

PARENTING MANAGEMENT IN FORMING SOCIAL-EMOTIONAL DEVELOPMENT OF KINDERGARTEN IN BELITUNG

Sri Nurhidayah

Universitas Ahmad Dahlan, Indonesia
srinurhidayah401@gmail.com

ARTICLE INFO

Article history

Received December 10, 2023

Revised January 18, 2024

Accepted January 26, 2024

Keywords: Parenting management,
social emotional development,
kindergarten

ABSTRACT

Social emotionality in children is one of the most important things in forming a child's personality. Air Seru State Kindergarten, Belitung Regency has various programs for personality development. The aim of this research is to analyze the conditions of parenting management in improving social emotional development in the Air Seru State Kindergarten, Belitung Regency as well as increasing the role of parents and educators in responding to children's social emotional development. This research uses qualitative research with descriptive analysis methods using data collection techniques, namely observation, interviews and documentation. The informants in this research consisted of institutional managers and parents. To complete the data, namely articles and/or others related to this research. The results of this research show that the parenting management carried out at the Air Seru State Kindergarten, Belitung Regency can shape the social emotionality of students and the closeness between parents, educators and students is well established on a regular basis, this is due to the planning that is carried out such as group community activities. parents and school institutions that run actively, students' social development that develops with direction and training at school and then accompanied by application at home. However, there are weaknesses, namely that some children lack parenting patterns due to problems at home or in the family.

1. INTRODUCTION

The period of children's development is the dominant development period for educators in instilling educational norms. The development obtained at an early age greatly influences a child's development to the next stage and increases productivity in the future. The role of parents in the scope of children's education should be the main target, because parents who live side by side directly with children, also know how their children's character develops and changes and their personality (Atmojo, Sakina, & Wantini, 2021). The importance of parenting styles within the family is very significant. Effective parenting is closely related to positive relationships between parents and children, which are based on character education values. Parents act as role models who influence the development of children's character at this stage of their development (Saibah & Wantini, 2021).

The teaching and learning process is of course inseparable from the roles and responsibilities of educators related to guiding students in learning and participating in guiding children's social emotional development. In Islam, things related to emotional and spiritual skills include consistency, humility, balance and refinement. This is what is called Akhlaqul Karimah which is aligned with good morals. Thus, morals are basically attitudes inherent in individuals directly which are manifested in behavior or actions (Septiani, Aisyah, Selvia, & ..., 2022). The Al-Quran is an absolute source of values that has an unchanging existence. The Al-Quran is also a guideline in Islamic education (Aprida & Suyadi, 2022). The words contained in the Koran must be translated by education experts into a formula for Islamic education that is able to deliver on the true goals of education. The aim of education itself is to form humans who always serve Allah SWT, have noble character, are responsible for themselves and society in order to achieve happiness in this world and the hereafter (Khasanah, 2013)

The parenting management program at the Air Seru State Kindergarten, Belitung Regency is a program implemented by school institutions and student parents. In planning parenting programs, schools prioritize student parents, this is because they are the embodiment of the success of the parenting management implementation program. Parenting in education is the involvement of parents in educational activities. Schools have a role that is no less important in education, because they have a huge influence on the individual development of children (Wulandari & Suyadi, 2019). Apart from the family being the center of education, the school also has a function as an education center in shaping the child's individual personality (Khusniyah, 2018)

2. METHODS

This type of research is included in qualitative research which uses qualitative descriptive methods. The aim of this research is to collect a comprehensive picture of actual information that reflects existing phenomena and identify problems that occur as a comparison for evaluation. The subject of this research is an educator, namely Mrs. Retty Priwati, S.PAUD. and the parents of the students, namely Mrs. Nur Indah as head of the parents' association at the Air Seru State Kindergarten, Belitung Regency. The object of this research is Parenting Management in Improving Relations Between Schools and Parents. Samples in qualitative research are not referred to as respondents, but as sources or participants, informants, friends and educators in the research. There were three respondents in this study, namely the principal, Mrs. RP (1) and the students' parents, Mrs. NI and Mrs. SA (2). Researchers collect data in the field, which involves interviews, observation and documentation.

