
Analysis of the implementation of the parent involvement program in Raudhatul Athfal Insan Kamil Al Banna

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Abstract

This study analyzes the implementation of the parent involvement program at RA Insan Kamil Al-Banna. This study aims to understand the strategies, challenges, and impacts of parental involvement in supporting early childhood education. Based on the results of observations and interviews, parental involvement was carried out through activities such as learning at home, volunteering, and field trips. Although these activities have a positive impact, such as increasing children's confidence and strengthening social values, there are obstacles to limited educational facilities and uneven parental participation. The SWOT analysis shows strengths in the program structure and school-parent synergy, but weaknesses in the form of limited facilities need to be corrected. In conclusion, the program has been running well with a significant contribution to child development, but there is still a need for the development of facilities and regular training for parents to strengthen the effectiveness of the program.

Keywords: program; involvement; parents

INTRODUCTION

Education can be carried out in three forms of education, namely family education, school education, and community education. The family plays a strategic role in supporting the implementation of education to achieve national education goals and requires synergy between educational units, families, and communities. Education in schools is an educational activity organized by the government with a level or levels in schools and already has a clear curriculum. Environmental education is ongoing parenting or knowledge acquired by children through the environment in which they live, where the child's character is formed in that environment other than at home and at school. Early Childhood Education (PAUD) is an educational forum provided to children aged 0-6 years in the form of stimulation and stimulation by parents at home to help children enter the next level of education. Not only parents at home children also get guidance, parenting and activities to improve children's skills at school through the help of teachers. The parents referred to in this study are parents who take care of children who are responsible for educating children and parenting.

Parental participation is an important concept in children's education. This includes a wide range of activities and parental involvement in supporting their child's learning and development. The definition of parental participation encompasses a wide range of aspects, including involvement in activities at school, support in learning at home, and effective communication between the school and parents. In this context, parental participation involves

not only physical presence at school events, but also involves emotional support, motivation, and active involvement in the child's learning.

Parental participation not only allows children to develop in one aspect, but also allows children to develop in many aspects. Parental involvement can improve children's academic achievement and children's time with parents can foster positive behavior. Parental involvement not only has a good impact on children, but also on parents and teachers. For parents, their participation can increase their satisfaction and confidence in raising children and make them more interested in their children's education (Sunariyadi & Andari, 2021).

The Director General of Early Childhood Education and Community Education, in the Regulation of the Directorate General of Early Childhood Education and Higher Education Number 127 of 2017 concerning Technical Guidelines for the Implementation of Family Involvement in the Implementation of Education, revealed that the success of children's education depends on family involvement. Many studies show that the involvement of families, especially parents in educational units or schools, has a significant influence on the success of parents, children, teachers, and schools in terms of: (1) supporting academic achievement, increasing attendance, raising awareness about healthy living, and increasing positive behaviors; (2) improve parents' view of schools, increase teacher satisfaction, and strengthen relationships with children; and (3) improve the climate, improve the quality and discipline of schools.

Many studies show that parental involvement in schools is beneficial, including: (1) for students to support academic achievement, increase attendance, awareness of healthy living, and increase positive behavior; (2) for parents to improve their view of school, increase satisfaction with teachers, and strengthen relationships with children; and (3) for schools to improve the school climate, improve school quality, and reduce discipline problems.

According to Lickona (2013), although schools are able to improve the initial understanding of their students when they are in school, then the available evidence shows that schools are able to do this, the good attitude possessed by these children will slowly disappear if the values taught in the school do not receive support from the home environment. Based on these reasons, schools and families should be together in responding to the problems that arise, with the cooperation between the two parties, real power can be raised to increase moral values as a human being and to improve social life in this country. In fact, the role of both, namely parents and teachers, is needed in children's development, considering the bad influence of the environment that is ready to hit at any time, from time to time the negative influence of the environment is increasingly extreme and difficult to conquer.

Parental involvement in early childhood education is important for children's growth and development (Mulia, 2023). Parents' contributions are expected to optimize children's learning abilities and have an impact on the next stage (Wiguna, Alit, & Ekaningtyas, 2021; Wiguna & Sunariyadi, 2021). Parental participation not only allows children to develop in one aspect, but also allows children to develop in many aspects. Parental involvement can improve a child's academic achievement, and a child's time with parents can foster positive behavior. Parental involvement not only has a good impact on children, but also on parents and teachers. For parents, their participation can increase satisfaction and confidence in raising children and make them more interested in their children's education (Andari *et al.*, 2023; Andari &

Widyasari, 2022; Sunariyadi & Andari, 2021). For teachers and schools, parental involvement has a positive impact on improving parent-teacher relationships and a better school climate.

