

Parental involvement in early childhood education: parenting program at the Asaida Foundation Daycare in Serang City

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Abstract

This study aims to analyze parental involvement in early childhood education through the parenting program at the Asaida Foundation's daycare. The focus of this research is to understand the form, strategy, and impact of parental involvement on child development or also improve parents' understanding and skills in educating children through a collaborative approach between school and family. The results of the study show that there is a parent involvement program in the form of a parenting seminar program which is held every two months. In this activity involving parenting experts with different themes or concepts in each meeting, this activity is also held face-to-face by inviting all parents. The existence of the parenting program at *the* Asaida Foundation Daycare has a positive impact on increasing parental involvement, as seen from increasing parents' understanding of child development, increasing communication between parents and educators, and increasing the consistency of the implementation of parenting at home and daycare. However, the study also found several obstacles, such as limited parental time and resources. Limited time is the main obstacle to the presence of parents, due to the time schedule at the same time as work. This study recommends the development of more intensive and sustainable parenting programs, as well as improved communication and more effective collaboration between parents and educators to optimize parental involvement in PAUD.

Keywords: parental involvement; early childhood education; parenting; daycare

INTRODUCTION

The family plays an important role as the first educational institution for children, because it is a place where they learn to socialize and develop themselves. A compassionate and directed education from an early age will have a significant positive impact on children's future development. It is at this early stage that the foundation of a child's personality is formed, which will influence their subsequent life journey. Early childhood education is not only the responsibility of educational institutions, but also requires the active involvement of parents as the main and first educators for children. In this modern era, parents face a variety of challenges, ranging from time constraints due to work to lack of knowledge about effective educational methods. This condition requires a parenting program that can overcome these gaps.

The daily routine carried out by parents outside the home makes time with children less, and parents' obligation to give affection to children becomes less. In the end, parents must consider alternative parenting vehicles for children while they are doing their work activities, which can later become a temporary replacement family and replace the role of parents in terms of nurturing, caring for, and protecting their children.

Education in the family is a strong foundation for children to walk a wider and more challenging life. Parental involvement in children's education is a process in which parents,

namely fathers and mothers, work together with children to achieve benefits for children and families. Parental involvement in children's education will have a positive impact if parents and teachers understand the meaning, form, and purpose of the involvement so that they can take appropriate actions in children's education at school (Diadha, 2015).

Education in Indonesia is divided into three paths, namely formal, non-formal, and informal. Formal education includes kindergarten, *raudhatul athfal*, and special kindergarten. Meanwhile, non-formal education includes childcare centers, play groups, and similar PAUD units (*SPS*). Informal education, which takes place in the family environment, is a continuous educational process.

According to Graha Dalam (Amini, 2015), parents have a great responsibility in the success of children's education because children are God's gifts, they get the first education from their parents and parents are the ones who know the child's character the most. The implementation of the family education function is basically an obligation of parents to their children. Parents play the role of the first and main educator, because the formation of children's character is influenced by the educational process provided by parents (Syarbini, 2014).

Based on Law Number 20 of 2003 concerning the National Education System, Article 7 Paragraph is explained it affirms that parents have the right to participate in choosing educational units and getting information about children's development. In addition, the guidelines for the implementation PAUD Education in 2012 by the Directorate of PAUD, Directorate General PAUDNI, Ministry of National Education of the Republic of Indonesia also emphasized the importance of the role of the family in PAUD activities (Diadha, 2015). A daycare is a form of non-formal early childhood education (PAUD) service intended for children aged 0-6 years. Daycare plays an important role in providing nurturing and education for the children of working parents and assisting them in caring for and educating their children during working hours. A daycare is not just a daycare that only focuses on basic needs such as eating and bathing.

The function of an ideal daycare is to provide educational value for children, helping them in developing their knowledge, behavior, and potential. Although daycare can provide opportunities for children to interact and learn outside the home environment (Efiawati et al., 2021). It is important for parents to choose a daycare park wisely and stay actively involved in their child's development. The choice of the right daycare, open communication with the service provider, and special attention to the child's development can help address some of the issues that may arise in connection with the daycare.

Daycare not only functions as a daycare, but also acts as a strategic partner in supporting education for parents. In Serang City, the Asaida Foundation is one of the institutions that is committed to building synergy between early childhood education and parental involvement through parenting programs. The parenting program run by the Asaida Foundation not only focuses on theoretical aspects, but also includes practical approaches that suit the needs of today's parents. Involving various parties, such as educators, psychologists, and counselors, this program is expected to have a positive impact not only on children, but also on the quality of family relationships as a whole. The Asaida Foundation is a childcare center located on Jl. Colonel Tubagus Suwandi Gg. Perintis III No.48B, RT.03/RW.16, Serang, Serang District, Serang City, Banten 42116 and has been established since 2022. The Asaida daycare is trying

to implement educational standards properly and optimally in order to meet the National Standards for Early Childhood Education.

