

Parent Perceptions on Parenting Consultation Services at Kindergarten Sahabat Ananda Malang District

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Abstract: This research is generally aimed to know the perception of parent to the implementation of parenting consultation service program at PAUD institution Sahabat Ananda, as well as special purpose to know parent perception on implementation of parenting consultation service program from cognitive aspect, affective aspect, and connective aspects. Suggestion given in research 1) It is expected that the school can provide knowledge to parents about how to face and take care of the child, 2) For parents are expected to improve their participation in the parenting program, and 3) It is expected next researcher to conduct research with a wider scope, especially those relating to the program of parenting.

Keywords: parent perceptions, parenting program, early childhood education

INTRODUCTION

Early Childhood Education is education that provides care, care, and services to children born to 6 years of age. In Law Number 20 of 2003 concerning the National Education System, article 1 paragraph 14 states that guidance efforts aimed at children from birth to age 6 are carried out through providing educational stimuli to help develop physically and spiritually so that children have readiness in enter further education. Early Childhood Education is one of the priority development programs in national education. Early childhood education is given in order to educate the lives of the nation's children from an early age. In education this is directed towards realizing quality education and is relevant to the needs of the community. Early childhood education cannot be separated from parenting programs. Parenting is an educational effort carried out by families by utilizing the resources available in the family and environment in the form of independent learning activities. Parenting means that the period of being a parent (parenthood) is a natural period that occurs in a person's life. Parenting activities in the Indonesian state are often referred to as parental education. In which parents

will be given several activities such as parenting consultation. The goal of parenting programs is to invite parents to come together to provide the best for their children. This parenting program is intended to unite opinions between parents and educators in helping child growth and development.

According to Diadha (2015), "parental involvement is an important aspect of education, especially in Early Childhood Education (PAUD). However, all involvement is built on a foundation of effective communication and trust and confidence that in turn will result in full cooperation between schools and families (Seefeldt & Wasik: 2008). In the involvement of parents and teachers, there is communication that affects the growth and development of children. To establish closeness between parents and teachers, a program that involves parents is formed. After holding a program that involves parents, teachers must give a good impression of the program so that parents have a good perception of the activity and participate actively in the parenting activity.

In the success of a program, it requires the participation of parties related to the program, in this case none other than parents. Parental participation is one of the supporting factors in the success of the program. In order to foster this participation, an awareness of the importance of the program is needed. The existence of the parenting program that is given is a form of parental participation in school activities (Mansur, 2005). One way to increase parental participation in parenting activities is to give a positive impression on parenting programs so that parents have a positive perception of the program.

Parents' perceptions of activities are very important because they shape parents' attitudes towards an activity or program which can determine the success of the program. Sugihartono, et al (2007) stated that perception is the brain's ability to translate a stimulus or process to translate the stimulus that enters the human sense organs. Perception includes cognitive, affective, and conative processes. The cognitive component is composed of the knowledge or information a person has about the object of his attitude. The affective component is related to the emotions that are felt about the object. Furthermore, the conative component refers to a person's behavior that appears as a result of the object itself (Mar'at: 1991).

According to Walgito (2004) there are six perceptual formation processes, namely: (a) acceptance of stimuli: in this process a person receives stimuli from outside (objects, situations or events) received by his senses, be it sight, hearing, feeling or smell, (b) the process of selecting stimuli: the stimuli received by a person are sometimes so many and

varied, In this process the received stimuli are selected based on how attractive they are to give more attention, (c) the organizing process: the selected stimuli are then organized in an easy to understand form and then carried out the next process, (d) the process of interpretation: in this process Interpretation of the selected stimuli is carried out to obtain meaning and information, (e) checking process: after obtaining the meaning or meaning of the interpreted information, then checking is carried out which essentially is to review the correctness of the information, (f) the reaction process: this process has led to how a person will react to the information he / she gets.

These are the stages that make up the perceptual process. The stages in the perception that will be carried out are by looking at the process of receiving stimuli, selecting stimuli, organizing processes, interpreting processes, checking processes, and reaction processes. Can be used as a reference in determining how parents perceive parenting programs in PAUD. While the conditions for the occurrence of perception according to Sunaryo (2004) are: (1) the object is perceived, (2) attention is the first step as a preparation for perception, (3) the sensory device / receptor is a tool for receiving stimuli, (4) sensory nerves as a tool to transmit the stimulus to the brain, which then as a tool to generate a response.

