Model Training for Involving Children in Housework as Formation of Children's Strong and Independent Characters in the Family Environment

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Abstract. The involvement of children in household work is actually able to train the character formation of children's resilience and independence. However, today's parents have an orientation to educate and take care of children which is more directed towards the success of children in completing school academic tasks rather than completing daily household chores at home. This training aims to increase the knowledge and ability of parents about models and strategies for managing children's involvement in completing household tasks at home. The solution offered in this activity is training related to the model of involving children in household work at home for 76 parents and educators at the Tunas Bangsa Bakalan Krajan PAUD POS, Sukun District, Malang City. This training is conducted one day offline and 30 days online mentoring. The training was conducted using interactive discussion methods, training and focus group discussions. Material delivery includes (1) positive parenting for children's development and activities, (2) parental skills and attitudes that support the development of children's potential and personality at home, and (3) problems of parental involvement in the process of educating children's resilience and independence through involving children in solving problems.

Keywords: Early childhood · Education · Chores · Independence

1 Introduction

The biggest problem at the stage of child development is the lack of parental awareness in responding to the growth and development of the child's personality and independence at home. The existence of early childhood in the largest phase of growth and development is neglected by the stimulus for independence from the adults around them. Most parents around children prioritize improving academic abilities as a benchmark for their readiness to enter further education than the child's personality development. This makes parents very confident in the school's ability to meet academic needs through formal education services for children every day. Although in the learning process in addition to the academic ability of children, their skills and life skills are also stimulated by the school.
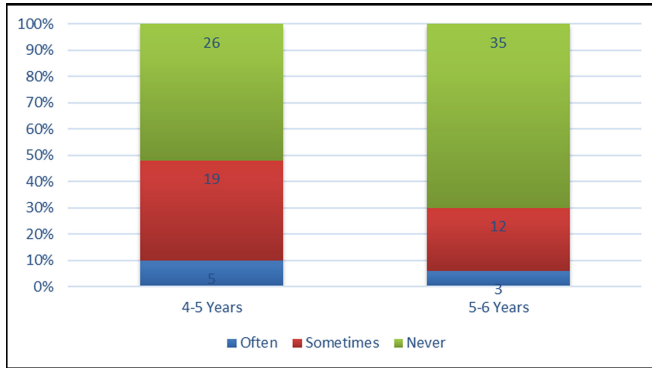
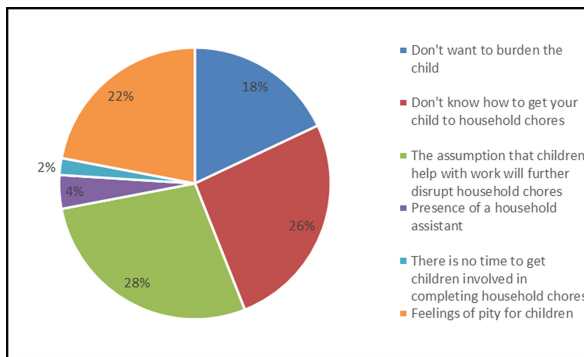**Fig. 1.** Graph of the Intensity of Involvement of Children Aged 4–6 Years in Completion House Chores

Fig. 2. Diagram of the Reasons for Parents Not Involving Children in Solutions

Personality and life skills are not just a school assignment. Children's resilience and independence while at home need strengthening and assistance from the family (Anders et al., 2012). Meanwhile, children are not well stimulated by toughness and independence while at home because some parents think that academic education is more important than character building. This is indicated by data on conditions in the field which states that 57% of parents have never involved children aged 5–6 years in completing daily work at home, as well as 43% of children aged 4–5 years have never been involved in completing daily work. -day at home. The following is Fig. 1. Graph of the Intensity of Involvement of Children aged 4–6 years in the Completion of Household Work.

