

# A Model of Family Education in Developing Prosocial of the Children Using Playing Ground in Public Facilities

Setiawati<sup>1,\*</sup>, Jamaris<sup>2</sup>, Rusdinal<sup>3</sup>

<sup>1,2,3</sup> *Doctoral Program of Education, Universitas Negeri Padang*

\*Corresponding author. Email: [setiawatipls@gmail.com](mailto:setiawatipls@gmail.com)

## ABSTRACT

The low level of prosocial behavior of children in public facilities is the background for the implementation of this study, which is thought to be related to parental factors. The aims of this research to show the description of the implementation of family education in children's prosocial development in the public facility and develop a family education model of children's prosocial in the play arena in public facilities. This research is research and developed by using the ADDIE model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The populations for the trial subjects were all parents who brought their children to play in public play facilities in the **Singgalang** area. The data collection techniques used participatory observation, in-depth interviews, and questionnaires. The data analysis technique consisted of qualitative and quantitative analysis. The results showed that (1) Family education in public facilities playgrounds tended not to carry out prosocial activities for early childhood. (2) The availability of a family education model in early childhood prosocial development because playing public facilities is a valid, practical, and effective module. Recommendations are given to parents, early childhood educators, and related parties in the education of children and families should be able to use this module in children's prosocial development, especially playing in public facilities. Besides, it is recommended that the developer of housing complexes provide special land for children's playgrounds in their prosocial development efforts.

**Keywords:** *Family Education, Prosocial, Early Childhood.*

## 1. INTRODUCTION

Early childhood is a unique individual, free, happy to explore, curiosity is great, egocentric, synonymous with the world of the play, needing the help of others, imitative, still innocent, still evolving, and creative [1,2,3]. In connection with it, Aristotle explains that early childhood is a time for children who are in the 0-7year age limit is also called a time of play [4, 5]. In line with the above opinion, Act No. 20 of 2003 on the National Education System states that early childhood is a time for a child who is in the range from birth to 6 years old.

Early childhood (0-6 years) was the golden era. At this time, a process of stimulation of all aspects of the development, where it plays an important role in the further development task themselves. Level intelligence capability can reach 50% of children up to the age of 4 years, while at the age of 8 years to reach 80%, and the rest is about 20% that is achieved when children aged 8

years and above. Furthermore, the culmination of intelligence is when the child is 18 years old.

Increasing the ability of children facilitated by educational activities, both formal, non-formal, or informal. Education as a vehicle to print a qualified generation of people needs to get the attention of all parties, families, communities, and governments. There are three important characteristics of education put forward, namely: (1) contain the value of education and give a value judgment; (2) education is directed at life in the community; and (3) the implementation of education influenced and supported by the community [6]. Essentially, the purpose of education can be understood as goals to be achieved to realize the purpose of life corresponding to human dignity. Besides, all the optimal development of appropriate human nature with the human dimension [7,8].

Based on some opinions to review the definition and nature of education, it can be concluded that education

is essentially a form of quality of Indonesian human generation following the dignity and status. Besides, education is also an activity that aimed to establish the appropriate character of Indonesian human development expectations [9]. By policy, the achievement of the meaning and purpose of education is carried out through three educational paths, namely education in the family (informal education), schools (formal education), and through non-formal education (NFE) These three educational paths that have the scope and role of each respectively.

Education on the schooling track (Formal) and extramural (Informal) is in the area of organized, whereas, family educational path (Informal) is in a very open area [10]. Informal education is a means of education is first and foremost in the formation of character, especially in the development of children's social values [11,12].

As the first educational institution, the family first of all serves to internalize the cultural values of the family members [10]. The position of the family in this process is very important because basically, it is a family community or cultural norms as a whole contained in the community basically comes from a family culture as the smallest group of society.

To prepare for this good generation is not easy. Parents as educators in the family must know about the moral education / moral development of children, besides, it also must know the obligations in educating children. Lickona [13] explains that ". . . The family is the foundation of both intellectual and moral development, helping parents to be good parents is the single most important thing a school can do to help students develop strong character and succeed academically ". Of opinions Lickona[13], it can be explained that the basis of the moral and intellectual development of the child is the family.

Character building and cultivation of values, and the ability to live together (social), was first performed by the family through modeling behavior, habituation, and counselor education that is the basis for the children. The behavior displayed by the family members is a reflection of the success or failure of family education. The family is the media internalization, socialization, and enculturation that value begins [4,14]

Seen from a pedagogical dimension, the family is regarded as a very important institution in the education process members. In connection with [8] explains that the family is the starting point of maturation and education of children, because of the family that the child was born and educated do habituation would be simple things, such as eating, drinking, dressing, talking, manners, and so on according to the development and growth the children themselves.

