PARENTING MANAGEMENT IN DEVELOPING EARLY CHILDREN'S INDEPENDENCE

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Abstract

This research is motivated by the lack of parental understanding of the process of implementing parenting activities, to increase parents' understanding and awareness of the importance of their role in developing early childhood independence and increasing parents' ability to carry out their role in increasing early childhood independence, parenting management is needed in education. . For this reason, it requires maximum effort from the institution in managing its parenting program properly and structured from planning to supervision. This study generally aims to determine parenting management in increasing the independence of early childhood. The specific objective is to know the planning, implementation, evaluation, and obstacles faced by parenting management in increasing the independence of early childhood. In this study, researchers used a qualitative descriptive method. The results of this study are: 1) Parenting planning in increasing the independence of young children through work meetings at the beginning of the school year by the school together with parents/guardians. The planning process includes determining activities and materials to be carried out such as parent meeting classes such as seminars and consultation days, and parent involvement classes in joint events such as outbound and cooking classes which are listed on the school academic calendar, time and place of implementation. various purposes including as a forum for friendship, conveying the school's vision and mission, equating goals with parents in education and early childhood care to increase the independence of early childhood. There are two forms of implementing the parenting program: 1). Parent meeting class in the form of a seminar 2). Parent involvement classes in joint events in the form of outbound and cooking classes. 3) Parenting evaluation consists of (a) Evaluation carried out during parenting activities with parents through discussion and question and answer. (b) supervision and evaluation carried out after the parenting program activities, 4). The technical obstacle faced by the parenting program implementation process is the lack of good cooperation between the institution and the student's guardians. The conclusion of this study is that parenting management can improve parents' understanding of the process of implementing parenting activities. This research is recommended for the education office, parents, and for future researchers.

Keywords: Management, parenting, early childhood, independence.

A. INTRODUCTION

One of the roles of parents in children's education is the formation of independent character according to their level of development. Independence will have many positive impacts on the development of a person, especially children, namely the ability to solve problems. The family can act as the basic foundation for starting the habituation steps to behave and behave as expected. This habit of independence is accompanied by an example and strengthened by the cultivation of values.

Independence is one of the most important aspects that every individual must have, because it serves to help achieve life goals, success and gain awards. Without being supported by independent nature, individuals will find it difficult to achieve something to the fullest. Independence is the ability to free oneself from dependence on others in carrying out daily activities or tasks alone or with little guidance, according to the stage of development and capacity. The development of independence is a directed process. The direction of the development of independence must be in line with and based on the purpose of human life.

Independence in childhood is more motorized, such as trying to eat on their own, tidying up toys after playing, wearing their own socks and shoes, bathing and dressing themselves. The earlier the child is to practice independently in carrying out developmental tasks, it is hoped that independent values and skills will be more easily mastered and can be firmly embedded in the child.

The process to help children become independent individuals requires the wise attitude of parents and the environment so that children can continue to be motivated in increasing their independence. The formation of independence in children is strongly influenced by the role of parents. To be independent a person needs the opportunity, support and encouragement from his family and the environment around him, to achieve autonomy over himself. At this time the role of parents and the response from the environment is very necessary for children as reinforcement for every behavior that has been done.

A mother or parent who is busy working all day outside the home will affect parents' attention to their children. The lack of time given by parents to children can cause children to think that they are not more important than their parents' work, so that children do not get the message how to act towards an independent person. Work can also have an effect on reduced supervision of children. Lack of parental supervision of children can cause children to lose guidelines regarding good and bad actions to do.

Parents are factors that are outside the child's independence. In this case, parents need to be positive in praising, giving support, and not dictating the efforts made by children to be independent, and encouraging when children start to be independent in their lives.

Forming the independent character of early childhood, depends on the attitudes and behavior of parents in paying attention to the growth and development of children. Because it relates to the duties and responsibilities of parents who are most important in accompanying children, because in this case it is the parents who are closest to the child. Thus, parents and the environment play a very important role in the formation of children's independence.

