

Implementation of the Parenting Program in Early Childhood Education in Bandung

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Abstract—The harmony of education carried out in kindergarten and at home is one of the determining factors for the success of children's education as whole, comprehensive and integrated. This parenting program aims to improve the knowledge and skills of families in improving nutrition and health, care, care, education, and protection according to the stages of the child's age so that there is harmony between programs at school and home. This study aims as a preliminary study to obtain an overview of the implementation of the parenting program in the city of Bandung. The research was conducted using qualitative analysis methods. The data collection technique is in the form of in-depth interviews with school principals in institutions located in the city of Bandung, totaling 15 Kindergartens. The results showed that the parenting program was not carried out in a structured manner as seen from the absence of a parenting curriculum made by the school, the introduction, objectives, methods, samples and results, discussion and research results. Absence of adequate planning and need assessment, the implementation of parenting which was only carried out tended to wait for operational assistance, and the absence of an evaluation of parenting.

Keywords—parenting, parenting program, early childhood

I. INTRODUCTION

Education at an early age will be a vehicle that forms the basis for providing a basic framework for the development of children's potential, talents, and interests. Thus, the success of education at an early age is a determinant of the success of the education process at the next level as stated in Law Number 20 of 2003 concerning national education law.

Families and schools have a role to play in the growth and development of this generation. The role of the family is so important and strategic, so it cannot be replaced even if a child attends a school that is categorized as superior. A family consisting of at least a father and a mother is required to have the ability to exercise all the rights of the child without exception.

While on the other hand, Early Childhood institutions carry out a very central and strategic mandate in providing services and optimally stimulating the golden age so that children can

grow and develop children, entrusted by their parents, optimally as well. The main task of early childhood institutions is to be able to deliver their students to grow and develop optimally, both physically and psychologically. Through various activities and programs, children are stimulated so that their health, motor, social, language, emotional, and religious aspects can grow and develop optimally. Based on data obtained from the Directorate General of Early Childhood Education, the number of early childhood institutions has grown from year to year. This increase is reflected in the number of institutions from year to year. This increase shows considerable attention from elements of society to contribute to the intellectual life of the nation.

The issuance of Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 2 of 2018 concerning Technical Guidelines for the Use of Special Non-Physical Allocation Funds for Operational assistance [1] for early childhood education is a form of government attention to early childhood education by involving not only schools but also parents and the surrounding environment. With operational assistance, schools are required to carry out parenting activities. However, in the field, especially in the city of Bandung, parenting activities carried out have not paid attention to the needs and problems of parenting. When analyzed, the materials provided tend to be unstructured and unsustainable so that the implementation of parenting activities is not right on target, especially the challenges faced by parents and children today are the industrial revolution and the Covid-19 pandemic.

Therefore, this study aims to obtain a standardized construct of the model of adaptive parenting activities during the pandemic in early childhood education in Bandung. This research is a preliminary study to obtain an overview of the implementation of parenting programs in early childhood education.

II. THEORETICAL FRAMEWORK

A. Parenting and Early Childhood Education

The involvement and active participation of parents in children's education, both at school and home is one of the determining factors for the success of early childhood education. It is undeniable that families, especially parents, are the main and first educators for children. Semiawan argues that "the family environment is the first and main media that directly or indirectly influences behavior in child development". In line with Semiawan argues that "the family is the most important institution for the education and development of children". This means that parents are fully responsible for the education and development of children [2].

The involvement of parents in children's education is not only limited to giving mandates and financing them but must be actively and directly involved in educational programs that children participate in. Law Number 20 of 2003 concerning the National Education System Article 7 paragraph 1 states that "parents have the right to participate in choosing educational units and obtain information about their children's educational development". The form of parental involvement in children's education is not only limited to choosing the type of education that will be followed by children, but also parents' understanding of children's growth and development. According to Sunarti [3], parental involvement in children's school activities can be shown in several ways, for example, talking about school activities positively, visiting schools, attending dialogue invitations for parents of students and teachers, providing input, and even being actively involved in the council school.

Many parents still have an idea in their daily lives that education will be the responsibility of educational institutions only. This should be wrong, when forming a child's personality, the family becomes those who play a major role, especially for fathers and mother. In other words, the character of the child it is greatly influenced by hoe parents instill their values. Their children notable are educated children form a good person in a good family less susceptible to personality and adverse effects behavior and bad culture. Children's knowledge education can be pursued through various activities, child-rearing activities managed by either education unit, or self-management [4].

The parenting process itself, is not a one-way relationship in which parents influences their children it is more than that. Parental care is a process of interaction between parents and children that is influenced by the culture and social institutions in which children are raised [5,6].

