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Parenting Program Implementation in Growing Positive Care Behavior Parents in Educational Children Education in Bianglala Bandung, West Java

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Abstract: This research was motivated by the problem of the lack of positive parenting knowledge from every parent in Bianglala Early Children Education, Bandung. This study aims to provide knowledge and skills to parents regarding positive parenting for children. This happens because of the lack of knowledge possessed by every parent in the Early Childhood Education in Bandung in educating children who aim at positive parenting. This study uses a qualitative method descriptive approach, with interview and observation techniques. The results of the study show that: 1) the process of implementing a parenting program with the presence of parents in parenting activities so that they always follow the material presented such as skills, spiritual showering, cooking, and so on; 2) The attitude of parents after participating in the parenting program shows positive parenting behavior; 3) The inhibiting factor of the behavior of the parenting program is in the form of economic difficulties, and the main factor that is perceived as inhibiting is the presence of parents and children still need time to adapt in applying the positive in everyday life, and there are still many parents who cannot attend or arrive late so that not all information can be conveyed by the speaker. The novelty of this research is that parents and institutions can apply positive parenting to their children. Parents should be assertive when educating and nurturing children so that children are accustomed to applying positive parenting.

Keywords: parenting, parents, positive care.

育兒計劃實施培養積極關懷行為的父母在西爪哇邊格拉拉萬隆教育兒童教育中

摘要：這項研究的動機是在萬隆的邊格拉拉幼兒教育中，每個父母都缺乏積極的育兒知識。本研究旨在為父母提供有關積極養育子女的知識和技能。發生這種情況是因為在萬隆幼兒教育中，每位家長都缺乏對以積極養育為目標的兒童進行教育的知識。本研究採用定性方法描述方法，結合訪談和觀察技術。研究結果表明：在父母在場的情況下實施育兒計劃的過程，使他們始終遵循所呈現的材料，如技能、精神沐浴、烹飪等；家長參與育兒計劃後的態度表現出積極的育兒行為；育兒計劃行為的抑制因素是經濟困難的形式，被認為抑制的主要因素是父母的存在和孩子在日常生活中應用積極的方面還需要時間適應，以及仍有許多家長不能出席或遲到，因此無法通過演講者傳達所有信息。這項研究的新穎之處在於父母和機構可以將積極的養育方式應用於他們的孩子。父母在教育與養育孩子時應該有主見，使孩子習慣於應用積極的養育方式。

关键词：育兒，父母，积极关怀。

1. Introduction

Early childhood education is one of the priority programs for national education development, as it is vital for the social, intellectual, and emotional development of children at an early stage, which also prepares children in entering schools and understanding their social environment [1-3]. Policies regarding the development of early childhood education are often

directed towards solving problems regarding education equality and education quality that corresponds with the needs of a community [4]. This research focuses on policies that often rests on the concern principles of education, which includes: the availability of Early Childhood Education institutions, affordability of auditing services following the quality service of Early Childhood Education to support the optimization of community growth and development for children 0-6

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years old, and certainty of each member of the community in obtaining Early Childhood Education services.

One aspect that lays out the foundation of early childhood education policies, are the role of parents. Parents play a role in guiding and accompanying all stages of child growth, caring for, protecting, and directing the new life of children at each stage of their development [5]. The different parenting style that is applied to children is relatively consistent over time. However, small differences in styles and patterns of behavior in parenting are felt by children, which could result in different attitudes where the children's development can be negatively or positively impacted [6, 7].

It is commonly accepted that parents are defined as someone who accompanies and guides all stages of a child's growth, which includes caring, protecting, and directing the new life of the child at every stage of its development [8-10]. According to Jerome Kagan in [11], a development psychologist defines parenting as a series of decisions about the socialization towards children, which include what should be done by parents so that their children can be responsible, how should parents educate their children in order to contribute as members of the community, understanding what parents should do when their children cry, are angry, or when they lie, and alongside the consequences of not performing their parental obligations properly [12]. [12] states that parenting is a process of interaction that continues and affects not only for children but also for the parents. In line with [12], [9] also defines parenting as a process that refers to a series of actions and interactions performed by parents to support children's development.

