

## EVALUATION OF THE PARENTING PROGRAM IN KINDERGARTEN

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**Abstract:** *This research is motivated by the low level of parents' understanding of early childhood education. In addition, there is still a lack of synergy between the school and parents in educating children. The method used in this research is qualitative research, through interview, observation, and documentation techniques. The results of this study are: the parenting program implemented at Al Fajar Kindergarten has generally been running according to the standard parenting activity program, namely the existence of programs related to parent meetings, parental involvement in class, parent involvement in joint events, parent consultation days, and home visits. Parenting programs that have been running at Al Fajar Kindergarten include parent meetings, involving parents or guardians in learning activities and institutional activities, consulting children's problems with school consultants, and regular home visits to children. d. The results of the parenting program implementation at Al Fajar Kindergarten show a better understanding of parents towards early childhood education followed by children's health, and hygiene, and also the increasing positive partnership between the school and parents. This study focuses on the category and process of evaluating parenting programs that can be seen from the context components, inputs, processes, and products. This research contributes to stakeholders in strengthening the harmony of parents and teachers in the context of early childhood development and growth.*

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**Keywords:** *evaluation, kindergarten, parenting program*

## A. Introduction

In general, parenting programs held in kindergartens aim to strengthen the relationship between schools and parents and also to help children develop their potential. The lack of understanding of parents in children's education is one of the things that must also be considered by the school in organizing parenting programs. Parents' expectations are one aspect that has a major impact on children's development (Candra, 2018). The main educators for children are parents. The success of kindergarten institutions is strongly supported by good cooperation with parents. Teachers do their best while their parents expect the best. To create a positive synergy between kindergarten institutions and parents, kindergarten institutions need to build effective relationships by creating open and collaborative relationships with parents, namely by organizing parenting programs. This problem has become commonly known when parents only prepare a fee to provide children's facilities to choose a good institution while when they are at home, they don't feel the responsibility anymore (Dewi & Khotimah, 2020).

The first education obtained by children comes from their parents. However, without sufficient education and knowledge, parents will not be able to provide an appropriate education for their child's needs. Thus, parents also need to get an education. What is meant by parent's education, in this case, is education given to parents in order to know and apply proper education in educating early childhood especially when the children are with their family with parents at home (Lestari, 2019).

A parenting program is a form of activity carried out to harmonize child care and education activities in playgroups and in the house (Arumsari et al., 2018). Parenting programs should be a concern, especially for early childhood education stakeholders. An educational institution for early childhood should facilitate more parental education or parenting. The parenting program is a program that includes the role of parents in the school program (Kholisatul Nurjanah, 2017). One example of a parental participation program in schools is parenting. The purpose of parenting activities organized by

the school is to bridge the family and the school. In addition, of course, harmonize the two so that the education developed in the institution can be followed up in the family environment in the same way (Utama & Tanfidiyah, 2019).

According to Monikasari (2013) the parenting program is an educational program given to parents, so that what knowledge parents have about children's development increases. In addition, with the parenting program, the education that children get is in harmony between home and school. In line with this opinion, parental education is education aimed at parents in educating children, especially when children are with their families at home (Latif Mokhtar et al, 2013). Kindergarten parenting programs can be developed into several program models. Various activities in the parenting program are Kegiatan Pertemuan Orang tua (KPO) or parent meeting activities, Keterlibatan Orang tua di Kelas (KOK) or parent involvement in class, Kegiatan Orang tua Dalam Acara Bersama (KODAB) or parent activities in joint events, Hari Konsultasi Orang Tua (HKO) or parent consultation day, and home visits.

The parent meeting group program is a program that accommodates parents to communicate with each other and exchange information and knowledge about providing education for children aged 0-6 years at home. This program can not only be implemented by parents, but also family members who live with their children. KPO programs can be: any activities parents doing with children or listening to advice on child growth and parenting (Wahyudi, 2016).