There are various reasons for parents not to involve their children in completing household chores. Based on Fig. 2. Diagram of the Reasons for Parents Not Involving Children in the Settlement, among others, 28% of parents think that involving children in work will disrupt work, 26% of parents feel they have little knowledge to get their children involved in doing household chores, and 22% of parents feel sorry for their children. Parents are afraid that later involving their children in household chores, it will make their children more responsible and active.
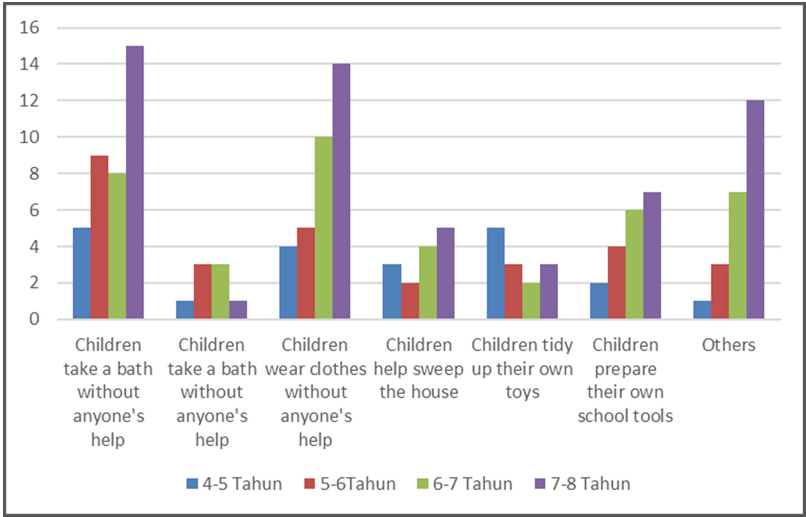
Fig. 3. Graph of Various Homework Completed by Children aged 4–8 Years at Home

These conditions make children grow and develop into individuals who are less independent and give up easily when they encounter obstacles in their activities. Children become more dependent on the adults around them and only focus on the demands of academic achievement as expected by their parents. Children from an early age become very busy with various learning activities that lead to an increase in academic ability rather than mastery of life skills and independence. The following is Fig. 3. The graph of the results of a survey of types of household work involving children aged 4–8 years, which is filled by children with the assistance of parents/educators.

Making the bed is the least amount of homework for children. Based on the development of the age of bathing themselves, wearing their own clothes, and preparing their own school equipment, it is a type of work that is stable, the increase is carried out by children.

Theoretically, in the study of early childhood education, the development of knowledge, skills, and personality of children can develop in a holistic, integrative way through the involvement of positive activities of adults closest to the child, which aims to build creative thinking and behavior of children while at home, at school, or at home. Community (Cantor et al., 2019). In these three places children should grow and develop through honing, loving and nurturing in accordance with the stages of development, but in reality, the rights of care and education for children have not been fulfilled to the fullest as expected (Amaliyah, 2021).

At school children learn through practice and habituation in acquiring knowledge, skills, and independence in life (Hedegaard, 2012). All of the child's abilities will be able to develop well if it is supported by the involvement of the educational role of parents at home (Gerrard & Roberts, 2006). Although many parents don't know and realize its big role in stimulating children's development, there are many world studies that show that the habit of involving children in household activities is very good for increasing

resilience and independence as well as children's mental health. The involvement of work at home makes children develop to be more resilient, skilled, independent and full of confidence because they feel able to help their parents work at home (Loderup et al., 2021). It is this urgency, which encourages the need for training on models of involving children in household work for parents in an effort to train life skills as well as develop strong and independent characters.

Based on these descriptions, in general, the training aims to make parents and adults around early childhood capable of understanding child development, skilled in choosing the right parenting style to support child development, able to analyze types of work that are suitable for child development and can evaluate the involvement of children in completing daily homework. The following are the details specifically for the purpose of the training; (1) increase the competence of parents regarding developmental knowledge and positive parenting for children, (2) help manage parental attitudes as role models for children at home, (3) increase parents' skills and attitudes in supporting the development of children's potential and personality at home, and (4) identify problems with parental involvement in the process of educating children's resilience and independence through involving children in completing homework.

2 Methods

The method of implementing the household work management model through the involvement of early childhood in forming self-reliance and annually is carried out through training involving elements of parents and PAUD educators. In detail, this community service training activity is carried out in the following steps (1) interactive discussion about involving children in homework (2) expressing ideas (assessment and problem identification), (3) formulating main ideas, (4) delivering core material training, (5) group work, (6) presentation of group work results for each partner, (7) expert responses, and (8) conclusions (Fig. 4).