Parenting can be interpreted as a process of interaction between parents and children [13]. This research focuses on the interaction of parenting activities which include and not limited to nourishing, giving instructions (guiding), and protecting children. Good parenting is often described as building a warm relationship between parents and children through acceptance, awareness and responsiveness to the needs of children and the availability of boundaries realized through demands and controls [14-16]. Demands hereby mean that children are given tasks but must be accompanied by responsibilities and consequences given by parents, while control is defined as the role of parents in keeping an eye on and to direct the child's future [17, 18].

Parenting activities are generally carried out in the family household. However, nowadays parenting activities can be carried out in the community, this includes through Early Childhood Education, baby care (baby daycare or baby sitter services) or through media devices [19-21]. The claim hereby can be understood that parenting alternatives have given parents additional options to care for their children, but these

alternatives also implies that parents still need to accompany their children by acknowledging parental responsibilities and consequences in which parents still need to guide their children. Thus, this research focuses on the application of parenting influenced by the parenting style adopted by parents.

Good parenting is often described as the ability to provide necessities that contribute to the growth of a child by nurturing and providing support both physically and emotional [22, 23]. The parenting process itself, is not a one-way relationship in which parents influences their children it is more than that. Parental care is a process of interaction between parents and children that is influenced by the culture and social institutions in which children are raised [24, 25].

These major concerns on parenting and early childhood education are the main theme of this research. Addressing issues on parenting education, this research formulates the problem of understanding "How the implementation of parenting program in fostering positive parenting behavior in Early Childhood Education in Bianglala, Bandung is conducted?" Thus, the purpose of this study is to determine the implementation of parenting programs in fostering positive parenting behavior in Early Childhood Education Institution Bianglala, Bandung

2. Research Methodology

2.1. Research Design

The approach used in this study is qualitative and uses descriptive methods. The use of a qualitative approach is based on the notion that the approach is compatible with the focus of research that essentially wants to explore the object of research or obtain an in-depth picture of the process, positive parenting behavior, supporting factors, and inhibiting factors of Parenting Program Implementation in Growing Positive Parenting Behavior in Early Childhood Education in Bianglala, Bandung. The method used by the writer in this research is descriptive method, as this method is used as a way to describe existing events during the research with detail [26].

The conducted methodology of this research leans heavily on field observations, interviews, and documentation. Data samples collected are determined by the use of purposive homogeneous sampling and through snowball sampling, as the focused subject of this research are based on parent's participation and involvement in Early Childhood Education Schools at Bianglala, Bandung. The use of data coding is used in this research, as a form of data reduction method to display and organize collected data from field observations, interviews and documentation. The triangulation method that is used in this research is through member checking, which allows collected data of interview statements, observations, and documents

to be reconfirmed and validated by other points and sources of this study.

Thus, referring to the characteristics of descriptive methods, this study is intended to describe and try to learn a condition or condition of process activities, implementation of positive care, supporting and inhibiting factors, and results from the Parenting Program in Growing Positive Parenting Behavior in Bianglala Early Childhood Education Bandung.

2.2. Subject

The subjects involved in this study were ten respondents in Early Childhood Education in Bianglala, Bandung. Respondents were selected purposively. Respondents are parents of students. The selection was based on discussions with the school where the parents were recommended to answer the questions in the questionnaire to find out and provide opinions regarding their perceptions of child care.

3. Results and Discussion

Based on the results of interviews, observations and documentation studies with management informants, interviewees include parents and staff about the results of the parenting program. The following are synthesized results of this research.

3.1. The Process of Implementing the Parenting Program in Growing the Behavior of Positive Parenting in Early Childhood Education, Bianglala, Bandung

The implementation of this parenting activity is to introduce parenting techniques and provide insight to parents in the right way of parenting. This activity uses a method in the form of material, demonstration, question and answer session through direct face to face approach. The benefits of this parenting activity are very important for all parties, because it can support school education, parenting programs run according to what is expected, and the position of the institution becomes more qualified and recognized among the community. This activity also received high appreciation from the parents, because this parenting activity is an activity that they have expected due to the need to add insight into the patterns of parenting behaviors [27, 28].

Reported statements and results obtained from the institution and the committee show that the institution receives positive responses and support from parents in educational activities and learning activities that the institution provides. The core of this parenting activity is the application of insight into child development through the world of education, both the infrastructure and facilities provided by the school or family.

