



Implementation of Parenting Programs and Its Impact on Parents' Participation in Aisyiyah Pancor Integrated PAUD

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Received: December 27, 2023
Revised: February 22, 2024
Accepted: February 25, 2024
Published: February 28, 2024

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DOI: [10.56566/mandalika.v2i1.176](https://doi.org/10.56566/mandalika.v2i1.176)

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Abstract: The purpose of this qualitative research is to describe the planning, implementation, evaluation and impact of parenting programs conducted by school principals, teachers and committees of Aisyiyah Pancor Integrated PAUD on parent participation. The research approach used is a qualitative approach using descriptive methods. The survey was conducted at PAUD Terpadu Aisyiyah Pancor, Selong District. The researcher and the resource person have the same position here, therefore the resource person not only provides an answer to what the researcher is asking, but he can choose the direction and taste in presenting the information he has. The data collected through interviews (interviews), observation (observation) and documentation (evidence collection, selection, processing and information storage). The data collection techniques used were in-depth interviews, observation and documentation. The data validity test in this study includes test, credibility (interbal validity), transferability (external validity) and reliability (reliability) and confirmability (objectivity). The results showed that the implementation of planning, implementation and evaluation of parenting programs in PAUD Terpadu Aisyiyah Pancor went well. The impact of the parenting program is to be able to stimulate parental participation, applying different behaviors of children in the daily life seen from different aspects, such as education-friendly, health-friendly, care-friendly, care-friendly, food-friendly and protection-friendly, causing a change the parental behavior occurs in the education, care, care and supervision of children in the family.

Keywords: Implementation; Parenting Program; Parental Participation

Introduction

Education can be implemented in three forms of education, namely family education, school education, community education (Agustini, 2018). The family plays a strategic role in supporting the implementation of education to achieve national educational goals, and requires synergy between educational units, families and communities (Subianto, 2013). Education in schools is an educational activity carried out by governments with levels or levels within schools and already have a clear curriculum (Muhlis, 2016). Environmental education is the upbringing that takes place or the knowledge that children acquire through the

environment in which they live, where the character of the children is formed in that environment in addition to home and at school (Muslich, 2015).

Early Childhood Education (PAUD) is an educational forum provided to children aged 0-6 in the form of stimulation and stimulation by parents at home to help children enter the next level of education (Hasanah, 2016). Not only parents in children's homes also receive guidance, care and activities to improve the skills of children at school through the help of teachers (Gomes, 2017) (Alfionita, Muhaimi, & Fahrudin, 2020). Parents referred to in this study are parents caring for children who are responsible for teaching their children and performing parenting for children.

How to Cite:

Mahsur, M., Wildan, W., & Baehaqi, B. (2024). Implementation of Parenting Programs and Its Impact on Parents' Participation in Aisyiyah Pancor Integrated PAUD. *MANDALIKA: Journal of Social Science*, 2(1), 26-31. <https://doi.org/10.56566/mandalika.v2i1.176>

The Board for the Development of Early Childhood Education is developing a parenting program called PAUD on a family basis. The parenting program has three concepts, namely role reinforcement, family empowerment, and family involvement in early childhood education (Ganevi, 2013) (Fahrudin, Habibi, Nurhasanah, & Rahmayani, 2019). Role enhancement is a philosophical and legal recognition that the family is a container of knowledge and understanding that children need, because the existence of parenting programs in PAUD is not intended to take childcare from family responsibilities (Suwandi & Wisroni, 2019).

Family as an informal educational institution for the very first educational environment (Subianto, 2013). Thus, the role of the family for children cannot be replaced, even if the child has been educated in formal and non-formal educational institutions. For this reason, families must be able to carry out the process of improving nutrition and health, care, care, education and protection (Rakhmawati, 2015).

The role of parents is the most important and first in their children's educational process (Sulastri & Ahmad Tarmizi, 2017). Because it is the parents who best understand how the traits and possibilities that their children bring, including their pleasure or preferences, what their children dislike, the changes and development of their children's character and personality, including shame, fear, sadness and joy. Ideally, parents understand for the first time, so that in this case the family is one of the first places of socialization for children to learn everything (socialization tool) (Maimun, 2016). Children who are born essentially helpless, but have potential that can be developed and who need adult guidance and guidance, namely parents to develop this potential (Nihayah, 2015). So children are actually very dependent on their parents, especially in kindergarten, namely Early Childhood Education (PAUD).