METHODS

The writing of this research uses a qualitative descriptive approach, because this approach can understand the perspective of the research object more deeply. The main goal in qualitative approach research is to understand, describe, develop and to find a central phenomenon. The central phenomenon is to specify something that is planned for exploration purposes, identify the research subject clearly, and clearly state the research location (Herdiansyah, 2013). This research is in the form of qualitative descriptive which is classified as field research, which is a method used to track an event or find the widest possible knowledge of the research object in a certain context. The research was conducted on October 10, 2024 at RA Insan Kamil Al-Banna, Taktakan District, Serang City, Banten Province with the subjects of this study being school principals and teachers. The data collection techniques in this study are interviews, observations, and documentation. Interviews are shown to those involved in parent involvement programs in schools. The data sources in the wawamcara technique are the principal and teachers. The observation technique carried out is direct observation (participant observation), the researcher conducts direct observation of the process of parental involvement in the parent involvement program at RA Insan Kamil Al-Banna using observation guides. The documentation used by the researcher is photos of the parent involvement program activities.

The collection of information or data as a tool in research to facilitate activities is through observation, interviews with teachers, and documentation. Observation, interviews and documentation are carried out directly by the researcher by involving the teacher who is able to convey information according to the problem being researched. These interviews are semi-structured so that the researcher does not refer to questions alone but sticks to the core of the question which often the informant's answers raise new questions and dig deeper information for the research. This descriptive qualitative method will make the information obtained easier to find, therefore it can facilitate the purpose of this research and be carried out properly.

RESULT AND DISCUSSION

Raudhatul Athfal is a form of early childhood education unit on the formal education path that organizes educational programs with Islamic religious distinctions for children aged four to six, under the auspices of the Ministry of Religion of the Republic of Indonesia. RA is equivalent to kindergarten, but has a curriculum that emphasizes more on religious aspects, especially Islam. RA has a curriculum that refers to SNPAUD and adds special materials about Islam. RA has grown rapidly in Indonesia and has received support from the Ministry of Religion through various techniques. RA is an important level of education to form a young generation who have faith, morals, and achievements. The purpose of organizing Raudatul Athfal education is to introduce students to several potentials such as morals and religious values, language, emotional, cognitive, physical, motor and also artistic skills, so the learning process at RA must be fun for students. To be able to learn fun, one of the strategies that can be done is through learning while playing.

According to the explanation of Law Number 20 of 2003 Article 28 Paragraph (3) states that Raudatul Athfal organizes Islamic religious education that instills the values of faith and devotion to students to develop their potential as in kindergarten. Based on the explanation of this law, Government Regulation No. 55 of 2007 concerning Religious Education and Religious Education was born, where in the general provisions of Article 1 Paragraph (1 and 2) it is stated that: (1) religious education is education that provides knowledge and shapes the attitude, personality, and skills of students in practicing their religious teachings, which is carried out at least through subjects/lectures in all paths, level, and type of education and (2) religious education is education that prepares students to be able to carry out roles that require mastery of knowledge about religious teachings and/or become experts in religious science and practice their religious teachings.

The implementation of Raudatul Athfal education in Indonesia was officially legalized in 1993 through the Decree of the Minister of Religion No. 367 of 1993, which established *RA* as an Islamic preschool educational institution for children aged four to six years, in response to Government Regulation No. 27 of 1990 concerning Preschool Education. Since the late 1980s, *RA* began to be in demand by the public and developed rapidly in the 1990s, requiring legal rules to regulate educational operations. With this decision, *RA* is recognized as a formal education unit under the Ministry of Religion, which aims to provide quality early education and instill religious values in students, so that they are ready to enter basic education with a good understanding of religion.

Institution Profile

School Name	: RA Insan Kamil Al-Banna
School Address	: Pebabri Complex, Pantogan Village, Pangungjati District, Taktakan District, Serang City, Banten, 42162
School Status	: Private
NPSN	: 69898594
No. SK. Operational	: kd.28.07/pp.00.4/1880/2012
No. SK. Establishment	: No.3 dated 08 May 2008
The date of the Decree. Establishment	: 05-08-2008
Phone No.	: (0254) 201157
Year of Operation	: 2005

Parental Demographic Data (Education Level, Occupation, Income, Complete/Single Parents, Number of Children in the Family, Double Income/Single)

In the demographics of parents of students at RA Insan Kamil Al-Banna, the socioeconomic status of the parents of the family is the status of moderate/more middle-class, where 70% of the middle economy and 30% of the lower economy. The data of parents of RA Insan Kamil Al-Banna students come from families with complete parents with a percentage of 90%, parents of students from RA Insan Kamil Al-Banna have an average of 2 or more children, most parents of RA Insan Kamil Al-Banna students are their working fathers and their mothers

as housewives. The average student's parents come from families with high school graduates/equivalent.