3. RESULTS AND DISCUSSION

1. Parenting Management Program at Air Seru State Kindergarten, Belitung Regency

A parenting management program is an activity rather than planning, implementing and evaluating an activity aimed at parents or schools who play a role in the child's growth and development process (Amiruddin & Nuryani, 2023). The parenting program implemented at TK Negeri 1 Air Seru Belitung Regency includes entering the classroom and taking part in learning activities, holding parent association groups, inviting child psychologists, holding extracurricular activities and study tours. Based on an introduction conducted by researchers at TK Negeri 1 Air Seru, Belitung Regency. Several parenting management programs mentioned above by researchers will be explained in detail below:

Parent meeting activities carried out by the school where in this activity parents are held in the classroom environment. The purpose of this activity is to make children feel proud of their parents and build closeness between educators, parents and children (Poniran, Arqam, Huda, & P, 2023). In fact, it is not uncommon for children to always ask when their parents are scheduled to explain learning in class. Below is documentation of the results of research regarding learning in the classroom carried out by parents.

This activity was held because there are some parents who do not understand how important the role of the family is in education and character formation in children (Istiana, 2014). Based on the results of an interview with the Principal of TK Negeri 1 Air Seru, Belitung Regency, it cannot be denied that this parenting management program is very necessary for it to be realized. Interview and collection of research data on March 16 2023 with Mrs. RP as Principal of TK Negeri 1 Air Seru, Belitung Regency, she revealed that:

"Parenting management at the Air Seru State Kindergarten has been implemented in the teaching and learning process between educators, students and parents/guardians. The relationship between parenting management and children's social emotions is a concern for educators to determine their closeness to peers, parents and the surrounding environment. The implementation carried out by the school is bringing in child psychology and arranging meetings between parents and students. Then, another thing is bringing parents closer to the school environment with the existence of a community or association of parents/guardians. This is also related to the social and emotional nature of children. After the applications to students regarding children's social emotions, it can be seen from the individual development of children, they carry out this well, such as the presence of forms of cooperation and mutual help, smiles, greetings and greetings to older people, closeness between parents and participants. When the implementation is held, parents also take part in the learning every week." (Results of an interview with RP, Principal of the Air Seru State Kindergarten School, Belitung Regency on March 20 2023 at 08.27).

The Principal's statement above is in line with the results of research conducted by Ajeng Rahayu et al (Dewi, Mayasarokh, & Eva Gustiana, 2020) with the title Socio-Emotional Behavior of Early Childhood, referring to the results of interviews that have been conducted, it is known that the teachers of the Air Seru State Kindergarten, Belitung Regency have implemented good habits so that the child's individual social and emotional potential and abilities can develop. This statement can also be supported by several other data sources such as observation and documentation. Among the habits provided by educators to students so that children's potential and social emotional abilities can develop are by paying attention to children, creating positive behavior for children, establishing good communication, explaining positive and negative behavior and its impacts (Nuraeni, 2016).

Through the planning process, researchers can determine what the implementation program will be like and can find out the results that occur in the field. Likewise, what happened at TK Negeri 1 Air Seru Belitung Regency was that they first carried out planning and then the next step was implementation by building closeness between parents and children at school, namely through community groups and teaching and learning activities in the classroom. In this implementation, of course the school or educators direct and emphasize discussion and sharing of various kinds of problems experienced by parents in the process of educating children at home. The implementation model for the parenting management program in this research includes parent classes which are community outreach or socialization, planning regarding the implementation of the parenting management program for parents and students(Widodo, 2019). This was explained by the Principal of TK Negeri 1 Air Seru, Belitung Regency, Mrs. RP, who concluded the interview with her at that time:

"Full attention in developing and improving the social and emotional well-being of early childhood starts from the family environment, so that parents can be role models for their children."

Based on the results of research conducted by researchers, implementation is the actuation of a plan and organization. Apart from teaching good manners from an early age, children are also trained in solidarity and discipline in the "makan bedulang" activity, a traditional Belitung Regency event which means serving various kinds of food or side dishes in one circular container. This event is held as a feeling of sitting equally. When enjoying a meal together, it usually consists of 4 to 6 people. This activity is one of the activities of the parents' association together with school institutions, this event is held at the end of every semester before the New Student Admission (PPDB). Parents of students who are members of the association at the Air Seru State Kindergarten in Belitung Regency participated in planning the implementation of the traditional "eat bedulang" event in order to build solidarity and discipline in children from an early age.

