

Positive Parenting Training Program Implementation to Increase Parents' Emotional Intelligence in Raising Well Being Children

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ABSTRACT

This study seeks to answer the problem about positive parenting training program implementation to increase parents' emotional intelligence. The aim is to describe and analyze the program planning, implementation and results of positive parenting training program in the Islamic kindergarten TAUD SaQuNurul Islam Al HusnaCimahi. The approach used is qualitative with descriptive method. Data are collected through observation, interviews, documentation and literature studies. The subjects in this study consisted of 3 program organizers and 15 parents. The result show that in the implementation of a positive parenting training program has carried out the learning process with steps: planning, implementation, and positive parenting program evaluation. This positive parenting training program was successfully able to increase the emotional intelligence of the parents along with the increasing knowledge of parents about positive parenting, increased understanding in educating and caring the children well.

Keywords: *Emotional intelligence, positive parenting, training for parents.*

1. INTRODUCTION

Early childhood was the golden age of human development. The golden period is the time in which the child's brains experience the most rapid development throughout life history. This period lasts only when the child is in the womb to early age, which is 0-6 years [1]. At this time, parents, families, and the environment have a huge role in affecting children's development, so they can undergo a good developmental process. The development and growth of children will take place gradually and have different speed flows in each child. Therefore, childcare needs to be adapted to the development of the child itself. The foster pattern is influenced by the culture and surrounding environment, because everything that is in the family either in the form of objects or rules and customs that are in the family greatly affects and determines the way parents are educating children affect child development.

As Hurlock said that a child's personality is formed by the role of parents and other family members in providing parenting and communication with the child [2]. Children are in need of a proper and positive parenting pattern of parents. Because the child's development and personality are very influential of the parenting pattern. Parents take a major role in caring for their children. But in reality, although parents have a very important role in the development of children there are still many parents who use negative ways in parenting.

Addressing the issue, parents are not to blame, but according to Gordon [10] that they need to be trained. Providing a parent's understanding of roles and duties in parenting is important to ensure the optimal development of children and to avoid impaired child behavior. One positive nurturing program is the positive parenting

program or Tripel P which is a family parenting and support system developed by Sanders. In this paper, positive parenting training program was conducted to see the impact of the program to the parents' emotional intelligence in raising well being children. With such skills is expected to prevent the occurrence of developmental, emotional, and behavioural problems in children [11].

2. LITERATURE BACKGROUND

Smith reveals that parental parenting is fundamental in shaping the child's personality [3]. But, many parents still use screaming ways (shouting) to confront unwanted child behaviors [4]. The provision of physical punishment is still done by parents in the face of a child who is disobedient or violates the rules. As revealed by Intan, Kurniawati and Handayani [5] that a physical punishment that is often given by the elderly is pinching and generating. In addition, parents also give threats such as fathers, teachers or security will be angry if they are disobedient.

The emergence of parents' concerns about parenting may occur due to negative responses from parents to child behavior, low parental anger control, and lack of parental understanding of childcare. It also negatively affects the relationship of parents with children [6].

The occurrence of a relationship crisis involving parents and children is largely due to the inability of the parents to apply the foster pattern to his son. In parenting patterns are influenced by parents' emotions. According to Gottman and DeClaire explaining that parents' awareness of his child's emotions, empathizing, providing relief and providing direction for the child is a manifestation of the existence of emotional intelligence [7].

Parents who have emotional awareness can use their sensitivity to align themselves with children's feelings, so that they can position themselves so as to feel the pain of children as they cry or experience the pinnacle of anger [8].

According to Goleman that Emotional intelligence is an emotional ability that encompasses the ability to self-control, have endurance when faced with a problem, able to control impulses, self-motivation, able to regulate mood, ability Empathize and nurture relationships with others. Further, the aspects of emotional intelligence are specifically detailed as follows [9]:

- Recognize self-emotions
- Manage Emotions
- Self-motivated
- Recognizing the emotions of others
- Foster Relationships

Positive Parenting is a continuous relationship between parents and children or any person who includes nurturing, teaching, leading, communicating, and providing the child's needs consistently and unconditionally [12]. According to Glazemakers that the child parenting positively is to give the environment a child can grow and develop optimally. Positive parenting is beneficial to increase the interaction of parents and children positively, improve child's social skills, and prevent behavioral problems [13].

At the initial identification conducted a survey on parents showed that parents still feel difficult to control emotions, when they feel annoyed they often show anger both orally and physically. Furthermore, parents do not know how to stimulate children's development, they do not understand how to stimulate children's growth well. As well as parents have a low understanding of the positive application of parenting in parenting.

Positive parenting training is increasingly vital in order to increase parents' knowledge and parents' understanding of how to raise well-being children correctly is also very lacking. Some researches on positive parenting for parents show positive results towards the child. However there is still very little research explaining the impact of positive training parenting toward parents. In this study will further review the positive implementation of parenting for parents to see an increase in the emotional intelligence of parents in educating children.

