PARENTS PARTICIPATION OF DIGITAL PARENTING SERVICES THROUGH POSYANDU IN RW 004 LEDENG KOTA BANDUNG

Rina Bastian[1], Mustofa Kamil[2], Sardin[3]

[1,2,3] Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, Indonesia

[1]1rinabastian@upi.edu

Abstract

This research is motivated by the issue of childcare. Less optimal care causes problems with the child's development. The form of child development is physical health. Improvement of childcare is carried out through posyandu institutions which serve as learning media. This program aims to increase the role of parents in caring for and educating children in the digital age. The purpose of this study was to determine the participation of parents in utilizing digital parenting services. The program that has been implemented facilitates parents to utilize technological sophistication to find information about children's health through training. Health covers include monitoring children's development, nutritional status and immunization schedule for toddlers at all times. The conceptual foundation used in this study is the concept of parental participation, the concept of digital parenting and the concept of health. This research was conducted at RW 004 Ledeng, Bandung using a quantitative approach. The sources of information in this study were parents as active members of the posyandu RW 004. Data collection techniques used interviews and questionnaires. The results showed that there was an increase in parental participation in the use of digital parenting through posyandu on their respective gadgets.

Keywords: Parental Participation, Digital Parenting, Children's Health

Abstrak

Penelitian ini dilatarbelakangi oleh masalah pengasuhan anak. Perawatan yang kurang optimal menyebabkan masalah pada perkembangan anak. Bentuk tumbuh kembang anak adalah kesehatan jasmani. Peningkatan pengasuhan anak dilakukan melalui lembaga posyandu yang berfungsi sebagai media pembelajaran. Program ini bertujuan untuk meningkatkan peran orang tua dalam mengasuh dan mendidik anak di era digital. Tujuan penelitian ini adalah untuk mengetahui partisipasi orang tua dalam memanfaatkan layanan parenting digital. Program yang dilaksanakan memfasilitasi para orang tua dalam memanfaatkan kecanggihan teknologi untuk mencari informasi tentang kesehatan anak melalui pelatihan. Perlindungan kesehatan meliputi pemantauan perkembangan anak, status gizi dan jadwal imunisasi balita setiap saat. Landasan konseptual yang digunakan dalam penelitian ini adalah konsep partisipasi orang tua, konsep pola asuh digital dan konsep kesehatan. Penelitian ini dilakukan di RW 004 Ledeng, Bandung dengan menggunakan pendekatan kuantitatif. Sumber informasi dalam penelitian ini adalah orang tua sebagai anggota aktif posyandu RW 004. Teknik pengumpulan data menggunakan wawancara dan angket. Hasil penelitian menunjukkan bahwa terdapat peningkatan partisipasi orang tua dalam penggunaan pola asuh digital melalui posyandu di gadget masing-masing.

Kata Kunci: Partisipasi Orang Tua, Parenting Digital, Kesehatan Anak

How to Cite: Bastian, Kamil, Sardin. (2020). Parents Participation Of Digital Parenting Services Through Posyandu In RW 004 Ledeng Kota Bandung. *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9 (2), 138-147.

INTRODUCTION

Parenting is an effort to improve parenting by parents. Care is carried out in various ways and certain types. Baumrind (1991) revealed 4 types of care that are often done by parents. First, it is the type of authoritarian care (restrictive care). This type of care is often also called the coercive type, they also tend to force their will and do not tolerate small mistakes. The second type is the authoritative type that allows for discussion and openness with children but does not leave rules and limits. Third, this type of neglectful (uninvolved parenting) is too neglecting, not caring about the child's actions. Finally, this type of indulgent (permissive parenting), this type of child does as he pleases, considers himself king and must always be obeyed, also lacks respect for his parents and those around his environment.

