Implementation of Parenting Programs in the Covid-19 Era in Online Learning for Early Childhood

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ABSTRACT

The era of the COVID-19 pandemic is happening in all corners of the world and has a major impact on all areas of human life. All sectors including Indonesia are affected, including the education sector. Problems in the learning process in the pandemic period require all elements of education to form learning that adapts to the environment and conditions that arise. The purpose of this study is to describe the application of parenting plans along with supporting factors and obstacles to RA Hidayatul MubtadiIen in learning online in the COVID19 pandemic. This research uses qualitative research methods and phenomenological methods. In total there were 4 research subjects, including1 principal, 1 teacher and 2 representatives of RA Hidayatul Mubtadi's parents. Data collection techniques are carried out through observation, interview and recording techniques. The data verification techniques used are triangulation sources and methods. Data analysis techniques that use data collection techniques, data simplification, data presentation, and data analysis to draw conclusions. The results showed that: Parental planning was carried out in five stages, namely: socialization of parents' PAUD plan, establishment of committee, determination of learning needs, determination of location and time, and formulation of activity plan, *parenting* implemented by all parties concerned and running as planned evaluation Parents plan through discussion of group, RA Hidayatul Mubtadi'ien *parenting* program supporting factors and obstacles, namely, support from all parties, namely schools, parents, related agencies and learning needs to meet the child's wishes. The inhibiting factors are the lack of facilities to perform activities, some parents have difficulty cooperating with them, and activities that vary. The conclusion of the study was the implementation of a planned parent plan by the school. Parents understand the child's development, health and diet, as well as the condition of the child while in school. The school has harmonious relationships with parents and others. RA Hidayatul Mubtadi'ien can be known to the public

Keywords: Parenting Program, Early Childhood, Covid-19.

Introduction

The implementation of learning in the era of the COVID-19 pandemic is carried out *online* with a teaching system that has not been measured because it is unprecedented. According to the Ministry of Education and Culture (KEMENDIKBUD) online learning is a solusi in the midst of the COVID-19 pandemic (source. pusdatin.kemdikbud.go.id). But behind the solutions offered there are problems that go hand in hand such as people who are limited

in the range of signals or lack of facilities to support *online* learning will have difficulty in following the *online* learning system. School is an important medium in student interaction with teachers, compassion of fellow students, improving skills, and knowledge. While in the era of the COVID-19 pandemic schools stopped but replaced with onlinelearning.

The application of learning with internet media is a problem that must be faced by the community. People in Indonesia who are in urban or rural areas are not used to learning online or learning from home using *the Zoom* platform, Google Meet, *WhatsApp Groups,*and soon. Learning online becomes a problem for parents who are usually busy with their work and parents who lack mastery of technology and the internet, as well as affect the psychological children who areused toface-to-face systems.

The policy of *learning online* or learning at home is good enough, but *online* learning causes other distractions such as, how to learn the child, parents who should always be there to guide the child, and the child's learning outcomes during *online* learning (Saepudin &Ulfah, 2014). The problem is that the budget allocation decided by President No. 4 of 2020 on *refocusing* activities, budget relocation, and procurement of goods and services in order to accelerate the handling of COVID-19 must be implemented immediately. Second, parents as educators must first implement parenting in the family. Third, the school is obliged to facilitate students during online learning, including with teachers always paying attention to the development of their students. The path of education in Indonesia is divided into three, namely formal, informal and non-formal education. Informal education under the National Education System Act. No. 20, 2003. Chapter I article 1 paragraph 13 informal education is the first educational path by the family. Children after birth until the age of 7 years are included in informal education educated by both parents and the surrounding environment. The family is the smallest unit in society, the family is obliged to meet the primary needs of the child and secondary needs that include education, religion, and psychology (Puspitawati, 2012: 71).

