

IDENTIFY PARENTAL INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

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Abstract. The success of early childhood education can be measured by the success of involving parents in educational activities. For this reason, this research was carried out with the aim of identifying indicators that could be used as a guide in explaining parental involvement in education held in early childhood education units. The research method used is library research which is carried out by reviewing library sources in the form of books and research articles to identify parental involvement in early childhood education. Data collection techniques are carried out through reading and recording all the necessary information. This information is then analyzed and studied from a theoretical perspective. The results of the research are that parental involvement in early childhood education can be identified through the presence and participation of parents in every educational activity; active participation of parents in the success and smooth running of educational activities; and parents who take roles and responsibilities in every educational activity. These three involvements will be able to position parents as participants or objects and as organizers or subjects in education in early childhood education units.

Keywords: involvement, parents, education, and early childhood.

INTRODUCTION

Early childhood education is essentially an educational process that involves early childhood children and educators (Hapudin, 2021). Here, educators who play an important role in the early childhood education process are teachers and parents (Soekanto, 2018). Teachers are involved in education held in early childhood education units, while parents are involved in education held in the family (Widodo, 2021). However, even though teachers and parents are involved in different educational spaces, they are not separate or autonomous. Teachers and parents are a complete unit in their role as education for early childhood. This complete role is then given to the early childhood education unit to be able to build parental involvement in education in the early childhood education unit (Lastrawati, 2020).

From here, the education system in early childhood education units also emphasizes the need for collaboration in parental involvement in education in early childhood education units (Hasbi, 2021). Involvement is then implemented in the form of involving parents in various forms of activities in early childhood education units. With this involvement, parents will be able to understand the education provided in the early childhood education unit, understand the development of children's abilities, build the same perception in education, so that parents also play an active role in helping and complementing the education developed by the early childhood education unit. (Setiaji, 2022). It is here, through this involvement, that parents and teachers or families and schools together carry out a harmonious educational process in order to perfect the growth and development of early childhood.

With the harmony of education carried out by teachers and parents, early childhood education units and families can become a pleasant place for early childhood learning. Early childhood children feel that education at school is the same as in the family or that education in the family supports and perfects education at school. Education carried out by parents and teachers is both in line and

mutually supportive (Humaida, 2022). From here, young children feel the joy of learning at school and at home. This sense of joy in the harmony of education is what will create quality education because it is established in a dialectical relationship between school and family or parents and teachers.

To develop this process, parental involvement in education at school is important so that studies and research related to parental involvement in education in early childhood education units can be found and identified as follows. Research by Nopiyanti, et al. (2021) and Diadha (2015) who found and explained that parents have an important role in children's education so that Play Groups (KB) and Kindergartens (TK) must include parents in the education they provide. The involvement of parents in education in Play Groups (KB) and Kindergartens (TK) will play an important role in the success of early childhood education. This research focuses on the role of parental involvement in education with various forms of involvement developed in Play Groups (KB) and Kindergartens (TK). Another research was conducted by Putri, et al. (2023) who explained that apart from parental involvement in the educational context in early childhood education units, parental involvement also plays an important role in building strong education, namely in perfecting the growth and development of early childhood.

From this we can see two research trends related to parental involvement in early childhood education. First, research that focuses on positioning parental involvement in various activities held in early childhood education units, both Play Groups (KB) and Kindergartens (TK). Second, research that focuses on positioning parental involvement in education directly for children, namely parental involvement in optimizing and perfecting children's growth and development. An issue that has not yet been discussed is how to identify parental involvement in early childhood education. This means, apart from implementing direct parental involvement in educational units and children, it is also necessary to study indicators of parental involvement in early childhood education. This is where the novelty that will be found in this research is identifying indicators of parental involvement in early childhood education.

For this reason, research related to parental involvement in early childhood education is studied theoretically and conceptually, namely identifying (1) parental involvement in early childhood education units; (2) the role of early childhood education units in developing parental involvement; and (3) the impact of parental involvement in early childhood education. This confirms that in-depth studies in the theoretical realm of various field research related to parental involvement in early childhood education have not yet been carried out much. For this reason, this research is positioned within this paradigm, namely examining theories, concepts and research results in the field related to the extent of parental involvement in education in early childhood education units that can be identified. From this identification, this research plays an important role in conceptual formulation related to parental involvement in early childhood education. The formulation is studied and researched based on a conceptual and factual framework based on the results of research that has been carried out. This is where the new findings are presented and discussed in this research so that the results of this research can be used as a basis for formulating identification in parental involvement in early childhood education.

