

Management of Parenting Activities as an Effort To Improve Early Children's Development

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Abstract

This research describes program management parenting to improve children's development in Early Childhood Education (PAUD), with focus on how to plan, implement, and evaluation of parenting programs. Through approach qualitative, this research involves participant observation, in-depth interviews and document analysis for dig up data from the object institution study. The research results show that the process. Parenting activities at TK Dharma Wanita 03 positively impact increasing parental participation and understanding of effective parenting patterns. Through a series of activities involving parents, such as seminars and recreation. The evaluation of parenting programs is also a focus of this research. By collecting data through surveys and interviews, evaluations are carried out to assess the extent to which the program has achieved its objectives. The evaluation results show a significant increase in participation and understanding of parents. The parenting activity program implemented at TK Dharma Wanita 03 Sukorambi Jember impacts children's development, including a. Children's social-emotional development; b. Moral and Religious Development.

Keywords: Early Children's Development, Management, Parenting Activities

Abstrak

Penelitian ini mendeskripsikan manajemen program parenting untuk meningkatkan tumbuh kembang anak pada Pendidikan Anak Usia Dini (PAUD), dengan fokus pada bagaimana merencanakan, melaksanakan, dan mengevaluasi program parenting. Melalui pendekatan kualitatif, penelitian ini melibatkan observasi partisipan, wawancara mendalam dan analisis dokumen untuk menggali data dari institusi objek penelitian. Hasil penelitian menunjukkan bahwa proses. Kegiatan pengasuhan anak di TK Dharma Wanita 03 berdampak positif terhadap peningkatan

partisipasi orang tua dan pemahaman pola pengasuhan yang efektif. Melalui serangkaian kegiatan yang melibatkan orang tua, seperti seminar dan rekreasi. Evaluasi program parenting juga menjadi fokus penelitian ini. Dengan pengumpulan data melalui survei dan wawancara, evaluasi dilakukan untuk menilai sejauh mana program telah mencapai tujuannya. Hasil evaluasi menunjukkan adanya peningkatan partisipasi dan pemahaman orang tua yang signifikan. Program kegiatan pengasuhan anak yang dilaksanakan di TK Dharma Wanita 03 Sukorambi Jember memberikan dampak terhadap tumbuh kembang anak antara lain a. Perkembangan sosial emosional anak; b. Perkembangan Moral dan Keagamaan.

Kata Kunci : Perkembangan Anak Usia Dini, Manajemen, Aktivitas Pengasuhan Anak

INTRODUCTION

Children are the most beautiful gift from God Almighty. Parents want the best education for their children. Especially when children are still at an early age, parents are cautious in choosing education for their children. Early childhood education is fundamental education through coaching and developing children's potential. Therefore, early childhood education should be adapted to the stages of development that early childhood children go through and provide good habits to children to stimulate their development. Early childhood (toddlers) is the golden age period. This period is a period of rapid physical and non-physical growth outside the womb. The golden age is 0-6 years, a period where physical, motoric, intellectual, emotional, language and social development takes place very quickly, which only happens once in the development of human life.¹.

Children are raised in family and school; if they know how to work together, they will form individuals who are determined to be good. Good cooperation and communication between parents and schools is necessary to find the best solution for educating children. Nowadays, communication between schools and parents is realized in the form of parenting patterns filled with various activities called parenting. Therefore, parenting, in general, can be defined as raising children, providing medical, educational and welfare services to their children, and ensuring that their cognitive development requires social, moral, spiritual and emotional satisfaction.².

¹ Suyadi, *Teori Pembelajaran Anak Usia Dini Dalam Kajian Neurosains*.

² Bidasari, "PARENTING: METODE PEMBENTUKAN KARAKTER ISLAM PADA ANAK USIA DINI DI KOTA PALANGKA RAYA (Studi Kasus 3 Keluarga Islam)."