Every newborn child cannot get along with other people (not yet social). The achievement of social maturity is through the process of learning to adjust to other people (socialization). This ability is obtained by children through various experiences he gained from the environment, either from parents, siblings, peers, or other adults [15]. According to [16] the social development of children affected by the family environment and the environment outside the home. The family environment is the first and main environmental influence on various aspects of child development, including social development [17]. Social development of children is strongly influenced by the treatment process or the parental guidance in introducing the various aspects of social life, or the norms of social life, or encouraging and giving an example to their children how to apply these norms in everyday life [15]. An early social experience in an environment outside of the family is a complement of experience in a family environment [16]. Furthermore, Hurlock also explained the experience of childhood social development of the environment will affect the child's social behavior later as young adults. When childhood gets less or no experience fun from the environment, then the child is likely to behave antisocially, and vice versa, if the child can experience the excitement concerning the environment, then the child is likely to behave prosocially.

From the opinions of the role of the family in children's education can be concluded that family education and early education is the foundation for the development of children's potential for the future, which is done by the parents through modeling behavior, habituation, and through rules deliberately created by man parents at home.

## **2. RESEARCH METHODOLOGY**

This research is an ADDIE development model consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. Following the data results of needs assessments, a structured outline of the contents of the model produced a prototype model that has been validated, tested limited to small groups, and evaluated each phase. The population for the trial subjects is that all parents will bring their children to play in public play facilities in the complex Singgalang. The data analysis technique consisted of qualitative and quantitative analysis. The results showed that the development model of family education in early childhood development prosocial using the ADDIE development model consisting of the educational model prosocial family in early childhood development is already fit for use after rated valid, practical, and effective based on the criteria that have been set.

The population of this study is the mathematics lesson plan written by the second batch PSTE students totaling 210 pieces. The research sample was taken as much as 25% of the total population from 6 classes. So that the lesson plans analyzed were 53 pieces.

The instrument used in this study was the observation/guideline sheet. Data collection was done by collecting documents in the form of lesson plans from students. Data analysis was carried out in the following steps: (1) identifying lesson plan documents; (2) analyzing the content of the lesson plan; (3) verifying error data, and (3) making conclusions.

### **3. RESULT AND DISCUSSIONS**

Social development of children is strongly influenced by the treatment process or the parental guidance in introducing the various aspects of social life, or the norms of social life, or encourage and provide an example to children, on how to implement these norms in everyday life. Child childhood social experience of the environment will affect the child's social behavior later as young adults. If childhood children experience less unpleasant or from the environment, then the child is likely to behave antisocially, and vice versa, if the child can experience the excitement concerning the environment, then the child is likely to behave prosocially.

Facilities that are common to play a very strategic container in a child's social development. This is in addition to children exposed to the natural situation, interaction with peers, as well as the environment is very challenging and interactive with each other in the form of a persuasive and competitive environment. Education in the family is the first and foremost education for every child. This is largely attributable as a child, especially at an early age more are in households compared to outdoors. The purpose was to ensure that family education of children and family members can grow and develop as much as possible according to his ability, to become an independent person in society and can be a productive man for himself and the environment.

At this stage, needs analysis (based on questionnaires) the importance of the family education model in the development of prosocial early childhood playground public facilities towards the better. Needs analysis concerns the application in the development of prosocial family education early childhood playground public facilities. The data was obtained through a questionnaire distributed to 20 elderly people. The object is the implementation and application of family education in the development of prosocial early childhood playground public facilities.

According to the table the distribution of the frequency distribution analysis of the needs of the above, it is known that the category is needed got a

percentage of 2.86%, the category takes a percentage 5.71%, the category is quite taking a percentage 45.71%, the category is less need for a percentage 28.57, and the category has not required a percentage 17:14%. Based on these results, a category quite takes a percentage as highest among the other categories, so it takes a family educational model in the development of prosocial early childhood playground public property ".

Based on the fact that the case above, it is necessary to develop a varied learning design in the educational process in the development of prosocial family early childhood playground public facilities. After a needs analysis was obtained then proceed with the design of the family education in child prosocial development.

In the design stage of the model development done drafting activities (blueprint) model based on the data obtained from analytical work. At this stage, the researchers designed the product in the form of a family education module in the development of prosocial early childhood playground public facilities.

After a needs analysis and identification of problems, the next module is designed for the development of prosocial family education in early childhood by parents. The module is a self-learning package which includes a series of learning experiences planned and systematically designed to help learners achieve learning objectives [18]. In this study modules are designed the only module on family education in the development of prosocial early childhood playground public facilities.

In development doing product development. At this stage there are some steps taken by the researcher, namely: (a) conduct formative evaluation, (b) revise the prototype. The steps performed following that are described in the design stage.

The family education model development stage in the development of prosocial early childhood playground public facilities is an activity or process of realizing the design (blueprint) at the stage of conceptual design was shaped into products that are ready to be implemented. Following the draft, the products developed in this research module in the development of prosocial family education early childhood playground public facilities. Once the module product family education for early childhood developed a kind of selection, then tested the validity of the product. A validity test is done to determine whether the products developed invalid or that the benchmark for the appropriateness of use.

The results of the validity of the assessment product development in the form of quantitative data from the validator will be described in the description of Trial Data Presentation and Analysis of Data.