RESEARCH METHOD

The type of research used in this research is literature review, namely reviewing and analyzing library sources in the form of books and research articles (Creswell, 2022). The formal object of this research is parental involvement in early childhood education. For this reason, the literature sources studied in this research are books and research articles discussing parental involvement in early childhood education (Hadi, 2018). These library sources were then acquired for data and information through reading and note-taking techniques. This reading technique is implemented by reading carefully and carefully the data sources studied, namely books and research articles

(Muhadjir, 2018 & Mulyana, 2022). From this reading, a note-taking technique was carried out, namely writing down data and information related to parental involvement in early childhood education. The data is written in the form of a data card table. From the data card, data analysis was carried out using reduction, classification and verification techniques (Moleong, 2023). This means that research data that has been collected and classified is then verified. Verification in this research was carried out using content analysis, namely reviewing data and information using the perspective of early childhood education science. From the results of this study and analysis, research results can be found and novel findings can be identified.

RESULT AND ANALYSIS

Education carried out in early childhood education units cannot be separated from the role of parents. This means that parents must always be involved in various education-oriented activities for early childhood (Morrison, 2020). From here, early childhood education units must always organize various educational activities involving parents. Involvement in the sense of parent participation in an activity. In these activities, parents then act and act as individuals who support and make the activities organized by the early childhood education unit a success (Nicodemus, 2023). From this, parental involvement can be identified through three important indications, namely parental involvement in participating in various activities; involvement of parents who always actively participate; and activities that position parents to have an important role.

1.1. Attendance in Participating in Activities

One concrete proof that parents are involved in education organized by the early childhood education unit is the presence of parents in participating in educational activities organized by the early childhood education unit (Kadir, 2020). This presence shows that parents participate in the educational process held in the early childhood education unit. This presence shows that parents agree with the activities being held. Consent is not only expressed in language, but also in real attitudes and actions, namely actions in the form of participating in activities organized by the early childhood education unit through the presence of parents in these activities.

This presence is a concrete form of actualization of involvement. Involvement is a mental process that starts from an attitude of accepting the expectations of the early childhood education unit. This accepting attitude is then manifested by prioritizing activities in the early childhood education unit rather than other activities. This situation can occur, for example, when activities in an early childhood education unit are about to be implemented, parents may experience a dilemma position, namely that there are other activities. However, because of their commitment to the activities of the early childhood education unit, parents prioritize activities in the early childhood education unit rather than other activities. With this commitment, parents then attend activities organized by the early childhood education unit.

This presence mechanism processes in the areas of agreement, commitment and presence. Consent is carried out by parents in the form of accepting well the process of organizing activities organized by the early childhood education unit. An attitude of voluntary agreement then builds an attitude of commitment, namely that you will be serious and fight for yourself to be present in activities in the early childhood education unit. This commitment makes parents able to uphold the interests of the early childhood education unit above other interests and activities. As a result, when educational activities are organized by early childhood education units, parents attend the activities (Irma, et al., 2019).

From here, attendance is concrete evidence of parental involvement in education in early childhood education units. This presence positions parents as willing and committed to supporting and participating in various forms of activities organized by the early childhood education unit. The more parents who attend educational activities in the early childhood education unit, the higher the level of parent participation and involvement in early childhood education. Attendance shows the parents' attitude to participate in the success of educational programs organized by the early

childhood education unit. From here, attendance becomes the basic foundation for parental involvement in early childhood education.

In this presence, parents will be involved in knowledge in early childhood education. Knowledge is involved because parents really want to prioritize their child's education, and in the process of activities, with this presence, parents are involved in knowledge (Retnaningtyas & Pramesti, 2015). Parents are willing to receive material related to educational activities that are oriented towards understanding and mastering educational knowledge that is good for children. In this presence, parents explore knowledge to be able to understand the material and meaning of activities organized by the early childhood education unit. With this physical involvement and knowledge, the involvement process is built from the start which will become the basis for subsequent involvement, namely parents actively participate in every educational activity.

