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**Implementation of Parenting Education in Early Childhood  
Education Institutions**

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**Abstract**

One of the successes of early childhood education is the involvement of parents in their children's education. Parenting education is one aspect of achieving these educational goals. The purpose of this study is to describe the implementation of parenting education in Pendidikan Anak Usia Dini Institutions as well as supporting and inhibiting factors in the application of parenting education. This research uses a qualitative research approach. Data collection methods used are interviews, observation, and documentation. Research subjects were conducted on 6 parents of students and 3 informants, namely educators and educational staff. The validity of the data uses triangulation techniques and uses qualitative data analysis. The results showed that parenting education has programmed planning to start from the implementation objectives, implementing organizations to competent resource persons, but has not paid attention to the reference in its implementation and has not identified the needs of parents in planning activities. Parenting education is carried out in various forms of routine and incidental activities. Supporting factors are the commitment of educators and parents in running the program, the availability of adequate facilities and infrastructure. Inhibiting factors are low parenting awareness and busy working parents resulting in low involvement in activities. Parenting education is very important for a better child's life, for that there needs to be good management in every early childhood education.

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## INTRODUCTION

Education is one parameter to see the level of the economy in a country. Education is the most strategic element for the development of a nation (Shofwan, et al., 2019). Education makes people more advanced in thinking about their lives; with education, someone will obtain knowledge, skills, and attitudes that make life more empowered in society (Fakhrudin, 2019). Education is a process in shaping the intellectual faculties, emotional, and spiritual fundamentally conducted formal, informal and non-formal (Jamrah, 2016). early childhood education is a vehicle for education that is fundamental in providing the basic framework for the formation and development of the foundations of knowledge, attitudes, and skills in children (Mukminin, 2017).

Efforts made by schools in blocking community participation, especially parents, by building the image of the school, because by portraying the school as a superior school, community participation will naturally flow, both from parents or service agencies or non-official offices (Wiratno, 2016). School as a place of learning while the community environment is a place of implications of the education and teaching process at school (Wanumar, 2016). They also stated that the problem facing the world of non-school education in Indonesia today is that many parents are not participating in parenting education activities organized by early childhood education institutions. Therefore, the implementation of education by empowering parents is a good solution to improve the quality of early childhood education. The involvement of parents in early childhood education Institutions strongly supports the realization of optimal education in the child's golden age (Uce, 2017).

The role of the family in the process of children's education is considered very important, so the need for regulations that govern it. Minister of Education Regulation No. 30 of 2017 concerning Family Involvement in Education Organization that aims to establish family, education unit, and community partnerships to build an education ecosystem that fosters the character and culture of student achievement (Permendikbud, 2017). Similarly, the contribution of parents is also very instrumental in helping the growth and development of children (Ornelas & Pereira, 2011). Parenting education is held in early childhood education institutions, to align with the education provided in schools with parents provided by a family (Fitriakristiani & Effendy, 2016).

Education is not only about the implementation of learning process according to the rules of instructional, but also has to have the spirit that overshadows all the activities of the implementation process in the institutions; (2) Accreditation is an effort to improve the quality of management (Musa & Uthartianty, 2019). Incomparable situations may presuppose some social competencies such as working in teams, mutually motivating, willingness to receive feedback, willingness to listen to the needs of others become less sharpened (Rahma, Lestari, & Nugroho, 2018). For this reason, the role of parents should increase the expected guidance, bearing in mind the importance of education is a very important need for a child in his life in this world and the hereafter (Roesli, & Syafi'i, 2018).

There are still many educational Institutions that have not been able to consistently implement it, so it is important to study the theoretical concepts and the implementation of parenting programs in early childhood education (Hariawan, 2018), considering this activity is very useful in helping the growth and development of children to the fullest. Parenting style applied by Anas, Ismarofi, and Maclean family to their children are not separated from the outside and inside influences (Sengkey & Pangemanan, 2015). One of the Institutions of early childhood education that is very concerned about the involvement of the family (parents) in the process of organizing education and creating synergies between the Institution and parents of children is the early childhood education institution of Cahaya Ilmu Semarang Central Java early childhood education has been long and successful in managing parenting programs

Based on this background, the research aims to explore the implementation of parenting education activities. How the Institution plans, implements and evaluates Parenting education activities, as well as the steps in its implementation. The supporting and inhibiting factors for the implementation of parenting education in early childhood education.