The increasing cases of COVID-19 raise concerns in the spread of the COVID-19 virus in carrying out education. Because the state closed educational institutions ranging from schools, to universities to reduce physical contact so that it can cause transmission of the COVID-19 virus including in the country of Indonesia (Shah, 2020). Education in Indonesia is a 12-year compulsory learning program implemented by the government, with the development of COVID-19, the government of any country including Indonesia decided to close schools and universities. The government's decision certainly raises new problems to meet the educational needs of children inIndonesia.

Online learning is a model of teaching and learning to convey teaching materials from teachers to be well received by students through the internet media or through other internet networks (Horton, 2003). In Indonesia *online* learning is applied since the disaster of the COVID-19 pandemic, because of the impact of schools and universities temporarily closed to reduce the spread of the virus. Online learning is carried out continuously so that the learning process and meeting the educational needs of students are still met. Thus learning online is supported by several technological, audio, visual services that will improve skills in using internet media. But this learning process has a significant impact, especially on learning outcomes.

Education in Indonesia has been structured from the highest level of education, namely universities, to the lowest level of education, namely early childhood education. Early childhood education is a vehicle of education that provides a basic framework in early knowledge, skills, and interaction in children (Mukminin & Cahyani, 2017). Early childhood education development policy is directed to realize education that is fair, quality and relevant to the needs of the community. The policy is based on the affordability of early childhood services by the community, paud institutions that can be accessed by the community, early childhood services that

support the optimization of the growth and development of children aged 0-6 years.

Early childhood education is either done by family / informal or early childhood education school (PAUD) or kindergarten / RA. Government Regulation number 27 of 1990 on preschool education, states that preschool education is an education to help the physical and spiritual growth and development of students outside the family environment before entering elementary education, which is held in the school or out-of-school education. Based on the government regulations above can be defined that early childhood education is a place to grow and develop children's abilities.

RA Yayasan Hidayatul Mubtadi-Ien Kota Tegal is a private school that prioritizes Islamic religion and character values that Akhlakul Karimah. Hidayatul Mubtadi-Ien Foundation has pesantren and private schools ranging from _Day Care_ / DayCare (TPA), Raudhatul Athfal (RA) / Kindergarten. RA Yayasan Hidayatul Mubtadi-Ien is located on Puter Gg. Bango RT05/RW02 street, Randugunting, Tegal City. _Day Care_ /DayCare (TPA) for ages 0-6 years, RA for ages 4-7 years. In the learning process is tailored to the needs and abilities of children, especially in ra classes held parenting programs with the hope to guide and educate children to be in accordance with religious teachings and practice karimah.

RA Hidayatul Mubtadi-Ien Kota Tegal currently uses an online learning system at home, by utilizing _whatsapp group_ parents as a medium of learning for children, various tasks such as memorizing do'a, memorizing short letters, learning to draw and color, learning to wash The right hand, and singing, after the child has done the task will be taken photos and videos sent by parents to the teacher as proof of the child carrying out the teacher's directions, once a week the teacher does _video call group_ With the child to ask for news and Q&A with the child. This home study task is carried out based on the advice of the government that conducts online learning during the COVID-19 outbreak.

Parenting programs can be held in formal and non-formal educational institutions such as pkbm, PAUD, courses and others. Parenting programs are important to be implemented in PAUD institutions, because parenting programs are used as an activity that has positive benefits for students and parents for example can change the parenting of parents, which initially the parenting is not in accordance with the development of children into parentingin accordance with the character of the child. Parents become confident and intelligent in nurturing and educating children. Parents do not fully expect in paud institutions alone to educate their children (Ningsih et al., 2018). The implementation of education by empowering parents is a good solution to improve the quality of early childhood education. It takes good cooperation so that early childhood education can be done effectively and have a good impact onchildren. Parenting programs are also an effort to prevent family and adolescent violence. According to W. Knerr, F. Gardner, L. Cluver on an effort to prevent family and adolescent violence as follows; "ventions for reducing harsh/abusive parenting, increasing positive parenting practices, and improving parent–child relationships in LMICs. Attitudes and knowledge were examined as secondary outcomes. A range of databases were systematically searched, and randomized trials included. High heterogeneity precluded meta-analysis, but characteristics of included studies were described according to type of delivery mode and outcome." (Knerr et al., 2013: 352).