The objectives of the parent meeting group program include: 1) Improving the knowledge and skills of parents in carrying out children's education in the family. 2) Increase awareness of parents who have early childhood to send their children to kindergarten institutions. 3) Improving the readiness to implement early childhood education at home for families who do not have children. The parent group can be implemented through several activities, including: 1) Brainstorming in the form of joint activities exchanging opinions between parents about experiences in childcare. This activity can reveal various problems that have been or are

being faced by parents, so that parents can provide solutions to each other by sharing their experiences and knowledge. 2) Workshops in the form of meetings that bring one or more experts, especially dealing with children's problems. 3) Simulation in the form of practice is carried out by parents in the form of groups by doing role playing activities. This activity is ended with a discussion about things that happened during the simulation, of course related to education and children's growth and development. 4) Talk Meeting in the form of two-way discussion by inviting speakers. In this activity, the participants act as facilitators and moderators who provide a fair and balanced opportunity for parents (participants) to express opinions. At the end of the activity, the participants are tasked with summarizing the results of the discussion of various participant opinions. 5) Learning certain skills by providing training in the form of activities for the purpose of mastering or improving certain skills (example: dealing with children's problems, problems with nutritious food, making educational games at home, etc.) either individually or in groups (Ganevi, 2013).

The Director General of Early Childhood Education, in the guidebook for child and family education technology, revealed that: 1) the timing of the activities was adjusted according to a mutual agreement between the school and the parents. 2) the material is adapted to the needs of the participants, the topic can refer to the growth and development of children 3) the speakers can come from various sciences, such as education, nursing/midwifery, psychology. Besides, it can also be from the educators/teachers/managers/supervisors or even parents.

Parental involvement refers to the situation where parents are directly involved in the education of their children, they involve themselves and are involved by schools and teachers in their children's learning process. They fulfill their duty as parents to ensure that learners are assisted in the learning process as much as they can (Sopiah, 2020). Parental Participation Program for children's groups/classes is the next one. Activities included in the KOK program are: (1) playing in class with children; (2) providing assistance to educators in the learning process in the classroom; (3) As a

form of learning, parents understand their children's learning process through participation in teaching activities in class. This program can also be called volunteering. The involvement aims to: 1) Increase emotional and social bonds between each other, between parents, children and educators. 2) Improve parents' understanding of how to teach young children. 3) Increase parents' understanding of children's behavior. Learn to be able to provide motivation for children's growth and development. 4) Help educators handle learning more optimally. 5) Increase the understanding of parents about the heavy duty of educators so that they can appreciate and increase support for the institution.

Parent involvement joint event is an event involving parents in the implementation of learning support activities carried out outside the classroom (outing activities). Involvement of parents in joint events are activities involving parents in implementation of supporting activities learning carried out outside the classroom. The purpose is to make a closer relationship between parents with children and parents with school (Hatimah, 2016). This can be in the form of recreation, field trips, exhibitions, departures, cooking days, school birthdays and so on. The aim is to increase the role of parents in children's learning at school and strengthen the relationship between children, parents and educational institutions.

Parental consultation is a day where a meeting is held between the school and the parents to discuss the child's development and also to assist parents in solving children's problems. In guidance and counseling, parents are assisted to facilitate and assist early childhood in develop potential/developmental tasks optimally and overcome problems faced by early childhood, including cultural, educational, psychological, and environmental aspect (Simorangkir, 2019). Consultations can be carried out by class teachers, or more competent parties, such as BK (Counseling) teachers, psychologists, or school consultants. In this activity, parents can consult collectively, or individually, depending on the needs of the parents. This activity also aims to assist teachers in assessing children's development. Assessments carried out

by teachers apart from daily activities during KBM, can also be completed using the Deteksi Dini Tumbuh Kembang (DDTK) card or known as early detection of child development. DDTK which sometimes cannot be done at school due to certain obstacles, the school can ask parents for help to carry out the assessment at home. Parents can do at home.

Home visit or so-called with a home visit is one of the programs that support running guidance and counseling services organized by the supervising teacher in its efforts to collect and perfecting facts about students, by visiting the student's residence in order to help students to overcome the problems they are experiencing (Sabela et al., 2021). Home visits are visits/relationship activities carried out by parents, project managers/managers, educators/teachers, peers or resource persons to children's homes to strengthen relationships, provide/ask for support or help solve certain problems, regularly and also in a kinship manner. Teachers and parents discuss tips and tricks to stimulate children's interest (Zahro & Tresna Santana, 2019). This activity can be a planned or designed activity, but it can also be an unintentional activity. The objectives of this plan include: 1) establishing links between early childhood education institutions and families; 2) digging up information on how to be a parent in a family; 3) finding solutions to children's problems and how parents deal with their child's development at home (Hasanah, 2019).

