



# PROCEEDINGS

## **NEGOTIATING PRACTICES OF EARLY CHILDHOOD EDUCATION**

THE 2014 INTERNATIONAL CONFERENCE  
OF EARLY CHILDHOOD EDUCATION

Editor: **Vina Adriany**



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**NEGOTIATING PRACTICES OF EARLY CHILDHOOD EDUCATION**  
**The 2014 International Conference of Early Childhood Education**

**ISBN : 978-602-99635-1-9**

Editor : Vina Adriany  
Desain sampul : Endang Dedih  
Tata letak : Yusman

**Penerbit**

Program Studi PG PAUG Jurusan Pedagogik  
Fakultas Ilmu Pendidikan  
Universitas Pendidikan Indonesia

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# PARENTAL INVOLVEMENT FOR EARLY CHILDHOOD EDUCATION IN KINDERGARTEN

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## Abstract

Early childhood education in kindergarten requires good cooperation between the parents with teachers in kindergarten. However, sometimes occurs that is not as expected. There are many problems in the pattern of interaction between teachers - children - parent. In a preliminary study to one of kindergarten in Tangerang, found that 3 of 53 parents who urged teachers to give literacy or math homework for their children. Another problem is according the teacher, 12 of 67 parents are less attempt about good habits that have been taught in school to continue to be maintained and monitored at home. The problems, based on interviews with kindergarten teachers in South Tangerang, also occurs in other kindergartens. Therefore, it is necessary to study the parental involvement in the nurturing of children in kindergarten, to be the basis data for preparing a parenting program that is appropriate for them.

This study used a survey method in 10 kindergartens located in South Tangerang, Banten, Indonesia, which is held in mid-2013. Based on the survey, most children (62%) delivered by their mothers, the most parents activity in kindergarten is communicating with teachers or kindergarten head about their child, and the lowest activity is participating in parenting class. The most parental involvement form participated by the parents is the theme assembly, and the lowest is teacher volunteer. These data indicates that need efforts to be more intensive parental involvement program for child education.

*Keywords* : Parental Involvement , Early Childhood Education, Kindergarten

## INTRODUCTION

Formal education children in Indonesia consist of Pos PAUD, Play Group (KB), daycare (TPA) and kindergarten (TK). However, besides formal education, early childhood education can also run informally by the children's parents. Informal education should be implemented inline with formal education. However, some cases shows that sometimes there is problems come from discrepancies of informal education between formal education.

Before teaching, kindergarten teacher usually get enough knowledge about early childhood education, including development activities which are appropriate and inappropriate for children. With this practical knowledge, so children feel comfortable learning by playing in their class. However, sometimes the constraint comes from the parents. Parents often have a specific target on his kids, for example should be able to read or write. The expectation is imposed on the teacher, that parents often ask writing or reading homework to their children. Sometimes, parents ask directly the teacher to be held in the classical reading exercise on the learning activities. The problems also occurred in one of the kindergarten in South Tangerang. Teachers in group B complained, there are 2 of 30 parents were frequently asked reading-writing-math homework, while in group A there was 1 of 23 parents of children who often ask the same thing. Kindergarten teachers who already understand the stages of child development feel dilemma, because in theory their knew, teaching reading or writing to young children can not be forced like that. But they was afraid if it does not accommodate the parents' request, many parents will be protesting.

Another problem is, sometimes the parents often do not proceed good habituations that already started in kindergarten. For example, in kindergarten children are taught to always pray before and after meals or washing hands, but in home this habit is not do anymore. Also in demonstrating for the waiting their turn, talk polite, and so on, sometimes it is not a concern of parents when children are at home.

Complaints from the kindergarten teacher of habituation that is not in line between home and school is much more than about calistung exercise. In group A there are 3 (of 23 parents), and in group B there are 7 parents (of 30 parents), and at Play Group there are 2 (of 14 parents). Based on interviews with kindergarten teachers in South Tangerang, similar problems often occurs in their kindergarten. That is, there are to be improve in the parental involvement and relationship between parents and teachers in kindergarten.

Children are usually drop off by her mother to kindergarten. Of the 67 children who learn in kindergarten, 47 children (or 70%) were commonly dropped off by their mother, not by a shuttle vehicle. Because of a child's learning in kindergarten is not too long (just two and a half or three hours) a lot of mothers prefer to stay at kindergarten until child's learning end of that day. Especially if the mothers do not have to work elsewhere. The time for waiting is usually filled with chatting each other or sometimes selling merchandise among them. This waiting time can be used to provide additional knowledge to parents in terms of the caring of children, so that gradually there is a synergy between the care of children at home with school.

Based on this background, it's needed to study the parental involvement in child education both at home and kindergarten. So the purpose of this paper is to get a comprehensive description of the parental involvement in child education at home or kindergarten was located in the region of South Tangerang. This paper is expected to benefit: the parents in the kindergarten, as input on how to care and educate children according to the task of development; and for kindergarten teachers, as an effort to increase insight into the collaborative activities with parents.