The above information intends efforts to reduce harsh parenting, improve positive parenting practices, and improve parent-child relationships at LMIC. Attitude and knowledge are formerly considered secondary outcomes. Various databases are systematically searched, and randomized trials are included. High heterogeneity precludes meta-analysis, but the characteristics of the included study are explained by type of delivery mode and results.

Research Methods

This research uses a qualitative approach. Qualitative research according to Saryono (2010:1) is research used to investigate, describe or explain, and discover

the quality of social influences that cannot be measured, described or explained through quantitative approaches. The result of qualitative research in the form of words and actions.

The phenomenological approach is an approach started by Edmund Husserl and developed by Mertin Heidegger to find out the experience of human life (Helaluddin, 2018). Research that uses a phenomenological approach focuses on examining or examining the essence or structure of experience into human consciousness. This approach aims to describe the meaning of life experiences experienced during certain phenomena.

This research is focused on *parenting* programs in *online* learning or home learning that are implemented in the era of the COVID-19 pandemic in early childhood starting from program planning, program implementation, and program evaluation at RA Yayasan Hidayatul Mubtadi-Ien. Starting the planning stage, implementation, and continued with the evaluation stage of the *parenting*program. After observing this, it will be sought supporting factors and inhibitory factors in the implementation of parenting programs in the era of the COVID-19 pandemic in RA Madrasah Hidayatul Mubtadi-Ien.

Data collection techniques are the most important step in any investigation because in essence the main purpose of a study is to obtain accurate data in accordance with the facts in the field. The techniques used are observation, interview and documentation. The validity of the data is done to prove the truth of the investigation and to verify the data received from the investigator. To test the validity of the data, researchers used source triangulation. Source triangulation is a technique used to obtain data that corresponds to a research topic. Researchers must use a variety of different sources, but with the same technique (Sugiyono, 2015). Source triangulation is a data test that examines data coming from different sources. Origin triangulation is used to test data security levels by reviewing data obtained during research. Therefore, it can be concluded that researchers examined every question asked and answers

given by caregivers by comparing the data collected at the time of the study.

Qualitative data analysis is basically a process that must be done sequentially. This research uses Miles and Huberman's analysis model that describes the implementation of data analysis carried out starting from the stage of data collection when in the field, data reduction, data presentation, and conclusion withdrawal so that the data that has been collected becomes clear and easy to understand. The process of analyzing the data can be seen in the chart below:
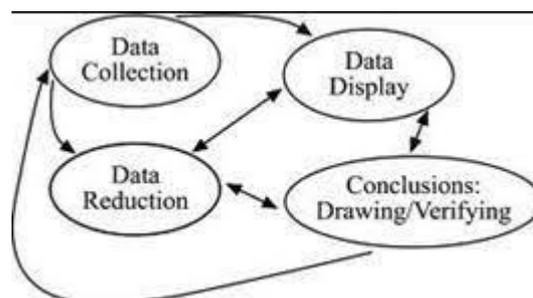

Chart 2.1 Miles and Huberman Analysis Model (Sugiyono, 2016: 338)

Results And Discussions

Parenting program is an important program needed in early childhood learning, the implementation of *parenting* programs produces good results if there is good cooperation between schools and parents with the aim of creating effective and efficient learning. In the era of the COVID 19 pandemic, parenting programs are needed in the academic sphere because the learning process is carried out online/*online.* Assessment, and development (Sudjana, 2000:10).

