
Implementation of the parent involvement program at TKN Satap Tembong 01: strategies and benefits

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Abstract

This study aims to explore the implementation of the parent involvement program at TKN Satap Tembong 01, focusing on the strategies used and the benefits obtained. Parental involvement is considered one of the important factors in supporting children's development, both academically and emotionally. This study uses a qualitative approach with observation, interview, and document analysis methods to obtain comprehensive data. The results of the study show that the parent involvement program at TKN Satap Tembong 01 is implemented through various strategies, such as regular communication, parenting activities, and collaboration in learning activities. The benefits of this program include improving the relationship between school and family, increasing children's motivation to learn, and creating a more supportive learning environment. This research makes an important contribution in understanding how parental involvement can be effectively implemented at the early childhood education level.

Keywords: parental involvement, implementation strategies, program benefits, qualitative methods, observation

INTRODUCTION

Early childhood is a golden time for brain development. Parental involvement in early childhood education is essential to build a strong foundation for a child's future. This study aims to find out how important the role of parents is for early childhood education in TKN Satap Tembong 01. By analyzing the various strategies that have been implemented, it is hoped that this research can contribute to improving the quality of children's education. Parental involvement in early childhood education is an important factor that can shape a child's personality in the future. Research shows that active parental support can improve academic achievement and social development in children.

METHOD

This study uses a qualitative approach using a case study design in exploring the role, views and involvement of parents in TKN Satap Tembong 01 in children's education. This approach is carried out to find out the social reality in depth and holistically. The focus of the

research includes the level of parental involvement, the form of bonded support, the factors that drive or inhibit involvement, and the obstacles faced. Data collection was carried out through in-depth interviews, participatory observations, and documentation as evidence of complete valid data. The informants consisted of 10 people,

including parents, teachers, principals, and parents to enrich perspectives. Data analysis was carried out using a thematic approach for the stages of data reduction, categorization and interpretation. Data validation is maintained through method triangulation, source triangulation, member checking and trail auditing. This research adheres to ethical principles, using maintaining the confidentiality of data and giving freedom to informants. The results of the study need to have a deep understanding of parental involvement and as a basis for developing tactics to increase participation in education.

RESULTS AND DISCUSSION

Parental involvement in early childhood education includes several activities that exist in the home and school environment. Such as providing learning assistance to children, participating in every event at school, parents participating in activities voluntarily, and providing support for themed activities. Collaborating between schools and families can create a learning environment for children that support their development. The level of parental involvement can take many forms. There are parents who are active but there are some who are only active at certain times because they are constrained by work, time constraints, or lack of understanding. Some parents already do not have the confidence to provide support in their child's education. Overcoming these obstacles requires a special approach from the school.

Parental involvement can have a positive effect on children's learning motivation, social skills, relationships with teachers and peers, and academic achievement. Family support also helps build character and social skills. Childhood is a golden age where family, school, and society play an important role in providing support for children's growth and development. In Indonesia, family participation is regulated in Regulation Number 30 of 2017. Parents play a role in providing information to teachers, motivating children to learn, and supporting academic and social development through cooperation with schools. Epstein identified child forms of parental involvement, including homeschooling, communication, volunteer work, and community involvement, all of which contribute to a child's educational success. (Noerviana et al., 2024).

BENEFITS OF PARENTAL INVOLVEMENT

The benefits of parental involvement in education are that it can increase children's attendance at school, help children in positive behavior, improve achievement and also help in shaping children's personalities (Diadha, 2015). The benefits of parental involvement for school principals, educators, and parents are to become a school marketing tactic, facilitate programs, and be able to exchange facts or friendship (Prabhawani, 2016).

PARENT ENGAGEMENT STRATEGY

(1) Training and education for parents: the most effective way to provide increased parental involvement in AUD education is by conducting special training and education

