

Responsive Protective Parenting (RPP) In Indonesia Mapping Analysis on Curriculum Parenting Program for Early Childhood Development

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ABSTRACT

ChildFund's RPP programming in under-resourced communities aims to empower parents and other primary caregivers with the knowledge and practical skills they need to give children a strong start in life. This program is implemented in Indonesia since 2017, however, it only covered three aspects: Brain development and the Science of Early Childhood Development, Stimulation and Early Learning, and Protection. It missed the other five aspects of ChildFund's Minimum Standards: Nutrition, Health and Hygiene, Maternal Health and Gender. To bridge this gap, a qualitative study was done on existing early childhood parenting programs in Indonesia. This study found excellent resources in country to complement the organization's existing Responsive Protective Parenting modules to meet the minimum standards for a holistic integrated early childhood development approach. This will help children with a strong start in life.

Keywords: *responsive parenting, early childhood development, curriculum of parenting program, BKB program, TEPAK program, parents reading materials, KIA program.*

1. INTRODUCTION

According to Presidential Regulation no. 60/2013 on Holistic Integrative Early Childhood Development (HI ECD), the definition of young children in Indonesia is a child from the conception until the age of 6 (six) years old, which are classified into the fetus until birth, born until the age of 28 (to twenty-eight) days, ages 1 (one) to 24 (twenty-four) months, and ages 2 (two) to 6 (six) years old. Meanwhile, the same policy explained that the Holistic Integrative Early Childhood Development (HI ECD) Program is an effort of the early childhood development stakeholders to meet the diverse and interrelated of children's essential needs simultaneously, systematically, and integrated. The effort of early childhood development stakeholders is carried out in the sector of education, health and nutrition, parenting education, child protection and child welfare

ChildFund has implemented ECE programs in various districts in Indonesia and has implemented the model of responsive parenting program since 2017, to increase the parenting knowledge and skills for parents to meet the basic needs of children from birth to the age of 5 which includes health, nutrition, early stimulation and mainstreaming child protection as well as the disaster risk reduction into the program. The main reasons behind the responsive parenting programs are as follows.

- Young children are **unable** to fulfill their basic needs to grow and develop optimally, they **need** other people to fulfill their needs.
- Young children spend their time mostly at home with parents or other primary caregivers. Even though young children have access to ECE services, **most of their time is spent at home.**
- Age 0 to 5 years are the **golden period of the child's brain development**, which will not be repeated at a later age. This golden period is a very short time but is very valuable to help children **grow and develop optimally.**
- In the future, all parents want their children to be individuals who **can be proud of and benefit to others.** To achieve these expectations, the effort must **begin at earliest age as possible.**

While, in early 2019 ChildFund International has been launched a program model of responsive and protective parenting that will implement in 25 countries. Therefore, the International offices set up certain standard of the parenting program curriculum, where country office have to apply those standard. Thus, an initial analysis for **mapping of the parenting program curriculum** in Indonesia is needed.

Objective: to map the existing parenting curriculum in Indonesia by ensuring its compliance with the minimum standard of parenting curriculum that has been developed by ChildFund International

2. METHOD

In general, the mapping is carried out using a qualitative study approach, where data collection is done through interviews and secondary data collection at the national level. The data collection was carried out from March to June 2019.

At the national level, the mapping was carried out on several ministries including the Ministry of Education and Culture (*Kemendikbud*), the Ministry of Health (*Kemendes*), the Ministry of Social Affairs (*Kemensos*) and the National Board of Population and Family Planning (*BKKBN*).