## METHODS

This study uses a qualitative approach to the type of descriptive research. This research was conducted at the Children's Educational Agency for Cahaya Ilmu, Telogosari Wetan Village, Pedurungan District, Semarang City. Researchers as the main instrument so researchers must be present directly in the data collection process. Data sources used include: (1) Primary data sour-

ces are data sources obtained from 1 school principal, 2 educators and 6 parents; (2) Secondary data sources, namely data sources obtained from documents, in the form of photographs, writing or notes relating to the problems discussed in the study. Data collection techniques used in this study were observation, interviews, and documentation. The data analysis technique in this study uses the Miles & Huberman model, which uses interactive analysis and continues until it is complete so that the data is saturated.

Checking the validity of the data is done by using a triangulation technique by checking the validity of the data that uses something else outside the data for checking purposes as a comparison of that data. Triangulation is divided into three types, namely as an examination technique that utilizes the use of sources, methods, and theories. The data triangulation that will be used in this research is source triangulation and method triangulation.

To expedite the course of the study three stages of the research have been carried out. In the stages of the study, several obstacles were obtained. The stages are, among others, (a) the pre-research stage; (b) the stage of conducting the research; and (c) the post-research stage. At the pre-research stage, the researcher conducted an initial survey to obtain a good picture of the implementation of Parenting education that had been carried out and the problems that existed at the Institution related to Parenting education. At the time of conducting the research, the researcher tried to dig up as much data as possible through observation and conducted interviews with the parents of children, teachers, and principals about all matters related to the research topic. Retrieval of documentation and further document searches are also carried out.

## RESULT AND DISCUSSION

Before reviewing the results of research and discussion, a general description of the research location will be presented. The Semarang Cahaya Ilmu early childhood education institute is located in the village of Telogosari Wetan, Pedurungan District, Semarang City. It was first initiated in 2006, then formalized in the form of an Early childhood education unit in the form of a Play Group in 2010. Until now the Cahaya Ilmu early childhood education Park under the auspices of the Samudera Ilmu Semarang Foundation has organized a program other than the Play Group for children aged 3-4 years, there is also a kindergarten for children aged 4-5 years

and daycare for children under 3 years.

Based on research can be obtained an overview of the efforts of the Cahaya Ilmu early childhood education Institution to develop the abilities and potential of early childhood through the administration of Parenting education. Parenting education is one of the achievements that must be developed to strengthen the quality of community life to be able to provide added value in forming the character of children and prepare them to become responsible members of society and can be an important part of the social system, both in personality, social and professional. Excellent service from Early childhood education Institutions is determined by 5 dimensions, namely dimensions (1) distinctiveness, (2) trust, (3) comfort, (4) expectations, and (5) affordability (Wahyuni, 2019).

The planning needed when implementing an activity aims to achieve a smooth and successful program. Planning is a thought or idea regarding the action to be taken to achieve the goal (Campbell, 2012). The position of planning is very important in every activity. The success or failure of an activity depends on the maturity of planning. Planning is the process of determining goals or objectives to be achieved, determining the resources needed to achieve goals as effectively as possible (Ganevi, 2013). Planning carried out by the Cahaya Ilmu early childhood education Institution, following both statements, the Parenting education planning process was carried out earlier in the year by the Institution, namely the principal and educators. Parents are involved in planning ahead of the implementation of Parenting education activities.

Parenting education planning, there is the purpose of holding a program that is as a means of bringing together the interests of the school and parents, conveying the problems of parents to the school, both about child development and about school. To obtain information and insights about the programs carried out by schools so that they can work together. Improving parents' friendship with the school and with other children's parents. Increase awareness and involvement of parents in educating children. Education in the family is the initial and primary education for a human, which gives the first influence on the child (Hairina, 2016). Personal formation of the child at that time still accepts everything and is easily influenced by anything in the formation of this first environment to increase parents' knowledge about child development, children's health, children's learning and knowledge about how to provide education and care for children.

Support of facilities, facilities, and infrastructure provided by schools in the context of the implementation of Parenting education is sufficient to support these activities in the form of learning media support facilities (in focus LCD, screen), provision of vehicles for activities that are carried out outside the school location and as facilitators in provides a variety of competent resource persons to fill parent meeting activities. Besides, the role of parenting education facilitators is expected to have a positive impact directly to increase parents' knowledge and skills in a better way. The conceptual functioning of parents can be defined as parenting capacity (Rosida, 2018).

