

Utilization of the Website for Online Parenting at Daycare Institution

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Abstract: This study aims to inform the use of websites for parenting activities in daycare institutions; the research conduct conceptually method related to website-based parenting in early childhood education. The results of the conceptual study in this study show that online parenting through the website can be a place to share the experiences of parents of children with various backgrounds of curiosity about how to carry out their role as caregivers during direct activity restrictions. Currently, parenting materials can be accessed through the internet and can be accessed anywhere from various sources whose validity is sometimes unclear. However, the menus on websites owned by daycare institutions have not facilitated parenting content needed by parents. Therefore, this study provides recommendations for daycare institutions to add a parenting menu on websites owned and managed by caregivers, psychologists, and parents to bridge parenting communication between parents and caregivers. In addition, it is recommended for daycare institutions to use the website owned by the institution for online parenting access.

Keywords: daycare institutions, website, parenting

1. INTRODUCTION

The COVID-19 pandemic has hit the all-world community impacts the care and education provided by daycare institutions. What happened was that childcare institutions temporarily closed the care services provided due to the temporary closure of teaching and learning activities in educational institutions. Especially in Indonesia, the study from home policy applies to all levels of education in line with the COVID-19 pandemic. Responding to the pandemic, learning, and parenting from home are the rules that are enforced and run by educational institutions in Indonesia according to the Circular of the Minister of Education and Culture No. 3 of 2020 [1] and the Circular Letter of the Minister of Education and Culture No. 4 of 2020 [2]. That has the effect of transferring parenting activities as a whole back to the parents. incorporating the applicable criteria that follow. There has been a shift from institutional care to family-based care, which is a top priority in childcare and protection [3], [4], [5]. Parent's obstacles faced, including 1) family knowledge related to parenting is still lacking, 2) information related to parenting is limited, 3) parents' work which takes time, makes family parenting not optimal. These things have come to the attention of caregiving institutions where the function that previously could replace the role of parents. In contrast, parents who are busy with their time-consuming work by work from home temporarily stopped due to the policy of limiting direct interactions due to the COVID-19 pandemic. A person who provides care services in a care institution and has the required qualifications and competencies is called a caregiver [6]. As a result, daycare

institutions seem to have lost their role in providing childcare by interacting directly with children. Therefore, it is challenging for daycare institutions to find solutions to continue interactions between children, caregivers, and parents.

The use of digital media in learning by teachers based on the results of a survey showed that 77% of teachers communicated with parents using WhatsApp or SMS and recommended increasing parenting activities in dealing with distance learning activities [7]. It shows that most Indonesian families have owned and mastered the use of technology in their daily lives. Along with increasing digital communication tools from the Indonesian people, smartphone ownership is 66.31%. More than half of Indonesian people have smartphones [8]. The impact that occurs is the higher the dependence of parents on digital media; in this case, is social media as a source of information related to education and childcare. The use of digital media or social media has become part of the daily life of parents, which is intended as a medium for interaction and getting information about early childhood development [9], [10], [11] and for children as a medium for learning, entertainment, and games [12]. Various digital media provide better benefits for caregivers, parents, and children during activity restrictions during the COVID-19 pandemic. Impact on parents returning to their position as primary caregivers and educators for children. Learning from home is a recommendation to support the continuity of education and care during the COVID-19 pandemic.

A digital media platform provides various information related to parenting, one of which is social media that parents can access anywhere and anytime. Parents freely access

information related to parenting through social media through their smartphones. The high interest of parents, especially in probe parenting information online through social media such as WhatsApp, Facebook, Instagram and Youtube groups, raises doubts about the validity of the content of existing parenting content. These issues challenge government agencies related institutions to respond to it [13], [14]. With the increasing interest of parents in looking for references related to parenting through social media, it provides opportunities for parenting institutions to take advantage of the digital platform for continuity of parenting interactions during direct activity restrictions.

