

Positive Parenting Training for Early Childhood by the Stages of Development at TPA Melati Dharma Wanita Persatuan UM

Rezka Arina Rahma ^{a)}, Sucipto, Kukuh Miroso Raharjo, and R. Anggia Listyaningrum

Dept. of Non-Formal Education, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia

^{a)}Corresponding Author: rezka.rahma.fip@um.ac.id

Abstract

Children receive their first education in a family. However, not many families understand the knowledge of parenting by paying attention to the stage of development. In general, parents who live in cities are more likely to entrust their care to the Child Care Center (TPA) while the parents are working in the hope that their children will be able to get proper attention from their parents. TPA, engaged in early childhood education, has demanded or is obliged to provide education and guidance to children according to their rights and developmental aspects. However, in reality, not all TPA understand positive parenting that pays attention to the stage of child development. This results in the non-fulfillment of children's rights, such as being privileged and always being considered. This condition is a bad thing because there are risks that must be borne by the child himself, such as the child is not confident, does not trust others, is afraid to meet other people, and so on. The implementation of this community service uses a share and care approach. Share has understanding through sharing experiences in overcoming problems of early childhood care and how to understand each child's development. Care is a trip and trick providing good communication techniques for children and fun discipline techniques for children. The methods used are identification and socialization of activities, training, mentoring, discussion, and evaluation. The results of this activity are increased childcare skills for parents and caregivers at TPA Melati, increased communication skills with early childhood, and fostering discipline in children according to their stages of development.

Keywords: child care center, positive parenting, child development

INTRODUCTION

The family is the primary education for children and is obliged to take care of children as well as possible. However, not all families can provide the best care for their children. The care provided must support the development of children, especially during the golden age. The surrounding culture can affect the upbringing of children (Indrawati & Muthmainah, 2022). In addition, there are also certain attitudes in educating children in learning. This creates different parenting styles by paying attention to and involving the child's personality in terms of intellectual, emotional, skills, physical, and norms. Parenting is not only limited to physical development; six aspects of development must be considered according to the child's age (Arumsari et al., 2018; Suryana, 2021).

Early childhood development overgrows during the golden age. From a physical point of view, children will experience extraordinary development, starting from the growth of body organs and brain cells to the development of gross motor skills marked by the ability to walk, run, jump, climb, and others (Hikmah, 2014). In contrast, other physical developments that are no less important are the development of fine motor skills, which are the ability to coordinate hand and eye movements, such as reaching, grasping, writing, and others.

Childcare services in the form of Child Care Institutions (TPA). This service needs to meet the growing and developing needs of children perfectly, including health, nutrition, child stimulation, and good parenting support (Rizkita, 2017).

This form of parenting, without physical or verbal violence and full of love, makes a good place for children's growth and development. In this condition, TPA caregivers need to understand children's rights, positive parenting for children, and child development (Rizkita, 2017).

During the Covid-19 pandemic, the TPA still won the community's trust for its capabilities in educating and guiding children, so parents were pleased to leave their children in the TPA. Of course, parents have high hopes for caregivers to provide a sense of security and love, considering parents cannot always be with their children.

However, there are scourges of problems in the TPA that need to be solved with caregivers and parents. The problem is that parenting still lacks attention to the stages of child development. As a result, children lack confidence in themselves, find it difficult to trust strangers, and will find it difficult to distinguish between good and bad things. Conditions like this will impact children in the future because they do not get their rights. This results in the formation of a child's character that is not good, such as a child who vents his anger and even becomes a person who is not obedient.

The presence of TPA Melati Dharma Wanita Persatuan UM aims to provide socialization and solutions to parents so that they continue to provide the best care for their children in the era of the Covid-19 pandemic. TPA Melati UM will continue to provide child care and other suitable services such as health, early childhood stimulation, and nutrition. Therefore, it is by agreement. It consists of caregivers, parents, and students. Holding parenting training during learning from home is expected to help parents care for, nurture, and care for their children.

In general, this activity aims to improve the competence of caregivers at TPA Melati Dharma Wanita Persatuan UM in providing positive care according to the child's developmental stage. In particular, this activity is helpful for (1) broadening knowledge about the importance of early childhood education; (2) increasing understanding of the accommodation of rights found in early childhood; (3) increasing knowledge about the stages of child development; (4) increase caregiver efficiency when exerting a positive influence. Directly, this activity positively impacts parents and caregivers of the TPA to further improve their parenting skills in accordance with the stages of child growth and development.

Early childhood is a group of children in the process of remarkable growth and development, with an exceptional pattern of growth and development according to their level (Hamdiani et al., 2016). At this age, the child is known as the golden age. Children in the age range of 0-8 years are categorized as early childhood. The development of each child is not the same, depending on food intake and environmental influences (Hikmah, 2014).

