

Implementation of Home Parenting Activities as an Effort to Prepare Early Childhood Growth and Development

Achmad Irchamni¹, Sholihul Anwar², Daya Utami³

^{1,2,3} Muhammadiyah Isamic High School of Blora (STAI Muhammadiyah Blora)

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ABSTRACT

Parents play an important role in caring for, educating and meeting the needs of a child, especially in aspects of growth and development. The way parents educate plays a big role in the growth and development of early childhood. Education and care at home must be aligned with education at school so that children grow up to be intelligent, independent and have character and grow into strong and resilient individuals. The background to this research is that parents do not know enough about their children's learning activities at school, inappropriate parental care, and the importance of children's education. This research aims to determine children's development, as a means of communication, and to find a model for implementing learning programs that collaborate with parents in early childhood education, especially in Blora district. This research was carried out at early childhood institution of IT Harapan Mulia Ngawen, Blora district. This research uses a descriptive qualitative approach obtained through interviews, documentation data and observation data regarding the implementation of home parenting programs or activities. The results of this research show that home parenting activities can be carried out through reporting on children's learning progress at school, knowledge of early detection of growth and development, parents' skills in creating work, involvement of parents as resource persons. The aim of organizing this home parenting activity is to make it easier for parents to provide parenting lessons and to know more about the activities carried out by children. What makes this research different from previous research is that this research was carried out in parents' homes alternately and periodically so that they could get to know each other and care about their children's education. So it can be useful for parents in knowing the development of each child.

Keywords: Home Parenting, Early Childhood, Child Development

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Corresponding Author:

Achmad Irchamni

Muhammadiyah Isamic High School of Blora (STAI Muhammadiyah Blora)

Email: airchamni@gmail.com

1. INTRODUCTION

Early childhood is a unique individual. According to experts, early childhood is a child who is in the age range 0-8 years. At this time the child is in a golden period and growth. This is because the growth and development of children at this time moves quickly and is the basis for the next stage of development (Depdiknas, USPN, 2004: 4). In the process of development, humans need education, namely through several stages of the process, both from the family, humans develop rapidly because the environment provides assistance in human development. Humans naturally want good, they make things better not only for themselves but also for others and for humanity. Therefore, it creates a good environment for education. The educational environment can be found at home, at school, in the community and in nature. (Barker et al., 2020)

The role of parents in terms of educating children should be the main task, parents are the ones who really understand the good and bad nature of their children, what they like and what they don't like. Parents are the first to know how their children's character and personality changes and developments, what things make their children ashamed and what things make their children afraid. Parents may not entirely surrender their trust to teachers at school, meaning that parents must know a lot of information and communicate with their teachers at school and vice versa because according to Olsen (2003) that "parents for children are the best teachers for them, who have valuable insights and information to share with teachers, while teachers have background knowledge about child development which is a source for parents". (Đurišić & Bunijevac, 2017)

According to Ki Hajar Dewantara, education carried out by teachers and parents is referred to as the "tricenter of education" namely education carried out within the family, school and community (Soelaeman, 1994). The environment can be distinguished, but cannot be separated or run independently, because education is an integrated activity. Knowledge of children's education can be achieved through various activities, such as home parenting activities, whether managed by the education unit or independently managed. Thus, the cooperation of all parties, both educational institutions, parents (families) and the government is indispensable for the achievement of educational goals, especially for early childhood can be optimized. (United Nations Children's Fund & World Health Organization, 2012).

The problems that often occur are that there is no association of parents and teachers, then there is no collaboration between teachers and parents, there are never parents involved in learning activities at school, both internal and external activities. Collaborating education at school with at home should be a concern for early childhood education providers. In this case, education providers do not only improve services that are not limited to the child in the play group, but also make parents work partners or as educators at home by providing home parenting programs for the children's parents to be able to carry out their duties. as educators at home because most children spend time at home.

Home parenting activity programs in early childhood education in Blora Regency have not been maximized. This is evident from the observations of researchers at several ECE institutions in Blora Regency. Researchers found that there were only a few institutions that actually held home parenting programs, one of which was ECE institution of IT Harapan Mulia. The goal to be achieved is to know the development of students in more detail, then there is cooperation between parents and teachers, honing the skills of each parent,. Based on the description above, that is the reason why the researcher investigates further about the management of home parenting activities in early childhood education held at ECE institution of IT Harapan Mulia Ngawen, Blora Regency.

