
**MANAGEMENT OF FAMILY EDUCATION LEARNING THROUGH CLASS OF PARENTS
TO IMPROVE POSITIVE POSSIBILITY CARE****(Case Study at PKBM Melati Jayagiri, West Bandung District)****Indrayani**

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ABSTRACT

Family, educational unit and community as education tri sentra mutual partnerships that are intended to provide benefits to learners to have the character and culture of achievement. Parent classes become one of the family education activities to empower parents to have awareness in optimizing child achievement through positive parenting. Based on the data analysis and discussion of research results, the following data are obtained: 1) learning to plan by managers and educators in the diagnosis of learning needs, formulating learning objectives, designing lessons and preparing tools related to learning elements, 2) Implementation of learning with the main material of care positive, and supporting materials in the form of storytelling skills, (b) the approach used is participative-andragogy, (c) methods/ techniques used are discussions, lectures, practices and frequently asked questions and demonstrations, (d) main medium / medium used laptops, LCD, speakers (e) evaluation, (f) follow-up and (g) learning environment, 3) Learning outcomes that include (a) cognitive, (b) affective, (c) psychomotoric progressive progress.

Keywords: family education, positive parenting, learning, management

PRELIMINARY

The parent is the father-mother (the family) is an adult who has experience, this experience shapes his personality as a parent. Previous experience when parenting has shaped the personality of an adult (parent). The child will grow into a person of positive character if present in appropriate care.

Educational process that aims to develop the child's personality is more determined by the family, the pattern of association, ethics interact with others much determined by the family. (Haryanti, 2014)

Walgito (2004) explains that children of parents who have authoritarian attitudes cause children to have no initiative for fear of making mistakes, becoming child obedient, and the child has little or no responsibility. But on the contrary from the parents of children are required to be more responsible in accordance with the development of age, because it often occurs conflict between parents with children.

Positive caregivers are closely related to the ability of a family / household and community to pay attention, time and support to meet the physical, mental, and social needs of growing children and for other family members (Engel et al., 1997) . (Nooraeni, 2017)

The Education Unit can not provide all the growth and development needs of its students, so it needs meaningful involvement from parents / family and community members. Children learn better if the surrounding environment supports, ie parents, teachers, and other family members and the surrounding community.

The parent class initiated by the Ministry of Education and Culture is an activity that aims to build awareness of parents/ carers about the importance of engaging in children's education, including developing a safe, comfortable, and enjoyable learning environment.

PKBM Melati Jayagiri located in Jayagiri Village District Lembang District West Bandung District held a family education through the class of parents. From the data that follows the parent class obtained that the final education of parents PAUD Melati Jayagiri educational participants are 8 elementary school, 12 people junior high, 5 high school people, 1 person D3 and 1 person S1.

Family education through parent classes held PKBM Melati Jayagiri is a form of empowerment of parents groups to improve the ability of parents in applying positive parenting.

Parents are adult individuals who have a number of experiences and self-concepts, so the need for proper learning management to achieve learning objectives is to improve the positive ability.

It encourages researchers to conduct a study on how the management of parent classroom learning starts from planning, implementation, results to increase the ability of parents in applying positive care in PKBM Melati Jayagiri Jayagiri Village, Lembang District, West Bandung Regency.

METHOD

This research uses descriptive method with qualitative approach. The data collection techniques used in this study is through interview techniques, observation, literature study, and documentation studies. The subjects were 5 students, ie 3 studying people (WB1, WB2 and WB3) and triangulation from the informants coming from 1 manager (P1) and 1 educator or resource person (NS1). The place of research carried out carried out in PKBM Melati Jayagiri, Jayagiri Village, District Lembang, West Bandung regency.

RESULTS AND DISCUSSION

A. Planning of family education learning through parent class to improve the competence of positive parenting at PKBM Melati Jayagiri

Learning planning is an activity to determine learning objectives and prepare learning tools, infrastructure facilities for the implementation of learning can run effectively and achieved learning objectives.