Community or parent participation in early childhood education, especially in Selong sub-district, is very minimal and far from the expectations of East Lombok District Government. To answer this phenomenon, ways that can be done, one of them is the family-based early childhood education / parenting program, which is a form of informal activity conducted to harmonize childcare and educational activities, including holding parent meetings. Involvement of parents in joint activities (out of bond, recreation), consultation days and home visits so that caregivers and other family members play a direct role in childcare.

One of the PAUDs developing the Parenting Program is the Integrated PAUD Aisyiyah Pancor and also a PAUD that has programmed parenting activities once a month. Through this program, parents of children, both father and mother, are invited to schools

to attend parenting programs. Parenting programs here mean educating parents about the concept of child rearing and providing information to parents about the learning progress of children at school. Apart from that, the parenting program also discusses the development of children's intelligence in schools, so that it can be applied in child education in household.

Integrated PAUD Aisyiyah Pancor is a PAUD with 201 students with 102 men and 99 women. This institution is the only one in Selong city that runs parenting programs continuously and is programmed and has a clear and good work program. Moreover, this institute became Pilot PAUD in 2014 and considered as a tool for the application of the 2013 curriculum and had representative facilities and infrastructure and the teachers were graduated from S1 PAUD and psychology as well as experienced and creative and no less important is that it is trusted every year to represent Lombok district. Timur and NTB province in teacher competitions, as well as many achievements achieved, such as: (1) Achievement main competition at national level 2015, PTK PAUD APE Scientific teacher competition in 2015; (2) PTK PAUD Teachers Competition on Learning Innovation in 2016. In addition, Pancor Branch of Pancor Integrated PAUD Aisyiyah Bustanul Athfal has graduated hundreds of excellent students at both provincial and national level, so researchers choose Aisyiyah Pancor Integrated PAUD.

Method

The research approach used is a qualitative approach. This research uses a descriptive method that describes an object or provides an overview of an object being researched and performed in PAUD Terpadu Aisyiyah Pancor, Selong District. The qualitative data in this study is a representation in the form of words in written form that will be observed in this study. The results of this study are valid if the data source is clear.

In qualitative research, the type of data source in the form of people is usually the respondent. The position of the data source in the form of a human (resource person) is very important as an individual who has the information. The researcher and the resource person have the same position here, therefore the resource person not only provides an answer to what the researcher is asking, but he can choose the direction and taste in presenting the information he has.

Researchers are working on adapting the field that becomes the object of their research. Researchers work by collecting cumulative inductive data that will later provide a more complete report. Reporting is done by grouping comparable data and getting a separate code. The data collected through interviews (interviews),

observation (observation) and documentation (collection of evidence, selection, processing and information storage).

In this study, the techniques used for data collection in-depth interviews, observation and documentation were used. This is in line with the natural research philosophy: when collecting data, researchers deal intensively with respondents. Researchers use documentation and collection of supporting data in this study to supplement the study and maximize the study results. The tools in this study were interviews, observation and documentation.

In this study, the data was interactively analyzed and occurred continuously until the data was saturated. Activities in data analysis are "data reduction, data representation and drawing / verifying conclusions". That is, data from observation, interviews and documentation studies on planning, implementation, evaluation and supporting factors, as well as the impact of parental participation in Aisyiyah Pancor Integrated PAUD are collected, reduced, presented and conclusions drawn. The validity of the data is performed to prove whether the research conducted is genuine scientific research and to test it the data obtained. Test the validity of the data in this study, including: test, credibility (Validityas Interbal), transferability (external validity) and reliability (reliability) and confirmability (objectivity).

Result and Discussion

Planning the Parenting Program

The results of interviews with the principal and teachers conducting parenting activities explained that the planning stages were divided into two forms, namely: 1) focus on planning on the form of the parenting program itself, and 2) focus on the necessary material based on observing the circumstances of parents as goals of parenting activities and determining the goals and targets for attaining the parenting program. As explained by the director in the interview:

"The planning process that we carry out includes two stages of the process, the first focuses on the design of the activity or planning of the activity and the second focuses on the material to be supplied and who the sources are."