The care given has an impact on children's development, both psychological development and physical development. The participation of family and the environment also greatly influences. Mamat (2019) proposed the Bronfenbrenner ecological theory which could influence children's development consisting of five environmental systems that range from interpersonal interactions to broader cultural influences. First the microsystem is a setting where individuals spend a lot of time. The context in this system includes family, peers, school and neighbors. Individuals interact directly with parents, teachers, peers, and others. The two mesosystems are the relationships between experiences in the family with experiences at school, and between family and peers. Further exosystems occur when experiences in other settings (where students

do not play an active role) affect the experiences of students and teachers in their own contexts. Then Makrosistem is a broader culture. Culture is a broad term that includes the role of ethnicity and socioeconomic factors in the development of children. Culture is the broadest context in which students and teachers live, including the values and customs of the community. Finally, the Kronosystem is the historical socio-economic condition of child development. More precisely the current generation of children are faced with growing up in an electronic environment filled with computers and new forms of media.

The current era of globalization allows the internet to be accessed by all groups. There are many impacts on society, both positive and negative impacts. The positive impact is that it makes it easier to find information, entertainment, and also knowledge, but the negative impact is related to behavior and manners that tend to imitate outside cultures. The following is the percentage of population aged 5 years and over who have accessed the internet in the last 3 months according to regional classification in 2014 - 2018

Table 1. Rural and Urban Social Status Conditions

Year	Regional Classification	
	Urban	**Rural**
2014	75,68	24,32
2015	73,67	26,33
2016	72,77	27,23
2017	71,15	28,85
2018	69,91	30,09

Source: Processed from the National Socio-Economic Survei (Susenas) Results last update December 2019

Based on the data above that the internet affects people without knowing the region. Technology becomes the center of human attention, often unconsciously we are willing to spend hours interacting in cyberspace (online) through social media, and at the same time forget the real reality around us (Turkle, 2006). We lose control of the time we have and at the same time half of our lives are related to social media. For example, more often we feel it is appropriate to just say happy birthday, or happy Eid, or even condolences to friends or family through social media without the need to meet face to face.

Social media can often satisfy parents to learn about their child's development through statements of caregivers who are questioned via short messages. This is one example of conditions that are not appropriate for parents. Such conditions reduce the level of parental care for their children. A research result from Latifah et al (2009) revealed that the risk factors identified in the family and community that could affect the development of children aged 3-6 years were found, one of which is the parents' knowledge about childcare is still low.

Errors in care not only affect early childhood but also their age when adolescents who enter the environment outside the family. One of them is parenting style which neglects the child too much. A study by Pravitasari (2012) parents indirectly encourages their children to play truant by not being strict enough about their child's attendance at school. According to Basembun (2008), this parenting includes permissive parenting which is full of negligence (permisive-neglectfull parenting), meaning that parents are not very meddling in their children's lives. Thus the child shows poor self-control.

Also more worrying is the child's health problems. Parental neglect affects the child's physical growth and development. Children's health becomes down so they are susceptible to disease. This condition causes the child to grow abnormally. The following data also provides a description of children experiencing stunting ranging from under two years of age children under two years to toddlers.
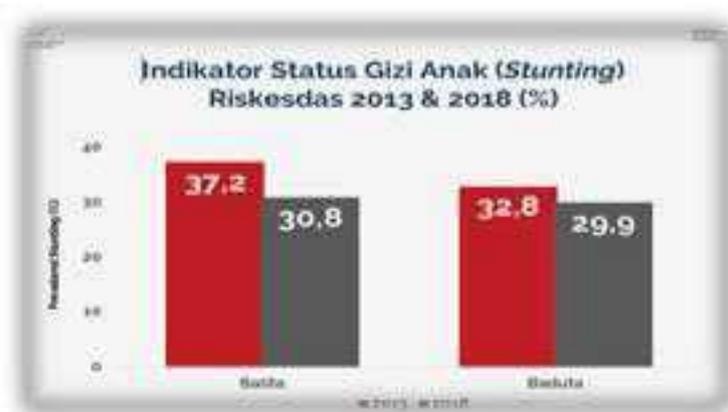
Picture 1. Indikator Status Gizi Anak (Stunting)
Source: Center for Health Promotion, Ministry of Health Republic of Indonesia, 2018.

