so that further activities can be improved.

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