Psychological Foundations of Educating in the Family

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ABSTRACT

This research article aims to explore the involvement of parents in educating children in the family. The research approach used is research qualitative with phenomenological methods. Data collection uses interviews with open-ended questions through the zoom meeting and video calls through WhatsApp. The respondents in this study consisted of three parents with different age ranges and professions. The results showed that all respondents agreed that educating children in the family must be based on the provision of religious understanding in every activity that children do. Respondents are always directly involved with children in nurturing and educating children, in terms of accessibility, respondents always supervise children in the process of parenting and education and respondents are responsible for the psychological well-being of each family member, especially their children.

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1. INTRODUCTION

The family is one of the educational institutions. Everyone who is in this institution will experience changes and developments according to the color and pattern of the institution. The family environment is the first and foremost educational environment for children because it is in this family that a child first gets education and guidance. Most of the child's life is passed in the family, so the education most received by the child is in the family. The experience gained by children through education in the family will affect the child's development in the next educational process. Thus it can be said that parents are the first and foremost educators in the formation of a child's personality (Edy et al., 2018).

Any family if you want success in your family life, you must know how to educate and apply education in your family generation. Because if the family does not know a complete education then the generation of the family may experience a sense of ignorance because of the lack of knowledge. Because in family education teaches and passed down the values of knowledge, beliefs, and customs

to be able to carry out its function because in essence education transmits culture from the family itself (Bass, 1997).

Education is a human need and also has a very important role in creating a civilization that continues to advance. The progress or not of a civilization is determined by the urgency of education itself, especially education in the family. So in this case a conceptual foundation is needed so that education is not value-free in the process of carrying it out. In achieving complete educational goals, efforts are needed in a sustainable and structured manner and also built on a distinctively philosophical view (Baharun, 2016). Education is not only interpreted as a formal educational process and carried out in a certain educational institution but the educational process is basically in the exit environment. Because the beginning of man knows and learns to live and knows how to solve the problems of life starting from the family, as Jean Piaget stated that an individual at the stage of moral development is influenced by the environment around a person (Hamzah, 2015).

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Various research results show that there is a positive impact of parental involvement in parenting, namely in aspects of cognitive development children show high cognitive ability, able to solve problems better, and have higher intelligence (Tekin, 2010) While the negative impact of the absence of father involvement in the process of educating children is to show that the absence of involvement in the role of the father in educating causes psychological disorders in the future such as fear, loneliness, anger, depression, and failure to solve problems (Greene & Moore, 2000) Parental involvement in parenting correlates significantly with the child's academic achievements because parents are involved in accompanying children to read at home, parents' expectations of children's academic achievements, communication between parents and children is always well established to cause encouragement for children to achieve a better future (Boonk et al., 2018). In addition, studies show that low parental involvement in the management of children's education makes children less motivated in independent learning activities (Zeynep, 2016).

According to Lamb and Lewis (2010), parental involvement is the participation of a father and mother in activities and interactions directly with the child, by providing warmth, monitoring and controlling the child's activities, and being responsible for the needs and needs of the child. The concept of parental involvement is to spend more time directly involved in a child's social, emotional, physical, and cognitive development (Sanderson & Thompson, 2002)

This research aims to explore the involvement of parents and the act of educating children in Muslim families. Because Muslim families have a uniqueness in how to educate their children they always prioritize religious education as a foundation in educating children and families (Gurr, 2010). Several studies discuss topics similar to this study but theoretically have not comprehensively discussed this topic as the research conducted by Hidayatullah (2018) only discusses the role of parents in the realm of worship. The difference and novelty element of this study is to use the psychological science approach as a foundation in educating children in the family and also explore deeply the pedagogical meaning in the educational process in the Muslim family.

Family education has an important goal which is to develop a stable family and contribute constructively to the community in which the family is located. In addition, education in the family is an education system that continues to process and is continuously adjusted to the prevailing needs and always maintains dynamics in the family so that every element in a family remains mentally healthy

(Trust, 2016). In the family life system, there are certain demands for parents as leaders in conducting education for their families, namely to maintain family stability in the sense of meeting certain aspects of needs such as finances, moral guidance, and character in directing family members to get a good life in the future, providing an understanding of spiritual belief in Allah SWT because strong faith will lead a person to get a good life. goals in his life, as well as directing how to appreciate the meaning of life and life (Damon et al., 2020).

2. METHOD

This study is a qualitative study (Khan, 2014) using phenomenology studies, namely by exploring the actual experiences felt by respondents in educating children in their families (Cisneros et al., 2020). As for this skin active data collection technique using open-ended question interviews by using zoom meeting, media, and video call through the WhatsApp application (Fox, 2009). The respondents in this study consisted of three respondents with an age range of 30-33 years with different professions.