3. RESEARCH METHOD

3.1 Research Design

This research was conducted to illustrate and see how the implementation of positive parenting training programs ranging from planning, implementation, to the results as well as training evaluation. Therefore, the research approach used is qualitative with a descriptive method.

In obtaining and collecting the data needed in this study, researchers use observation techniques, interviews, documentation and library studies. Observations were conducted to collect data on how to observe and see directly the process of implementing positive parenting programs. Furthermore, to strengthen the data obtained through observation, researchers conducted interviews with research subjects. It aims to know the overall and in depth about the positive program of parenting.

Documentation is made through the collection of data that may be written, photographs or images, rules or policies. Further study of the library was conducted by collecting information taken from relevant books and journals related to research issues.

After data is collected, researchers analyze the data through several stages. First, reduce or parse the data needed in the study. Secondly, the data is presented in narrative form to describe the process of implementing a positive of parenting, then researchers analyze the data. Third, researchers draw conclusions from the analysis that will be the end result of the research conducted.

3.2 RESEARCH SUBJECT

At the beginning of the research, researchers conducted a survey of 100 parents of students at Taud SaQu Nurul Islam Al Husna to know the condition of parental parenting. At a later stage, researchers focused on the research on 15 parents who had been chosen Purposively who later became positive parenting trainees. Through parents, researchers can obtain data on how to program a positive training of parenting in improving the emotional intelligence of parents.

In addition, researchers also made 3 training organizers as research subjects. It aims to acquire data in its entirety to analyze the process of implementing positive parenting training programs ranging from contemplation, implementation, to evaluation.

4. RESULT AND DISCUSSION

4.1 Positive Parenting Training Program Planning

Planning a positive training program of parenting in the Islamic kindergarden TAUD SaQu Nurul Islam Al Husna Cimahi includes identification of needs, formulating objectives, recruitment of participants, determination of place and training time, and preparing the facilities and Training materials.

At the initial hold before determining the theme of the training, researchers first identified the need by interviewing structured 100 parents of students. The needs of identification indicate that:

- 90% Of 100% the interviewed parents admit that they have major difficulties in managing their emotions as parents.
- 90% Of 100% the interviewed parents didn't know how to stimulate children's' development properly
- 80% Of 100% the interviewed parents showed low understanding in how to do positive parenting in raising well being children
- 90% of 100% agreed that they need a training program to deal with their parenting problems and also to better cope with their emotional problems

So it can be concluded that parents need a training to be able to improve their understanding and skills in parenting..

Based on the results interviews with the training organizers it is known that the objectives of the training were formulated based on the results of background studies and identification of needs. This training is backed by efforts to improve the knowledge and understanding of parents in the parenting by improving their emotional intelligence so that they can improve the welfare of children. So TAUD SaQu Nurul Islam Al Husna organized positive parenting training activities. The training Program for positive

parenting has to provide comprehensive knowledge in the care of positively and monitor the impact of learners

The recruitment process is done purposively so selected 15 parents who have met certain criteria such as parents who faced really difficult parenting problems and parents who are really enthusiastic to attend the training.

The preparation of the training plan is done by drafting the implementation of the Learning Plan for each meeting which contains the objectives of learning, teaching materials, methods of teaching, learning steps, tools and materials or learning resources, training assessment and reflection. The training schedule is based on an agreement between the facilitator and the trainees. Based on the results of the agreement then positive Parenting training program is carried out one day a week during ten meetings

Training facilities and materials are all prepared by the organizer. Training facilities used in positive parenting training are: study room and learning media such as projectors and modules, stationery, and others. All components of the training facilities are in good condition and suitable for use. The material for a positive parenting training program is based on the positive parenting series of the Ministry of Education and Culture covering the child development stage, effective communication and positive discipline..

The methods and techniques used in this learning process were the combination of experiential learning model and simulation based learning methods. Learning is carried out gradually from the introduction of the theory using Experiential learning approach and then conducted simulation of response and assignment. The trainees have to do compulsory task of observing the response of their children after they implement the materials learned in the training, which then they reported it in a reflection journal

4.2 Positive Parenting Training Program Implementation

Based on observation results, the implementation of positive parenting training is divided into three activities, namely the initial activities, core activities, and closing activities. In the training process used simulation based and experiential learning methods. In the initial activities, the facilitator performs class conditioning by giving greetings, praying and introducing themselves.

At first meeting parents were given pretest to see the parents' early knowledge of the parenting positively. The questionnaire was given to the participants of the positive training of parenting as many as 15 people and asked to fill the knowledge questionnaire. At this meeting the facilitator also stimulates the elderly to be open to sharing experiences related to childcare conditions. There are also training contracts and explanations about the process during the training. Training will be implemented for ten sessions. Time allocation used for 2 hours each meeting with meeting frequency once a week.

At the next meeting, the initial training activities was added with the apperception activity, that is, the facilitator associates the material that has been studied with the material to be studied. Then, the facilitator gives motivation in the form of questions to lure participants' curiosity about the material to be discussed.

