



Parenting management in growing independence in children

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Abstract

This research is motivated by the low understanding of parents about the process of implementing parenting activities, to foster parental understanding of the importance of their role in fostering early childhood independence and fostering the ability of parents to carry out their role in fostering early childhood independence, parenting management is needed. For this reason, maximum effort is needed from the institution in managing its parenting program properly and in a structured manner from planning to supervision. This study generally aims to determine parenting management in fostering independence in early childhood. The specific objective is to find out the planning, implementation, evaluation, and constraints faced by parenting management in fostering early childhood independence. In this study, researchers used a qualitative descriptive method. The results of this study are: 1) Parenting planning in fostering the independence of young children through work meetings at the beginning of the school year by the school together with parents/guardians of students. The planning process includes determining activities and materials to be carried out such as parent meeting classes such as seminars and consultation days, and parental 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). various objectives including as a forum for hospitality, conveying the school's vision and mission, aligning goals with parents in early childhood education and care to foster early childhood independence. There are two forms of implementation of the parenting program: a). Parent meeting class in the form of a seminar b). Parental 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 constraints in the process of implementing the parenting program faced were the lack of good cooperation between institutions and student guardians. The conclusion of this study is that parenting management can foster parental understanding of the process of implementing parenting activities. This research is recommended for education offices, teachers, parents, and for other researchers.

The keywords are

Management, parenting, early childhood, independence.

1. Introduction

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

Independence is one of the most important aspects that every individual must have, because it serves to help achieve his life goals, success and gain appreciation. Independence is the ability to break away from dependence on other people in carrying out daily activities or tasks alone or with a little guidance, according to the stage of development and capacity.

Independence in childhood is more motoric, such as trying to eat alone, cleaning up toys after playing, wearing socks and shoes by yourself, bathing and dressing yourself. The earlier the age of the child 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.

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 this is related 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 children and plays an important role in child development. 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 child's ability to choose for himself, be creative, take initiative, regulate behavior, be responsible, be able to hold back, make his own decisions, and be able to solve problems without any influence from others.

The success of increasing the quality of parenting education will not be separated from the management of good and structured institutions from planning

to supervision, in other words, in fostering the quality of parenting education, parenting management is needed in education. This applies in order to achieve the goals that are designed in accordance with the desired expectations. Parenting is an activity given to parents to provide insight into children's growth and development so that parents can care for and teach their children according to the child's developmental level and can provide care properly and correctly. 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 findings in the field, researchers saw that there were some student behaviors that showed independence that was not well developed. This can be seen in class activities or even when playing, there are some children who always want to be helped by their teacher or fellow friends, a lack of sense of responsibility for their own cutlery and play equipment.

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

- 1.) How is parenting planning in growing children's independence?
- 2.) How is the implementation of parenting in growing children's independence?
- 3.) How is the evaluation of parenting in growing children's independence?
- 4.) What are the obstacles to implementing parenting in growing children's independence?

2. Theory Study

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

Good parenting quality 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 child's developmental and educational activities. Therefore, care includes physical care, mental care and social care. Referring to the statement above, the scope of childcare includes:

- 1) Physical care, which includes all activities that aim to make the child survive well by providing his basic needs such as eating, drinking, warmth, cleanliness, calm at bedtime, and satisfaction when disposing of metabolic waste in his body.
- 2) Mental care, namely care related to the child's soul, includes 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 upbringing. 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 child's development in later periods. This social upbringing is very important because the social relationships that are built in upbringing will form a point of view of himself and his environment.

The stages in implementing 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 include preparing the theme of the parenting event, schedule and time of implementation, socialization and coordination of the implementation of activities, committee composition, 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

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

Independence is an individual attitude that is acquired cumulatively during the developmental period, where the individual will continue to learn to be independent in dealing with various situations in the environment, so that the individual will eventually be able to think and act independently. Independence is a personality that must be formed from an early age, because independence is an attitude and behavior that is not easily dependent on others in completing tasks.

According to Watkin (in Yamin and Sanan, 2012: 83) Children who are independent for early childhood are seen with the following characteristics:

1) Can do all its activities independently

Children begin to develop independence marked by the freedom to do things by themselves. Freedom here, that is, children carry out all activities that they themselves, but are still under the supervision of adults. 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 it. In this case, children are able to take examples from what they see or see.

3) Can socialize with others.

Socializing is indicated by the ability to interact with other people and not depend or wait for other people to take action. Socializing is very influential in the

development of children's independence, children who are easy to socialize will find it easy to find friends and interact with others well.

4) Can control his 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 find it easy to empathize with others. However, if this does not happen, the child may experience a difficult period and be underdeveloped because of inferiority. .

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Muhammad Asrori (2004) states that the factors that influence independence are "heredity of parents, parenting style, education system in schools, life system in society.

1) Offspring of Parents

Hereditary factors put more emphasis on the biological aspects that are carried through the bloodstream in the chromosomes. Therefore, genetic factors tend to be static to direct one's growth and development. If from the start, the parents have healthy physiological and psychological characteristics, then it is certain that they will pass on a healthy generation, and vice versa if the parents are not healthy, the offspring will experience physical and psychological disorders or deviations.

2) Parents Parenting

To be able 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 are very necessary for children for every behavior they have done.

