

Parenting Program Implementation to Increase Positive Parenting Behavior

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Abstract — This research is motivated by the problem of the lack of positive parenting knowledge from every parent at Tulip Early Childhood Education. Every parent has a different parenting background but has the same parenting problems by having positive goals. This happens because of the lack of knowledge that every parent in PAUD has in educating children who aim towards positive parenting. This study used a descriptive qualitative approach, with interview and observation techniques. The subjects in this study were five people, namely three parenting participants, one PAUD manager, and one resource person. The results of the study show that: 1) the process of implementing the parenting program involves the presence of parents in parenting activities so that they always follow the material presented, such as skills, spiritual teachings, cooking, and so on. 2) The attitude of parents after participating in the parenting program shows positive parenting behavior. 3) The inhibiting factor of parenting program behavior is in the form of economic difficulties, and the main factor that is felt to be hindering is the presence of parents and children who still need time to adapt in applying positive things in everyday life, and there are still many parents who cannot attend or arrive late so that not all information can be conveyed by the speaker. While the supporting factors are in the form of the arrangement of committee activities, positive responses from parents, and facilities and infrastructure that support the smooth running of these parenting activities. In addition, there is cooperation with posyandu partners, BKB, puskesmas, experts in the field of education. Suggestions for parents should be firm when educating and caring for children so that children get used to the application of positive parenting.

Keywords — Parenting Program, Positive Parenting, Parents, Early Childhood Education

I. INTRODUCTION

Early childhood education is one of the priority programs for national education development. Early childhood education development policies are directed at realizing education that is just, of good quality and relevant to the needs of society. Parenting has several definitions of mother, father, someone who will guide and look after all stages of the child's growth, who cares for, protects and directs the child's new life at every stage of its development (Widiastuti, 2015) . Positive caregivers are closely related to

the ability of a family/household and community in terms of providing attention, time and support to meet the physical, mental and social needs of children who are growing up as well as for other family members (Wulandari et al., 2021) . (Sumarni & Sofiani, 2019)states that parenting includes a variety of activities that aim to allow children to develop optimally and survive well. The principle of parenting according to Hoghughi does not emphasize who (the perpetrator) but rather emphasizes the activities of the child's development and education. Therefore care includes physical care, emotional care and social care.

Parenting requires intense parental involvement with children, so that children can reduce the risk of emotional and behavioral problems in children such as problems with losing warmth and positive relationships with parents, high attachment to low discipline (Listiana & Guswanti, 2020 (Listiana & Guswanti, 2020). Mistakes in providing proper care to children will result in the next period. Studies on the impact of parental involvement in providing care on child development have been carried out for a long time and the results show a positive influence on child development. Parental involvement in providing intense care with children can reduce the level of risk of emotional and behavioral problems in children such as problems with loss of warmth and positive relationships with parents, high attachment to low discipline. (Harita & Chusairi, 2022; Umroh, 2019). Other research shows that parental involvement affects children's learning outcomes at school, both their academic achievement and their orientation towards school (Sumbawa & Karmila, 2021). This positive influence is also seen in early childhood development (AUD) and AUD school readiness (Harahap, 2018). (Sari et al., 2020) concluded the forms of parental involvement in childcare, including:

1. Involved with all activities carried out by children
2. Make contact with children
3. Financial support
4. The number of play activities carried out together.

Research on parental involvement in parenting has shown evidence of how important it is for parents to be directly involved in parenting.

Based on observations of parenting activities in PAUD, it was found that problems related to children are great plagiarism, what they see everyday in their surroundings will be recorded in their brain's memory which will definitely affect their mindset and

behavior. Seeing from this problem the authors formulate the problem: how to implement parenting programs in fostering positive parenting behavior of parents in PAUD, thus the purpose of this study is to determine the implementation of parenting programs in fostering positive parenting behavior of parents in PAUD.

It is hoped that in the future this parenting activity can help parents who have difficulties in applying the correct parenting style to their children, adding to parents' insight into parenting knowledge. after the researcher has conducted the research, the researcher considers that with this parenting activity it can foster educational and psychologically correct parenting, the researcher considers that with this parenting activity it can foster the correct parenting pattern and will have an impact on increasing the insight of parents, this activity should be mandatory held by each institution to ensure the child's future.