The role of parents in supporting children's education is stated in Minister of Education and Culture Regulation Number 23 of 2015 concerning character development. Article 3 of the regulation notes that the involvement of parents and the community is required for each educational institution to develop character. One of them is that parents must play an active role in providing supervision and guidance to children so that their learning becomes quality. The importance of the role of parents in education is also stated in Law Number 20 of 2003 concerning the National Education System Article 7, paragraph 1, which reads: Parents play a role in choosing educational units and obtaining information about children's development³.

Sudah menjadi kewajiban bagi para orang tua untuk mencukupi kebutuhan sekolah anaknya. Parents must meet their children's school needs. They are also responsible for accompanying their children to study at home because sometimes children need help understanding the subject matter they receive at school. So, it is parents who take a role in helping resolve this problem. Parents must be motivators for their children to achieve their dreams through education. Good knowledge and education will make it easier for children to achieve goals, so they must learn. So that children can carry out suitable learning activities at home, parents must create child-friendly, comfortable and calm home conditions so that children can concentrate more on learning.

An educational institution needs to hold parenting activities against the need for communication between schools and parents. Parenting programs are critical to implement because they have positive benefits for students. For example, it can change parents' mindset about child-rearing patterns, from initially the parenting style that was carried out not by the child's development to a parenting pattern that is by the child's character and development; parents become confident in providing supervision to children (Windiyanti & Sayekti, 2022). Through this parenting activity, schools can convey the school's vision and mission, plans and implementation of school programs, educational patterns carried out by the school and the academic regulations that will be implemented. If the child's education pattern implemented at school can be accepted and absorbed well by the parents,

³ Natasa, Ludfiani, and Salimi, "The Importance of Applying Parenting Education Program for The Student's Parent in Elementary School."

then when they are at home, the parents will know what to do according to the school's guidelines. In the end, the expected result is the achievement of the expected educational goals, including strengthening good character and increasing development in children.

Kindergarten Dharma Wanita 03 Sukorambi is one of the PAUDs that has implemented a parenting program and consistently implemented it. Based on an interview with the principal of Kindergarten Dharma Wanita 03, this program initially emerged because of the school's concern that it could not maximize student learning achievement as an educational institution due to a lack of communication with parents/guardians of students. The aim is for parents to increase knowledge and attitudes in forming parenting patterns in the family and improve children's development. Parenting programs have a significant impact on child development and the education system. This parenting program focuses on nurturing assistance involving physical, motoric, cognitive, moral, religious, social, emotional and language aspects. The parenting program at TK Dharma Wanita 03 includes the following: Eating together every Saturday, Taking field trips, Holding parenting seminars at the opening of the new semester, and Farewell recreation at the end of each semester.

RESEARCH METHODOLOGY

Based on the description above, this research uses a qualitative descriptive approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviour. In line with this, qualitative research is also defined as research that uses natural settings to interpret phenomena that occur and involves various existing methods. Research subjects (informants) who can help researchers describe the problem topics proposed by researchers are school principals, teachers and parents, guardians. The data collection techniques used were interviews, observation and documentation. The data analysis technique uses qualitative data analysis; the steps are data reduction, data presentation, and conclusion. Next, to test the validity of the data obtained in the field, researchers used credibility, dependability, confirmability and transferability techniques. The pre-research stages are pre-field, fieldwork, analysis, and reporting.

RESULTS AND DISCUSSION

1. Parenting Program Process Parenting Activities as an Effort to Improve Early Childhood Development

Parenting is all adults' actions towards children to protect them ⁴. Parenting children can be described as a series of actions, deeds and interactions from parents to encourage the growth and development of children so that they grow and develop through excellent and correct parenting patterns. Parenting is not a one-party or one-way activity from parents to protect, nurture, educate, or raise them but rather a process of interaction between two parties, namely between school and home or between teachers and parents ⁵, because it provides a supportive environment. Children's exploration and self-confidence at every stage of development are essential things for students to gain ⁶.