Upon conducted interviews and observations, interviewees often describe parenting as several definitions, namely mother, father of someone who will guide in new life, a guard, and a protector. Parent is

someone who accompanies and guides all stages of a child's growth, caring for, protecting, and directing the new life of the child in every stage of its development [9]. Based on statements, we can conclude that parenting is not only done by parents but also can be shaped by people who are in the child's environment or by people who often interact with the children's everyday life, in the form of caregivers, siblings, grandparents as well as other family relatives.

Parenting is commonly described as a process in which there is a unique relationship between parents and children [9]. In general, care can be described as the actions and interactions of parents in building children's development and growth [29, 30]. This research focuses on three common aspects that affect the parenting process, namely the individual and characteristics of a child, parents' background and psychological conditions, as well as stressful conditions and social support [31-33].

During this research, it was carefully observed that each parent has their parenting style in directing children's behavior influenced mainly by parental education, livelihoods, socio-economic conditions, customs, and others. In other words, parenting parents are not the same as traders. Similarly, parenting with low-educated parents is vastly different from parenting with highly educated parents. Some apply with a delicate pattern and affection. There are also those who use a military system, which if their children are guilty will be immediately given corporal punishment and decisive action which is commonly described as an authoritarian pattern [34].

The role of parents greatly helps the development of children's learning, as parents are also responsible for the progress of their children's learning [35]. Meeting the needs of children is not enough in terms of material, parents are expected to fulfill children's learning needs psychologically, such as praising, reprimanding, giving gifts, supervising, participating in school activities programs [36].

3.2. Supporting Factors and Inhibiting Factors in the Parenting Program Foster Positive Parenting Behavior in Bianglala Early Childhood Program, Bandung

Behind the reported success of parenting activities, there are several supporting factors, namely in the form of organizing committee activities, positive responses from parents, and facilities and infrastructure that support the smooth running of this parenting activity. The collaboration with Posyandu partners, BKB, Puskesmas, experts in the field of education, are also one of many important points in supporting factors in these activity. Another reported supporting factor in this research, is the solid collaboration between the organizing committee team and the parents and students. Infrastructure that is provided from this collaboration is one crucial supporting factor for this

activity. Seeing the high appreciation of the community after the holding of this parenting activity, it has added a positive impression to the institution and the committee. Because of these activities run smoothly and successfully, all the responses from the institution and the committee can be a supporting factor in this activity.

Good cooperation between the speaker and parents of students is also one of the factors supporting this parenting activity. Speakers have important points in supporting factors, namely parenting material that is presented attractively and easily understood, straightforward and communicative delivery and question and answer session which becomes a point to get a response from the parents. Employment as one of the supporting elements can be interpreted as humans working in an organization or program environment called personnel, labor, workers, facilitators, leaders. People in educational organizations are determinants of the success or failure of education [37-39]. Do not also forget the role of parents included in the factor of one of the supporters. By looking at the high appreciation of parents about this parenting activity, the institution hopes that the next parenting activities can run better than the previous parenting activities.

4. Conclusion

With proper preparation, we can arrange that parenting activity could run smoothly, and minimize the obstacles that will occur during a child's development. The involvement of parents in the implementation of this activity is extremely necessary, because without parents, this activity will not run smoothly. The material prepared and provided by the speakers is also tailored to the needs needed by parents, so parents will be active in asking questions and participating in this parenting activity. Parents who are directly involved in educating their children to fit the right parenting style greatly appreciate this parenting activity.

Unlike the case with parents who have a background as single parents who educate their children, they have many obstacles in educating their children, such as economic factors due to being the economic backbone of the family. In some cases, there are parents who give less care to their child, but due to the involvement in this activity, parents are given insights into proper good parenting. As for parents who gave care of their children to grandparents because of busy work schedules, children are reported to receive less attention from their parents, which result in inhibiting factors felt by parents. The role of the grandparents in childcare will not be as optimal as parenting from the immediate parent. Institutions and organizers feel proud or pleased with the results of the parenting program because these activities are given to the community so that the public have increasing trust of their work and the result of the parenting program.

The collaboration with partnerships acts as a san integrated service post with, Toddler Family Development, community health center, experts in the field of education, and experts in Early Childhood Education. The obstacle that occurs in this parenting activity is due to the lack of understanding of parents about the material so that the speakers and the committee give a question and answer session after the implementation of the activity to help parents in achieving good parenting result.

The novelty of this research is that parents and institutions can apply positive parenting to their children. This study is limited to positive parenting by parents through institutions. This research requires further development related to positive parenting by parents to children by cooperating with institutions.

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