The implementation of parenting at the Air Seru State Kindergarten in Belitung Regency is a collaboration between the school and the parents of the students, where the implementation of the socialization seminar or counseling program with child psychologists is carried out once a year or even more, involving parents and students. Bringing in child psychologists is a parenting management program carried out at the Air Seru State Kindergarten, Belitung Regency. This implementation went well and was in accordance with the school's initial planning. However, there are shortcomings in the implementation of this program, namely that several parents were not present and had not had the opportunity to participate in the implementation of the activities carried out. Parents do not participate enough in activities carried out by the school because they carry out core activities such as being busy working. This is the result of an interview with the Principal regarding complaints from several parents who have not been able to attend and carry out parenting management activities at TK Negeri 1 Air Seru, Belitung Regency. Included are the results of an interview with Mrs. RP as the school principal:

"Unfortunately there are some parents who rarely monitor their children's activities at school because they are busy outside of their children's learning hours and some are less active in community groups, for example, due to economic factors. However, the social level between parents and the school creates solidarity, if there are economic obstacles, we help each other to carry out planned activities."

In order for the parenting management program to be implemented well, counseling meetings should be held for parents regarding the importance of building children's character from an early age (Khafiyya & Wantini, 2023).

2. The Role Of Parents In Shaping Children's Social Emotional Development At The Air Seru State Kindergarten, Belitung Regency

The implementation of the parenting management program at TK Negeri 1 Air Seru Belitung Regency is a collaboration between the school and the student's parents which is carried out once a year or more. As for the results of interviews related to the implementation of parenting management at school and at home, researchers conducted interviews with parents, guardians of students who are community or association activists at Air Seru State Kindergarten, Belitung Regency, namely: this association moves to build closeness between the school, parents and students. Parents and educators often hold activities to maintain cohesiveness to build children's social and emotional development from an early age, by holding competitions on certain days and not forgetting to monitor children's activities after school. This new community activity was carried out by holding a *bedulang* eating event, which was a means of introducing Belitung customs. "At this event we can also see the social and emotional nature of children learning to be patient and help each other." (Results of an interview with the Chairperson of the Air Seru State Kindergarten Association, Belitung Regency, namely Mrs. NI on March 17 2023 at 08.42)

From the interview above, there is a connection with the implementation process which is the reference for the results of this research. This is because the preparations for the series of community activities have been prepared by the institution (school committee) and the committee (educators). The form of the committee is prepared in detail by the school committee. This community activity is planned to operate once a month holding meetings between educators and parents, while once a week they take turns filling in class activities for a minimum of 40 minutes carrying out learning activities in accordance with the themes determined by each subsection in the learning program plan at the school. The target of managing the organizational structure of the association itself is returned to the parents of the students in selecting the chairman, treasurer, secretary and others.

In implementing this activity, the closeness between the institution and parents also becomes better, as time goes by it can help in educating children in correct parenting patterns and mutually supporting the school's vision and mission in educating and developing the social emotional development of early childhood. This depends on each parent's preferences in educating their children. Everything will go well if parents can divide their time wisely to provide adequate education and attention to their children.

The statements of the parents above are in line with the research results written in the book *Early Childhood Education According to Islamic Concepts* by Ihsan Dacholfany and Uswatun Hasanah (Dacholfany & Hasanah, 2018). Parenting management programs in PAUD institutions can be filled by carrying out a series of routine activities. In order to ensure that the implementation of the parenting program at the Air Seru State Kindergarten, Belitung Regency can be carried out in accordance with regulations, the principal at the Air Seru State Kindergarten, Belitung Regency facilitates parents by forming a school/PAUD committee. The organizational management of this school committee is composed of the membership of the parents of the students. Itself (Wiyani, 2017). In accordance with the guidelines for family-based early childhood education providers. In this research, parenting management at the Air Seru Kindergarten in Belitung Regency has been implemented in the form of: Smile, Greet and Greet, Parent Meeting Activities (Parent Class) Parental involvement in joint events. The involvement of parents in activities makes the closeness between the environment around the school even more intertwined. These activities are usually held by the school, such as study tours, community associations, or school committee meetings. In this activity, of course, parents move to organize some of the series of activities that must involve each of them.