The effect of neglect of care gives an unfavorable impact on each child's development. This nurturing is the responsibility of the family as the first education for children, it does not rule out the environment also has an influence. Besides family, the surrounding community also has a role in helping to improve the quality of care. Care that can be done so much, as one example of child health counseling, parenting training for child development and so on. But in

brief we see that the program is not properly applied to the real environment. This condition was conceptually included in posyandu activities. Posyandu activities consist of the main activities and development activities or choices. The main posyandu activities include: maternal and child health; family planning; immunization; nutrition; prevention and control of diarrhea. While development activities or choices, the community can add new activities besides the five main activities that have been set, called Integrated Posyandu. The new activities, for example, Toddler Family Development, Family Medicinal Plants, Elderly Family Development, Early Childhood Education Post, various other village community development programs (POSYANDU Cadre Handbook).

Efforts to improve parenting can not only be done in one way or carried out by certain institutions. Information access can be done directly in the activity or indirectly (online). Technology is now very helpful in all fields of education, social, health and others. Through the help of technology all information about child health, maternal health, and learning programs for parents are on the internet. People easily use the application provided, so that many users use mobile phones as daily necessities, including applications that are important about the learning of children of Martini (2018). Restrictions on the use of the internet for children can also be limited through digital parenting. Study of Maisari and Sigit (2019) The application of the concept of digital parenting by parents of children aged 5-6 years at RA Bunayya includes: establishing rules and agreements regarding the use of gadgets; guide and assist children when using gadgets; use parental control; and parents get children to play with friends after playing gadgets so that children can socialize with friends. Furthermore, the role of digital parenting on the development of logical thinking of children aged 5-6 years at RA Bunayya includes: as education as well as entertainment, playing while learning; stimulate children's logical thinking; provide rules and and supervision so that digital devices or gadgets do not interfere with the concentration of children and which hinder children's logical thinking. That is one of the conditions for increasing child development through online media.

Conceptually the media that provides online childcare has many, rules and types of programs determined by some institutions. Ideally, one of the efforts to improve children's health is done at posyandu. In fact, each learning activity in the posyandu lacks significant development. The activity is only done once a month for all children's health learning, with such short time. Parents lack knowledge and understanding about good health and nutrition for children, even though learning can also be obtained from various sources. This information is not only obtained from the companion cadres but from the use of gadgets. But parents don't really take advantage of the technology they have. This is an opportunity for researchers to provide an increase in care through online and also the task for cadres to train and provide health learning at the posyandu.

LITERATURE REVIEW

Poerwadarmita (in Suwardi, 2009: 16) means that "Learning achievement is a result that has been achieved by someone in carrying out certain activities." According to Winkel (in Mahyuddin, 2010: 11) said that "Learning achievement is often also called an achievement index."The coastal area is a meeting area between land and sea, where the land area is still influenced by the nature of the sea. The socio-cultural coastal community is a group of people whose cultural roots were initially built on a combination of marine, beach and market-oriented maritime culture (Satria in Widodo, 2011).

According to Ki Hajar Dewantara (in Ahmadi, 2004: 96) The family is a collection of several people who are bound by a derivative then understand and feel standing as an essential,

essential, and will together to strengthen the joint to glorify each of its members. Djamarah (2004: 28) The family is an institution formed by the bond of marriage between a husband and wife to live together, in agreement, along with and agree, in fostering household bonds to reach a sure family in the protection and pleasure of Allah SWT.

Poverty is realized as a result of interaction between various aspects, especially social and economic aspects. According to Rais (1992: 2) defines that poverty is a condition for sources of meeting basic needs such as food, clothing, shelter, health, and basic education. Poverty is usually described as a lack of opinion to meet basic needs.

