

## Parenting Meeting Development Module

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### **Abstract**

*The purpose of this research is to find out how parents were coaching activities in Raudatul Atfal (RA). Darul Muttaqien and RA. Ibnu Sina. The research method used in this study is qualitative field research—data collection tool through observation, interviews and documentation. The Parenting Meeting (KPO) coaching module has been tested for validity through a Focus Group Discussion (FGD) with four experts: religious experts, linguists, psychologists and education experts. The results of this study are coaching parents in RA. Darul Muttaqien Parung has not been systematically planning on an activity program sheet. 80% of parents state that the child's development at home is the same as the school. While fostering parents in RA. Ibnu Sina Pamijahan has been going well, planned and systematic; 50% of parents statements is that the development of morals at home is not the same as the school.*

**Keywords:** *parenting; development module; raudatul atfal*

### **Abstrak**

Tujuan penelitian ini adalah untuk mengetahui bagaimana orang tua pembinaan kegiatan di Raudatul Atfal (RA). Darul Muttaqien dan RA. Ibnu Sina. Metode penelitian yang digunakan dalam studi ini adalah penelitian lapangan kualitatif. Alat pengumpulan data melalui pengamatan, wawancara dan dokumentasi. The Parenting Meeting (KPO) modul pembinaan telah diuji untuk validitas melalui Focus Group diskusi (FGD) dengan 4 ahli: ahli agama, linguis, psikolog dan ahli pendidikan. Hasil penelitian ini adalah pembinaan orang tua di RA. Darul Muttaqien Parung belum direncanakan secara sistematis pada lembar program kegiatan. 80% orang tua menyatakan bahwa perkembangan anak di rumah sama dengan sekolah. Sementara, membina orang tua di RA. Ibnu Sina Pamijahan telah berjalan dengan baik, terencana dan sistematis, 50% dari pernyataan orang tua adalah bahwa perkembangan moral di rumah tidak sama dengan sekolah.

**Kata kunci:** *parenting; pengembangan modul: raudatul atfal*

## Introduction

Who is actually the most concerned and responsible towards educational success? Is the government, school, teacher or parent? The answer is of course parents. Parents want their children to be both physically and mentally, because it is parents who are actually obliged to educate their children. Limited intellectual abilities, costs, facilities and time, causing parents to send their children to school. Parents ask for help from schools to help them educate and teach their children. This is the basis of cooperation between schools and parents. It's just that in this day and age the awareness of parents is decreasing, most parents are looking for cheap schools even if there are free ones, if their children are naughty or have poor performance, parents tend to blame the school. Keep in mind that parents are first and foremost educators, and the school is second educator and only helps.

The family is the first and main madrasa for children, and mother is the main educator. Why mother who became the first educator for children because of the mother the child's education begins, the Al- Qur'an Surah An-Nahl verse 78 explains that Allah issued a man from her mother's belly in a state of not knowing nothing, then Allah SWT given its potential is hearing, vision and heart to become a grateful human being. To be a superior and primary madrasa I have to be smart in all fields, because mothers not only educate but care for, serve, entertain and look after their children, how can children learn if their educators are poor in knowledge and manners.

Therefore it is needed an activity to foster parents so that their education is in harmony with the school. This parenting activity aims to: First, Increase awareness, knowledge, and ability of parents in educating / take care of children; Second, improving the quality of parental involvement in educating children at school and at home; Third, it becomes a place to share knowledge, experience and practice among parents in educating / take care of children; Fourth, realizing harmony in educating children between what is done at school and at home; Fifth, foster a spirit of togetherness and strengthen friendship among parents. Parent empowerment program as launched by the government, especially on services in Raudhatul Athfal, with the issuance of the Decree of the Director General of Islamic Education Number 2769 in 2019 on technical guidelines for parental empowerment in Raudhatul Athfal, the government hopes that the potential of parents can be maximized in helping early childhood education in Raudhatul Athfal. One of the parental empowerment programs is the Parent Meeting Activity (KPO). This Parent Meeting activity can bridge school education and family education so that it becomes aligned and in line to achieve the goal of forming a child who is willing to accept mercy. But the fact is that many Raudhatul Athfal fill the Parent Meeting Activity (KPO) only with routine recitation either monthly or weekly like in RA.Insani Terpadu Dramaga and RA Nurul Falah Tamansari also has material on the fiqh of women, the samawa family that is not related to children's education. There is also RA. Al Maarif Dramaga fills his parents with monthly meeting activities studies and other educational materials, but all activities that seek to increase parents knowledge have not had an impact on the formation of significant student morals, therefore strategies and materials are needed to achieve sustainable harmony between education in school education and a family at home, such as make effective a communication between teachers and parents with the book link, made modules parenting, guidebooks habituation and monitoring children's education, the report reciprocal educational outcomes at school and at home and etcetera.