programs for parents. The program includes information on the importance of the role of parents in providing support for children's education, a strategy in supporting children's learning at home, and as one of the effective communication techniques regarding children's growth and development. Early childhood education institutions that collaborate with several educational experts, psychologists, or other professionals to conduct this training and provide practical advice to parents. (2) Hold scheduled conferences between parents and teachers: conferences or meetings between parents and teachers are an important opportunity to discuss the child's development directly at school. By scheduling regular meetings, parents can receive up-to-date information about their child's academic and social will. In addition, this activity can be used as an opportunity for teachers to understand in depth the needs and potential of children from the perspective of parents. Schools can arrange flexible meeting schedules to suit parents' busy schedules and encourage parents to play an active role. (3) Organizing activities with parents and children at school: activities with parents and children in the school environment can be an effective means to strengthen family relations with schools. Events such as family gatherings, art events, and school tours can lead to positive interactions between parents, children and educators. This activity not only strengthens the bond of friendship but also creates a fun atmosphere at school, so that it can increase children's desire to learn and participate actively. (4) Utilization of communication technology: in the era of information technology, communication tools such as messaging applications and digital platforms for schools facilitate communication between schools and parents. With the use of this technology, parents can receive more up-to-date information about school activities, children's development, and project tasks that need to be completed. Meanwhile, parents can also easily communicate with teachers and ask questions and provide advice related to their child's education. (5) Encourage diversity of parental involvement: early childhood schools must foster a sense of participation of parents from a wide range of family backgrounds through a variety of approaches. For example, providing flexible meeting schedules to fit the time of working parents and communicating information through various communication media such as email, letters, and other social media platforms. Additionally, it is important for schools to respect and appreciate the role of parents, including housewives, odd workers, and single parents, to ensure their involvement in taking on roles. (6) Increase awareness and respect for parental involvement: early childhood education schools must provide education to parents as well because of the importance of parental involvement in the educational process of their children. By clearly explaining the benefits of their participation and rewarding the contributions made, schools can encourage parents to be more involved in the early childhood education environment.

By implementing these measures, PAUD schools can create a supportive atmosphere and encourage the active participation of parents in their children's education. Strong parental involvement in AUD education will not only benefit a child's academic, social, and emotional development, but it will also help build a solid educational foundation for the future (Putri et al., 2023)

OBSERVATION RESULTS

Based on the results of observations and interviews at TKN Satap Tembong 01, parental involvement in early childhood education can be divided into three types: (1) Involvement takes

place in kindergarten, including regular meetings and joint activities; (2) Involvement in the out-of-school environment related to the use of school activities; (3) Involvement at home, can be through the support of the child's learning process.



Figure 1



Figure 2



Figure 3

Parent involvement programs in schools include seminars, parenting workshops, associations, and assessments that strengthen collaboration between schools and families. The impact can be seen in increasing self-awareness, learning motivation, and positive behavior of children. Parental support can be in the form of cooperation using direct teaching to children, assisting teachers in providing effective and educational learning facilities, as well as helping children in achieving academics and good formation in children. However, the challenges faced include time constraints, active parental participation and suboptimal needs analysis. We provide recommendations to schools to develop technology-based learning for children in accordance with today's times that have become more modern, and participatory assessments to be more relevant. (Noerviana et al., 2024).

The majority of parents of students at TKN Satap Tembong 01 as much as 90% work as laborers or ART, and a small number have permanent jobs such as civil servants or clerks. Most parents of students have a final education in primary school only, and most of them are fathers who are the main breadwinners. In the school environment, teachers and parents form an organization called UMG to be a liaison in planning the development of character, literacy, discipline, and morals in children together. Parent involvement in schools also includes regular meetings, participation in individual programs, and collaborative activities such as workshops and projects. The goal is to improve effective communication between teachers, parents, and students and to support children's development. Participating parents can monitor their children's development and support each other.

Based on observations at TKN Satap Tembong 01, various parental involvement activities have been carried out which are carried out for the sake of early childhood education. The following are some activities that involve parents in schools: (1) Teacher Partner Unit meeting involving teachers and parents, supported by facilities such as classrooms and sound systems. This activity received a good response from parents because it can provide useful information, as well as provide positive feedback for the relationship between parents and the school; (2) Seminar and Workshop for parents, this activity provides new and useful knowledge for the participants (parents/teachers); (3) Art performances that take place at the end of the school year in the educational calendar in schools, this activity involves the role of parents and students with the support of school facilities that can improve social relationships between parents, teachers and students; (4) Extracurricular activities involving students and parents

supported by educational learning media have a positive influence on children's growth and development; (5) The establishment and inauguration of the school committee through the representatives of the parents present and teachers received a good response because it greatly benefited the school and parents in making decisions about the school; (6) Seminars on the prevention of pornography, pornographic behavior, and drug and other addictive substance abuse are also organized by parents, teachers, and students. This seminar provided easy-to-understand explanations from experts and was well received by the participants.

However, there are some activities that are not carried out in schools, such as involving parents as liaison, forming members of the violence prevention team in educational units, and other similar activities. Efforts to better engage parents and improve facilities and programs are shown to maximize parental involvement in schools.

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Hopefully this collaboration will continue to be an inspiration for other educational institutions in implementing similar programs that are useful. Together we can create the next generation that is superior, characterful, and ready to face the future.

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