



Developing Parenting Cooperation Model on the Kindergarten

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Abstract. The aims of this study is to build a parenting cooperation model between PAUD teachers and parents. This research categorized as research and development design. Development procedure is using ADDIE model such as analyze, design, development implementation and evaluation. This article is a part of the research and development. The results of this study described that “3S Model: *Senang, Santai Selesai* (Happy, Relaxed, Finished)” could be developed into “4S Model: *Senang, Serius, Semangat, Sistematis* (Happy, Serious, Spirit, Systematic)”. Parenting cooperation should be done with pleasure, seriously, passionately and systematically arranged in accordance with the planned program. The test results show that the model is useful and effective.

Keywords: model development · parenting cooperation

1 Introduction

Cooperation in the childhood education is an absolute thing that could not be negotiable. Because in the process of maturation takes a long time ranging from human birth to adulthood even never stop. Education is not possible to run well if not jointly implemented between the three educational environments known as the educational trip center includes the natural family, nature college, and natural youth (Dewantara 1962).

All of these educational environments in everyday execution could not be separated because of one another has a very close holistic integration. Teachers at school teach children who live more daily and hang out with families, especially parents (Fitria et al., 2019; Irmayani et al., 2018; Lian et al., 2018). Parents determine the success of children as the results of research (Englund et al. 2004) early parenting factors are important for children’s academic achievement. Likewise, children have received many lessons from teachers who can change their behavior but still get stuck with their parents. These two environments are both trying to make the child successful.

Early childhood education basically covers all efforts and actions undertaken by educators and parents in the process of child care, protection, care and education. Education is done by creating an environment where children can explore experiences that provide opportunities for children to know and understand the learning experience it gained from the environment. Children learn by observing, imitating and experimenting that takes place over and over again by involving all the potential and intelligence. According

(Sujiono 2013) age of birth to six years is a very decisive age in the formation of the character and personality of a child. Age is as important age for the development of permanent intelligence itself as a whole (multiple intelligence). Yamin and Sanan (2010) stated that early childhood is the right time to lay the foundations of the development of the ability of the child, whether language skills, social skills or emotional ability.

Ideally, educators both teachers and parents do not waste this golden opportunity. Sensitivity and critical periods at an early age should be used with the best possible to optimize the ability of students (Andriani et al., 2018; Apriana et al., 2019; Tobari et al., 2018; Renata, et al. 2018). To create the conditions as expected, of course, the maximum effort must be done either by teachers at school or by parents at home (Wandasari et al., 2019). In this case integrative holistic cooperation between teachers and parents is the best solution (Bornstein, Putnick, and Suwasky 2017). With such cooperation is expected to occur in harmony in educational action so that children do not become confused. Teachers with parents should design an activity that can produce specific and easy ways to stimulate child development (Sujiono 2013).

If the current condition of the relationship of teachers with parents is very poor. School-created parenting programs are not running properly. So that parents and teachers feel overwhelmed in educating children and sometimes even controversy occurs in terms of “cooperation between teachers, students and parents likened to a circle that will never break” (Yamin and Sanan 2010). Parenting co-operation affects the child’s prosocial behavior and contributes to the child’s prosocial development (Scrimgeour et al. 2013). The mutual relationship between teacher and family requires mutual respect, cooperation, responsibility and negotiation (Riojas-cortez, Flores, and Clark 2003). The problem is often that parents have little time and energy to think about ways to improve their child’s development (Ormrod 2013). In terms of children who have better performance comes from mothers who have good behavior (Rochette und Bernier 2014).

Pay attention to the phenomenon of past educational culture in Minangkabau where parents fully surrender children’s education to teachers in schools. Parents dare to hand over a bundle of sticks to the teacher to scold her child when they make a mistake. This is certainly not suitable anymore for now. The educational paradigm has changed from the approach of teacher centered to learner centered. This means education is unlikely to work well if only teachers play a role. The success of education is influenced by internal and external factors of students. Therefore, the cooperation of all parties, especially the parents of the students so that the external factors (family/parents, and anyone who is in the family) can be utilized as possible for the children’s education (Salwa et al., 2019; Khasanah et al., 2019; Kristiawan et al., 2019).

