



# Development of Parenting Models, Infrastructure and Management Health in Management of Day Care for Melati State University of Malang

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**Abstract.** This research is a synthesis of several development research models that have been tested. The development steps used, taking into account the research objectives and the scope of the research subjects, this research procedure uses 6 steps, namely: (1) conducting a needs analysis, (2) identifying the aspirational management model desired by the manager of the UM Melati Child Care Park (TPA/Taman Penitipan Anak), (3) developing an initial model (hypothetical model), (4) conducting expert tests, (5) conducting small-scale trials (test using the model), and (6) conducting field trials (test application of the model) using experimental research. Parenting patterns are very important in the development of preschool-aged children and will have an impact on children's attitudes and behavior. However, the human resources, facilities, and infrastructure in the Melati daycare park are not adequate. Health Services at the Daycare Park are carried out directly and indirectly.

**Keywords:** Care · Management · Infrastructure

## 1 Introduction

Technological advances have a significant influence on people's lives, including in the family sphere. It is undeniable that current technological advances, especially based on digital technology, have a positive and negative impact on the growth and development of children in the family. Digital technology, one of which is the internet, is an important aspect of the factors that affect children's development.

In this digital era, there are no longer public and domestic barriers because humans are free to regulate themselves from formal structural attachments. In this era, there will be a disruption (change) in the phenomenon of people's lives. The change from conventional to digital, including transactions and markets. Parents have a very important and irreplaceable role in the growth and development of children, especially facing the era of the industrial revolution 4.0 (Lin & Lin, 2012).

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The environment plays a very large role in the formation of attitudes, personality, and optimal development of children's abilities. Currently, the existence of daycare is one of the choices of parents as a means to entrust their children, especially among parents who are busy working. Trends like this cause the togetherness of parents and preschool-aged children to decrease and parents choose daycare as a means of care in addition to ensuring optimal development of their children. Parenting patterns in daycare are determined by the quality of care, facilities, and programs developed by daycare (Reunamo, Saros, & Ruismäki, 2012).

The results of a preliminary study conducted at the Melati State University of Malang daycare park stated that every year the number of children entrusted to daycare increases because more parents are busy working. This finding that occurs in daycare today is that some parents tend to follow the parenting pattern provided by caregivers in daycare because the behavior of children at home is almost the same as the behavior of children when deposited in daycare, but some parents pay less attention to parenting in children. Because parenting in daycare is considered good.

The form of parenting provided by caregivers in daycare is by paying attention to the child's behavior, giving full attention, and understanding the child's attitude. According to caregivers, the attitudes and behavior of children in daycare vary, so the parenting applied must also be adapted to the child's circumstances. Some children can cooperate with their friends and share, but some children are aggressive and aloof. Examples of children's attitudes that are considered negative can be seen when children yell, are difficult to manage, or disturb other children so that parents who have children with negative attitudes are worried that their child's behavior will affect other children (Lestari, 2008).

The purpose of this research, (1) Analyzing the validity of the model (PKSM) which was developed to improve the management of TPA Melati State University of Malang. (2). Analyzing the practicality model (PKSM) developed to improve the management of TPA Melati State University of Malang. (3) Analyzing the effectiveness of the model (PKSM) developed to improve the management of TPA Melati State University of Malang.

Based on the description above, of course, parenting is very important in the development of preschool-age children and will have an impact on the attitudes and behavior of children. However, human resources, facilities, and infrastructure in the Melati daycare park are not adequate. Therefore, researchers are interested in developing the PKSM model in the management of Melati TPA, State University of Malang.

## 2 Methods

The research method to solve the problems and management needs of the child care park uses a development research design. This research is a synthesis of several development research models that have been tested, namely the Model from Ploom (2007) and the Kemp Model (2004). Considering the research objectives and the scope of the research subjects, this research procedure uses 6 steps, namely: (1) conducting a needs analysis, (2) identifying the aspirational management model desired by the manager of the UM Melati child care park, (3) developing an initial model (hypothetical model), (4)

conducting expert testing, (5) conducting small-scale trials (testing the use of models), and (6) conducting field trials (testing the application of models) using experimental research.

Based on the discussion in the previous chapters and answering the problem formulation, research objectives and referring to the process and results of data analysis in the development of the model of care, health, facilities, and infrastructure (PKSM) in the management of Melati TPA, State University of Malang, it is expected to be in accordance with (1) the pattern care about the curriculum, (2) the practicality of the model (PKSM), (3) the effectiveness of the model (PKSM) which was developed to improve the management of Melati TPA, State University of Malang.

