



**PARENTING PROGRAM TO IMPROVE QUALITY LEARNING IN INSTITUTIONS
OF EARLY CHILDHOOD EDUCATION
(CASE AT TK AT-TAUFIQIYAH AENGAJAJA BLUTO MADURA)**

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Abstrak

Keberhasilan pembelajaran dalam program PAUD merupakan tanggung jawab pengelola Sekolah dan keluarga, sehingga diperlukan program parenting untuk menyatukan persepsi sekolah dan orang tua tentang anak. Tujuan penelitian ini adalah mendeskripsikan implementasi program parenting, upaya peningkatan kualitas pembelajaran, serta dampak program parenting terhadap kualitas pembelajaran di TK At-Taufiqiyah Bluto Madura. Hasil penelitian mengindikasikan bahwa program parenting yang diterapkan di TK At-Taufiqiyah berfungsi untuk meningkatkan kualitas pembelajaran dan meningkatkan prestasi anak dengan upaya menerapkan pengasuhan pendampingan yang terdiri dari pengasuhan fisik motorik, kognitif, moral agama, emosi dan sosial. Peningkatan kualitas pembelajaran dilakukan dengan cara meningkatkan profesionalitas guru, penyediaan fasilitas pembelajaran yang memadai, melibatkan orang tua dalam kegiatan pembelajaran, dan memahami prinsip pembelajaran anak usia dini yang terdiri dari kegiatan belajar melalui bermain dan bernyanyi, menerapkan pembelajaran yang berorientasi pada perkembangan anak, menerapkan pembelajaran melalui kecakapan hidup dalam bersosialisasi, menerapkan pembelajaran yang belajar dari benda konkrit, dan menerapkan pembelajaran terpadu.

Abstract

The success in the ECD program depends not only in the school managers, but also the family. It is important, therefore, to run a parenting program in integrating the perception of both school staffs and parents about the children. This paper aims to describe implementation of the program, an improving learning quality effort, and impact of the program on the learning quality in the Kingergarten At-Taufiqiyah, Bluto, Madura. This research indicates that the program works well in improving both learning quality and childrens' achievement mainly through the program of nurturing and guarding consisting of the physical-motorical, cognitive, moral-religiosity, emotional and social one. The improvement of learnig quality is performed through developing teachers capacity, providing sufficient learning facilities, engaging parents in the learning activity and understanding principles of early children learning. The principles are about learning activity by playing and singing, implementation of children development based learning, learning through life skill in interacting with others, learning from concrete thing and an integrated learning.

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INTRODUCTION

Parenting program is an educational program that is given to parents so that the parents knowledge about the child's growth and development become increased, and the education that children get wether at school or at home is in harmony (Citra Monikasari, 2013: 281). It is in line with Mukhtar Latif's statement. He said that parental education (parenting) is education provided to parents so that parents know and apply appropriate education for their children, especially when their children at home with them (Mukhtar Latif, et al, 2013: 260). It means, this program is a process of interaction between parents and children that includes in their daily activities in the context of providing care and knowledge.

Parenting program is very important to be implemented in early childhood institutions. By the parenting program, parents can find out what children learn at school, vice forsa the teacher can find out what children do at home.

Well implemented parenting programs will change parents mindset about the successfull of their children's education, where

successfull education is not only responsibility of early childhood institutions totally, but also responsibility of parents. Parents contribution is really needed to help children get the succeed in their education. Santrock explained that parents involvement in children's education is related to higher average score, and better behavior at school and home (Jhon W. Santrock, 2007: 257). It means, that parents contribution toward children successfull learning process is huge inside and outside school, because parents are the most dominant educators and caregivers of children.

The implementation of parenting programs in early childhood institutions noy only useful for parents in caring the children, but also realize good cooperation between parents and school to solve children problem learning wether at school or home. So that, this program also help to increase the quality of learning in early childhood institutions. Learning quality determines the increasing education quality (Titik Haryati and Noor Rochman, 2002: 1). If learning process at school is good, the quality of education will be good too, but if

the quality of learning is bad, the quality of education will be bad too. Quality in general is an image and characteristic of goods or services that show their ability to satisfy the expected or implied needs. In the context of education, quality includes input, process and output of education (Nanang Hanifah & Cucu Suhana, 83). Input is everything that must be available during the process. For example, human resource, software, and hope as a guide for the process. The education process which means here is the decision making process, institutional management process, program management process, teaching and learning process, monitoring process and evaluation process. While education output here is the result of school performance in the form of achievement, productivity, innovation and graduates.

According to Law No. 20 of 2003 about the education system article 1 paragraph 20 learning is interaction process between students, educators and learning resources in learning environment (Association of Indonesian Legislation on (SISDIKNAS) RI Law No. 20 of 2003 and its Explanation, 2008: 3).