METHODS

Qualitative research begins with an idea expressed with a research question. The research question will later determine the method of data collection and how to analyze it. Qualitative methods are dynamic, meaning that they are always open to changes, additions, and replacements during the analysis process. Therefore, the focus of qualitative research is on the process and the meaning of the results. Qualitative research attention is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behavior, or phenomenon Basri (2014). This research uses qualitative research methods, especially observation and interviews. Qualitative research methods are methods used to investigate the natural state of things. In this study, the researcher presented the research findings in a qualitative descriptive format, namely the data obtained in the form of words, images, and not numbers. Interview scripts, field notes, photos, and videos all contribute to the data.

RESULT AND DISCUSSION

Parental involvement is parental participation in children's education both at school and at home. The involvement of parents in children's education, especially in early childhood, is a necessity. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter XV Article 56 states that the community plays a role in improving the quality of educational services through education councils and school/madrasah committees. This is the basis of the three pillars of national education, namely schools, families, and communities. Parents who are actively involved both in terms of the quantity of interaction with teachers at school and in quality by supporting their children's learning programs at school will have a positive effect on their children's behavior at school. Based on the results of research, parental involvement in early childhood education is better than at the next school level.

There are three main dimensions of parental involvement adopted in this study, namely: (1) warmth and sensitivity, it is defined as a form of affection, attention, and the ability to respond appropriately to all children's needs. The dimensions of parental warmth and sensitivity to children are further elaborated into physical, social and cognitive aspects. The physical aspect focuses more on the form of affection, attention, and response of parents to the physical needs of children, such as providing healthy food, treating when sick, and giving physical touch. When giving food or treatment, for example, there is always communication from parents expressing their feelings of affection and love for the child. The social aspect emphasizes more on the form of affection, attention and response of parents to the needs of children's socialization. An example of the social aspect of the dimension of warmth and sensitivity is teaching social values, accompanying the child in social situations with full attention and love. The cognitive aspect emphasizes the form of affection, attention, and response of parents to children's cognitive needs. Examples of these behaviors are providing child learning facilities, training children's cognitive abilities and communicating to develop children's language skills.

(2) autonomy support. defined as positive guidance, discipline and support for children to be more independent. Similar to the dimensions of warmth and sensitivity above, parental autonomy support is also divided into three aspects, namely physical, social, and cognitive. The physical aspect focuses more on positive guidance, discipline, and independent support for children's physical needs, such as allowing children to move actively, supporting children to carry out daily activities independently, such as bathing and eating alone. The social aspect emphasizes more on positive guidance, discipline and independent support for children's socialization needs. Therefore, parents do not intervene too much in children's socialization activities, such as allowing children to play with peers, guiding children to share with their friends, and supporting children to cooperate. The cognitive aspect emphasizes positive guidance, discipline, and independent support for children's cognitive needs. An example of this behavior is providing alternative choices and explaining the consequences of each choice and allowing the child to solve his or her own daily problems according to his or her abilities.

(3) active participation in learning, it is interpreted as a learning process of parents together with children that is supportive and motivating in order to achieve learning goals. Parents are expected to have a "curriculum of the home" that is more holistic and supports a formal curriculum at school. Examples of behaviors of active learning participation are in children's language learning, children's reading interactions, and parental participation in children's school activities. The aspects that include this dimension also consist of physical, social, and cognitive aspects. The physical aspect emphasizes the active participation of parents in children's learning that is oriented to the child's physical needs, for example together with children participating in physical activities outside of school, such as outbound together, exercising together, and cooking healthy meals with children. The social aspect focuses more on the active participation of parents in children's learning which is oriented to the social needs of children. An example of this activity is to get to know the child's play environment, children's friends, and participate in socialization activities with children. The cognitive aspect emphasizes the active participation of parents in children's learning which is oriented to the child's cognitive needs. Examples of behavior are learning to read, count, write and others together.

Daycare or often referred to as a daycare as written in the technical guidelines for the implementation of daycare centers is a form of PAUD on the non-formal path (non-formal *PAUD*) as a welfare vehicle that functions as a substitute for the family for a certain period of time for children whose parents work. Daycare provides educational programs as well as parenting and social welfare for children from birth to six years old (with priority for children aged four years and below). If we look at the meaning of each word, the word 'garden' according to KBBI is a garden with flowering plants or a pleasant place. Custody is when someone entrusts something to someone else for keeping. This comes from the word 'titip' which means to hitchhike to put. Custody is when we hand over things to someone else to be guarded or cared for. From the meaning of these words, it can be concluded that a daycare is a pleasant place for children who are entrusted by their parents to be cared for and cared for.