The analysis and mapping tools used refer to the instrumentation that has been developed by ChildFund International. In general, the instrument of curriculum mapping contains the following questions, where the caregivers must understand the importance and ensure:

- **Brain development and the Science of ECD**, 7 key specific messages, some are: brain is built by genes, experiences, and environment, where the brain development is start since pregnancy period, influence by positive and negative experiences of the child, basic things that needed are nutrition, protection, and stimulation.
- **Nutrition**, 7 key specific messages, some are: exclusive of breastfeeding and up to 2 years, complementary foods at six months, vitamin A, iron, iodine, immunization, nutrition care through community based management of acute malnutrition (CMAM), special need of nutrition for infant with special need.
- **Health and Hygiene**, 6 specific messages, some are: infant and mother visit healthcare within the first week of life and having routine visit, receive vaccination, get medical treatment within 3 days of illness, sleep under mosquito net, bathed and wash hands regularly, receive boiled drinking water
- **Stimulation and Early Learning**, 5 key specific messages, some are: forming attachment, responding child signal, language stimulation, learning development (play, singing, and telling stories) motor skills development, age appropriate for entry early learning program
- **Protection**, 6 key specific messages, some are: save environment for children, identify sign of mental illness and disability, access to CBCPM, positive discipline practices, birth certification
- **Maternal Health**, 10 key specific messages, some are: adequate pre and post-natal care for mother, attendance of skilled birth professional, nutrition of pregnant women, adequate vit A, iron, folic acid, calcium, expectant mother identifies birth plan, how to feed their baby and support that needed, know self-care practices, pregnant women and mother free from all forms of harm, neglect, abuse and know where to seek help
- **Gender**, 17 key specific messages, some are: consider how gender roles affect childcare, amount of support that male & female received, rates of postpartum depression,

decision making in the family, education level of mother and father.

3. RESULT AND DISCUSSION

There are several curricula and documents related the content material from four ministries mapped in this article, as follows.

Curriculum of Bina Keluarga Balita (BKB), National Board of Population and Family Planning

The parenting program curriculum developed by *BKKBN* in 2016 is a revision of the previous *BKB* program curriculum that was developed in less than 20 years before. After more than 20 years using the *BKB* curriculum with 9 modules, in 2016 together with Plan International Indonesia, *BKKBN* revised the curriculum of the *BKB* program so that it became 13 modules which is then called the *BKB HI* (Holistic Integrative) module. Previously, the 9 modules curriculum did not cover all the component of HI ECD information, the modules only contain the information of family and stimulation of child development. Now, the 13 modules have covered all information on learning and early stimulation, nutrition, health, child protection, and parental self-awareness.

The *BKB* program that carried out to implement the curriculum or *BKB HI* module is through *BKB* group meeting sessions facilitated by *BKB* cadres, which are the selected members of the community and has been trained to become cadres. In the *BKB* program, there are *BKB* kits which contain all the tools needed for the meetings. *BKB* kits consist of handbook for cadres, reading books about parenting, flipcharts, children toys and “big pockets” which are the aids for cadres in conveying information and a child development card (a measure of children development outcomes that can be used by parents). In the cadre handbook, there is information about the steps to deliver information related to the theme and tools to monitor the implementation of activities

Curriculum of TEPAK Program and Program Keluarga Harapan, Ministry of Social Affairs

The Strengthening Meetings between Children and Families (*Temu Penguatan Kapasitas Anak dan Keluarga* or *TEPAK*) program curriculum is divided into 2 components. The first component is Capacity Building for Children (*Penguatan Kapasitas Anak* or *PKA*) which contains information about parenting for children using the curriculum of the Family Development Sessions (*Program Keluarga Harapan* or *PKH*) program. The second component is Strengthening Family Capacity (*Penguatan Kapasitas Keluarga* or *PKK*) which contains the information about adoption, the role of child parenting institutions and alternative parenting for young children.

The first component was developed by the Ministry of Social Affairs in 2017 and has been trained to social workers in 2018. While the second component was developed in 2014 and used by the *PKH* program, only later in 2018 the component was used by the Child Social Welfare Program (*Program Kesejahteraan Sosial Anak* or *PKSA*) which was later called as the *TEPAK* program,

which is an activity carried out by social workers in collaboration with the Child Welfare Institution (*Lembaga Kesejahteraan Sosial Anak* or *LKSA*) that has been registered with the Ministry of Social Affairs. There are two types of activities carried out: the first is a group meeting and the second is a home visit, especially to the families of children who have problems and cannot attend the meeting. This curriculum is specifically for the families of children who fall into the category of experiencing social problems, including social problems of neglected children, special needs, or dealing with the law. Meanwhile in the PKH program for poor families who have children aged 0-14 years, the *PKH* curriculum added with economic literacy, health and nutrition, and protection.