METHOD

This research was classified as qualitative research because the data source was in a natural setting, not manipulated, not made up, researchers as research instruments, reports in the form of descriptive, prioritizing data directly from the first hand (Yusuf, 2005: 54-59).

The type of research the researcher undertook was a case study because the researcher had determined the focus of the study as stated in Chapter I. Although the focus of the study had been determined, this research was still classified as an effort to obtain a holistic picture (whole) in addition to the sharpened focus interact with each other, other variables related to the development of the data was examined, although not very deeply.

Data source selection technique was done by using snowball sampling technique. Data collection techniques used was participant observation and interviews. Data analysis was performed using qualitative data analysis. The process was done with data reduction, data display, and verification.

RESULTS AND DISCUSSION

A. Descriptions of Parents' Efforts towards Children's Education in Family X

1. Parent's Hard Work

The findings of researchers in the field showed that Mr. X is a fish seller, while Mrs. X is a housewife. Due to economic constraints, Mrs. Y decided to look for a part-time job, which was to take a palm leaf shoot which was then used as a diamond nest. Mr. X and Ms. Y did various ways to meet the needs of their children, especially in terms of education. Besides working, Mr. X also acted as an educator in his family. As an educator in the family, Mr. X did very well. This was evident from the positive habits of the children. Mr. X was a good educator in his family.

The success of family X in educating children was also inseparable from the parents' hard work at work. Working earnestly and achieving then accompanied by surrender to Allah SWT both for the benefit of the world and the hereafter.

Many argued that the relationship between parents and child was the foundation for their relationship with others. Children treated others as their parents treat it. Not all children took this attitude, depending on the child and the problems they faced. There were two characteristics of a child, acceptable or unacceptable attitude. That was, children who can control themselves, who are stronger, more robust, although a little fragile, and temperamental, but the spirit of life is still there, fragile heresy, because indeed the attitude of parents was very influential on children, so it was highly unlikely that a child was affected if confronted with

one problem. Parents were the main actors who played an important role in children's development which was explained in the form of parenting patterns. According to Steinberg, parenting had two components, namely parenting style and parenting practices. Parenting style was defined as a set of attitudes that were communicated to children where parental behavior was expressed so as to create an emotional condition.

2. Parental Responsibility

The findings of researchers in the field show that all the needs for his children, especially in education he solely sought from the results of selling fish, without anyone else helping. Every family member was responsible for his family, but responsibilities also constituted welfare, safety, education and life. The context was the responsibility of parents in education, then parents were the first and foremost educators in the family. For children, parents were a model that should be emulated. As a model, parents should provide the best examples for children in the family (Bahri Djamarah, 2004: 29).

Based on the explanation above, it can be understood that the hard work and responsibilities of parents were so influential on the child's developmental conditions, including their achievements. If the child was in a proper care, then the child would be assisted in the process of maturation of cognitive development, and affection.

B. Methods of Education of Children at Home

Based on the results of research that researchers got in the field, it appears that Mr X used a variety of methods in the implementation of education in his family. The method provided a large influence on learning outcomes achieved optimally. The results showed that Mr. X used four learning methods namely exemplary, habituation, story and advice methods. By using various meetodes, Mr. X had obtained the results to be achieved optimally.

According to the Big Indonesian Dictionary (Depdikbud: 1999) "The method is a systematic way of working to facilitate the implementation of an activity to achieve the specified goals". Besides the method is also a well-organized way to achieve a purpose. Sanjaya (2008) stated that "the method is a way in achieving something". Learning methods was interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives.

Hermawan, et al (2008) said that "the learning method is a way of presenting (breaking down material, giving examples, and giving training) the contents of the lesson to students to achieve certain goals". Not every learning method was suitable for use in achieving certain learning goals.