### 3 Result and Discussion

It was found that data strongly agree 41.6%, agree 56.8%, disagree 1.6%, regarding the child care park curriculum covering all aspects of child development through an integrated approach. The planning of the daycare park curriculum is based on the teacher's observations and a complete record of each child's interests and developmental level is very appropriate 38.4, according to 58.9. Does not match 2.7%. Childcare Park curriculum planning is directed at learning as an interactive process (teacher-child communication, teacher-parent communication is very appropriate 51.4%, 47% appropriate, 1.8% not appropriate. Activities and development materials in child care parks should be concrete, real and relevant to children's lives very appropriate 57%, appropriate 40.5%, not suitable 2.2%. Management of the Program in child care early childhood development needs to provide services with a wider range of different levels of interests and abilities of children in certain chronological age very appropriate 45.5%, appropriate 51.4%, not suitable 3.2% experience, materials, and development tools that come from various cultures (multicultural) and are not gender-biased need to be developed for children of all ages very appropriate 38.4%, according to 56.7%, not suitable 5.9%.

It was found that the data strongly agree 78.9%, agree 21.1% whether educators need to prepare an environment so that children can learn actively through exploration and interaction with educators, friends, and natural materials around them. Educators need to develop a variety of activities and development materials and seek activities with a higher level of difficulty, complexity, and challenge so that children are actively involved and can develop the understanding and skills that are expected to be achieved by children strongly agree 64.9%, agree 32.4%, disagree 2.7%.

The development program prepared by educators needs to pay attention to the balance of children in activities and rest. The data found strongly agree 69.7%, agree 29.7%, disagree 0.5%. Various experiences and outdoor activities need to be introduced to children of all ages agree 38.4%, disagree, 2.7%. Educators need to immediately respond to all the needs and desires of children, adjusted to the style of the ability of each child strongly agree 51.4%, agree 41.6%, disagree, 7%. Educators need to provide various opportunities for children to communicate. Strongly agree 68.6%, agree 30.3%, disagree 1.1%. Educators need to facilitate so that children are successful in completing their tasks by providing direction, focusing attention, approaching children, and giving encouraging words. Strongly agree 78.9%, agree 20.5%, disagree 0.5%. Educators need

to understand the signs a child is experiencing stress and how to deal with it. Strongly agree 76.8%, agree 21.6%, disagree 1.8%. Educators need to facilitate the development of children's confidence by respecting, accepting, calming, and understanding the behavior of children. Strongly agree 71.4%, agree 26.5%, disagree 2.2%.

The data found strongly agree 71.4%, agree 27.6%, disagree there is a need for periodic health checks of students. It is necessary to maintain the cleanliness of the environment and play equipment. Strongly agree 83.8%, agree 16.2%. The need for environmental health maintenance, lighting, and air ventilation, availability of clean water, toilet training, prevention, and eradication of infectious diseases agree 85.9%, agree 14.1%. There is a need for nutrition services (fulfillment of balanced nutrition for children, provision of healthy and highly nutritious food, balanced nutrition menu) agree 81.11%, agree 18.4%, disagree 0.5%. Need for early detection of growth and development, find early potential and barriers to growth and development in students is very agree 75.7%, agree 23.8%, disagree 0.5%.

The data found strongly agree 80.5%, agree 19.5%, indoor and outdoor learning places must meet the requirements in terms of security, cleanliness, health, comfort, beauty, building/permanent building infrastructure that is easily accessible, safe, comfortable Strongly agree 68.5%, agree 30.3%, disagree 1.1%. The size of the room adjusted for the number of students strongly agree 65.9%, agree 32.4%, disagree 1.6%. Health facilities support clean and healthy living behavior (PHBS): materials washing hands, sweeping, brushing teeth each student strongly agrees 75.1%, disagree 24.3%. Clean eating utensils: plates, spoons, bowls strongly agree 71.9%, agree 27.6%, disagree 0.5%. Facilities for bathing, washing, defecating (toilet): clean water, bath soap, small towels, etc. Strongly agree 60.5%, agree 37.8%, disagree 1.8%. There must be sleeping facilities: mattresses, pillows, blankets according to the size of the students strongly agree 47%, agree 43.2%, disagree 9.7%. Office/administrative supporting facilities: tables, bookshelves, chairs, cupboards, game racks, boxes, beds, mattresses, telephones, administrative equipment, TV, etc. Strongly agree 56.8%, agree 40.5%, disagree 2, 7%.