The planning process is an idea of the actions that will be taken to achieve the goals, so that what is needed during the implementation of activities can be smooth and focused and the success of a program or activity can be achieved (Koswara and Suryadi, 2007). Planning is the process of determining the goals or objectives to be achieved, determining the paths and resources necessary to achieve that goal as effectively as possible

(Koswara and Suryadi, 2007). This is in line with the planning conducted at PAUD Terpadu Aisyiyah Pancor, where the planning process is carried out by managers, educators and involves parents and existing stakeholders to achieve the goals of effectively ongoing parenting activities.

In identifying needs it is not easy to do, there are many obstacles to face such as time, limited management, restrictions of educators and apprentice guardians, but the implementation of this plan can be smooth so that the parenting program activities in Aisyiyah Pancor Integrated PAUD can be considered very active, which means that school support and parents are very participatory. Hence, any parenting program activity in any form can go smoothly and it is necessary to provide invitation letter or through online such as SMS and WA.

An activity that is performed with a goal to be achieved. The purpose of the parenting program activities conducted at Aisyiyah Pancor Integrated PAUD is aimed at increasing the knowledge, understanding, skills and participation of parents in parenting, counseling, caring for children in the family and tailoring education in institutions with education provided by parents at home.

The parenting programs run at PAUD Terpadu Aisyiyah Pancor are very good where it is not just parenting in the form of parent meetings, parent classes, parent involvement in joint events, consultation days and home visits, but only field trips (work events, field trips, field visits) also participated to the parenting program run by Aisyiyah Pancor Integrated PAUD. Such as the results of interviews with school principals and teachers conducting parenting activities as follows:

"In the form of parenting activities that are carried out, parents are always involved in *parenting* activities, parents act as companions and partners of children in carrying out parenting activities such as intestinal tours, museum visits and field visits."

The creation of the material itself involves many parties such as managers, educators, psychiatrists, parents, and many things involved, and it depends on the material discussed in the implementation phase of the program. Media preparation in the planning process is more about preparing resources or support tools that can support the performance of activities in the parenting program and make it easy for parents to receive and understand the material presented. In the planning process, all parties have an opinion and are directed by the institution manager, such as determining the place, time, material and even the media around the implementation of parenting programs so that these activities can run smoothly. Sebagimana results from

observations made by researchers in field observations that researchers conducted during the study.

Implementation of The Parenting Program

Based on the results of observations and observations of researchers in the performance of parenting activities, they are in accordance with operational standards and procedures for parenting activities in the school environment. As described in this presentation. The implementation process will never be separate from the planning, where the implementation process is an application in the form of real activities of what is recorded in the planning. Likewise during the parenting program implementation process at Aisyiyah Pancor Integrated PAUD, which was pre-planned. If the manager, educators, and parents plan and determine things such as time, material, place for the media, or resources needed when planning, then it will not be far from these things during the implementation process.

This is in line with what has been stated (Djadjuli, 2018) states that implementation or implementation is an activity or effort carried out to carry out all plans and policies that have been formulated and determined, complete with all needs, necessary tools, which , where implementation begins and how it should be performed.

Based on the results of interviews and documentation, it shows that PAUD Terpadu Aisyiyah Pancor emphasizes discussion and sharing in the implementation of various problems faced by parents in raising children at home. The material presented in the parenting activities relates to the growth and development of children, parenting styles for parents at home, and puts more emphasis on parental issues in dealing with children so that it can promote child-friendly family behavior. The speakers in the parenting program activities at Aisyiyah Pancor Integrated PAUD are the managers and educators as well as the counselors who are skilled in their field. The use or provision of media in parenting activities at Aisyiyah Pancor Integrated PAUD is adapted to the material to be supplied. The use of the method is common in parenting activities, the parent meeting manager uses the teaching, discussion and question and answer method because it feels very good and effective, especially the purpose of this parenting activity are parents or adults.

Evaluation of Parenting Programs

The results of interviews and documentation show that evaluation is carried out in parenting activities that involve two processes, namely the first phase of the form of activities programmed and undertaken, the second in the material phase conveyed to parents, guardians and teachers, in this material phase there are many evaluations, especially in the needs section material in

accordance with the developmental stage of the child and parenting patterns of their children.