In other words, learning is a process of communication between students and educators in order to change attitudes by using any tools that able to influence and change students' attitudes.

Good early childhood institutions need to consider culture in the family to make appropriate school programs for children. Families who establish communication and involved in early childhood education programs have a significant impact, not only help the institution, but also help children to be ready to learn and achieve good performance in further education (Ministry of Education and Culture, 2012: iii). It is undebatable since children have more time to interact with parents in their family environment than teacher at school. So, it can be said that parents are the most dominant determinant in the children learning quality and parents have to prepare all children physical and psychic needs to have readiness in learning.

Parenting program is very good to be carried out in each early childhood institution so that school vision and mission in line with the education provided by parents at home, because as we know that the pillars

of education are schools, parents and the community. Based on the results of pre observation and interviews that the author did in TK At-Taufiqiyah, it indicates that the parenting program was implemented in order to help parents, so that parents have more participation in children education, as the result children have good emotions and sociality in the future. It is also useful to improve learning quality at school (Mila Khasanah: Interview).

The purposes of this study are to describe: (1) the implementation of the parenting program at TK At-Taufiqiyah Aengbajaraja Bluto Madura, (2) the efforts used in improving learning quality in TK At-Taufiqiyah Aengbajaraja Bluto Madura, (3) the impact of parenting program toward learning quality at TK At -Taufiqiyah Aengbajaraja Bluto Madura.

LITERATURE REVIEW

1. The Definition of Parenting Program

The word parenting (English), derive from the word parent which means *orang tua* (Jhon M. Echols and Hasan Shadiliy, 2005: 418). Meanwhile,

according to Martin Davis parenting is the Process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood (Martin Davies, 2016). In Indonesia, the word parenting has some meanings as follow (E.B. Surbakti, 2012: 3):

- a. Methods or ways of parents fulfilling the child's physiological and psychological needs.
- b. Methods or ways of parents raise children based on standards and criteria that parents have set.
- c. Methods and ways of parents educate and teach children.
- d. Methods and ways of parents to instill and apply values to children.
- e. Methods or ways of parents teach and apply spiritual values to children.
- f. Methods or ways of parents teach appropriate interaction and relationships pattern to children.
- g. Related to family relationship and kinship between parents and children.

Parenting or caring is everything that covers what should be done by parents / caregivers in carrying out their duties and responsibilities towards child development (Z. Hidayati, 2010: 11). Sri Lestari (2012) reveals that caring is often coupled with the sharpen and love become sharpening-loving-caring. Sharpening means train children until they have the ability or increase their ability. Loving means love and care, with a series of sharpen-love-care, so parenting aims to improve or develop children's abilities and carried out based on sincere love.

There are some kinds of parenting model carried out by parents in general as follows:

a) Authoritarian Parenting

Authoritarian parenting is parenting model that impose parents' will to their children, nurture children with strict rules, force children to behave like their parents, and restrict children to act on their own behalf (Mahmud, Dkk, 2013: 150). In other words there are no rules that

children can follow other than the parents themselves.

b) Permissive Parenting

Permissive parenting is the opposite of authoritarian, permissive parenting is a child-centered parenting, where children have very broad freedom to determine everything that they want until there are no restrictions on rules or restrictions from parents or educators (Chatib Toha, 1996: 112).

c) Democratic Parenting

Democratic parenting is seen by the recognition of parents or educators on children's abilities. Children have the opportunity to choose what they want and not only depend on parents or educators. Parents always encourage children to talk about what they want openly. However, to choose urgent and principled things, such as religion and other universal and absolute choice parents not let them go freely.

d) Neglect Parenting

This type of neglect parents usually gives very

little time and money to their children. Their time is widely used for their personal needs, such as work and sometimes they limit the cost for their children. What included in this type are physical and psychological neglect behavior in depressed mothers. Depressed mothers are generally unable to give physical or psychological attention to their children (Baumrind, 1971: 88).

2. Definition of Learning Quality

The word 'quality' in Indonesia dictionary (KBBI) means good and bad, quality, level, value, or degree of intelligence, smartness and so on (Deperteman Pendidikan Nasional, 2002, 603). Quraish Shihab (1999) defines quality as the level of good or bad of something or the grade of something. That is, the quality is the existence of good indication of everything that is being assessed.

The word 'learning' can be interpreted as an effort to influence someone's emotional, intellectual, and spiritual so that they want to learn by themselves

(Abuddin Nata, 2009: 85). Through learning there will be a process of developing religious morality, activity, and creativity of students through various interactions and learning experiences. Learning is different from teaching, because teaching in principle describes teacher activities, while learning describes students' activities.

