



Democratic Values in Early Care of Children in A Children Garden

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Abstract

Parents as the main caregivers play a very important role, because the parenting patterns will greatly affect the growth and development of children. Every parent hopes that their children can grow well according to the aspects of development and can grow optimally, so that later the children will become smart children. However, the busyness of the parents forced the parents to leave their children at the TPA. This is where TPA as a Children Gareden plays a very important role in the process of caring for a child. This research was conducted with the aim of knowing the results of the implementation of democratic parenting in early childhood. This study uses a qualitative descriptive field research method. The research location is in the RAPSI RANUPAKSI Children Gareden, Karangpucung, South Purwokerto, Banyumas Regency. The research subjects include teachers or caregivers and parents of children. Data obtained through observation, interviews, and documentation. The results of this study describe the implementation of democratic parenting patterns and democratic values in parenting carried out by caregivers in early childhood in the RAPSI RANUPAKSI Children Gareden Karangpucung, South Purwokerto, Banyumas Regency, this research shows the process parenting activities, and democratic values in the childcare process in the Children Gareden. Recommendations for future research as a material for research renewal can be done not only in childcare institutions but also parenting patterns carried out by families. So it can be known the connection, relationships, wider and profound impact related to the relationship of foster care institutions and parents or families.

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INTRODUCTION

Parenting or parenting is a system or method of education or coaching provided by someone to another, in this case the parenting style given by parents or educators to children (Hasan 2013). Etymologically, parenting comes from the word *asuh*, which means leader, manager and mentor, so that caregivers are people who carry out the task of guiding, leading, or managing (Dagun 2006). The parenting referred to here is parenting children. parenting is, educating and caring for children, such as taking care of their food, drinking, clothing, and success in the first period to adulthood (Hasan 2013). There are so many methods or methods used by parents in caring for their children, but unfortunately they do not fully understand the impact of the parenting that they give to their children, many parents want their children to grow well regardless of the parenting style that is applied. . Each parenting style will have a different impact on children's growth and development.

Some experts argue that the most appropriate parenting style for early childhood is democratic parenting, because this parenting can make children practice independently, be responsible, have concern and can develop all their potential. Democratic parenting will make children feel loved, protected and considered valuable, this is because the parent's approach to children is friendly and warm, besides that parents are also not arbitrary in making decisions but with the child's agreement so that the child will also feel himself considered important, in giving punishment to parents also not using physical violence or yelling at the child, so that it will not make the child feel depressed or feel burdened (Kurniawan 2014).

However, the condition of the parents who are busy working outside the house, makes the parents unable to fully care for themselves. It is not uncommon for the role of parents to be replaced by grandparents, relatives or even domestic helpers, which have an impact on differences in services or patterns of care given to children. Every parent hopes that their children can grow well according to the aspects of development and can grow optimally, so that later the children will become smart children. Basically, the most important parenting style is the parenting style given by the parents, because parents are the first to come into contact with the child. Parenting patterns based on affection will greatly influence the child's growth and development process in the next period (Desmita 2008).

Seeing things like that, eventually many people took the initiative to establish a Child Care Center or TPA. According to the National Education System Law No. 20 of 2003 article 28 paragraph 4 contains non-formal education pathways in the form of Playgroups (KB), Children Garedens (TPA), or other equivalent forms. TPA is a child welfare program that can provide PAUD services in an integrated manner with child care and care from 3 months to 6 years of age. In addition to functioning as a care and care institution, TPA provides educational services for children that are appropriate to the age and stage of child development. TPA is an institution that helps children to continue to get care, care and education while their parents are working. Child Care or *Day Care* is a means of child care, which is usually carried out during working hours. The Children Gareden is an organized effort to care for children outside their home for several hours a day, if the parental care cannot be fully implemented (Direktorat Pembinaan Pendidikan Anak Usia Dini 2015). In this case, the definition of child care is only as a complement to parental care and not as a substitute for parental care (Mustofa 2016).

Seeing various current phenomena where the role of parents is being replaced by caregivers and Children Garedens are becoming second homes for children, researchers are interested in examining how a caregiver cares for children. In addition, this research is also important for researchers and parents, because there are so many Children Garedens, with various parenting patterns. The Children Gareden is one of the Children Garedens that applies democratic parenting to children, this makes researchers interested, to examine how care is carried out and what democratic values exist in the care that is carried out, and whether the care is carried out by the caregivers. it can already be said to be democratic care in accordance with the democratic criteria described above or not.