3) School education system

Education at school is one of the factors that influence 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, whether that role will be positive or negative. This depends on the characteristics of life in the community where the child lives. A good environment will certainly have a positive influence on children, whereas a bad environment tends to worsen children's development, including their independence.

3. Research Methods

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

In qualitative research the methods that are usually utilized are interviews, observations, and utilization 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 and human engineering. This study examines forms, activities, characteristics, changes, relationships, similarities and differences with other phenomena. To obtain the data needed in this study, it is necessary to use data collection techniques, namely:

1. Observation
2. Documentation
3. Interview

4. Research Discussion

Based on the research findings, parenting program supervision is: (a) The parenting program evaluation process is a measuring tool to determine how far the objectives of a planned program can be achieved. (b) The evaluation of the parenting program is divided into two, namely: (I) an evaluation carried out during the implementation of parenting activities with parents through discussions and questions and answers that aim to find out how far parents understand 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 the committees. (c) One of the objectives of supervising the parenting program is to find out the extent of understanding of parents in discussing the material presented and also to find out the level of progress of parents' parenting patterns 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 is produced by children, and being a means for parents to go to school.

The form of parenting program evaluation is carried out twice, namely: first, it is carried out when the activity takes place at the end of the parenting program activities for parents in the form of discussions and questions and answers to find out how far parents understand in receiving and understanding the material conveyed. Second, then monitoring and evaluation of parenting program activities is carried out in a small meeting or internal discussion involving the school principal, teachers, and the school committee as parents' representatives.

Evaluation of parenting activities was carried out using the focus group discussion method and sharing between the homeroom teacher and parents. The activity organizers hold discussions about the activities that have been carried out and then discuss what has been achieved and what needs to be improved. The evaluation is carried out after the activity is finished by means of a meeting held by the committee, then notes what needs to be fixed and looks for solutions.

In implementing the child independence parenting program, it does not always run smoothly, there are bound to be obstacles and challenges faced in instilling independence in children, namely:

1. The level of awareness of parents about the parenting program is still lacking because not all parents of students have participated in the parenting program
2. Learning time is often delayed, activities are not started on time, so managers often have to remind them that the program is about to start.
 1. Room settings (seats) that are not suitable for adult learning
 2. The infrastructure owned is inadequate
3. And what stands out the most is the lack of good cooperation between institutions and parents of students in efforts to foster early childhood independence

Good cooperation between school institutions and parents of students is a very, very important factor in forming the character of independence, because in the formation of a child's independence apart from being influenced by physiological conditions, psychological conditions, school or environment, the factor of good cooperation between institutions and parents, especially in Parenting is a major factor in cultivating student independence.

The role of parents in children's education is to provide basic education, attitudes, and basic skills such as religious education, manners, manners, aesthetics, affection, a sense of security, basics for complying with regulations, and instilling habits. In addition, the role of the family is to teach values and behavior in accordance with what is taught in school.

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

5. Conclusions and Recommendations

6. Conclusion

1. Parenting Planning in Growing Children's Independence.

Based on the findings of 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 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 stated on the school academic calendar, time and place of implementation.

2. Implementation of Parenting in Growing Children's Independence

The findings of researchers in the field show that the implementation of the parenting program has various objectives, 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 implementation of the parenting program: 1). Parent meeting class in the form of a seminar which is held at the beginning of the school year and takes place in the school environment. The implementation targets are all parents of students and the material presented is about early childhood independence. 2). Parental 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 implementation target is all parents and students.

The implementation of parenting activities in fostering early childhood independence is good and optimal which is basically appropriate and appropriate with the andragogical approach, which is centered on the needs of the 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. Parenting Evaluation in Growing Children's Independence.

Evaluation of the parenting program is carried out to ensure that all activities that have been planned, organized and implemented are in accordance with the expectations and objectives of the program by empowering parents and guardians to participate in supporting the school's parenting program.

Evaluation of the parenting program consists of (a) Evaluations carried out during the implementation of parenting activities with parents through discussions and questions and answers which aim to find out 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 to Implementing Parenting in Growing Children's Independence.

The obstacles faced in the implementation of parenting are:

1. The level of awareness of parents about 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 late, activities start not on time, so managers often have to remind them that the program will start soon

1. Room settings (seats) that are not suitable for adult learning
2. Infrastructure facilities that are owned are still inadequate
3. And what stands out the most is the lack of good cooperation between school institutions and parents of students in an effort to foster children's independence.

7. Recommendation

a. Education authorities.

The results of this research are expected to be input for the government through the Education Office as a contribution to optimizing the role of parents in fostering children's independence. It is expected to be active in providing training on the concept of parenting programs to parties who play a direct role in organizing parenting in schools.

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 plans for implementing parenting in the next semester. Both related to themes, talks and implementation concepts. Then, the results of this meeting can be stated directly during the semester work meeting.

2. Teachers should intensify communication with parents of students so that parents can participate in all programs run by the school. Furthermore, 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.

c. For parents of children

In order to continue to cooperate and actively communicate with teachers and schools to collaborate with each other and commit together to provide good care for children at home and it is hoped that they will place more importance on their children's development, especially on the formation of children's personalities.

d. Further Researcher

Hopefully the results of this research can be a reference for further research which will be perfected with new ideas and useful for all parties who read the results of this research.

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