

# Child-Friendly Policy: Parents' Effort to Support the Success Implementation of Policy in Early Childhood Care Education

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## ABSTRACT

In recent years, there has been an increase in formal and non-formal educational institutions in Indonesia that have adopted a child-friendly policy. This study aims to determine whether there is an influence and how much influence parents have on the successful implementation of child-friendly policies in early childhood education. The ex post facto quantitative method was used. A total of 48 parents filled out the questionnaire. A Double partial regression data analysis technique was used to analyze the data. The result of this study revealed that there is a relationship between the efforts of parents and the successful implementation of child-friendly policies in the early childhood care education by 52.6%, while 47.4% is influenced by other variables not examined. These results indicate that the drive for parental efforts in early childhood care education is important for the successful implementation of child-friendly policies.

**Keywords:** *Child-Friendly Policy, Parents' Effort, Implementation of Policy, and Early Childhood Care Education.*

## 1. INTRODUCTION

Child-Friendly is one of the increasingly-intensified policies in the world. Especially in Indonesia, it manifests the protection and fulfillment of children's rights. In the last few years, the number of formal and non-formal educational institutions that support child-friendly policies has increased [1]. Sadly, there are still many cases that threaten children's rights as well as cases of violence [2]. Of the various causes of violence, one case of childcare negligence that led to the death of a baby aged 3 months occurred in a daycare in Denpasar-Bali [3], [4]. There were also other cases of children who had bruised body parts and were allegedly subjected to violence, found by KPAI (Indonesian Children Protection Commission) [5].

Negligence of childcare, especially in daycare, makes parents increasingly worried to leave their children in daycare. The government support for childcare through both the public and private sectors reinforced by the effective quality and safety standards is urgent for children [6]. The selection of an appropriate and child-friendly daycare institution accompanied by parental supervision is important to avoid negligence in the care and teaching of children [7]. The existence of child-friendly schools and childcare institutions is a great hope so that cases of violence, harassment, and discrimination against children do not recur [8].

The purpose of this study is to determine whether there is a relationship between parental efforts and the successful implementation of child-friendly policies in early childcare

education. This is considered important to be studied bearing in mind that regardless the increased number of institutions labeled as child-friendly, they have not yet been able to measure the success of its components. They still struggle to measure which components to support and which needs attention or improvement.

Several studies have revealed that parental efforts as a form of involvement have a positive impact on various aspects, such as improving children's achievement [7], [9]–[11], strengthen literacy [12], and supporting the success of school programs [13]. Through this paper, we juxtapose with other variables, namely the successful implementation of child-friendly policies. Based on this, it is important to conduct a study related to the involvement of parents in terms of their efforts in supporting the successful implementation of child-friendly policies in early childhood care education. This is to find out whether the successful implementation of the child-friendly school program has a relationship with the efforts of parents. If there is, "how much is the influence of parental efforts on the successful implementation of child-friendly policies in early childcare education?"

## 2. METHODS

The quantitative research method was used in this study to find out the relationship between research variables. The type of quantitative research used is ex post facto. Data collection was carried out by distributing questionnaires. Then, a total of 23 closed question items from 3 aspects of the Parents' Efforts were submitted for validation and reliability testing by experts. The

complete response to the lattice instrument is discussed in the following Table 2 (Louvers Instrument):

**TABLE 1. INSTRUMENT LOUVERS**

Variable	Aspects	Indicator	Number Item
Parental Effort (X)	Mediator	1. Relationship with institution 2. Relationship with caregiver 3. Relationship between parents	1,2,3,4,5,6,7,8,9
	Facilitator	1. Children's educational needs 2. Children's physical and spiritual needs	10,11,12,13,14,15
	Motivator	1. Role model	16,17,18,19,20
ECCE Child Friendly (Y)	-	The evaluation result of program implementation	-

Fig. 1. There are 23 question items designed

According to Table 2 above, from the 23 question items submitted for eligibility by experts, the results obtained are as the following Table 3:

**TABLE 2. QUESTIONNAIRE TEST REQUIREMENTS ANALYSIS**

No.	R <sub>Count</sub>	R <sub>Table</sub>	Information
1	0,660	0,360	VALID
2	0,540	0,360	VALID
3	0,490	0,360	VALID
4	0,500	0,360	VALID
5	0,430	0,360	VALID
6	0,650	0,360	VALID
7	0,430	0,360	VALID
8	0,510	0,360	VALID
9	0,490	0,360	VALID
10	0,370	0,360	VALID
11	0,390	0,360	VALID
12	0,320	0,360	INVALID
13	0,650	0,360	VALID
14	0,290	0,360	INVALID
15	0,470	0,360	VALID
16	0,660	0,360	VALID
17	0,540	0,360	VALID
18	0,490	0,360	VALID
19	0,500	0,360	VALID

20	0,540	0,360	VALID
21	0,300	0,360	INVALID
22	0,660	0,360	VALID
23	0,540	0,360	VALID

Fig. 1. A total of 20 questions were declared valid for use

Based on the calculation of the results of the test questions in table 3, a total of 20 question items were declared valid. The validity requirement is if R Calculates > R. Table. Furthermore, if R. Calculate < R. Table, then the question items are declared invalid or not used in the instrument. After that, the data reliability test was performed using the Cronbach Alpha Analysis as in Table 3 below.