The Indonesian nation is a plural nation formed from various cultures, ethnicities, languages, and geographies, but research on cultural-based parenting is difficult to find [7]. However, there is a picture of Indonesian society with a good reputation as shown by a warm, friendly attitude, respect for patience and peace, non-confrontation in solving problems, and respect for harmony. This attribute is also implemented in the

relationship between parents and children, who generally have a strong family network. Grandparents play an important role in taking care of children, especially when parents are working, and treat their grandchildren as their children. Indonesians tend to value wisdom, morals, and norms, and they make sacrifices to teach children cultural heritage and build children's feelings and values [7].

Research conducted by Huang and Gove states that Indonesia as one of the countries in Asia has a unique parenting style [8]. Most Indonesians rely heavily on religious values and norms, especially Muslims. For Muslims, religion is the main reference in the formation of behavior. Therefore, the pattern of parenting among the Indonesian people, who are predominantly Muslim, is very appropriate if the parenting program organized by early childhood education institutions is based on Islamic parenting.

B. Government Regulations Regarding Early Childhood Education

The government guarantees that by 2030, all children aged preschool (0-5 years) receives education and care in Early Childhood Education institutions. To realize this target, the Ministry of Education and Culture continues to increase the allocation of funds for Early Childhood Education managed by the Directorate General of Early Childhood Education and Community Education. Improving the quality of Early Childhood Education is also included in the 2018 national education priority program.

This target is strengthened by the issuance of Presidential Regulation Number 87/2017 concerning Strengthening Character Education. In this regulation, it is emphasized that the government guarantees that every girl and boy have access to care. Thus, the availability of Early Childhood Education institutions must be accessible to all levels of society. The issuance of Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 2 of 2018 concerning Technical Guidelines for the Use of Non-Physical Special Allocation Funds for Early Childhood Education is a form of government attention to early childhood education in which one of the components financed is parenting activities.

C. Stages of Parenting Program Development

The stages in the development of a parenting program under the guidelines for implementing family-based Early Childhood Education cited in the 2013 [9] journals are as follows:

1) *Identify the needs of parents*: Every parent has different needs and desires for their children who are students in early childhood education institutions. Some parents want their children to be able to read quickly, some parents want their children to be more independent, some parents want their children to be good at singing and dancing and so on. Therefore, it is necessary to identify the diverse needs of

parents so that they can be developed and included in the curriculum of early childhood education institutions.

2) *Establish a parenting committee involving the school committee:* The committee in the parenting program is formed by involving the school committee so that the parenting program that will be developed can truly bridge the needs of parents and the needs of early childhood education institutions. The parenting program committee is formed with a clear structure like the chart of an organization. In the chart, as the completeness of an organization includes a chairman, secretary, treasurer, and sections such as the education and teaching section, the equipment and facilities section, the funding section, these sections develop according to the needs of the organization.

3) *Make job descriptions for each section:* After the composition of the committee for the parenting program with a clear organizational structure has been formed, then each section prepares a job description or task plan in each existing section and section.

4) *Develop programs:* For the planned program to be implemented, the head of the management who is also the head of the parenting program then arranges the program to be implemented, who is the implementer, who is the resource person, what are the budget, when it will be implemented and other things. After the preparation and programming activities, the head of the kindergarten invites parents to the first meeting on the implementation of parenting activities.

5) *Arrange activity schedule:* In addition to preparing the program, it also arranges a detailed and clear schedule for implementing activities, time and place, number of meetings, and so on.

6) *Identify potential and supporting partners:* With the development of parenting programs, it is necessary to establish partnerships with individuals such as officials, community leaders, professionals such as doctors and health workers, nutritionists, early childhood education practitioners, and institutions both government and private such as public health, health services, education offices, and so on.

7) *Implement the program according to the agenda:* The program and schedule of activities are a reference for implementation in the field. If there is an activity agenda, it is also necessary to prepare alternative implementation in case of obstacles in the field.

8) *Conducting evaluation and mutual agreement:* Every activity starting from planning is evaluated to avoid mistakes and identify existing weaknesses. In addition, the implementation of this parenting program requires a joint commitment between all existing components. The aspects evaluated include a) parenting participation, parenting implementation which includes all elements that carry out parenting activities, namely educators, education staff, and parents.

According to Jerome Kagan in Bogan [10], a development psychologist defines parenting as a series of decisions about the socialization towards children, which include what should be done by parents so that their children can be responsible, how should parents educate their children in order to contribute as members of the community, understanding what parents should do when their children cry, are angry, or when they lie, and alongside the consequences of not performing their parental obligations properly [11].