**Role of Parents in Children's Education.** Parents have a very important role in children's education. The role of parents for children's education, among others, are: (1) the first and main teacher of the child, (2) children learn life and learn to develop all aspects of development, (3) the main protector for the child, (4) the source of life for children, and (5) the source of happiness child. (<http://pau dust.blogspot.com>). Based on these opinions, parents especially mothers, are much more time with the child as a baby, so they become the central figures in the development of children's interests and talents. Furthermore, Arya (2008) explains that the role of parents in motivating their talents and interest can be done by: (1) teaching children to expect success, (2) adjusting the interest of children with the learning styles, (3) the child must learn that it takes perseverance to achieve success, and (4) the child must learn to be responsive and to deal with failure.

In addition, according to Iskaradah (2009), parents also play a role in the development of the child, includes: (1) maintain physical and mental health of the child, (2) give the foundation a good personality, (3) guide and motivate children to develop themselves, (4) provide adequate facilities for the development of the child, and (5) create an safe and comfortable environment to the development of the child. Based on the opinion of Iskaradah is seen that the role of parents is fundamental, not only in education but also the growth and development of children.

Practically, Hayati (2011) divides the attitude of parents who support or inhibit the development potential of children. The parents attitudes what support the potential of children are: can be seen from: (1) respect the child's opinion and encourage him to express it, (2) give

the child time to think, reflect, and imagine, (3) allow children to make their own decisions, (4) encourage children to ask many questions, (5) assure to children that the parents appreciate what their want tested, performed and produced (6) support and encourage children's activities, (7) enjoy being with children, (8) give reinforcement and praise to children, (9) encourages the child's independence in their activities and (10) build a good relationship with the children.

Meanwhile, parent attitudes that inhibit children's potential are: (1) tell the child that he is punished if done wrong, (2) prohibit children to angry or protest to their parents (3) prohibit children ask about parents decision, (4) prohibit children to play with other children have different views and values of the child's family, (5) the child should not be noisy, (6) strict parents supervise children's activities, (7) parents do not give specific advice on the completion of the children asignments, (8) a critical parent against children and reject the idea from children, (9) impatient parents in children (10) parents and children are fighting power, and (11) parents press and force the child to complete the assignment.

**Parental Involvement in Children's Education.** The results of the study Henderson and Mapp (2002) proved the involvement of parents in the education of children associated with children's academic performance, behavioral, cultural, age, and school quality. In terms of achievement for early childhood, the influence of parental involvement can be seen from some of the following studies: (1) when parents are involved- regardless of socioeconomic status, ethnicity/ race back ground or education level of parents, children will show higher achievement, (2) when parents are involved in their children's education, the child will be more likely to help with the housework, and higher in school presence, (3) in a program designed to involve parents in full partnerships, children's achievement from disadvantaged families are not only increasing but also able to achieve the standard level as required for children of middle socioeconomic status families, (4) the child will most likely have setback if parents do not participate in school's activities, or do not build awin-win relationships with teachers, or do not monitor what is happening in their child's kindergarten.

Whereas, in terms of the behavior of early childhood , the influence of parental involvement in children's education can be seen from the following studies: (1) when the child reported that she felt the support of the school and the home, the child will have a higher confidence, consider the school more important, and tend to do things better, (2) violence and antisocial behavior of children showed a decrease with increasing parental involvement, and (3) children's attitudes and behavior shows that more positive when parents are actively involved. Based on the exposure, there are seen that through intensive parental involvement on child development, there are many positive effects gained by children. Conversely, the lack of parental involvement will lead to a variety of bad effects such as decreased performance, increased antisocial behavior, and poor relationships with teachers and parents.

**Thinking Framework.** Parents have a very important role in taking care and educating children, since the child was born to school. Parental involvement in children's education and development will greatly affect children's achievement and behavior later in life. When the children have started learning in early childhood institutions such as kindergartens, parent's involvement is also still required. However, not all parents know about how to educate and take care of children in accordance with the age and development of the child, so that on the one hand many cases of omission of children, and on the other side of violence or coercion of a child learning in children who are not suitable at all. On the other hand, kindergarten also has various problems dealing with working with parents. There are some parents who are not in line with the kindergarten in imparting various good habituation that already started in school. There are also parents who impose reading-writing-counting

(Calistung) learning in children, but the child is not ready in terms of 'school readiness'. In a case like this, early childhood kindergarten as an institution can act as a bridge to provide insight for parents in order that parents' involvement in parenting run optimally.

## METHODS

**Data Collection Methods.** This paper was the result of research on kindergartens in South Tangerang, with consideration that in this area there were many new kindergartens adapt with the growth of new estates on the outskirts of Jakarta, which is generally inhabited by a young family. The time of study was 2013/2014 school year. The goal of this research was the parents (mothers) of kindergarten children in South Tangerang. The variables in this study were: mother's education level, mother's willingness, and the child's age group.

The study was conducted in 10 kindergartens located in South Tangerang, which was selected based on purposive sampling technique. Distributions of questionnaires were given to 300 parents in 10 kindergartens in South Tangerang. So every kindergarten get 30 questionnaires for elderly and 10 questionnaires for The Principal and the teachers. Questionnaires were returned and filled were 238 of the parents. The instrument used in this study was a questionnaire given to parents kindergarten to determine the pattern of involvement of parents of children both at home and in kindergarten.