The planning of learning of family education through the parent class in PKBM Melati Jayagiri begins to identify needs. The identification of needs is done through the socialization of family education to prospective learners. In the socialization, the manager gives an explanation regarding positive parenting. Furthermore, learners are asked to share their experiences in care and hope if they follow family education activities through the parent class. Managers also collect information on the desire time and place of learning from prospective learners. The socialization participants write the parenting experience on the post-it paper and then put it on the wallpaper that has been

drawn trees and stems. Identification activities are carried out jointly during the socialization of family education programs in PKBM Melati Jayagiri. The event was also attended by educators and education personnel PAUD Melati Jayagiri and the community.

Identification of needs is an activity to search, find, and record the data needed in the implementation of family education learning what you want to learn. So from the identification of learning can be known desires that are felt and submitted by the citizens of learning.

In an organization a learning process for adults needs to diagnose the learning needs. The activity of diagnosing the learning needs is done jointly between managers, educators and some community leaders so that the material is delivered in accordance with the expectations and interests of the studying residents. (Arif, 1994)

The above planning activities undertaken prior to the learning process begins with the identification phase of learning needs are in line with the concept of educational planning experts outside the school (Adult Education), including the concept of Zainudin Arief and Djudju Sudjana (2000) which essentially confirms that in the planning programs education outside the school (adult education) should begin with a process of identifying the learning needs of the learning community that involves the elements of the organizer / manager, learning resources and learning people.

Related to the above identification steps, the steps in identifying learning needs according to Sanjaya (2008) are as follows

- a. Information Collection Stage
- b. Gap Identification Phase
- c. Performance Analysis
- d. Identify constraints and resources
- e. Identify the characteristics of studying citizens
- f. Identify Priorities and Goals
- g. Determining the Problem

Managers and educators gather in a clustered discussion group to produce a design or design of learning to design learning activities. The learning design contains the competencies achieved, the taught material, the time, the teaching tool / materials, the necessary facilities and infrastructure and the form of assessment.

The curriculum is a set of plans and arrangements concerning objectives, content, and instructional materials and ways used as guidelines for the implementation of learning activities to achieve specific educational goals.

B. Implementation of family education management through parent class to improve the competence of positive parenting at PKBM Melati Jayagiri

Respondents' opinion on the suitability of the material to the needs of the studying population is declared appropriate by the managers, educators, and residents of learning. It can be said that the material given in the family education through the

parent class to improve the ability of positive parenting is realized to be the needs of participants or learners. According to the managers of positively designed care materials declared in accordance with the interests of studying citizens, this opinion

is approved by educators or resource persons. This statement is fully supported by studying citizens. The learned citizens who are parents of PAUD learners are attracted to positive parenting materials in the hope that the learners can apply them in everyday life.

Positive parenting materials in family education through parent classes in PKBM Melati Jayagiri, including child development and early childhood development, effective communication, positive discipline, education of karekter and tell stories.

Fostering Family Education in his pocketbook argues that positive parenting is

- 1 Parenting based on affection, mutual respect, building a warm relationship between children and parents, and stimulate the child's growth so that children grow and develop optimally.
- 2 Parenting that uses an approach to promote respect, fulfillment, and protection of the rights of the child, also promotes the best interests of the child,
- 3 Efforts to provide a friendly, child-friendly environment without violence.

Parents play an important role in the socialization of children and good parenting is essential to ensure optimal child growth, so parents need more information about appropriate parenting patterns to apply to children. (Joko Tri Suharsono, 2009)

According to the researchers positive parenting is a material that must be applied not only for parents but also for educators. Where to create a comfortable and conducive environment for children to develop optimally.

Managers and educators at PKBM Melati Jayagiri work together to create a learning environment in the parent class that is conducive and fun to learning can be achieved. Therefore, during the learning facilities and infrastructure prepared by the manager include a classroom conducive to the board, flipchart, seating, computer, LCD, and speakers. While the learning media used include video shows, books, posters, movies, stories, magazines, newspapers, PowerPoint exposure, newspapers.

Utilization of this learning media is expected to learn citizens can easily capture and understand the material presented.