The initial step taken by Kindergarten Dharma Wanita 03 Sukorambi Jember in parenting activities is planning activities. Planning parenting activities involves an in-depth understanding of child development, individual child needs, and practical approaches to supporting the growth and development of early childhood. In planning parenting activities at TK Dharma Wanita 03 Sukorambi Jember, several things are carefully planned to ensure that the activities are practical and beneficial for parents and children, namely as follows:

- 1) Objectives of Parenting Activities: The principal and teachers determine the objectives of parenting activities at Dharma Wanita Kindergarten 03 Sukorambi Jember. Is the aim to provide information and skills to parents in supporting children's development, building a support network between parents, or providing a space for parents to share experiences and challenges in raising children? In this case, the aim of parenting activities at Dharma Wanita Kindergarten 03 Sukorambi Jember is often to help the development of early childhood so that their development runs optimally;
- 2) Parenting Activity Schedule: The Head and Teachers of Dharma Wanita Kindergarten 03 Sukorambi Jember plan the schedule and frequency of parenting activities by paying attention to the time availability of parents and

⁴ Sri, *Psikologi Keluarga, Penanaman Nilai Dan Penanganan Konflik Dalam Keluarga*.

⁵ Surbakti, *Parenting Anak-Anak*.

⁶ Erikson, *Childhood and Society*.

children. Parenting activities at Dharma Wanita Kindergarten 03 Sukorambi Jember are held every two years. Outside of school, recreational activities are carried out at the end of each semester;

- 3) Content of Parenting Activities: Head and Teachers of Kindergarten Dharma Wanita 03 Sukorambi Jember determine the content of parenting activities that will be delivered in parenting activities. This can include topics such as child development, positive discipline techniques, the importance of reading with children, how to manage children's emotions, etc. Determining the content of parenting activities is carried out through deliberation involving parents;
- 4) Resources: Teachers at Dharma Wanita Kindergarten 03 Sukorambi Jember ensure the availability of all the resources needed to carry out parenting activities, including a comfortable classroom, presentation equipment, supporting materials, and reading materials for parents, as well as consumption.

From the explanation above regarding planning parenting activities as an effort to improve early childhood development, the planning process carried out by TK Dharma Wanita 03 Sukorambi Jember involves much participation from institutional components. It considers all aspects carried out in deliberation. Streiner's integrated planning theory emphasizes the importance of integrating various aspects in the planning process, including goals, resources, and the external environment. It aims to achieve harmony between the various elements involved in achieving the goal ⁷.

The process of implementing parenting activities in schools varies depending on the goals and approaches used by the school. At Kindergarten, Dharma Wanita 03 Sukorambi Jember uses a seminar/training and end-of-semester recreation approach. Parenting activities can provide resources for parents to support children's development. This includes learning to manage emotions, build healthy relationships, and improve communication skills.

Parenting activities allow parents to learn about child development, effective parenting strategies, and how to support children's educational needs. Parents become more involved in their children's school life through parenting activities. This can create a better connection between school and home,

⁷ Steiner, *Trategic Planning: What Every Manager Must Know*.

contributing to student academic and behavioural success. Parenting activities can also create an environment that supports collaboration between parents, teachers, and school staff, helping build a solid and supportive school community. All teachers and guardians are involved in implementing the parenting program at TK Dharma Wanita 03. They involve parents actively in the child's education process, especially in the family environment.

Parenting activities allow parents to learn about child development, effective parenting strategies, and how to support children's educational needs. Through these activities, parents become more involved in their children's school life. This can create a better connection between school and home, which in turn can contribute to student's academic and behavioural success. Parenting activities can also create an environment that supports collaboration between parents, teachers, and school staff. This helps build a solid and supportive school community.

All teachers and guardians are involved in implementing the parenting program at TK Dharma Wanita 03. They involve parents actively in the child's education process, especially in the family environment. This parental involvement has a significant positive impact on the effectiveness of learning at school. Apart from parenting training, Dharma Wanita 03 Kindergarten also holds other parenting activities, as stated by Mrs. Anisa Dwi Hartini. The following is a statement from an interview with the principal of TK Dharma Wanita 03 regarding the parenting program: "Some of the parenting activities at TK Dharma Wanita 03 are eating together every Saturday, field trips, farewell recreation at the end of the semester and parenting training seminars or workshops at the opening of the new semester. held at school." From the results of the field survey through observations and interviews that have been conducted, it can be explained that the parenting program at the Dharma Wanita 03 Kindergarten implements various routine activities aimed at actively involving parents in educating their children. One of the parenting programs is Eating Together every Saturday, designed as a series of activities involving parents, teachers, and children. Teachers, parents, and children gather every Saturday, creating moments of togetherness, sharing experiences, and strengthening each other. Sense of community at school. This event is not just a routine meeting but also a space for discussion, exchange of

ideas, and a forum for strengthening relationships between parents and between parents and teachers. Positive collaboration is established to increase understanding of early childhood development and support children's education.