The initial stage in the implementation of *parenting* programs is program planning. Related to this, the *parenting* program held during the COVID-19 pandemic in RA Hidayatul Mubtadi'ien is the curriculum used in defense during the Covid-19 pandemic is wakiahan / study, counseling, socialization, parental consultation and recreation. The first question relates to anyone involved in planning a *parenting* program at RA Hidayatul Mubtadi'ien. Planning *a parenting* program at RA Hidayatul Mubtadi'ien was designed by the principal and teacher. Planning *a parenting*

program is done by determining methods, strategies, and goals. Planning is carried out at the school at the beginning of the new school year. After determining, then the school informs the activities through a notification letter, providing location, resources, additional media that need to be used in accordance with the activities to be carried out. This is in accordance with the understanding of program planning carried out to determine the goals to be achieved, preparing all sources and measures to be implemented to achieve the objectives as effectively as possible (Noni Ganevi, 2013).

Based on the theory guided by the implementation of *parenting-based*PAUD,fostered by the Director General of Early Childhood Education, Informal and nonformal Ministry of Education in 2012. Planning or preparation of the program includes: (1) Socialization of parenting-based PAUD programs; (2) Establish management; (3) Perceptional equations; (4) Identify learning needs; (5) Determination of time and location; (6) Programming and schedule of activities. Six guidelines for planning *parenting* programs, at RA Hidayatul Mubtadi'ien, five have been implemented, namely: family socialization/ parenting based PAUD plan, management formation, determination of learning needs, location and time determination, planning and schedule of activities. The equalization of cognition carried out by ra hidayatul mubtadi'ien management is only done by the school. Parents should also participate in the school's cognitive equality planning.

The decision taken to organize a *parenting* program at RA Hidayatul Mubtadi'ien is the result of an agreement between the school management and the foundation that will encourage the running of *parenting*programs. Under the guidance of the implementation of the parental care plan formulated by the Ministry of Education in 2012, the General Administration of Early Childhood Education, non-formal and informal parenting plans include: (1) Parent Classes; (2) Parents engaged in the child's group/class; (3) Parents engaged in joint events; (4) Parental

consultation; (5) Visiting the child's home. In addition to the above programs, *parenting* programs that can be applied in PAUD schools to create good cooperation between parents and schools according to (Lestariningrum & Utomo, 2015),including: (1) *Parent Gathering;* (2) *Foundation Class;* (3) Seminar; (4) Consultation Day; (5) *Field Trip;* (6) *Home Activities;* (7) *Cooking On The Spot;* (8) *Bazar Day;* (9) *Mini Zoo;* (10) *Home Education Video;* (11) Parental Involvement in the Child's Class; (12) *Home*Visit. Based on this research, *the planned parenting* program activities at RA Hidayatul Mubtadi'ien are, wakiahan or study, socialization, counseling, parental consultation day, and field *trip.* If you look at the guidelines for the implementation of *parenting* programs regulated in the "Guidelines for The Implementation of Family-Based Early Childhood Education" of the Ministry of Early Childhood Education Development of the Ministry of Education 2012, *parenting* programs implemented by schools in general, the programs implemented in RA Hidayatul Mubtadi'ien are still very minimal.

The processof implementing the *parenting* program is carried out based on the agreed planning. The implementation of *parenting* programs of all stages is carried out in accordance with the plan such as, time, location, delivery materials, methods, goals and learning media. The implementation of *parenting* programs at RA Hidayatul Mubtadi'ien was carried out by principals, educators, parents and extension workers. The implementation of *parenting* programs is in accordance with the predetermined planning that is carried out once a month and done *online* or in school. The plan is implemented from 08:30 to 10:30, when the child begins to learn and finish learning. Children learn in class and parents do activities. Speakers who provide parenting program implementation materials are staff from schools, psychologists, and health centers. Time, location, materials submitted, methods used and event media adjusted to the schedule of the event to be held. Based on its implementation, RA Hidayatul Mubtadi'ien can be said to be good because it carries out the plan according to planning.