Broadly speaking, the characteristics of early childhood can be described as follows: (a) think symbolically; (b) egocentrism; (c) reasoning (reasoning); (d) concept acquisition; (e) classification; (f) ability to information process; (g) social cognition; (h) creativity.

It can be concluded that early childhood characteristics are learning motor skills and being active in exploring objects around them. In addition, it is marked by children who begin to learn to speak and social communication, begin to develop emotions based on their environment, and emotional development begins to form and emerge as a child's cognitive development. Children prefer social interaction by playing outside the home with their peers.

Parenting is the main thing a child must obtain, even since he is still in the womb. Parenting means the interaction between children and their parents to fulfill their physical needs (such as food intake and other nutrients) and psychological needs (such as security, affection, etcetera), as well as socialization so that children can live in harmony with their environment. So, it can be concluded that parenting is a form of parental effort to meet the needs of children in the form of clothing, food, and boards, as well as the fulfillment of rights that children must own, such as education and others (Breiner et al., 2016).

The purpose of parenting is to provide the knowledge and skills that children need to live in a society (Sánchez de Miguel et al., 2022). Parents instill values in their children to help them build competence and peace. The types of parenting include authoritarian, permissive, democratic, and situational. In addition, this different parenting pattern is caused by several factors that affect parents, namely the tension felt by parents and influenced by the way parents were raised. In addition, another opinion was also expressed by Al.Tridonanto & Beranda Agency (2014) states that there are 6 (six) factors that influence parenting patterns, including (a) the age of the parents; (b) parental involvement; (c) parental education; (d) previous experience in

parenting; (e) parental stress; (f) husband and wife relationship. The factors that influence parenting above do not only apply to parents who care for their children. This also applies to surrogate parents.

METHOD

The implementation of this service activity uses the share and care method. This method aims to teach each other and share between training participants and resource persons. The materials discussed in this training are (1) knowledge of children's rights and how to adequately accommodate children's rights, (2) knowledge of the stage of child development, (3) knowledge of positive parenting, and (4) skills regarding effective communication.

The methods used in fostering caregivers at TPA Melati Dharma Wanita Persatuan UM regarding the implementation of positive parenting training by the sequence of child development are as follows: (a) identification and socialization methods, carried out before program preparation with field surveys, interviews with target subjects and heads landfill; (b) education and training methods, in the form of providing information related to positive parenting training, namely regarding the stage of child development; (c) method of discussion, sharing of knowledge which is carried out in multiple directions between TPA Melati Dharma Wanita Persatuan UM caregivers so that the implementation of the training runs effectively; (d) practical, so that the knowledge gained can be implemented and its weaknesses and strengths monitored; (e) evaluation, conducted with pretest and posttest to determine the extent of knowledge before and after coaching.

RESULTS

The PKM team at TPA Melati UM has identified problems with 25-30 participants. The results of the identification and socialization include: 1) not all parents know that early childhood education is an essential foundation in the development of children in the future; 2) they have not implemented active communication and positive parenting in the family; 3) do not understand the stages of child development according to their age; 4) the need to apply character values from an early age for early childhood children.

Submission of material related to positive parenting for children is carried out directly between the resource persons and participants. The delivery of material on active parenting, early childhood development, and instilling character values for early childhood was well received by the participants. The situation during the training activities can be considered interactive due to the exchange of experiences between participants with one.

Training activities were based not only on the delivery of material but also on discussion activities. The participants asked many questions and consulted the resource persons on how to deal with some of the children's problems at TPA Melati DWP UM so that they could help each other find solutions to existing problems.

This training also provides an understanding of the material delivered by practicing. Each participant forms a pair of two people and plays a role according to the direction of the resource person. The resource persons also went around observing and assessing pairs of participants during role-playing and providing feedback to the trainees.

Evaluation is carried out at the end of the training activities to assess the parenting training activities held at TPA Melati DWP UM. In addition, this evaluation is also helpful in determining the extent to which the training objectives have been achieved. The aim is for educators to know how to provide care by the character and stage of child development.

DISCUSSION

This training activity explains to educators at TPA Melati DWP UM how to treat or educate children according to their developmental aspects. Thus, the educators at the TPA can maximize their ability to provide care for their students.

Based on the results of the pre-test and post-test, it was found that there was a difference in the average results of caregivers and parents of students at TPA Melati in providing care

according to the stages of early childhood development. It can be concluded that the implementation of the training was very effective for caregivers and parents of TPA Melati students. The presentation of results of the pre-test and post-test is presented using the graph below.