While educators in learning to use brainstorming techniques, lectures, simulations / demonstrations, practice, games, singing, storytelling, as well as assignment. In this assignment sometimes the resource person assigns assignments to groups or individuals. Educators are the key to achieving them.

The learning process will always take place in a class scene. 1. The scene of the class needs to be created and developed into a vehicle for effective learning. This of course must be supported by the ability of teachers in managing the class. 2. Classroom management is always required in every learning session, classroom management seeks to fortify learning to run in accordance with the expected goals, thus supporting the achievement of learning objectives. 3. The difficulty of managing the class,

then there are various approaches and learning techniques that can be used as a control in the implementation of classroom management. (Sunhaji, 2014)

The appraisal process of the learning community is done through portfolios, observations, and questionnaires by educators. Learners also participate assess their ability in self-evaluation format that has been prepared by the manager.

Researchers argue that family education learning is conducted with participatory and andragogical approaches. Where citizens learn is regarded as individuals who have self-concept and experience. The studyers also looked very comfortable following the lesson. During learning the learned citizens are encouraged to apply positive parenting and to further make it habit.

In the book Facilitator's Handbook for Parenting Education (UNESCO, 2011) states that the roses of change in the behavior of learners concerned with positive parenting, the stages include:

- 1 Not realizing
- 2 Be conscious.
- 3 See the purpose of changing behavior, or trying something new
- 4 Adopt new behaviors.
- 5 Making positive parenting a good habit in daily practice.

The educator / facilitator ensures that the participants reach the third stage (learners believe in positive values in their behavior change or try something new) during the parent class, the participants create an action plan to help them to reach the fourth and fifth stages.

1 Aspects of Knowledge (Cognitive)

The positive parenting learning outcomes through the parent class in PKBM Melati Jayagiri had a significant increase. The participant's (cognitive) knowledge increases on child growth, effective communication and positive discipline.

2 Affective aspects (Attitude)

Learners have a significantly different attitude before attending parent class in PKBM Melati Jayagiri. Learners begin receiving positive parenting is important in nurturing their children. There is a positive attitude change from the residents of learning is to invite other family members at home to have the same attitude in the care of their children such as husband, grandparent, and in-laws.

3 Psychomotor Aspects (Skills)

In the application of positive parenting skills in early childhood needed habituation. Learning outcomes of parent class students in PKBM Melati Jayagiri began to show improved skills. In the past the people learned when banning their children in a rude way like snarling, now it's with effective communication with tenderness. Start clever choosing the right words in parenting children. Giving an example ahead of time.

Parenting strategies in improving parenting in children, especially in improving children's social development is to make the best time possible with the child is to communicate actively every time with children. Parents also set an example without much counseling, and give children the opportunity to play with peers. In addition, parents are actively involved in institutional programs to know the development of children. (Haryanti, 2014).

From the results of interviews to the residents learn about the abilities obtained after following family education through parent classes in PKBM Melati Jayagiri can be described as follows:

- 1 WB1 a 31-year-old housewife with a final education D3 has one 6-year-old girl. WB1 reveals many changes that previously read the theory, after following the parent class with a given simulation example then WB1 becomes know how to practice at home and become more know and practice kea rah better. In practice, sometimes there is a particular lack of emotion and WB1 begin to dare to apologize to his son.
- 2 WB2 a 36-year-old homemaker with 2 children, 13 years old boy and 6 year old woman. WB2 educated by elementary school, stated that so much to be gained, which the teacher conveyed was caught meaning because it was not too fast. WB2 also conveyed his participation in the parent class to the husband and realized that educating the child does not need to be rude. WB2 has also invited her husband to participate in the parent class. But because the time is not right then her husband cannot come. The husband supports WB2 in the family education activities. WB2 reveals "the most difficult to hold me to anger, if we again have angry problems but remember the word perenting ga can be angry to the child so can put the brakes".
- 3 WB3 a 36-year-old homemaker with high school education with 2 boys 14 years old and 6 years old. WB3 expressed surprise at the socialization (early meeting) of family education activities through the class of parents. WB3 first heard about the education of parents to children realize that he is much different from that delivered. At that moment WB3 want to know educate the right child. WB3 says "if you had to send a child ... oh it turns out in parenting should be like this, then his son also so, if in parenting tuh ga may". WB3 acknowledges that material is easy to accept in practice at home is difficult. There is also a husband's grandfather. Grandfather with his experience often said rudely impolite and this was followed by his son. WB3 likes to remind a grandfather not to speak harshly in front of a child. WB3 also conveyed "to the child often snapped kalua now ga so. there is a brake ."