From the description above, it can be concluded that the learning method is a method used by someone to achieve the intended purpose or objectives used. Learning methods used in learning implementation lessons should vary. A good method help the implementation of good activities. In order to achieve the learning goals set previously, various learning methods are needed. The more methods used in implementing learning, the learning objectives to be achieved would be more leverage.

1. Exemplary Method

In the family father and mother were educators who must be able to set an example for their children. The example they provided was able to influence children's behavior in their daily lives. The application of this method in the family such as parents gave examples to children not to lie, dressed modestly, always said politely and according to the norm, and parents must be able to give examples to help people who were being hit by difficulties.

The model method was a method that gave an action or every thing that was imitated or followed by someone from someone else who did or made it happen, so that the person being followed was called an example.

Research findings in the field, Mr. X and Mrs. Y always provided positive examples in front of their children so that children of family X emulated the habits of their parents. Like always telling the truth and keeping promises, closing genitalia for those who had been *baligh*, imitating positive habits adopted by their parents such as eating, not talking, not standing, etc., saying politely to everyone, especially to both parents and helping people who were being overwritten by difficulties.

According Nabawi (1993: 215) in the educational process meant that every educator must be able to set an example for their students. With this example students were expected to emulate and imitate everything that was good, in terms of the words and actions of educators.

2. Habituation Method

In the family habituation method was usually applied in terms of practicing worship. Children were taught how to worship since childhood. For example praying and fasting. This was done continuously by the child so that it became a habit until adulthood.

Etymologically habituation came from ordinary words. In the Big Indonesian Dictionary, the usual meaning was common or as common as before, it was a matter that could be separated from everyday life.

Mr. X used the habituation method in activities that he always did outside the home. Mr. X accustomed his children to do positive things, such as praying in congregation and reading the Qur'an.

The habituation method was interpreted as a way that was done to get children to think and act according to the prevailing religion and norms. Abdullah (1992: 160) conveyed Imam Alghazali's Admonition "A child is entrusted to his parents, his heart is very clean like a pearl, if accustomed and taught a virtue, then he will grow up still doing such goodness, so he will get the happiness of the world and the hereafter."

3. Story Method

Mr. X is a father who prioritized the time to gather with his family. Mr. X used the gathering time to tell stories, joke or exchange ideas with his wife and children. The story method was used by Mr. X when he was gathering with his family at home. Mr. X told me a variety of things that he knew both information that he got through television, when wirid was told, or from other media. In addition, Mr. X also often told the story of the Prophet and Apostles and friends in ancient times.

The story method was a way of conveying material by telling chronologically about how things happened, whether reality or just engineering.

In a family the method of storytelling was often used by parents to share experiences with their children. It was intended that children took something positive from the things they had told. Children were also allowed to ask if there was something that was not or needed to be explained again by parents as educators.

4. Advice Method

Mr. X used the method of advice in between the stories he told when gathering with family. Mr. X always gave advice to his children related to the stories he had told. So every day the children of family X always got different advice from Mr. X.

The method of advice was a method that provided an explanation of the truth and goodness with the aimed of avoiding the person being counseled from danger and showing the way to bring happiness and benefit.

In realizing interactions between educators and students, advice was a way of educating those who were able to rely on very soft and soft language, both verbally and in writing. Advice was very big influence on children; advice in the learning process was very effective for creating educational interactions. Advice was very influential for the psychological child if it can be delivered properly.

Parents as the main educators in the family were very able to apply this method. Parents gave advice based on life experience and based on logic. Parents were able to convey advice in a good way, so that children received it well, without showing an attitude of rebellion.

So it can be concluded that the learning method used by Mr. X in the implementation of education in the family was an exemplary method, habituation, stories and advice. By using such varied methods, Mr. X had succeeded in carrying out education in his family as evidenced by the change in the attitudes and bad behavior of Mr. X's wife and children in a much better direction than before.