In essence, attitude reflects an interaction of the process to achieve system goals. According to (Rakhmat: 2004), there are three components of attitude, namely: (a) Cognitive components, in the form of knowledge, beliefs or thoughts based on information related to objects (Ahmadi: 2001). From experience then a belief will be formed about the object of the attitude. The cognitive component can be includes knowledge of facts, concepts, and more importantly reasoning and problem-solving skills, strategies in games, critical thinking skills (Ahmadi: 2001). This component produces an assessment or understanding of a person based on his ratio or reasoning ability. This means that cognitive is an aspect of a person's intellectual abilities related to science (Ruslan: 2010); (b) The affective component, namely the component related to feeling happy or unhappy with the object of the attitude. Pleasure is a positive thing, while displeasure is a negative thing. According to Oliver (Ahmadi: 2001), affective refers to the feeling aspect of consciousness, in contrast to the mind aspect which reflects more on the cognitive component. While emotions include arising, various forms of affective, and cognitive interpretations of affective that can be given a single description. Affective components can include psychological traits that are elements of a strong personality, sportsmanship, honesty, discipline, responsibility, self-confidence and democracy (Ahmadi: 2001); (c) The conative component is a component related to the

tendency to act on the object of attitude. This component shows the intensity of the attitude, which shows the size of the tendency to act or behave in a person towards an object. (c) The conative component is a component related to the tendency to act on the object of attitude. This component shows the intensity of the attitude, which shows the size of the tendency to act or behave in a person towards an object. (c) The conative component is a component related to the tendency to act on the object of attitude. This component shows the intensity of the attitude, which shows the size of the tendency to act or behave in a person towards an object. The conative component consists of habit and will. Habit is an aspect of human behavior that is settled, takes place automatically unplanned.

METHOD

The research method used is tDescriptive research type using a quantitative approach. Descriptive research can mean a problem-solving procedure that is investigated by current circumstances or events. In this research which is a descriptive quantitative research because this research is intended to describe or describe the perceptions or perceptions of parents related to the implementation of parenting activities in PAUD Sahabat Ananda, Dau District, Malang Regency. The population of this research is the parents of students whose children are attending PAUD Sahabat Ananda, Dau District, Malang Regency. Sampling was carried out by total sampling technique totaling 32 people. This total sampling technique or saturated sample is a sampling technique in which all members of the population are sampled. Meanwhile, for data collection using a questionnaire instrument using a Likert scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Data analysis used descriptive statistics.

RESULT AND DISCUSSION

The research variable in this study is the parents' perception of parenting activities. Where perception is divided into three categories, namely Cognitive, Attitude / Affective, Conative / action. The general description of the variables in this study will explain the distribution of answers and categories of perceptions based on the distribution of respondents' answers and the level of perception grouped by means.

The results of the study on an overview of the cognitive dimension, there are two indicators, the first is an overview of knowledge indicators related to parenting consulting service activities item X1.1.1, namely "Parents' knowledge regarding the benefits of

parenting for child development" has the highest average of 4.66 and items X1.1.4 "Parents' knowledge regarding the timing and implementation of parenting" has the lowest average of 4.03. and the overall average is 4.34 and is in the high / know category because it is in the range 4.21-5.00. In the category of knowledge related to this parenting consulting service activity Most of the respondents, namely 72% or 23 people, were in the very knowledgeable category, then 16% or 5 people had the tofu category, and the remaining 13% or 4 people had the category of knowing enough related to parenting activities. The indicators of trust in parenting consulting service activities show that item X1.2.1 namely "Parents have the belief that parenting activities can have a positive impact on children's development" Has the highest average of 4.66 and items X1.2.2 "Parents have the belief that the school is capable of running well" has the lowest average of 4.53. Furthermore, the overall average of the confidence indicators is 4.34 and is in the very high category / know because it is in the range 4.21-5.00. As for the category of parental trust could be known that most of the respondents, namely 78% or 25 people, have a very high / very trusting category, then 22% or 7 people have a high category.

The second category of perception is an overview of the affective dimension. There are two first indicators, namely an overview of indicators of feelings of support for parenting consulting services. Based on the research results show that that item X2.1.1, namely "Parents ready to support parenting programs" has the highest average of 4.56 and items X2.1.3 "Parents are ready to contribute both energy and material to the parenting program" Has the lowest average of 4.19. Furthermore, the overall average of the confidence indicators is 4.34 and is in the very high category / know because it is in the range 4.21-5.00. The feeling category supports the activity is known that most of the respondents, namely 66% or 21 people, were in the very high / very confident category, then 28% or 9 people had the high category. The second indicator is on the responses about parenting consulting service activities showing that item X2.2.1, namely "Parents give positive responses related to parenting program planning" has the highest average of 4.56 and items X2.2.7 namely "Parents gave positive responses regarding the completeness of facilities and infrastructure to support parenting activities" Has the lowest average of 3.56. Furthermore, the overall average of the confidence indicators is 4.11 and is in the high / know category because it is in the range 3.41-4.20. The category of responses regarding parenting activities can be known that most respondents, namely 63% or 20 people, have a very high / very trusting category, then 19% or 6 people have a high and quite high category.

