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**DEVELOPMENT PROGRAM IN PARENTING CLASS ON EARLY  
CHILDHOOD EDUCATION INSTITUTION IN SOUTHEAST SULAWESI**

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***Abstract***

Early childhood is the basis for beginning that determines the life of a nation in the future, so that the necessary preparations to prepare the next generation of children to grow and develop optimally. The research objective in particular is to describe the model of communication between parents and the early childhood institution that took place during this time. Find the advantages and disadvantages of communication between parents and the early childhood institutions that have been implemented. Finding the ideal model characteristics of communication between parents and the early childhood institutions. Developing a model of parenting classes for the parents of children in early childhood institutions. Identify role models parenting class for parents in improving the quality of their engagement towards early childhood education. This study was included in the category of research & development research. Characteristic model of the ideal communication between parents and the Institute of ECCE is model of parental involvement as an integrated program of family-school and community in the study site is still not optimal because of the persistence of the insulation between the activities of children in school (institute ECCE), at home and in the community. There needs to be openness to receive information about the importance and benefits of parental involvement in education. Through a planned program to mature and is supported by a picture of the level of education and age parents will increase parental involvement in the stimulation is very likely to occur. Meeting of parents, 40% of parents who choose parenting class meeting at the end of the semester. Material about character development, child development, discipline, upbringing and education of children, and child psychology.

Kata Kunci: PAUD, dan Parenting Class

## A. INTRODUCTION

Education of children formally to take place in institutions like the Post early childhood education, Playgroup (KB) TPA (TPA) and kindergarten (early childhood institutions). However, in addition to formal education, early childhood education also can be conducted informally, namely education done by parents to their children. Supposedly, informal education with formal education experienced by children will go hand in hand. However, some cases in the field shows in early childhood institutions that sometimes there is problems that would come from the unsynchronized of informal education with formal education.

Teachers in early childhood institutions, before plunging as teachers usually already equipped with the knowledge about early childhood education. Including development practices, which activities are appropriate and inappropriate. Based on this he gives the variation range of activities in class, so that the children feel comfortable to learn while playing in his class. However, sometimes the barriers come from the parents. Often parents have a certain target on a child, that child should be able to read or write letters. Hope is imposed on the teacher, to ask PR writing or reading to their children. Or directly ask the teacher in order to provide training in reading classical as one of the learning activities. The incident occurred in one of the early childhood institution in Southeast Sulawesi Se. Teachers in group B complained that there are two parents (30 parents of children in group B) who often ask the house where child teach reading writing calculate, while in group A there is one of 23 parents of children who often ask for something similar. Teachers early childhood institutions who already understand the stages of child development finally a dilemma, because in theory he knew, learning to read early childhood cannot be imposed such. But he was also afraid if it does not accommodate the request of parents, many parents are protesting.

The other problem is that sometimes the parents often did not continue habituation-conditioning either already begins in early childhood institutions. For example, in early childhood institutions children are taught to pray before and after meals, or wash your hands, but at home this habit no longer taught. Also in terms of waiting in line, pointed to speak politely, and so on, sometimes it's not a concern of

parents when children are at home. Complaints from teachers about habituation is not in line between home and school is much more than about reading, calculated and writing reading, calculated and writing exercise. In group A 3 (out of 23 parents), and in group B there are seven parents (30 people), and in Play Group No 2 (out of 14 parents). Based on interviews with teachers in early childhood institutions in Southeast Sulawesi Se, similar problems are also experienced. That is, there are things that need to be improvee in the relationship between parents and teachers in early childhood institutions.

Meanwhile, his mother for learning usually escorts children in early childhood institutions. Of the 67 children studying in the early childhood institution, 47 children (or 70%) were regular escorted by her own mother, not by the maid or shuttle vehicles. Because of the time the child's learning in early childhood institutions are not too long, just two and a half or three hours, many mothers whose children waiting up to an hour to go home. Especially if they have no attachment to work elsewhere. The time to wait is can be filled with chatting or sometimes while selling merchandise between the parents. Childcare for this opportunity can be used to provide additional insight to parents in child caring, so gradually be synergy between care for children in homes with at school.