METHOD

This type of research is field research (*Field Research*) where the researcher goes to the field directly to observe the phenomena that occur. The method used is a qualitative descriptive method, where after the data is obtained, the researcher describes it in the form of narrative text. This research was conducted by going directly to the field to research and observe democratic values in early childhood care at the RAPSI RANU-PAKSI Children Gareden, Karangpucung, South

Purwokerto, Banyumas Regency. In determining the research subject, researchers used *purposive sampling, sampling* namely the technique of data sources or research subjects with the consideration of someone who knows the information and data that supports the research (Arifin 2012). Subjects are determined based on the person who is considered to know the most about the information needed in the study, so that it will facilitate research in tracing the situation under study. The subject in this study was the child caregiver while in the TPA. While the object of this research is democratic values in the care of early childhood in Children Garedens. In collecting data, researchers used three methods, namely; observation, the observation used is non-participant observation, in which the researcher only observes and is not directly involved in the parenting activities carried out. Interviews, interviews are data collection techniques carried out by interviewers on informants, while the interviews used are structured interviews, where researchers have prepared previous instruments and also documentation, documentation, namely the process of collecting information through images, files or data in school. After the data is obtained then perform data analysis using three techniques, namely; data reduction, data presentation and drawing conclusions. In this study, researchers also used data validity checking techniques with triangulation techniques or methods.

RESULTS AND DISCUSSION

Etymologically, parenting comes from the word foster, which means leader, supervisor manager, so that caregivers are people who carry out the task of guiding, leading or managing. Parenting is meant here is caring for children. parenting is to educate and care for children, such as taking care of their food, drinking, clothing, and success in the first period to adulthood (Hasan 2013). The democratic activities carried out by carers for children include; teachers or caregivers teach children to be independent, teachers or caregivers involve children in making decisions, teachers prioritize children's interests, teachers or caregivers give freedom to children but there are limits and in the supervision of teachers or caregivers, teachers or caregivers are friendly and warm to children, teachers or caregivers try to be an example for children, not favoritism towards children.

From the parenting activities carried out by caregivers to teachers, it can be said to be democratic, this can be seen from the indicators of democratic parenting itself, namely; Chil-

dren are given the opportunity to be independent and develop internal control, children are recognized as individuals by parents and are involved in making decisions, setting rules and regulating children's lives. When parents use physical punishment, and it is given if it is proven that the child consciously refuses to do what has been agreed upon, so that it is more educative, prioritizes children's interests, but does not hesitate to control them, is realistic about the child's ability, does not expect excessive that goes beyond children's abilities, gives freedom to children to choose and take action, the approach to children is warm (Tridhonanto 2014).

Teachers or caregivers teach children to be independent.

In accordance with the vision of TPA RAPSI RANUPAKSI, namely creating an independent generation. Independent character is a form of character in which a person does not depend on the help of others (Majid 2012). This effort is made by the teacher so that children who are cared for become children who are independent according to the stages of their age, independent which is meant by the teacher, namely to make children so they are not spoiled and can learn to do their own work.

The method used by the teacher to form the child's independent character while in TPA is carried out since the parents leave their children in the morning, when the child lives by the parents working at the same time the child is taught to do their activities independently. Teaching children to be independent in children aged 0-1 years, namely by not always being carried by the caregiver, including in the process of opening learning activities (babies are placed among other children and asked to listen to prayers, sing, memorize and so on), then when drinking breastmilk the caregiver does not always hold the pacifier, then when giving complementary foods which are solid, the child is also told to hold the food himself. Then when the child begins to learn, picks up and walks, at the initial stage the caregiver accompanies and holds (command), but at the age of one year the teacher has allowed him to walk alone. In addition, when the child cries, the caregiver does not always carry him or her.

Teaching children to be independent at the age of 1-2 years, that is, by means of a caregiver or teacher involving the child in learning activities, then teaching the child to eat alone during snack time, the child is also taught to do toilet training by himself, the caregiver or teacher only gives directions while supervising Children are

also given the freedom to play with their friends. When they cry, the teacher does not immediately carry them but their attention is diverted first, or asked why. In addition, children are also taught to pray two cycles of prayer, while bathing children are taught to use soap, shampoo, and brush their own teeth.

Teaching independently to children aged 3-5 years is easier, because children have started to reason and can be invited to communicate. Activities carried out by children aged 3-5 years are not much different from those carried out by children aged 1-2 years. It's just that at the age of 3-5 years the teacher plays a greater role in supervising, directing and guiding. At the age of 3-5 years the child can eat by himself, no longer cries, does toilet training by himself, pray Duha, when bathing the child can be independent, wear their own clothes and so on. In addition, each child also has a savings (piggy bank) made of small plastic bottles. Children are taught to save from an early age.