The development that occurs in children cannot be separated from the involvement of parents in educating their children. The family is the first environment that is known by the child and plays an important role in the development of the child. Independence in a child can be formed in the family, independence in children can affect their social emotional development. Independence in early childhood is characterized by the ability of children to choose themselves, be creative, take initiative, regulate behavior, be

responsible, be able to restrain themselves, make their own decisions, and be able to overcome problems without any influence from others.

The success of increasing the quality of parenting education cannot be separated from good and structured institutional management from planning to supervision, in other words, in improving the quality of parenting education, parenting management in education is needed. This applies in order to achieve the goals designed in accordance with the desired expectations. Parenting is an activity given to parents to provide insight into the growth and development of children so that parents in nurturing and teaching their children according to the level of child development and can provide good and correct parenting. This activity was held because there are still many parents who do not understand how important the family is for education and character building in children.

Based on the results of research observations and interviews, researchers saw that there were some student behaviors that showed independence that was not well developed. This can be seen during activities in class or when playing there are some children who always want to be helped by the teacher or their fellow friends, lack a sense of responsibility for their own eating utensils and play equipment.

Furthermore, for research purposes, the research questions are as follows:

1) How is parenting planning in increasing the independence of early childhood?

2) How is the implementation of parenting in increasing the independence of early childhood?

3) How is the evaluation of parenting in increasing the independence of early childhood?

4) What are the obstacles to implementing Parenting in increasing the independence of early childhood?

B. THEORY BASIS

Parenting can be interpreted as a series of actions, actions, and interactions of parents to encourage the growth and development of children so that they grow and develop in accordance with good and right parenting patterns. Parenting is not only a one-way or one-way activity, from parents to children to nurture, educate, nurture, protect, or raise children, but rather an intensive interaction process between the two parties.

The quality of good parenting is the ability of parents to monitor all children's activities. The principle of parenting does not emphasize who (the perpetrator) but rather emphasizes the development and education activities of children. Therefore, parenting includes physical care, mental care and social care. Referring to the statement above, the scope of child care includes:

1. Physical care, which includes all activities that aim for children to survive well by providing their basic needs such as eating, drinking, warmth, cleanliness, quiet sleep, and satisfaction when removing metabolic waste in the body.

2. Mental care, namely parenting related to the child's soul, including assistance when the child experiences unpleasant events such as feeling alienated from his friends, afraid, or experiencing trauma. This mental care also includes parenting so that the child feels valued as an individual, knows the feeling of being loved, and has the opportunity to make choices and to know the risks.

3. Social care. Basically, humans are individuals who have a tendency to socialize. Therefore, social care for children is very important to be given to children so that later they can socialize with the community. Social care aims so that children do not feel alienated from their social environment which will affect the development of children in the future. This social care becomes very important because the social relationships that are built in parenting will form a point of view on themselves and their environment.

Yani (2017: 164) character building cannot be formed in an instant time and way, it takes time and a very precise process so that children are able to understand and implement it properly. To form the character, there needs to be a long process to change or shape the character of the child.

The stages in the implementation of this parenting program are:

1) Program planning

Planning is carried out to prepare everything needed in the implementation of the parenting program. Preparations that need to be carried out are by preparing the theme of the parenting event, schedule and time of implementation, socialization and coordination of the implementation of activities, composition of the committee, facilities and infrastructure, resource persons, methods used, and media.

2) Program implementation

The implementation of the parenting program is carried out in the form of counseling. Counseling materials related to children's education and child development.

3) Program evaluation

Evaluation of the parenting program is carried out to find out the advantages and disadvantages of the parenting program that has been implemented, so that the implementation of the next parenting program will be even better and learn from mistakes made during the previous parenting program.

According to Erikson (in Mustari 2014) independence is an attempt to break away from parents with a view to releasing himself with the process of seeking ego identity, namely the development towards a steady individuality to stand alone.

