



Teachers' Perceptions of The Importance of Parenting Programs in Schools

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Abstract

Purpose – This study aims to describe teachers' perceptions on the importance of parenting programs in Play Groups or Kindergarten schools in Kamal District, Bangkalan.

Design/methods/approach – The descriptive quantitative method is used. The sampling technique used is purposive sampling with the total population being all teachers at Play Group or Kindergarten schools in Kamal District, Bangkalan. The number of research samples are 35 teachers. The collecting data used is a questionnaire.

Findings – The results of this study show that teachers' perceptions on the importance of parenting programs in Play Groups or Kindergarten schools in Kamal District, Bangkalan, have the highest score in the important middle category by 48%.

Research implications/limitations – This study has limitation on one independent variable, namely the teacher's perception variable about the importance of parenting programs in schools.

Practical implications – This study shows that the teachers still do not fully have a critical perception on parenting programs, and teachers have less interest in holding parenting programs in schools even though they have knowledge about parenting programs and know the benefits.

Originality/value – This study hoped the teacher could move and accommodate parents to hold a parenting program in schools with teachers who have a good perception on the programs.

Keywords Perception, Parenting program, Teacher, Early childhood education

Paper type Research paper

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1. Introduction

Good parenting is one of the children's rights that must be fulfilled and is needed for growth and development. Parenting will be the foundation for the child's future and personality (Kins et al., 2012; Szwedo et al., 2022). In this case, the role and commitment of parents are needed to make this happen. SDGs (Sustainable Development Goals) promote lifelong learning opportunities for everyone, one of which is through quality education, and this also needs to start at an early age (Bhalla, 2022; Meng et al., 2022; Spiteri, 2022). The 2003 National Education Law states that early childhood is a child in the age range of zero to six years, where they are still in a unique process of development and growth, which can also be called the golden age. Psychologically in the context of parenting, parents who control their children will have an impact on the psychological development of children, such as negative behaviour to control others, guilt, and fear of children (Sonen & Vansteenkiste, 2010).

Parenting is a series of decisions about the socialization of children, including what parents must do so that children can take responsibility and contribute as members of society (Fan et al., 2022; Nancekivell & Maurer, 2022). Meanwhile, according to Gunarsa (2012), parenting is a pattern of parent-child interaction that includes psychological and not only physical needs. Then, Harahap (2009) states that parenting refers to general education assigned to children in the form of an interaction process between parents as caregivers and children as being cared for, which includes care, encouraging success as well as protecting and socializing or teaching acceptable behaviour. By m this, it can be co

In delayed growth and development of children, it can be caused by factors including the low quality of good relationships between parents and children (Ionta et al., 2018; Wu, 2022), violence in the family (Karatas et al., 2018; Yalçın et al., 2010), lack awareness by parents to stimulate development and lack of discipline from parents to children. Therefore, good parenting is needed from parents for children to avoid the problem of growth delays in early childhood (Marks & LaRosa, 2012). Action is needed for holistic and integrative early childhood care from various elements of society to equip parents in early childhood care, one of which is through parenting programs or parenting programs held in children's schools. The parenting program is one of the efforts in the form of informal activities to improve the quality of parenting in order to build a positive character in children, including the modification of daily parental behaviour that can be seen by children with the hope that the care provided to children will have a positive impact (Fang et al., 2022; Novak-Pavlic et al., 2022). One of these parenting programs can be facilitated by the school or children's educational institution, in which case the school or teacher will work together with parents (Brittingham, 2022; Liang et al., 2022; McWayne et al., 2022) or the school will act as a communication forum for parents so that they both provide the best for children, both for the good of the child at school and at home for his life.

The objectives of developing parenting programs, according to the Guidelines for Character Education in Early Childhood Education, Directorate General of PAUDNI, Ministry of National Education 2011, are as follows: 1) Improving the skills and knowledge of parents in parenting, character education, and care for children. 2) Align or unify the school's and parents' school's and parents' goals 3) Linking school programs with home programs. Thus, it can be concluded that their goal in this parenting program is expected to be able to improve the quality of parenting to maximize growth and development for early childhood (golden age), and are also expected to be able to prevent cases of child behaviour deviations. According to Don Campbell in Fahrudin et al. (2017), in children's early development years, the child's brain is influenced by the circumstances or situations around him. Children entering the next level of education can not be separated from the initial experience attached to the child from seeing their parents because parents are the primary educators in the family, where most of the child's behaviour is an imitation of their parents.