Watch over the children, parents can be collected periodically in a class on certain days to gain additional insight into the variety of education and child development. This meeting was filled by experts who master the science of child development, as well as monitoring the way the care of the parents in their homes, were discussed at the next meeting. Based on the opinion of mothers who deliver children in early childhood Such institutions, most of the mothers welcomed enthusiastically when training package parenting class held periodically. It is expected that after the package parenting class is held in a certain period of time, there will be a good synergy between parenting at home with the child's education in his early childhood institutions, which will further increase the involvement of parents of children in early childhood institutions.

## **B. STUDY THEORY**

Early childhood education as stated in Law No. 20 of 2003 Chapter I, Article 1, paragraph 1, of the National Education System states that education is a conscious and

deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state<sup>1</sup>.

Theories of child development naturally believed that children's development is different, intelligence, talent, enthusiasm, creativity, emotional maturity, personality, physical state, and social circumstances. According to the research Osborn, White and Bloom human intellectual development at the age of four years has been 50%, at the age of 8 years to 80% and at the age of 18 years 100%<sup>2</sup>. Soegeng found in early childhood often called golden age (the golden age) because it is important to be educated appropriately qualified to become human<sup>3</sup>. When children are stimulated from an early age, it will be found that the potential continues to grow. Every child has the unlimited ability in learning that was in him to be able to think creatively and productively. Therefore, children need the full support of all parties concerned to develop their hidden potential through meaningful learning from the beginning.

Studying the development of children need to understand the principles of development that occurs in children consisting of four principles, namely, first, the similarity in the pattern of development, all children in general must have followed the same pattern of development from one stage to the stage next. Second, the development moves from the general to the special circumstances. Third, the development takes place on an ongoing basis. Fourth, the development in various fields on different speeds<sup>4</sup>.

In terms of education, early childhood is a time lay the foundation for further growth and development of the building. Many experts believe that, if the quality of education received in both early childhood and child to develop the potential of the future will have the capability of quality. The National Association for the Education of

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<sup>1</sup> Undang-Undang No 20 Pasal 1 Ayat 1 Tahun 2003 Tentang Sistem Pendidikan Nasional.

<sup>2</sup> Soegeng Santoso, *Konsep Pendidikan Anak Usia Dini Menurut Pendirinya : Pengembangan Kurikulum Diklat Berbasis Kompetensi bagi Guru Taman Kanak-Kanak* (Jakarta: Universitas Negeri Jakarta, 2011), h.7.

<sup>3</sup> *Ibid*, h.8.

<sup>4</sup> Sugiman, *"Prinsip-prinsip Perkembangan Anak Usia Dini"*, <http://www.infogue.com>. (diakses 16 Januari 2012).

Young Children (NAEYC) defines early childhood the period from birth to eight years (1987)<sup>5</sup>.

A family is the oldest educational institutions, informal, first and foremost, experienced by children and educational institutions, which is nature.

- a. The oldest educational institution. where the family has been born as an educational institution since the child where their parents are fathers and mothers as educators and children as educated, because education since human existence.
- b. Informal education institutions. The family is informal education: educations that do not have the form of a clear program and official.
- c. The first and foremost educational institutions, in this family is the most important or primary education to the children's personal development. In relation to this case Ki Hajar Dewantoro says: Natural family is education first and foremost, because since the onset of the humanitarian customary until now, the family life it always affects the growth of mind and character of each man<sup>6</sup>.
- d. Characteristically nature.

The family is the natural character education institutions because there is a blood relationship between educators and students. Because of this nature, the authorities of educators in the family also are natural and reasonable authority that cannot be disturbed contested, except if the family is unable to perform his duties earlier. Because the bonds are of this nature, anyway so there is a close relationship between educators and students.