2 Research Method

This research is designed in the form of research development. This is done because researchers want to build a procedural model that is parenting cooperation model between teachers and parents. This model is descriptive that outlines the steps that must be followed to produce the product (Sugiyono 2012). This model tries to intervene on the parent’s ability as an educator in the family.

The procedure used in the development is the ADDIE model which stands for Analyze, Design, Develop, Implement, and Evaluate as proposed by (Molenda 2003);

(Branch 2009). In this section the procedure is at the Implementation stage. The model trial data collection is done by technique: Interview, Observation and Documentation.

The product trial intended in this development is to collect data that can be used as a basis for establishing the practicality and effectiveness of parenting co-operation products. The trial in the development of this model uses a quantitative descriptive design. The subjects of this model development trial consist of principals/teachers and parents. Technique of taking the subject of trial using technique of Classified random sampling. The types of data collected in this study are related to: the practicality of the model and the effectiveness of the developed model.

3 Results and Discussion

Considering the picture of cooperation that has been poured in the initial study and then compared with a good model of cooperation according to the researchers, it can be said that the model built effective and practical to be implemented. The steps of implementation of parenting cooperation that has been carried out so far has not paid attention to good management steps. Teachers simply plan in a simple way and tell the program to parents. In the implementation of the activity has not involved many parents.

The Fig. 1 raises the ideal procedural model according to the author in parenting cooperation. This model is named 4S (Happy, Serious, Spirit and Systematic). In this model is designed to involve parents and offer some programs that parents can follow in parenting co-operation. The program to the needs and time available to parents. In the implementation of the teacher must implement the program with pleasure, serious, full of spirit and hope for better results than ever. All series of activities are carried out systematically in the order in which the steps are planned. Parents can choose which programs are needed according to the time available to them. For more details note the following Fig. 1.

This model called “4S” means the teacher must implement the program with pleasure, seriously, with passion and hope for better results than ever. All series of activities carried out systematically in the order of the planned steps include: Planning, Implementation and Assessment.

In the most important planning is the teacher provides a great opportunity for parents to determine and select the activities needed by parents in boosting the ability of children (Bibi et al. 2013). Parents are involved in planning the program. In the implementation of parenting activities the most important is to provide opportunities to choose a variety of activities in accordance with the needs and time available to parents. Next do an assessment of each activity that has been implemented so that get feedback useful in order to improve the next parenting program. Teachers must be brave to ask for input, criticism and advice from parents for the improvement of the parenting program.

The effectiveness of the model can be seen from the comparison of the parent’s presence as a test subject in following parenting activities. Parent attendance scores selected as test subjects were compared with parental attendance scores that were not subjected to 88% trials versus 60%. The effectiveness of the parenting model is seen from the enthusiasm of parents in asking questions. Parents ask questions, comment on material submitted, give opinions about the material. From observations made to parenting activities it appears that parents are very eager to ask questions related to the principles of