The house and the people who live in it are essential to a child's life (Papalia, D.E., Olds, S.W., Feldman, 2010). Then parents are the most influential figures in a child's life (Santrock, 2007) Armsden, G.C., & Greenberg, M.T. (1987) believe that parental involvement in schools will ease teachers in fostering children's confidence, reduce children's discipline problems and increase children's motivation. If schools do not implement or make efforts to involve parents in learning, it will be challenging to integrate and combine experiences by children who will be separated between home and school (Rinde, 2022; Turunen et al., 2021).

Based on the explanation described above, the researcher wants to know how teachers perceive the importance of parenting programs in schools in Kamal District, Bangkalan Madura Regency. Based

on the results of limited observations made by researchers on schools or early childhood education institutions in Kamal Bangkalan District, of the five schools, observed, it turns out that only one school has a particular activity program for parenting parents or guardians of students. It was caused by inadequate human resources (HR) or presenters for the parenting program. It states that not all schools have parenting programs to maximize growth and development and character education for children to be in harmony with the education parents do at home. Therefore, teachers need to know the urgency or importance of this parenting program being implemented throughout the school. The results of other interviews conducted with teachers at the PAUD level in Kamal District show That teachers who know the urgency of parenting will affect the holding of parenting programs in schools.

2. Methods

The research method used by the researcher is descriptive quantitative research. The descriptive method is related to the existence of independent variables or independent variables. So in this study, the researchers did not make comparisons or look for relationships or the influence of variables on the research sample (Sugiyono, 2017). Meanwhile, according to Arikunto, the descriptive quantitative research method aims to know a description of an event that is carried out objectively, and data collection and interpretation are processed using numbers (Arikunto, 2014). The population in this study were all teachers who teach family planning/kindergarten in Kamal District, Bangkalan. While the sample used is a teacher who has never implemented a parenting program in their school. The sampling technique used is purposive sampling, which is based on specific criteria from the researcher as a consideration (Sugiyono, 2017).

The research variable in this study is the teacher's perception of the importance of parenting programs in schools, with the variable aspects being knowledge of parenting programs, benefits of parenting programs, and interest in holding parenting programs in schools. The data collection method used is a questionnaire or questionnaire containing closed questions to respondents by scoring using a Likert scale. Each answer has a score between 1 to 5. In the questionnaire, there are favourable and unfavourable items to test the consistency or reliability of the answers from respondents. Other data collection using interviews and observations with several teachers who teach in Kamal District, Bangkalan Regency, where the data is used as pre-research data. This research data analysis uses descriptive percentages to examine and explain the teacher's perception of the importance of parenting programs in schools in Kamal District, Bangkalan Regency.

3. Result

This research was conducted in Kamal District, Bangkalan Regency, for teachers who teach in early childhood education. This study aims to determine the teachers' perception of the importance of parenting programs in early childhood schools. The data collection method is a questionnaire filled out by 35 teachers who teach Play Group or Kindergarten in the Kamal district, Bangkalan Regency. Respondents previously determined criteria, namely teachers who have never implemented a parenting program in a teaching place with more than two years of teaching experience. 2 items in the questionnaire failed in the validation test, and 1 item failed in the reliability test. The validity test uses content validation for experts or judgment experts with 80% or declared valid results. In contrast, the reliability test is carried out on teachers who teach in Play Group or Kindergarten in other areas, and the calculations are carried out using the SPSS 25 application, with the reliability test results of 0.8223, which means a questionnaire is reliable. For research, respondent data can be seen in the table 1.

Based on the table 1, it can be seen that all respondents in this study were all 100% female. The average age of respondents is between 20-30 years with a percentage of 71% or 25 respondents, while for ages 30-40 years, there are nine respondents with a percentage of 27%, then for respondents aged 40-50 years, there is one respondent with a percentage of 2%. For the last education category, respondents are high school graduates, 12% or four respondents, then with D1/D2/D3/D4 graduates, 17% or seven respondents, and S1 71% or 24 respondents, and 0 respondents for the category of education level last S2. The research data was scored and grouped by Microsoft Excel. This research is included in descriptive quantitative research, where researchers use the numbers described by processing these numbers using statistical methods, and conclusions can be drawn from these calculations. Based

on the results of data collection on the teacher's perception variable about the importance of parenting programs in schools with three indicators, it can be stated by the figure 1.