Teachers or caregivers involve children in making decisions.

In making decisions the child will be involved as far as it is necessary to involve the child. but not all things children are involved. In terms of decision-making that usually involves children, namely during play and teaching and learning activities, for example if there are children who do not want to participate in learning or are fussy when participating in learning activities, the teacher or caregiver will ask the child why, then ask what they want, after that usually The caregiver or teacher will comply with the child's request with certain conditions, or usually after the child's wishes are followed, after a few minutes the child will want to participate in the activity.

Then in addition to playing and learning decision making which involves children also in terms of meal time, sometimes there are children who are at mealtime but don't want to eat their food yet, the teacher or caregiver will not force him to eat but ask the child why he doesn't want to eat or don't want to eat, and the child's answer that will usually be used, for example, because they are not hungry yet, the teacher or caregiver will not force them. But the teacher will tell you the consequences, like if you don't eat now then you eat alone.

If the decision is made for children under the age of 1 year, the caregiver or teacher will not enforce the child's will, for example during the opening process of learning the child cries and does not want to follow, the teacher or caregiver will take him to the room, then at mealtime, if the

child doesn't want to. eating the teacher or caregiver will not force him to eat at that time either.

Teachers prioritize children's interests

When a child is entrusted by their parents to a TPA, the teacher or carer is the main priority of the child. Because parents have trusted in the institutionalized caregiver or teacher. As for the priority of children among others, namely, the teacher will be more happy when the child plays while playing or telling stories so as much as possible the teacher will teach with this method. In addition, when children prefer to play rather than learning, the teacher will let the children play first and are not forced to immediately participate in learning activities, because the caregiver or teacher implements so that children are happy and at home in the TPA so that children are enthusiastic and not afraid when entrusted to the TPA.

Apart from that, when one of the teachers or caregivers is unable to attend or there are activities outside, the other teachers will not just let it go, but other teachers will replace the role of the absent or absent teacher, this is done so that the child still gets it. rights namely, to learn, play and be nurtured. In terms of place settings such as the atmosphere of the study room, room, play area, play equipment and activities, it is also adjusted to the preferences, wants and needs of the child. So that children will feel happy and at home during activities and while at the TPA.

In addition, in terms of prioritizing children's interests, there are several differences between age levels, for example in terms of facilities for children 0-1 years old using rooms that use AC, besides that in terms of children's activities are also only included in opening activities such as singing, memorizing, or others. After that the child will be taught about simple things such as recognizing colors, sounds or being invited to have a conversation by the caregiver. For children aged 2-5 years, the room uses a fan, in terms of learning activities children get a longer time, from 08.00 to 10.30.

The teacher or caregiver gives freedom to the child but there are limits and under the supervision of the teacher or caregiver.

Giving excessive freedom to children will affect the attitude of the child who is all alone. However, when the freedom is given in the slightest portion, it does not necessarily mean that the child is a better child. Lack of freedom can make children shy and less active. In the context of giving freedom to children, it would be nice for parents to give full freedom to children but still

under the supervision or *control* of the parents, so that the child also does not cross boundaries in exercising freedom.

In this case the teacher or caregiver at TPA RAPSI RANUPAKSI, in providing care for children, never prohibits anything the child wants to do while the activity is educational, does not harm, supports children's growth and is fun for children. Usually before the teacher or caregiver gives freedom, the teacher also mentions dangerous things or things that can harm him or his friends that the child should not do when done. There is a lot of freedom given to children by teachers or carers, from dressing, eating, while playing, studying or doing other activities.

The freedom given by caregivers to children aged 0-1, namely, when the child's playing hours are free to choose their own toys, the teacher only accompanies them, the child is free to play with peers or children who are older (with children aged 1-5 years) . For children aged 1-5 years, children are given freedom in various ways, because children over the age of 1-5 years have begun to understand what they like and don't like. Many things that are freed by the teacher or caregiver, such as dressing, children are free to wear clothes that they like, do not have to wear uniforms or what is specified, with a note that children should not wear excessive clothing, when children wear excessively the teacher or caregiver will advise them. so as not to repeat and explain the consequences, such as, later when you (your child) wear this shirt, her friends will want to. In terms of food, children are free to bring food (provisions) that the child likes. In terms of playing children were released to play what they like children, children may play *indoor* and *out door*, provided child can play *out door* ssedangif it does not rain, the sun is not too hot, the child was released to play with friends of different ages. In learning activities children are given the freedom to develop their creativity, the teacher does not always manage, the teacher only supervises and accompanies. For example, during coloring activities, children are given the freedom to give colors according to their preferences, but before giving freedom, the teacher also informs them of the suitability of the picture with its original form (green tree leaves).