3. Disadvantages and Advantages of Social Emotional Development in Air Seru State Kindergarten, Belitung Regency

Based on the results of observations at school and interviews with educators on January 23 2023 related to factors that hinder children's social emotional development in parenting management at the Air Seru State Kindergarten, Belitung Regency, namely that there are several students who are less active and appear gloomy when in the school environment so that The educator also asked what had happened to the child. This is related to the parenting patterns obtained at home and in the surrounding environment, for example lack of opportunities to socialize, low self-motivation, excessive adjustment, and so on. Documentation of the results of research carried out at the Air Seru State Kindergarten, Belitung Regency, shows that students are grouped into two groups and their numbers, namely group A, numbering 9 and group B, numbering 17 people. This grouping is due to the age level which is divided into group A 4-5 years while group B is 5-6 years.

Meanwhile, the supporting factors that influence social emotional development in parenting management at the Air Seru State Kindergarten, Belitung Regency are educators and the school environment which has provided various facilities and infrastructure to activate learning activities and involve parents and guardians of students in implementing activities. For example, holding meetings between each parent, guardian and the school to build closeness, holding a community for more structured activities, holding outreach with child psychology speakers related to children's social emotional development and parenting management at home and school (Susanti, Lian, Puspita, & Widodo, 2020). Based on research results that describe the meaning of levels of development achievement. The research began with the aspects of religious and moral values, physical, motoric, cognitive, language, social emotional and artistic. Each of these aspects is explained in the table of indicators of early childhood development achievements in the 4 to 6 year period (Widodo, 2018). The relationship between indicators of early childhood development achievement and the aspects mentioned is a reference for the assessment of educators at the Air Seru State Kindergarten, Sijuk Regency.

After participating in the parenting program, parents (IP) try to apply the correct parenting methods that they have learned from the program. Even though the results are not yet visible significantly, according to him, his child's development is starting to go according to his expectations. On the other hand, parents (DI) who work outside the home provide care to their grandmother, this is one of the obstacles in children's development. As we know, the role of parents is very important in child development.

4. CONCLUSION

There are three parenting management programs implemented at the Air Seru State Kindergarten, Belitung Regency, namely (a) Parents of students enter the class and take part in lessons, (b) Holding a parent association group, (c) Bringing in a child psychologist. So that a parenting program is carried out well to achieve the desired goals, of course it starts with a plan. In the documentation that has been attached by researchers obtained from weekly and annual program activities at the Air Seru State Kindergarten, Belitung Regency. Based on data obtained by researchers in implementing parenting management at the Air Seru State Kindergarten, Belitung Regency, students succeeded in implementing things implemented at school such as greetings, greetings and politeness. Not only that, students also apply mutual help, discipline and responsibility, this is given by the example of parents as role models for their children. Parenting management at TK Negeri 1 Air Seru Belitung Regency takes two forms, formal (lessons or seminars) and routine (parents' association). There is a form that is implemented in planning the parenting program at this school so that it can implement closeness between students, parents, and educators at school. 3) There are two factors in this parenting management program, namely, supporting factors in the school environment which has provided various facilities and

infrastructure to activate learning activities and involves parents and guardians of students in implementing activities. Factors that hinder development are that there are some students who are less active and appear gloomy when they are in the school environment. This is related to the parenting patterns obtained at home and in the surrounding environment, for example lack of opportunities to socialize, low self-motivation, excessive adjustment, and so on.

