

Analysis of the Application of Parenting Activities in Early Childhood Education

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ABSTRACT

The alpha generation phenomenon has many challenges in parenting. Children's daily lives cannot be separated from digital devices which are one of the factors affecting children's growth and development. The challenge of the digital age is because these digital devices are very neutral which has a positive as well as negative impact on their users. This study aims to analyze the application of parenting activities in early childhood education using descriptive qualitative research methods. Data collection used observation techniques, interviews with the principal, two teachers and two parents of children with unstructured interview guidelines. Data analysis through the process of reducing the data obtained, presenting data, and drawing conclusions. The results showed that parental involvement in early childhood education in parenting activities is still in the low category. In addition, the application of parenting activities has a tethering in the implementation derived from the factors of parents and schools. The importance of understanding various parenting activities in schools, so that various implementations of parenting activities are needed as needed in the digital era to increase parents' understanding and awareness self to support various activities in schools as a solution in improving early childhood development.

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1. INTRODUCTION

The educational environment plays a role in stimulating children's development in order to develop optimally. As stipulated in the 2003 National Education System law, article 1 paragraph 14 of educational efforts carried out in early childhood is through early childhood education (PAUD) (Roswita, Widyorini, Primastuti, & Adelina, 2022). Stimulation of children aims to develop all aspects

of child development in order to develop according to the age stages of the child (Prasanti & Fitrianti, 2018). Early childhood development requires stimulation from both the formal education environment and the family education environment.

The first educational environment of the child is the family. The family as the first educational environment has a role, especially in instilling good values (Saputra & Subiyantoro, 2021). The family is a place of refuge and education for children, family members consisting of father and mother are the first to teach and instill divine values, honesty, spirit of learning and others that include basic abilities for the child. It is sought to be taught at home if it fails to be taught in the family, it will experience adverse effects in the future for the future of the nation. So that in the family is the beginning of the place to prepare for a better future of the child (Benyamin, 2020). Furthermore, the task of educating is the school environment.

School is a bridge that will later unite life in the family with a wider life, namely the surrounding environment. Education in the family environment and schools have outputs, will be part of society. The process of social life produces a common life from involvement in the community environment (Hastuti, 2020). So there needs to be a balance between the educational environment at home and school since the child enters preschool age. One of the things that can be done is to encourage parents to participate in activities at school. Parental involvement with schools can be connected through parenting programs. The parenting program is a forum for communication between parents and schools in order to provide the best education and care for their children. This activity is needed to prepare the golden generation in 2045 so that it has potential and character that is useful for the nation.

The current phenomenon of the existence of the digital era with technological developments predicted by McCrindle will creep the Alpha generation into a world that cannot be separated from *the gadget* in their daily lives (Salehudin, 2020). The results of this study lead to the important role of parents is needed, because technological developments are now inevitable for all parties to use it as a need for digital devices. Therefore, the family should have a role in shaping development, personality and as a control panel for children to the boundaries in living a social life in the current digital era (Tari & Tafonao, 2019). In addition to the role of the family environment, the school environment also has an important role in educating children so that in the future children can become useful human beings for the nation and state (Pitaloka, Dimiyati, & Purwanta, 2021). The balance of home and school education in the present helps the growth of the child in a better direction, the child will easily avoid negative things. Children will be more controlled when they receive enough attention from the environment. Parents or educators in this case can act as motivators, supervise, and control what children do both in the real world and cyberspace (Nurhayati & Husain, 2021). The changes also changed parenting patterns.

Childcare in today's era has its own challenges for both parents and educators. The challenge is to maximize the potential of children who are getting tougher when entering the digital era because this digital device is like a knife that is neutral but has a positive and negative impact on its users. (Khaerunnisa, Tihardimanto, Sakinah, & Sewang, 2021). Excessive use of gadgets without adult supervision will plunge children into misuse of digital media such as being used by children to play games and other access indefinitely. This can affect vision, emotional, physical motor, neurology, cognitive, moral and early childhood language (Maisari & Purnama, 2019). In addition, the impact of this device also affects the social level of children where it makes children less social with their friends. Some children also experience *delay speech*, another thing that is generally experienced by boys is to be more aggressive, resulting in quarrels in their environment (Maemonah, Purnama, Hamzah, & Fatwa, 2022). This case is particularly devastating for the current generation, if parents or educators don't move faster.

Teachers and parents need to know how to care for children who are exposed to gadgets on a daily basis. Parents in today's era can provide care for how to use gadgets by providing clear boundaries, guiding and supervising children in using digital media, utilizing educational programs /

applications related to child development, in this case parents or educators do not prohibit it completely, but only give clear rules and restrictions on the use of gadgets. (Sumarni, 2022). To make it easier to balance home and school education, discussion is the solution to this problem. The discussion can be carried out through parenting activities. Parenting itself is a form of activity that involves parents to learn how to properly accompany children, especially when children are with parents at home (Wiyani, 2019).