Syntactically, the training method for involving children in household work as a form of strong and independent character can be described as follows. During the process of implementing community service, it cannot be separated from the application of science and technology to achieve the objectives of the research results. Through the analysis of partner problems, the service team then identifies and analyzes the weaknesses of parents and institutions in the formation of children's independence and resilience through offering solutions, namely changes in household work involvement (chores). Parents and educators are then invited to have a critical dialogue, practice skills to develop supportive attitudes as parents in developing children's competence and personality, and Focus Group Discussions (FGD) about the practices and problems of parental involvement in the child's education process.
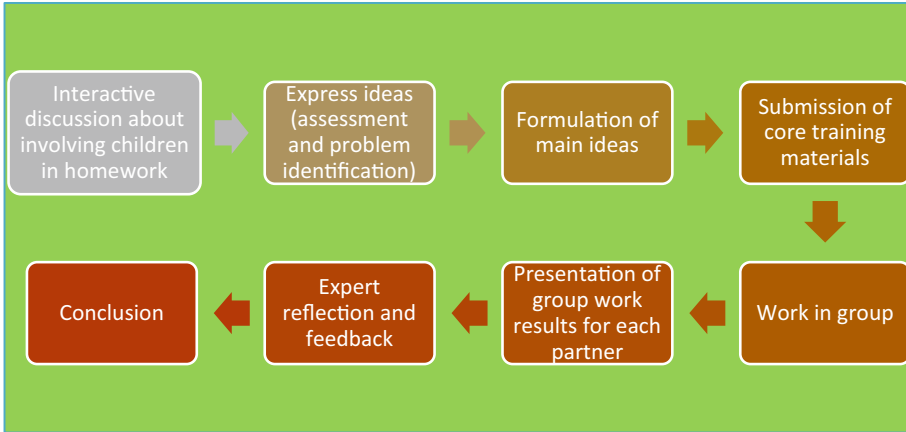
Fig. 4. Syntax of the Training Method for Involving Children in Housework as the Formation of Children's Strong and Independent Characters

Critical dialogue about children's personality development is an interactive activity carried out with participants through activities (1) Debate on choosing a focus, (2) Preparing main dialogue ideas, (3) Designing dialogue scenarios, (4) Selection and determining the role of triggers for dialogue (treager), (5) Determine the recorder of the results of the dialogue, (6) Confirm the results of the dialogue, and (7) Plan follow-up. Skills training to develop parental attitudes that support the development of children's potential and personality at home is carried out by the service team in an effort to achieve the goal of increasing the skills of participants through activities: Exploring prospective trainees, identifying problems in managing children's activities at home, designing training materials and media, designing scenarios delivery of training materials, preparation of training settings, implementation of delivery of training materials, monitoring and evaluation of training, reflection on training, follow-up plans.

In the FGD on the problem of parental involvement in the child's education process, this community service activity focused on delivering discussion themes, sharing information from all participants (urun deliberation), grouping participants according to discussion topics, determining controllers and triggers for discussion ideas, conducting discussions, recording the results of temporary discussions, plenary discussions, conclusions and follow-up plans in order to achieve the outcomes of community service. The description of science and technology in the implementation of community service is summarized in the following chart, Fig. 5.