1.2. Actively Participate

If presence involves physical and parental knowledge in early childhood education, then active participation means taking an active role in a serious attitude. An attitude that is formed based on seriousness in participating in educational activities organized by the early childhood education unit. A positive attitude shown by participating in educational activities until completion. Activities are followed seriously and in each session they participate actively in accordance with the mechanism of orders or instructions. Every instruction and demand is resolved by parents to the fullest (Hasbi, 2021). For example, when an early childhood education unit organizes a field trip activity with the family, the parents participate as shown by fulfilling administrative payments, bringing equipment, behaving as directed, following the established rules, and carrying out the activity totally and happily. This actualization can be identified as active participation.

Here it can be identified that active participation is essentially a process that is able to condition a person to actively participate in educational activities organized by the early childhood education unit (Susanto, 2021). In this active participation, direct practical activities occur, exploration of ideas, and taking good action in these educational activities. Through this active and participatory attitude or attitude, real changes will occur in parents that will bring about positive changes. Changes and attitudes then play an important role in realizing the success of an activity organized by an early childhood education unit. This is where parents' active role becomes an important factor in the success and impact of educational activities organized by early childhood education units.

Of course, parents' attitudes towards playing an active role and participating in education organized by early childhood education units are formed through complex mental processes. Starting from the attitude of approval and presence of parents in educational activities. From here, parents then realize that the educational activities they participate in are important for themselves and their children. This awareness further strengthens parents' commitment to be involved. From this commitment, parents then express their involvement by actively participating. Active participation which is manifested by the attitude of attending and participating in educational activities well and to completion; listen or pay attention seriously, be active in every activity session; and is strongly committed to practicing all forms of knowledge, skills and meaning obtained in the educational activities in which he participates very well (Humaida, 2022).

From this, it can be identified parental attitudes that show active parental participation in educational activities. This attitude of active participation is manifested in the form of parents' presence in every educational activity, participating in educational activities with all seriousness, being active in every activity session carried out, and understanding and having a strong commitment to putting the knowledge they gain into practice in life at home with their children. Through this indicator, parents can be identified as whether they are serious about actively participating or not, and parents' active participation in educational activities becomes the basic capital for the success of educational activities in early childhood education units that are of good quality because of parental involvement in them.

So it can be identified that the result of parents' active participation in educational activities in early childhood education units is the success of educational activities involving parents. People's active participation in an educational activity will make the educational activity successful (Suryana, 2022). These results can be identified in the smooth and successful completion of activities in accordance with expectations; parents who are active in activities so that they gain a lot of knowledge and skills in children's education; and high parental motivation for parents to implement the knowledge and skills acquired in children. The results of education from the active participation attitude of parents are the basis for parents to take on roles and responsibilities in education in early childhood education units.

1.3. Taking a Role

After parents actively participate in educational activities, then parents want to take on roles and responsibilities in educational activities organized by the early childhood education unit (Widodo, 2021). This means that early childhood education units, in providing education, not only position parents as participants or objects, but also as actors or organizers or subjects. Parents are intentionally or conditioned by the early childhood education unit to be given responsibility for organizing and carrying out educational activities. For example, in field trip activities, parents are not only positioned as participants, but also as committee members and implementers. Parents are given the responsibility to plan, implement and evaluate educational activities involving themselves, teachers and children. This involvement positions parents to have a role and responsibility in early childhood education activities.

Here it can be identified that the role of parents in educational involvement in early childhood education units means that parents are given tasks or obligations that must be carried out in accordance with their position in the process of organizing educational activities in early childhood education units. Through these roles and responsibilities, parents are designed and conditioned to be actively involved directly as actors in educational activities. These roles and responsibilities will be able to become a tool for early childhood education units in regulating attitudes and behavior in making educational activities a success. These roles and responsibilities position parents as the same as teachers in their duties to provide education in early childhood education units (Kadir, 2020). With these roles and responsibilities, the early childhood education unit provides direct opportunities for parents to together with teachers assume the same responsibility in educating early childhood children.