Table 1. The respondents' data

No	Description	Frequency	Percentage
Gender			
1	Woman	35	100%
2	Man	0	0%
Age			
1	20 – 30 Years Old	25	71%
2	30 – 40 Years Old	9	27%
3	40 – 50 Years Old	1	2%
Latest Education			
1	SMA	4	12%
2	D1/D2/D3/D4	7	17%
3	S1	24	71%
4	S2	0	0%

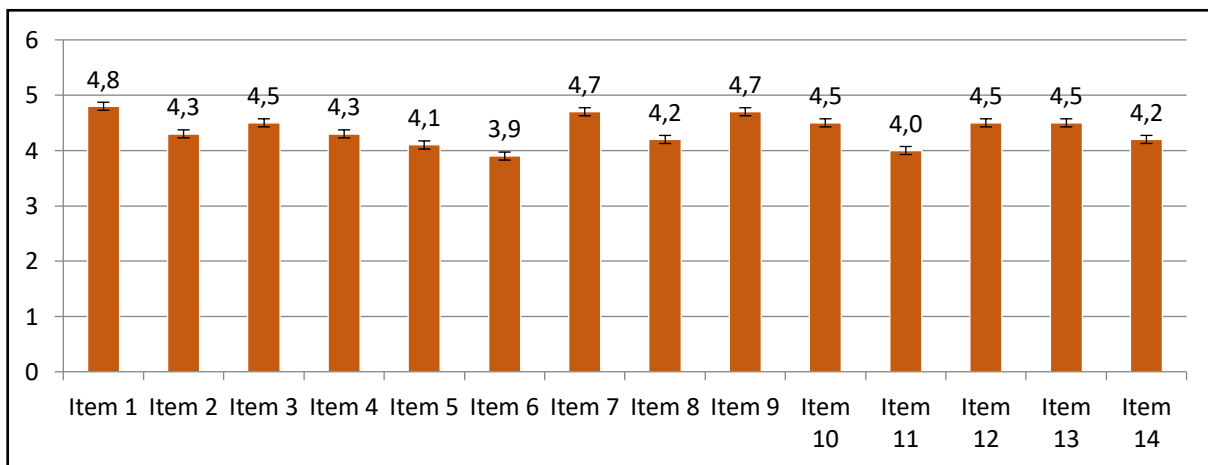


Figure 1. Indicator Knowledge of Program Parenting

The following data were obtained based on the diagram of the results of the knowledge indicator about the parenting program. The first item is that the parenting program is one of the efforts in the form of informal activities to improve the quality of parenting to build positive character in children. This statement averages 4.8 teachers' knowledge of parenting programs in schools in the high category. The second item is types of parenting programs, including parent meeting classes, parent consultation days, home visits and parent involvement in children's classes. This statement averages 4.3 teachers' knowledge of parenting programs in schools in the high category usually. The third item is parenting programs discussing positive parenting and children's education. This statement averages 4.5 teachers' knowledge of parenting programs in schools in the high category. The fourth item is that the parenting program is not an effort to improve the quality of parenting in building the positive character of children. This statement averages 4.3 teachers' knowledge of parenting programs in schools in the high category. The fifth item is that parent meetings, parent consultation days, home visits and parental involvement in children's classes are not types of parenting programs. This statement averages 4.1 teachers' knowledge of parenting programs in schools in the high category. The parent program's sixth item, positive parenting and education for children, is not discussed. This statement has an average of 3.9 teachers' knowledge of parenting programs in schools which fall into the reasonably high category. The seventh item is that resource persons for school parenting programs must have good communication skills. This statement averages 4.7 teachers' knowledge of parenting programs in schools in the high category. The eighth item is that resource persons for school parenting programs must have knowledge of parenting, education and teaching about children. This statement averages 4.2 teachers' knowledge of parenting programs in schools in the high category.