The last category of perception is an overview of the conative dimension. In this category there are three indicators. Based on the research, the results showed that the first indicator, namely the feeling of support related to parenting consulting service activities, shows that item X3.1.1, namely "parents are involved in providing ideas related to the program to be implemented" has the highest average of 4.67 and items X3.1.2 "parents are involved in determining the timing of implementation" has the lowest average of 3.88. Furthermore, the overall average of the confidence indicators is 4.17 and is in the high / know category because it is in the range 3.41-4.20. The category of knowledge parents can be known that most respondents, namely 63% or 20 people, have a very high category, then 22% or 7 people have a high category, and 16% or 5 people have a fairly high category. The result of research on the second indicator is involvement in the implementation of parenting consulting service activities. It can be seen that item X3.2.2, namely "parents are actively involved in discussions with teachers / teachers regarding children's problems" has the highest average of 4.38 and items X3.2.4 "parents are active in guiding children" has the lowest average of 3.69. Furthermore, the overall average of the indicators of involvement in activities is 4.05 and is in the high / involved category because it is in the range 3.41-4.20. As for the category of implementation, parents can be known that most respondents, namely 50% or 16 people, have a very high category, then 34% or 11 people have a high category, and 16% or 5 people have a fairly high category. The next result on the third indicator, namely an overview of the indicators of involvement in the evaluation of parenting activities, it can be seen that there is 1 item statement regarding involvement in the evaluation of parenting activities. From the statement item, it can be seen that item X3.3.1, namely "active parents provide input related to program implementation" has an average of 4. Furthermore, the average of the evaluation involvement indicators is also 4 and is in the very high / involved category because it is in the range 3.41-4.20. As for categories involvement in the evaluation of parenting activities could be known that most of the respondents, namely 31% or 10 people, were in the very high category, then 44% or 14 people were in the high category, 19% or 6 people were in the high enough category, and 6% or 2 people were in the poor category.

DISCUSSION

Based on the findings of researchers regarding parental perceptions of parenting consultation service activities at PAUD Sahabat Ananda based on cognitive aspects, it is in the very high category, where most parents, namely 23 people or 72% stated that they have parental knowledge or parental trust in parenting activities. These results show This shows

that the parents' perceptions related to the implementation of the parenting program at PAUD Sahabat Ananda which in terms of cognitive aspects or parental knowledge are very good. Parents have a very good perception and give confidence with the parenting program implemented by the school both on the benefits to be obtained or in the implementation system. Parents have a positive perception of the positive impact of the parenting program obtaining the highest average score. This can be seen clearly from the previous indicators regarding parental awareness of the benefits of the program. Therefore, Parents' perceptions of the implementation of parenting programs provide an understanding that parenting programs have a positive impact on both their own children and parents, especially in the next family life. The positive impact of the existence of the main parenting program is that children are expected to grow up healthily in good parenting patterns so that the learning achieved by children is maximized.

Parents' perceptions regarding parenting consultation service activities at PAUD Sahabat Ananda based on affective aspects are in the very high category on indicators of feeling supportive of parenting consultation service activities, namely 66% or 21 people. Meanwhile, the response indicator about parenting activities was in the important category of 63% or 20 people. People who do not have good affective abilities, it is difficult to achieve optimal study success. Cognitive and psychomotor learning outcomes will be optimal if students have high affective abilities. Therefore education must be organized by giving better attention to the affective domain.

Parents' perceptions regarding parenting consultation service activities based on conative aspects are in the high category both in the indicators of support for parenting consulting service activities, namely 63% or 20 people support these activities, while involvement in the implementation of parenting activities, and involvement in the evaluation of parenting activities is 63% or 20 people involved in the activity. The conative component is an attitude that shows how the behavior or tendency to behave in a person and is related to the object of the attitude he faces. The results of parenting activities carried out in various activities to shape children's behavior. Where children's activities are related to the tendency of children to act on attitude objects. Therefore parents must be directly involved in parenting activities parenting consulting services. According to Hornby (2005), the form of parental involvement that is most often carried out by the five subjects is the form of collaboration and liaison involvement. Only one form of involvement did not appear at all, namely policy because it was the school's policy not to involve parents in it. Contributions made between parents, teachers and children have a good impact. According to Rahminur's

(2015) research, parental involvement in children's education can be realized in various forms of activities carried out by parents through collaboration with teachers either at home or at school, in order to maximize children's development and education in schools for their benefit. children and school programs. This is very important for the continuity of education at home and at school. The implementation of parental involvement itself really requires awareness and efforts from parents, especially the school, because parents will be actively involved if the school tries to provide a sense of comfort for parents.

CONCLUSION

From the above exposures it can be concluded that to build confidence in teachers and employees, the headmaster provides opportunities to express opinions, provide opportunities to take part in tasks and responsibilities, and also attend trainings. The implementation process of the principal's transformational leadership are idealization of influence that is to be a good example and foster pride for the school community, creating a conducive learning process and school organizational climate and having a positive perception of managing school.

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