Forms of Activities in the Parent Involvement Program

The form of the parent activity program at the RA Insan Kamil Al-Banna school has several standards, procedures and criteria, namely the school has rules for parents in the SOP for child delivery. The form of a parent involvement program in schools in the form of mentoring is learning at home. The school involves parents in filling out the paragraphs for the Student Worksheet (*LKPD*) that has been done by the child at school. The next form of parent involvement program is volunteering. Which means that the form of parental involvement in the school is in the form of participation in the school volunteer program. Like the field trip, the August 17 competition which was attended by parents and students and hajj manasik.

Resources (Funding, Facilities, Bureaucratic Support etc.)

The funding resources for RA Insan Kamil Al-Banna school come from government BOP funds and school tuition. The facilities in the school are inadequate, there are classes that are not comfortable in accordance with PAUD standards. Regarding inadequate and limited educational game tools, as well as the layout of outdoor games that are too close from one game to another. Bureaucracy at the school of RA Insan Kamil Al-Banna from the ministry of religion.

Expected Benefits

The benefits of parental involvement for children include: (1) instilling a sense of belonging in children so that children feel part of the family; (2) increase self-esteem, children who have a close and positive relationship with their parents will grow up to be confident, happy, and feel accepted; (3) inculcate social, moral and religious values from an early age in children; (4) helping children build self-identity; and (5) increase self-resilience in children (elements I have).

The benefits of parental involvement for the family include: (1) increasing bonding, openness, and interdependence in the family; (2) encourage families to engage in collaboration and information sharing with other families in the community or support group; (3) helping families obtain sources of support in childcare and education at home; and (4) provide a means of communication and consultation for parents with education providers for children.

The benefits of parental involvement for *AUD* teachers/educators include: (1) supporting the professional development of educators through cooperative activities and information sharing; (2) making it easier for educators to develop appropriate learning activities for children; (3) building mutual relationships with parents in supporting children's growth and development; (4) help teachers develop communication, collaboration, team building and leadership skills; and (5) implementation of parent involvement programs (*NSPK*, needs analysis, preparation of annual programs, program implementation, as well as supervision and evaluation). Regarding *NSPK* at RA Insan Kamil Al-Banna school, the parent involvement program has been formulated with several planning and determination of *NSPK* involved in the planning, namely educators, parents, and committee administrators.

The needs analysis is carried out based on the identification of the type or form of family involvement activities in the implementation of education that has been carried out previously. The next analysis is based on the potential of families as committee administrators or parents of students who participate in school administration. In addition, the needs analysis carried out is the design of an involvement program that will be carried out by parents.

The preparation of the annual program for parental involvement at RA Insan Kamil Al-Banna has been carried out by holding meetings between parents, committee administrators and educators. The arrangement of the annual program has been neat in a simple and easy to understand manner. The preparation of the draft annual program for parental involvement has been systematically prepared and disseminated via whatsapp groups with parents.

The implementer of the parent involvement program is a parent association named the parent committee consisting of chairman, secretary, treasurer, sections and members. In addition, there is a communication network between parents and educators or the community, the implementation mechanism is in the form of art performance activities involving several parties to prepare for the event. RA Insan Kamil Al-Banna has involved expert resource persons, namely psychologists who are experts in the field of child development to provide broader insight into parents and discuss matters related to parental involvement.

RA Insan Kamil Al-Banna has formulated success indicators for the parent involvement program. RA Insan Kamil Al-Banna also conducts self-evaluation and carries out supervision and monitoring needs for RA Insan Kamil Al-Banna and carries out coaching on follow-up efforts of the parent involvement program carried out. The follow-up that was carried out was training by inviting resource persons such as psychologists for coaching activities at RA Insan Kamil Al-Banna.

CONCLUSION

Based on the results of observations made at RA Insan Kamil Al-Banna, it can be concluded that the parent involvement program in this PAUD institution has been running well and is supported by various forms of activities. RA Insan Kamil Al-Banna has programs that involve parents in the educational process, such as learning at home activities, volunteering, and field trip activities. Parental participation in this program has a positive impact on children, both in terms of increasing self-confidence, self-esteem, and social values that develop through family support.

Family involvement is also an important aspect needed to realize holistic early childhood education. The program at RA Insan Kamil Al-Banna has also met the standards of needs and has a supervision mechanism involving committees and expert resource persons to increase the effectiveness of the program. However, there are challenges in terms of facilities that need further attention to support the comfort and effectiveness of children's learning. Overall, parental involvement in education at RA Insan Kamil Al-Banna has shown positive results and is in line with the goals of early childhood education, although the development of facilities and the implementation of regular seminars are still needed to support a more comprehensive program.

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