5. REFERENCES

- Amiruddin, & Nuryani, Y. (2023). Manajemen Program Parenting dalam Meningkatkan Sinergis Antara Sekolah dan Orang Tua Siswa di TKIT Al-Farisi Majalengka. *Islamic Education Journal*, 5.
- Aprida, S. N., & Suyadi, S. (2022). Implementasi Pembelajaran Al-Qur'an Terhadap Perkembangan Nilai Agama dan Moral Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2462–2471. Retrieved from <https://doi.org/10.31004/obsesi.v6i4.1959>
- Atmojo, A. M., Sakina, R. L., & Wantini, W. (2021). Permasalahan Pola Asuh dalam Mendidik Anak di Era Digital. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(3), 1965–1975. Retrieved from <https://doi.org/10.31004/obsesi.v6i3.1721>
- Dacholfany, I., & Hasanah, U. (2018). Pendidikan Anak Usia Dini Mneurut Konsep Islam.
- Dewi, A. R. T., Mayasarokh, M., & Eva Gustiana. (2020). Perilaku Sosial Emosional Anak Usia Dini. *Jurnal Golden Age Hamzanwadi University*, 4(01), 181–190. Retrieved from <https://doi.org/10.29408/jga.v4i01.2233>
- Istiana, Y. S. Suyadi (2014). Konsep-Konsep Dasar Pendidikan Anak Usia Dini. *Jurnal Didaktika*, 20(2), 90–98.
- Khafiyya, N., & Wantini. (2023). Implementasi Pendidikan Islam dalam Optimalisasi Kecerdasan Emosional: Perspektif Psikologi Pendidikan. *Jurnal Pendidikan Islam*, 08(01), 1–16.
- Khasanah. (2013). Kecerdasan Emosional Pendidik dalam Al-Qur'an. *Jurnal Pendidikan*, 1(2), 33–42.
- Khusniyah, N. L. (2018). Peran Orang Tua sebagai Pembentuk Emosional Sosial Anak. *Qawwam*, 12(1), 87–101. Retrieved from <https://doi.org/10.20414/qawwam.v12i1.782>
- Nuraeni. (2016). Pendidikan Karakter Pada Anak Usia Dini. *Jurnal Paedogy*, 3, 65–73.
- Poniran, P., Arqam, M. L., Huda, M., & P, D. (2023). Pengembangan Metode KEPOKPEDAS dalam Meningkatkan Kecerdasan Personal pada Pembelajaran PAI Siswa Kelas V SDN Krapyak. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 21(1), 31–45. Retrieved

from <https://doi.org/10.32729/edukasi.v21i1.1318>

Saibah, S., & Wantini, W. (2021). Pola Asuh Orang Tua Terhadap Motivasi Belajar Siswa SMP Unggulan 'Aisyiyah Bantul. *Qalamuna: Jurnal Pendidikan, Sosial, Dan Agama*, 13(1), 47–56. Retrieved from <https://doi.org/10.37680/qalamuna.v13i1.610>

Septiani, B., Aisyah, S., Selvia, E., & ... (2022). Konsep Dan Tahapan Pembentukan Program Parenting: Konsep Dan Tahapan Pembentukan Program Parenting. *Jurnal ...*, 4194, 85–92. Retrieved from <http://azramedia-indonesia.azramediaindonesia.com/index.php/Kapalamada/article/view/184%0Ahttp://azramedia-indonesia.azramediaindonesia.com/index.php/Kapalamada/article/download/184/162>

Susanti, S., Lian, B., Puspita, Y., & Widodo, H. (2020). Implementasi Strategi Kepala Sekolah dalam Penguatan Pendidikan Karakter Peserta Didik. *Jurnal Pendidikan Tambusai*, 4(2), 1644–1657. Retrieved from <https://doi.org/10.31004/jptam.v4i2.629>

Widodo, H. (2018). Pengembangan Respect Education Melalui Pendidikan Humanis Religius Di Sekolah. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 21(1), 110–122. Retrieved from <https://doi.org/10.24252/lp.2018v21n1i10>

Widodo, H. (2019). Penguatan Pendidikan Karakter Di Sd Muhammadiyah Macanan Sleman Yogyakarta. *Lentera Pendidikan*, 22(1), 40–51. Retrieved from https://journal3.uin-alauddin.ac.id/index.php/lentera_pendidikan/article/view/7260

Wiyani, N. A. (2017). Manajemen Program Parenting Bimbingan Baca-Tulis Al-qur'an Bagi Orang tua di TK Nurul Hikmah Kecamatan Tonjong Kabupaten Brebes. *ThufuLA*, 5.

Wulandari, A., & Suyadi, S. (2019). Pengembangan Emosi Positif Dalam Pendidikan Islam Perspektif Neurosains. *Tadrib: Jurnal Pendidikan Agama Islam*, 5(1), 51–67. Retrieved from <https://doi.org/10.19109/tadrib.v5i1.3016>