3. Definition of Early Childhood Education

Etymologically, the word education comes from the Latin word *educare*. *Educare* means "to train", to equip the learner with a particular skill (Ray Billington, 1993: 275). Whereas in Arabic, the word 'education' means "Tarbiyah" which means developing, maintaining, caring for, or raising (Ahmad Warson Munawir, 1997: 470). So, education means the effort of coaching and training by using special skills in order to realize transformation of educated people.

Furthermore, definition of early childhood according to Itaz (2008) is a child in the age range 0-6 years. And the age range is 0-

8 years according to the description of Developmentally Appropriate Practices (Bredekamp, 1978: 98). This age is very important age (golden age) where the stimulation of all aspects of its development plays an important role in the developmental task of the next age (E. Mulyasa, 2012: 34).

Based on some of explanations above, it can be concluded that early childhood education is a process of guidance that is carried out to children from birth to 6 or 8 years old by providing stimulation through education in order to assist the child's physical and spiritual growth and development.

METHOD

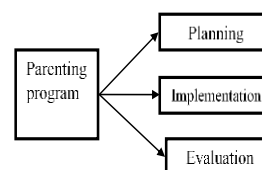
This research is a qualitative research with a descriptive approach. Data sources are consist of documentation and interviewe. Data collection techniques used are: (1) non-participatory observation; (2) interviews with principals, teachers, and parents/ guardian at TK At-Taufiqiyah; (3) documentation in the form of school archives, records of parenting programs, and other data relating to this research. In analyzing

the data, researchers used the Miles and Huberman models which included data reduction, data display, and conclusion drawing/ verification.

DISCUSSION

1. The Implementation of Parenting Program

Implementation is an action or realization of a plan that has been prepared carefully and in detail. There are several processes of implementing parenting programs at TK At-Taufiqiyah which consist of planning, implementation and evaluation.



Picture 1. Parenting Program at TK At-Taufiqiyah

a) Planning

The thing that needs to be done before conducting parenting program is planning, which is a series of activities in preparing various needs that will be used in the parenting socialization process and determining decisions related to the things to be achieved in the realization of the parenting program. Various stages and series of activities are carried out with the aim that the expected

targets of parenting program can be realized in the future (Udin Syaefuddin Sa'ud and Abin Syamsuddin Makmum, 2009: 4).

The initial stage in the implementation of parenting program at TK At-Taufiqiyah Aengbajaraja Bluto Madura is exploring the general description of the implementation process, namely by discussing various things needed during the parenting program. These needs relate to the overall system of implementation, required event facilities and infrastructure and also funding.

As the basic need that must be fulfilled in its implementation, namely: First, the deliberate to determine the person in charge of the event, by proses of making committee structure to initiate deliberations related to other theme of the next meeting. Second, determine the theme that will be discussed in parenting activities. Third, determine time and place of implementation. And fourth, determine speaker or facilitator that suitable with determined theme.

b) Implementation

The form of parenting program implementation at TK At-Taufiqiyah more emphasizes on seminar activities. This seminar provides more benefits to parents and schools in order to provide the best education for children.

The implementation of the parenting program at TK At-Taufiqiyah has been carried out several times. The theme that has taken in the implementation of the parenting program on January 6, 2017 is "Instilling The Prophetic Nature in Early Age". This time is chosen as the result of the executive committee meeting. The main goal of this theme is to equip children with good characters (Prophetic Nature) as early as possible, so that children have strong personality to face the difficulties in the future. In addition to providing children a good characters in the future, the selection of this theme consider its relevancy to the National Standards of Early Childhood Education which consist of Standart Level of Child Development Achievement (STPPA). The Standard Level of

Child Development Achievement (STPPA) is a criterion of ability achieved by children in all aspects of development and growth, one of it is the development of religious morals.

As the follow-up activity after the implementation of parenting program the teachers collaborate with parents in applying the parenting pattern. The forms of parenting program carried out by teachers and parents at TK At-Taufiqiyah based on the results of participating in the parenting program consist of physical-motor parenting, cognitive parenting, emotional parenting, social parenting, language parenting and moral religious parenting.

c) Evaluation

Evaluation of parenting program implementation at TK At-Taufiqiyah was carried out after the implementation of it. This is carried out to know and assess how success the program that has been implemented. The form of evaluation used is responsive evaluation. The subject of the evaluation is the executive committee, financial resources,

goals to be achieved, parental attendance, and parental response.

2. Improving Learning Quality

The quality of learning can be seen from the level of effectiveness of learning itself. Effective learning is characterized by attribute that emphasize on empowering students actively. Learning is not merely emphasize on mastery of what is taught, but more important is emphasizes the internalization of what is taught. So that, it is embedded and usefull as the content of conscience, also lived and practiced in the students' daily activities. What is meant by efforts to improve the quality of learning in this study are the efforts that is made to improve the quality of early childhood learning in TK At-Taufiqiyah Aengbajaraja Bluto Madura.