Other planning is the determination of the person in charge and management of Parenting education activities consisting of Institutions (teachers, principals) and parent representatives through FORKACI (Forum Komunikasi Orangtua Cahaya Ilmu). In addition to this, planning also determines the types of activities that will be carried out in this Parenting education program. At the beginning of the new school year, the principal and teachers of the Cahaya Ilmu early childhood education Institution develop a program of activities for the next year through work meetings. In meetings, parenting activities, themes, resource persons and parenting activities will be determined in the form of parenting activities.

The material in Parenting education activities is also planned so that it can provide appropriate benefits to parents and also early childhood. The material delivered by the informants is usually determined by the school and adjusted to the needs that arise from the desires of parents or observations by teachers of the reality of an existing problem. The implementation of parenting education in the Cahaya Ilmu early childhood education institute runs at least 3 times or more each semester in the form of diverse activities. Routine activities in the form of parenting classes or expert consultants when implementing them adjust the academic calendar schedule set by the school. The implementation of parenting education activities in schools is carried out on Saturdays for 3 hours. Whereas the implementation of parenting classes and home visit classes is done at the student's home, setting the time of day and hour based on the agreement of parents and teachers, usually in the afternoon

Parenting knowledge should be owned by parents to be able to better care for children and support the growth and development of children (Erlanti & Mulyana, 2016). Mindfulness practice then becomes a resource for birthing, parenting, and living with awareness, kindness, connected-

ness, and care (Duncan & Bardacke, 2010). Parenting education is education given to parents to know and apply appropriate education in educating early childhood, especially when the child is in the family environment with his parents at home (Nurjanah, 2017). A family is a sub-system group called generation, gender and role (Ayun, 2016). Every family member is a participant in several subsystems. The family environment is one of the main factors in the formation of the child's personality and the first seed of the development of the individual and the foundation of the personality of the person (Khorasghani & Tabrizi, 2018).

Strengthening family-based early childhood education Institutions several programs can be developed, including Parent Meeting Classes, Parenting Involvement in child class groups, Parenting Involvement in joint events, Parents' consultation days, Home Visits. And from the research, it was obtained that the Cahaya Ilmu Early childhood education institute had carried out all these activities in the form of various activities. Variety of Parenting education activities include, among others, large parenting at the beginning of the year as a parent orientation of new students, parenting classes, Home visits, Field Trips, Family Gathering, consultation meetings with experts (doctors, psychologists, and nutritionists), Commemorative Holidays, commemorations Mother's Day, Open Together, Halal Bi Halal, Father's Day, and End of Year Performance.

Various parent education activities at the Semarang institute of Early childhood education Institution, both routine and incidental, have been running well because of the management organization which includes the chairman, secretary, and treasurer as well as the coordinator of each class. The management organization for Parenting education is formed once every 2 years and strongly supports the implementation of all programs and activities in the Institution. While the management or committee in each of the incidental parenting activities is formed a few days before the implementation of the activity and will be dissolved after the activity ends.

The implementation of Parenting education activities at the Cahaya Ilmu early childhood education Institution requires finance or funds in carrying it out. The funds come from various sources, namely from internal in the form of foundation subsidies, from parent donations, and contributions by parents every month of 15 thousand rupiahs managed by the treasurer of Forkaci for the needs of Parenting activities in general and Parenting education activities speci-

fically. The source of external funding is usually in the form of sponsorship partnerships with other parties, namely agencies or parties that have long had good relations with Institutions, such as banks, universities, companies or parents and the community that owns a business. Other external sources of funds include the implementation of Bazaar activities by cooperating with business entities, the community or children's parents. The use of these funds is intended to finance all needs in the implementation of Parenting education activities. Includes place and transportation costs (if the activity is outside the Institution), consumption, documentation, resource persons and supporting equipment for the activity.

The implementation of Parenting education activities at the Cahaya Ilmu Early childhood education institute, there are stages or steps in the implementation of its activities. The steps for implementing parenting education activities include preparation, implementation, and evaluation. Preparations made are to form a directed committee. Then the committee that has been formed will immediately start working from the preparatory meeting, preparing all the facilities and infrastructure needed for the implementation of the activity following the type of parenting education activity. The stages in the preparation carried out by the committee are preparing the format of the invitation for the preparatory meeting. The preparatory meeting by the committee discussed various matters related to the implementation of the activity, including resource persons to be invited, consumption issues, funding problems and so on. Each person in the committee will get an assignment. The committee prepares all the requirements needed in the activities. This is an explanation when the interview.

