
A Implementation of the parent involvement program at BKB Kemas Lestari

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Abstract

Parental involvement in early childhood education is essential to support their optimal development. *Bina Keluarga Balita* (BKB) acts as a forum that encourages parental participation through various educational programs and collaborative activities that involve parents in the child's learning process. This study aims to analyze the implementation of parent involvement programs at *Bina Keluarga Balita* (BKB) Kemas Lestari. The research used a qualitative approach with the descriptive method. Data was collected through observation, in-depth interviews, and documentation involving the school principal and teachers. The results showed that the parent involvement program has had a positive impact on increasing parents' knowledge about parenting and the importance of early stimulation. However, the implementation of the program faces several challenges, such as limited human resources, limited time, and varying levels of parental participation.

Keywords: parental involvement; *bina keluarga balita*; parent; education; early childhood education.

INTRODUCTION

Early childhood education is a fundamental stage in the formation of qualified individuals. In this phase, parents play the main role as the first educator in the child's life. Parental involvement has been proven to have a significant impact on various aspects of children's development, such as intelligence, literacy, academic achievement, learning motivation, and social-emotional stability. Research shows that children's success in school is often influenced by the active contribution of parents, both in the home and school environment (Asmawati *et al.*, 2019). One of the programs designed to increase the role of parents in supporting children's growth and development is the *Bina Keluarga Balita* (BKB). BKB, which was started in 1984 by the Minister of Women's Affairs before being managed by BKKBN, aims to provide education, consultation, and empowerment services to parents and families (BKKBN, 2013). Through this program, parents are invited to understand the importance of

quality parenting in order to supports children's development holistically, including physical, mental, social, and emotional aspects (Aba, 2023).

In this context, BKB Kemas Lestari is one of the outstanding initiatives, integrating activities such as nutritional fulfillment through healthy eating, regular meetings, and parenting skills training. However, the implementation of this program still faces a number of challenges, such as limited human resources and lack of training on women's empowerment. In addition, parents' busy work and lack of knowledge of early childhood education methods are often obstacles to their active involvement. For this reason, a more structured approach is needed, such as parent training, the provision of educational resources, and cooperation between schools, the government, and the community (Silvianetri *et al.*, 2022).

Parental involvement is also the focus of various national policies, as stated in Law Number 20 of 2003 concerning the National Education System and Law Number 52 of 2009 concerning Family Development. Programs such as the Family Planning Village, initiated by President Joko Widodo, also support BKB initiatives by providing guidance and resources to families, especially in rural and remote areas, to improve the quality of early childhood care and education.

This article aims to examine the role and importance of parental involvement in early childhood education, with a case study on the implementation of the Kemas Lestari BKB program. In addition, this article explores the benefits and challenges faced, as well as optimal strategies to increase the effectiveness of parental involvement in supporting children's growth and development.

METHODS

This study uses a descriptive method with a qualitative approach, namely the analysis of data collected in the form of words, images and not numbers (Moleong, 2010). The subject of this study is a parent involvement program at BKB Kemas Lestari with the object of research in the form of the implementation of a parent involvement program at BKB Kemas Lestari. Data collection techniques through observation, interview, documentation and literature study activities. Data analysis is carried out by reducing the data that has been collected, presenting the data in a descriptive narrative, and drawing conclusions from the data that has been presented. The research uses a number of data collection procedures which include: (1) Observation: the observation carried out is participatory observation, namely data collection whose focus is on the researcher's understanding and ability to interpret a phenomenon that occurs. The researcher in this study really puts himself as an observer, that is, only making observations, taking photos and compiling the events that occur; (2) Interview: an interview is a conversation or question and answer technique that is directed at obtaining certain information. Interviews were conducted face-to-face with parties related to the research. The equipment used is a voice recorder; (3) Documentation: the secondary data that is successfully collected by the researcher is needed to complete the necessary data as supporting information in the research. These data include other learning materials documented on CD/DVD.

RESULT AND DISCUSSION

The parent involvement program in education is an obligation for every educational institution, especially in the scope of early childhood education, one of which is the *Bina Keluarga Balita* or BKB. According to BKKBN (2013) BKB is an extension service for parents and other family members in nurturing and fostering children's growth and development to realize quality human resources. BKB that has an involvement program is BKB Kemas Lestari which is located in Block F 14C No.2 RT.04/RW25 Komp. TBL Kel, Unyur, Serang District, Serang City, Banten. Observations and interviews were conducted on October 18, 2024 at 07.30 A.M.

Based on data from observations, interviews, and data collection, 20 respondents filled in the parental demographic data provided by the researcher. This demographic data contains education levels, occupation, parental income, and the number of children in the family.

