

PARENTS ASSISTANCE PROGRAM FOR THE DEVELOPMENT OF CHILD CREATIVITY LEARNING FROM HOME USING USED GOODS THROUGH THE GOOGLE MEET APPLICATION

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Abstract. This study aims to reveal the actual situation about; (1) The effectiveness of parents in developing children's learning from home, (2) What kind of guidance is given to parents of students to increase the effectiveness of developing children's creativity learning from home. The research method used is descriptive method with a qualitative approach. The number of respondents used as the unit of analysis is as many as 10 respondents, namely parents of students in PAUD and TK Hobi Hobi. The results showed that; (1) At present, parents of students do not understand how the phase of child development is in assisting children to learn from home, then, some parents are overprotective so that the development of children's independence does not develop optimally. (2) The guidance provided is parenting, and fostering children's independence.

Keywords: parenting; parents; PAUD

I. INTRODUCTION

Early Childhood Education should be able to provide services not only for children, but also for parents as partners to collaborate in the educational process such as through parenting programs. The implementation of education is one of the efforts taken by the government in building the quality of human resources. One of the attentions given by the government in the field of education is on education for early childhood. The Early Childhood Education Program (PAUD), focuses on laying the foundation for the scope of development that includes aspects of religion and morals, physical-motor, cognitive, language, socio-emotional, and artistic [1].

Parents have an important position and influence in early childhood education in the home environment. Education carried out in play groups must go hand in hand with the pattern of education carried out by parents at home so that the basic stimulation for the development of attitudes, behavior, feelings, intelligence, social and physical development of children is optimal. Thus, PAUD and TK must be able to provide services not only for children in play groups, but also for parents as partners to collaborate in the child's education process. Collaboration carried out by play groups with parents, families, and communities is an essential key in the early childhood education process, because children begin and continue to learn in a family context [2].

However, based on observations, it is shown that one of the obstacles in education in PAUD and TK comes from parents. One of the obstacles is the belief of parents that the teacher is the holder of the PAUD education authority so that parents do not need to involve themselves in communicating

various things related to children's education [3]. In addition, there are many cases where parents work, but are still able to allocate time for their children. While many parents do not work, it is very difficult to share time with their children.

The Covid 19 pandemic that hit China in 2019 and finally became an epidemic for the world, including our beloved Indonesia. It has an impact on everyday life, including our world of education, everything has turned into learning from home, everything is online as well as early childhood education. Learning online or learning from home for early childhood is very difficult, they are still very small in their developmental needs, namely on socializing with peers.

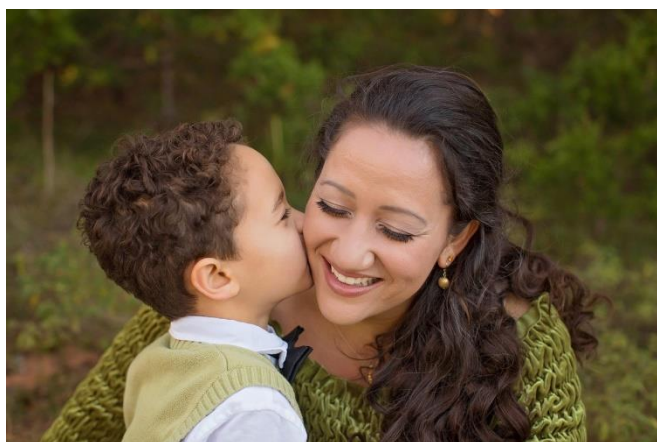
PAUD and TK Hobi Hobi is carrying out parenting activities for parents online during the pandemic by holding activities with children, namely making creativity from used materials that are easily available, children are interested in learning activities with parental assistance at home, the goal is to take care of children at school and at home. house can be aligned.

The tendency of parents to compare their children with other students. Most parents are impatient in seeing the development of their children's learning progress, so they force their children to learn and want their children to "not just play" so they are forced to study to be smart. In fact, at the age of 4-6 years, the stages of child development are still dominated by play. Another indication, parents are often impatient in educating their children. This can be seen from some of the attitudes of parents who often scold children or show emotional attitudes without first finding out the reason for the child or the child's actual desire.