Based on information from parents at the Harapan Bunda Kindergarten education and teachers, it was found that the implementation of parenting activities is rarely carried out only at certain times, such as at the beginning of the child's entry and at the end of the child's learning period at school, besides that a special parenting program with a certain theme has not been implemented. It was also added by the class teacher of Taman-Kanak Harapan Bunda that the lack of implementation of parenting activities was due to the difficulty of parents who rarely attended if there was an event at school. Even though parenting activities are very important as revealed in the research of Agus Sumitra et al, in his research discussing parents' knowledge of parenting activities is very important to know by parents because the child's early education is at home. Parents' knowledge related to parenting is sought to be understood because the parenting activities carried out in schools must be in accordance with the education and development of the child, to facilitate their application then parents should understand the education provided in schools. Parenting activities held at schools discuss the problems experienced by children so that parents know how to deal with children who have problems in their development. (Sumitra, Santana, Ghina, & Kolbiah, 2022).

Previous research by Suherman and Luluk Asmawati with the title of the application of holistic integrative (HI) ECCE parenting program in optimizing growth and development and protection of early childhood. In this study, researchers aim to obtain clear, in-depth and comprehensive information about the application of the Holistic Integrative (HI) parenting activity program in optimizing growth early childhood development and protection. The result obtained is that the application of Holistic Integrative (HI) parenting activities has been prepared programmatically and implemented properly, both from the role of the principal and teachers only only the understanding of parents is still limited in child protection (Suherman & Asmawati, 2020). (Suherman & Asmawati, 2020) this study, it explained the importance of implementing parenting programs in optimizing children's growth and development. The difference with the research that researchers do is in the focus and research that wants to explore what new programs and those that have been implemented in parenting activities at Harapan Bunda school, the majority of teachers in the school are old teachers who are elderly. Furthermore, the research by Heru Kurniawan and Risdianto Hermawan with the title of the parenting program to form the character of early childhood in early childhood educational institutions. In this study discussed the importance of character education for early childhood in institutions. This can be realized by the existence of a parenting program. The parenting program implemented for children's character education is parents gathering, learning together, one day with parents, home activities and training for parents to understand the concept of parenting (Kurniawan & Hermawan, 2019). The importance of the diversity of parenting programs in early childhood education institutions is to optimize their development such as character building. The difference between this research and the researcher's research lies in the focus of the research in this study, the researcher looked at the overall affect of the absence of parenting programs in schools. What steps should be taken in institutions in optimizing the development of children who are in line with home education in accordance with technological developments in the digital era.

Based on these problems, the researcher wants to examine the analysis of the application of parenting activities in early childhood education. The purpose of this study is to analyze parenting programs in early childhood education.

2. METHODS

This research uses a descriptive qualitative approach. This research is a study model that aims to reveal facts or symptoms that are natural. This type of research is more about depicting the real condition that exists in the subject (Suherwan, 2019). In descriptive qualitative research, the description uses and prioritizes data description through words (Rostiyati, Khuzaemah, & Mulyaningsih, 2019). Data collection using observation, interview and documentation techniques (Hewot, Khaidir, & Natsir, 2020). Interviews were conducted with the principal, two class teachers and two parents of class B1 students of Harapan Bunda Kindergarten, West Woyla District, West Aceh Regency. Interview guidelines are an unstructured form of interviewing. The data analysis uses analysis techniques that are divided into three stages, including: data reduction, followed by data presentation, and finally drawing conclusions (Hewot et al., 2020). This is done to make it easier to get more accurate results.

3. FINDINGS AND DISCUSSION

The digital era is present as a form of development in the times that color human life. Digital technology helps humans solve problems in life. But not only helping humans, digital also has a bad impact on children, especially early childhood who are experiencing very rapid development. To prevent bad things from happening to children, the role of parents is needed. In addition to the role of parents, the role of educators in educational institutions is also very much needed to facilitate the establishment of a balance of education at home and at school.

Parental Involvement in Early Childhood Education

The child's life from an early age is full of learning arenas. Meaningful learning for children will be a foundation for the formation of a valuable child self. Parents and educators are the first and most sustainable learning agents in children's lives. It is not necessary to have the same synergy of understanding in children when they are in the home environment or in the school environment. This is done so as not to cause ambiguous meanings in the child. To be able to relieve this, teachers and parents can carry out various programs that support between home care which is also implemented in schools (Irma, Nisa, & Sururiyah, 2019). Activities that can connect education at home and school are through parenting activities. Parenting itself has received a lot of attention from researchers from various disciplines (Putra, Prakasa, & Kurniati, 2022).