**TABLE 3. QUESTIONNAIRE TEST REQUIREMENTS ANALYSIS**

Cronbach's Alfa	N of items
0,82	20

From a total of 20 question items, the results of the Cronbach's Alpha calculation show 0.82. After knowing the Cronbach's Alpha value, the next step is to correlate the score obtained with the relationship criteria as in Table 4 below..

**TABLE 4. RELIABILITY TABLE**

Reliability Coefficient	Significance
0,00 – 0,19	Very low
0,20 – 0,39	Low
0,40 – 0,59	Fair
0,60 – 0,79	Strong
0,80 – 1,00	Very Strong

Once connected, the calculation criteria show the reliability of the questionnaire is of the very strong criteria. This means the questionnaire can be used because it has a strong consistency value. Based on the calculation results, the result obtained by Cronbach's Alpha is 0.82. Therefore, the questionnaire is reliable with very high criteria.

### 3. RESULT AND DISCUSSION

Child-Friendly is a special approach because it goes beyond academic achievement to include all dimensions of children's rights-based approach in all fields [14]. The results of observations made before the study found that there were no evaluations related to the implementation of child-friendly policies in early childhood care education institutions. Meanwhile, to measure the success of the implementation of child-friendly policies, there needs to be an evaluation to see what components have contributed to the successful implementation of child-friendly policies. There are 6 components in child-friendliness [15][16][17].

In addition, studies have found that children who perceive their parents as supportive and engaged in their academics and care have better outcomes [18][19][9][20]. The Epstein framework has designed the parental involvement framework into 6 parts, namely nurturing, communicating, volunteering, studying at home, making decisions, and collaborating with the community [13].

This study has the ultimate goal to see the relationship between variables. Based on questions that have been processed, tested, and distributed, the next stage of analyzing the data is needed to answer

the research questions. The data analysis in this study was conducted after 48 parents had filled out the research questionnaire. The data been collected were then analyzed using simple linear regression with the help of the SPSS application. After the data were entered and processed, the output table was obtained as follows.

TABLE 4. ONE SAMPLE KOLMOGOROV-SMIRNOV TEST

		Understandardized Residual
N		48
Normal Parameters a,b	Mean	,0000000
	Std. Deviation	2,91861077
Most Extreme Differences	Absolute	,116
	Positive	,116
	Negative	-,057
Kolmogorov-Smirnov Z		,806
Asymp. Sig. (2-tailed)		,534

<sup>a</sup>. Test distribution is Normal

<sup>b</sup>. Calculated from data

According to SPSS output table 4, it is known that the Asymp. Sig (2-tailed) value is 0.534, which is greater than 0.05. Furthermore, the data are normally distributed. The assumption of normality in the regression model has been fulfilled. Besides, to find out the simple linear regression equation, we can see from the following output table.

TABLE 5. ANOVA <sup>A</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	444,120	1	444,120	51,028	,000 <sup>b</sup>
	Residual	400,360	46	8,703		
	Total	844,479	47			

a. Dependent Variable: The Implementation Policy

b. Predictors: (Constant), Parent Effort

TABLE 6. MODEL SUMMARY FOR THE DETERMINATION COEFFICIENTS <sup>a</sup>

Model		Understandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44,949	5,451		8,246	,000
	Parent Effort	,502	,070	,725	7,143	,000

a. Dependent Variable: The Implementation Policy

Based on output table 6, we can calculate the simple linear regression equation as follows:

(  $Y = a + bx$  ) ➔ (Simple linear regression formula)

(a) is the constant number of unstandardized coefficients of (44,949)

(b) is the regression coefficient value of (0.502).

Accordingly, the regression coefficient has a (+) value. Thus, the Parental Effort has a positive effect on the Success of the Implementation of Child-Friendly School Policies in Early Child Care Education. So, the regression equation is  $Y = 44.949 + 0.502x$ .

Moreover, based on the coefficient table 6, the value of Sig. is  $0.000 < \text{probability value of } 0.05$  obtained, so it can be concluded that:  $H_0$  is rejected and  $H_a$  is accepted. It demonstrates that there is an influence of parental efforts on the successful implementation of the child-friendly policy.

TABLE 7. MODEL SUMMARY FOR THE DETERMINATION COEFFICIENT

Model	R	R. Square	Adjusted R. Square	Std. Error of the Estimate
1	,725a	,526	,516	2,950

a. Predictors: (Constant), Parent Effort

It is seen from the R Square value in Table 6 above, which is 0.526. Thus, there is a relationship between parental efforts and the successful implementation of child-friendly school policies in early childhood care education by 52.6% while the remaining 47.4% is influenced by other variables not examined by the researchers.

**4. CONCLUSION**

This study provides an empirical support between parental efforts and the successful implementation of child-friendly policies in early childhood care education. Based on the results of the research and discussion, it is stated that the efforts of parents have an influence on the successful implementation of child-friendly policies in early childhood care education. The effect of parental effort variable is 52.6% while 47.4% is influenced by other variables not examined. These results indicate that parental efforts in early childhood care education are important for the successful implementation of child-friendly policies. Therefore, this study invites parents to play a role in maintaining the fulfillment of children's rights in educational institutions and child care with the existence of a child-friendly school policy. In addition, early childhood education institutions and the government should also be able to bring the participation of parents in educational institutions. In addition, the authors hope that future researchers are able to develop this child-friendly school policy so that it can be more inclusive and can be implemented according to the needs of early childhood education institutions in certain areas with local wisdom, certain services as needed, and so forth.

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