

# Parents Characteristics Participating in Play Group and Daycare Centre

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**Abstract**—the purpose of this study was to describe the characteristics of parents participating in child care centers in Bogor. This is study uses a survey method that conducted in 17 institutions. Respondents this research were 160 parents. The results of this study are characteristics of parents that vary greatly depending on age, education level, and employment status. The reason why parents participate in child care centers is that they are related to providing experience, safety, and religious education for children before going to elementary school. The implication of this study is that childcare needs a model to meet the expectations of parents.

**Keywords**—daycare, child care, parents characteristics, play group

## I. INTRODUCTION

The problem that usually comes to working mothers is 'who cares for and educates my children when I go to work?' The complicated problem is when children are sick, and no one has to be taken care of. The problem that is directly related to children is how to educate them in the right way.

In addition, the problem is also about dealing with children who like fast food, how to care for children when they are sick, and how to please children who do not want to eat. For parents who are in middle social and economic status, the problem is more about how to bring children to get a good education, how to make children able to compete in the future, and how to help children master foreign languages, such as English, Mandarin, and the others.

The number of child care centers and facilities provided in a community has increased[1]. The community feels that child care centers and playgroups are very helpful in facilitating children's education.

Child care is defined as a program that is held outside the home and serves the role of serving children who need care in larger portions for a day. Usually, the schedule is adjusted to the working hours of the child care center family. There is also a stopover center that provides periodic, part-time services. Child care centers are governed by state permit requirements and other standards and have permission to care for children from childhood (childhood) to school age[2, p. 6].

The United Nations defines daycare as "an organized service for children from their own home during some time

for normal care in the home to be supplemented." (United Nations, "Day Care Service for Children," International Social Service Review, 1, January 1956[3].

According to the Ministry of National Education the Child Care Center is a vehicle for child welfare education and development that functions as a family substitute for a certain period of time as long as the parents are unable or do not have enough time to care for their children because of work or other causes [4].

The Ministry of Social Affairs has developed daycare since 1963. Child Care Centers or Day Care Centers (DCC) are places for children, especially toddlers. This institution is a Social Welfare Institution that provides care and care to children at certain times, while their parents are not in place. In developed countries, this daycare center for children is not only caring for and caring for children, because their parents work or have other needs, but also an opportunity to provide services to children under five from parents who are unable to care for or care for their children [5]

In Indonesia today various forms of institutions that support Early Childhood Education (PADU) have been promoted, among others, Kindergarten (TK), Child Care Center (TPA), Playgroup (KB), Toddler Family Development (BKB) and Posyandu. The results of Susenas 2000 show that there are 12.4% of children aged 3-4 years and 24.1% aged 5-6 years are following KB, TPA or TK. The percentage of children aged 3-6 years who attended pre-school education was greater in urban areas (14.4% and 32.0%) than in rural areas (11.0% and 19.2%) and in general children aged 5-6 more years are attending pre-school education than children aged 3-4 years [6].

Early childhood education services in Indonesia are still a concern. Based on the results of the 2000 population census, the total population of Indonesia is 203.09 million. The number of early age children (0-6 years) is 26.09 million, consisting of 13.5 million aged 0 - 3 years, and 12.6 million aged 4 to 6 years. Of the 13.5 million children aged 0 - 3 years, those who had received pre-school education services (through the Family Development Program for Toddlers and the like) were only around 2.5 million (18.7%). While of the 112.6 million children aged 4 - 6 years, who have received education services there are 4.6 million (36.54%), with details as follows: serving at SD 2.6 million, TK 1.6 million, RaudhatulAthfal (RA) 0, 4 million, KB 4,800 children and

Child Care 9,200 (EFA Indonesia, 2002). Thus the TPA and KB services in Indonesia can only serve 14,000 children.

Based on the results of the research above, it proves that the importance of education that starts at an early age because it will affect the development of children at a later stage and increase work productivity in adulthood. Early childhood is in the stage of human development called the Golden Age.

The importance of early education has become an international concern. In the 2000 World Education Forum meeting in Dakar, Senegal, it produced 6 agreements as an education action framework for all (The Dakar Framework for Action Education for All), one of which stated: "expanding and improving the overall care and education of early childhood, especially for children who are very vulnerable and disadvantaged "[7].

Actually the problems regarding child welfare have been regulated in Law No. 49 of 1979. In the Law the family has the responsibility to realize the physical, mental, and social welfare of the child. Families, namely parents (father and mother), are responsible for meeting the needs of children through giving love, protection, care, care, education and other basic needs, such as nutritious food, immunization, injury prevention and health care [5].