After the preparatory phase is completed, and the invitation for the activity has been delivered, the committee carries out the activity at the designated time and place. The event section performs its tasks from welcoming participants to the event. The event usually begins with the opening. Then proceed to the main event in the form of a material presented by the speakers and ended with questions and answers. The implementation of Parenting education, the resource person is one factor that will attract participants. It would be better if the resource person is competent in his field. Some speakers who have been invited by the Cahaya Ilmu early childhood education institute to fill and provide material in Parenting education activities are psychologists, nutritionists, dentists, religious teachers, motivators, teachers and school principals. The competence of the

resource persons, in general, is related to problems of child development. Speakers come from psychology consultancy Institutions or agencies, from academics from university lecturers, nutritionists, health experts, religious teachers and from organizations and practitioners of early childhood education.

The provision of material by these resource persons aims to improve the understanding and understanding of parents in education and child-care, children's health, nutrition, development, and psychology of children, learning in children, religious reviews related to children's education. Also, to remind parents how to set an example and set true examples for children in everyday life. What are the responsibility of parents in educating children at home and the obligation of parents to care for and protect children from bad influences outside the home? Based on interviews, various materials have been delivered at the time of Parenting education activities at the Cahaya Ilmu early childhood educational Institution, among which have been delivered by resource persons are Sex Education in Early childhood, Educating Children in the Digital Era, Impact of Gadgets for Child Growth and Development, The Importance of Nutritional Content in Fruits, the Importance of Maintaining Dental Health in Children and others. With these materials it is expected to change the attitude of parents in caring for and dealing with their children, educating children properly and well. But based on interviews, the material provided is mostly directed at parents, there is still less material about the knowledge that leads to children.

In the implementation of Parenting education activities at the Cahaya Ilmu early childhood education institute, not all parents can be present and involved. The results of observations show that at the Cahaya Ilmu early childhood education institute, the diversity of forms of Parenting education activities affects the presence and involvement of parents. In one particular parenting activity, many parents can be present and involved, but in other activities, there will be few who can attend and be involved. When Parenting education activities take place at the Cahaya Ilmu early childhood education institute, the percentage of parents attending the event is between 40% to 50% of the total number of parents or in their respective groups. Usually, parents will be more present at the parenting held by each class, large parenting at the beginning of the year, parenting that is in conjunction with a family gathering, or a day's activity with children that contains parents playing with children, open house activities with

contests for parents, mother's day celebrations, halal bi halal events and open together.

The process of involving parents in schools will have a variety of positive impacts on children at every level of education (Riany, et al., 2017). From the interview, it is known that the involvement of parents in Parenting education activities has shown positive changes in children because parents have increased their knowledge and understanding of childcare. Children become more independent and responsible and are easily directed. The implementation process is the realization of planning in the form of real activities. Likewise, the process of implementing Parenting education at the Cahaya Ilmu early childhood education institute. Implementation is an activity or effort carried out to carry out all plans and policies that have been formulated and determined to be equipped with all the needs, tools needed, who is carrying out, where the place of implementation is and how to be done (Ganevi, 2013). The implementation of Parenting education at the Cahaya Ilmu early childhood education institute is carried out with a variety of diverse learning approaches, such as lectures, discussions, and sharing

Many of the parenting education programs that are provided within the context of preschool rely largely on low-frequency or largely didactic models, such as parenting classes (Grindal et al., 2016). Parenting classes, then, were quite literally 'bread and butter' for these mothers and their children; their very shelter was dependent upon their compliance to state-regulated motherhood (Romagnoli & Wall, 2012). Parenting class activities in the form of face-to-face use more lecture method by the speakers by displaying material through exposure to material in the form of PowerPoint slides. The activity also contained questions and answers between participants and resource persons. However, from the interviews, information was obtained that sometimes this parenting class activity contained discussions with certain themes that had been predetermined and lasted from the beginning of learning to the end. The resource person is only a facilitator. The discussion took place with themes around children's problems.

