

Research Article

Implementation of Parenting Program in Early Children Education in Bandung

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ORCIDArif Hakim: <https://orcid.org/0000-0001-6472-9368>Nurul Afrianti: <https://orcid.org/0000-0003-2583-4995>**Abstract.**

The implementation of parenting activities in kindergarten (TK) and early childhood education (PAUD) is currently increasing. Each school competes to carry out parenting training activities. 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 operational assistance (BOP) has strengthened the widespread implementation of parenting activities. In one of the BOP financing components, it is stated that the funds must be used in meeting with parents/parenting activities with a maximum budget ceiling of 50%. As a continuation of previous research, this year's study aims to conduct a study of school demographics on parenting activities for early childhood education in the city of Bandung. The research method used descriptive study. The results showed that education parenting programs have been implemented in 41 preschools; however, in practice, there are still many obstacles, especially related to the use of need-assessment parenting programs.

Keywords: parenting, early children, implementation program

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1. 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 SISDIKNAS [1]. 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.

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While on the other hand, PAUD institutions carry out a very central and strategic mandate in providing services and stimulating the golden age optimally so that children can grow and develop children, entrusted by their parents, optimally as well. The main task of PAUD 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 PAUDNI, the number of PAUD 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 BOP PAUD [2] is a form of government attention to early childhood education by involving not only schools but also parents and the surrounding environment. With the BOP, schools are required to carry out parenting activities. However, in the field, especially in the city of Bandung, based on the results of the first year of research, parenting activities carried out in 15 selected locations did not pay 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.

As a continuation of the research in the first year, this second year of research aims to: 1) conduct a study of school demographics on the expanded PAUD parenting activities in the city of Bandung; and 2) obtaining a theoretical construct for collaborative PAUD-parenting collaborative parenting activities during the pandemic in PAUD in Bandung.

This research was carried out with the hope of obtaining a standardized construct of the collaborative adaptive parenting model of PAUD-parents during the pandemic in PAUD in Bandung. It is hoped that this research can become a reference for supporting standardization models for all PAUD in conducting and carrying out parenting activities.

2. Methods

The research method used is a descriptive study that will be conducted on Early Childhood Education in an expanded location, namely the city of Bandung. Furthermore,

a survey will be conducted to 5 areas of the city of Bandung which were selected randomly. The purpose of this survey is to obtain an empirical study of the implementation of parenting activities in the city of Bandung.

The technique of collecting primary data related to the expanded location was carried out randomly, namely in 5 areas of the city of Bandung. There are a number of data needed in this research. These data include: search results data on previous research and literature studies from journals, the internet and the latest relevant books both from within and outside the country. The data mentioned first, which is related to the need to strengthen the theoretical-academic studies of previous research, was carried out using desk studies and literature reviews which were intensively carried out through and obtained from updated and reliable sources. The data in this study were collected through the distribution of questionnaires. The distribution of questionnaires was carried out to collect profiles related to the implementation of parenting activities in the city of Bandung. Data analysis was carried out quantitatively. The process of quantitative data analysis was carried out through descriptive analysis. The calculations were carried out using the Microsoft Excel program.

3. Result

The research was initiated by conducting socialization and communication with Early Childhood Education teachers in the city of Bandung. The sample of the number of schools that was taken was done randomly, where the researchers used the researcher's internal network facilities to a number of Early Childhood Education institutions in the city of Bandung. The results of the collection of respondents collected a number of 43 Early Childhood Education institutions.

Furthermore, to find out the extent of the implementation of parenting and parenting activities in early childhood education in the city of Bandung. The selection of schools was carried out purposively randomly, while the data collection process was carried out through questionnaires distributed in the Google Form format, this was done considering the current situation that required restrictions on social interaction.

The first survey is related to planning parenting programs in respondents' early childhood education institutions. The results showed that 93% were included in the school program and 7% were incidental without being included in the school's annual program. The next question is related to the school in identifying the needs of parents before carrying out the parenting program. The results showed 21 respondents or

49% stated always, 9 respondents or 22% said often, 11 respondents or 26% stated sometimes and 2% or 1 respondent said never.

Furthermore, respondents were asked to answer the parenting theme given to the child's guardian. The answers given were quite varied, including: 6 respondents or 14% stated the stunting theme, it was the same as the development of early childhood, a total of 6 respondents or 14% wrote it down. Most of them are parenting themes, namely 13 people or 30% of respondents stated it. Then 3 respondents or 7% stated that they chose the theme of Health and nutrition, while 5 respondents or 12% wrote a theme related to the socialization of early childhood education institutions and 3 respondents or 7% stated that they presented a theme about early childhood education learning, and the rest 16% says otherwise.

The next survey looks at who is involved in the parenting committee at your school. The results of the respondents showed that it involved 37% of teachers, 11% of school committees, 2% of the community, 40% of teachers and school committee collaborations and 9% of teachers, school committees and community collaborations. Then the respondent gave answers regarding what aspects were determined in the planning of the parenting program. The results stated that 20% of the interviewees were selected, 22% of the program head were appointed, 34.4% of the time set for implementation, and 23% of the budget determination.