C. Habits of Children in Learning at Home

The research findings showed that each of Mr. X and Mrs. Y's children certainly had different study habits. Habit is a way of acting that is obtained through repeated learning, which in turn becomes settled and is automatic. Various research results indicated that learning outcomes had a positive correlation with study habits. From the results of observations and observations made by researchers of children of family X, it can be concluded that children of family X were children who exceled in their respective schools. With the learning outcomes obtained by children of family X showed that the learning habits that they did were habits that were permanent and automatic, so that the results they got were in accordance with the effort that they did.

Various research results showed that learning outcomes had a positive correlation with study habits or study habits. Habit was a way of acting that was obtained through repeated learning, which in turn became settled and was automatic.

Learning habits were interpreted as a way or technique that settles on a person at a certain time, such as when receiving lessons, reading books, doing assignments, and setting the time to complete activities. In Djaali (2006: 128) Learning habits were divided into two parts, namely Delay Avoidan (DA), and Work Methods (WM). DA showed the timeliness of completing academic assignments, avoided the things that allowed the completion of tasks, and removed stimuli that interfered with concentration in learning. The WM refered to the use of effective learning methods (procedures) and efficiency in working on academic assignments and learning skills.

According to Mappiare in Djaali (2006: 128), learning habits tended to master student behavior every time they did learning activities. The reason was because habits contained strong motivation. In general, every person acted on the basis of force of habit even though he knew that there were other ways that might be more profitable. This was caused by habit as an easy way and did not require great concentration and attention.

Suryabrata in Djaali (2006: 129) formulating an efficient way of learning was with the smallest effort to provide maximum results for the development of individual learning. Regarding efficient learning, it did not guarantee success in learning. Most importantly, students practice it in daily learning, so that it gradually became a habit, both inside and outside the classroom.

CONCLUSION

Based on the results of research and discussion, conclusions can be drawn as follows:
1. Mr. X and Mrs. Y did various ways so that their children still got a good education despite the economic conditions were mediocre, such as by selling fried foods, to make a diamond nest and by selling fish, and without anyone else helped.
2. In the application of the exemplary method, Mr. X and Mrs. Y always provided positive examples in front of their children so that the children of family X emulated the habits of their parents. In addition, Mr. X also always accustomed his children to do positive things, such as praying in congregation and reading the Koran. And in the story method Mr. X was used when gathering with his family at home by sharing various information he knew. While the advice method used by Mr. X was in between the stories he told when gathering with his family.
3. Children of family X were children who exceled in their respective schools. With the learning outcomes obtained by children of family X showed that the learning habits that they did were habits that were permanent and automatic, so that the results they got were in accordance with the effort that they did.

REFERENCES

Abdullah, M. Yatimin. 1992. Studi Akhlak dalam Perspektif Islam. Jakarta: Gramedia.

Ahmadi, Abu. 2004. Sosiologi Pendidikan. Jakarta: Rineka Cipta.

Departemen Sosial RI. 2005. Petunjuk Pelaksanaan Pelayanan Sosial. Jakarta: Departemen Sosial RI.

Djaali. 2006. Psikologi Pendidikan. Jakarta: PT Bumi Aksara.

Djamarah, Syaiful Bahri. 2004. Pola Komunikasi Orang Tua dan Anak dalam Keluarga. Jakarta: Rineka Cipta.

Mahyuddin. 2010. Prestasi Belajar Siswa. Jakarta: Penebar Swadaya.

Nabawi, Hadani. 1993. Pendidikan Islam. Surabaya: Al-ikhlas.

Rais, Amin. 1995. Kemiskinan dan Kesejahteraan di Indonesia. Yogyakarta: Aditya Media.

Suwardi. 2009. Cara Meningkatkan Prestasi Belajar Siswa. Jakarta: PT Bumi Aksara.

Yusuf, Muri. 2005. Metodologi Penelitian. Padang: UNP Press.