In fact there are still many children who have not fully obtained these needs in full from their parents. The above conditions are caused by several factors, including: (1) the level of knowledge and understanding of the community on the importance of early childhood education is still very low, (2) the socioeconomic level is still relatively very low, (3) information about the importance of early child development and education still very lacking, (4) guidance and equal distribution of services carried out by the government [4].

## II. METHOD

This study uses a survey method. It was done in Bogor and Tangerang. The number of child care centers involved in 17 institutions. Respondents in the study were 160 parents. Data obtained were analyzed through percentages and tables..

## III. RESULTS AND DISCUSSION

In general, daycare is held at home or somewhere. There are differences in landfill services. daycare that is supported by sponsors, namely the person/organization responsible for service greatly influences the services provided at the daycare. There is a landfill whose services emphasize overall childcare and there is a landfill that only provides educational and social service programs [8].Daycare is established for social services or for profitable businesses.

The Daycare model basically has 3 types:

### A. *Comprehensive Care.*

Providing a safe environment, improving parenting programs, and providing health and social services to children and families. This model generally can serve large numbers of children, owned by the government and established by professional people, entrepreneurs, and community leaders. The government regulates guidelines for landfill.

The services provided by the daycare include: (1) safe, (2) teaching programs, (3) professional staff, (4) involvement of parents (parents participating in childcare activities), (5) social services for families who served, (6) health services, (7) experimental programs, (8) family care, and (9) transportation [8].

### B. *Developing Care.*

Provide program activities to help children. Programs include social, emotional, physical and intellectual. In addition, it usually provides a safe environment and service.

### C. *Simple Custodial Care.*

The landfill that only provides minimum requirements for services in accordance with licensing, children are safe but they do not get stimulation or something that interests children [8].

The landfill can also be grouped according to sponsors and services provided, as follows: (1) Proprietary Child Care Centers, Small Proprietary Child Care Centers. (3) Special forms.

The definition of Playgroup according to the Ministry of Education is as follows: "Playgroups are one form of child welfare business that prioritizes play activities, which also organizes preschool education for children aged 3 years to enter basic education [4]. According to the Ministry of Social Affairs stated that; "Playgroup is a child social welfare institution, which prioritizes play activities which is one of the foundations of personality formation and the development of children's creativity, creativity, and intellectuals. Play activities for children aged 3 years need to be given the principles of education, as preparation for entering the formal education level [5].

The purpose of holding a playgroup based on government regulation No. 27 of 1990 concerning pre-school education is directed towards efforts to help lay the foundations of knowledge, attitudes, abilities, creativity to adapt to their environment, especially to prepare children to enter formal education institutions in kindergartens. as well as in basic education institutions. As a social welfare institution, organizing and fostering child welfare through playgroups is the responsibility of the social minister.

Playing, as the main activity that starts to appear from a baby aged 3 or 4 months, is important for the cognitive, social and personality development of children in general. Playing, always functioning important for personal development, also has social and emotional functions. Through play, children feel various emotional experiences: happy, sad, passionate, disappointed, proud, angry, like and so on. Through playing, children also understand the relationship between themselves and their social environment, learn to get along and understand the rules or procedures of association. In addition, play activities are closely related to children's cognitive development [9].

The need of the society to the daycare centers and playgroups are closely related to the characteristics of the society itself. Their high need to these pre-school program can be seen from the number of children participating (50 children). Even though parents experience some shortages, they have strong willingness to send their children to suitable places for learning. The places might be in a field, in a

schoolyard, or in a trainer's house. The eagerness to have a uniform, books, table for writing, educative games are very high just the same as the motivation to make children become intellectual. Based on the questioner distributed to the daycare centers and playgroups, the respondent's profiles are described as follows:

TABLE I. PARENTS CHARACTERISTICS WHO PARTICIPATING DAYCARE CENTRE

| No | Parents Characteristics   |           |          |                  |           |            |           |
|----|---------------------------|-----------|----------|------------------|-----------|------------|-----------|
|    | Institution Name          | Education |          |                  |           | Job Status |           |
|    |                           | 1         | 2        | 3                | 4         | Work       | Not       |
| 1. | Indiriasana               | 2         | 5        | 2                |           | 9          |           |
| 2  | Ash-Shaelihien (Bogor)    | 1         | 3        | 6                |           | 9          | 1         |
| 3  | Basis                     |           | 3        | -                | -         | -          | 3         |
| 4  | Sun-Flowers               |           | -        | 4                | 10        | 10         | 4         |
| 5  | Lab school (Al-Bana)      |           | 2        | 5                | 3         | 10         | .         |
| 6  | Rumah Kita                |           |          | 3                | 8         | 11         |           |
| 7  | Gunung Mas                | 5         | 5        | -                |           | -          | 10        |
| 8  | As-Shaelihien (Tangerang) | 1         | 3        | 7                | -         | 8          | 3         |
| 10 | Taman BalitaHanaeka       | -         | -        | 4                | 6         | 8          | 2         |
| 11 | Nurul Furqon              | -         | 1        | 8                | 2         | 5          | 6         |
| 12 | Tiga Putra Mandiri        | -         | -        | 1<br>0           | 1         | 11         | -         |
| 13 | Victoria                  | -         | -        | 5                | 2         | 7          | -         |
| 14 | Karangbalita              | 2         | 4        | 3                | -         | 2          | 7         |
| 15 | Bobo                      | -         | -        | 1                | 4         | 4          | 1         |
| 16 | Lembaga Kreativitas       | 1         | 3        | 3                | 1         | 4          | 4         |
| 17 | St. Fidielis              | -         | -        | 3                | 5         | 7          | 1         |
|    | Total                     | 22        | 32       | 6<br>4           | 42        | 106        | 54        |
|    | Percentage                | 13,<br>7  | 20,<br>0 | 4<br>0<br>0<br>0 | 26,<br>25 | 66,25      | 33,<br>75 |

Child care centers are institutions that are open full time five days a week [10]. Conceptually, the position, function, and role of Day Care can be explained as follows: Day Care should be a permanent part of child welfare services. Daycare serves as a substitute for beneficial family care as long as the mother is not at home; improve health, education and social attitudes of children; giving children healthy distribution of energy through games and leisure activities; and the most important thing is to provide experience in group life with other children of the same age. The potential of daycare can be increased if the initial acceptance and is able to establish individual relationships with children and their families [11, p. 232]. Based on the table above, it was concluded that parents who participated in child care centers and playgroups were relatively young; 40.62% (65 people) between 21-30; and 59.38% (95 people) were between 31 - 40. The level of education of parents was: 13.7% (22 people) came from elementary school, 20% (32 people) came from

junior high school, 40% (64 people) come from high school, and 26.25% (42 people) come from colleges or universities. From these data, it can be seen that most parents graduated from high school.

Based on the data above, it is known that at the education level parents who participated in child care centers and playgroups varied. At Sun Flower Daycare Center, 10 parents have a high level of education; they graduated from university. Daycare Center Rumah Kita has 8 parents, and the Taman Balita Hanaeka Playgroup has 6 parents. Meanwhile Gunung Mas Daycare Center, Karang Balita Playgroup, and Bojong Kenyot have parents who only graduated from elementary and junior high school.

The choice of parents from pre-school is also influenced by the salary they get. There are levels and classes of parents participating in child care centers and playgroups; poor and rich people are found in life everywhere. So it was concluded that the higher the level of education of parents, the more expensive and the better the schools and facilities they chose. In other words, the level of education of parents and their salary affects the choice of child care centers and their play groups.

The characteristics of a child care center are related to the environment in which the child care center is located. For example, child care centers intended for tea workers for low-paid children are different from those close to malls or supermarkets. Most of the participants from high economic status are Chinese. St. childcare center Bobied Fiedelis and Playgroup are located in BSD and Karawaci, while the Daycare Asholihien center is in Tangerang. Each is different in terms of the economic status of parents. Various levels of economic status of parents are common, including in rich countries. The most important thing is that they want to share empathy or give children the opportunity to pay more attention to the poor generation. It really depends on the management of child care centers that pay attention to the communities around them.

The table above presents the work of parents, especially mothers whose children are sent to child care centers and playgroups. There were 66.25% (106 parents) who worked and 33.75% (54 parents) who did not work. Parents who work outdoors still need child care centers and playgroup services. For reasons parents whose child care center offers a strong alternative for nursing homes for families who want to provide custodial care and meaningful involvement [12].

