

PARENT INVOLVEMENT IN INSTILLING SOCIAL CARE ATTITUDES TO EARLY CHILDHOOD THROUGH THE FRIDAY BLESSING PROGRAM

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Abstract

This research aims to describe parents' involvement in instilling social care attitudes to early childhood through the Friday blessing program at PAUD Mawar Kota Bandung. The data collected in this study uses semi-structured interview techniques, participatory observations, and documentation studies. The method used is descriptive with a post positivistic approach with a simple research design. This study's respondents were a PAUD principal, two tutors, and two parents of PAUD Mawar students selected purposively. The results showed that parental involvement as a supporter, social agent, and streamline the program. While the factors inhibiting parental involvement are the busyness of parents and the lack of awareness of the importance of parental involvement in early childhood education programs. Friday Blessing Program in instilling social care in children is already underway judging by the participation of parents of students who participate in every activity carried out from preparation to implementation. Children's social care is instilled in a way that, together with parents and teachers, donate the dhuafa in the Friday Blessing program.

Keywords: Parent Involvement, Social Care Attitudes, Early Childhood

Abstrak

Penelitian ini bertujuan mendeskripsikan tentang keterlibatan orangtua dalam menanamkan sikap peduli sosial kepada anak usia dini melalui program Jumat berkah di PAUD Mawar Kota Bandung. Pengumpulan data dalam penelitian ini menggunakan teknik wawancara semi terstruktur, observasi partisipatif dan studi dokumentasi. Metode yang digunakan adalah deskriptif dengan pendekatan post positivistik simple research design. Responden penelitian ini adalah seorang kepala sekolah PAUD, dua orang tutor dan dua orang orangtua siswa PAUD Mawar yang dipilih secara purposif. Hasil penelitian menunjukkan bahwa keterlibatan orang tua sebagai pendukung, agen sosial, dan memperlancar program. Sedangkan faktor penghambat keterlibatan orangtua adalah kesibukan orangtua serta kurangnya kesadaran akan pentingnya keterlibatan orangtua dalam program pendidikan anak usia dini. Program jum'at berkah dalam menanamkan kepedulian sosial kepada anak sudah berjalan dilihat dari partisipasi orangtua siswa yang ikut terlibat dalam setiap kegiatan yang dilaksanakan mulai dari persiapan hingga pelaksanaan. Kepedulian social anak ditanamkan dengan cara bersama-sama memberikan bantuan kepada dhuafa yang menerima bantuan dalam program Jumat Berkah.

Kata kunci: keterlibatan orangtua Sikap Peduli Sosial, Anak Usia Dini

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INTRODUCTION

The early childhood education program is a basic education level that can develop children's potential through stimulation from home. The first educational foundation for children in families with a continuation to strengthen early childhood education in the sensitive period or golden age is realized through the early childhood education, one of which is PAUD. A sensitive period in children should be utilized as best as possible through Early Childhood

Education (PAUD). PAUD is done to aid physical and spiritual growth and development on formal, informal, and informal paths.

The implementation of education is a shared responsibility between parents, the community, and the government. The Law of the Republic of Indonesia number 20 of 2003 on the National education system in Chapter XV Article 56 states that the community plays a role in improving the quality of education services through the board of education and school committees/madrassas. Citizen participation is also fundamental in a democracy, and this is the foundation of parenting and community involvement in education. The importance of the role of parental involvement in preparing their child is stated in retnaningtyas research (Amini, 2015), which states that parents who are involved in parenting in kindergarten will strengthen the parent's relationship with the child, parents will gain additional knowledge about the child's growth when the parent participates in routine activities in the child's school and can apply his new knowledge when educating his child at home. Concerning the impact of parental involvement, research from Henderson and Mapp (Amini, 2015) states that when it comes to parental engagement with the quality of the school, there are two points of research conclusion as follows: (1) schools that work well with parents can improve teacher morale, and get higher assessments from parents, (2) schools whose parents are involved have better support and reputation in the community.

Children who are in the developmental stage are not only intellectual, or language that develops but emotions and behaviors will develop because basically, the development tends to be more qualitative and related to the maturation of the function of the individual organs, emotions, and behaviors that will shape the character of a child (Izzati, 2008). Each child's emotions and behaviors will be different, depending on the influence of the child's experience and environment. It is in this character development that the government also does not stay silent in taking over. Through the world of education, the government tries to help the child develop the primary character he has. One of the children's characters that must be developed in the world of education is social care. The character of social care is fundamental to develop early on in the child. According to Narwanti (2011), social care is an attitude and action that always wants to assist others and communities in need. Attitudes and actions that always want to provide assistance need to be developed in children, especially early childhood. Attitudes and actions that reflect social care need to be developed so that the child does not have negative traits such as indifferent, individualism, stupid times, to social problems, picky friends, and fading gotong royong culture.