II. METHODS

This activity method is carried out with activity steps in the form of "parenting training for parents and the formation of parenting programs in schools" as a form of commitment and preventive efforts to continue to involve parents in early childhood education and care. This training was carried out for 2 days with adult learning hours, namely 8 hours of learning, namely on September 29 and September 30 2018. Activities were carried out in PAUD. Activities start at 08.00-16.00 WIB. The stages of activities offered are 1. which aim to grow and improve parental skills in early childhood care. Assisting school principals for establishing parenting programs in PAUD. The targets of this study were 26 parents and 4 PAUD teachers. To clarify the previous explanation about the research method, this section will describe the research flowchart in the form of the following diagram

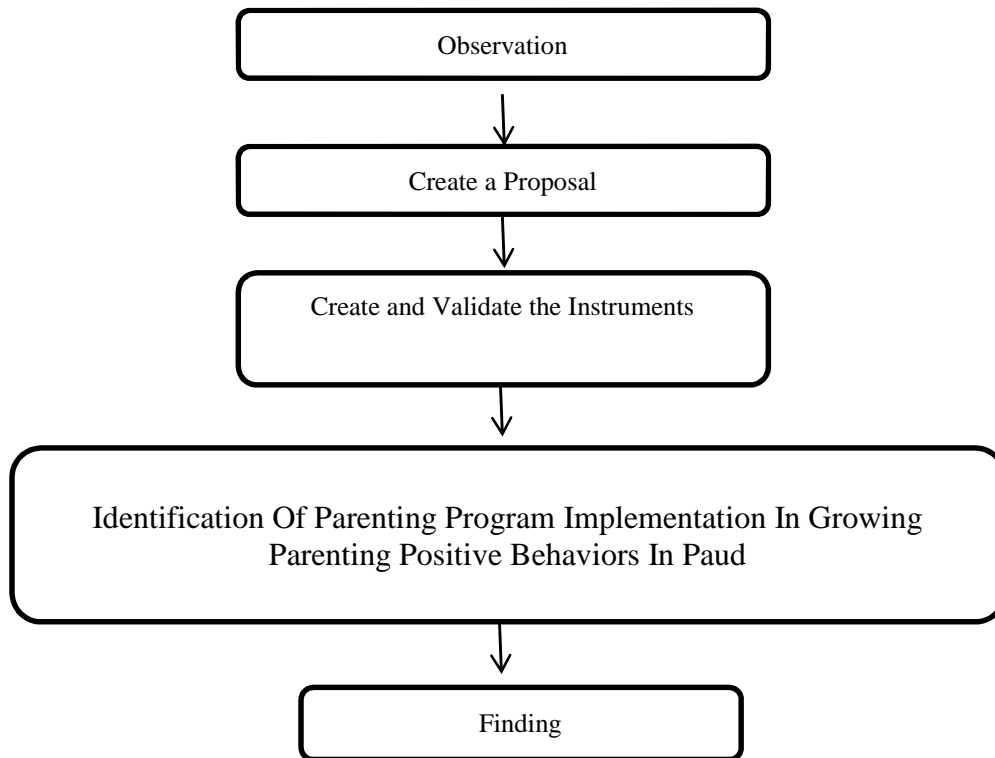


Diagram 1. Research Flow

Source: (Arikunto, 2010)

III. RESULTS AND DISCUSSION

Based on the results of interviews, observations and documentation studies with management informants (P), resource persons (N), parents (1,2,3) regarding the results of the parenting program, and researchers get answers, the purpose of implementing this parenting activity is to introduce parenting techniques and provide insight into parents in the right way of parenting. This activity uses methods in the form of giving material, demonstrations, question and answer sessions and face to face with material. The benefits of this parenting activity are felt to be very important for all parties because it can support school education, the parenting program runs as expected, and the position of the institution becomes more qualified and recognized among the community.

This activity also received high appreciation from the parents, because this parenting activity is an activity that they need to add insight into parenting patterns. the results obtained for the institution and the committee were that the institution received positive responses and support from parents in the educational activities and learning activities that the institution provided. The essence of this parenting activity is the

application of insight into child development through the world of education, both the infrastructure and facilities provided by the school or family. In accordance with KBBI (Big Indonesian Dictionary) in 2012, the meaning of means is anything that can be used as a tool in achieving goals and objectives.

While the notion of infrastructure is everything that is the main support for the implementation of a process in this context is learning. Facilities and infrastructure are media and supporting tools that can help or expedite the learning process. Positive parenting in early childhood education is a parenting approach that aims to provide a supportive, loving, and educational environment for children at an early age (Nooraeni, 2017). Following are some important aspects of positive parenting in the context of early childhood education: Love and Care: Parents who practice positive parenting provide love, care and affection to their children consistently. They provide sufficient time and attention to play, talk, and engage in learning activities with children.