These indications show that parents do not understand the stages of child development. Many parents do not understand that at an early age, learning is actually focused on cognitive and motor development through play activities, not formal education as at higher levels of education. In addition, there are still many parents who seem to lack independence for their children, and are too defensive so that children become complainants and fail to find solutions to the problems they face. Based on these facts, PAUD and TK managers should collaborate with parents, one of which is providing parents with children, so that parenting patterns at school and at home run in harmony. This is the basis for implementing.

A. Parenting

Parenting [4] is a way of bringing up children with the aim of ensuring children are healthy and safe, preparing children to grow productively and providing an understanding of cultural values. Based on the type, parenting consists of (1) authoritarian parenting, which is characterized by authoritarian parents and assumes that all their wishes must be obeyed by children and feels that they are always right. (2) Authoritative parenting, namely the type of parenting that tends to provide support to children for their choices. (3) Indulgent parenting, namely the type of parenting where parents are fully involved in raising children. (4) Neglectful parenting, which is a type of parenting in which parents are rarely involved in raising children because of their busy schedule. Parenting is very important in the growth and development of children at the age of 2-6 where the child begins to want a more understanding of what the child knows and understands, so parental warfare is very important in guiding and paying attention to his growth and development. Here is an illustration of parenting:



Source: <https://www.stella-maris.sch.id>

Figure 1. Illustration of Child Assistance

From the picture, it can be seen that an early age child kisses a mother, which describes her happy feelings when the mother accompanies her in learning. Several stages [5] in the formation of parenting are (1) Identifying the needs of parents, this is because parents have different needs and

expectations for their children who are students in PAUD. (2) The formation of a parenting committee that involves the school committee, inside, a committee in a parenting program is formed by involving the school committee so that the parenting program developed can bridge the needs of parents and PAUD needs. (3) Forming job descriptions in each section, after the composition of the parenting program committee is clearly formed, job descriptions are formed in order to plan tasks in each section. (4) Preparation of the device program, the organization which is formed will then work under the leadership of the head of the parenting program in order to prepare the program to be implemented. (5) Preparation of activities, in addition to the preparation of the program, the preparation of a detailed schedule of activities in a clear manner must be carried out so that in planning the place, time and number of meetings can be scheduled neatly. (6) Identifying potential and supporting partners, then identifying parenting programs must be carried out in partnership with individuals such as officials, community leaders, professionals so that the parenting program is in accordance with its objectives. (7) Implementation of the program in accordance with the agenda, program and schedule of activities, then reference is made in the implementation in the field, if the activity agenda needs to be prepared alternative implementation in case of obstacles in its implementation.

B. PAUD

Early childhood education [4] is the level of education a child takes before he enters elementary school. Early childhood education is a coaching that is intended for children 2-6 years, where this age is the golden age for the formation of the child's personality and character. Unfortunately, many parents misunderstand the purpose of early childhood education as an educational institution. Today, many parents may still misunderstand the definition and purpose of early childhood education. This is understandable considering that the function of early childhood education in some cities or regions has changed slightly. Early childhood education, which is actually an educational institution to develop the character and personality of children, is more often understood as a place for child care. Not everyone knows how to raise a good child. Many parents think that early childhood education is a place where young children can be entrusted while their parents work. Therefore, launching from Detik.com, Minister of Education and Culture Nadiem Makarim highlighted the misperception about the function and purpose of early childhood education in society. He said that PAUD is a place where children can express, play, learn, and explore their abilities. PAUD is more than just a playground or daycare.

There are two objectives [6] of organizing early childhood education, namely (1) The main goal is to form quality Indonesian children, namely children who grow and develop according to their level of development so that they have optimal readiness to enter basic education and navigate life in adulthood. (2) Accompanying objectives: to help prepare children to achieve readiness to learn at school. In terms of age, early childhood [5] is children who are in the

age range of 0-6 years. This age standard is the reference used by the NAEYC (National Association of Education for Young Child). According to this definition, early childhood is a group that is in the process of growth and development. This suggests that early childhood is a unique individual who has a pattern of growth and development in physical, cognitive, socio-emotional, creativity, language and communication aspects that are specifically in accordance with the stages that the child is going through. Early childhood is divided into 4 stages, namely infancy from birth to 12 months, childhood from 1 to 3 years, preschool from 3 to 5 years and elementary school from 6 to 8 years. At each stage of age through which children will show their respective characteristics, which differ from one stage to another.