The data found strongly agree 64.3%, agree 34.6%, disagree 1.1% the need for institutional management in the development of the child care park curriculum. It is necessary to manage institutions in the development of education and educators strongly agree 61.6%, agree 37.8%, disagree 0.5%. It is necessary to manage institutions in the development of students in child care institutions. Strongly agree 59.5%, agree 39.5%, disagree 1.1%. Institutional management is needed in the development of facilities and infrastructure. Strongly agree 61.6%, agree 37.8%, disagree 0.5%. There is a need for institutional management in developing designs in the child care park environment. Strongly agree 55.1%, agree 42.2%, disagree 2.7%. It is necessary to manage institutions in the development of processes, inputs, and outputs in child care parks strongly agree 50.8%, agree 47.8%, disagree 1.8%. There is a need for institutional management in the process development at the TPA strongly agree 52.4%, agree 47%, disagree 0.5%. There needs to be a parent meeting conducted by the Institute strongly agree 61.6%, agree 37.3%, disagree 1.1%. Need qualifications TPA caregivers to have qualifications of S1 Psychology, S1 PAUD, and master the skills of caring for and caring for children Strongly agree 60%, agree 38.8%, disagree 3.2%.

Separate parenting is an interaction between children and parents so that there will be intimacy in the family and two-way communication can be established that can improve the development of preschool children. This means that parenting by parents live a very big influence on the development of preschool children either cognitive, affective, and psychomotor aspects (Shabarina, Mediani, and Mardiah, 2018).

According to the caregivers in the child care park (TPA), attitudes, and behavior of children in the TPA were varied so that pattern the care that is applied must also be adjusted to the condition of the child (Rahmat, 2018).

Health services in TPA are carried out directly and indirectly. (1) Direct health services in the form of student health checks carried out by medical personnel regularly such as dental check-ups, vitamin A administration, weighing, immunization, and emergency treatment (Mccray, 2018). For this activity, the TPA institution can cooperate with doctors at the State University of Malang, Posyandu, or the nearest Puskesmas. (2) Indirect health services in the form of maintaining environmental cleanliness and playing equipment, regulating light and ventilation, availability of clean water for playing activities or for toilet training, prevention and eradication of infectious diseases (Holley, Wiley, & Marass, 2019).

Understanding (1) Definition of early detection is an activity to find out early on the potential and barriers to growth and development in early childhood learners (Tovar et al., 2017). (2) The purposes and the results of early detection of student growth and development are intended as a basis for providing appropriate stimulation and intervention according to the needs of students.

The learning environment consists of indoor and outdoor spaces. Both are used for student play activities. The learning environment must meet the criteria of safety, cleanliness, health, comfort, and beauty. For security measures doors and windows must always be locked, can only be opened by caregivers so that students cannot go out on their own without supervision. TPA must have a good supervision system so that students who are in it are safe and orderly. Building, the TPA program must use permanent buildings that are easily accessible by parents of prospective students, safe and comfortable enough.

Room, the size of the room is adjusted to the number of students so that students can move freely. (a) Health facilities that support the formation of clean and healthy living behavior (PHBS/perilaku hidup bersih dan sehat) for students, such as materials for washing hands, sweeping, brushing the teeth of each student, etc. (b) Clean eating facilities: plates, spoons, bowls, etc. (c) Facilities for bathing, washing, defecating (toilet), such as sufficient clean water, bath soap, small towels, etc. (d) Facilities for sleeping such as mattresses, pillows, blankets according to the size of the students. (e) Office/administrative supporting facilities: such as tables, bookshelves, chairs, cupboards, shelves for game equipment, boxes, beds, mattresses, telephones, administrative equipment, TV, radio, etc. Learning Facilities, (Educational Game Tools) are everything that is designed and can be used as a means/equipment for playing that contains an educational value.

## 4 Conclusion

Direct health services are in the form of student health checks carried out by medical personnel regularly, such as dental check-ups, administration of vitamin A, weighing,

immunization, and emergency treatment. Indirect health services are in the form of maintaining environmental cleanliness and playing equipment, regulating light and ventilation, availability of clean water for playing activities or for toilet training, prevention, and eradication of infectious diseases. Based on these conclusions, some basic suggestions can be put forward as follows: Parenting patterns are very important in the development of preschool-aged children and will have an impact on children's attitudes and behavior. However, the human resources, facilities, and infrastructure in the daycare center are not sufficient. Health Services at the daycare park are carried out directly and indirectly. (a) Direct health services in the form of student health checks carried out by medical personnel regularly, such as dental check-ups, administration of vitamin A, weighing, immunization, and emergency treatment. (b) Indirect health services in the form of maintaining environmental cleanliness and playing equipment, regulating light and ventilation, availability of clean water for playing activities or for toilet training, prevention, and eradication of infectious diseases.

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