Organizing a childcare plan has many uses, as one of them is described in the Guide to the Bureau of Educational Development. The goals of the Early Childhood Care Project (2012) are: a. Raise awareness of parents or other family members as educators. Continuing to improve the knowledge, attitudes, and skills of parents or other family members to improve nutrition and health, nursing, care, education, and child protection. b. Increase the involvement of parents or other family members in the educational process in kindergarten institutions and in the community. c. Improve the quality of implementation in kindergarten.

Evaluation of parenting programs at Fajar Juwiring Navy Kindergarten has urgency in development programs for early childhood. Evaluation of parenting programs becomes

a reference for teachers in providing mediation to parents to adjust parenting programs at home and at school. This study presents several categories that are carried out by teachers in carrying out evaluations of parenting programs which aim to equalize perceptions related to parenting of children.

Previous research stated that strengthening the relationship between teachers and parents is not easy. This was conveyed by Wiyani, (2017) it is necessary to hold activities, such as reading and writing the Koran, to improve harmonious relationships between parents and teachers. While the purpose of this research is to find out the process and steps of teachers in carrying out evaluations based on the categories or types of activities carried out at Fajar Juwiring Klaten Kindergarten. This study aims to describe how the parenting program is organized at Al Fajar Juwiring Kindergarten, what programs are running, and how the program runs.

## **B. Method**

This type of research is a type of qualitative research. This study aims to describe a phenomenon that emphasizes more on observation and focuses on the meaning of the phenomenon. The analysis and sharpness of qualitative research is greatly affected by the strength of the words and sentences used. Therefore, Basri (2014) concludes that the focus of qualitative research is on the process and the meaning of the results. Qualitative research attention is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behavior, or phenomenon.

This research was conducted at Al Fajar Kindergarten, Juwiring Klaten, with the research target of parenting programs implemented in Fajar AL Kindergarten. The research was conducted at Al Fajar Juwiring Kindergarten because the school has a consultant with an educational psychology background. So, the assumption is that the program running at Al Fajar Kindergarten has gone through a better planning, implementation process, and evaluation.

Then to get the desired data, interview, observation, and documentation techniques were used. Interviews were

conducted with principals, teachers, and parents of students. Interviews were conducted to find out how the evaluation of the parenting program that had been carried out at TK Al Fajar was conducted. In addition to interviews, researchers also used observation as a data collection method. Observations were made to complete the data from the interviews. The instrument used in the observation is in the form of observations that are packaged in the form of a checklist. The documents needed to dig up the data in this research are the results of interviews, the results of the checklist, and other supporting documents, namely photos of activities.

To evaluate this parenting program, the author uses the CIPP model evaluation (Contexts, Input, Process, and Product). The data analysis technique in this study used the Miles and Huberman (2014) model with the following stages: (1) Data Collection; (2) Data Reduction, namely the process of summarizing, and selecting the main points; (3) Data display, namely the process of presenting data; and (4) Draw conclusions and verify data. To test the validity of the data, the researcher used triangulation technique, where researchers combine various data collection techniques and data sources that already exist. The use of triangulation is to track dissimilarities between data obtained from one informant (the informant) and other informants. So that triangulation is needed as a technique that can unite differences in data so that accurate and precise conclusions can be drawn.

### **C. Result and Discussion**

A parenting plan is a form of activity designed to make parents understand their child's growth and development. The CIPP model was used by researchers to evaluate the parenting program in this study. This model contains four important points that can be applied in the research process of the Al Fajar Kindergarten institution. Those are (1) the background section, this study is intended to be a formal basis and the situation or background for the implementation of parenting, Al Fajar Kindergarten institutional plan. (2) The input components, in this study include: project implementation objectives, project implementation objectives, project management,



methods used, project formats, resource persons, coaching, the role of kindergarten institutions, methods used, media used, and materials provided by parents for education. (3) The components of the research process, which are divided into two stages. Those are the program preparation stage which includes; socialization of parenting plans, formation of parenting plan managers, equity of cognition, identification of learning needs, determination of location and time as well as preparation of activity plans and schedules And the stages of implementing the plan which are are marked by the implementation of several activities, including: parent class activities, parental participation in children's classes, parent participation in joint activities, parent consultation days and home visits. (4) The product component, located in kindergarten, the result of the institutional care plan is to increase parents' understanding of nutrition, health, nursing, quality care, good education, and child protection.

