

## Parents' Comprehension and Consideration Before Putting the Children Into Pre-School

**Aprillya Alwien Suoth**

English Education Department, Post Graduate Program, Universitas Negeri Manado  
Tondano, Indonesia

**\*Corresponding Author**

Email: [aprillyasuoth@gmail.com](mailto:aprillyasuoth@gmail.com)

Received: 07 January 2022; Accepted: 24 March 2022; Published: 25 March 2022

### Abstract

Comprehension and considerations of parents that needed before put the children into preschool. Nowadays, many parents want to put their children into early childhood education, like Preschool. All of the partial of early childhood education, like teacher, preschool (institute or school), and especially parents are expect their children to get a good achievement or good progress in learning education. Preschool is an early childhood program in which children combine learning with play in a program run by professionally trained adults. This research aimed to help the teacher, parents and preschool to understand their role and contribution to gain the successful and effectiveness of learning process in early childhood education. Especially to help parents to take a right comprehension and consideration that needed for they to know, before put their children into preschool. Remembering in the reality there is still lack of knowledge from parents, teacher, and pre-school institutions to apply their role. This article was using library research. The data were collected from several sources such as journal articles, literature. This article showed right comprehension and considerations by parents before put children into preschool are important, because it could help parent and children to be selectively choose the institutional of preschool that provide they needed. Remembering every child had different needs. This article could help parents to identify the basics that should provide by preschool, including the good materials, activities, place hygiene, character education, and moral values.

**Keywords: Parents; Pre-School; Teacher; Early Childhood Education**

## INTRODUCTION

Currently, by development of technology and information in this era, there are many Preschool that become familiar and important to the parents to supporting their children's development of learning process (Pikirang et al, 2021). Parents want to get more information not only about the good parenting tips, but also the information of good school that could help the development of their children (Paranduk & Karisi, 2020). Preschool is an early childhood program in which children combine learning with play in a program run by professionally trained

adults. Children are most commonly enrolled in preschool between the ages of three and five, though those as young as two can attend some schools. Before 1960, the education of young children was primarily regarded as the responsibility of families within the home. As of 2004, most young children in the United States spend some portion of their days apart from their parents. Most attend some sort of center-based program prior to kindergarten. In 2001, 52 percent of three- and four-year-olds were in a nursery school or preschool program (Mozes & Liando, 2020). The enrollment rate for four-year-olds in 2001 was nearly the same as the enrollment rate for five-year-olds in 1970. There are several factors influencing this dramatic change, including a rise in the numbers of mothers working outside the home, a decline in the size of families (leading more parents to turn to preschools as a social outlet for their children), and a growing desire to give children a head start academically (Lengkoan et al, 2022). The higher the income and educational level of the parents, the more likely it is that a child will attend preschool.

But although there is significant increase in parent's desire to put their children into early childhood education, like Preschool, but the right comprehension and consideration from parents are really needed. So the parents not only put their children and waiting for the result in their achievement or progress in learning education (Rorintulus et al, 2021). The parents could also have the right comprehension about their obligation at school, and at home. They could actively contribute to their children development of learning. They knowing their obligation and right at the same time and they could take a right consideration before put their children into Preschool. Like how important to had a right comprehension and take a full attention to consider about some things like mention here:

The important of design a good and interesting lesson plan, strategies, activities, games, media, and curriculum from teacher and school that corporate to create a good atmosphere at learning process in early childhood education (Preschool) to stimulate their social skill, and knowledge, and character education (Pajow et al, 2021).

- a. The important of contribution from parents in development children learning education, like actively participate in event or meeting that held by preschool, and to continue the lesson at home, like a good manner or habit.
- b. The important of preschool and home that taught and provided about personal hygiene in learning process, at the surrounding children's place, whether it is at home, and at school

#### Research Questions

1. How important a good and interesting lesson plan, strategies, activities, games and media that designed by teachers to help stimulate the development of children learning education?

2. What should provide by preschool to create a good atmosphere at school that could help the development of children in learning education?
3. Why the parents have to contribute actively in children learning process not only at school but also at the home?
4. How the personal hygiene and place hygiene could help children in their learning process?

This research aims to help the teacher, parents and preschool to understand their role and contribution to gain the successful and effectiveness of learning process in early childhood education. Especially to help parents to take a right comprehension and consideration that needed for they to know, before put their children into preschool.