The evaluation process is a measuring tool to determine the extent to which the objectives of a program can be achieved or can be said as a form of assessment of an activity that has been carried out. Evaluation and monitoring is the final stage of the parenting program in the Salma Play Group and is an important thing to do after the learning process (Fauziah, 2019). Evalu-

ation of activities is an attempt to measure and provide value objectively on the achievement of the results of activities that have been previously planned (Sanders, 2012). Evaluation of activities carried out after the implementation of Parenting education at the Cahaya Ilmu early childhood education institute has been following Martha's opinion above. Evaluation of the implementation of Parenting education at the Cahaya Ilmu early childhood education institute is carried out to find out whether the activity is appropriate based on planning or not, how successful the activity is, and whether the planned objectives can be achieved or not, whether the implementation of the activity is following what should or not, and to find out the advantages and disadvantages of the implementation of the activities that have been carried out.

Evaluation is done after the completion of Parenting education activities. Parenting education has been given an increasingly important role in government policies to address social exclusion (Churchill & Clarke, 2010). The evaluation that was carried out emphasized more on the evaluation of the implementation of its activities, including evaluating the timeliness of the implementation, the suitability of the resource persons, the participation of parents and the suitability of the theme to the needs of the parents. Evaluation of Family-Based Early childhood education Program aims to determine the achievement of Family-Based Early childhood education in Early childhood education Institutions or other Institutions, improving the implementation process carried out by program administrators (Putri, Marhun, & Afrianti, 2018). The evaluation conducted, in addition to the activity committee, Forkaci administrators were also carried out by the teacher and the school principal.

Supporting factors for Parenting education at the Cahaya Ilmu early childhood education Institution include the commitment and seriousness of the Institution which has made this Parenting education a superior program as indicated by the signing of the MoU between the school and parents regarding the ability to participate in and support the school parenting program. The variety of activities that involve parents, the concern of parents for all school programs is shown by their willingness to participate and be involved in supporting all activities. Another commitment is the availability of adequate facilities and infrastructure by the Institution. through the provision of air-conditioned rooms that are physically comfortable, supporting equipment such as multi-audio visual, allocating funds and providing

resource persons. Another support for this space facility is also in the form of parents' willingness to occupy their homes as a venue for Parenting education activities.

Inhibiting factors include the problem of determining the time because many parents who work and have a busy life that results in the presence of parents at the parent education program. Frequently, events that are not on schedule and are delayed for implementation. There has not been any special handling of children when the event takes place so most parents bring their children because the child is not there to take care when parents attend the parenting class event which results in the concentration of parents being divided and unable to focus on the material presented.

Inhibiting factors in the form of inadequate space during large activities involving all parents, even involving children cause the activities carried out outside of school, which leads to problems of funding and transportation. The ability of resource persons in conducting approaches and delivery methods when learning Parenting education. The monotonous way of delivering material, with a lecture or unidirectional communication model, sometimes makes the parents bored and bored, making parents rather lazy to attend parenting class activities because they feel they can find or access parenting information and knowledge from other media. Good content, if not delivered, interestingly will have an impact on the presence of parents at parenting events.

Another factor that is also considered an obstacle is the delivery of invitations or notifications of sudden event implementation. Parents who have quite busy activities and activities feel the need to get invitations for organizing events far in advance so they can manage their time, both at work and family time. Sometimes parents already have an activist agenda and must be good at rearranging the planned agenda or activities to be able to attend educational activities

## CONCLUSION

Based on the results of research and discussion on the Implementation of Parenting Education Institutions of Semarang Light Sciences Early childhood education institute, several conclusions are drawn:

In the application of parenting education, there are planning activities starting from setting implementation objectives, having competent resource persons, and structured implementing organizations. However, the Semarang Cahaya

Ilmu early childhood education institute in its planning has not considered the needs of parents as a reference and has not identified those needs.

Parenting education at the Cahaya Ilmu early childhood education institute of Semarang is carried out in various forms of activities. The forms of activities include the Early Parenting (Big Parenting), expert consultation activities namely with psychologists, nutritionists, and health experts, dentists. The activity of home visit, family gathering, open house. Parenting involvement in commemoration of National Holidays, and religious, end-of-day activities.

The Cahaya Ilmu early childhood education institute of Semarang has conducted evaluations in every post-implementation of Parenting education activity. The evaluation conducted is more emphasized in the evaluation of the implementation of its activities. Evaluation of content and material has not been carried out

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