**Data Analysis Methods.** The data obtained in the field were presented descriptively in forms of tables, graphs and qualitative analysis.

## RESULTS AND DISCUSSION

**Parents profile.** Through the profil of the child's parent will usually be seen in relation to parenting. When we view from the parent job status, it can be described as follows.

Table 1. Parents Employment Status

| No | Level     | Percentage (%) |        |
|----|-----------|----------------|--------|
|    |           | Father         | Mother |
| 1. | Work      | 96,64          | 44,54  |
| 2. | Not work  | 2,521          | 55,04  |
| 3. | No answer | 0,84           | 0,42   |

It is seen that almost all fathers work with percentages above 95%, whereas mothers who worked nearly 45%. This means that the number of mothers who do not work are enough, so that it can be assumed that mothers who do not work have a greater opportunity to take care of their children to kindergarten than working mothers.

**Parental Involvement in Kindergarten.** The parents meeting in kindergarten necessarily involve mothers. Therefore, be aware about who drop off or pick children up every day. Aspect of engagement that views of who picks the children up to kindergarten can be seen in the following chart.

Figure 1. Person who Drop off the Children into Kindergarten



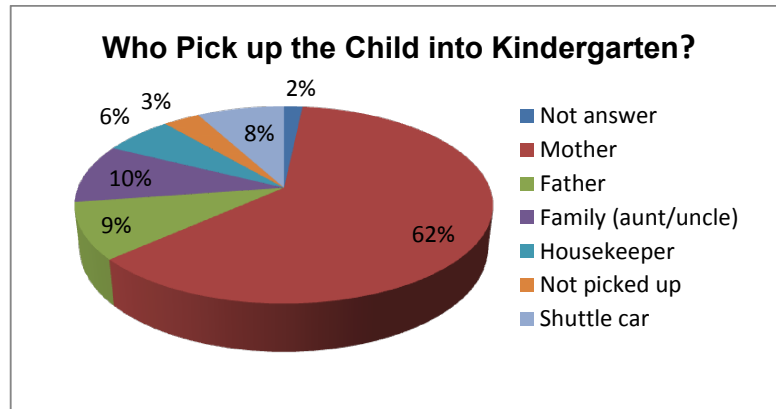


Figure 1 shows that the majority of children were picked up by their mother, and only 6% were picked up by housekeeper. It is in line with initial presumption that the medium to pilot kindergarten picked up by a lot more by the mother than the housekeeper or maid. Being middle to upper kindergarten usually the majority of working mothers so that children are picked up by other parts such as father, Sisters, aides, or school's pickup. The dominance of the mother as a person who pick the children up to skindergarten facilitate communication patterns between parents and teachers.

Table 2. Parents Activities in Kindergarten

| No | Aspect   | Average |
|----|--|---------|
| 1. | Communicating with teachers or kindergarten head about their child | 3,32    |
| 2. | Familiar with the other parents in kindergarten                    | 3,30    |
| 3. | Involved in various activities in kindergarten                     | 2,55    |
| 4. | Participate in parenting class in kindergarten                     | 2,18    |

Table 2 shows that the highest rates are in direct communication with the child's class teacher. While parental involvement in parent meetings it was ranked lowest, only 2.18. It means parent participation in this meeting is still room for improvement through activities that make parents interested in coming. The shape of the activity in parental involvement in kindergarten is already implemented and followed by parents can be seen in the following tabel.

Table 3 Parental Involvement Form in Kindergarten

| No | Aspect   | Percentage (%) |
|----|--|----------------|
| 1. | Performance at assembly theme  | 60,1           |
| 2. | Forum meeting parents  | 35,7           |
| 3. | Day parental consultation  | 12,6           |
| 4. | Education Seminar  | 12,2           |
| 5. | Childcare Simulation   | 5,0            |
| 6. | Home visit   | 2,5            |
| 7. | Teachers volunteer   | 0,4            |
| 8. | Other (swimming, the rituals of Hajj, helps the committee, social gathering, the race for the elderly) | 0,4            |

It was found that assembly theme form usually attended by parents, followed by a meeting forum of the parents, but the percentage is almost half. It means, parent meetings and other parental involvement forms need to be repackaged so that parental involvement in these activities is quite high. Teacher's partner activity (teacher volunteer) includes activities that are less desirable with a percentage of less than 1%.

## CONCLUSIONS AND RECOMMENDATIONS

**Conclusion.** In terms of communication, there are 34% who do not provide kindergarten communication books, and activities at the highest communication book is still a write impression / message for the teacher. However, parents are diligent enough in communicating directly with her class teacher, is that when the mother picks up her child. Most children (62%) picked up by his/her own mother, and the events of the most visited by the parents is the peak theme in kindergarten.

**Recommendation.** The results of this study should be continued with efforts to increase parental involvement in children's education, especially parental involvement in kindergarten.

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