The mechanism for strengthening the role and responsibilities of parents in education begins with coordinating teachers with parents regarding learning activities in early childhood education units (Hasbi, et al., 2021). In this coordination, teachers invite parents to get involved. Not only involved as a participant or object, but also as an actor and organizer or as a subject. This is where negotiations occur between parents and teachers. The results of the negotiations must result in the parents' attitude to accept roles and responsibilities based on a sense of shared responsibility in building education that prioritizes parental involvement in early childhood education units. From this ability, the teacher then explains more fully and comprehensively the implementation and implementation mechanisms, as well as the roles and responsibilities of parents in the activity procession.

With this ability and willingness, parents position themselves as individuals who are on the same level as teachers. Will always be actively involved in various activities organized by the early childhood education unit. This involvement explores the mental process of parents starting from being ready and willing to be an active part in early childhood education activities. This attitude is then explored in the form of physical and mental involvement in working together with the early childhood education unit in organizing various educational activities. Involvement that will build a sense and attitude of pride in the early childhood education unit. Involvement that builds awareness and knowledge of parents to continue to develop abilities and skills in educating children both in activities involved in early childhood education units and education at home or family.

With intense parental involvement in education in early childhood education units, education in early childhood education units and at home or family will be in harmony (Morisson, 2020). This

harmony is what makes parents play a more active role in participating in educating their children according to the education provided in the early childhood education unit. This harmony will further strengthen education for early childhood. Teachers who educate children and parents who educate children in educational harmony strengthen and perfect ideal education for young children. For this reason, the ideal result that can be obtained in the roles and responsibilities of parents in their involvement in various educational activities in early childhood education units is the optimization of teacher and parent education in an effort to achieve perfection in early childhood growth and development.

From the findings above, it can be identified that parental involvement in early childhood education in early childhood education units is a necessity. This happens because early childhood education must always involve parents and teachers as educators who are aligned and consistent in providing education to early childhood. This is in line with the research results of Nopiyanti & Azizah (2021) and Diadha (2015) regarding the important role of parents involved in early childhood education units, both in Play Groups (KB) and Kindergartens (TK). Involvement that will create harmony between teachers and parents in optimizing and perfecting the growth and development of young children through early childhood education (Montessori, 2020)

This harmony must be developed in early childhood education units in the form of parental involvement in education. This means that in the process of providing education, early childhood education units must always involve parents as objects and as subjects. The position of parents as objects is positioned as participants in educational activities intended for parents. Parents are present and actively participate in educational activities carried out by the early childhood education unit. In this position as participants, parents are given educational material related to strengthening knowledge and skills in educating children which is in line with the education provided by the early childhood education unit (Morrison, 2020). From this activity, parents will gain knowledge and skills that can be implemented in their children's education in the family environment. From here, parental involvement in educational activities plays an important role in improving the quality of parental education for children.

On the other hand, parents are also positioned as actors and executors or subjects in educational activities held in early childhood education units. Here, parents are involved as presenters, implementers and organizers of educational activities. Parents are given roles and responsibilities in implementing, planning and evaluating educational activities. Actively involving parents as subjects will play an important role in building perceptions, awareness and attitudes in educating children at home or in the family. Parents will have the same perception in carrying out education at home or in the family. This similarity or harmony of perception will build synergistic education between school and home so that the child's education process can run perfectly (Montessori, 2020). From here, awareness and attitudes to educate children well and in harmony with the early childhood education unit will be well developed. This building will be a basic and important foundation in developing ideal early childhood education at home and in early childhood education units.

CONCLUSION

The involvement of parents in educational activities as subjects and objects will be achieved using three main indicators, namely parental involvement in the form of attendance and participation in educational activities; active participation of parents in educational activities; and the roles and responsibilities of parents in educational activities. These three models of involvement are an important basis for assessing and measuring the success of early childhood education units in developing their involvement in every educational activity organized by early childhood education units. For this reason, the efforts of early childhood education units in building and developing parental involvement must be built with various activities that involve parents in the form of presence and participation, active participation, and having roles and responsibilities in early childhood education in early childhood education units. early.

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