Effective Communication (Hyoscyamina & Dewi, 2012) Parents who practice positive parenting actively listen to their children and communicate in a positive and open way. They ask questions, provide verbal support, and pay attention to children's needs and feelings. Consistent Boundary Setting: Positive parenting parents set clear and consistent boundaries for their children. They explain the rules in a way that is easy for children to understand, and provide an explanation of the consequences if the rules are broken. Encourages Independence: Parents in positive parenting foster children's independence by giving them opportunities to make decisions, perform independent tasks, and overcome minor challenges. They provide positive reinforcement and praise when children succeed at doing things on their own.

Active and Creative Learning (Winarti, 2020) parents who apply positive parenting in early childhood education encourage active and creative learning. They provide a stimulating environment, promote exploration, and provide children with opportunities to develop cognitive, motor, and social skills. Positive Discipline: Parents in positive parenting use a positive discipline and learning approach rather than corporal punishment or harsh punishment. They teach children about the consequences of their behavior, provide better alternatives, and teach strategies for dealing with conflict. Collaboration with Educators: Parents who practice positive parenting collaborate with

early childhood educators. They communicate regularly with teachers, participate in school activities, and work together to support children's holistic development. **Safe and Positive Environment:** Positive parenting creates a safe, positive and supportive environment for children. They ensure that the child's basic needs are met, provide appropriate stimulation, and maintain warmth in family relationships.

Parenting programs can be an effective means of fostering positive parenting behavior in parents (Dini, 2022; Putra et al., 2022; Vinayastri, 2015). The following are some of the implementation steps that can be taken in parenting programs: **Education and Training:** Provide education and training to parents on positive parenting principles and effective parenting techniques. This can be done through seminars, workshops or parent education programs at schools or community centers. **Research and Information:** Get the latest research and information on child development, child psychology and positive parenting strategies. Create accessible materials and resources for parents, such as guidebooks, brochures, or websites with related articles. **Community Support:** Build a supportive community of parents where they can share experiences, challenges and solutions in parenting. This can be done through discussion groups, online forums, or regular meetings. **Counseling and Consultation:** Provide counseling and consultation services for parents who are having difficulties or want advice on dealing with challenges in parenting. A psychologist or family counselor can help parents develop more positive parenting skills. **Educational Materials:** Create educational materials accessible to parents, including videos, articles, or podcasts on topics related to positive parenting. These materials can teach effective parenting techniques, promote good communication, or help parents understand and manage their own emotions.

Parent Empowerment: Encourage parents to take an active role in their child's upbringing by giving them the opportunity to make decisions related to the child, such as in matters of education, extracurricular activities, or household rules. This will give them a sense of responsibility and confidence in parenting. **Rewards and Recognition:** Give rewards and recognition to parents who have successfully implemented positive parenting behaviors. This can be in the form of a certificate, award or other public appreciation. This will provide additional motivation for parents to continue positive parenting practices. **Evaluation and Feedback:** Evaluate parenting programs that have been implemented regularly. Get feedback from parents and identify areas that need further

improvement or development. Thus, the program can be improved according to the needs and expectations of parents. Collaboration with Related Institutions: Cooperate with related institutions, such as schools, health centers, or community organizations, to integrate parenting programs into their activities. This will broaden the reach of the program and provide broader support to parents. Information Dissemination: Use various communication channels to disseminate information about parenting programs and their benefits. By leveraging social media, websites and other communication channels, the program can reach more parents and gain wider participation. By implementing these steps, parenting programs can be effective in cultivating positive parenting behaviors in parents, thereby promoting the development and well-being of children.

IV. CONCLUSION

With preparation, we can organize these parenting activities so that they can run smoothly, and minimize any obstacles that will occur. Parental involvement in the implementation of this activity is very necessary, because without parents this activity will not run smoothly. The materials prepared by the resource persons were also adapted to the needs of the parents, so that parents would be active in asking questions and participating in these parenting activities. Parents who are directly involved in educating their children according to the right parenting style, so they really appreciate this parenting activity. Unlike the case with parents who have a background as a single parent educating their children. He has many obstacles in educating his children, such as economic factors because he is the backbone of the family. sometimes he provides incomplete care for his children, but with this activity he gains insight into parenting styles. As for parents who leave child care to grandmothers because parents are busy working. Children receive less attention from both parents so that many inhibiting factors are felt by parents. The role of the grandmother in raising children will not be as optimal as that of the direct parents.

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