Parents responsibilities to children are contained in the Child Protection Act No. 35 of 2104 article 26 paragraph (I) which reads "Parents have the obligation and responsibility to: a. nurture, care for, educate and protect children; b. Developing children according to their abilities, talents and interests; c. Preventing marriages at the age of children; and d. Providing character education and instilling the value of character in children ". As the first educational institution, children first

get to know their social environment in the family, getting physical and psychological influence for the first time from family members. Meanwhile, as the main educational institution, the family has a greater influence on children's growth and development.

According to Fuad Ihsan, the function of family education institutions is the first experience for children. Education in the family environment can guarantee a child's emotional life to grow and develop quickly. The family can play a role in laying the foundation of religious and social education. (Salim, 2013)

Allah has commanded every believer to take care of his family and fear Allah in His Word, the Letter of At-Tahrim verse 6. Life outside the family which currently feels very threatening to the growth and development of children must be really wary of us, but besides life outside that threatens many factors we must know, whether we realize it or not can cause abnormalities in children. Abdullah Nashih Ulwan explained the causes of abnormalities in children caused by the condition of parents at home, including: family poverty, disharmony between fathers and mothers at home, divorce and poverty situations, stagnation in adolescent dynamics, negative relationships with naughty friends, poor treatment of people parents to children, sadistic films and porn, the spread of unemployment in the community, the neglect of both parents towards their children's education, and the catastrophe of orphanhood. (Ulwan, 1981)

The inability of parents to educate children comprehensively there are two things namely lack of knowledge and lack of time. Abdullah Nashih Ulwan in his book *Children Education Guidelines in Islam* states that the most important responsibilities for educators are: Educational responsibilities including faith education ; morals ; physical ; intellectual ; psychic ; social ; sexual. (Ulwan, 1981)

There is no perfect human being except Rasulullah SAW. But parents must try to have good qualities so that they can be an example for their children. The better the nature of parents as educators, the higher the level of success in educating children.

The common problem that occurs at this time is many from housewives who work outside the home. Many things are the reasons aside from the demands of the times and emancipation, life and economic difficulties, the soul's call for the benefit of the people, and etcetera. This resulted in the main task of a mother being a part-time job or even neglected. For working mothers certainly there is an influence on family relationships and efforts to foster their children. A mother must be able to manage her time well, maintain relationships and communication, and of course the attention and supervision of family members.

As the head of the father's family is the captain who determines the direction of the family's life, the father must also be able to control his family members. Dad has a major task, namely to provide for all the needs of the household with the lawful, determine the rules in the family, and decision makers to some family problems. but the obligation to educate children also remains imposed on him. Fathers must set an example for family members, maintain harmonious relationships, build a spirit of togetherness , practice work skills, encourage mutual cooperation stay in touch, recreation and most importantly invite family members to familiarize civilization in worship .

Therefore the need for provisions that should be prepared by an educator are: First , faith and piety , will not be a superior educator without equipped with faith and piety. Both are foundations and fortifications to maintain the purity of the nature of children. As well as a shield that blocks the arrows of Satan's army and the attacks of jahili culture. Second , science and experience , science is the best guide and experience is a wise and wise teacher from parents , because educating children is not only raising but equipping, fostering, directing, developing and escorting towards the pleasure of Allah and His Prophet. Science and experience in question is the science of Islamic education,