The ninth is the steps for implementing the school parenting program, including preparation, implementation, and evaluation. This statement averages 4.7 teachers' knowledge of parenting programs

in schools in the high category. The tenth item is the steps for implementing the parenting program in schools, including preparation, implementation, and evaluation. This statement averages 4.5 teachers' knowledge of parenting programs in schools in the high category. The eleventh item is that resource persons for parenting programs in schools do not have to have good communication skills. This statement has an average of 4.0 teacher knowledge about parenting programs in schools which is in the high category. The twelfth item is that resource persons for school parenting programs do not have to have knowledge of parenting, education and teaching about children. This statement averages 4.5 teachers' knowledge of parenting programs in schools in the high category. The thirteenth item is that preparation, implementation, and evaluation of the program are not parenting steps in schools. This statement averages 4.5 teachers' knowledge of parenting programs in schools in the high category. The fourteenth item is program evaluation is carried out to find out the successes and shortcomings of the implementing committee so that the next activity can be even better. This statement averages 4.2 teachers' knowledge of parenting programs in schools in the high category.

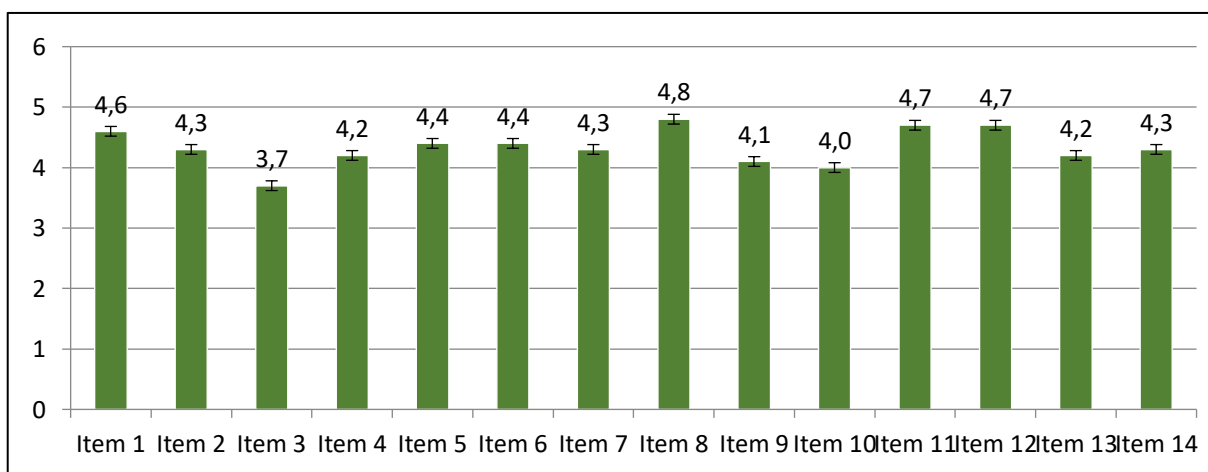


Figure 2. Indicator Benefit Of Program Parenting

The following data are obtained based on the diagram of the results of the indicators of the benefits of the parenting program. The first item is the existence of a parenting program in schools that can establish a good relationship between parents and teachers. This statement has an average of 4.6 benefits of parenting programs in schools for teachers in the high category. The second item is the existence of a parenting program in schools that can open a discussion space between parents and teachers. This statement has an average of 4.3 benefits of parenting programs in schools for teachers who are in the high category. The third item is that the existence of parenting programs in schools is less supportive of establishing cooperation between parents and teachers. This statement has an average of 3.7 benefits of parenting programs in schools for teachers who fall into the reasonably high category. The fourth item is that the existence of parenting programs in schools is less effective in opening discussion spaces between parents and the community. This statement has an average of 4.2 benefits of parenting programs in schools for teachers who are in the high category. The fifth item is that with the parenting program in schools. Parents can get complete information about their children's education. This statement has an average of 4.4 benefits of parenting programs in schools for teachers who are in the high category. The sixth item is the existence of school parenting programs that can help parents and teachers shape children's character. This statement has an average of 4.4 benefits of parenting programs in schools for teachers who are in the high category.

