

PREPARATION OF PARENTING PROGRAMS FOR PAUD MANAGEMENT AND EDUCATION IN TK SARTIKA VILLAGE BINA JAYA KECAMATAN TOLANGOHULA GORONTALO

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PREPARATION OF PARENTING PROGRAMS FOR PAUD MANAGEMENT AND EDUCATION IN TK SARTIKA VILLAGE BINA JAYA KECAMATAN TOLANGOHULA GORONTALO

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ABSTRACT

Advances in science and technology are getting higher but problems are increasing, and challenges are increasing. Likewise, formal, non-formal and informal education always has a weak spot on each line. This condition requires educators and educational institutions to think harder so they do not go hand in hand with the times. Cooperation between institutions and the education environment is very much needed so that there will be no regrets later and children's education can be developed optimally. One way that can be done in early childhood education is to create a mature cooperation program and this program must be well designed.

KEYWORDS: Parenting, early childhood education

INTRODUCTION

Every activity that will be carried out should be designed in advance so that the implementation can run well. If a program is well designed it can expect good results. The design of this program is also contained in the program which will be implemented in early childhood education institutions.

In early childhood education there are programs that must involve parents or collaborate with parents. Collaboration should be better because early childhood most of his life is in the family. Parents have a big duty and responsibility towards their children's education and parents should not be careless because early age is golden age. Therefore, there must be a program that can accommodate so that parents can carry out their duties properly together with teachers at school. This program must be made by educational institutions so that parents can further enhance their role in educating children. This program is also known as parenting.

The conditions seen in the field are not many PAUDs that have systematic parenting activities. Even the fabric of cooperation between parents and schools (PAUD institutions) is lacking. Parents do not know much about what to do with their children so that the child's potential is not well developed. PAUD managers sometimes do not consider parents as an important element in the success of children's education. Sometimes PAUD institutions have almost no parenting program so education carried out in the family is not in line with education carried out in PAUD institutions.

Although educating children is the obligation of parents, not all parents are able to provide good education for their children. For this reason, it is necessary to have an intervention from other educators besides the family. But even more important is the establishment of good cooperation between teachers and parents in educating children. So that children's education can provide a better impact because it has been implemented jointly between parents at home with teachers in educational institutions.

METHOD

Planned problem solving refers to the formulation of the question in question. To answer this question, several presentation materials were made. The material presented is expected to be able to solve the problems faced and support the activities carried out. The problem solving framework is designed in the form of interactive

learning and has practical value. Problem solving is designed not to present many theories but theories only as a foundation. After that, the practice of preparing a parenting program was held. It is expected that after this workshop the participants will be able to take corrective actions towards their ability to carry out parenting programs in their respective schools. The steps that can be taken in solving family education problems use several steps, namely (1) Presentation, used to describe teaching material theoretically. With this method the participants are expected to understand what is meant in the teaching material presented; (2) Discussion, intended to better understand what is presented in the presentation of the material; (3) Simulation, used to apply the implementation steps of the program that have been explained theoretically; (4) Practice, is used to develop parenting programs for each school participating in the workshop. The method used, namely (1) In the delivery of learning material theoretically using the method of discussion, question and answer, and walk gallery; (2) In practice compiling parenting programs using the methods of experimentation, training, discussion, and question and answer.

DISCUSSION

The lack of collaboration between parents and teachers is related to many factors including, principals and teachers who do not understand and feel that cooperation with parents is needed in accelerating children's abilities. Even if someone already knows the importance of this, but does not yet have the skills to carry it out. In addition, there are also inadequate facilities, such as a limited meeting place for parents because of the small space they have, inadequate financial factors to prepare for meetings with parents, and parents who are less enthusiastic because the activities held in PAUD are very monotonous. . For this, steps must be taken as follows.

Parent's Meeting Rational

The responsibility of education in schools is not only by the principal and teachers but is a shared responsibility of parents and the community. This cannot be denied, because more children live in families than in schools. In addition, the main responsibility of educating lies with the parents, while the teacher helps parents in promoting children's growth and development. Therefore, it is necessary to have full parental involvement. Patmonodewo (2003) states that parents who have a high interest in the success of their children will be involved in many learning activities. Hasbullah in Sunarti (2014) the family is an educational institution that functions to support the education of children in school. Based on the opinions raised by the experts, it is necessary to have a parent meeting with the teacher at the school.

Activity Steps

First, the formation of the meeting committee / team. The committee that was formed came from teachers and administrative staff / operators. The composition of the committee consists of the person in charge is the principal, the chief executive comes from the teacher, the secretary comes from the teacher / operator and treasurer (if needed).

Second, carry out committee meetings to plan, the form of parent meeting activities to be carried out, the right time to carry out activities, determine the appropriate place, divide the tasks (officer documentation of activities, administration, etc. that needs to be prepared). In meetings with parents on the first day of school try not to talk about financial problems, but to discuss school programs as well as brainstorming to prevent parents from seeing the meeting as a place to discuss and raise money. Prepare school programs including annual work plans, vision, mission, and goals of the institution, educational calendar and family education program plans (parenting).

Third, prepare invitations (supplemented with agenda), administration (blank attendance list, minutes, minutes of meetings), meeting leaders (preferably headmasters), meeting places, and making teacher assignments. Fourth, carrying out activities begins with welcoming the arrival of parents, starting activities in accordance with the schedule that was made in the invitation. Delivering the school's vision, mission and goals, delivering the school education calendar and delivering the school program. Ask for input from parents in accordance with the program submitted, then agree on some activities that require agreement. All activities carried out must have an agenda of events, attendance lists, minutes of meetings, and photos of activity documentation.