According to the table above, it can be concluded from the results of the validation by experts and practitioners as a whole book module prosocial family education in early childhood development in the arcades of public facilities to get an average of 4.27 or are in the category of very valid. The results of the expert validation to this book shows that the objectives, instructions for use, description of materials, the characteristics of the module, physical appearance and language education modules books prosocial family in early childhood development in the arcades of public facilities "are in the category of very valid. All validators' consensus view is that this book deserves to be used with minor revisions, meaning that all aspects were judged on criteria that can be accepted, so it does not require major revision and revalidation.

The implementation stage is the stage where the products are developed and validated by a validator which was then revised as input and suggestions received, then applied in family education for young children. Implementation carried out her public play areas Singgalang Complex Block B. Padang in the form of limited testing. A limited trial was conducted to determine whether the model conforms with the expected goals before going on to the extended test. Before the model is implemented beforehand researchers provide insight to parents about the guidelines in the process module family education for young children in the playground of public facilities. Besides, parents are given all product development consists of educational modules books prosocial family in early childhood development arena play public facilities.

Based on the results of trials that have been done in Singgalang Complex Padang, the result is that the learning model of prosocial family education in early childhood development in the arcades of public facilities can be carried out with an average of 4.47 or in the excellent category. Following the results of the trials conducted subsequently extended to the model of family education for young children.

The evaluation stage (assessment) is the last activity in developing a family education model in early childhood prosocial development. Following the ADDIE development model, not only evaluated the implementation of the model, but it is done at every step of model development.

In the design step, the researchers evaluated the problems that exist in family education for young children through a needs analysis as the basis in determining solutions to problems. Further evaluation is done at the design stage to determine and ascertain whether the design was developed following the problem at hand. At the development stage, the researcher evaluates; 1) whether the model developed following the design, and 2) whether the developed

model is valid or not. The evaluation was conducted by experts who then performed the revision of the products developed. All evaluations were performed on the stage of the analysis, design, and development as a formative evaluation.

In addition to conducting formative evaluation, researchers also conducted a summative evaluation. The summative evaluation was conducted on the implementation of the educational model for early childhood family that includes an evaluation of early childhood. The evaluation of the process aims to test the practicalities of family education evaluation models and aim to look at the effectiveness of the model.

Test carried out on the practicalities of the implementation phase to see the practicality of the product. Rate practicalities of family education module for young children to be given to parents. Aspects of assessment practicalities module family education for young children by parents include 1) aspect of the substance that includes objectives and indicators of family education for young children, the stages (syntax) modules, educational material family for early childhood, strategy and methods and time allocation. 2) technical aspects which include the instructions and packaging modules and 3) aspects of language.

According to the table above, it can be explained that the practicalities of module family in the development of prosocial early childhood playground public facilities by expert views on the practicalities of each grain of the aspects of assessment results obtained point 1 is very practical, item 2 practical, item 3 very practical, very practical item 4, item 5 of thumb, point 6 of the practical, very practical item 7 and item 8 practical. Seen from the table above it can be concluded that the overall indicator of the importance of the evaluation aspects above-average ie 4.13 or are in the category of practical, then the book practicalities of family education module in prosocial development of early childhood playground practical declared public facilities and fit for use.

According to the table above, it can be explained that theoretically a frequency of 8 with a small lowest score of 0:00 categorized as very cumbersome and large the highest score of 4.2 with very practical and practical categories. Based on the results of data analysis it can be argued that the very practical category is a percentage of 50% with a frequency of 4 and the practical category as a percentage of 50% with a frequency of 4. Judging from the practicalities of data from the above table it books practicalities of family education in early childhood development prosocial on playground public facilities by experts is otherwise very practical and feasible for use.

The effectiveness of the educational model of a prosocial family in early childhood development in the

arcades of public facilities by parents include an assessment of early childhood activeness in interacting. Rate liveliness in early childhood is done by filling a questionnaire by parents. Assessing the effectiveness of the model followed by testing through a quasi-experimental. This quasi-experimental study object is the difference between the model prosocial family education for early childhood and treatment associated with the conventional model prosocial early childhood development. This quasi-experimental study aims to look at the model used advantages compared with conventional models. Therefore, in this section are presented the results of a quasi-experimental study of the educational model of a prosocial family in early childhood development.

Is shown in Table t for df 20 on the real level of 0.05 is 172. Based on the results of the t-test on the result that the  $t > t$  table is  $3.470 > 1.72$  and a significance level of  $< 0.05$  is 0.000, it can be concluded that hypothesis H1 is accepted or H0 is rejected. It can be concluded that there is a significant difference in prosocial early childhood development between experimental class modules using prosocial family education compared with controls without the module class family education in early childhood development prosocial.

#### 4. CONCLUSION

Based on the results of the development of the educational model prosocial family in early childhood development can be deduced as follows:

1. Development of education model prosocial family in early childhood development using ADDIE development model consisting of 1) Conduct a needs analysis model development prosocial family education in early childhood development. 2) Design the educational model of a prosocial family in early childhood development. 3) Develop a model prosocial family education in early childhood development. 4) Implement educational model prosocial family in early childhood development, and 5) Conduct an assessment of the implementation of the educational model prosocial family in early childhood development.
2. Model prosocial family education in early childhood development is already fit for use after rated valid, practical, and effective based on the criteria that have been set.

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