## **REVIEW OF LITERATURE**

Children start school with some life experience. While some of them grow up in houses in which books are read every day, some grow up without encountering any books at all. Each child needs a certain level of support, first provided by the family, then by early childhood education programs to develop fundamental reading-writing skills and knowledge. In providing the support, the knowledge and sensitivity of the parents about child development and their child's needs, to take responsibility for the child, is relatively important (Kandati & Tatipang, 2021). Because the first years of life are the years when investments are made for the future of societies, the losses that occur in this period are either hard or impossible to compensate. In this respect, especially having or not having early childhood education experience has various impacts, from adaptation of the child to school to academic achievement and continuation of school. (Strickland & Riley-Ayers, 2006; Burger, 2010; NICHD Early Child Care Research Network, 2005b; Storch & Whitehurst, 2002; Lomas, 2005).

Research has shown that the process from birth to the age of five is a determinant of future reading success. The skills and abilities which are the determinants of this process are verbal language (understanding what is told, verbal language vocabulary), alphabet code (alphabet knowledge), phonetic awareness (ability to distinguish the phonemes of words), distinguishing syllables of words, and print knowledge and concepts (Strickland & Riley-Ayers, 2006).

Unfortunately, the evaluations of primary school teachers who participated in the study revealed that the children in this group experienced difficulties in many aspects during the process especially in preparation for reading-writing. The teachers perceived familial support, cooperation with the family and visits made by the teachers. However, when it comes to entering a new environment, adaptation to that environment, making friends and learning to read and write, starting a child

in first grade without any previous evaluation in terms of these factors will be quite unjust for the children in this age group. 60 months old children who start school upon the will of parents who are unaware of the readiness level of their children are the greatest sufferers of this unjustness.

Potential difficulties the child can encounter at school can be eliminated; by providing appropriate guidance, the child can be sent to early childhood education institutions or special education institutions thus enabling the child to start school the next year with enough school readiness. This will prevent the child developing negative emotions towards school and will enable the child to start school the next year with developed academic skills. In addition, this will allow the family to provide the child with early appropriate support. This will be for the good of the child and family in the short term, and for the good of society and the future of society in the long term.

Preschool education is a form of formal education. As formal education institutions, the main task of kindergarten (TK) is preparing to introduce children to a variety of knowledge, attitudes, behavior, and intellectual skills to be able to adapt to the actual learning activities in elementary school (PP no. 27 thn 1990). The meaning is to introduce basic knowledge in children's learning readiness and forming attitudes, behavior and intellectual skills. In the implementation of early childhood education aims to develop all potential of children as a basis for further education.

Before early childhood education, communication between the parents and the child and the characteristics of the environment offered to the child to develop reading skills are effective for the development of these skills. Saracho (2007) reported that parents should help children so that they can understand the world and that play is the most effective way to achieve this. Sheridan and Knoche (2008) reported that parents can provide direct or indirect learning environments for their children both at home and outside, which is sometimes termed as “home curriculum”. Weigel, Martin and Bennett (2006) found that there was a positive relationship between parent-child reading-writing activities and the child’s interest in reading and between the beliefs of parents towards reading and parent-child language activities. Sénéchal and LeFevre (2002) found that there was a significant relationship between reading books to children by parents and vocabulary, listening comprehension skills and the reading habit.

Carol (2010) suggested that reading is the most valuable possession of an individual and that failure of the child in reading stems from growing up in an environment without books and lacking in appropriate educational support in critical periods. The researcher also reported that learning, especially learning to read, is encouraged by social relations. Parents, caregivers and teachers play an important role in the development of reading skills of a child. The results show the importance of age and early childhood education in the reading-writing learning process. The study also shows the importance of family-child interaction and

reading-writing environment offered to the child at home especially for preparation for reading-writing.

When we are talking about children education, it is important to remember that all the part of children education should be taking their part, and delivering their role and responsible based on their part. The main role should be taking by the parents of the child. It should be their consideration to choose the early childhood education, like kindergarten, pre-school like apple tree, or PAUD. To prepare the child to became ready before coming to school. Not only about early childhood education, but also the parents should start the good relationship with the child at home and provided the atmosphere and games or toys that could develop their learning skill. At least there are the games, books, or media that help the students to direct them for introduction to color, alphabet, number, etc. Father and Mother should realize their responsible and give the contribution to their children development, not only materials, education, but also their time. It is affected children development through a good parenting from father and mother. Parents should be a good example for their children, in all the way in daily life, through their way of communication, the way the parent treat the other human, and all the support aspect that could easily found in routines. Remembering, children are the best imitator.