Parents have a very important role in children's education. The role of a parent for a child's education, among other things: (1) the teacher first and foremost for children, (2) children learn life and learn to develop all aspects of personal, (3) main protector of the child, (4) the source of life for children, (5) a dependent child, and (6) the source of happiness of children (<http://paudust.blogspot.com>). Based on these opinions, it is clear that parents, especially mothers more time with children from infancy, became a central figure in the development of children's interests and talents.

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<sup>5</sup> Jo An Brewer, *Introduction to Early Childhood Education* (Boston: Allyn and Bacon, 2007), h.4.

<sup>6</sup> Zahra Idris, *Dasar-Dasar Kependidikan*, Bandung: Aksara, 1982, h.10

Furthermore, Arya (2008) explains that the role of parents in motivating their talents and interest can be done by: (1) to teach children to expect success, (2) adjusting the education of children with interest and styles of learning, (3) the child must learn that it takes perseverance to achieve success, and (4) the child must learn to be responsible and learn to deal with failure.

### **C. METHODOLOGY**

This study was included in the category of research and development (research & development).

1. Identify the problem, namely the analysis of the communication model that has been used by the early childhood institution together parents, then find the weaknesses and strengths of the model.
2. Study of Theory, which is analyzing the product / model which will be developed through the study of the various theories that support, so that the model will be developed rests on a strong theoretical basis. The results of the study of this theory is to find the ideal criteria for a model of communication between INSTITUTIONS ECD with parents.
3. Model Development, which developed the initial model in accordance with the criteria of ideal communication model has been formulated. The development includes the following stages.
  - a. Development Design Activity  
Development activities include curriculum design intact for one semester and details of each meeting parenting class.
    - 1) The appropriate experts design the activity for one semester with regular meetings of parents who filled out.
    - 2) Development of activities for every meeting and activity guide for parents in the home.
  - b. Model Development Parenting Class, by meeting periodically (once a month) from parents during the hours of children's learning by renowned expert education / child development.

- c. The meeting continued INSTITUTIONS ECD parenting class with the activities of childcare by parents at home are arranged in the guide and monitored through evaluation sheets.
- d. Implementation of Testing, is applying the initial model on a small scale, which in this case will be held for parents in early childhood institutions Se Southeast Sulawesi.
- e. Revision Model, is revising the model based on the results of the implementation of the test as the final stage of the development of this model. Then try out again on the other ECD INSTITUTIONS. From the results of the implementation of the pilot will be evaluated, which include:
  - a. Evaluation of design activities. This evaluation will determine whether material, intensity and activity guide parents in a house that has been prepared is good enough to be used or there are still some things that need to be perfected.
  - b. Evaluation of the implementation of the model, namely by asking the opinions of parents, teachers and principals about the models that have been implemented, which is captured through a questionnaire, self-evaluation sheets and sheets of observations and interviews.

The instrument used to collect data in this study: Questionnaire for parents, literature study, observation, questionnaires, self-evaluation, journals and interviews, for early childhood education and trial models institutions parenting class on 20 respondents. The data findings in the form of literature, journal, observation, evaluation sheets themselves, interviews and questionnaires will be used as a basis for the revision of the model will be tested in the field, so arranged the final product in the form of model development Parenting for parents at all of the institute early childhood in Southeast Sulawesi.

#### **D. RESEARCH FINDINGS**

1. Parenting Program is Already Running. In terms of communication, there are 34% who have not kindergarten providing communication books, and activity books highest communication is still limited write impression / message for the teacher.



However, parents are diligent enough in communicating directly with classroom teachers, when that shuttle children. A total of 100% TK expressed already held parent meetings, and the meetings are usually held per half-term (three months).