of course, knowledge and experience can be extracted with a lot of reading and learning from people who are successful, without the knowledge and experience of the elderly will not be a reliable educator. Third, both the patient and resignation, educating children is not an easy job, so many resistance and obstacles in the process of travel must therefore always be armed with patience and trust. Fourth, prayer and sincerity, mother's prayer will deliver her child on the fruitfulness and the success led to the good pleasure of Allah. There is no most effective weapon except prayer after trying as much as possible. Fifth, Modeling good and Rill, exemplary is the best method of educating children. Children will be easily infected with bad morals from the surrounding environment, but when parents provide a good and real exemplary, then this will be an example and medicine for children. As a main educational institutions, the family gives a greater influence on the growth and development of children. Therefore it is necessary to create educational situations and interactions. Educational situation is a condition that allows the process that leads to education, the educational situation does not have to be silent and quiet, but shows the dynamics and activeness of family members. While educational interactions are interactions between family members that contain educational values. Kusumamihardja (2001) stated that the scope of morals that can be applied in instilling educational values in the family includes: a. Morals towards Allah; b. Morals towards the Qur'an; c. Morals towards the Messenger of Allah; d. Moral towards oneself; e. Friendly morals; f. Morals towards neighbors; g. Morals among fellow Muslims; h. Morals towards unbelievers; i. Morals towards flora; j. Morals towards fauna; k. Morals towards water and air; l. Morals in everyday life; m. Moral ruler. (Sauri, 2006)

Early Childhood moral education is education that aims to form the habit of children's behavior that focuses on physical growth, intelligence, social emotional, religious education, language and communication in accordance with the uniqueness and stages of child development. One form of Early Childhood Education services in the community is Raudhatul Athfal. Raudhatul Athfal (RA) is part of the Early Childhood Education (PAUD) service for children aged 4 to 6 years under the guidance of the Ministry of Religion of the Republic of Indonesia. Raudhatul Athfal as a slam based Early Childhood education unit has differences with this Childhood Education in general. Raudhatul Athfal his education besides focusing on a child's developmental specs also on the transformation and internalization of spiritual values to Islam. The quality standards of Raudhatul Athfal located on religious values inherent in all component Raudhatul Athfal good teachers, staff, parents and conducive environment. More specifically the learning of Islam in Raudhatul Athfal consists of: Aqedah; morals; Al Qur'an - hadith; Worship; Islamic story. What is meant by Teaching Moral in Raudhatul Athfal is a form of teaching that leads to the habituation of noble morals in the lives of students that is honest, polite, tolerant, independent, responsible and humble. The following is the moral material developed and familiarized at Raudhatul Athfal: Respect for yourself, others and the environment; say the toyyibah sentence; Morals towards Allah's creatures; Get to know Asmaul Husna; live healthy, clean and neat; washing hands before and after activities; ablution and tayamun; have curiosity; be creative; be aesthetic; Get to know the manners of life; behave confidence; going in and out of class saying hello; recite prayers before and after study; respect for the elderly; Accustomed to queue; listen to other people talk; raising hands before asking, holding back anger; completing the work / task itself; tidying up the equipment that has been used; help a friend; behave to adjust; to be responsible; be honest; conducting worship with good; Get to know and say hijaiyah letters; patience with himself and others; use the lat-utens well and use the right hand

Modules are one form of print-based teaching materials that are designed for independent learning by learning participants because the module is equipped with instructions for self-study. (Asyhar, 2012, p. 169) According to Houston & Howson (in Made Wena 2009), the learning module includes a set of activities aimed at making it easier for students to achieve a set of learning goals. (wena, 2009, p. 230) Module writing techniques In order to obtain good results, interesting

and easy to understand there are several things that must be considered by the module writer, namely: (Asyhar, 2012)

Characteristics of students; The aims and objectives of learning; Identification of the contents of teaching materials; Structure of Study Material, Module Writing Structure: 1) The opening section includes the title, table of contents, map of information, list of competency objectives and initial tests. 2) Core Parts include: Introduction / review of material, relationship with other material or lessons, description of material, assignments, summary. 3) closing section: Glossary or glossary, final test, index.

## Research Methodology

This research is a field research that examines two different places, namely in RA. Darul Muttaqien Parung on 18 and 31 October 2019 and RA. Ibn Sina Pamijahan on 17 and 25 October 2019. In this study the authors use this type of research descriptive-qualitative trying to describe comprehensif, integrative holistic and deep through the activity observed in the object of study and interact on other things around. Researching condition object of nature, a fact finding with interpretation is right, studying the problems in society, as well as specific situations, including on relationships, activities, attitudes, and views as well as a process on going and its influence.

The researcher is a key instrument, data collection techniques as triangulation, data analysis is inductive/ qualitative. Seeing forms of activity or coaching component of Early Childhood parents, whether with their coaching these parents can successfully be in the form of early childhood good morals in school or at home.