The early childhood education or mostly popular know as pre-school should deliver their role to facilitate the good atmosphere for young children to learn and to develop their skill. So do the teacher or educator, should create a fun learning environment that support by the good materials, media, and suitable with the children's need. It is need to be highlighted that learning by playing is a good method or approach to take young learners attention. In order to meet the developmental needs and the child sensitive to aspects of reading and writing can be organized and developed through various forms of the game. Piaget in Maxim (1989) says that the play can improve children's cognitive development, physical ability, social interaction and emotional.

It is important to prepare the good material that would be interesting in young children age, in their early process learning, such games during learning process to young children, and it can be forgotten that character building should be a primary goals in every learning process so the young children not also become smart in knowledge but also good in their manner or moral/ character. Many experts say that character education should start from early childhood. Why is that? At the early age of 0-6 years, the brain develops very rapidly up to 80 percent. That is the period in which physical, mental and spiritual child will begin to form. Therefore, many are calling this period as the golden period of children and the future is very appropriate for the cultivation of values (character education) for children.

It could be parents and teacher's role to be well prepared for children education. Both parents and teacher should be a good partner in developing the knowledge and skill by young children. If teacher need to provide the fun and

interesting learning process in school, so do the parents should be able to recall or continue or stimulating the lesson at home with the fun way and adapt with the children mood. However, if the good cooperation was created, between parent and teacher, the good result could achieve by young children in their learning process.

A good preschool should provide fun material that needed to be in a teacher's plan daily activities because not all preschool could provide a good material that suitable with young children level and curriculum 2013. It is become a consideration for parents to choose wisely the pre-school or kindergarten before they decide to put their children in a pre-school. It could be highlighted that parent should have some criteria while choosing the pre-school for young children, and need to give attention to the program or kind of material that bring by a pre-school. Is it relevant with the children's need, recent curriculum, or not.

Related to the professional competence of early childhood teachers, namely teachers in carrying out their main tasks and functions are carried out professionally. In order to support the implementation of professionalism, it must be based on humanist communication, meaning that in the learning process the teacher must acknowledge the individual differences possessed by ideal students. Teachers must provide services according to the differences in potential, interests and talents of students. Teachers must appreciate and respect the potential of students. With this recognition, professionalism which is supported by humanist communication really supports the achievement of maximum learning results. As a teacher to young children, it is important to manage our communication so we could build a good relationship with them. Not only the methods we use, or activities that should be fun but also the way we communicate with young children becomes the most effective way to deliver an effectiveness of learning process. When children feel comfortable with their teacher, they could happily join the whole activities during the learning process.

Children's education in formally early childhood institutions like in kindergarten and in informal education in the family should be implemented in synergy. Child education in family is usually handled by parents. However, each parent has different needs, interest, and background affecting the way they educate their children. Therefore, the diversities of willingness and educational background of the parents need to be bridged in a variety of ways by the early childhood institutions, including the kindergarten teachers, so that synergies are created. One of the effective ways is by having parental education program or having a meeting with parents and gives the event that included participation of parents and children.

The other important thing is the need for cooperation between the school and parents for shaping the healthy behavior of early childhood cannot be done by one party alone. Healthy behaviors should be done systematically and continuously in home and school. The healthy behavior like breakfast in the morning before going to school, drink milk every day, take a bath twice a day, brushing teeth morning and before bed, wash hands before eating, cutting the nails, take out the

garbage, cleaning feet after play, making the bed, helping clean up the home environment, clean up the dishes after meals, tidy up toys, and take a nap.

Children need to get used to always keep themselves clean. Early experience will determine the future behavior. Children who are used to have clean living can develop healthy behaviors, while children who never get used to having a clean living will always have problems with health and even penetrated in social problems due to smell or unpleasant appearance. In this situation, children need caring from adults who are able to provide the right stimulation. They are usually families and teachers at school (Aydos & Tugrul, 2015). However, not all preschoolers are taught personal hygiene when at home. Different occupations, education, and parental concerns impact the children for not having the right personal hygiene learning. Educational professionals such as preschool teachers should educate the children personal hygiene. Therefore, health can serve as one of the goals of the preschool program (Brewer, 2014). Personal hygiene learning involves hand washing, regular bath, hair hygiene, and cleaning of used clothes including shoes and sandals (Aslan, 2006; Hegde, Kar, Lekshmi, & Mathew, 2016; Yilmaz & Özkan, 2009). This behavior must be established since early years of living so it can become a routine pattern of behavior. Establishing the behavior when adults will be more difficult than when it was a child. It is also important that the place at home and school need to be always clean, so the healthy environment while children learning could occurred.

## **METHOD**

In research method, the researcher used library research. Library research is a technique of collecting data by learning and understanding data which has close relation with the problems from books, theories, notes and journal.