Based on the results of observations, interviews and also documentation obtained by the author during the study, it can be described as follows:

#### 1. The context component

Socio-economic background and education of parents in Al Fajar Kindergarten are varied. Some of the parents have undergraduate education, but others have high school education. In terms of economy, some work as teachers and civil servants, while others work as factory workers. With the differences in socioeconomic and educational backgrounds, of course there are differences in terms of educating children.

The basic rules that underlie the need for parental involvement in children's education are contained in the Law of the Republic of Indonesia No. 20 of 2003 concerning the "National Education System" Chapter 1:14 stipulates that early childhood education is a guidance work for children from birth to the age of 6 years, and education is stimulated through regulations to help growth and development, preparing children physically and mentally for further education. Meanwhile, Article 9(1) of the Law of the Republic of Indonesia concerning "Child Protection"

Number 23 of 2002 stipulates that every child has the right to obtain education within the scope of his personal development and intellectual level according to his level of development, interest and talent.

Parents who also play an active role in children's education will have a positive correlation with children's growth and development. The positive synergy between the school and parents will be able to create a positive education for children. Because even at school, parents are still the main responsibility for the development of children.

The parenting program implemented at Al Fajar Juwiring Kindergarten is caused by the lack of understanding of parents in early childhood education, and also the lack of parental participation in the education of their children. Parents tend to leave everything to the school. This is certainly caused by the lack of knowledge of parents about early childhood education.

## 2. Input

Input is a parenting program planning program at the institution. Planning for parenting programs at Al Fajar Juwiring Kindergarten has followed the standard parenting activity program, namely, parental meetings (KPO), parental involvement in class (KOK), parent involvement in joint events (KODAB), parent consultation day (HKO), and home visits.

In terms of activities related to parent meetings, Al Fajar Kindergarten plans to hold pre-school activities which are held at the beginning of the school year. Then apart from that, parenting activities are planned twice a year. In addition, there will also be a final activity at the end of the school year. Then for activities related to parental involvement in the classroom, which is by bringing parents or guardians to fill or replace teachers teaching in the classroom. Then in terms of parental involvement in joint activities organized by the school, it is planned to involve parents in activities planned by the school, for example in outing class activities, swimming, incorporating some parents into initial and final activities. Then, for parent consultation activities, at Fajar AL Kindergarten, there

is a plan for counseling by school consultants to be held regularly. Any parent or guardian who wants a consultation is served free of charge by the school consultant. In terms of home visits, it is planned to conduct visits to students' homes. Each student has the same opportunity to be visited at least once. Except for certain conditions, such as a child who is sick or for other reasons, so that he does not attend school, he is then visited.

Many parties are involved in organizing the parenting program at Al Fajar Kindergarten. The first are school principals, teachers, parents, resource persons, and school consultants. One of the advantages of TK Al Fajar is that it has a school consultant, so that every school program becomes more mature. In terms of infrastructure, Al Fajar Kindergarten also has infrastructure that supports the implementation of the parenting program. In Al Fajar Kindergarten, the financing is more sufficient. Apart from the Biaya Operasional Pendidikan (BOP) or known as education operational costs, school funding is also covered by the foundation, so there are no problems in financing.

### 3. Process

The process of implementing the parenting program at Al Fajar Juwiring Kindergarten is carried out for one academic year. Every planned activity is included in the educational calendar. The stage before the parenting program is implemented is the socialization of the parenting program to parents/guardians of students. After that, a person in charge of each planned program is formed, so that later each person in charge of the activity will make a plan for how the program will run, such as the place, time, and other necessary preparations for the activity. Then the next stage is the implementation of the parenting program. The first program that was carried out was activities related to KPO, namely Awalusannah. Apart from being attended by parents of students, this activity was also attended by the owner of the foundation. In this activity, an introduction to the school environment, teachers and school activities was given in general.