According to Watkin (in Djamarah, 2014: 83) independent children for early childhood can be seen with the following characteristics:

1) Can do all the activities independently

Children begin to develop independence marked by the freedom to do things on their own. Freedom here is that children do all their activities on their own, but still under adult supervision. For example, children can go to the toilet by themselves, wear their own clothes and shoes, take their own food and drink.

2) Can make decisions and choices according to views

The view itself is obtained from seeing the behavior or actions of the people around him. In this case, children are able to take examples from what they see or see. Therefore, it is necessary for children to be trained to be independent from an early age, so that children are able to make positive decisions for themselves.

3) Can socialize with other people

Socializing is indicated by the ability to interact with others and not depend on or wait for others to take action. Socializing is very influential on the development of children's independence, children who are easy to socialize will easily find friends and interact with other people well.

4) Can control their emotions and can even empathize with others

Good emotions will make friends and other people in the environment around the child feel comfortable so that the child will feel the same way. With children feeling comfortable with other people, children will be easy to empathize with others. But if this does not happen then the child may experience a difficult time and be retarded because of inferiority. Therefore, the role of adults (teachers and parents) in helping children to train their independence.

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Asrori (2004) states that the factors that influence independence are "parental descent, parenting patterns, the education system in schools, the life system in society.

1) Parent's Descendants

Hereditary factors emphasize more on the biological aspects that are carried through the blood stream in the chromosomes. Therefore, genetic factors tend to be static to direct a person's growth and development. If from the beginning, parents have healthy physiological and psychological characteristics, it can be ascertained that a healthy generation will be produced, and vice versa if the parents are not healthy, the offspring will experience physical and psychological disorders or deviations.

2) Parenting Parenting

To be independent a person needs opportunity, support and encouragement from family and the environment around him. According to Mustari (2014: 77) in the family, independence is a trait that must be formed by parents in building the personality of their children. At this time parents and the response from the environment is very necessary for the child for every behavior that has been done.

3) School education system

Education in schools is one of the factors that affect children's independence. Because, at school children get education outside the family environment or their parents. From the activities carried out at school, it will inadvertently foster self-reliance in children.

4) The system of life in society

Life in the community or environment where the child lives certainly has a big role in changing the child's independence, will that role be positive or negative. This, depending on how the characteristics of life in the community where the child lives.

Parents need to train independence in children because independence is very important for children, according to Kanisius (in Darajat, 2006) here are some ways that parents can do to train their children's independence while maintaining emotional closeness with children:

1) Inviting and encouraging children to do their own thing, such as learning to put on or take off their own clothes. Children need to be encouraged that they can do it. Sometimes they don't succeed right away. Parents need to encourage their children that next time they will succeed if they continue to practice.

2) Training children to be able to do their own needs can be done by playing. Parents need to make exercise activities a fun activity for their children. In this case, parents must be creative and not ashamed to play with their children.

3) Giving praise to the child when he can do something is important. This will increase the child's confidence to do his own thing.

C. RESEARCH METHOD

This study uses a qualitative approach with a descriptive method, where this method can solve problems and achieve the research objectives that have been formulated. With this qualitative approach, we want to get answers to the problems posed as they are and are not limited so that they are obtained into findings naturally.

The approach used in this study is a qualitative approach, which is a research procedure that produces descriptive data in the form of speech or writing and observable behavior from the subject itself.

Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. According to Sukmadinata, qualitative

research is research that is used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and people individually or in groups.

 In qualitative research the methods that are usually used are interviews, observations, and the use of documents. This type of research is descriptive, namely research that describes information data based on facts (facts) obtained in the field.

Descriptive research itself is the most basic research. Shown to describe or describe existing phenomena, both scientific phenomena or human engineering. This research examines forms, activities, characteristics, changes, relationships, similarities and differences with other phenomena. Qualitative descriptive in this study was used to develop a theory that was built through the data obtained in the field.