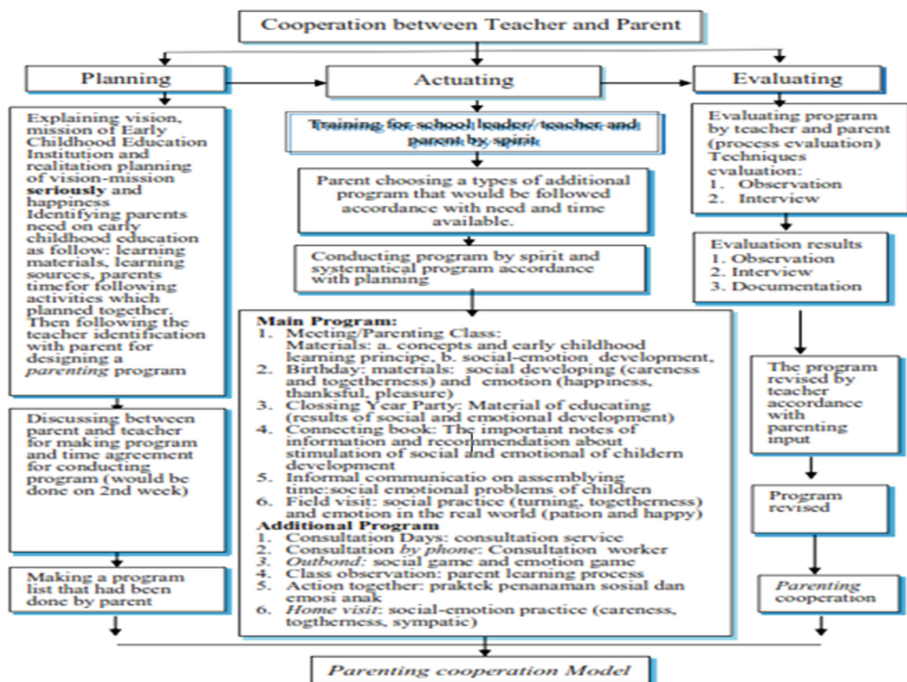


Fig. 1. 4 S Model. (Source: Researcher)

early childhood learning, child social development and emotional development. Questions and responses that appear have been good and concerned with the substance of children’s education (Janssens et al. 2014).

The results of product trials show that the built models are very practical to implement and have effective results. This is in tune with what (Brody et al. 2005) using the Strong African American Family (SAAF) model where the model seeks to foster self-control and friendship by providing a strong impetus to the child. In addition, (Sanders 2008) also offers the Triple P program (Positive Parenting Program) is a program designed to increase the knowledge, skills and beliefs of parents in interacting with children who have undergone treatment in order not to suffer from depression. This program can be used by service providers for children and parents involved in responding to future health challenges. The results that have been described earlier after analyzed and compared with the theory put forward by experts, such as (Terry 2013) at least there are three principles of management of planning, implementation and assessment of the model is very compatible with parenting program management. This model is made based on real conditions in the field and then confirmed with the theory of experts as proposed by (Poston 2009) humans will do something in accordance with the needs felt at that time. Parents if they feel that parenting cooperation activities can meet their needs in educating children then usually will be willing to even have a high spirit in following the activities. This is in accordance with what Maslow had conveyed with the theory of need (Neher 1991) where one would be motivated to follow activities when it could meet its

needs, especially basic needs. Please note that this model although not yet widely tested but has been practically applicable and at least applicable to early childhood education institutions that have characteristics similar to those studied.

This model becomes a model of parenting cooperation that is ready to be tested widely in early childhood education institutions. The model also comes with teacher guides and parent guides so teachers and parents can carry out activities well. Teachers and parents alike can also be used because it has been through a limited trial phase. Parents and teachers feel very helpful with the guidance because it can help teachers and parents in educating their children. Actions that will be done either by teachers or by parents who poured in the guidelines are very compatible. Thus the incongruity in educating children between teachers and parents, parents and teachers who feel overwhelmed with child behavior can be minimized.

Model trials that have been implemented for some of the previously designed activities show excellent results. The developed model is very practical to be implemented by teachers at school. Parents greatly appreciate the variety of activities that can be followed. The presence of parents in some activities is very warm and uplifting atmosphere. If this activity is ongoing, it is expected that between teacher and parents will have close cooperation and also expected to have positive impact on children development.

This is also the hope of education and government as stated in Appendix IV: Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 About Curriculum 2013 Early Childhood Education Part III on Learning, item 4. To assist the optimal learning achievement, Including: media and learning resources in accordance with the activities undertaken; Educators and education personnel with relevant qualifications and competencies; Parental involvement; And the involvement of relevant agencies (e.g. Puskesmas, fire brigade, police, etc.) in the ongoing learning activities are urgently needed. This developed model if associated with the expectations listed in appendix Permendikbud no 146 of 2014 is suitable to be implemented. In the Curriculum 2013 for early childhood it is important to emphasize the cooperation between parents and teachers which is not confirmed in the previous curriculum.

4 Conclusions

The end of this paper could be concluded that the model of parenting cooperation that has been done so far has not been successful because the steps of the activities undertaken yet have a significant in an activity that involves many people. Furthermore, the model built is very practical to be implemented because it already has clear steps starting from planning, implementation and assessment. This model is very effective in achieving child development because of the full involvement of parents. It is recommended to PAUD managers and teachers to do parenting activities in accordance with the steps of managing a program. Minimal includes three management functions namely planning, implementation, and assessment.

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