The importance of this evaluation in the implementation of this parenting program, as explained by (Idrus, 2019) Evaluation is a measuring instrument to determine to what extent the objectives of a program can be achieved. The evaluation process in a parenting program can be seen as a form of assessment of an activity that has been performed. Activity evaluation is an attempt to measure objectively and assign value to the achievement of the results of the implementation of previously planned activities (Munthe, 2015). Evaluation always tries to question the effectiveness and efficiency of implementing a plan (Ganevi, 2013). In addition, evaluation also measures the results of implementation objectively with a measure acceptable to all parties involved (Prayogo, 2011).

Based on the results of interviews and documentation, it can be explained that the form of evaluation carried out by the school is a form of evaluation of the parenting program in the Integrated PAUD Aisyiyah Pancor, which is carried out twice and which is carried out at the end of the parenting program activities for parents in the form of discussion and Q&A to find out how much understanding parents gain and understand the material conveyed, and the evaluation of the parenting program activities is carried out in a small meeting or discussion with educators and managers, the evaluation covers all program components and the entire implementation process of the parenting program. Evaluations are carried out to further improve and improve the quality of the next program (Maswan, 2015).

Impact of Parenting Programs on Parent Participation

The results of observations show that parent participation is the participation of feelings that can encourage the community with awareness and responsibility to contribute their capacities to achieve certain goals for others as well as their own children, as well as from a psychological and psychological perspective that school and at home. Many things are felt by parents when implementing parenting programs, namely more knowledge and understanding in raising and caring for children properly. By increasing the knowledge of parents, the attitudes and behavior of children towards parenthood become much better. Based on the results of the observations, it is explained that the process of good communication and togetherness will also have an impact on good relationships between children and parents in the family.

In the field of education, there are many ways that parents communicate and interact with their children, one of them is by spending time telling stories, playing

while learning. Early childhood health is very important and needs more attention from parents, as the health experienced by children will have an impact on children's growth and development. Practicing a healthy life that parents have taught to children through little habits and how parents care for and care for children in the family is very good. The process of caring for children in the form of attention, time, affection and other things that can support basic needs during their growth period.

The results of interviews with school principals and pupil guardians can be explained that in social care there is more emphasis on how parents can provide care that can create a child's perspective in the social environment and forms of care and how to care for children in the social environment, family is a form of obligation when parents promote child-friendly family behavior. Properly fulfilled nutrition for children has a major impact on the proper growth and development of the child, as parents in the family have their own ways of meeting the nutritional needs of children. In addition, the results of interviews and documentation have provided information that what parents do to maintain and fulfill the nutrition of children is good enough if the fulfillment of nutrition is done by parents, such as providing nutritious food or drink, because fulfilling proper nutrition in children will support growth and development which is also good for children, as early childhood is a time in the growth process. Thus, the family functions as a sense of security and comfort, and as a protector for each member from threats or circumstances that make family members uncomfortable. One form of protection that parents can provide to their children is to give love, give more attention to children, and protect children from anything that could threaten their safety (Ganevi, 2013).

Conclusion

Based on the results of the study, it was concluded that: 1) Planning for parenting programs in Aisyiyah Pancor Integrated PAUD was carried out through small meetings or discussions involving the manager and the educators. Planning includes determining the material to be delivered, the time of implementation, the media to be used if necessary, 2) Implementation of the parenting program at Aisyiyah Pancor Integrated PAUD with the material presented, such as child growth and development, educating and educating children for parents in the family, 3) The evaluation of the parenting program carried out at Aisyiyah Pancor Integrated PAUD is divided into two, namely the evaluation carried out during the implementation of parenting activities with parents through discussion and question and answer, which aims to determine the degree of

parental understanding when discussing the material presented, and 4) The impact of the parenting program can grow participation for parents, with a variety of children's behaviors involved in daily life applied from various aspects, such as education-friendly, health-friendly, care-friendly, care-friendly, food-friendly and people-protective a change in the behavior of parents in raising, caring for, caring for and guiding children in the family.

Author Contributions

All authors had significant contributions in completing this manuscript.

Funding

This research received no external funding

Conflicts of Interest

The authors declare no conflict of interest

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