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Parent Participation in the Management of Early Childhood Education

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ABSTRACT

Activities at school generally mean that teachers have a very limited time to accompany their students each day, while parents have a higher time intensity to accompany their children. Parents have a role as partners in a series of lessons and follow up on children's education in schools as well as consultation with various information between teachers and parents to try the best for the child. Parental participation is a form of community participation in the implementation of early childhood education (PAUD) starting from planning to implementing an activity that has been compiled by a group. Parental participation can also facilitate access in sharing daily information for children in the classroom and at home, so that the treatment given by teachers and parents can run in harmony. Collaboration between parents and teachers in dealing with child development enables children to receive sustainable educational services.
KEYWORDS*:* parental participation, early childhood education, management, collaboration

1. INTRODUCTION

Education is a planned effort in developing self-potential in order to create a cultured, noble, personality, intelligent society with spiritual knowledged based society skills. Therefore, the nation needs to organize a good education system in an effort to develop people's lives so that they are able to participate in national development. Education is an effort to develop individual skills, both attitudes and behavior in society, education is a social process in which an organized environment, such as schools, homes, is able to influence a person to develop attitudes and behavior within oneself. To fulfill this education, humans enter the world of education through the learning process, in that process, influences emerge that can bring about changes in attitudes towards humans that it affects.

Along with the development of science and technology, it requires everyone to equip themselves better so that they are able to follow various existing developments, both through formal and informal education. Informal education is the first and foremost education, because it is in the family that everyone from the first time onwards learns to acquire personal development, attitudes and behavior, values and life experiences, knowledge and skills through social interactions that take place every day between fellow family members. Meanwhile, according to Ahmad D. Marimba [1] "Education is a conscious guidance or leadership by educators of educated physical and spiritual development towards the formation of the main personality". According to H.M. Arifin [2] "Education is an adult's conscious effort to guide and develop the personality and basic abilities of students in the form of formal and non-formal education". Thus, education in a broad sense includes the actions and efforts of the older generation to transfer knowledge, experience, skills and skills to the younger generation, as an effort to prepare them to fulfill their life functions, both physically and spiritually.

Education services for early childhood are part of the achievement of national education goals, as stipulated in Law Number 20 of 2003 [3] Article 1 paragraph 14 states that early childhood education is "a coaching effort aimed at children from birth to six years of age which is done by providing educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education". In order for the phase of physical and mental development to develop optimally, the role of schools, families and communities to

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support children's development by providing and conditioning the time, opportunities and resources needed for physical and mental development is very important. Early childhood education programs must fulfill various kinds of children's needs ranging from health, nutrition and educational stimulation, as well as empowering the community where the child lives.

It is necessary to have the participation of parents / family and community members which are the "tri centers of education" which are very important to ensure optimal growth of children. For that, it is necessary to build partnerships between schools, families and communities. So that it can become an educational environment that is conducive to children's learning spaces, as well as efforts to strengthen partnerships between families, education units and the community in building an educational ecosystem that is able to foster character and cultural achievement of students. The family is the most important institution in child development education. Children's education starts from the closest environment, in this case, the family. Family has a very big role in the development of children, behavior and life skills.

Education in the family is first and foremost. If the care of children in the family is carried out appropriately according to age, the child can grow and develop well. Early childhood is a golden period, when all aspects of child development including moral-spiritual, physical motor, cognitive, language, socio-emotional, and art develop rapidly. One way is to invite children to learn through play so that it supports children's development. In early childhood, there is a known Golden Age (golden age). Golden Age or golden age is a term given to early childhood. The ages ranged from 0 to 5 or 8 years, and some say up to 12 years. The golden age means a time full of potential and advantages over other times.

Public awareness of the importance of early childhood education is starting to increase, this can be seen by the increasing number of early childhood education services in various regions. Early childhood education is education for children aged 0- 6 years. At that age, many experts say it is a golden age, this is because at that age children can capture all information and knowledge. Education is a shared responsibility between parents, society and government. So that the quality of education becomes a burden with parents, society and government.