The next item, or the seventh item, is the parenting program in schools. It is difficult for parents to get complete information about their children's education. This statement has an average of 4.3 benefits of parenting programs in schools for teachers in the high category. The existence of parenting programs in schools makes it difficult for parents and teachers to shape children's character. This statement has an average of 4.8 benefits of parenting programs in schools for teachers who are in the high category. The eighth item is the existence of school parenting programs that can foster parental confidence in raising children. This statement has an average of 4.1 benefits of parenting programs in

schools for teachers who are in the high category. The ninth item is the existence of a parenting program in schools that can provide benefits as a reference and consideration for teachers in carrying out their duties as teachers. This statement has an average of 4.0 benefits of parenting programs in schools for teachers who are in the high category. The tenth item is that school parenting programs do not support parents' confidence in raising children. This statement has an average of 4.7 benefits of parenting programs in schools for teachers who are in the high category. A parenting program in schools does not provide a reference for teachers in carrying out their duties as teachers. This statement has an average of 4.7 benefits of parenting programs in schools for teachers in the high category. The eleventh item is the existence of parenting programs in schools that can harmonize child care and education programs between schools and education at home. This statement has an average of 4.2 benefits of parenting programs in schools for teachers who are in the high category. Twelveth's item is that the existence of parenting programs in schools cannot provide an overview of the success or shortcomings of the programs that have been implemented. This statement has an average of 4.3 benefits of parenting programs in schools for teachers who are in the high category.

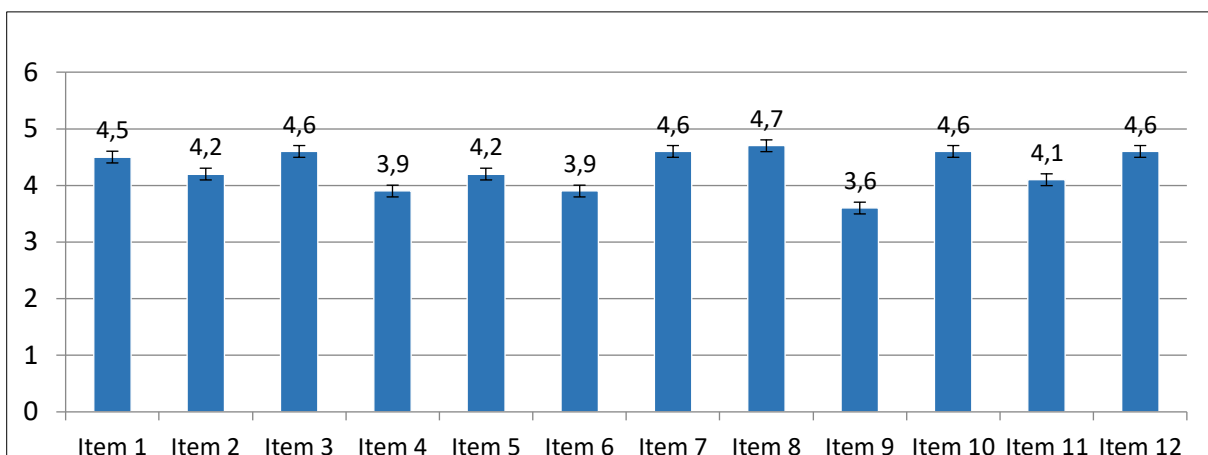


Figure 3. Indicator of Interest in Holding a Parenting Program in Schools

Based on the diagram of the results of the indicators of interest in holding a parenting program in schools, the following data are obtained. The first item is that Parenting programs are essential in schools. This statement has an average of 4.5 teachers' perceptions of the interest in holding parenting programs in schools that are in the high category. The second item is that If holding a parenting program, I will propose several types of activities in the program. This statement has an average of 4.2 teachers' perceptions of the interest in holding parenting programs in schools in the high category. The third item is that parenting programs are less influential in schools. This statement has an average of 4.6 teachers' perceptions of the interest in holding parenting programs in schools that are in the high category. The next item is that if I hold a parenting program, I will participate and will not suggest several types of activities in the program. This statement has an average of 3.9 teachers' perceptions of the interest in holding parenting programs in schools that fall into the reasonably high category. The fifth item is that after learning about the parenting program at school. I was interested in holding it where I teach because it has many benefits. This statement has an average of 4.2 teachers' perceptions of the interest in holding parenting programs in schools that are in the high category. The sixth item is that after learning about the parenting program at school. I was interested in holding it where I teach because it can relieve my responsibility as a teacher in teaching and educating children. This statement has an average of 3.9 teachers' perceptions of the interest in holding parenting programs in schools that fall into the reasonably high category.