C. Distance Learning

Distance learning, [7] is not something new in the world of education. The learning process is usually done by sending various learning materials and information in the form of prints, books, CD-ROMs, or videos directly to the learner's address. In addition, those who are sent directly to the learners are delegates for learning administration and learning management. [8] In distance learning, the learner learns without getting continuous direct supervision from the teacher or tutor who is present in the study room or in the learning environment. However, learners get planning, guidance, and learning from the institution that manages distance education. The focus of the B. Holmberg limitation is that learners and teachers work separately, and that there is a lesson plan carried out by an educational institution that regulates distance education.

II. RESEARCH METHODS

The form of research that will be used is field research, using the research method that will be used is qualitative research. Qualitative research is a research that creates and manages descriptive data, for example transcripts of questions and answers, notes on research locations, pictures, photos, recorders and others. A number of explanations related to events that were interpreted from the object of research which were originally based on scientific foundations and theories were then used as a previous reference. The research uses a qualitative descriptive approach. The initial effort carried out is to carry out preliminary observations at the location and then carry out processing of data obtained from the research location. The location of this research is that this research was carried out in PAUD and TK Hobi Hobi Bekasi, West Java. This research uses a qualitative research method which means that the research is a scientific approach that is often used by a number of researchers in the social sciences, sometimes also in the field of education. This research is carried out to create and construct knowledge through understanding and findings that occur in an object or research field. This research method is a series of understanding and research which is based on an approach which is in the form of research on a social event and human problems [9].

The forms of data used for this research are primary and secondary data. The data collection method used is the method of interview, observation, documentation and literature study.

III. RESULTS AND DISCUSSION

A. Results

Overview of Service Activities

Community service will be held on Saturday, February 27, 2021, starting at 09.00 to 15.00 WIB. Collaborating with PAUD and TK Hobi Hobi. Community Service with Parenting for parents in PAUD and Kindergarten. This hobby Hobby has the theme Family "A program to assist parents in developing creativity in children learning from home using used goods", by presenting three materials, namely Parenting, fostering children's independence, and logical thinking skills. and symbolic of children. This service is focused on creating a model of mentoring that is fun and involves parents actively so that they realize their role as equal partners with the school in the educational task of developing children's creativity.

Community service activities are carried out in PAUD and TK Hobi Hobi as partners. The teachers in the PAUD and TK Hobi Hobi are already mostly graduates of early childhood teacher education. There are 9 teachers in total, with the current number of students as many as 25 Kindergarten B. The purpose of community service activities is to provide education about children's growth and development, so that it is hoped that there will be harmony in parenting at school and at home in line with parents' understanding of the phase of child development. . In addition, providing understanding to parents that the responsibility for the success of children's education is not entirely the responsibility of the teacher at school, but is influenced by the share of parents. The parenting style carried out by parents has a direct effect on the emotional, physical and character maturity of children. Therefore, it is important for parents to understand and understand how parenting activities should be carried out so as to support children's learning achievements.

The implementation method is divided into 2 stages. The first stage is parenting assistance for classes A and B which is facilitated by 1 facilitator, namely Drh. Luluk Mariyam F. He is the Founder of Paud Mutiara Bees in Bekasi. Educational practitioners and consultants. Parenting and mentoring is expected to strengthen parents in order to build active involvement of early childhood parents. Mentoring also aims to introduce creative parenting models, especially in the context of developing Early Childhood creativity, so that parents are motivated to attend parenting programs through google meet. The second stage is the micro implementation stage of the parenting results. The point is that parents practice making creativity from used goods with their children and the results are shown to the school institution. It is hoped that parenting activities using the practice model of making used goods can get a positive response from early childhood parents. Thus, this activity

can be applied and developed for other parenting mentoring materials.

Effectiveness of Parents in Child Development

The results of the analysis show that currently parents do not understand how the phase of child development in assisting children learn from home, then, some parents are overprotective so that the development of children's independence does not develop optimally. These results are details of interviews conducted with parents of students who stated that "My child has a rather grumpy nature, sometimes the child's wishes must always be obeyed. I like to be confused about what to do, because at home my husband is not there because he works out of town. I really want to exchange opinions with the children but it's hard. Until finally I often obey the wishes of children rather than children getting angry. "My child is 4 years old, when he does something he wants it instantaneously so he always tells his mother to do it".