Effective learning can trigger learning with advanced content in children. This collaboration is very necessary to accommodate the needs of children that can be pursued by both the school and parents. Ideally, parents participate in planning, implementing and monitoring and evaluating the provision of early childhood education (PAUD) services. In fact, many parents have not been involved in providing PAUD services. This is caused by various problems, including the business of parents who have various activities and the rest related to the perspective of parents regarding the importance of child education services from an early age. The involvement and participation of parents and the community will affect the success of the PAUD program, so that the number of children served in the PAUD program will increase and in the future a quality generation will be created.

2. EARLY CHILDHOOD EDUCATION PROGRAMS

Definition

Law No. 20 of 2003 concerning Sisdiknas [3] states that education is "a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. , society, nation and state (article 1, point 1). In Law No.20 concerning the National Education System in 2003, it is stated that the definition of PAUD is: "Early Childhood Education is" a coaching effort aimed at children from birth to the age of six, which is carried out through providing educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education. "

Early childhood education is a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behavior). and religion) language and communication, in accordance with the uniqueness and stages of development that early childhood goes through.

Principles of Education

The principles of implementing early childhood education programs must be in line with the principles of implementing the entire educational process, as stated by Damanhuri Rosadi, these eight principles are as follows:

1) The development of the child's self, personality, character, and learning ability is carried out appropriately, directed, quickly and continuously.

2) Education in the sense of fostering and developing children includes efforts to improve the character of being able to develop themselves in children.

3) Consolidating the values lived by children in accordance with the values of life in the community, and implemented from below by involving non-governmental organizations.

4) Children's education is a conscious effort, a comprehensive effort, directed, integrated, and carried out jointly and mutually reinforcing by all called.

5) Children's education is an effort based on the social agreement of all levels and groups of society.

6) Children have a central position in development, where PAUD has a strategic meaning in investing in the development of human resources.

7) Parents by example are the main and first actors of communication in PAUD.

8) The PAUD program should cover parent-based, community-based, and formal preschool institutions.

Judging from the eight principles above, basically the principles of early childhood education are optimizing early childhood intelligence and providing educational services for children who need early stimulation. This is intended so that future generations are better prepared to enter the development of the times. Because a great nation is a nation that is able to educate the lives of its citizens. Forming a good personality and able to answer future challenges.

Service Program

A. The form of the Formal Early Childhood Education Program includes:

1) Kindergarten, Kindergarten is a form of early childhood education unit in the formal education pathway that organizes educational programs for children aged four to six years.

2) Raudhatul Athfal (RA), Bustanul Athfal (BA) Is a form of early childhood education unit in the formal education pathway that organizes general education programs and Islamic religious education for children aged four to six years. TK, RA, BA, hereinafter constitute early childhood education and in it are the Outlines of the Learning Activity Program (GBPKB), which is an attempt to know in depth about the set of activities that are planned to be carried out within a certain period of time in order to lay the foundation the basis for self-development of kindergarten age children [4].

The function of kindergarten is to introduce rules and instill discipline to children, introduce children to the world around them, foster good attitudes and behavior, develop communication and social skills, develop skills, creativity and abilities that children have, prepare children to enter basic education.

The goal is to help students develop a variety of potential both psychologically and physically which includes moral and religious values, social, emotional, cognitive, language, physical or motoric, independence and art to be ready to enter basic education [5]. In this case the family has an important role in realizing the laying of the foundation in order to enter further education.

The kindergarten learning activity program is an integrated learning activity program. This learning activity program contains learning materials that can be achieved through themes that are in accordance with the child's environment and other activities that support the abilities to be developed.