This research is conceptual research, which emphasizes the recommendation of a website owned by an institution as a digital platform used as online parenting for parents in an institutional community. Several studies have stated that a platform in the form of a website that presents parenting content with an authentic appearance is needed [15]. Although website-based parenting is considered positive, online programs' acceptability and usability need to explore in parenting content [16]. However, there is still minimal research related to the use of websites owned by institutions for parenting activities, especially in Indonesia, within the scope of childcare institutions. Therefore, this study aims to fill the lack of studies that specifically discuss the need to include parenting menus on websites owned by institutions and recommended as sources of online parenting access for parents in their community. As stated by [17], [18], web-based parenting models are said to be feasible and improve data-based parenting services.

2. LITERATURE REVIEW

A. Website at Daycare Institutions

Website-based digital platforms, their existence has become part of today's educational institutions; almost all educational institutions have a website platform as a place for information on educational program services and infrastructure that can be accessed widely [19]. Websites are beneficial for care institutions to provide information to a broad audience regarding the services and programs that are the mainstay of the institution. In addition, the public can find out information regarding parenting institutions through the website. The website positively impacts institutions or schools in providing information online for parents in the community. Institutions must strengthen the content of the platform with content needed by parents. The existence of a website should facilitate parents according to what is needed [20]. Websites owned by institutions can be a means of parenting information needed by parents and are more personal.

That is a challenge for early childhood care institutions to accommodate the potential in schools to respond to this. Along with the use of digital media that has become part of today's parenting institutions. Both as a learning medium and as a liaison between parents and caregivers. The impact of the pandemic has impacted all activities that take place online and care for children who at least have been part of structured care in foster care institutions and have to move entirely into the responsibility of parents in their respective homes. A conceptual thought so that the bonding relationship between

parenting institutions and parents can be maintained even though they cannot interact face-to-face and meet face-to-face.

Online parenting activities are the solution, where parenting institutions, in this case, caregivers, can still interact as qualified and competent caregivers in providing good practices for the continuity of child care. Of course, the interactions that occur are not direct, but through digital media, that can be access by parents. Exploring the user experience with today's digital applications, researchers and application developers can better design future tablet-based interventions to be effective and acceptable to consumers [21]. Institutional website platforms can provide more benefits than just being a place of information regarding service programs and institutional facilities that promote the public. The ease of accessing the website as long as there is an internet connection provides an opportunity for the continuity of good communication related to parenting with parents regularly.

In presenting parenting through the institution's website, the institution can communicate with parents regarding the required parenting content. Parenting content is presented based on the needs of parents, and this can maintain parental privacy. Things that need to consider in parenting technology are accessible to target users and appropriate cultural characteristics [22]. The website equips with an online parenting menu that requires access to a username and password given by the institution to parents to access parenting information online. The chatroom facility provides a communication room for parents and caregivers regarding children's behaviour that requires strengthening parenting practices at home. The online parenting community can be facilitated with the institution's website internally by parents registered with the parenting institution.

Websites owned by institutions provide opportunities for parents to access reliable parenting information; this is because the themes present on the website result from the performance of teachers or caregivers who have experience in parenting and have interacted with children before. Strengthening of content written directly by child development consultants, in this case, psychologists who are working teams from institutions, is a required contribution [23]. Online parenting involving a team of experts in strengthening parenting themes inputted on the institution's internal website provides a validity level that can be accounted for.

B. Parenting Online

Digital technology provides easy access for parents to obtain information related to parenting, but there is distrust of the credibility of the parenting content presented ([24], [25], [13], [14]). The challenge is providing parenting program services that can accommodate parenting in the 21st century [26] and support developing more comprehensive digital parenting content in the required aspects [27]. Parenting programs that contain digital parenting content provide skills for parents to support the stages of child development needed in facing the digital era towards awareness of using digital media in a positive direction and according to the child's age.

Parenting themes that can be present on the online parenting menu are recommended, such as digital parenting,

which provides direction for parents in completing parenting skills to support children's academic, cognitive and psychological progress [27]. Parenting programs that contain training for parents are a method of strengthening parental participation in parenting, reducing children's behaviour problems and bringing the relationship between parents and children closer [21]. These parenting themes can be used as discussion content on online parenting and provide access for parents to provide feedback regarding the parenting position needed in parenting activities at home.