D. Parenting Implementation Techniques

Techniques that can be used in creating a harmonious relationship between school and family, which can be applied by schools, are divided into three techniques, namely:

1) Written technique

a) *Booklet at the beginning of the school year:* Is a simple booklet in which it is explained about school rules, requirements for school entry, holidays, and effective days of learning. The goal is for parents to be able to help realize it.

b) *little flyer:* A small pamphlet is a leaflet that usually contains the history of the school, teaching staff, available facilities, and learning activities developed. This small pamphlet, apart from being given to parents, can also be distributed to the public. The use of this pamphlet in addition to fostering an understanding of the school is also a means of promoting the institution.

c) *Student activity news:* Contains brief information about activities carried out by students in class and outside of class. The goal is for parents to know what is happening at school, especially the activities their children are doing.

d) *Happy news note:* It's the same as the disciple news technique. Both are news written and sent to parents. It's just that this technique contains about the successes of a student who is conveyed to parents about the successes obtained by their children.

e) *Little book how to guide children:* To create a harmonious relationship with parents to schools or teachers can make a small and simple book that contains how-to guide children effectively.

2) Oral technique

a) *Home visit:* Teachers make visits to students' homes usually to discuss things related to students and educational programs at school.

b) *Parent's call:* This is done by calling parents to school. Parents have explained the development of education in schools and special developments regarding the development of their children's education.

c) *Meeting:* The school invites parents and the community to come to school to discuss problems or obstacles facing the school. This meeting should be held at a certain time so that it can be attended by all parties and planned.

3) *Demonstration techniques:* The demonstration organized by the school can be an exhibition of children's success. Be it in learning activities or other activities. In addition, you can also hold a simple art performance. The exhibition hopes that parents feel proud of the success of their son/daughter in school and acknowledge the success of the school. Through this exhibition, schools can also convey programs to improve the quality of school education and the problems or obstacles faced in realizing school programs.

III. METHODS

The research was conducted using qualitative analysis methods. The data collection technique is in the form of in-depth interviews with school principals in institutions located in the city of Bandung, totaling 15 Early Childhood Education Institutions.

IV. RESULTS

The problems experienced by 15 Early Childhood Education in carrying out parenting activities include:

- Economic factors of limited parents
- Difficulty in making parenting programs/curricula such as parenting topics that suit your needs
- Difficulty in gathering parents as a whole, only a small number of parents attend parenting activities
- It is difficult to find speakers who match the expected skills so that the selection of speakers is limited
- It is difficult to commit together with parents regarding the urgency of parenting
- During the pandemic, parenting activities are constrained by the network and some parents, especially in early childhood education, are still experiencing economic difficulties so that online parenting cannot be carried out
- Do not understand how to evaluate parenting activities
- Limited facilities and infrastructure for parenting implementation
- Does not understand parenting program techniques, the technique used is only in the form of seminar meetings/talk show

Based on the results of interviews with 15 early childhood education in the city of Bandung, several stages were not carried out by the head/teacher of early childhood education such as: 1) Does not identify the needs of parents, so that the parenting topics given are sporadic, not well structured regarding parental understanding of children, expectations, parenting patterns, care, stimulation of education, nutritional health, and protection of children; 2) Do not form a parenting committee formally, especially one that involves a school committee because only 2 early childhood education

institutions have only had parental deliberation representatives not yet in the form of a committee; 3) Not making job descriptions for each section because there is no formal committee in regulating the implementation of parenting activities; 4) Preparation of parenting programs that are carried out are only generally included in the annual early childhood education program once, but during a pandemic, parenting activities are not carried out; 5) The schedule of activities has been prepared by including the date, but has not determined the topic of parenting activities, and resource persons. Determination of the date/time of parenting activities was not previously agreed upon by the parents; 6) Schools do not identify potential and supporting partners who can be invited to cooperate with universities or other institutions; 7) There is 9 early childhood education that carries out parenting activities (before the pandemic) according to the agenda, while 11 early childhood education does not carry out parenting activities that are not according to the agenda; 8) All early childhood education does not carry out evaluations and mutual agreements after the parenting activities are carried out, this is due to the lack of understanding of the head/early childhood education teacher in evaluating parenting activities.; and 9) In addition, the parenting program created by early childhood education does not contain goals, management, forms of activities, methods, resource persons, media, and materials.

V. DISCUSSION

This application is designed to provide Based on the results of interviews; it can be seen that all early childhood education does not carry out structured parenting programs. Whereas implementing a program must be supported by adequate planning and evaluation [7].

Teachers need to have the ability to prepare parenting programs consisting of goals, objectives, management, forms of activities, methods, resource persons, media, and materials. In addition, during the implementation of the parenting program, there must be clarity on the committee's job desk, even if the number is small or limited. This is intended so that there are still parties who are responsible for the implementation of parenting activities.

VI. CONCLUSION

The problems experienced by 15 PAUD in carrying out parenting activities, especially during the pandemic, were related to economic conditions and the internet network.

In the implementation of parenting activities, schools do not identify problems, so the parenting topics given are not in accordance with the needs so that the programs made are not structured. The main obstacle is the lack of understanding of school personnel in organizing parenting activities. However, schools have the enthusiasm to be able to develop parenting programs properly.

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