B. The form of the Non-formal Track Early Childhood Education Program includes:

1) Park Child Care (TPA), Park Day Care or Day Care is a means of caring for children in groups, usually held during working hours. Day Care is an organized effort to care for children outside their home for several hours in a day when parental care cannot be carried out completely. So TPA is a social institution that provides services to infants under five years of age (toddlers) who are feared that they will experience obstacles in their growth, because their parents leave them or their mothers work. This service is provided in the form of nutritional, intellectual, emotional and social enhancement [6]. TPA is an organized effort to care for children outside of their homes for several hours a day when parental care is not fully implemented. In this case the TPA is only a complement to parental care and not as a substitute for parental care. In fact, there are several reasons for mothers who surrender their children to the TPA, including the need to escape for a moment from the responsibility of routine childcare. The desire to provide opportunities for children to interact with their peers and other caregivers. In addition, so that children get good cognitive stimulation. As well as so that the child gets replacement care while the mother is working. However, parents do not immediately give up their responsibilities by giving up all education and care in the school environment. However, parents still have an obligation to assist children in care and education at home. TPA provides more benefits for parents. The advantages of having a TPA are:

a) The environment [7] provides more stimulation to the five senses. The existence of educational play tools is one of the main stimuli for the development of children's intelligence.

b) Children will have a play space (both indoors and outdoors) which is relatively wider when compared to their own home. This is because the TPA environment is designed to be broad so that the space for children to move freely and to be more able to express their wishes.

c) Children have more opportunities to interact or relate to peers which will foster cooperation and language skills. Children are exposed to natural conditions of socialization. Where children begin to get to know one another's friends. So that children get used to the environment outside the home. That children are also required to be able to interact or socialize with other children. This is to form the social spirit of children from an early age.

d) Parents have the opportunity to interact with TPA staff which allows for increased skills, knowledge and procedures for childcare. Lack of parental knowledge in how to educate and raise children will have a negative impact on the child's development. Parenting patterns must be appropriate and based on sufficient knowledge. Therefore, parents should try to get as much knowledge as possible about educating children from the TPA. Because basically education and childcare are mostly in the family environment [8].

e) The child will receive supervision from the carer on duty. There are specific goals that will be achieved by TPA in caring for children. They provide special stimulation to optimize children's intelligence. So that parents do not have to worry about handing over the pattern of care and education of their children to the TPA.

f) The availability of a variety of household appliances, educational program games, parenting, and planned activities.

g) Availability of educational components such as children learning independently, making friends and having the opportunity to learn various skills.

Group care in a childcare setting can establish the conditions for healthy development, just as in a normal home environment. What is important in this case is consistent upbringing, close social interactions, opportunities for exploration, and a small adult ratio (about 3: 1), so that each child receives adequate attention and often interacts with responsive adults. Children who spend all of their time in good care homes also seem to develop a sense of familiarity with their mothers, as the caregiver interacts with them frequently.

2) Play Group, Play Group is a form of educational service for children aged 3-6 years which functions to help lay the foundations for the development of attitudes, knowledge and skills, which are necessary for early childhood in adapting to the environment and for growth and subsequent development so that it is ready to enter basic education. The play group is "One form of education services for children aged 3-6 years of early childhood (PAUD) in the non-formal education pathway that organizes educational programs as well as welfare programs for children from birth to six years of age".

Their development is stimulated through play activities that are fun and motivate children who keep trying to practice and develop. The purpose of the Play Group is to help lay the foundations towards the development of attitudes, knowledge, skills and develop various potentials of children from an early age as preparation for life and adapt to their environment, including being ready to enter the next stage of education or ready to enter basic education. Giving touch from an early age is intended to assist physical and mental growth and development in a more optimal manner and is provided with sufficient educational stimuli, so the handling of early childhood education is a must if you do not want progress to be further behind with other countries. The expected results from the Play Group activities are:

a) In order for the potential for children's intelligence to develop optimally, which will greatly affect the process of connecting and strengthening the nerve cells of the child's brain.

b) So that children are able to manage body skills including movements that control body movements, fine and gross motor skills and receive optimal sensory stimulation.

c) So that children acquire the basics towards the development of attitudes, knowledge, skills in adapting to their environment and for further growth and development so that children are ready to enter basic education.

3) Similar PAUD Unit, a form of PAUD in the non-formal education pathway that can be implemented in an integrated manner with various early childhood service programs in the community such as education park, etc.