The seventh item is that after learning about the parenting program at school. I was not interested in holding it where I teach because it has few benefits. This statement has an average of 4.6 teachers' perceptions of the interest in holding parenting programs in schools that are in the high category. The eighth item is that after knowing the parenting program at school. I was not interested in holding it where I teach because it adds to my burden and responsibility as a teacher in teaching and educating children. This statement has an average of 4.7 teachers' perceptions of the interest in holding parenting programs

in schools that are in the high category. The ninth item is that I will hold a parenting program if facilities by the school support it. This statement averages 3.6 teachers' perceptions of the interest in holding parenting programs in schools that fall into the reasonably high category. The tenth item is that holding a parenting program in schools will benefit the future. This statement has an average of 4.6 teachers' perceptions of the interest in holding parenting programs in schools in the high category. The eleventh item is that I will not hold a parenting program if I do not receive support from the school. This statement has an average of 4.1 teacher perceptions of the interest in holding parenting programs in schools that are in the high category. The twelfth item is that holding a parenting program in schools is not beneficial for the future. This statement has an average of 4.6 teachers' perceptions of the interest in holding parenting programs in schools in the high category. Based on the results of processing the category data obtained, the teacher's perception of the importance of parenting programs in schools, there are very important categories of 9%, important categories of 39%, fairly important categories of 48%, not important categories of 9%, and very unimportant categories. Important by 0%, as shown in the following figure 4.

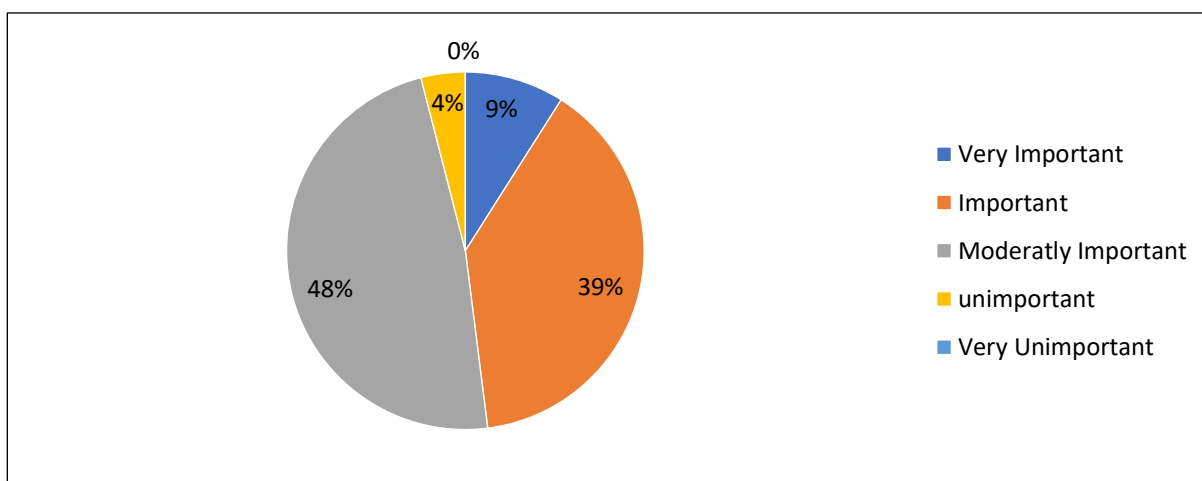


Figure 4. Teachers' Perceptions of The Importance of Parenting Programs in Schools

4. Discussion

Based on the research results on teacher perceptions about the importance of parenting programs in schools in the Kamal sub-district, Bangkalan district, it is illustrated that teachers consider the importance of parenting program activities as provisions in child care from an early age. Based on the results of the questionnaire, it was found that the teacher's perception of the importance of parenting programs in schools was in the very important category of 9%, the important category 39%, the moderately important category 48%, the unimportant category 9%, and the very unimportant category 0%

Perception is a person's ability to organize an observation, and these abilities include the ability to group, the ability to distinguish, and the ability to focus (Sarwono, 1989). Therefore, each person may have a different perception even though the object being observed is the same, which can happen because there is a difference in the value system and personality traits of the individual concerned. Another definition of perception, according to Siagian (1989), perception is an individual's process of organizing and interpreting his sensory impressions in an attempt to give a particular meaning to his environment. Based on this statement, it can be concluded that perception is the process of a person or individual observing, giving impressions, and opinions, interpreting and organizing something based on the information obtained.