TK At-Taufiqiyah always make innovation in improving the quality of learning. Many steps are done to improve the quality of schools which certainly will not be separated from improving the quality of learning, because the

good or bad of institution's quality is not only seen from the aspect of building, but also from the quality of learning. The efforts made by TK At-Taufiqiyah to improve the quality of learning are by developing teacher professionalism, providing facilities that is needed in learning, and giving the explanation to the parents about their children education.

a) Improve Teacher Professionalism

One of important factors that influences the quality of learning is teacher competence. Teacher influence quality of learning dominantly, because teacher responsible to the learning process inside and outside the classroom, moreover the teacher is education provider at school. TK At-Taufiqiyah Aengbajaraja Bluto Madura has tried to improve teachers profesionalism by delegating teacher to join on training, workshops, seminars, and so on.

Professionalism needs to be developed to maintain and increase the professionalism of teachers, especially kindergarten teachers. Some teacher at TK AT-Taufiqiyah have the same opinion on professional development program. The teachers argue that teacher professional development program is very good to be carried out in order to improve teacher insight. The more times, the more knowledge that teachers have to know, moreover for kindergarten teachers. This can be done through colleagues and also at seminars.

b) Provide Learning Facilities

The availability of learning facilities is a key element that must be reck in order to create quality learning, especially in early childhood learning activities. The lack of learning facilities will make it more difficult for teachers to create a good learning process even though the abilities possessed by the teacher are very good.

Based on the observations results, it can be seen that the current state of the learning facilities at TK At-Taufiqiyah is complete and adequate enough to support learning activities in schools. But it did not perfect yet, because there are still a number of tools needed to support learning activities which can meet children's need and fit to current development. The support of learning facilities or infrastructure does not have to be sophisticated tools, but adapted to the needs that are important and possible to be realized. TK At-Taufiqiyah always tries to complete the facilities needed in learning activities, although not all facilities have been fulfilled.

c) Involve Parents at School

Parental involvement in schools aims to provide attention and cosiness to children in learning activities. Parental involvement in schools has many positive effects for children's development evidently. TK

At-Taufiqiyah sometimes involves parents in learning activities, but that involvement is not conducted in the whole activity, only in certain activities that require many members to be involved. For example, outbound, picnic, put nails into bottles games and so on.

Some efforts that is made by schools in parental involvement to improve learning quality are as follows:

- 1) Improving parents ability to play a role in educating children. This effort was carried out by the school through the parenting program and consultation day.
- 2) Improving social ties between teachers, parents and children.
- 3) Improving parents' awareness about the importance of paying attention to children's growth and development.
- 4) Understanding the principles of early childhood learning. The

principles of early childhood learning that are applied by teachers and parents are in the form of learning carried out through playing and singing, learning that is oriented to child development, learning from life skills in socializing, and learning from concrete objects.

From some efforts that has been conducted above, there are some activities that has been conducted collaborately between teacher and parents, and there are some activities that has been conducted only by parents or teachers themselves.

3. The Impact of Parenting Program toward Learning Quality

Some impacts of parenting program at TK At-Taufiqiyah are describes as follow:

Table 1. The Impacts of Parenting Program toward Learning Quality

No	Object	Impact
1	Learning System	<ul style="list-style-type: none"> • More effective learning system because there is collaboration between the teacher and parents.

		<ul style="list-style-type: none"> • Teachers have more solutions in anticipating noise during the learning process by positioning parents as part of the teaching and learning process.
2	Parents	<ul style="list-style-type: none"> • Parents determine the success of children in the education process • Parents are involved in controlling the development of children's education both in school and at home. • Parents behave more prudential towards the teacher as a facilitator of their children's education succeed. • Parents have an awareness that health is a child's basic need to gain physical development stability, thus parents maintain the diet and nutritional intake of their children • Parents know that their children have psychological need that must be maintained and considered properly, so that parents' attitude that tends to be cooperative with their children become raised.
3	Students	<ul style="list-style-type: none"> • Children's achievement and learning progress are increase carefully, due to the role of parents in the teaching and learning process.

CONCLUSIONS

Based on the discussion above, there are some conclusions as follows:

1. The parenting program that has been implemented at TK At-Taufiqiyah is useful to improve learning quality and children's performance.
2. The efforts of mentoring and parenting implementation after participating in the parenting program consist of physical, motoric, cognitive, religious, emotional and social parenting.
3. The improvement of learning quality is done by increasing teacher professionalism, providing adequate learning facilities, involving parents in learning activities both at school and home, and understanding the principles of early childhood learning.

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