2. METHOD

This research uses a qualitative approach where qualitative research as a scientific method is often used and carried out by a group of researchers in the field of social sciences, including educational sciences. Several have stated that the point is that qualitative research enriches the results of quantitative research. This research is qualitative research. Where this qualitative research is research to understand a phenomenon about what is experienced by the research subject, for example, behavior, perception, motivation, action, etc., holistically and in a descriptive way in the form of words and language in a specific context. naturally and by utilizing various natural methods (Moleong, 2007).

The population in this study was the Harapan Mulia Integrated Islamic Kindergarten. The total research sample was 60 students, then sampling was carried out using a simple random sampling technique, with the characteristic being that each element of the entire population has an equal opportunity to be selected and usually the population is homogeneous (Usman, 2009). So only one class of 15 students was taken. The data collection technique was carried out by the researchers themselves and immediately went into collecting the required amount of information regarding home parenting activities. Researchers used observation techniques, in-depth interviews, and documentation studies. In analyzing data, the technique used in this research is descriptive qualitative which consists of three stages, including data collection as well as reduction, data presentation and drawing conclusions (Miles, 2002).

Design used is a case study, the chosen case study design is expected to be used in theory development, because this research was carried out at one site or research setting. This is in line with the opinion of Bogdan and Biklen (in Arifin, 1996) that a case study is a detailed examination of one setting or one subject or one document repository or one particular event. In the KB IT Harapan Mulia group, there are stages before home parenting activities, including:

- a) Design of home parenting programs in early childhood education. Planning is essentially a decision-making process on a number of alternatives (choices) regarding targets and ways to be implemented in the future in order to achieve the desired goals and monitoring and evaluating the results of implementation carried out systematically and continuously. The process referred to here is the relationship of three sequential activities, namely assessing the current situation and conditions, formulating and determining the desired (future) situations and conditions, and determining what needs to be done to achieve the desired state.
- b) Implementation of home parenting programs in early childhood education. Implementation or implementation is part of the management process. This section deals with setting the structure through determining the activities to achieve the objectives of a business as a whole, as well as its parts. It also includes grouping activities, assignments, delegation of authority to carry out work, establishing coordination, authority for information relations, both vertically and horizontally in the organizational structure.

Participant observation means a qualitative data collection method that is carried out by observing closely with a group of people and their habits by intensively involving themselves in the culture for a long time, to gain understanding. Documentation study means a qualitative data collection method by viewing and analyzing documents made by the subject himself or by others about the subject. Home parenting activities are educational efforts carried out by families by utilizing the resources available in the family and the environment in the form of independent learning activities.

3. RESULTS AND DISCUSSION

A. Reporting on the progress of children's learning outcomes at school

So home parenting activities here are education carried out by parents and teachers independently at the parent's place whose purpose is to provide information on child development and provide knowledge on how to educate children in accordance with early childhood education. Home parenting activities are a place that can provide benefits to all parties, both parents, ECE teachers and others. Some of the benefits in implementing home parenting include: collaboration with existing partners or stakeholders, for example relating to the needs of children's growth and development, fulfillment of children's rights and needs, fostering parental confidence in educating children, establishing a harmonious relationship between parents with teachers, with children and with parents, the creation of relationships between families in the community around the institution, and the establishment of working partners among fellow members of home parenting.

In carrying out home parenting the steps that can be taken by play groups are: there is a mutual agreement and commitment between the institution or manager and parents at the time of registering their children in ECE, preparing the person in charge of home parenting activities or management at ECE, identifying information needs (issues). -important issues regarding education and child development) that parents want to know, make activities that will be carried out for home parenting activities, and arrange activity schedules as well as determine resource persons. The form of home parenting activities at KB IT Harapan Mulia is carried out by: 1) Reporting on the development of children's learning outcomes at school, 2) Knowledge of early detection of child growth and development. 3) Parents' skills in making works. 4) Involvement of parents as resource persons.