PAUD Mawar, located in Bandung, is an effort to develop children's social care and facilitate the involvement of parents of students making the Friday Blessing program. The program is sharing food every Friday to people around the school. This activity is carried out together by children, parents, and teachers.

Parents' Involvement

According to Akbar (2017), parental involvement is significant because parents greatly influence the child's success, where the parents in the child's education will engage in homework activities, giving the child various opportunities to observe and learn from the model provided by the parents. Parental involvement also gives children a sense of security and connection. Especially as children get older, parental involvement informs that children are critical to parents. The common objectives of family involvement in the implementation of education are explained in article 2 according to the Directorate of Family Education Development (2017), namely: (1) increasing care and shared responsibility between education units, families, and communities towards the implementation of education, (2) encouraging the strengthening of child character education, (3) increasing the family's concern for the education of the child, (4) building synergy between academic units, families, and communities, (5) realizing a safe education unit environment, comfortable and pleasant. Types of engagement according to Morrison (2012) state that there are six types of engagement that schools can emphasize in partnership with parents, namely (1) Type of Parenting Knowledge and Skills, (2) Communication Between Home and School, (3) Volunteering in School and the community, (4) Home Learning (5) Decision making, (6) Collaborating with the community.

Social Care

There are about 18 characters proposed by the government to be developed in children. One of the most important characters that need to be developed in a child is a social care character. According to Listyarti (2010), social care is an attitude and action that always wants to assist others and communities in need. While according to the paid study center of the research institute Universitas Negeri Yogyakarta (2009), social care or caring for others is an attitude of children who can understand others' condition according to their views. Understanding this attitude should be with exercises in the way the child is faced with real citations. In social care, students are expected to develop attitudes and actions that always want to assist others. According to S. Nasution (Budiyanto, 2016), this social care character needs students as supplies to live in their social environment. The most crucial social element is human interaction. The most feared thing when interacting with other students is that the child's friends will tend to choose one group of friends or choose a friend who is one of the top class just wanting to be friends with a child who is one of them. Furthermore, those who have low incomes are ashamed and reluctant to be friends with the higher class.

METHOD

In this study, researchers used descriptive methods with a simple research design approach. Sugiyono (2017) argues that descriptive research methods are research methods based on post-positivist philosophy used to research natural objects (as opposed to experiments) wherein this study, researchers as a critical instrument. Furthermore, data collection techniques use interview, observation, and documentation studies techniques. Data analysis is done using triangulation. According to Miles and Huberman (Sugiyono, 2017), activities in qualitative data analysis are conducted interactively and continuously until complete, so that the data is saturated. Activities in data analysis are data reduction, data display, and data conclusion or verification.

The collection of data sources for respondents is done purposively with specific considerations and objectives by being done randomly or randomly (Sugiyono, 2017). As for the respondents in this study, there was one principal, two class teachers, and two parents because the person

involved in this study influenced the study results and according to the science owned by the respondents. The research site was conducted at PAUD MAWAR Cibeunying Kaler Bandung.

RESULTS AND DISCUSSION

Result

Based on the results of interviews conducted by researchers at PAUD Mawar, parents' involvement in the development of social care attitudes through the Friday blessing program are as follows:

The first interview researchers conducted to the principal with the initial "T," along with the interview "Parental involvement in attitude development usually we do by carrying out the parent class activities that the school makes for once a month. Besides, the school communicates between parents and the school needs know the child". Furthermore, respondent T again explained the child's development after engaging parents in the activities "the development of the child's social attitude develops well after participating in the activities that the school does. The activity is one of the friday programs blessing". Respondent T explained the program implementation process that "friday program is voluntary implementation where parents work with other parents to implement it." The Friday Blessing difficulties in implementation are "when children do not want to participate in activities directly shared to the community in the school environment may be because the condition of the feeling is no longer good."

The researcher did the next interview to respondent M as a tutor that "Social care attitude development activities conducted by children have been excellent, with the program implemented every Friday." Furthermore, regarding the development of children, respondent M said that "Children have started to change social care attitudes since participating in activities carried out by the school, let alone the school involving parents in every activity. This can also improve the relationship between the child and the parent". The problem felt by the tutor at the time of implementation is, "If the child's emotional or physical condition is not good, they do not want to participate in the activity, and there is also a child who is still shy if not accompanied by a parent." However, the tutor explained the solution to the obstacles faced following the result "the solution we give gifts to children who are passionate and diligent in participating in activities and compact with their parents."

The researcher went on to tell the respondent "L" that "Attitude development programs have been well done by children, one of the Friday program blessing." Furthermore, regarding the development of children, "all children have had changes to social care attitudes and engaging parents in friday activities is a blessing to add to the children's changes." As for the constraints, the respondent L said that "the condition of the child if the child is no longer feeling good or sensitive and they do not want to participate in activities because the parent does not accompany them if the parent is not present." Respondent M said about the solution to the obstacles is, in a way, "Giving gifts to children who are passionate and diligent in participating in activities and compact with their parents."