Knowledge is related to information received by the five senses. Knowledge is any information obtained by someone from an object of observation. Based on the research data obtained on knowledge about parenting programs, an average of 4.4 out of 5 is included in the high category, which means that teachers have high knowledge of parenting programs. In the second aspect, namely about the benefits of parenting programs in schools according to teachers, or can be interpreted as an interpretation of the

information or knowledge obtained, there is an average of 4.4 out of a scale of 5, which falls into the high category, where this can be interpreted that teachers can feel the positive benefits of parenting programs. As for the results in the third aspect, namely the teacher interest in holding parenting programs in schools, an average of 3.9 out of a scale of 5 is included in the fairly high category. Based on the research results on these three aspects, it can be interpreted that teachers in Kamal District have high knowledge and benefits about parenting programs but are less interested in holding them in their schools. It is supported by data from pre-research results, which state that from 5, Of the schools that were observed, there was only one school that held a parenting program in their school. Data from the World Bank (2015) states that studies on parenting programs are not widely carried out in Indonesia, and there has been no standardized evaluation of parenting program activities that have been carried out.

In addition to this, based on the results of research that has been obtained, it is stated that teachers are still not entirely interested in holding parenting programs in schools, even though they have knowledge about parenting programs and know what the benefits of it are, besides that teachers are not fully aware of the importance of parenting program activities as parenting provisions to harmonize educational and parenting goals between school and home in order to maximize the growth and development of children from an early age. The parenting program is a program to increase knowledge in parenting and improve the skills of the family system and care system (Arcus et al., 1993). This program requires knowledge about child development, strengthening the relationship between parents and children, parenting skills appropriate for their age, and activities to improve children's social and health skills (Basuni, 2019). The parenting program is one of the efforts in the form of informal activities to improve the quality of parenting to build positive character in children, including the modification of daily parental behaviour that children can see in the hope that the care provided to children will have a positive impact, for his life (Prasisti, 2008). The parenting program also aims as a form of activity carried out to establish good relationships between parents, teachers, and children. It is in line with the opinion of Haden, Ornstein, Eckerman, and Didwo in Papalia (2010), which states that the way adults talk about the experiences they share can affect how well children remember them. Everything must start from the attitude and character of positive parents, both towards life, the world and family (Hyoscyamina, 2012). Through some of the importance of parenting programs, teachers are expected to know this and can accommodate parents to gain knowledge related to parenting through parenting programs in schools.

This research has several relevances to previous research, the first is by Rita Pranawati and Susianty Selaras N from Muhammadiyah University Prof. Dr Hamka with the title of his research is Parents' Perception of the Importance of Parenting Programs at the Aisyiyah Ranting Bambu Apus Leaders, Pamulang District, this research has a difference with this study, the first research was conducted on the subject of parents. In contrast, this research subject is the teacher. Then the second difference is in where the research was conducted. The relevant research was conducted in Aisyiyah Branch Bambu Apus, Pamulang District, while the researchers conducted research in Kamal District, Bangkalan Regency. The second relevant research, namely the research by Ningsih, et al., with the title the research of the implementation of parenting programs in early childhood education institutions quantitative descriptive studies in early childhood education in the sub-district of Basa Ampek Balai Tapan), the difference in this study is that the first research subject uses The subjects of this study were six principals, 30 class teachers and 56 parents in PAUD. In contrast, the researchers used the subject of teachers who had taught Play Group or Kindergarten in Kamal District, Bangkalan Regency.

5. Conclusion

Based on the results of the research that has been carried out, the teacher's perception of the importance of parenting programs in Play Group or Kindergarten schools, Kamal District, Bangkalan Regency can be concluded that most of teachers assumed that parenting programs are moderately important with percentage 48%. As 39% respondents also stated that parenting programs are important. The recommendation for the future researched is to develop parenting programs that is appropriate to the needs of parents in assisting children.

Declarations

Author contribution statement

Siti Fadryana Fitroh, Eka Oktavianingsih, and Dinda Rizki Tiara conceived the presented Idea. Ni'matur Rohmah was a data taker and developed the theory of perceptions importance of parenting programs in schools. All authors discussed the result and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.


Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.


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