The learning process in ECE with the levels after it certainly has differences, one of which is that learning in early childhood institutions is done by learning while playing. Playing here means an activity that is carried out voluntarily and there is no coercion or pressure from outside or obligations. In other words, the play done by children has a purpose for the play activity itself so that the child feels happy. The characteristics of learning while playing according to Seefeldt and Barbour state that learning while playing has six characteristics, among others: based on intrinsic motivation from within the child, is a fun activity, is an activity that is free and flexible from the rules imposed from outside, non-literal activities, require activities that are verbal, mental and physical, and are free choices. Learning activities while playing can provide physical and psychological benefits because it is considered an activity that can move the child's body. For teachers and parents who are responsible for the upbringing of children, playing can be said as a way to educate children. Learning while playing relationships that are established at an early age will affect how they view friendships in a better way later in life.

Parents need education as an effort for self-direction, so that they are able to direct themselves and can also direct their children, because often parents hinder the learning process carried out by educators. This can prevent parents from knowing how to educate their children well. The involvement of parents in early childhood education institutions is very important to realize optimal learning in the golden age of children. According to Greenberg (1994) that children will be involved in learning more intensively if he builds something rather than just doing or imitating something built by other people. other. The teacher reports on student activities when at school, there are 14 activities, all of which have four assessment categories, including: not yet developed (BB), starting to develop (MB), developing as expected (BSH), developing very well (BSH). In addition, parents of students' activities at home, there are 16 activities where every time the child does one of the activities referred

to, the child is entitled to a check mark. The teacher reports the progress of the past month with the current month whether it has increased or not. After being informed many of the children experienced an increase in their assessment.

The home parenting program at this reporting point is that the teacher provides information related to student learning outcomes for 1 month at school so that parents know the development of their children, what needs to be stimulated and what needs to be maintained, so that teachers and parents synergize and support each other's learning that has been delivered. The result of a child's learning development is not a mastery of the results of training but a change in behavior. Learning success is determined by several factors, one of which is interest in learning. (WHO, 1377).

B. Knowledge of early detection of child growth and development

Early detection is a screening and screening effort that is carried out to find deviations in growth and development disorders from an early age. Growth is an increase in the shape and number of cells and intercellular tissue, meaning an increase in physical size and body structure in part or in whole, so that it can be measured in units of length and weight. Development comes from the word development which contains the understanding of changes that are psychological or mental which take place gradually throughout human life to perfect psychological functions which are manifested in the maturity of physical organs from simple abilities to more complex abilities, such as intelligence, attitude, and behavior. (Maritalia, 2009). The term children with special needs is intended for a group of children who have abnormalities or differences from the average normal child in terms of physical, mental, emotional, social, or a combination of these characteristics (Asnaini, 2008). Development can be referred to as the increase in the structure and function of the body which is more complex in the ability of gross motion, fine motion, speech and language as well as socialization and independence. (Myers-Morrison, 2023).

Stimulation is an activity that stimulates children's basic abilities at the age of 0-6 years so that children grow and develop optimally. Early childhood needs to get regular stimulation as early as possible and continuously at every opportunity. Stimulation of child growth and development carried out by mothers and fathers when at home is a must because as the closest person to the child, a substitute for the mother/caregiver, other family members and community groups in their respective households and in everyday life. When children get less stimulation, it will cause deviations in the child's growth and development and even permanent disturbances. The main abilities of children who are stimulated with directed stimulation are gross motor skills, fine motor skills, speech and language skills as well as socialization and independence skills. Monitoring of growth using body weight according to age is carried out routinely at the posyandu every month. If it is found that a child who has not gained weight twice in a row or a child whose weight is below the red line, the cadre will refer to the health worker for confirmation using the weight indicator according to body length/height. Scheduling of weight and height measurements is carried out periodically. As for the implementation of early detection of growth and development in KB IT Harapan Mulia, it is carried out every 3 months. Measurements are carried out by teachers and also in collaboration with health workers or puskesmas. Growth occurs simultaneously with development. In contrast to growth, development is the result of the interaction of the maturity of the central nervous system with the organs it influences, for example the development of the neuromuscular system, speech, emotion and socialization. All of these functions play an important role in a complete human life. The resource person explained about children's health materials and the importance of how to maintain health

starting from body health, clothing, food and the health of the surrounding environment. The principle of home parenting activities at KB IT Harapan Mulia, Blora district, one of the secrets of home parenting activities is that what is good for parents is also good for children. In the aspect of early detection of child growth and development, teachers and parents together provide the best health services for students or children so that the adequacy of life, especially health, can be fulfilled properly.