Based on the interviews with parents with initials, A obtained findings on the positive impact of the Friday Blessing program involving parents, among others: "If I think the program is very good. Because of the many positive aspects, which I feel, besides of course being able to share with others. Thempakmpakkan between parents also gets better, the relationship of parents and mothers, with the children also I think become more solid. Maybe it's because of the cooperation that each activity does. Furthermore, the same respondent explained about the

process of people involvement in the Friday Blessing program, namely "For the concept, every week we raise funds from parents. The amount varies depending on how much his parents want to donate. Only the minimum average of Rp.5000, the maximum is up to Rp.20.000. continue to kencleng children every week is also included in the budget of Friday blessing funds." Next, respondent A explained the type of parental involvement consists of adjusting menu to the week's budget, conditions, and situation. "For the menu I for picket parents to cook. Usually, rice, stir-fry and protein. So about once a Friday blessing three parents cook. They cooks at each other's houses and then takes the dishes to school to be wrapped together. The funds are from the money that's been raised. Just because it is not mandatory the amount of funds is different. If it is not possible to cook we replace the menu with snacks such as; lontong, wet pastries and others. One activity requires rice, side dishes, rice paper, plastic spoons, mineral water and crepe to wrap it. If there's any leftovers, we'll keep the funds for the next week." Then for the Blessing Friday program's target, respondent A explained that "the target every week is different, but because it takes the kids. The target is not far from the school environment. Usually online motorcycle drivers, scavengers, builders who happen to work in school districts, beggars, angkot drivers have also been, and people who run out Friday in mosques near schools. The last thing about obstacles is "There must be a mother. The kids are one of them, yes, because the kids are still active, so when everyone flocks down to the field, they have to pay extra attention. Usually mothers and some parents also come to watch. Continue from the fund, sometimes there may be parents who forget so with a limited budget must think hard for the selection of menus etc. Because I also help as many mothers do, and sometimes be active."

The next respondent, D, explained that "The program is very good. Because many positive aspects of certainly being able to share with others and parent and tutor relationships, with children also I think it becomes more solid." Furthermore, respondent D explained about the concept of activities "The concept is every week we raise funds from parents. The amount varies depending on how much his parents want to donate. Only the minimum average of Rp.5000, the maximum is up to Rp.20.000. continue to kencleng children every week is also included in the budget of Friday blessing fund."



Image 1: Activities of Friday Blessing

Discussion

The results of this study show that parental involvement through social sharing programs in PAUD Mawar has gone well where parents of PAUD Mawar have implemented this type of parental involvement. Morrison's type of parental involvement (2012) states that there are six types of engagement that schools can emphasize in partnership with parents, namely (1) Type of Parenting Knowledge and Skills, (2) Communication Between Home and School, (3) Volunteering in School and in the community, (4) Learning at home (5) Decision making, (6) Collaborating with the community. In addition, the characteristics of involvement in school activities is one of supporting children this is in line with the opinion of Tolada (Yuliasari, Fitria, & Zirmansyah, 2019) which states that there are 4 characteristics of parental involvement in their child's education, namely providing support to children in activities, providing additional learning guidance, caring about children's home work and engaging in school activities. The activities carried out by PAUD Mawar are social care activities where the implementation of the activity involves the surrounding community in need as the target of the activity. According to Listyarti (Listyarti, 2010) social care is an attitude and action that always wants to provide assistance to others and communities in need. Furthermore, Rosita, Nurhayati, Jumiati, Rosmiati, & Abdu (2020) explained that the attitude of sharing, responsibility, helping each other and interacting with each other in solving a problem is formed from planting cooperative characters that must be trained early on, so that children are used to living together and able to cooperate when they grow up, because humans are social beings that can not be separated from others.

Furthermore, based on the interview results, there are obstacles in the school activities, one of which is about funding where the funding of activities is charged to parents in the implementation of Friday blessings activities. Funding is very important in making activities and needs to be taken into account. In the opinion of Sukwiaty (Yuliasari, Fitria, & Zirmansyah, 2019) money is one element that can not be ignored. Money is an exchange tool and a means of value, the small amount of activity can be measured from the amount of money that is in a company. However, looking at the activities results, it has been seen that parents give a lot of support to the school where the parents' view of the activities can affect the activities carried out in the school.

CONCLUSION

Friday blessing Program in instilling social engagement in children has gone well, judging by the participation of parents of students who participate in every activity carried out where parents want to participate in every preparation until implementation. However, to continue to run correctly, the school can seek the application of funds for each program through the submission of proposals.

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