Interesting findings from the above table in fact, not all of the women who participated in Sun Flower Daycare Center were career women, there were only 28.57% or only 4 people who worked outdoors, while 71.43% or 10 people work outdoors. This is an interesting phenomenon because in fact the motivation of mothers to participate in the Daycare Center and Playgroup is not right for their busy work outside the home, but because of their basic needs for early children's education that they feel is needed at this time. The reason why they should participate in the child care center and playgroup described in the table below:



TABLE II. THE PARENTS REASONS TO PARTICIPATE OF DAYCARE CENTRE AND PLAYGROUP SERVICES

| No | The Parents Reasons   |       |       |
|----|---|-------|-------|
|    | Reasons for Daycare Centre and Playgroup Services                                       | Agree |       |
|    |   | F     | %     |
| 1. | Children need education since infant  | 121   | 16.59 |
| 2. | Children need experiences from friends before going to School                           | 135   | 18.5  |
| 3  | Children need intellectual stimulation before going to elementary school                | 120   | 16.46 |
| 4  | Children need to give nutritious food   | 112   | 15.94 |
| 5  | Children must take religious education  | 160   | 21.94 |
| 6  | Children in the ages of Daycare Centre and Playgroup can practice how to read and write | 81    | 11,11 |
|    | Total   | 729   | 100   |

Based on the table above, it can be concluded that the reasons for parents participating in child care centers and playgroups are: (1) children need to get proper education because they are babies (18.5% or 135 parents agree with); (2) children need to socialize with their friends before going to elementary school (16.46% or 120 parents agree with); (3) children need intellectual stimulation before going to elementary school (16.46% or 120 parents agree with); (4) children need to get nutritious food (15.36% or 112 parents agree with), (5) children need religious education (21.94% 160 parents agree with) , and (6) children need to practice reading and writing (11.11% or 81 parents agree with).

Based on the data above, it is known that parents are aware that education is very important for children from an early age. Children need to take part in the socialization process and need to learn to read and write at an early age. Center for child care and playgroups can be beneficial for children's social development, socio-emotional adjustment, and the results of school readiness [13]. Daycare is the use of relationship-based practices to promote positive developmental outcomes [14]. Parents need to know that child care centers and playgroups are not only places where children are cared for while their parents are working. They provide support to patients and their careers and aim to improve the continuity of care between inpatient and home care settings [15]. Child care centers help parents who work to care for their young children [16]. Knowledge of the needs of children in early education varies. Child care centers provide infants and toddlers with sensitive and responsive care needed to promote the early development of children [17].

The interesting thing about the number of tables above is that parents who agree with their children to practice and train to read and write are 11.11% (81 parents). On the other hand, it is still debated about the need to learn to read and write. His decision is still in the parents. In the setting of daycare centers, teachers play an important role in creating a safe, responsive and supportive classroom climate and in educating and socializing young children [18].

Based on the Focus Group Discussion (FGD) about needs of the daycare center and playgroup services at Taman

Balita Hanaeka, most of the mothers who participated in the daycare center and playgroup are looking for a qualified education for their children. In addition, they live near the daycare center and playgroup. Other reasons are because their children's friends also go to that school and there are no another daycare center and playgroup in their neighborhood. Some parents who did not participate in the daycare center and playgroup argue that they do not know there are daycare center and playgroup around their complex, they do not have money to pay for the daycare center and playgroup, they have a servant at home, there are grandpas and grandmas, there are excellent at home, they feel afraid to bring their children out of the house because of peace and pleasant life with a servant at home. Another reason is that parents do not understand about daycare center and playgroup. Daycare centers are developed over time to meet the changing needs of women and the social context of the day [19].

Based on the characteristics of the society and needs of daycare centers and playgroups above, there are three models of Daycare Centre and Playgroup that could attract parents' interest. Parents with medium and high salaries tend to choose elite Daycare Centre and Playgroup that are exclusive and expensive like Daycare Centre Sun Flower, Daycare Centre Rumah Kita, Daycare Centre Lab-school, Playgroup Victoria, Playgroup St. Fidielis, Play Group Taman Balita, and Playgroup Bobo. Meanwhile, those with average salaries choose Daycare Centre that has enough facilities, neither luxurious nor expensive like Daycare Centre Ash-Shaelihien, Daycare Centre Basis, Playgroup Lembaga Kreativitas, Playgroup Tiga Putra Mandiri, and Playgroup Nurul Furqon. Parents with low salaries or fabric workers choose Daycare Centre of free payment like Daycare Centre Gunung Mas and Indriana, Playgroup Taman Padu, and Playgroup Karang Balita. Thus, the characteristics of parents determine the forms and model of Daycare Centre and Playgroup they choose.

#### IV. CONCLUSION

The result of this research shows that the characteristics of parents are much varied depend on age, educational level and occupational status. The reasons for which parents participate in daycare centers and playgroups are the willingness to provide children with experiences from friends before they go to school, give safety and teach them religious education. The implication of this research is the daycare need model that match to the parents.

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