The purpose of parenting training programs is to enhance skills that enhance or facilitate an upbeat parenting style [16]. Parents need strengthening of parenting practices that have been caring out at home; caregivers and a team of experts need to strengthen this. Internal family support is an important thing that cannot separate from the success of parenting. The quality of parent-child interactions and family relationships strongly influences children's development and well-being [28]. Limiting direct interaction is not a barrier to glueing it. For each of these approaches, technology shows promise for expanding the reach of parenting services. We know that parents access the internet to seek parenting and social support information and generally report confidence with the resources they find on the internet. However, parents still express doubts about trusting various online content and want higher validity in internet searches and interpret credibility—online information [24].

3. RESULTS AND DISCUSSION

The website platform as a forum for implementing online parenting provides hope for parenting institutions as a bridge for parent and caregiver interaction when circumstances require online interaction. The things considered are the importance of utilizing websites owned by parenting institutions as digital platforms in online parenting. First, the digital platform is a solution in parenting practices that are carried out online as a liaison for parenting. As we all know, digital media has become an inseparable part of our

work. Performance will have a good impact if: (1) the vision is stated specifically and clearly; (2) all staff are involved in their capacity building process; (3) staff have expectations and they are challenging but achievable; (4) expectations describe measurable results; (5) the expectation of describing the job as “whole” or definable and the responsibility of the employee for the most part, if not all; and 6) that expectation has meaning for employees. Thus, the leadership of the organization must be able to create a situation that is conducive to the organizational environment.

Good employees are employees who know exactly and are aware of when they become leaders and when they become people who are led and act proportionally according to their authority, responsibility and obligation [15]. Factors that can affect a person's performance include: (1) job attractiveness; (2) wages; (3) willingness and protection of work; (4) knowledge; (5) work environment and atmosphere; (6) career development expectations; (7) involvement in organizational activities; and (8) attention and superior leadership [16]. There are three elements as determinants of performance, namely:

daily life. Social media has become an essential part of the digital way of life and the demands for the industrial revolution 4.0 [10]. Access to various digital media also touches on parenting in situations where there are restrictions on direct interaction. Internet facilities provide an attractive opportunity to deliver evidence-based parenting support to parents, including families at higher risk [29]. In addition, parents show a preference for having an evidence-based parenting programme, particularly 'light touch interventions', which are affordable and carried out in inaccessible places [30]. Thus, digital delivery via internet-connected portable devices may be an effective, even ideal, strategy for integrating mental health interventions into primary care systems and reaching and teaching parents who would benefit from such interventions [18].

Second, internal care caring through the institution's website platform protects the confidentiality of children's data and problems. While parenting is in many ways a private matter, public policy can create structures and services that enable parents to acquire and practice parenting skills that are beneficial to the healthy and prosperous development of children [26]. Third, regular parenting with supervision from a caregiver and a child development psychologist positively impacts the validity of parenting through the website. Fourth, exploring the user experience with today's digital applications, researchers and application developers can better design future tablet-based interventions to be effective and acceptable to consumers [21]. Parenting content on the online parenting menu prepared by caregivers under the control of child development psychologists is a recommendation for parenting content as needed by parents. Fourth, parents should ask to contribute to online forums and reflect on their experiences. Feedback should give for this [27]. Finally, being connected online in parenting activities becomes meaningful if there is real interaction between the parts involved. In online parenting, involvement can define as how parents give reciprocal, caregivers, developmental psychologists, and children.

4. CONCLUSION

This research is a conceptual paper that suggests that parenting institutions utilise the digital website platform owned by the institution as a solution so that interactions between children, caregivers, and parents can continue when activities are restricted directly. The online parenting menu on websites owned by parenting institutions provides more confidentiality aspects for parents to participate in parenting. In addition, contents filled out by caregivers accompanied by child development psychologists provide a level of validity and trust from parents. The application of parenting menus on websites owned by institutions recommends online parenting as a solution for parenting interactions that remain connected when limited activities require direct interaction.

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