Through this description of science and technology, the training carried out is an important part in stimulating the development of early childhood education in Indonesia.
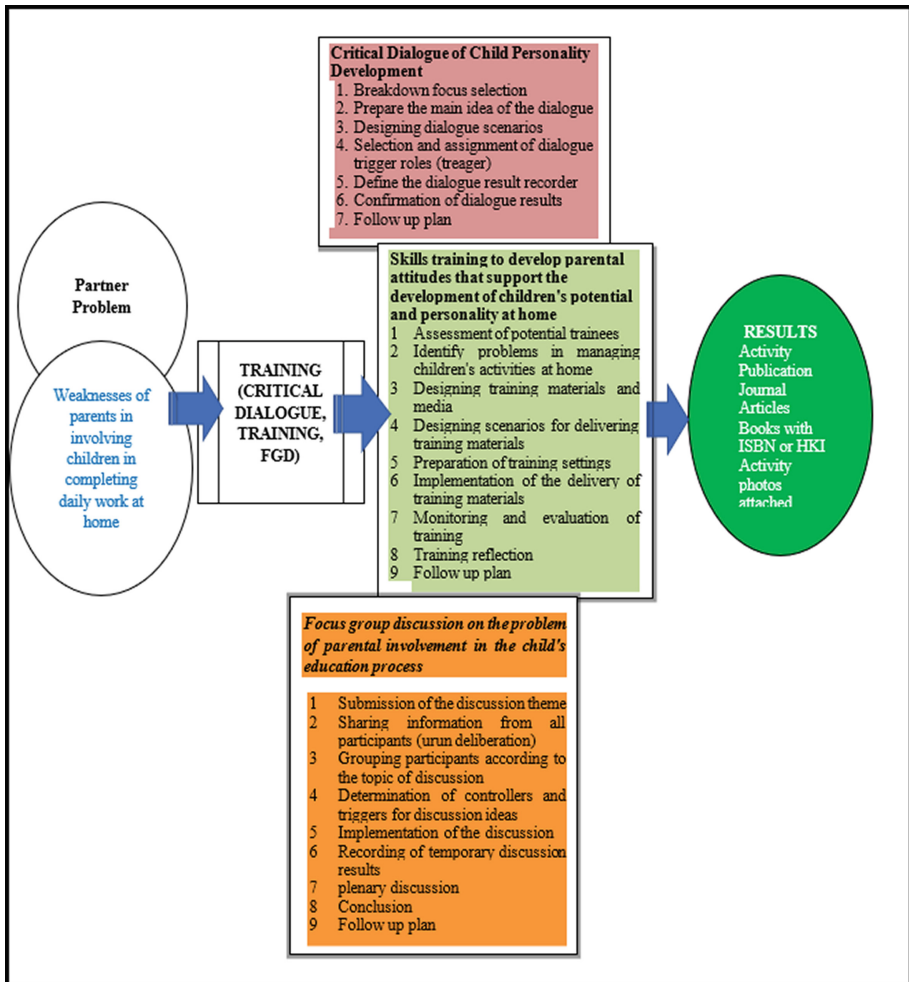
Fig. 5. Overview of Science and Technology Training Models for Involving Children in Housework as Formation of Children's Strong and Independent Characters

3 Result and Discussion

The training in community service was attended by 76 parents and educators from POS PAUD Bakalan Krajan, Sukun District, Malang City and 7 representatives from educators/education managers. The training was carried out for 14 h which was divided into 2 face-to-face meetings. The training instructors and resource persons consisted of elements of the community service task force, namely PLS/PNFI Lecturers, PAUD PG Lecturers, Informatics Engineering Education Lecturers, and PAUD Practitioners. The training was also supported by Malang State University students and alumni to strengthen the implementation of activities in the training. The following is the arrangement of the training program for the model of involving children in household work as the formation

of strong and independent characters which was carried out on September 18, 2022, followed by training assistance until October 8, 2022. The workshop activities were then continued with mentoring models of involving children in household work as a form of children's tough and independent character in the family environment offline through further discussions in the WhatsApp group forum.

The main targets of the training are parents of students, and PAUD educators as training participants, with the hope that the involvement of educators as training participants can become facilitators and also learning resources for parents to accompany the process of implementing the model of involving children in household work as the formation of strong and independent characters. Children in the family. Parents and educators are given the freedom to participate in face-to-face training or through virtual learning in several parenting programs organized by each school. The following table lists the names of the participants in the training on the model of involving children in household work as the formation of children's tough and independent characters.

During the training process, the participants seemed enthusiastic and full of enthusiasm. The expertise of the presenters in conveying knowledge and skills about the model of involving children in household work as the formation of strong and independent characters of children in the family environment becomes a training activity that is highly anticipated by participants.

This is evidenced by the results of the participant satisfaction questionnaire which showed 56% of participants hoped that similar training could be held again, 30% of participants also hoped that there would be direct assistance in the practice activities of implementing the model of involving children in household work as the formation of strong and independent characters of children in the family environment., and 14% of participants hope that there will be continuous sharing services for parents to provide solutions to various obstacles in the practice of involving children in household work as a form of strong and independent character for children in the family environment.

The achievement of the expectations of parents and educators during the training process is one of the targets for the implementation of the training, so that in the second stage the implementation of the model practice of involving children in household work as the formation of strong and independent characters of children in the family environment seeks to be further strengthened through submission of progress reports on achievements the ability of children to help complete household chores at home to the service implementation team. Then they are given feedback in the form of suggestions and input based on assessments carried out with experts and also early childhood learning practitioners.