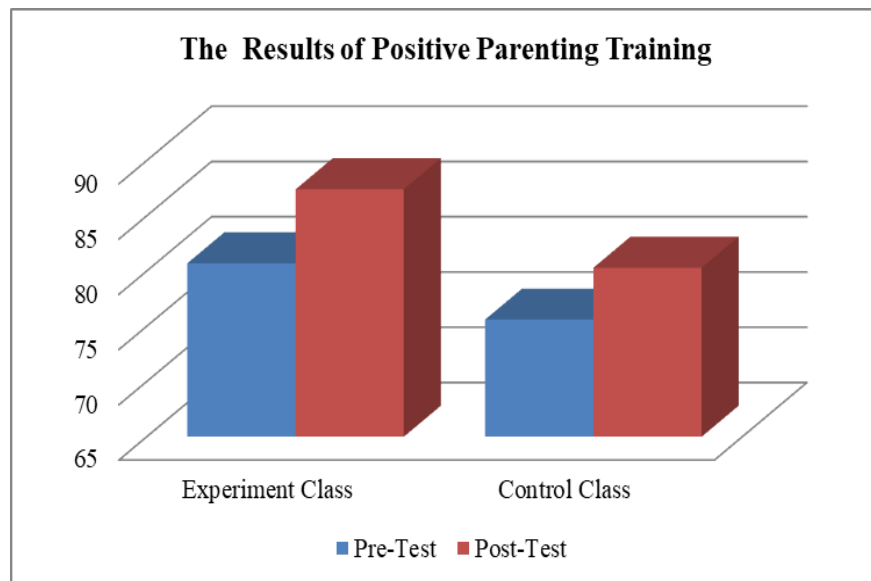


Figure 1. The result of positive parenting training

The results of the pre-test and post-test showed that there was an apparent difference between the two. The pre-test result in the experimental class is 80.7, while the post-test result is 87.4. This explains that the series of training activities held by the UM community service team reaped positive results. The pre-test and post-test scores in the control class also increased, the initial score was 75.6, and the final score was 80.3. In both classes, there was an increase in post-test scores. Although there was an increase in both classes, the experimental class had a higher score than the control class. The experimental class is the class that gets the treatment or planned action, while the control class is the class that does not get treatment from the service team.

The success of this training is beneficial for parents and educators at TPA Melati. Understanding children's rights and appropriate care according to their age is essential in shaping the baby's character in the future. This is due to the treatment children receive from their parents, especially during the age range of 0-8 years. A child has a strong memory, so whether or not the treatment of parents towards children will stick to adulthood in that age range (Tola, 2020).

At the age of children who are still considered early childhood, the process of absorbing knowledge and information both obtained or captured by the five senses will be received and processed quickly and sticks to adulthood (Sánchez de Miguel et al., 2022). How to communicate with children should also be considered in that age range. This training teaches how to communicate or skills between parents and early childhood. The communication parents use with their children will also have an essential role in shaping the child's character. If the child behaves negatively, the parents will advise the child by communicating well, setting a good example, and providing sanctions that are not physically or mentally painful. Meanwhile, if the child behaves positively, it would be nice for parents to give awards such as praise, gifts, and so on with a note that the award given to the child is a reasonable award according to their needs and does not seem indulgent (Sofiana et al., 2021).

Examples of parents being disciplined when carrying out daily activities in front of their children will make their children also behave the same way. Behaving disciplined does not mean behaving like a dictator who will make children depressed. However, behaving disciplined by exemplifying normal daily activities carried out by everyone so that children are accustomed to

doing this in a directed manner, such as putting towels after bathing in place, washing hands before eating, and brushing teeth after eating and before going to bed. These little things will make children accustomed to behaving disciplined into adulthood.

CONCLUSIONS AND RECOMMENDATIONS

Parenting training by the stages of development carried out by the UM PKM team at TPA Melati DWP UM aims to answer solutions to problems encountered in the field. In addition, this training was also held to teach TPA educators how to treat or educate children according to their developmental stages to maximize their ability to provide positive care for their students.

The suggestions from the results of this activity are that it is hoped that parents and caregivers at TPA Melati will always be consistent in establishing good collaboration to support children's growth and development. In addition, it is also consistent to improve childcare skills for parents and caregivers at TPA Melati, improve communication skills in early childhood, and foster discipline in children according to their developmental stages. On the other hand, this activity also needs to be carried out periodically to maintain and provide information related to parents' early childhood care.

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APPENDIX



Figure 1. Figure 1. Activities for Submission of Child Development Materials



Figure 2. Parenting Practice Activities According to the Stages of Development