C. Skills of parents in making a work.

Through this home parenting activity, parents are taught various activities related to work or crafts as parenting skills. Parental activities related to creativity are also related to skills. Creativity is part of the activity of producing or working, so skills are the process of creating works. The process of creating the work referred to here is in the form of physical intelligence in the work process, as well as the abilities or potentials possessed by parents in the form of talent, sensitivity, experience and so on. (Hanipah & Siagian, 2019).

This work skill is related to one's ability. According to Sumanto (2006:10) there are three abilities that a person must have in his work, namely: 1) processing media according to the tools used when working, 2) accuracy in realizing ideas into works, 3) dexterity or hand skills in applying techniques. working technique. The improvement of skills referred to in this study is the improvement of skills that lead to the needs and preferences of early childhood. According to Broling (in the Ministry of National Education, 2003: 5) "life skills" are "the interaction of various knowledge and skills that are very important for a person to have so that they can live independently". WHO (1997) stated that "life skills are various skills / abilities to adapt and behave positively, which enable a person to be able to face various demands and challenges in his daily life. Thus it can be formulated that the nature of skills education in education is an effort to improve the skills, knowledge, attitudes, and abilities that allow it to be taught. The implementation of skill or skill education includes: (1) learning to acquire knowledge, (2) learning to be able to do/doing work, (3) learning to be able to make oneself a useful person), and (4) learning to be able to live with other people). Parents here can learn many things that can develop their respective parental skills so they can apply them at home. In home parenting activities carried out here are parenting activities that can produce handicrafts. Home parenting activities on the skill aspect, namely parents are expected to have skills in various ways to facilitate children, for example making educational games for children, making healthy food for children, making parcels, making bouquets etc.

D. Involvement of parents as resource persons

Home parenting is a place for parents to increase their knowledge or skills in educating children. Parent class is one of the activities in the family-school partnership program to create harmony in how to educate children at school and at home, through improving the quality of positive interaction and communication between schools and parents and strengthening parents' abilities in growing children's character and culture of achievement. at home. KB IT Harapan Mulia has implemented a partnership program with families, one of which is the parent class.

The material presented in the parent class is knowledge of scientific disciplines that are adapted to the parent's profession. Meanwhile, the speakers in home parenting activities are the parents themselves, which are scheduled in rotation. The more widely used methods are more interactive methods such as discussions, case studies, simulations, and practice. From the activities that took

place at that time the children were also present in the parents' class. At that time, parents and children can practice how to communicate between parents and children.

The role of parents is very influential in the growth and development of children, because it is through parents that children first learn and know everything. The behavior and values that parents instill in their children are the basis for the development of the child's personality and behavior further. Families have many opportunities to interact with children, the quality of this interaction will affect the child's character. The interaction process received will be used as the basis for children to interact outside the home, including at school and in the community. Therefore, parents must continue to improve their abilities in educating and nurturing children so that they grow up with positive character and a culture of achievement, and become "classy" parents. All parents here get the same opportunity where they can be a resource for other parents. The activity at this point that is often done is reciting the Koran for parents. Here all parents get a good experience and can later do it in everyday life. In home parenting activities in this aspect, the parents of all students are involved as resource persons who have been scheduled in turns where the material presented is in accordance with the profession of each of the parents of the students, so that there will be a lot of experience or knowledge gained from various existing professions. (Chia & Hutagalung, 2022).

So the aim of home parenting activities here is reporting the development of children's learning outcomes at school, knowledge of early detection of children's growth and development, parents' skills in creating work, involvement of parents as resource persons. Here of course involvement and cooperation between teachers and parents is needed so that children's growth and development can develop according to their stages.

4. CONCLUSION

The implementation of home parenting carried out at the Harapan Mulia IT KB in Blora district has been programmed by the school with parental approval so that there is good cooperation between the two, while the activities that have been carried out from home parenting include: reporting student learning progress, knowledge about early detection of growth and development children, the skills of parents in making works, and the involvement of parents as resource persons. KB IT Harapan Mulia carries out home parenting activities together with parents to support activities carried out at home such as children's learning outcomes that have been reported by the teacher, parents also facilitate and meet the needs of their children, especially in the health aspect of their children, parents are expected to have basic skills or techniques which can support the play facilities and preferences of their children and parents can apply their knowledge or knowledge through the knowledge obtained from the delivery of various parent sources. From these home parenting activities, it can be concluded that it is important to know the development of children, as a means of good communication between teachers and parents and this home parenting activity is very good to be implemented and can continue to be programmed by the school.

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