The implementation of training in this community service program is beneficial for participants, because: 1) it can increase participants' knowledge regarding the model of involving children in household chores as the formation of strong and independent children's characters. 2) can change the mindset related to involving children in household chores as the formation of a child's strong and independent character but can be a fun activity, full of interesting challenges that must be completed, and has many benefits for the development of the child's potential and character. 3) Can develop model skills involving children in household chores as the formation of strong and independent characters as learning activities that can be done comfortably, safely, fun in active

interactions and train children's awareness to be able to collaborate and cooperate with all family members according to their developmental stages.

In the process of implementing the training, participants are not only trained on the model of involving children in household chores as the formation of strong and independent characters in the family environment, but also get to know more about various applications that can help the process of forming children's strong and independent characters in the family environment, including 1) Candy manor, 2) Sweet baby girls clean up, 3) Home design, 4) Décor life, and 5) Messy house cleaning game.

During the training process, participants were also given motivation and recommendations for watching youtube in accordance with the development and learning achievements of children which can be accessed through several youtube channels, namely: 1) Nussa Official, 2) Diva the Series, 3) Omar and Hana, 4) Riko the Series, 5) Zenius Education, 6) Teacher's room, 7) Sainsbro, 8) Nous ID, and 9) National Geographic Kids. In particular, in an effort to form independence and resilience, parents must be a role model for fun playing and learning, positive role models in various children's daily activities, support for children in completing daily tasks, directing children's activities, and giving the best advice in children's daily activities.

The formation of a child's independent and resilient character can be achieved well if there is an alignment of educational goals from school and home (Guryan et al., 2008; Mejía-Arauz et al., 2015). Understanding and complementarity as a supporter in the learning and education process is very necessary for every adult who is around a child (Maibom, 2007). The ease and efficiency of work management activities in the home should not make a child live lazy and do not understand his duties and responsibilities in caring for and keeping the house clean. Thus, awareness of assisting in the formation of independent and resilient characters of children through the daily household work management model for children remains a compound for achieving maximum growth and development in accordance with educational expectations for children's social life in the future, in addition to academic abilities in the school environment. The following are some of the activities that parents can finally do in the implementation of the process of involving children working in the home environment.

Likewise, activities in schools must try to balance the ability and potential of children through activities that invite children to cooperate and activities that build independence and resilience in life. The following are some of the progresses made by the school after the training.

Synergy and sustainability of activities between school and home are the unified goals of early childhood education. Togetherness goals and maximizing functions and roles in educating children and succeeding in the future as individuals and social beings are very important for the future of children.

4   Conclusion

Training in the Tunas Bangsa Bakalan Krajan PAUD PAUD environment, Sukun District, Malang City has a big mission to participate in developing children's knowledge and skills in life. Through mentoring training carried out by the community service team to 76 participants from elements of parents and educators, this training can be carried

out through structured activities both online and offline. The critical dialogue, training and FGD carried out followed by offline and online practice mentoring showed positive impacts and results for the ability of parents and educators to assist children in carrying out daily household activities at home and at school. Housework (chores) which are seen as simple activities for adults but are very meaningful for the development of children's personalities. Implementation of management assistance at school and at home by educators and parents shows that children are increasingly developing life skills and social independence and self-confidence after having responsibility to complete some household chores. Giving directions, scheduling activities regularly and giving praise by parents and educators in managing children's daily work are the keys to the success of their independence. Consistently training children in doing household chores and giving them tasks that are appropriate for their growth and development is a simple thing but very important for the formation of children's character in the future. The training model for managing household work assistance for the formation of independent and resilient characters for children received a good response from the participants. Participants stated that this training activity was very useful and looked forward to, this was shown by the results of the participant satisfaction questionnaire data which showed 56% of participants hoped that similar training could be held again, 30% of participants also hoped that there would be direct assistance in the practical activities of implementing the model of involving children in work. Household as the formation of strong and independent character of children in the family environment, and 14% of participants hope that there will be continuous sharing services for parents to provide solutions to various obstacles in the practice of involving children in household work as a form of strong and independent character for children in their environment. Family.

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