Parents Debriefing

The parenting program is a form of informal activity carried out to harmonize child care and education activities in play groups and at home. So far, the activities that have been carried out to approach parents in PAUD and TK Hobi Hobby are in the form of parent meeting activities, especially those related to official information. The understanding of how the pattern of parenting and the pattern of children's education is conveyed by non-formal schools only, so that there are still many parents who do not understand how the phase of child growth and development is. Therefore, the focus of community service activities is in the form of parenting development for parents of students in PAUD and TK. Hobbies This hobby includes providing material on parenting, growing children's independence, and children's logical and symbolic thinking skills.

B. Discussion

(1) The results of the reflection show that most of the previous parents were impatient with their children. Often the child is immediately scolded and punished, because of feelings of shame by others because the child continues to cry. But there are also parents who always obey their children's wishes, the important thing is that the children are quiet and don't cry. This is not the right solution to overcome this, because if the child is given harsh treatment, it will cause psychological trauma. However, being too soft can also cause the child not to be deterred, meaning that the child will learn if he wants something then what he has to do is cry or throw a tantrum.

In addition, it is difficult to let go of feelings of not having the heart to children or being impatient so that they continue to directly help children in their activities. So far, when children do activities, their mothers always help, and all their needs are served. In addition, the impatience of the mother, for reasons other than the child crying or fussing, immediately took over the activities by helping the child, did not give the child the opportunity to complete his own work. This attitude causes the tendency of children's independence to not grow optimally. Information from parents and

teachers relates to cognitive abilities, parents tend to be impatient in seeing children's development. Parents want their children to be able to write, read and count quickly. In fact, for children in early childhood and kindergarten, playing is a way for children to learn, while the material provided is in the form of a stimulus to prepare children for the next level of education. This is due to a lack of understanding of how the child's growth and development phase is from the cognitive, affective and psychomotor aspects of the child.

However, at the evaluation stage of the reflection results, most parents are able to identify the phase of child development after being given the material. Basically, parents are the most important facilitators in supporting the effectiveness of student learning at home by using the Google Meet application, where in its implementation in Kindergarten and PAUD Hobi Hobby is done by creating visual images, children use art or creativity to communicate information/ knowledge and feelings. As children grow and develop, visual images of their experiences are personal symbols. The subjective appearance of children's art can tell us information about things that children are not ready or able to express through words. Visual images help children explain, clarify and even reinforce ideas. Creative arts activities with various materials enhance thinking skills. Characteristics of several different objects, tools, and materials were compared and found the relationship between the new and the familiar. various materials.

Exploration with art tools and materials is a fun activity for young children. children whose developmental stage is still at the sensorimotor stage or are currently getting interested in stimulation from various types of painting, the contrast level of other materials such as making "clay" and the hardness of wood and some wet and dry media. Children spend all their time exploring and discovering new concepts, whether it's done independently or with parents. Children learn a lot, about themselves and skills and strengthen self-awareness. The creative process provides opportunities for children to increase the spirit of independence and a sense of independence when making choices or expressing themselves. Good feelings about themselves that are supported through artistic activities are very important for personal development. The creative process allows children to visually translate feelings as well as ideas.

The use of colors, shapes or placement of representations, slowly and displays a healthy emotional expression, yes it may be difficult for some children to express it in words. it is important for parents to care about their artistic values and to analyze their emotional problems. The criteria we use in selecting appropriate art materials for children, whatever are in accordance with their developmental needs. Provision of art tools and materials needs to pay attention to: (a) Security. Make sure that the art materials that we get or that children will use are safe for them. for parents who understand their children's skills in using tools and materials, they will provide them correctly such as scissors, stapler, toothpick, needle with very strict rules, before being used by children parents show how to use

tools and materials. (b) Conformity to developmental stage. Art materials can be used by children to express their ideas easily. preferably the materials used are in accordance with the development needs of the drawing tools such as: crayons, markers, and chalk that are large/thick in size, can be used and grasped by children aged 2 to 3 years because their motor skills are still underdeveloped. (c) Use of tools and materials. the diversity of art materials for children according to their development does not have to be expensive, many materials can be substituted for expensive finished materials. the tools and materials used by children can help strengthen the smooth muscles in their fingers, train their eye and hand coordination to be better and develop children's creativity. children can work together with parents to get materials that are around, when children are also involved in collecting various things from their environment it can support their artistic work.