Then the next activity related to parental involvement in class (KOK) is involving parents in activities in learning. In this activity, parents are invited to observe how the teacher teaches their children. After that, several parents were appointed to experience how to teach in the classroom like a teacher according to a predetermined schedule. This aims to make parents more appreciative of teachers, besides that it also provides real experience to parents how to educate in accordance with the development of children. Then for further activities related to parent involvement in joint events (KODAB). The activities carried out at Al Fajar Kindergarten are involving parents or guardians as a committee in the beginning and ending activities. In addition, the activities that have been carried out are involving parents in outing class activities. For activities related to parent consultation (HKO), Al Fajar Kindergarten has carried out consultation activities with parents or guardians of students. Twice a week at AL Fajar Kindergarten, there are consultants whose children help parents overcome parental problems, and also bridge the problems that usually occur between parents and teachers. In terms of home visits, Al Fajar Kindergarten has also carried out activities, namely visiting children in rotation for a year. Each child in turn gets the same opportunity to be visited.

Several parties who play a role in the parenting program at Al Fajar Kindergarten are school consultants, principals, teachers, committees and parents of students. The school principal together with the consultant makes program plans, controls every parenting activity, and also evaluates these programs. Teachers and parents act as implementers of the parenting program. The school committee plays a role in helping to socialize the parenting program to parents so that each program can run well. In the parenting program, resource persons contribute in disseminating material related to child development, such as parenting, health and nutrition materials, as well as child development materials in every aspect of development. At Tk Al Fajar, every stakeholder plays a role in accordance

with what is expected. This can be seen in every parenting program implementation. The parenting program at Al Fajar Kindergarten can be carried out well, due to supporting factors such as school consultants, adequate facilities and infrastructure, parents who are willing to work together, funding which is also mostly funded by the Foundation, so that every activity can run well. For the inhibiting factor, namely for parents who work as factory workers, their participation is less in terms of participation in school activities.

#### 4. Products

From all parenting programs that have been implemented at TK Al Fajar, the results can be seen, namely:

- a. Parents' understanding of early childhood education increased after the parenting program. This can be seen from the way parents educate their children. Parents are increasingly concerned with the growth and development of children. In addition, parents begin to understand that early childhood is a time of character formation, so they are more careful when teaching something to their children.
- b. Parents' understanding of children's health and nutrition has also increased with the parenting program. This can be seen from parents being more careful when giving food to children. parents pay attention to the nutritional content in the food they give to their children. In addition, parents no longer provide snacks that contain lots of preservatives and also contain lots of sugar such as candy.
- c. Parents are increasingly paying attention to the health of their children. For example, parents pay more attention to the cleanliness of their children, get used to washing their hands, regulate eating patterns, and sleep patterns. Parents also pay more attention to their children's personal hygiene, such as cleanliness of nails, teeth and hair.
- d. Parents' understanding of their children's education has also increased. For example, parents pay more attention to the facilities their children need at school. Parents are more active in communicating with teachers regarding their child's development. In addition, parents also become mentors when they are at home, so that not only fully

surrender their children to school but parents can work together to improve their child's development. Parents pay more attention to children's rights, do not demand more than what children can do. e. Parenting programs affect the development of children. This can be seen from the results of the evaluation of child development for each aspect. With good cooperation between the school and parents, it affects the development of children.

#### **D. Conclusion**

Based on the results and discussion of the parenting program implemented at TK Al Fajar, namely a. The implementation of the parenting program at Fajar Kindergarten is based on the Law of the Republic of Indonesia No. 20 of 2003 concerning "National Education System" Chapter 1 point 14. In addition, Article 9(1) of the Law of the Republic of Indonesia concerning "Child Protection" Number 23 of 2002. Parenting programs are implemented based on the low understanding of parents towards children's education at an early age b. the parenting program implemented at Al Fajar Kindergarten has generally been running according to the standard parenting activity program c. the implementation of parenting program activities at Al Fajar Kindergarten has been carried out in accordance with the guidelines Parenting programs that have been running at Al Fajar Kindergarten include parent meetings, involving parents or guardians in learning activities and institutional activities, consulting children's problems with school consultants, and regular home visits to children. d. The results of the parenting program implementation at Al Fajar Kindergarten show a better understanding of parents towards early childhood education, children's health and hygiene, and also the increasing positive synergy between the school and parents. e. The parenting program implemented also affects the growth and development of children. This can be seen from the results of the evaluation of children's development in every aspect. This research certainly has limitations. This is a study case that is conducted at one school only, so the results may not be the same in other schools. Suggestions for further research to conduct a similar field of research in the different schools to obtain more comprehensive results.

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