Based on the results of interviews with class A teachers, it shows the results that parenting activities such as in terms of parents' involvement in class have not been applied on the grounds that if parents are with children during learning activities in class, it will shift the focus of children's learning to their parents. Based on these considerations, the involvement of parents in the classroom has not been carried out. Furthermore, it was added by the class B teacher that the *parenting home visit* activity has also not been implemented at Harapan Bunda Kindergarten. The involvement of parents in early childhood education that has been implemented in Harapan Bunda Kindergarten is in orientation activities and introduction to school activities. The activity involves parents in learning with children at the beginning of school. Furthermore, the involvement of parents in schools is also in religious events. The involvement of parents in children's activities at school is very important because fostering a good relationship between the school and parents can support the educational and nurturing process in improve children's abilities both when the child is at school or when the child is at home. If there is no good relationship between the two then everything taught at school will be lost at home, and vice versa, what is good habituation at home if being ignored in school will then be negatively beneficial to the child. So that the involvement of parents and schools in children's education is very important. (Afifah, Maulidi, & Faza, 2021).



Figure.1 Introduction to School Activities



Figure 2. Religious Events

The involvement of parents in early childhood education that has been implemented in Harapan Bunda Kindergarten, in addition is a field trip. This activity is a tourist visit to a certain place that can support learning activities at school. This activity is usually carried out at the peak of the theme. Such as visits to historical places, zoos, beaches and others that are adapted to the theme of learning.



Picture. 3 Field Trip

Parenting activities are activities that are basically carried out in every school. These activities vary depending on the needs in the environment, but parenting activities are mandatory activities to be carried out as a forum for communication between home and school. The involvement of many parties such as the role of parents can encourage faster child development (Putra et al., 2022).

The parenting program is implemented in order to bring together various interests and desires between parents and educators in equalizing the opinions of both parties so that common goals can be realized. The purpose of parenting is to help parents in increasing awareness that the main educators for children are parents so that parents can know the process of children's growth and development in children's school activities (Gultom, Saparahayuningsih, & Suprapti, 2021).

Parents are part of one of the most influential components on a child's development. This parenting activity can be a forum for openness and always provide consultation time in the school so that the school will easily find out the needs of parents. Parenting programs are effective programs in overcoming the problems of communication between parents and schools, a process of cooperation between teachers and parents in terms of optimally educating children through education that synergizes with each other between the school environment and the home environment.

Obstacles in the Implementation of Parenting Activities in Early Childhood Education

Childcare cannot be separated after the child enters formal education. Parenting will continue even though the child has received education outside because the parenting program itself is the parent's way of influencing the child, educating the child, as well as how the parents are dealing with the behaviors of his child (Winarti, 2020). So that the upbringing will not stop after the child gets teaching in formal education. This is because children are social makhluk who will continue to learn and will get care from outside. Good parenting certainly involves parents, schools and the community. Involving parents in children's education does not always go smoothly, various obstacles in the implementation of parenting programs are often encountered. These obstacles come from various factors.

Based on the results of interviews with the class teacher of Harapan Bunda Kindergarten, it was found that the obstacles in implementing the parenting program at Harapan Bunda Kindergarten came from internal and external factors. Obstacles in implementing the first parenting program activities come from parents which are internal factors. Parental participation is needed in supporting school activities, including parenting activities. However, parents often experience limited time between work and the implementation of activities. So that the participation of parents in Harapan Bunda Kindergarten in the implementation of activities overcomes obstacles by work. This fact as revealed by Fressi Apriliyanti et al. is an obstacle in the implementation of various children's activities at school due to the busy work of parents. The busyness of working parents causes parents to be unable to participate in various programs organized by the sekolah (Apriliyanti, Hanurawan, & Sobri, 2021). Other obstacles in parenting activities are partly due to economic factors related to the demands of life, parents must meet the needs of children in addition to the needs of affection and daily blindness. So that the involvement of parents in children's activities often experiences obstacles. This greatly affects the quality of children's development and growth. Based on this, it shows that the success factor of children's education is the involvement of parents in children's education in formal educational institutions.

Furthermore, it was also added by the principal of Harapan Bunda Kindergarten. In addition to family factors that hinder the implementation of parenting activities in schools also come from the school itself, where the school has not been able to maximize the involvement of parents in the process of planning activities involving parents at school. This is still a homework for schools so that in the future they will be able to maximize parents in the process of planning children's activities at school. So that it requires cooperation that singkron antara the school and parents because the responsibility for the implementation of children's education is not only a burden on educational institutions but also a joint responsibility between parents and educators (Shofiyah, Nusaibah, & Fauziah, 2021).

The result obtained if the school is able to fully involve parents in planning is that good cooperation between teachers and parents can be carried out through available programs to be able to utilize the resources available in the family and the surrounding environment as a form of independent activity. The parenting program can serve as a forum for ongoing interaction between parents and children. Parents who are closer to children in their daily lives are able to set a good example for children and are able to maintain a balance between media time and children's physical activities, which is beneficial for child development, so that children avoid various developmental problems.