The arrangement of a quality playing environment also supports literacy both letters and numbers, such as providing books or writing utensils. every tool and material that will be used can meet all stages of child development, so that children can explore, experiment in various ways and develop their skills and creativity to a higher level.

Setting the environment also provides a place for initial footing before doing art work, parents explain the rules and concepts that will be learned by children at this time, parents should make sure all the tools and materials that will be used are in the planned place so that parents are ready for the next day. when welcoming the arrival of children. Setting up a good environment is the 3rd teacher for children, when children enter and before the teacher speaks, they can learn by observing the environment and making predictions about what they will do and what they will learn.

(2) The material on parenting is focused on the causes, ways to identify and what actions parents can take when children experience temper tantrums, are passive and lie. Temper tantrums are emotional outbursts of children in emotional distress, characterized by stubbornness, crying, screaming, shouting, defiance, angry nagging and violence. Furthermore, the passive child in question is a child who accepts only, the child tends to be quieter than most children, the child also does not like a group and prefers to be alone. As for the symptoms of children lying can be observed starting at the age of 3 years and stepping on 4 years. The cause of children lying, because children have the ability to think backwards, including abstract things. In addition, children are not yet able to distinguish between fantasy and reality. The purpose of providing material on parenting is to provide knowledge for parents about the psychological development of children aged 2-6 years. After parents understand the phase of child growth and development and know the right parenting pattern, it is hoped that the communication pattern between parents and children will be well established. Furthermore, this knowledge can make a positive contribution to the development of achievement and child psychology, so that

there is harmony between parenting and education patterns in schools.

The next material is growing children's independence. Independence itself is doing something on the basis of one's own motivation. As for the ways to grow children's independence that become the coaching material, namely: (a) Becoming a role model for children, for example when a child moves to his first age, he likes to imitate. (b) Doing habituation and repetition, the way is to create a routine, because it helps children feel they can do something because they are used to it. (c) Making choices that contain explanations, by making their own choices the child will feel appreciated so that it causes his confidence to grow. But explanations by parents, regarding the consequences of choices made by themselves. Help your child understand that when he chooses one thing, he loses another. (d) Submitting a request, at the age of 1 year, the child has begun to be able to get simple tasks. For example, asking the child to throw the cake wrap in the trash, don't forget to give praise if the child does well. (d) Provide opportunities, such as brushing their own teeth, combing their own hair, or other age-appropriate activities that children want to do themselves.

The purpose of giving this material is for parents to understand and be able to distinguish between parenting treatments that can train children's independence, and which care can pamper children so that their independence does not develop optimally and affect the child's ability to solve problems, social skills, and child religiosity.

The third material is about the ability to think logically and symbolically in children. This material contains the stages of cognitive development of children aged 2-6 years. One of the cognitive abilities that are expected to develop optimally through PAUD and Kindergarten education is the child's logical and symbolic thinking ability. This is based on the stages of cognitive development of children according to Piaget, that children aged 2-6 years are in the preoperational stage of development. This stage has two periods, namely the preconceptual period (ages 2-4 years) and the intuitive period (ages 4-6 years), where children begin to use symbols, think imaginatively, and develop language rapidly. The logical thinking skills in question include the child's ability to distinguish, classify, and understand patterns. While the symbolic ability is the child's ability to mentally imagine an object that does not exist, or to represent an object that exists in his imagination using either words or pictures. The symbolic abilities referred to in PAUD and Kindergarten include recognizing, mentioning and using the concept of numbers, recognizing letters, and being able to represent various objects and their imagination in the form of pictures.

The purpose of giving this material is as an effort to provide knowledge to parents about children's cognitive development, especially logical and symbolic abilities. This information can help parents understand how efforts can be made to help develop children's cognitive abilities through daily activities. In addition, providing understanding to parents that mathematics can be taught from an early age,

through the natural environment of children in an effort to improve children's logical and symbolic thinking skills.

IV. CONCLUSION

This parenting program for parents in PAUD and TK Hobi Hobi is a community service activity carried out with the aim of providing an understanding of the phases of child development for parents. The material provided is parenting, fostering children's independence, and children's logical and symbolic thinking skills. This community service works in collaboration with Hobi Hobi Kindergarten. The sustainability of the community service program is by holding meetings with parents every month under the coordination of the principal and teachers. The material discussed is not only official information, but also discusses children's growth and development and education patterns for children.

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