Then in the core activities, the first participants were given material to add knowledge and then facilitator using experiential learning model. Learning resources are the participants' experience in

parenting. The facilitator gives the participants an opportunity to phrase their experiences, see, listen, ask and discuss. The first meeting, as a basic knowledge of the cast is given material briefly regarding positive parenting. Then the facilitator gave each participant an opportunity to tell his experience in parenting. The experience then being addressed and discussed together.

Furthermore, to practice parents' skills in positive parenting is done using simulation based learning. Participants will be called individually to the front of the class, and will then simulate how to apply the parenting positively to the child.

In the closing activities, the facilitator together with the participants made a conclusion about the studied material. After that to do the reflection, the facilitator gives a task to the participants to practice training results in children at home. Then parents will do observations on the child regarding changes in attitudes and behaviors after parents apply positive parenting. In addition, parents will also write down the changes that happened to him. The results of the parents' observations will be written on the reflection journals that will be collected at each meeting.

in the next meetings, the learning materials covered.

- Child Development
- Effective Communication
- Positive Discipline
- Positive Parenting
- Anger management

The use of experiential learning models is perfect for adult learning. Where the learning source is their own experience. In line with Huang's opinion stating that "Experiential learning is such that adult teaching should be based on adults' experiences. Thus, those experiences could be a valuable resource. Finally, learning to learn is very crucial for adult development. When they become skilled at learning, adults have the ability of lifelong learning"[14].

Furthermore Pfeiffer [15] explains that simulation is one of the methods of learning by experiencing interactive learning. There are five learning stages in the learning model based on experience, namely: 1) experiencing; 2) publishing; 3) processing; 4) generalizing; 5) applying.

4.3 Positive Parenting Training Program Result and Evaluation

Evaluation of the positive parenting training program is evaluation of results. Result evaluation is done to know the quality of participants after following the training process. Evaluation is done by posttest, weekly progress, and through the results of personal emotional development journal.

Posttest is done at the last meeting to measure the understanding and knowledge of the participants after following the positive parenting training. From the results of pretest and post tests conducted, shows the results that parent' knowledge about positive parenting after training better than before taking the training.

In addition to the pretests and posttest, the facilitator also performs weekly progress at each meeting. After the training, the facilitator monitored the progress of the participants through the reflection journals they have written. Based on the results of the Journal of Reflection that parents wrote, it is found the following.

- Parents feel their emotional intelligence increases. They can be better at controlling their emotions even when they were very upset.
- Parents stated that they feel there is an increased level of empathy and confidence as parents.
- Parent and child interactions and parental involvement in child care were healthier.
- Parents state that there are higher positive parenting attitudes. Both qualitatively and quantitatively.

In addition, it is known that after attending positive parenting training, it is easier for parents to determine attitudes to the child, when they should be permissive and when they should be authoritarian. Parents' involvement in parenting is also increasingly active. Usually fathers are more indifferent to parenting and submit all to mothers. Father now learns that fathers' presence is important in parenting, so that the father increasingly wants to be involved in childcare. In addition, parents who work also usually give up their full education and parenting to others, such as their teachers or caregivers. Now it is more proactive and want to know the children's interests and better want to know what the children are feeling.

The results of the training according to the objective of the positive parenting program is to prevent and treat social, emotional, and behavioral problems in children by enhancing the knowledge, skills, and confidence of parents [16].

Increased emotional intelligence expressed by parents is derived from the results of positive parenting implementation. The relationship between parents and children is getting better and healthier. This is in line with the research conducted by Salovey, Mayer, Caruso and Lopes [17] about emotional acumen in family life shows, that high emotional intelligence is closely related to the prosocial action, the warmth of the elderly, and a positive relationship with family members.

Furthermore, parents also understand that in improving the welfare of children requires knowledge that children are actively recognized, respected, and also given responsibility, and not ignored. The welfare of children's growth can be influenced by all things around the children. So that parents must cooperate by all parties ranging from school and society in promoting, supporting, and maintaining the wellbeing of their children.

5. CONCLUSION AND RECOMENDATION

Implementation process of positive parenting training program in TAUD SaQu Nurul Islam Al Husna was performed through several stages namely, the preparation stage, implementation, results and evaluation of the program. The results showed that parents feel that after a positive parenting program training there is the increase of parents' emotional intelligence in parenting. A good parental emotional condition can also be influential in children. Through the positive application of parental parenting can improve the welfare of their children.

As for the recommendations that can be given related positive parenting training programs further that the trainees are not only limited to the elderly, but need to also be given on main caregivers. Because directly main caregivers also contribute to parenting. In addition, prospective parents are also important to know the positive parenting in preparation to choose the appropriate foster pattern for the children.

One limitation in this study is that there is no clear indicator for measuring the emotional intelligence of parents. The enhancement of parents' intelligence in this study was derived from the results of parental recognition as a result of the addition of parents' knowledge of positive parenting.

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