The teacher or caregiver is friendly and warm to the child.

Teachers or carers at the TPA as a substitute figure for temporary parents must be friendly and warm, so that foster children who are entrusted by parents feel that as long as the child

is left behind, they still feel safe, comfortable and still receive love and attention while their parents are left behind. Various things are shown by the teacher or caregiver as a form of friendliness and warmth to the child.

This is done by the teacher or caregiver starting from the time the child arrives, when the child arrives the teacher or caregiver will welcome his arrival by applying 5S (greetings, greetings, smile, courtesy and courtesy) when the child comes to the TPA the teacher or caregiver will ask how he is, ask his feelings, ask what I do at home, ask whether I have breakfast or not and so on. When the child comes in a bad *mood* , usually the teacher or caregiver will ask why, then when the child gives the answer, the teacher will provide a solution or diversion of attention to the child, so that the child becomes happy and enthusiastic again.

In addition, the friendliness and warmth of the teacher or caregiver is also shown in other things, such as for example the child is crying, the teacher will ask why, then find a solution. For children aged 0-1 years, when the child cries, usually the teacher or caregiver will give him breast milk, while the child is still crying the teacher or the teacher harasses the child's body temperature or checks the child's condition (checking the condition of the stomach is afraid of bloating), then the caregiver carries or cuddles the child, when the child is sick, so the caregiver provides health services as much as possible. Apart from that, warmth is also shown by the way the teacher gives full attention to the child while the child is in the TPA.

For children aged 1-5 years, usually the care and warmth of the caregiver is shown by the teacher intensively inviting the child to communicate, when the child cries the teacher will ask the cause and find a solution, when the child does not want to stop crying usually the caregiver will carry him, then help the child in everything things that the child has not mastered such as wearing clothes, when taking a shower, while eating, when going to bed, the caregiver is always there for him. In addition, the teacher also always provides assistance to children while learning, because sometimes there are children who actually can just need more assistance so that the children are enthusiastic and want to learn. In addition to a close relationship with the teacher or caregiver also establish a close relationship with their parents or guardians, teachers will ask for a child's development at home, ask how, then teachers also provide activities for older people such as *family-day*.

The teacher or caregiver tries to be an example for the child.

Teachers or caregivers as examples, models or role models for children, what the child sees will also be done. When the teacher or caregiver does, says or says good, it will also be imitated by the students or foster children. This is because children learn from what they see and feel. Teachers or caregivers have a very important role in children's attitudes and behavior, therefore a teacher should be able to make himself a model or example for students or foster children (Einon 2006).

The things that are usually done by teachers or caregivers, namely teachers or caregivers, always apply 5S (Greetings, Smiles, Greetings, Polite and Courtesy) at the TPA. This is usually done by teachers or carers when welcoming the arrival of children, but it does not stop there that 5S is still applied by teachers or carers while in TPA as a form of teaching children so that children learn politeness, want to ask questions, give smiles in people and so on. In addition, the teacher or caregiver when talking to children also does not use a high tone or even gets angry. Another thing that is usually done by teachers or caregivers is that teachers never commit physical violence (not hitting, tugging, pinching) when the child makes mistakes or is fussy. Never angry or yelling and not using high notes, the teacher prefers to advise children as a way out of children's problems.

When a child gets angry or quarrels with his friend, the teacher will mediate, then give advice, and explain the cause and effect of his actions. Then teach the children to shake hands and apologize and promise not to tackle it with an explanation that if the next time his friends repeat their mischief, they don't want to be friends or play with him anymore.

No favoritism to children

For teachers or caregivers who are in TPA, we have the principle that every child in the TPA is considered to be his own child, we do not differentiate between one another, between doctor's children and lecturers' children, we do not differentiate between ages 1-5 years, we pay the same attention not necessarily to person A we pay more attention but to person B we don't pay attention, of course it's not like that.

Every child gets the same love and attention from every teacher or caregiver. Vulnerable children aged 0-1 years get full attention, starting from the time of breastfeeding, eating, bathing and so on, we do not differentiate, only the breast

milk is distinguished, because they bring it individually, for the time we equate it, unless something really has to given at a later time.

Then for children aged 1-5 years, each caregiver or teacher also gives equal attention, affection, opportunity and care, never discriminating.