Table 1. Parental Education Level at BKB Kemas Lestari

Father			Mother		
Education	Respondents	(%)	Education	Respondents	(%)
High School/Equivalent	13	65	SD	1	5
Bachelor/S1	4	20	High School/Equivalent	11	55
No Father	3	15	Bachelor/S1	7	35
			Master	1	5

Table 2. Parents' Work at BKB Kemas Lestari

Father			Mother		
Work	Respondents	(%)	Work	Respondents	(%)
Self employed	4	20	Self employed	2	10
Private Employees	5	25	Private Employees	6	30
PNS	1	5	PNS	1	5
ASN	6	30	Lecturer	1	5
Day Laborers	1	5	Housewives	10	50

Table 3. Parents' Income at BKB Kemas Lestari

Parental Income		
Income	Respondents	(%)
Single income	12	60
Double income	8	40

Table 4. Number of Children in the Family at BKB Kemas Lestari

Number of Children in the Family		
Number of Children	Respondents	(%)
1	5	25
2	5	25
3	7	35
4	2	10
5	1	5

It is known from the data, 17 respondents from children have complete parents and 3 respondents from children only have mothers. 8 of them have *double income* or income from both parents, and 12 other respondents have *single income* or only from the father's or mother's side. Parental demographic data is important data that can be used for a variety of purposes, such as to know what parents need and want, to find potentially harmful factors for children or to identify. In addition, parental demographic data can be used in the creation of programs that help the elderly, such as health and welfare programs, job education and training programs, and social security programs. Overall, parental demographic data is very useful for understanding parents' needs and wants and creating initiatives and programs that help them.

The activities in the parent involvement program at BKB Kemas Lestari are very diverse. This program includes an early semester meeting to provide a lesson plan, counseling on dengue disease and clean living behaviors, and counseling information on contraceptives. In addition, there was the election of the chairman of POMG to increase parental participation, an August 17 competition to strengthen the relationship between parents and teachers, and the provision of additional food every month to meet children's nutritional needs. All of these activities involve parents in various active roles to support children's development.

The activities in the parent involvement program at BKB Kemas Lestari are very diverse and designed to increase parental involvement in children's education. One of the main activities is the beginning of the semester meeting which is held at the beginning of each semester. In this meeting, parents/guardians of students get information about the needs and plans of the learning program for one semester. This activity involves the principal, teachers, committee, and parents/guardians of students, and is carried out in classrooms with facilities such as whiteboards and microphones. Parental involvement in the program is essential, as they can provide constructive input into program planning.

In addition, BKB Kemas Lestari also organizes counseling on health, such as counseling on dengue fever and healthy clean living behaviors. This activity was carried out in collaboration with the UPTD Unyur Health Center and aimed to provide important information for parents regarding disease prevention. In this seminar, parents can consult directly with health workers, so that they better understand the preventive measures that can be taken. In addition, counseling on contraceptives was also held to provide information on the use and effects of various contraceptives, involving Posyandu Kemuning 2 officers.

Another activity that is no less important is the election of the chairman of POMG (Parent, Student, Teacher Meeting) which aims to increase parental participation in supporting children's development. Through this activity, communication between parents and BKB

managers becomes stronger, so that the needs and expectations of parents can be better understood. In addition, the August 17 competition which is held every year aims to strengthen the relationship between children and parents as well as between parents and teachers. The supplementary feeding program that is carried out every month also focuses on meeting the nutritional needs of children, where parents contribute by providing nutritious food according to the results of the joint discussion. All of these activities show BKB Kemas Lestari's commitment to actively involving parents for the optimal development of their children.



Figure 1.



Figure 2.



Figure 3.



Figure 4.



Figure 5.



Figure 6.

Figure 1 : Early Semester Program Meeting

Figure 2 : Dengue Fever Counseling and Life Behavior

Clean Healthy

Figure 3 : Family Planning Program Counseling (Contraceptive Counseling)

Figure 4 : Election of the Chairman of POMG (Parents' Meeting of Students and Teacher)

Figure 5: The August 17 competition commemorates the Independence Day of the Republic of Indonesia

Figure 6 : Supplementary Feeding

Based on an interview with Mrs. Purwaningrum, the Principal of BKB Kemas Lestari, the source of funds for parental involvement comes directly from the parents themselves, because the programs to be implemented require costs and are not independent, so the active participation of parents is very important. By involving parents in various aspects of school life, BKB Kemas Lestari has succeeded in building a solid school community and creating strong bonds between schools and families. This success shows that collaboration between schools and families is a long-term investment that has a positive impact on future generations. The implementation of parental involvement at BKB Kemas Lestari uses a holistic and collaborative approach, involving parents in direct activities, effective communication, decision-making, and workshops or child development training. Thus, BKB Kemas Lestari creates a conducive learning environment for children and strengthens the relationship between school and family.

CONCLUSION

The parent involvement program at BKB Kemas Lestari has a positive impact on increasing knowledge for parents about parenting and the importance of early stimulation for early childhood. Parent involvement programs support parental involvement in child involvement through various activities such as children's learning activities at school.

However, in the implementation of the parent involvement program activities at BKB Kemas Lestari, there are challenges such as limited human data sources, time and varying levels of parental participation. To overcome these obstacles, a more structured strategy is needed such as the provision of adequate resources, as well as closer equality between educational institutions, the government and the community.

With a more holistic approach, parent involvement programs have the potential to improve the quality of childcare and overall development in accordance with the goals of early childhood education and national policies related to family development.

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