Referring to *the parenting* program in the "Guidelines for The Implementation of Family-Based Early Childhood Education" Of the Ministry of Early Childhood Education Development Depdiknas 2012, page 7, namely: (1) Group discussion; (2) Lecture; (3) Role-playing/simulation; (4) Field trips; (5) Practice. The methods used in the application of *parenting* programs in RA Hidayatul Mubtadi'ien are question and answer methods. Methods in the guidelines for implementing *parenting* programs can be done in several ways. The number of methods that can be applied to convey the material aims to facilitate parents to receive the material well. For that, RA Hidayatul Mubtadi'ien must use more varied methods. The media that can be utilized in the implementation of *parenting* programs according to the Guidelines for the Implementation of *Parenting* Programs include: (1) Info sheets (brochures); (2) *Flipchart* (back sheet); (3) Audio-visual (short video); (4) Klipping (a collection of news from various print media); (5) *Booklet;* (6) Comics and other accompanying reading books; (7) Other media support.

Media or tools used in the implementation of *parenting* programs are in RA Hidayatul Mubtadi'ien including: PAUD book for speaker guidelines, laptop to display the material to be delivered, *brochure* containing material that will be obtained by participants. Based on the media or tools used in RA Hidayatul Mubtadi'ien in the implementation of *parenting* programs is good. The principles used in *parenting* programs to establish cooperative relationships between schools and parents include six principles, namely: (1) The principle of coherence; (2) The principle of sustainability; (3) General principles; (4) The principle of simplicity; (5) Constructive principles; (6) The principle of adaptation. While according to K. Underwood, A.Valeo & Rebecca W. The principles of PAUD are as follows;

"Three general principles of inclusive practice are identified in the early childhood literature: (1) Education should be individualized for each child in all settings; (2)

services must be delivered in an inclusive environment, even at home; and (3) there must be systemic support for inclusive practice through political and professional relationships. "Underwoodet al., 2012: 294)

The purpose of the above statement are the three general inclusive practical principles identified in the first child literature: (1) instruction must be individual for each child in all configurations; (2) services should be provided in an inclusive environment, even at home; and (3) there should be systemic support for inclusive practices through policies and professional relationships. Theimplementation of *parenting* programs at RA Hidayatul Mubtadi'ien is a principle of continuity, generality and simplicity. The principles of sustainability*are* achieved through gradual activities and sustainability. General principle means providing information about the implementation of activities involving all parents or parties associated with the institution itself. Based on the principle of simplicity, the material must be delivered in a language that is easy to understand and adapts to local environmental conditions.

The techniques in parenting programs are writing, speech and demonstration techniques. The *parenting* program at RA Hidayatul Mubtadi'ien uses excellent techniques in its implementation, namely by using writing and speech techniques. His writing technique utilizes the existence of a child control book. While speech techniques/ words are a way to communicate the school with parents directly via phone WA or zoom *meeting.* The characters used in RA Hidayatul Mubtadi'ien are learning and playing, Learning by playing according to (Suzanne L. Krogh, 2010: 112) in the journal Paud Learning Management in Developing Early Childhood Potential (Rozalena & Kristiawan, 2017),states that early childhood learning is by playing. Through play children can explore, discover new things, express feelings, and learn with pleasure. Play can also help children get to know about themselves, get to know the environment, and who's with them.

The benefits of *implementing parenting* programs must be felt by all parties, be it

schools, parents or children themselves. Judging from the implementation of *parenting* programs in RA Hidayatul Mubtadi'ien, all three are profitable. The benefit of implementing *a parenting* program is to establish a relationship between the school and parents and other parents. Parents and teachers are aware of children's situations at home or at school. Parents have a certain understanding of early childhood education so that children get more and more attention. So the benefits of parenting programs are very good, because they are beneficial for all parties.

Evaluation of *parenting* programs in accordance with parenting guidelines, namely: Implemented by the program manager with PAUD managers and escorts, the evaluation time can be done regularly at least per semester. Some methods that can be used to conduct program evaluations are: (1) Interview focused discussions; (2) Questionnaire; (3) Interviews and observations. The school evaluated the implementation of the *parenting* program at RA Hidayatul Mubtadi'ien. The evaluation will be conducted after the event is over. The method used is discussion. The purpose of evaluation is to determine the factors that support and hinder the implementation of parentingprograms, and to determine the effectiveness of parentingprograms. The evaluation function according to Imam Shofwan is the main evaluation to examine an object or circumstance to obtain information that is considered as the basis for decision making (Shofwan et al., 2019:8). Evaluation of the program conducted by RA Hidayatul Mubtadi'ien using *the focus group discussion*method. The school discusses the activities that are completed, after which review the results obtained, and things that must be improved. After the activities between administrators are completed evaluation, then the content needs to be improved and applied to the next program.