Parent Class

Rational

Caring for children from birth to adulthood is the main work of parents. This work cannot be completely replaced by another person because parents are guardians / protectors / nurses / developers for their children. Education must start at home, especially educating the child's personality, while school is only as a complement that is not possible to replace the function of the house (Gomma, 2012). In addition, parents have large duties and responsibilities and even determine the future of their children (Andani et al., 2018; Ismaniar & Sunarti, 2018). Parents have an obligation to supervise their children, especially when the child is early (Murni, 2016). Based on the opinion above, it would be very important for parents to be present in every beat of early childhood life without being able to be ignored in the slightest.

Problems encountered today are many parents still do not understand the importance of positive parenting. Positive care, which is based on love and mutual respect, builds a warm relationship and stimulates child development (Kemdikbud, 2016). In this connection it is deemed necessary to discuss positive parenting material in the parent class.

Activity Steps

First, the formation of the committee. The committee that was formed came from the teacher and students' parents. The composition of the committee consists of the person in charge is the principal, the chief executive comes from the parents of students or teachers, the vice chairman, secretary, deputy secretary, and treasurer comes from the parents of students.

Second, holding committee meetings to plan, the form of parents' class activities to be carried out, the right time to carry out activities, determining the suitable place for activities, determining alternative sources to be used to deliver activity material, determining the possible sources of funds that can be utilized.

Third, prepare the administration, make an invitation letter and send it to the resource persons that have been planned, prepare the biodata of the resource persons, and prepare attendance blanks. Fourth, carrying out parent class activities in the form of discussion consists of preparing the room with all its equipment before D-day, preparing the master of ceremonies / protocol / moderator who will lead the course of activities, preparing people who will read the verses of the Koran when needed. Carry out activities led by the moderator / master of ceremonies. Fifth, the evaluation carried out by the committee consists of evaluating the event preparation activities and evaluating the implementation of the event. Evaluation of the committee and committee personnel.

Inspiring Class

Rational

Many ways that can be done in order to provide motivation in learning. In general, motivation can be divided into two parts, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within humans such as the presence of talents and interests, as well as high IQ owned by someone so that the learning outcomes become good or someone is successful in learning and doing activities. Even though the motivation possessed by someone from inside is very good, but there is still more motivation that comes from outside the human self which also determines one's success or achievement. McClelland's research results in (Pamungkas, 2016) states the motive for achievement does not come from within a person but is derived from the ways and results of educating and exercising independence from an early age in the family. Achievement motives that have been obtained by children in the family must be continued in educational institutions so that children do not lose what they already have. Therefore teachers must be able to inspire children (Danim, 2010) and look for other inspirations so that they can maintain and even add to the strength of their learning motivation by bringing people successfully to inspire children to study harder.

Activity Steps

First, the formation of the committee. The committee that was formed came from the teacher and students' parents. The composition of the committee consists of the person in charge is the principal, the chief executive comes from the parents of students or teachers, the vice chairman, secretary, deputy secretary, and treasurer comes from the parents of students.

Second, holding a committee meeting to plan, who will be an inspirational figure, whether it comes from students' parents or not, the right time to carry out activities, places and forms and the inspirator profession that will be raised.

Third, prepare the administration, make an invitation letter and contact the source/inspirator figure that has been planned, prepare biodata, and guest book. If necessary, can establish cooperation both personally and institutionalized.

Fourth, carry out inspiring classroom activities in the form of dialogue in the classroom and in the opening ceremony on the school grounds. Prepare the master of ceremonies who will lead the course of activities.

Fifth, the evaluation carried out by the committee consists of evaluating the event preparation activities and evaluating the implementation of the event. Evaluation of the committee and committee personnel.

Resource persons / inspirators are filled by successful / successful people (Doctors, regional heads, teachers, police, military, business people, can also be successful school alumni, local community members, etc.). The form of activities, namely introducing children while giving encouragement, if the inspirator comes from government / private institutions can also do an MoU. Performed in class or on the page before entering each class.

Year-End Class Performance

Rational

The end of the year in PAUD is the time awaited by parents of students, because at the end of the year parents will witness the ability of children and the appearance of abilities that children have achieved for one year. The form of class performance activities at the end of this year is commonly done by teachers in PAUD and even is an event that requires the longest preparation. However, it still needs to be refined so that it has a more positive impact on the progress of education. In the end of the year class performance activities must pay attention to the principles of early childhood learning, namely children learning while playing. Play is a fun activity without coercion, and through play children get learning. Therefore, the year-end class performance must be designed in such a way as not to break out of the principles of learning.

Activity Steps

First, the formation of the committee. The committee that was formed came from the teacher and parents of the students and the school committee. The composition of the committee consists of the person in charge is the principal, the chief executive comes from the parents of students or teachers, the deputy chairman, secretary, deputy secretary, treasurer, program section and consumption comes from the parents of students.

Second, conduct committee meetings to plan the types and types of activities, the time and place of the activities, the parties invited, and the source of funds.

Third, prepare the administration, make a letter of invitation and contact the funders / donors that have been planned, prepare an event that will be displayed by each child.

Fourth, carrying out class performance activities at the end of the year, preparing a master of ceremonies who will lead the course of activities, reading the verses of the Koran and making the event activities.

Fifth, the evaluation carried out by the committee consists of evaluating the preparation and evaluating the implementation of the event. Evaluation of the committee and committee personnel.

CONCLUSION

There are four types of parenting programs arranged in workshops held in community service, namely: parent meetings, parent classes, inspiring classes, and year-end class performances. This activity is a program from the directorate of Family Education Development that began in 2016 and has been socialized in 2017 in schools but has not been evenly distributed to the villages.

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