### ***Instruments***

This article is the result of library research in which the data were obtained from several sources such as journal articles, literature. The data were then analyzed to present the perspective underlying the comprehension and considerations of parents that needed before put children into preschool.

### ***Procedures***

All of the sources still related with research in language education field. Based on twenty articles that read by the researcher especially with the topic of English for young learners, such as some title follows; work family balanced and quality of parenting in optimizing children development, reading readiness of kindergarten students at Taqwa Mosque East Jakarta, young children character development through Javanese traditional game, teacher strategies in character education development in kindergarten, strengthening the professionalism of Aisyah teachers

in Wirogunan village through human communication in the era of pandemic Covid 19, management character education in kindergarten, early children's healthy behavior, implementation of parenting education program in kindergarten, personal hygiene learning in preschool classroom, and parents involvement in early childhood education, then all of it lead the researcher to made the research to examine the importance of good communication between parent and teacher in children development of learn in early childhood education. Remembering from articles above it still connected one and another and researcher conclude to highlighted and make the scope limited with only focused on the role of teacher, parent, and preschool (early childhood education institute) so it come to the title Comprehension and considerations of parents that needed before put the children into preschool.

### ***Data analysis***

The researcher used all the data from several sources, like journal articles and books to present the perspective underlying the comprehension and considerations of parents that needed before put children into preschool.

## **RESULTS AND DISCUSSION**

Before put children into preschool, parents should had a right comprehension and considerations with what should provide by the preschool and also the parents should know the importance of their contribution to their children learning process.

Parents need to choose wisely the institution of preschool. Parent also should understand the need of their children or young learners. The good lesson plan, strategies, activities and games that designed by the teacher are should be parents attention because it could lead to fun and exciting learning process that good for improve children curiosity. The moral values and character education should be included in the materials in learning process.

Parents need to understand that they need to actively take a part in learning process. With continue the stimulation at home and make sharp the good behavior at home. Parent should build a good communication with the school and teacher so the development of children at learning process at home and school could be communicated in two ways actively. Parents also need to join the meeting or event at school, so the problems and children's need could get the solution and the goals of learning process could be gain.

The last but not least, personal hygiene and place hygiene are also important in supporting children at early childhood education because it is lead to healthy person. Good personal hygiene learning in preschool can be an effective prevention of infectious diseases (Lal & Kavitha, 2016).



## CONCLUSION

Parents' qualities of comprehension and considerations before putting children into preschool are essential, because it could help parent and children to be selectively choose a preschool that provide what they need. Remembering every child had different needs. This article could help parents to identify the basics that should provide by preschool, including the good materials, activities, place hygiene, character education, and moral values.

Parents also could realize the importance of their contribution in children's learning process, so they just don't stop participate because they think that they already put their children into preschool. The continues stimulation should be apply at home, so children knowledge could be sharpen, and the good behavior could be a habit of children.

A good communication between parents and teacher are also important in effective children learning process. So there will a bridge between home and school, to identify, to discuss about children progress or problem, so the right treatment could be applied to face the problems that occurred.

## REFERENCES

- Aburaghif, L. F. (2015). Personal Hygiene Perception among School-Age Children in Baghdad City/ Resafa Side . IOSR Journal of Nursing and Health Science Ver. IV, 4(5), 2320–1940. [https:// doi.org/10.9790/1959-04546469](https://doi.org/10.9790/1959-04546469)
- Augustine, J. M., Crosnoe, R. L., & Gordon, R. (2013). Early child care and illness among preschoolers. *Child and Adolescent Health and Well-Being Early*, 54(3), 315 –334. <https://doi.org/10.1177/0022146513496106>
- Brewer, J. A. (2014). *Introduction to Early Childhood: Education Preschool through Primary Grades*. New York: Pearson
- Beaty, JJ. (2013). *Observation of Early Childhood Development*. Jakarta: Prenadamedia (translate in indonesia)
- Bracke, D & Corts, D (2012) Parental Involvement and the Theory Of Planned Behavior. *Journal Education* , Vol 133 (1), 188-201. Available on <http://go.galegroup.com>
- Burger, K. (2010). How does early childhood care and education affect cognitive development. *Early Childhood Research Quarterly*, 25(2), 140-165.
- Depdikbud (2012). *Implementation Guidelines for Early Childhood Education -Based Family (Pedoman Penyelenggaraan Pendidikan Anak Usia Dini Berbasis Keluarga)*. Jakarta
- Duncan, G.J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Klebanov, P., Pagani, L.S., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., Duckworth, K.,