Evaluation of each activity is good, but if guided by the Implementation of *Parenting*Program, it should be done every semester. The methods used should not be done through discussion alone. According to

existing guidelines, this includes focused discussion interviews and questionnaire surveys from all parties involved in the implementation. Based on 10 indicators of planning and implementation of ra hidayatul mubtadi'ien *parenting* program, 7 indicators have been achieved as follows: (1) Planning and preparing the program; (2) There are programs with widespread impact at least once a year, such as village-level socialization; (3) Plans to implement management; (4) Active participants in each activity at least 50% of the number of participants; (5) Parents always communicate with the school; (6) Parents may share knowledge with other parents; (7) Members outside the organization, such as the local community, make up at least 10% of the total number of members.

The driving factors for the implementation of *parenting* programs are most important according to C. Buehler described as follows: "The importance of clear and consistent structure, along with a need for flexibility, patience, and empathy demonstrates the complex nature of successful fostering. Caring well for these children requires a myriad of skills and competencies that can blend to meet the challenges of caring for children in state care who might be particularly demanding in terms of developmental status, socio-emotional difficulties, and past life history." (Buehler et al., 2003:75)

The intent of the statement is the importance of a clear and consistent structure, along with the need for flexibility, patience, and empathy demonstrating the complex nature of successful coaching. Caring for these children well requires a great number of skills and competencies that can be combined to meet the challenges of caring for children in a state care that may be very demanding in terms of developmental status, socio-emotional difficulties, and past life history.

So, the driving factor of implementing *parenting* programs is to be a really kind parent, have true love for children, prioritize their needs, good communication between parents and teachers. the driving factor of implementing parenting programs at RA Hidayatul Mubtadi'ien is support from the

school, parents and other institutions. Parents and teachers can come forward together to facilitate the growth and development of their children when learning online in the COVID-19 pandemic. Meanwhile, the inhibiting factors in the implementation of parenting programs according to C. Buehler, namely,

"Foster parents also noted the difficulties associated with 'loving a foster child too much.' This inhibiting factor was demonstrated by statements such as these. "(Buehler et al., 2003:77). Foster parents also report that poor communication under pressure can hinder parenting success. Factors inhibiting the implementation of parenting programs in RA Hidayatul Mubtadi'ien are the lack of facilities for the implementation of activities, parents who complain in educating and guiding children at home, there are parents who are difficult to cooperate to cooperate in educating children, and the busyness of different parents.

Conclusion

Based on the results of the study, it can be concluded that the implementation of parenting programs in RA Hidayatul Mubtadi-Ien is in accordance with the Guidelines for the Implementation of Family-Based Early Childhood Education / Parenting in the book of the Directorate general of Early Childhood Education, Nonformal, and Informal Ministry of National Education in 2012. Which consists of 3 stages, namely (1) the planning stage of a parenting program. (2) the implementation of the parenting program. (3) the evaluation stage of the parenting program. This has been adapted to the conditions of the COVID-19 pandemic, which is carried out online / online and offline. Driving factors and factors inhibiting the implementation of parenting programs in RA Hidayatul Mubtadi-Ien are: The driving factor for the implementation of parenting programs is (1) support from the school, parents, other institutions, and extension; (2) When studying online during the COVID-19 pandemic parents and teachers can move forward together to advance the growth and development of children; (3) Parenting activities that are important in meeting the

needs of children. Factors inhibiting the implementation of parenting programs in RA Hidayatul Mubtadi-Ien are (1) Lack of facilities to carry out activities; (2) Parents who complain about home education and guide their children; (3) There are parents who have difficulty working together because of different activities.

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