To obtain the data needed in this study, it is necessary to use data collection techniques, namely:

  a. Observation

  b. Documentation

  c. Interview

D. RESEARCH DISCUSSION

Based on the research findings that the parenting program supervision is: (a) The parenting program evaluation process is a measuring tool to determine the extent to which the objectives of a planned program can be achieved. (b) Evaluation of the parenting program is divided into two, namely: (I) evaluation carried out during the implementation of parenting activities with parents through discussion and question and answer which aims to determine the extent of parental understanding in discussing the material presented; (II) monitoring and evaluation carried out after the parenting program activities are carried out through small meetings or internal discussions between committees. (c) One of the objectives of parenting program supervision is to find out the extent of parental understanding in discussing the material presented and also to determine the level of progress in parenting patterns of parents at home. (d) The benefits felt by parents are that parents feel helped by knowing ways to raise children, being parents are not selfish, being able to appreciate whatever their children produce, as well as being a means for parents to go to school.

Thus the supervision of the parenting program is to measure and improve the implementation of the parenting program activities and always seeks to question the effectiveness and efficiency of the implementation of a plan. In addition, supervision also measures the results of the implementation objectively with a size that can be accepted by all parties concerned.

The form of evaluation of the parenting program is carried out twice, namely: first, it is carried out when the activity takes place at the end of the parenting program activity to parents in the form of discussions and questions and answers to find out the extent to which parents understand in accepting and understanding the material presented.

Second, then the monitoring and evaluation of parenting program activities is carried out in a small meeting or internal discussion involving the principal, teachers, and school committees as representatives of parents. The evaluation covers all components of the program and the entire process of implementing the parenting program. While the evaluation is carried out to improve and improve the quality of the next program to be even better.

The evaluation applied is in line with the characteristics of the assessment put forward by Arikunto, stating that "Program evaluation is a series of activities carried out intentionally to see the level of success of the program. from one time to another. The results are like the implementation is going well and has met the school's target although there are still some obstacles in its implementation. However, the school always provides solutions to any obstacles that occur for the implementation of the following year.

Evaluation of parenting activities is carried out using the focus group discussion method (focus discussion) and sharing between homeroom teachers and parents of students. The organizers of the activity discuss the activities that have been carried out and then discuss what has been achieved and what needs to be improved. Evaluation is carried out after the activity is completed by means of a meeting conducted by the committee, then notes what needs to be improved and looks for solutions.

In the implementation of the independence parenting program for early childhood, it does not always run smoothly, there must be obstacles and challenges faced in instilling independence in early childhood, namely:

1. The level of parental awareness of the parenting program is still lacking because not all parents of students have participated in the parenting program

2. Learning times are often delayed, activities start less on time, so managers often require managers to remind them that the program will start soon.

3. Setting the room (seating) that is not suitable for adult learning

4. Inadequate infrastructure owned by the two RAs

5. And what stands out the most is the lack of good cooperation between RA institutions and guardians of students in an effort to increase the independence of early childhood

Good cooperation between school institutions and parents is a very very important factor in shaping the character of independence, because in the formation of a child's independence, besides being influenced by physiological conditions, psychological conditions, schools or the environment, good cooperation between institutions and parents, especially in Parenting is the main factor in inculcating student independence.

The role of parents for children's education according to Idris and Jamal is to provide basic education, attitudes, and basic skills such as religious education, character, manners, aesthetics, affection, a sense of security, the basics to comply with regulations, and inculcate habits. - habit. In addition, the role of the family is to teach values and behavior in accordance with what is taught in school. In other words, there is continuity between the material taught at home and the material taught at school.

The family as the smallest social unit in society that is formed on the basis of a commitment to realize family functions, social functions, and educational functions must be truly optimized as partners in Early Childhood Education institutions. Therefore, schools need to give birth to parenting programs as a forum for communication between parents, in addition to providing socialization of the programs organized by these early childhood education institutions, because in general the purpose of parenting programs is to invite parents to jointly provide the best for their children.

With the parenting program, it is hoped that parents who used to tend to be authoritarian and require children to obey their parents' wishes can change otherwise, which is more patient and understand their children's wishes (democratic). When at school children get good treatment and habits, at home they also get the same thing. In other words, the parenting pattern obtained by children at school is the same or in harmony with that obtained at home so that the learning achieved by children is maximized.