Participation

Participation will greatly influence or influence the parties involved. As a result of the plans, policies and decisions that befall the people making these decisions, on the other hand it will also benefit. Participation is an awareness to help the success of each program according to the ability of each person without sacrificing one's own interests. The prerequisite for increasing participation can be through the cultivation of awareness [9]. A sense of the same fate, dependence and attachment. The attachment of members to the goals to be achieved with the group. A person's proficiency in adapting to the environment, namely the existence of intensive social interaction and the existence of initiatives or ideas that form the basis for the formation or achievement of a common goal.

In this connection, the characteristics of participation are voluntary and open. Voluntary nature is the most basic thing for creating conducive conditions and being able to harmonize public interests without sacrificing one's own interests. In addition, there is an awareness of the members that they are dependent on each other so that cooperation and compatible thinking become the main basis for achieving a common goal in one idea. The voluntary nature and awareness of these members is a clear manifestation that there is a sense of belonging. So that each member of the group has the same responsibility for the group.

The conditions for achieving participation are the availability of sufficient time to participate, the people who participate must have the ability to participate. There is communication in participation between group members. The availability of sufficient fees from each member to meet funding needs. Bond between members with goals to be achieved. In addition, in the process, both in making decisions and planning a program do not cause harm to other parties. Everything was decided because of mutual agreement between group members.

The difference in socio-economic and cultural backgrounds also affects how much the people are willing to bear the costs of implementing PAUD. The measure used to measure the level of participation is measured by the willingness of the people to bear the costs of implementing PAUD either in the form of money or labor.

Parents will also move to participate if participation is carried out through people who are already known or already in the community concerned. This requires a personal approach from the parties involved which requires participation from the community itself. Social interaction is the key to the success of any approach. People who participate in a program have a specific goal so that they can benefit from the share they do. The benefits obtained through this participation can fulfill the interests of the community. Because every idea or main idea for the common interest demands the cooperation of all members of society at its core. In the participation process, control is guaranteed.

The benefits of participation namely: "The more two-way communication, the more subordinates influence the decision. Without two-way communication, the participation process will not be possible". Managers or leaders are less aggressive because mutual agreement between group members is the main basis for decision making. Managers are more likely to lead the process of making decisions and provide ideas and direction for the achievement of an expected goal. In addition, the potential to make meaningful and positive contributions is recognized to a higher degree. The participation process is more about getting the right decision, where the creative thinking ability of the members is used for the common interest. Creative thinking skills can also be used to control values of human dignity, motivation and build common interests. In the participation process, each member is more motivated to be responsible. They are more likely to keep up with improvements.

From various opinions regarding the definition of participation mentioned above, it can be concluded that participation is someone's participation in a decision-making activity, program implementation, obtaining benefits and evaluating the program.

The stages contained in participation are as follows:

1) Participation in decision making. Everyone has the same rights in expressing their respective opinions based on common interests. They are encouraged to unite their respective opinions in order to reach a common agreement that is useful for both common and personal interests. So that the decision-making process is based on joint initiative.

2) Participation in implementing programs and decisions. Everyone has the same responsibility for the entire program implementation process. The intervention of each member is very important for the process of achieving goals. The awareness of each member to put personal interests aside is the basis for creating mutual agreement in making decisions. Combining ideas and ideas is a top priority in the smooth running of any program.

3) The involvement of people in enjoying the results of an activity (Participation in benefits). The form of a collective agreement for the benefit of the people, everyone will feel a great responsibility towards themselves and others. The goals achieved result from a sense of responsibility and a sense of belonging among each person. It will prove that based on awareness, the decisions and the entire program implementation process will benefit them. The results of an activity become the end result of their joint efforts in achieving common goals.

4) Participation in evaluation. The purpose of holding program evaluations is to determine the achievement of program objectives by knowing the extent to which a program has been implemented, because program evaluators want to know what components have not been implemented and what are the causes. Everyone in the participation process basically controls the entire program implementation [10]. So that they themselves also have responsibility for the results that have been achieved with the goals to be achieved. This controlling process can be realized by evaluating program results.