- Japel C. (2008). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428-1446.
- Driscoll, Amy dan Nagel, Nancy G. 2005. *Early Childhood Education, Birth-8*. USA: Pearson Education, Inc. Edgington, Margaret. 2004. *The Foundation Stage Teacher in Action Teaching 3, 4, and 5- Year-Olds*. London: Paul Chapman Publishing.
- Frusciante, A.K. (2009). Early literacy and your community: Helping young children with language and reading. February 2009, Adapted from Early Literacy Framing, November 12, 2008. Prepared by Angela K., PhD. Refer to the expanded report for citations and results from actual literature. William Caspar Graustein Memorial Fund, Hamden, Connecticut.
- Gianzero, G (1999). Promoting Parental Involvement, Improving Student Outcomes. Available from <https://edadm821.files.wordpress.com/2011/02/parental-involvement-doc.pdf>
- Kandati, S. P., & Tatipang, D. P. (2021). THE EFFECT OF VIRTUAL TEACHING ON ATTITUDES OF SECOND LANGUAGE ACQUISITION DURING COVID-19 CONDITIONS OF INDONESIAN STUDENTS. *Journal of English Culture, Language, Literature and Education*, 9(2), 117-127.
- Koesoema, D. (2011). *Pendidikan Karakter Strategi Mendidik Anak di Zaman Global*. Jakarta: Gramedia.
- Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). A STUDY ON LISTENING PROBLEMS FACED BY STUDENTS OF HIGHER EDUCATION. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 41-50.
- Lewis, B. A. (2004). *Character Building untuk Anak-anak*. Batam: Karisma Publishing Group.
- Lexmond, J. & Reeves, R. (2009). *Building Character*. London : Lecturis, Eindhoven.
- Lickona. T (2000, April). Why is character education so important for our children. *ECT Magazine*. [online]. Tersedia di: <http://www.scholastic.com/teachers/article/ect-interview-thomas-lickona-phd-talks-about-character-education>
- Lickona. T (1991). *Educating for Character-How our schools can teach respect and responsibility*. New York. Bantam Book
- Milson, A.J. & Mehlig, L.M (2002). Elementary school teachers's sense of efficacy for character education. *Journal of Educational Research*, 96(1), 47-54.
- Mozes, G. N., & Liando, N. V. (2020, May). The Implementation of Phonic Method for Enhancing Very Young Learners' Vocabulary. In *4th Asian Education Symposium (AES 2019)* (pp. 28-32). Atlantis Press.
- Pajow, C. N., Rorintulus, O. A., Liando, N. V., & Batunan, D. A. (2021). THE ILLOCUTIONARY SPEECH ACTS ON "ANNE OF GREEN GABLES MOVIES" A PRAGMATICS STUDY.
- Paranduk, R., & Karisi, Y. (2020). The effectiveness of non-verbal communication in teaching and learning english: a systematic review. *Journal of English Culture, Language, Literature and Education*, 8(2), 140-154.

- Pikirang, C. C., Liando, N., & Wuntu, C. N. (2021). A CORRELATIONAL STUDY BETWEEN LEARNERS'SATISFACTIONS WITH OFFLINE CLASS AND ENGLISH SELF-EFFICACY DURING THE COVID-19 PANDEMIC. *Journal of English Culture, Language, Literature and Education*, 9(1), 73-87.
- Rorintulus, O. A., Singal, Y., Batunan, D. A., & Mamentu, C. (2021). WRITING PROJECT IN EFL CLASS: FROM DESIGN TO RECOMMENDATION: A SYSTEMATIC REVIEW.
- Sénéchal, M. & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73, 445-460.
- Sheridan, S.M. & Knoche, L.L. (2008). Parental engagement and school readiness parent-child relationships in early learning. Nebraska Center for Research on Children, Youth, Families and Schools. Retrieved from <http://cyfs.unl.edu/docs/Publications&Presentations/Parental%20Engagement%20and%20School%20Readiness.pdf>
- Syahreni, E.(2011). Mengembangkan Perilaku Sehat Pada Anak Usia 2-4 Tahun. Direktorat Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini Nonformal dan Informal Kementerian Pendidikan Nasional Undang-Undang Republik Indonesia No 36 Tahun 2009, Tentang Kesehatan
- Syarbini, A. (2012). Buku Pintar Pendidikan Karakter. Jakarta: as@-prima pustaka. UU Sistem Pendidikan Nasional (UU RI No. 20 Tahun 2003). Jakarta: Sinar Grafika
- Weigel, D. J., Martin, S. S., & Bennett, K. K. (2006). Mothers' literacy beliefs: Connections with the home literacy environment and pre-school children's literacy development. *Journal of Early Childhood Literacy*, 6(2), 191-211.