E. CONCLUSIONS AND RECOMMENDATIONS

a. Conclusion

1. Parenting Planning in increasing Early Childhood Independence.

Based on the findings of the researchers in the field, it is known that parenting program planning is carried out through work meetings at the beginning of the school year by the school together with parents / guardians of students. The planning process includes determining the activities and materials to be carried out such as parent meeting classes such as seminars and consultation days, and parent involvement classes in joint events such as outbound and cooking classes which are listed on the school academic calendar, time and place of implementation.

2. Implementation of Parenting in Improving Early Childhood Independence

The results of the research findings in the field are that the implementation of the parenting program has a variety of goals, including as a forum for friendship, conveying the school's vision and mission, aligning or equating goals with parents in early childhood education and care.

There are two forms of implementing the parenting program: 1). Parent meeting classes in the form of seminars which are held at the beginning of the school year and take place in the school environment. The target of the implementation is all parents of students and the material presented on the independence of early childhood. 2). Parent involvement classes in joint events in the form of outbound and cooking classes which are held at the end of the semester and take place outside the school environment while the target of implementation is all parents and students.

The implementation of parenting activities in increasing the independence of early childhood is good and optimal which is basically appropriate and appropriate with the andragogy approach that is centered on the needs of participants. This can be seen based on the results of data analysis carried out by researchers including implementation

steps, strategies and methods of parenting activities, forms of parenting activities, and difficulties encountered.

3. **Evaluation of Parenting in increasing the Independence of Early Childhood.**

Evaluation of the parenting program is carried out to ensure that all activities that have been planned, organized and implemented run according to the expectations and objectives of the program by empowering parents and guardians of students to participate in supporting the school parenting program.

Evaluation of the parenting program consists of (a) Evaluation carried out during parenting activities with parents through discussion and question and answer which aims to determine the extent of parental understanding in discussing the material presented. (b) monitoring and evaluation carried out after the parenting program activities are carried out through small meetings or internal discussions between committees.

4. **Obstacles in Parenting Implementation in Improving Early Childhood Independence.**

The obstacles faced in the implementation of parenting are:

1. The level of parental awareness of the parenting program is still lacking because not all parents of students have participated in the parenting program

2. The timing of parenting implementation, which is often delayed, is not started on time, so it often requires managers to remind if the program will start soon

3. Setting the room (seating) that is not suitable for adult learning

4. The infrastructure that is owned is still inadequate

5. And what is most prominent is the lack of good cooperation between school institutions and parents in an effort to increase the independence of early childhood.

b. Recommendation

a. Education authorities.

The results of this study are expected to be input for the government through the Education Office as one of the contributions to optimize the role of parents in developing the independence of early childhood.

The Head of the Education Office is expected to be active in providing training on the concept of parenting programs to parties who play a direct role in the implementation of parenting in schools. So that schools are assisted in modifying parenting activities so that cooperation between schools and parents is established in the development of children's growth and development.

b. For school

1. For school principals, so that at the end of this semester, schools can gather stakeholders related to the parenting program to discuss planning for parenting implementation in the next semester. Both related to themes, talks and

implementation concepts. Then, the results of this meeting can be stated directly at the semester work meeting. By discussing it earlier, the concept of parenting will be more mature and the aspirations of the parents can be more accommodated.

2. Teachers should intensify communication with parents of students so that parents of students can participate in all programs run by the school. And teachers must be more active in participating in parenting activities related to child care and development so that they can create fun learning that affects the pattern of education and child development at school.

3. Schools are more able to promote parenting activities outside of school to other communities. So that this activity can be followed by many parties and can make exposure to the importance of parenting activities.

c. For parents of students

In order to continue to collaborate and communicate actively with teachers and schools to collaborate and commit together to provide good care for children at home and it is hoped that they will be more concerned with the development of their children, especially the formation of the child's personality.

d. Next Research

Hopefully the results of this research can be a reference for further research that will be perfected with new ideas and useful for all readers of the results of this research.

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