3. MUSLIM EDUCATION AND FAMILY

The family is the smallest unit in the social life system of society (Mawarpury & Mirza, 2017). The family is the first educational forum in the history of human life in the formation of the character of an individual. Family is a relationship or interaction between an individual and another individual and has blood ties, bonds due to marriage, kinship in which there is a system that binds to each other (Kibtyah, 2014) Education and family are inseparable because the family is the smallest environment and the first in shaping the character and personality of the child although naturally, the child has had a unique personality since he was born (Ngamanken, 2014)

Education is a sure thing and must be owned by everyone as well as in Islamic teachings recommending that every individual must have an education either obtained formally or non-formally in the family. Family or parents have an important role in educating their children (Sukmawati, 2013). In the family, parents act as educators, caregivers, mentors, good role models for children and teach children about various things by the needs of the child while the child acts as a learner who carries out and develops the potential he has to be able to survive in living both in the present and in the future (Warsiah, 2018). The family is the smallest unit in the social life order that is used as a benchmark to achieve happiness more specifically Muslim families are families that make Islamic foundations in educating children by Islamic law that applies such as forming children who are shalih and shalihah, meeting the needs of children and families with love, keeping children from doing negative things because they have been taught what to do and avoided by Islamic knowledge, creating a family that is peaceful and psychologically peaceful and establishing the Shari'a of Allah in every family affair and problem faced (Sarbini, 2017).

Education in the family there is a clear purpose that is to form the personality of the child who is intact in birth and mind so that it can apply it in the social life of society, nature, and God. Education can also produce individuals who are not only useful to themselves but also beneficial to the wider community, the environment and can make the most of the potential that exists in this universe for the benefit of living in the world and the afterlife. Education is also a tool for movers and controllers in directing behavior and actions therefore Islam has expressly regulated how one should act by the rules of Allah SWT. In addition, education also aims to improve the quality of human resources, especially in the family context where the family is the main foothold for someone getting an education (Djaelani, 2021).

Education is a human need and also has a very important role in creating a civilization that continues to advance. The progress or absence of a civilization is determined by the urgency of education itself, especially family education. So in this case a conceptual foundation is needed so that education is not value-free in the process of carrying it out. In achieving complete educational goals, efforts are needed in a sustainable and structured manner and also built on a distinctively philosophical view (Baharun, 2016). Education is not only interpreted as a formal educational process and carried out in a certain educational institution but the educational process is basically in the exit environment.

Because the beginning of man knows and learns to live and knows how to solve the problems of life starting from the family, as Jean Piaget stated that an individual at the stage of moral development is influenced by the environment around a person (Hamzah, 2015).

In the family life system, there are certain demands for parents as leaders in conducting education for their families, namely to maintain family stability in the sense of meeting certain aspects of needs such as finances, moral guidance, and character in directing family members to get a good life in the future, providing an understanding of spiritual belief in Allah SWT. because strong faith will lead a person to a purpose in his life, as well as directions on how to appreciate the meaning of life and life (Damon et al., 2020).

4.   RESEARCH RESULTS

From the results of our observations about family education conducted to three respondents, namely parents who each have a different role when they provide family education to their children. Based on the findings in the field get results as described below:

1.   First responders with initials MN

MN is a 33-year-old parent, with an entrepreneurial job with a last S2 education. MN explained that he did his family's learning or education based on Islam, as well as guiding his children to achieve ethics and grammar that prioritizes religion so that it would provide religious knowledge as a foundation for his children. Respondent reveals that:

"My wife and I usually share a role in educating children and we strongly agree that the values of understanding uniformity must always be upheld so that children can have a strong religious foundation. Usually... In addition to being taught directly when I was at home by telling the story of the apostles and their companions I often took children and wives to play in the park to interact with sesame and also the most I liked was to invite my son to explore nature, for example, I took the child to see rice in the rice fields and invited him to communicate about the power of Allah SWT. I think that some of the activities that I routinely do are quite effective in shaping my child's very positive behavior."

2.   Second respondent with initials PP

PP is a 30-year-old parent, a job as a teacher with the last education of S1. PP explained that he does his family education, namely by guiding learning when there are assignments from school or there is no task he always guides his child when studying and always interacts with his children in any activity. He is more attentive, motivated, and always gives direction to his children to behave well. Respondents explained that:

"I as a parent must be smart in positioning myself in parenting, especially in terms of educating children. I often invite my child's communication in any case, especially when the child experiences obstacles in learning. Usually, I do not directly teach but direct and guide what my child should do with it the child can be independent. But it's not easy anyway... because I need effort in motivating so that my child is excited if my child has complained, I usually invite to pray and dhikr so that children remember that in addition to efforts with one's ability must also always involve God in everything. Because a happy family is a family that successfully educates family members, especially children based on the foundation of religious science"

3.   Third respondent with the initials ER

ER is a 33-year-old parent, working as a housewife with her last high school education. ER explained that he did his family education by educating his son to study together and memorize the Holy Qur'an with his son and always accompany his son to study when there was an assignment from school. ER revealed that he always interacts with his children to ensure that his child always gets his full attention by building good communication. As respondents stated:

"I consistently every day always take the time to guide and teach children to study and memorize verses in the Qur'an as much as my child. In addition to studying also slowly explain the content in each verse read by providing examples in life that are appropriate and real to my child's condition. There are many ways that I can always interact with children, one of which is when accompanying them to study because communication is very important, yes I think in the family, especially with children."