In addition through the process of document study, interviews and observations, the researcher will also become a passive subject by participating in all activities without making changes in accordance with ordinary activities. Researchers go directly to coaching activities, communicating with parents, seeing firsthand the real conditions of learning at school and also togetherness between children and parents, as well as the environment that influences. Researchers communicate directly with the principal, teachers, parents and children. In data collection, researchers are assisted by observation guidelines and interview guidelines to make it easier to obtain data that is in line with research needs

## Results and Discussion

RA. Darul Muttaqien who has a vision of "Realizing a Generation of Muslims that Believers, Believers, Insightful, Independent and Skilled" is one of the RA located in Jabon Mekar Village, Parung District, Bogor Regency which is clean, comfortable, safe and quiet. Located in the middle of the boarding school conducive environment to the peculiar environment. This RA has a land area of 500 m<sup>2</sup> above which is built as much as one office space, four classrooms, four bathrooms and one multifunctional room as well as a playground and waiting room for parents / guardians of students. In the head by Mrs. Hj. Elis Megansih and supported by eight educators with educational qualifications SI and one caregiver are all full dedication and sincerity in educating students. The number of students in the 2019-2020 school year is 86 students from families whose parents are 65% educated with a D3 –S2 degree. His achievements which always win in the Parung sub-district and at the district level every year make parents proud and make RA. Darul muttaqien school of hope. Coaching at RA. Darul Muttaqien has not been planned systematically on a program activity sheet. Coaching parents in RA. Darul Muttaqien form of monthly lectures and recitals qiraati each week. Due to the busy schedule of each parent, the presence of parents in this coaching activity is still far from what is expected by the school committee, although they provide rewards for two people from each class who first come to this coaching activity. 80% of parents say that the development of children at home is in harmony with school but based on the

observations of researchers there are only students who are not familiar with the etiquette taught at school. Therefore, parents felt that this parental development activity was felt to be very important so that finally the committee made the program systematically and planned.

RA. Ibn Sina has a vision "Formation of Intelligent and Quranic Generation" is one that is located in the village RA Cibening Pamijahan District of Bogor Regency school is clean and comfortable located in the middle of the neighborhood community. This RA has a building area of 690 m<sup>2</sup> on top of which was built as much as one office space, five classrooms, four bathrooms as well as a playground and waiting room for parents / guardians of students. In the head of Mrs. Silma Juwita and supported by seven educators with SI education qualifications and two facilitators, all were full of dedication and sincerity in educating their students. The number of students in the academic year 2019-2020 as many as 105 students who come from families whose parents 68,5% have high school - S2. His achievements, which have always been the overall champions in Pamijahan sub-district and also always won the championship at the district level, make parents proud and make RA. Ibnu Sina's favorite school. The guidance of parents in RA. Ibnu Sina has been going well, planned and systematic as evidenced by the schedule of coaching that is carried out every month, namely in the fourth week, the material presented is about the fiqh of women and the education of Allah, then there is documentation of activities in the form of minutes of activities, list present and photos of activities. Approximately 90% of parents are present at this coaching activity, school children are dismissed from the presence of students replaced by their parents. 50% of parents statements stated that the development of morals at home is not in harmony with the school, according to the observations of researchers there are still many children and parents who forget to apply the etiquette taught.

The Parenting Guidance Activity Module (KPO) to form the Student Ethics Karimah At Raudhatul Athfal contains material in the form of Raudhatul Athfal curriculum, parental responsibilities, daily manners, daily prayer, health and hygiene, healthy and halal food and drink, plural intelligence, potential and learning styles of children, early childhood morals, early childhood education according to Islam, Islamic learning methods, and the Early Childhood learning. Character of the child and the virtue of learning the Qur'an. The parents meeting program is programmed once a month for 20 meetings in two years with material adapted to the Raudhatul Athfal curriculum and the material needs of parents to educate children, supplemented with daily manners of supervision sheets at home.

## Conclusion

From the results of research conducted at these two schools, the researchers concluded that to harmonize education between school and home in early childhood, especially in Raudhatul Athfal, parental guidance is very important to be carried out in an effort to shape the required student morals, in addition it requires continuous habituation and supervision of parents and teachers by using manners daily supervision sheets. Parents also need children's learning and education materials that are adapted to schools so that they can be learned at home in the form of modules that can be studied on their own. Effective communication between teachers and parents in the form of consultations and reciprocal reports.

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