Forms of Parental Participation

Parents are a component of the family consisting of father and mother and are the result of a legal marriage bond that can form a family. Parents are the center of the child's spiritual life and as the cause of his acquaintance with the external world, every child's emotions and thoughts in the future are affected by their attitude towards their parents at the beginning of their life. Parents have the responsibility of educating, caring for and guiding their children to reach certain stages that lead children to be ready for social life.

Parents as the most dominant family member in the smallest social group, namely the family, in carrying out their roles and functions, are required to participate in the education of their children. Parental participation in early childhood education is not only manifested in the form of sending children to early childhood education institutions, but more in the efforts of parents to participate in optimizing their children's growth and development, because that basically education is a process. which is deliberately done to develop one's personality and abilities. Providing a conducive environment and learning facilities, interacting with children intellectually and emotionally, giving children the opportunity to be able to explore in a wider environment. Providing good role models, instilling good habits for children at home, establishing good communication with the "school" is a tangible means of parental participation in early childhood education.

Educational stimulation is providing opportunities for children to be able to develop their potential both emotionally and intellectually, providing learning infrastructure, such as books, play tools, and providing opportunities for children to be able to explore in a wider environment. While what is meant by emotional support is the interpersonal relationship between children and parents. Therefore, parents have a big role in the survival of their children. Not only fulfilling children's physical needs as well as emotional needs of children but parents

have a big responsibility to contribute to their participation. Not just sending their children to institutions and not taking part in it. However, the form of parental participation in implementing educational programs for their children is also very much needed. There are 5 forms of participation, namely:

1) Participating in the contribution of physical labor, parents of students are directly involved with the educators in preparing learning materials that have been designed by the educators. Here, parents will learn about educational play tools that are useful for stimulating children's multiple intelligences.

2) Participating in and making financial contributions in the form of money. Each particular organization or institution needs funds for the smooth running of a program. Parents of students have an obligation to pay school fees that have been determined by the institution to meet the needs for the smooth learning process.

3) Participate and contribute material. In addition to financial donations in the form of money, parents of students can also make material contributions in the form of external and internal educational games to complement the existing PAUD institutions. Basically, the material donation is also for its own benefit or for the public interest.

4) Participating in and giving moral contributions in the form of suggestions, suggestions, advice, advices and mandates. For the sake of the advancement of PAUD institutions, parents are encouraged to participate in helping educators in educating their children. Good parenting styles and proper learning from educators can be an example for parents to educate their children in certain rules and according to the child's basic needs. There is intensive interaction by parents and educators in supervising each child's development from time to time. So that there is still control from educators and parents both at school and at home. The control is to determine the extent to which the child's intelligence has developed to measure the success of learning.

5) Participate in making decisions. Parents of students have the same rights and obligations in PAUD institutions in order to smooth their children's learning. So that parents have the right to undertake or not in terms of financing their children's education at PAUD institutions. This is because the socioeconomic backgrounds of the parents are different. So that school fees must also be flexible. For parents who are able to have an obligation to help parents who are less fortunate. Fair does not mean equal but according to the abilities of each person. Parents have the right to determine whether they are able to pay a predetermined contribution or not. Basically, these fees do not burden poor parents to send their children to PAUD institutions according to their needs.

3. CONCLUSION

The community also plays a role in all aspects of the organization and has the same responsibility. In the process of attending every meeting, group or community members have the same right to express their views and discuss. As well as taking part in the decision process by expressing an opinion on the problem. This is in order to obtain the energy, capital, facilities and mental abilities of each member.

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Conference Proceedings:

1. Stock, A., 2004. Signal Transduction in Bacteria. In the Proceedings of the 2004 Markey Scholars Conference, pp: 80-89.

A Thesis:

1. Strunk, J.L., 1991. The extraction of mercury from sediment and the geochemical partitioning of mercury in sediments from Lake Superior, M. S. thesis, Michigan State Univ., East Lansing, MI.

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