Application of Parenting Activities in Early Childhood Education

The parenting program is carried out between parents and early childhood education institutions in order to discuss the child's growth and development process and discuss the problem so that it gets a solution that forms continuity in order to optimize the child's potential to develop optimally. Parenting activities carried out in schools as a form of the purpose of parenting itself are to invite parents to jointly provide good education for children by participating in programs that have been

provided at school so that parents have knowledge and skills in care, education and nurturing in accordance with the times.

Early childhood education institutions have programs to support learning in schools. An activity that is one of the important programs in schools is parenting. Parenting activities as an effort to establish cooperation between schools and parents to be more stable and have the ability to carry out social and educational functions in terms of caring for, nurturing, protecting, and educating children at home (Gultom et al., 2021). The importance of educational institutions having many programs of activities is to help people understand the development of their children.

Based on the results of interviews with teachers, it was found that the implementation of parenting activities in accordance with current conditions in Harapan Bunda Kindergarten does not yet have activity programs that lead to digital era parenting. Parenting activities that have been implemented by Harapan Bunda Kindergarten include: orientation activities and introduction to school activities, field trips, and involvement of parents at school in religious events. However, the implementation of other parenting activities has still not found a bright spot so that the program has not been realized until now. Educators have discussed issues related to the impact of digital devices on children, moreover, teachers often see parents who drop off or when picking up their children easily give gadgets to their children. According to the statement from the teacher, this happened because parents had made it a habit for children to use gadgets so as not to disturb parents.

This statement was confirmed by Saumi's mother who is the parent of the child at Harapan Bunda Kindergarten through the results of the interview. The beginning of their long time giving gadgets to children was during the online learning system. Parents give gadgets as a forum for education to children. The duration of gadgeted administration with a long time began when the demands of learning during the Covid-19 pandemic. Parents facilitate learning by providing gadgets as facilities to children so that they can get an education from school. But gradually children use gadgets to play games. Saumi's mother said that she did not teach her son to play games by secretly accessing himself on a gadget. The results obtained by children are addicted to using gadgets so that they are lazy to do activities outside, preferring to play in cyberspace.

It is undeniable that parents are aware of their inability to fully supervise the child throughout the learning process. This is because parents also have jobs and other priorities that cannot be left behind. This is an opportunity for children to do other activities on Gadgeted and one of them is playing online games. Saumi's mother added that her son is able to play and access tampa games once taught. High curiosity and the number of interesting things are considered as factors for opium children to use gadgets so that they are lazy to do activities outside, preferring to play in cyberspace.

Furthermore, added by Mrs. Nopi, her child uses gadgets starting from giving them as a learning medium, according to her, children do not move around when given gadgets so that they are left, because they are not accompanied when playing digital devices, finally children watch various kinds of videos that pass by on the sign. This affects the child's cognitive development which is a pre-operational stage where the child has begun to understand what he sees.

The real impact of the absence of knowledge of parents or educators about parenting in the digital era affects children's development, such as children's motor development, both gross and fine motor. The gross motor development of children from addiction to digital devices can slow down the gross motor work process due to the lack of movement or the rate of physical activity of the child, because the child is too focused on digital media so that the balance and coordination between the limbs is reduced. In addition, excessive use of gadgets also has an impact on children's eye health which decreases due to excessive radiation entering the child's eyes through the gadget screen. Furthermore, the bad impact of digital devices on children is the lack of discipline and interest in learning children. Another fatal impact is to cause a sense of addiction to gadgets and children's mental health that is also damaged (Sisbintari & Setiawati, 2022).

Based on various facts in the field, there are various impacts that are caused if parents do not understand the concept of digital era parenting. So that the right solution in the present is to

implement digital parenting. It can also help educators because what is conveyed by the teacher and is able to be applied by the child's parents will produce sweet results for early childhood development. Parenting programs must keep up with the times in order to help children grow well according to their era, in addition to programs in Early Childhood Education (PAUD) institutions as well as intermediate levels education at home.

4. CONCLUSION

The educational environment in keluarga has an influence on the education of children in schools. The success of keluarga education has an impact on the self-development of children in the next education, and vice versa. In the digital era, the involvement of parents in children's education is an obligation that must be fulfilled. TK Harapan Bunda has several parenting activities that involve parents, namely in orientation activities, religious events and field trips. The application of parenting activities is still not carried out because it has obstacles. Obstacles in implementation come from parental and school factors. The parent factor is the limited time of parents who work as farmers to meet the needs of children. In addition, the factor of the school is the lack of involvement of parents in children's activities because they have not been able to cooperate properly between the school and parents.

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