Parenting Program for Kindergarten

Fadillah¹, Purwanti²

Universitas Tanjungpura, Pontianak, Indonesia

fadillah@fkip untan.ac.id

Keywords :

Parenting, Socialization

ABSTRACT

Parenting programs in kindergartens are educational services carried out on parents' cooperation with the TK parties to stimulate youth development. Cooperation that is good for both parents, nurturing, educating, is indeed needed to grow. The collaboration model is called the parenting program. Given the importance of this parenting program, it is necessary to look at the dissemination of the parenting program aimed at the Head/Kindergarten Teachers by disseminating the parenting program in the form of a pocketbook which can be attended in the kindergarten library so that teachers read that the parenting program is not included and watching videos of parenting program implementation at TK PAUD institutions, and playing guessing is responsible for increasing understanding of parenting programs.

INTRODUCTION

Parenting program is a place for parents to communicate with teachers in kindergarten in educating children. For this reason, the existence of a parenting program in PAUD TK is important. With the rationale for socializing parenting programs in kindergartens, a pocketbook was written containing an explanation of the parenting program enriched with pictures or photos of parenting activities, which were provided to teachers who participated in the socialization activities. The benefits of this PKM contribute scientifically to kindergarten teachers to adopt innovations in parenting theory in kindergarten.

PAUD as an institution certainly has institutional and learning programs, which should be in harmony with the habits that occur in the family environment. In order to establish harmony, mutually supportive cooperation and the linkages between the two institutions, the objectives of the parenting program are formulated as follows:

1. Increase the knowledge and skills of parents in carrying out care, care, and education of children in the family, by familiarizing and instilling a good foundation of character.
2. Meeting interests and desires between the family and the school to synchronize the two, so that character education developed in PAUD institutions can be followed up in the family environment and vice versa.
3. Linking school programs to home programs
Referring to the stage of the event that creates a diffusion process, the diffusion of the parenting program is concluded to go through the process (a) studying innovation, namely the initial stage

when parents begin to see and observe new innovations from various sources, old, teachers begin to use the innovations they learn, (c) the development of social networks, i.e., someone who has adopted an innovation will spread the innovation to the surrounding social networks. Acceptance of the parenting program is the response of the Head / Kindergarten Teacher which is a feeling of support or partiality (favorable).

METHOD

Techniques for delivering information on parenting programs, using:

1. Lecture method to explain the material and motivate participants to socialize.
2. Brainstorming method, to explore the knowledge of the Head / Kindergarten Teacher about the parenting program.
3. Method Play with guessing games besides digging knowledge regarding parenting programs, also to create an atmosphere of intimacy through playing together.

The target of this PKM is the Head of Kindergarten, kindergarten teachers in Pontianak City. The report on PKM activities with the following data:

Table 1. The Number of Participants in Pontianak

No	Sub-District	The Number of Kindergartens	Total of Participants
1	Pontianak Kota	6	11
2	Pontianak Tenggara	4	6
3	Pontianak Utara	2	3
4	Pontianak Selatan	5	8
5	Pontianak Barat	9	15
6	Pontianak Timur	5	7
	Total	31	50

RESULTS AND DISCUSSIONS

A. Results

The socialization of the parenting program at the Pontianak Kindergarten PAUD institution was greeted enthusiastically by the Kindergarten / Kindergarten teacher, whose results were presented in the form of acceptance judging from the attitude of the participants (Head / Kindergarten Teacher) as follows: parenting is in the PAUD TK institution, with the belief that a parenting program can be implemented (97%); can meet the expectations of parents (94%); can teach character values to children (100%); support the learning process in kindergarten (88%); entered the TK curriculum (94%) and can improve the quality of kindergarten (72%).

Fig. 1 The Community Service Activity (Parenting Program Socialization in Kindergarten in Pontianak)

Fig. 2 Participants in The Community Service Activity (Parenting Program Socialization in Kindergarten in Pontianak)

Fig. 3 Participants in The Community Service Activity (Parenting Program Socialization in Kindergarten in Pontianak)

In addition to the beliefs held by the Kindergarten/Kindergarten Teacher, for the existence of a parenting program, they also like the parenting program on the grounds: a clear and measurable parenting program can educate children (88%); expand children's personal development (94%); develop character values in children (94%); teach parents in educating children (94%); enriching knowledge regarding children (97%); become a forum for hospitality because they share the knowledge they have (97%). With regard to learning facilities and infrastructure, the PAUD TK should have prepared it by setting the cost of education for kindergarten children.

B. Discussion

Efforts to improve oneself as the Head/Teacher of TK in a sustainable manner are not independent. Because the work of educating children, it is the responsibility of the tri education centers namely family, school and community (KI Hajar Dewantoro). For this reason, TK PAUD as a schooling institution for children can facilitate children's creativity. And parenting programs become one of the choices that affect the speed of the child to create or adopt an innovation. Everett M. Rogers and F. Floyd Shoemaker (1971) describe the speed of adoption of innovation if 1. Giving relative advantages; Parenting programs can be considered as new ideas, which benefit in the form of relationships with parents in educating children; 2. Compatibility is the connection of innovation with the client's situation. The parenting program presented at the TK PAUD institution can be compatible because it does not conflict with sociocultural beliefs, with ideas introduced first and with parents' needs for innovation; 3. Complexity, for certain people accepting parenting programs, is not difficult,

but in others, it is considered too difficult and not useful; 4. Trialability, namely the presence of a parenting program, can be tried as an innovation; 5. Observer, namely the presence of a parenting program in a kindergarten PAUD institution, published so that others can see it, will certainly accelerate the adoption process by other kindergarten PAUD institutions.

CONCLUSION

Parenting information, counseling, and training programs are important known by the Head/Kindergarten Teacher, to meet the expectations of parents; teach character values to children; and improve the quality of TK.

The existence of a parenting program is also clear and measurable that can educate children; expand children's self-development; develop character values in children; teach parents in educating children; enriching knowledge regarding children, and become a forum for hospitality because it transmits knowledge.

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