The National Standard for Early Childhood Education, called the PAUD Standard, is a criterion for the management and implementation of PAUD in all jurisdictions of the Unitary State of the Republic of Indonesia. In the management and implementation of early childhood

education, the PAUD Standard is an inseparable unit. The PAUD standard is a reference in the development, implementation, and evaluation of the PAUD curriculum

The results have been researched at the Asaida Foundation daycare, on October 11, where group 7 conducted observations at the Asaida kindergarten foundation with a principal named Asriatun Fadilah M.Pd. The foundation has various activities related to parent involvement programs. The results of observations show that activities such as meetings with parents/guardians of students and the implementation of parent involvement programs are held regularly with different themes and concepts in each meeting. However, not all parents can attend due to other busy schedules, so it is not possible for parents to be actively involved. This suboptimal parental involvement reflects the need to understand more deeply the factors that affect their participation, including busy work, family responsibilities, and a lack of information regarding the activities held. Then those factors can hinder their goodwill to contribute to their children's education. Some of the children who were entrusted to this foundation were due to the busyness of their parents so that they entrusted their children to this foundation. The children entrusted start from the age of 10 months to the elementary school level. There are children who are picked up by their parents in the afternoon when their parents have finished their work, there are also children who stay for a few days because their parents are out of town. This foundation also has quite good facilities in terms of facilities and infrastructure, there are four bedrooms, a kitchen, toilet, and a living room, as well as a prayer room. The teachers in this foundation are not only one, but 5 with the provision that 1 teacher holds three or four children every day. Lunch has also been provided by the foundation by holding packages, namely rice, fruit, side dishes, and vegetables. In this foundation, there are several children with special needs who are entrusted to Asaida's daycare due to the busy factor of parents. Every month this foundation always holds an evaluation to discuss the development and needs needed by children, not only discussing the development and needs of children. But this evaluation is also held to discuss the facilities and infrastructure that children need at this foundation. The supporting factors from parents include effective communication. The principal said that there is a good communication and information network between parents through various channels, such as social media and WhatsApp groups. This can help increase participation, so that parents can monitor or ask questions about development, activities, and programs that are taking place, as well as share experiences and tips related to children's education. The existence of active communication results in parents feeling more connected and have space to discuss the problems faced in their children's learning process. The Asaida Foundation consistently organizes activities that focus on developing parental skills, such as parenting. These activities have received a positive response from parents, who feel that they derive real benefits from their participation, not only in terms of increasing knowledge on how to educate children, but also in building a supportive community among parents, so that they can help each other and share useful information in support of their children's development. Parental involvement in every program organized by the school is very important for children's development. Children will feel very cared for. This can also make communication between children and parents better than before, parents can also find out the development and needs needed by children.

Based on the results of an interview that has been conducted with the principal of the Asaida Foundation, namely Asriatun Fadilah, M.Pd. by discussing the involvement of parents

in the Asaida Foundation, information was obtained that at the beginning of every semester there is always a meeting to discuss the facilities and activities that will be carried out in this semester. Teachers also involve the role of parents to analyze children's needs, such as asking questions related to attitudes and habits that children often do at home. This foundation refers to the Education Office where it will be linked to the needs needed by children. There are several programs that involve parents, but the flagship program at the Asaida Foundation is a parenting program in the form of seminars. This program is carried out irregularly but is always carried out once every two months. This program is carried out face-to-face by inviting speakers or practitioners who are experts in the field of parenting. This parenting program is also very helpful for parents to know more about parenting knowledge, this can also help communication between parents and children be better than before. Parental involvement in school programs also affects all aspects of child development, especially the social-emotional aspect. Not only parenting but parents are also involved in several school programs related to children. Such as coming when children take psychological tests and other activities. Evaluation is always held. When activities involving parents or not have been established, the purpose of the evaluation itself is to re-analyze the needs that will be needed later.

CONCLUSION

The results of a field study at the Asaida Foundation daycare in Serang City showed that there were 80% of parents of students from middle to upper economic status, which showed that many of them had sufficient financial ability to support their children's education. Meanwhile, the other 20% come from the lower middle economic status which can be a challenge in meeting educational needs. In terms of family structure, 20% of students' parents are single parents, while 80% have full parents, reflecting the various dynamics in the student's family environment.

This means that in terms of the number of children, 50% of parents have one child and another 50% have between one and two children, which suggests that most parents may have more time and attention to invest in their child's education. All of the students' parents worked, reflecting their commitment and dedication to meeting the needs of the family, although this also showed the challenges in terms of time to actively participate in school activities. In the context of education, 80% of parents have a bachelor's degree, while the other 20% only have a high school degree. This data shows that most parents have a good educational background, which is very important because it can contribute to their awareness of the importance of a child's education. Parents who are highly educated tend to better understand the value of education and are more motivated to support their children in learning, as well as being involved in educational activities at school. This creates a more supportive environment for the academic and social development of children at the Asaida Foundation. There are several programs that involve parents, but the flagship program at the Asaida Foundation is a parenting program in the form of seminars. In this program, it is carried out irregularly but is always carried out once every two months. Carried out offline by inviting speakers or practitioners who are experts in the field of parenting, this parenting program is also very helpful for parents to know more about parenting. It can also help communication between parents and children be better established than before.

It is important for the Asaida Foundation daycare to design a more flexible schedule of activities by taking into account work commitments and other activities that parents are undergoing, as well as considering holding activities on weekends or during the parents' free time. In addition, organizing training or workshops designed to help parents understand how to

contribute effectively to their child's education is essential to build their confidence and motivation. With the implementation of these strategies, it is hoped that the participation of parents in their children's educational activities can increase significantly, thereby creating a more supportive and inclusive learning environment for children's development.

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