Based on the results of interviews with three respondents, that family education can meet or realize accessibility, interaction, responsibility, and realize the psychological development of children. Parents are the first and foremost educators in the family, and their influence is very large in the formation of children's personalities and children's education in the future (Lara & de los Pinos, 2017). This is in line with research that the growth and development of children, both physical, psychic, and mental are influenced by parental communication patterns in educating (Karofsky et al., 2001). Because basically interaction in the family is part of informal education. It can be seen from the results of interviews with three respondents that they can interact with their children and provide a good education for their children. Parenting and education patterns in the family provide nuances for the transformation of learning at home to children. So that the role can be done by parents directly to children by accompanying and guiding children in learning (Warren et al., 2009).

5. DISCUSSION

Pedagogical concepts are interpreted by the science of educating, focusing more on thinking, contemplation about education. A thought of how we guide children, educate children. While pedagogy means education, which emphasizes more practice, concerns educational activities, activities to guide children. Family and education are two terms that cannot be separated. Because, where there is a family there is education. When parents carry out their duties and responsibilities of educating children, then at the same time children learn education from their parents (Desforges & Abouchaar, 2003). Thus, it is so important that parents understand pedagogical concepts and pedagogy in providing guidance, learning, or family education.

Parental involvement is a substantial commitment to shaping children's abilities, especially child behavior (Cheung & Pomerantz, 2012). Parental involvement is something that can be associated with positive child outcomes in which there is higher child welfare and also better educational outcomes and by the desired final result based on the mechanisms underlying intergenerational educational attainment (Grätz & Torche, 2016). Parental involvement in shaping children's behavior can be achieved positively if parents know the meaning, form, and purpose of the engagement (Diadha, 2015). Parents are the most important aspect in shaping a child's behavior or personality if the parent is actively and positively involved (Rahayu & Dewi, 2018). Because the atmosphere of parental involvement will affect the development of children in this case behavior (Edy et al., 2018). The categories of parental involvement are categorized into two parts, namely parental personality (parent behavior or parent personal), parental intelligence (parent intellectual/cognitive). More clearly there are several aspects of parental involvement to shape the child's expected behavior are as follows:
1. Always pay attention to the child in all aspects
2. Facilitating education for children
3. Trying to provide and create a harmonious atmosphere in the family
4. Instilling values of honesty and discipline
5. Getting your child used to be able to behave positively

Cabrera et al (2000) conceptualize three types of parental involvement namely accessibility (parents are physically and psychologically available to the child), interaction or engagement (parents participate with the child in activities), and responsibility (parents take responsibility for parenting). Based on the results of research that has been done showed that:
1. Accessibility

Respondents revealed that they are always physically or psychologically because they are always involved in educating children at home. This is shown through certain activities such as always providing a religious understanding through various prophetic stories and inspirational stories with the aim that children can model the good deeds of the stories conveyed. Invite children to be able to explore nature and explain the nature of the benefits of natural products obtained. Respondents revealed that they always have time with the child at night before the child goes to bed by listening to what stories the child has done on that day as a form of attachment between the two. Respondents also revealed that when interacting with children is a very pleasant thing and can treat fatigue due to work

activities carried out because respondents are involved in meeting the needs of children and know every stage of child development that respondents think not all fathers have the opportunity.

2.   Interaction

Respondents revealed that they always prepare time to be able to interact with children through various activities and schedules of activities that have been planned such as inviting children to visit their grandparents' homes as a form of balancing the closeness between father and mother. And also invite children to take a short vacation to nearby places and financially affordable with the aim that children can get to know the environment and be able to interact with others. In addition, when the child expresses a question that is considered difficult by the respondents the map is not broken because water will turn off the child's criticality but the respondent has certain ways to answer each question logically and can be rhymed by the reason of the toddler.

3.   Responsibility

Respondents revealed that always provides supervision to children either when they are at home or when outside the house by calling or making video calls so that they can find out directly what activities are carried out by children when the respondent is not at home. In addition, the focus of respondents' responsibility is always to provide religious understanding and education because according to respondents knowledge and practice of religious values is a foundation and footing for children to do good now or later in the future because children already know what to do and should not do. Because respondents have a strong belief that the values of religious spirituality are the main things that children must have before anything else is not to exclude other things.

CONCLUSIONS

The involvement of parents in educating children other than the mother of the child has a very important role. This can be shown from the conceptualization of parental involvement in educating children, namely parental involvement inaccessibility, responsibility, and interaction. Based on the results of interviews that have been conducted that respondents have fulfilled the three conceptualizations. That is, when the father and mother are both involved in educating children, the child will get a complete example or role model in his life. The involvement of parents in educating children turns out to have a positive impact on children, namely that the bond between parents and children provides its color in the development of children, especially in terms of Islamic character that is strongly attached to the child. For this reason, there needs to be research that addresses a topic similar to this study because not all families have the same educational patterns in educating their children, especially if they are influenced by different demographics from this research setting.

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