The involvement of parenting partners is the result of further statements submitted by respondents, the results show that there are 30 respondents or 29% of puskesmas involved, then 18 people or 17% of AUD Health and nutrition experts, 14 expert doctors or 13%. As for the involvement of the association/association of early childhood teachers in the city, a total of 25 respondents or 24%. Then the involvement of government institutions is 8 people or 8% and Non-Governmental Organizations are 10 people (23%) and the rest is a combination of various parties involved, meaning that it is not only one party but can be more than 2 or more parties.

Information related to the frequency of parenting in schools, respondents stated 4 times in 1 year, namely 4 respondents or 9%. Then those who stated 3 times a year were 3 respondents or 7%. And the most is 2 times in one year that is 19 respondents (44%). Then for 1 time in 1 year there are 8 people (19%) and respondents who say it is not certain the number of each year is 9 people or 21%.

The next question continues the question of the frequency of parenting programs, namely when parenting is carried out. Respondents stated that it was carried out at the beginning of the semester as many as 29 people or 47.5%, then for those carried out in the middle of the semester a number of 10 respondents or 32.7% and for respondents

who stated the end of the semester as many as 6 people (14%) as well as those who stated no of course a number of 6 people (14%). Next is the number of participants attending each parenting activity, the results show that for those who can present 100%, 1 respondent is 2%. For attendance 75-90% (67%), attendance 60-75% (22%) then 40-65% (7%) and respondents who answered <40%, namely 1 person (2%). The next survey was to find out the type of parenting as carried out in the respondents' PAUD institutions, the results stated that 44% carried out this type of parenting in the form of parents gathering, then 38% carried out in Foundation Class activities. And 12% stated in seminar activities, and in consultation day activities 4% and Fieldtip 2%.

The last is the parenting technique that has been done in the respondent's PAUD institution. Theoretically there are three techniques that are often carried out in parenting activities, the results show 35 respondents stated through oral techniques or 72%, 6 respondents stated using written techniques (12%) and finally through written techniques.

3.1. Parenting and Early Childhood Education

The involvement and active participation of parents in children's education, both at school and at home is one of the determining factors for the success of early childhood education. One of the indicators of success in educating children of Muslim families is if the characters are owned by the child, especially early childhood by the values of Islam [3]. 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" [4]–[6]. In line with Semiawan, Morrison argues that "the family is the most important institution for the education and development of children"[7]. This means that parents are fully responsible for the education and development of children.

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[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 children will participate in, but also parents' understanding of children's growth and development. According to Sunarti, the involvement of parents 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 [8].

The Indonesian nation is a plural nation formed from various cultures, ethnicities, languages, and geographies, but research on culture-based parenting is difficult to find [9]–[12]. 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 caring for children, especially when parents are working, and treat their grandchildren like their own 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 [10], [13].

Research conducted by [14] states that Indonesia as one of the countries in Asia has a unique parenting style. Most Indonesians rely heavily on religious values and norms, especially for 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. The higher the social support received by the mother, the lower the intensity of parenting stress felt by the mother [15].

3.2. Parenting in an Islamic Perspective

The presence of children in a family is a gift as well as a mandate entrusted by Allah SWT to every parent. Every child must be cared for, cared for, educated, protected, and cared for and fulfilled all their needs so that they can grow and develop according to their stages of development [16], [17]. A child grows and develops in his environment, both the family environment, school/educational institution, and the community environment. In Ki Hajar Dewantoro's view, there are three educational centers called the Tri Education Centers [18], [19]. Everything that is experienced, felt, and witnessed by children from these three environments will affect their growth and development. In the family environment, early childhood gets care, maintenance, nurturing, and education. The same applies to schools and communities.

Recently, there have been so many experts and observers of Early Childhood Education education who have concentrated and devoted themselves to finding a parenting

formula that has been exemplified and practiced by the Prophet and his companions. From these efforts, it is not surprising that various works have emerged in the form of Islamic books that provide descriptions and explanations of the upbringing of the Prophet Muhammad and his companions.

3.3. Government Regulations regarding Early Childhood Education

The government guarantees that by 2030, all children aged preschool (0-5 years) receive education and care in Early Childhood Education institutions [13], [20]. In an effort 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 [21] concerning Strengthening Character Education. In the regulation, it is emphasized that the government guarantees that every girl and boy has access to care for Early Childhood Education. 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 [2] concerning Technical Guidelines for the Use of Special Non-Physical 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.

3.4. Stages of Parenting Program Development

The stages in the development of parenting programs in accordance with the guidelines for implementing family-based Early Childhood Education [7] are as follows:

Identifying the needs of parents

Every parent has different needs and desires for their children who are students in early childhood institutions / Kindergarten. There are parents who want their children to be able to read quickly, there are parents who want their children to be more independent, there are parents who 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 the Early Childhood Kindergarten (TK) institution.

Forming 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 schools/early childhood institutions or Kindergartens. 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.

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.

Programming

In order 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 executor, who is the resource person, what is 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.

Schedule activities

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.

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 puskesmas, health services, education offices, posyandu, and so on. .

Carry out the program according to the agenda

The program and schedule of activities is 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.

Conducting evaluation and mutual agreement

Every activity starting from planning is evaluated in order 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.

4. Conclusion

The results of research on parenting and parenting activities in PAUD Bandung city show quite positive results where all of them have carried out parenting activities in schools, there are variations related to themes, parties involved in collaboration, however the types of parenting and parenting techniques that are carried out are not all varied.

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