Democratic Forms Conducted in Parenting

Democracy can be interpreted as freedom, in the sense that it does not completely repress, free here also means letting it go, but giving freedom but with limitations and under supervision. If it is drawn in terms of parenting, democratic can be interpreted as parenting that gives freedom to children but is still under the supervision of parents. In addition, democracy in the context of education is also associated with decision making that is not only one-sided but with mutual consent between children and parents.

The democratic forms taken by caregivers while caring for children at TPA RAPSI RANU-PAKSI include: a. In welcoming the children when the children arrive at the TPA, in this welcoming the caregivers apply the 5S pattern (greeting, greeting, smiling, polite and polite). This can be said to be democratic because caregivers can directly interact and know what the child wants to do, ask about news, feelings and so on; b. In terms of children's eating, in terms of eating children are given the freedom to bring supplies from home according to what the children want, but the teacher still provides advice or input to children to bring healthy food supplies. In addition, in terms of eating, children are also trained to eat alone without the help of a caregiver, the role of the carer is only as a supervisor. The caregiver will help if the child has difficulties; c. In terms of dress, the caregiver also gives children the freedom to wear clothes that the child likes, provided that the clothes do not make it difficult for children to do learning or playing activities. In addition, children are not required to wear the existing uniform; d. In terms of learning, in terms of learning children are free to be creative according to what the children want. Teachers or caregivers do not force children to participate in learning activities. When the child does not want to take part in learning activities, the teacher will not force him, usually the teacher will follow the child's wishes but the teacher also intersects the child's wishes by learning, for example learning while playing, or when the child wants to play first, the teacher or caregiver will comply with notes after play must participate in learning with friends; e. When playing, in the case of play, the babysitter or teacher frees the child to

play according to what the child wants as long as the game does not endanger the child. Children are free to play both indoors and outdoors; f. In carrying out the dhuha prayer, one of the activities carried out by children in the context of habituation in terms of worship is to carry out the dhuha prayer two rakats. In the case of the child's dhuha prayer, it is taught by the teacher or caregiver as an example. During implementation, of course, children often do it by playing or not seriously, but the teacher never scolds the child or blames the child, but the teacher will advise him; g. During madi, when children take a bath, the child is given the freedom and at the same time is transferred by the teacher or caregiver to bathe themselves, use soap, shampoo, brush their teeth, the caregiver or teacher only plays a role in supervising and helping the child when the child is currently experiencing difficulties, after bathing the child is also trained to wearing his own clothes and pants; h. During sleep, when going to sleep the child is free to choose the place or position the child wants, the teacher or caregiver will obey the wishes of the child as long as it does not disturb other children; i. Ask what the child wants and hear the child's opinion. In this case, the caregiver or teacher will ask what the child wants when the child cries, then the child is taught to express his opinion; j. No favoritism, this is shown by the teacher or caregiver in a way that the teacher or caregiver does not discriminate in giving attention and affection to all children. All children receive the same treatment according to the child's age; k. Decision making is carried out with the child, in making decisions by the teacher or caregiver also not merely making decisions independently without consulting with the child, for example in learning or playing, the teacher usually asks what the child wants to do.

From the discussion that has been explained by the researcher regarding democratic values in the care process carried out at the RAPSI RANUPAKSI Children Gareden, there are several shortcomings, including this research only examines child care institutions, and does not target or discuss the relationship with parenting that is applied in the family. For future research as material for renewal research can be carried out not only in child care institutions but also in the patterns of care carried out by families. So that it can be seen the broader and deeper linkages, relationships, and impacts related to the relationship between child care institutions and parents or family.

CONCLUSION

The results of the research conducted by the author on democratic values in the care of early childhood in Children Garedens, it can be concluded that the care carried out by caregivers is democratic parenting. As for the democratic values seen in the parenting process that is seen from the beginning of the child comes by applying 5S, in addition democratic values can also be seen in various daily activities of the child, such as in terms of eating, playing, learning, sleeping, bathing, not choosing love, not taking decisions unilaterally, discussing sesutau with the child, and listening to the child's opinion.

As for activities that show democratic parenting, namely democratic activities carried out by caregivers in children, namely; teachers or caregivers teach children to be independent, teachers or caregivers involve the child in making decisions, teachers prioritize the interests of the child, the teacher or caregiver gives freedom to the child but there are limits and in the supervision of the teacher or caregiver, the teacher or caregiver is friendly and warm to the child, the teacher or caregiver seeks to be an example to the child, do not choose love for the child. The implications of this study can be used as an innovation and development material for institutions in parenting, in addition for parents can be used as material to do good parenting in the child, for other researchers are expected to be the material of reference and reference in the process of research development.

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