2. Weakness communication ECD Institute and the elderly: The material is rarely given at a meeting of parents is about children with special needs (ABK) and this habitation. Most children (62%) driven by a pick-up his own mother, and of the most widely visited by the parents is the top event theme in kindergarten. With regard to the involvement of child care in the home, most parents allow children choose their own toys, guiding children in reading the daily prayer, to train children up his toys, train cleared cutlery and accompany the child while watching Television. Tradition of watching television is done by children generally 2-3 hours, and play games about 1 hour each day. Sources knowledgeable about the child's knowledge of the most widely access is television's channel. Parental involvement in community activities is still minimal. While the advantages of this class Parenting are Helping educators in assisting children and other children, ranging from institutions to the place of activity, eat together, to come home institutions is back. Assist educators in record important events that arise in learning activities. Assist educators in evaluating the learning activities that had been implemented. Giving advice to educators based on the evaluation of each learning activity undertaken.
3. Characteristics of an ideal model of communication between parents and the Institute of ECCE is parental involvement as a Model family of integrated programs between schools and communities in the study site is still not optimal because of the persistence of the insulation between the their activities at school (early childhood institutions), at home and in the community. There needs to be openness to receive information about the importance and benefits of parental involvement in education. Through a planned program to mature and is supported by a picture of the level of education and age parents will increase parental involvement in the stimulation is very likely to occur.
4. How to develop a model of parenting class for parents is a meeting of parents, it turns out most parents want to do a midterm meeting or three months with a

percentage of 40% of parents who choose to take a parenting class meeting. The majority of parents are willing to be actively involved in parent meetings that will be develop. However, there are 3% of parents stated explicitly not willing, so it needs to be examine further about their unwillingness. Of the 100 parents who express their opinions, it turns out 5 main material desired to be delivered at a meeting of the parents is: character development, child development, discipline, upbringing and education of children, and child psychology. Interestingly, it turns out Cali stung material is still pretty much in demand by parents. In addition, there are proposals interesting material (others) that is about ESQ, sex education and the book review.

5. With this class parenting, can improve the quality of the involvement of parents towards their children's education. Parents who responded, 80% were high school graduates, with 55% of mothers did not work which is expected to facilitate the involvement of mothers in parenting class program. Forms of activities that most interest is the culmination of themes and educational seminars, and the majority of parents expressed able to engage in the parenting program will be held. Of hope in children, generally parents are still based on the achievement of the ideals and compliance of children. However, the happiness of children also got a fairly large portion is 59%. There are also parents who give hope to the very special. For example, a degree or able to memorize 6 section of the Koran of the Quran. Parties most choose TK is the mother and father. The dominance of the mother in the pick kindergarten for children because it's very reasonable that shuttle the children to kindergarten (according to recent research results above) is also a mother. Dad also has a role which is no less important because as the head of the family, fathers who are responsible about living, including for school fees. Interestingly, there are about 5% of children who chose for himself TK. Selection of TK on the desires of such children is actually very important that children feel really involved from the beginning and felt more comfortable following in the kindergarten program of their choice.

## **E. RECOMMENDATIONS**

- a. Needs to be continued with the development model of parenting programs that suit the needs of parents and kindergarten characteristics and to produce parent cadre parenting can be an example in the development of early childhood education Institutions.
- b. Develop a model of parent involvement program that can empower potential based on the demographic picture. The level of education and the availability of time parents is a factor that can support parental involvement programs, namely:
  1. Regular meetings with seminars or training materials for parents.
  2. Provide written information from the institutions to the parents about child development tips stimulation in this case literacy stimulation.
  3. Provide added value that are economically viable for mothers when they were present in the meeting (Example, training makes APE for children valuable economic stimulation, hand puppet/finger to tell stories, create letters and text / image from recycled materials).
  4. Provide opportunities for parents to volunteer in the learning activities, where the schedule appropriate to the circumstances and the agreement.
  5. Show the transparency program of children's learning activities so parents can contribute ideas to support DAP (developmentally appropriate program).
- c. The government put together a program that is operating as a referral agency to increase parental involvement.
- d. The government provides facilitation assistance to start the operation of the program.
- e. The socialization of the importance of parental involvement in supporting optimal child development, including the development of literacy (reading and writing).

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