The PKH FDS curriculum is complemented by a guidebook for PKH facilitators for the meetings. The media used include animated films and flipcharts. Participants are also expected to get a Smart Book, as reading material and a key message for changing their behavior at home.

Parents Reading Material and the First 1000 Days of Life Module, Ministry of Education and Culture

The Ministry of Education and Culture, through the Directorate of Family Education (*Bindikel*), has developed a series of parents' educational reading in parenting. This reading book can be obtained digitally on the official website of the directorate. In contrast to the previous two curricula, the Ministry of Education and Culture have not yet had a structured curriculum for parenting education programs for parents, it is only reading material for parents. However, with assistance from UNICEF, the Directorate of Family Education is testing the curriculum and modules of the First 1000 Days of Life (*1000 HPK*) in 20 sub-districts in Bogor District. There are other reading materials for parents with children of primary school to senior high school age. Whereas the *1000 HPK* module has eight themes and the topics.

The *1000 HPK* Module provides a guide for the facilitator to convey information to participants. The main target participants of this meeting are pregnant women and parents of children under the age of three.

Maternal and Child Health Book used in Posyandu and Mother and Toddler Class programs, Ministry of Health.

The Maternal and Child Health Book, commonly called the Pink Book or *KIA (Kesehatan Ibu dan Anak)* Book, is a core material on the health of mothers and children under five, which was developed by the Ministry of Health. This book has been compiled since 2009 and has undergone several revisions, until the last revision was carried out in 2016. The *KIA* handbook serves as a guide for parents, families and health workers as well as *Posyandu (Pos Pelayanan Terpadu)* cadres in providing basic health services to mothers from pregnancy to children aged five years. The contents of the MCH book which is divided into 2 parts; maternal health and child health. In the use of the *KIA* book, health workers can also use tools, such as flipcharts. The contents of the flipchart are a summary of the information in the MCH Handbook.

As addition, in 2017 ChildFund Indonesia developed a responsive parenting curriculum, which was then

implemented in six districts as discussed in the previous section. The curriculum document consists of a handbook for the facilitator, which contains steps of activities and key messages that must be delivered for the five core modules of the curriculum. However, the nutrition related modules included in the five core modules do not have a curriculum structure such as the other four modules. Information and key messages regarding nutrition are available in a separate document in the form of reading material for the facilitator.

The compatibility of content material minimum standard of ChildFund International parenting program

As an effort to develop the responsive parenting program, ChildFund Indonesia sees that it is very important to collaborate with the central or districts government in implementing the parenting program. However, it is very desirable that the quality program complies with the minimum standard of program material approved by ChildFund International. Based on the curriculum mapping instrument (material content) of the parenting program that is adapted to the content material minimum standard of parenting program from ChildFund International, it can be said that the *BKB* program curriculum almost meets the minimum information that must be contained in the minimum standard of parenting curriculum. All the seven main themes in expected curriculum and the key messages of *BKB* program are almost all in accordance with ChildFund's minimum standards. The missing key messages are the information about the mental health of the mother and where she can get help if she experiences problems in the household and some considerations in gender-related discussions. Nonetheless, the *BKB* curriculum is identified as a gender sensitive curriculum, because it has discussed the division of roles and norms in the family regarding of parenting.