And the three residents learn to hope soon opened a counseling program in PKBM Melai Jayagiri. So that if their children do not attend school in PAUD Melati Jayagiri still can improve their parenting ability through counseling.

From the above opinion, it can be concluded that the education activities of the family through the parent class in PKBM Melati Jayagiri achieve the learning objectives in improving the positive parenting skills of the cognitive, affective and psychomotor aspects of the learning community.

CONCLUSION

Based on the results of research and discussion on the management of parent classroom learning to improve positive parenting in PKBM Melati Jayagiri Village District Lembang West Bandung Regency, can be drawn the following conclusions:

- 1 Parent classroom management learning process
 - a. Lesson planning
 - managers and educators conduct needs analysis needs (needs assessment) first before implementing learning. Learning needs are sometimes done by educators at the time of learning.

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- Once identified learning needs of the learners, managers together with educators to formulate learning objectives to be achieved in the form of work programs and schedule activities.
 - Design / learning design prepared first by the manager and some speakers through a discussion of cohesive. Based on the input from the learning community in the form of learning needs, the syllabus is further formulated and described in the lesson plan (RPP) In the process of preparing this learning plan involves elements of managers, resource persons and learning residents.
 - Before the implementation of learning learning, managers and resource persons prepare teaching tools related to learning elements, including syllabus, lesson plans, teaching materials, media, facilities and infrastructure.
- b. Implementation of family education education through parent classes to improve the competence of positive parenting
- The material given by the resource persons in the learning process in accordance with the criteria of learning, interest and needs. The main material given about positive parenting, as for supporting material that is story telling skills.
 - The steps of learning implementation conducted by managers and resource persons on family education program through the parent class in PKBM Melati Jayagiri begins with the identification of learning needs, the formulation of learning objectives, learning process, process analysis, final evaluation of learning and follow-up learning.
 - Approach used by participatory approach-andragogy where the involvement of citizen learn as source of learning, especially in learning about experience experiences. The learning techniques used are discussions, lectures, practices, questions, assignments and demonstrations.
 - Learning facilities used in the learning process is relatively good condition such as conducive room, comfortable study chair, clean carpets, stationery and whiteboard. The learning media used in learning family education in the form of power point slides, videos, newspapers, story books, posters.
 - Follow-up learning is done through post assignment and post-learning.
 - A learning environment in family education programs through parent classes that provide motivation, encouragement and learning experiences for learners.
- c. Assessment of learning
- Evaluation or assessment of the learning community is done through observation of attitudes, behaviors, liveliness, attendance, and knowledge of citizens learning through oral questions, as well as self-evaluation format filled with every citizen learning after learning so that it can be known success.
 - Evaluation of learning through questionnaires filled by studying citizens generally express satisfaction with the process of learning, facilities, infrastructure, resource, media used and time is quite effective.

2 The results of family education learning through the parent class to improve the competence of positive parenting, in accordance with the purpose of learning. The change of the learning community begins with the learning community who is unaware of positive parenting, becomes aware of being shown with a high attendance level then begins to try to apply positive parenting.

Locals learn to make positive parenting a good habit in their family and environment. Learners began to spread and spread positive perceptions regarding parenting to both family members at home and neighborhood education unit PAUD Melati Jayagiri.

Learning outcomes are seen from several aspects: (a) the participants' cognitive knowledge increases about positive parenting and this is inversely proportional to the initial knowledge of the learning community before attending family education through the parent class, (b) affective, believing the value of positive parenting so that confidence arises to apply and invite the environment to participate in applying positive parenting (c) psychomotor, with awareness and high motivation to practice positive parenting and hope to become good habituation

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