The final step in the parenting activity process is activity evaluation. Evaluation of parenting activities must include several important aspects to ensure that parents provide optimal attention and support to children. Evaluation of parenting activities at TK Dharma Wanita 03 Sukorambi Jember refers to the approach used to evaluate the effectiveness of programs or interventions to increase parental involvement in children's education in the school environment. This is based on Sheldon's Empowerment Theory, which states the importance of empowering parents as partners in children's education. Evaluation of parenting activities in schools in the context of this theory will focus on measuring parents' level of knowledge, skills and self-confidence in supporting early childhood education .

The school will evaluate the parenting program at TK Dharma Wanita 03. This evaluation is carried out after the event and during work meetings held every semester to ensure the future sustainability and improvement of the program. Apart from that, there was an evaluation from parents using interviews, which was also carried out to determine the level of usefulness of the program. Parents stated that they applied what was obtained after parenting, such as implementing a more democratic parenting style after previously tending to be authoritarian. Evaluation also ensures that parenting program objectives, such as increasing parental awareness, are achieved optimally. The evaluation assesses the impact of the parenting program on child development, including improving children's skills, social and emotional development, and academic development.

2. Impact of the Parenting Program Parenting Activities as an Effort to Improve Early Childhood Development

Early childhood (toddlers) is the golden age period. This period is a period of rapid physical and non-physical growth outside the womb. The golden age is 0-6 years, a period where physical, motoric, intellectual, emotional, language and social development takes place very quickly and only happens once in the development of human life (Suyadi, 2014b). Early childhood is an individual figure undergoing a rapid and fundamental development process for later life. All

children are born in a pure state and do not yet know, but God has equipped children with hearing, sight and conscience; therefore, as parents, you must Direct children so that children have good character and manners. The parenting activity program implemented at TK Dharma Wanita 03 Sukorambi Jember impacts children's development, including social-emotional, moral, and Religious Development.

The child's intellectual development influences the development of religious morals in early childhood. A child's intellectual abilities have yet to reach the point where he can learn or apply abstract principles of right and wrong. This impacts the development of religious morals, which needs improvement. The focus of developing spiritual and moral aspects in early childhood includes the formation of noble and high ethical behaviour, which can be done through instilling values related to faith, a sense of humanity, and life in society and the state. Meanwhile, social development includes two critical aspects: social competence and social responsibility competence. Social competence describes a child's ability to adapt to the social environment effectively. 18 Social development in children is dynamic and greatly influenced by the environment. Each stage of their development shows their characteristics in social abilities, which will become essential in subsequent development.

Parenting activities at Dharma Wanita Kindergarten 03 Sukorambi Jember encourage parental involvement in children's education. Parents who are actively involved tend to understand their child's needs better and can provide better support in their child's development. Parents can communicate more easily with teachers and school staff through parenting activities at TK Dharma Wanita 03 Sukorambi Jember. This allows for a more effective exchange of information about the child's progress, unique needs, and how best to support the child's development.

CONCLUSION

The first step TK Dharma Wanita 03 Sukorambi Jember took in parenting activities was activity planning. The process of implementing parenting activities in schools varies depending on the goals and approaches used by the school. At Kindergarten, Dharma Wanita 03 Sukorambi Jember uses a seminar/training and end-of-semester recreation approach. The school evaluates the parenting program at TK Dharma Wanita 03. This evaluation is carried out after the event and during work meetings held every semester to ensure the future sustainability and improvement of the program. Gram in the future.

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