Meanwhile, most of the reading material at the Ministry of Education and Culture has not fully met the minimum standards of information or content that should be in the parenting education curriculum, because the reading material only focuses on the themes of child development, child stimulation and protection. However, with the module that has just been developed by UNICEF and the Ministry of Education and Culture related to health and nutrition, especially during the *1.000 HPK*, the materials and modules from the Ministry of Education and Culture are almost in accordance with ChildFund's minimum standards. So, it is strongly recommended to use these modules and reading materials together, because the contents of the two materials complement each other. If only the *1.000 HPK* module is used, there will be some information that is not conveyed, and vice versa. Besides that, key messages and gender-related themes have not been found in the reading material or the *1.000 HPK* module. The reading material and *1.000 HPK* modules are included in the gender-neutral category, because although some sections explain information and display pictures of the whereabouts of the fathers and mothers, there is no specific material that informs the division of roles between fathers and mothers in parenting. In the *TEPAK* curriculum, there are number of themes from the minimum standards which are not discussed in this

program, namely the themes of health, hygiene, nutrition, and gender. The *PKH* FDS program curriculum can be categorized as the curriculum that almost meets the minimum standard, although there is a slight modification of key messages from the minimum standard and the absence of gender themes in the curriculum. In addition, this curriculum is identified with negative gender tendencies. This is because the curriculum only focuses on women from poor groups who benefit from the *PKH* program. Although in the curriculum material there is minimal information about the things that can be done by the father in parenting, but most of the information does not lead to gender equality. The *KIA* book also almost meets the minimum standard of information that should be in the parenting curriculum, especially for the health and nutrition section of pregnant women and children under five, the stimulation and protection of children. The key messages in the *KIA* book are the same as the minimum standard. However, there is no information regarding the development of a child's brain and gender themes in the *KIA* book. In addition, the *KIA* book is categorized as gender neutral because no specific information is given about the division of roles of fathers and mothers, only in the form of pictures that show the father's involvement in parenting since pregnancy and toddlers.

The responsive parenting curriculum developed by ChildFund Indonesia does not fully meet the minimum standards of information or content developed by ChildFund International. Themes that do not exist in the responsive parenting curriculum are related to health, including maternal health and gender, besides that, key messages related to nutrition are still minimal. This curriculum is also included in the gender neutral category because there is no discussion regarding the different roles of men and women or mothers and fathers in parenting. In addition, this curriculum also does not create a negative stigma about the division of roles in parenting and at the same time also does not encourage sharing of roles and responsibility between fathers and mothers in childcare.

4. CONCLUSIONS

As a conclusion, it can be said that the *BKB* curriculum generally meets the minimum standards of information or content that must be contained in the parenting curriculum, because all themes on the minimum standards are discussed in the *BKB* program. However, the key messages about the mental health of pregnant women are not yet included in the *BKB* curriculum. The key message of mental health of pregnant women is also not found in other parenting program curricula. In three other parenting program curricula do not fully meet the minimum standards of care curriculums set by ChildFund International. In other curriculum programs, aside from *BKB*, not all themes are discussed.

All mapped curriculum provides knowledge and skills to parents with young children about appropriate childcare in order to meet the essential needs of children on education or stimulation, health and nutrition, protection of children

from pregnancy to age six. All information given to parents is given in the session, some information is given through flipchart media, reading books and short films. However, all programs from the government do not yet have information specifically related to disaster preparedness for families with young children, only ChildFund's responsive parenting program that has it and not all programs directly address the issue of gender equality as part of the information.

Using the parenting curriculum mapping instrument that is adapted to the minimum standard of parenting curriculum from ChildFund International, the *BKB* program curriculum is one of the curriculum that stands out can be categorized in to a category that almost in accordance with the minimum information that must exist in the minimum standard of parenting curriculum. All themes of the minimum standards are discussed in the *BKB* curriculum, although there are a number of key messages that have not yet been included in the curriculum. For example, a key message about the mental health of pregnant women. The *BKB* curriculum also conforms to the principle of gender equality, the *BKB* curriculum has been identified as a gender-sensitive curriculum, because it has discussed the division of roles and norms in the family regarding childcare.

5. REFERENCES

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