

Optimizing Parenting Program in an effort of building Character Education Children In early childhood “Permata Hati” Kadipiro Surakarta.

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Abstract: Feri Faila Sufa, M Hery Yuli Kurniawan. Optimizing Parenting Program in an effort to Building Character Education In early childhood “Permata Hati” Kadipiro Surakarta. Beside through formal education (kindergarten, RA) Early Childhood Education (ECE) is also done through education in the family (informal education), and education in the community (non-formal education) play groups and another of early childhood (SPS), such as at Sunday school, ECE unit similar, Education Park Village In Al-Qur'an, and others. The beginning of pre-school education is not only the responsibility of teachers, but also parents and a society. Optimizing the empowering role of parents through parenting is done so that is synergistic with the vision and mission of early childhood programs. Efforts to internalize the character education of children through parenting activities. Based on the survey that conducted in Pos of early childhood Education Permata Hati Kadipiro, show that parenting program is not running optimally. Evidently from many parents are in class, when the learning process takes place, in the outside of classroom seems some kids do not join the learning process because they follow their parents, beside some parents huddle outside the classroom for waiting their children/childs without any activity, so there is no productive activity or no ideas to help the early childhood program at the school. The method that used is to give assistance parenting activities, form the organizational structure of the parents. The results show that the assistance through coordinated parenting activities every month to make parents become more productive, and understand the importance of children's education in instilling character education from an early age.

Keywords: Character Education, Parenting, Early Children Education (ECE).

INTRODUCTION

The period of early childhood is the golden period, sensitive period to give a foothold on the next development. The success of the early days of giving up the chance to be successful further development, and vice versa. Failure through the early stages of development will of course be difficult for a child to go through the next stages of development throughout the human life span. Seeing the importance of early childhood, it is necessary to the proper education to parents and the community in helping children achieve an optimal development, so early childhood education need attention. This is one of the efforts to achieve the goal of early childhood education that builds the foundation for the development of children's potential to become a man who faithful and devoted to God Almighty, have a certain noble character, healthy, knowledgeable, skilled, critical, creative, innovative, independent, confident and become citizens of a democratic and responsible.

Through three lanes early childhood education is through education in the family

(informal education), education in schools (formal education) in the form of kindergarten and **Raudhatul** Athfal (Islamic Education for children), and education in the community (non-formal education) such as play group or other forms are equivalent as a kind of early childhood unit (Post of Early Children Education, Sunday schools, etc). Educational paths above shows that education is not only the responsibility of teachers, but also parents and the community.

In the Technical Instructions Orientation technical awareness raising program to strengthen early childhood education-based family (parenting) issued directorate development ECE (early children education) Early Childhood non-formal and informal in 2011 stated that the Early Children Development(ECD)-based family is the educational efforts undertaken families to utilize the resources of the available inside family and the environment in the form of self-directed learning activities. This is necessary due to the fact the field of time learning organized by institutions ECE shorter and shorter, between 8 am to 10 am, the more time children spend at

home and in the community, it shows that the role of parents (parent) in children's education is greater than from the teachers, considering the time that I owned a much larger child at home instead of in early childhood institutions. Although today many early childhood institutions that provide full-day services, but that does not mean a child's education teacher charged in early childhood institutions only.

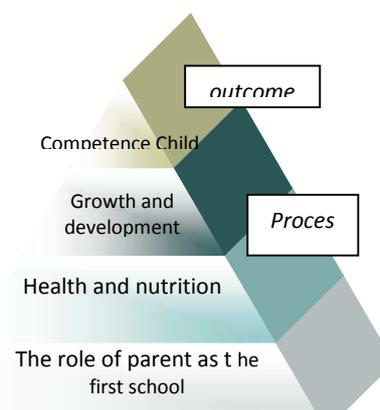
This family-based ECD Program is intended to prepare early childhood institutions to better facilitate parenting programs. According Suyadi and Ulfah (2013) ECD will run effectively if the strengthening of parents is one thing that can not be bargained. In line with the opinion of Louisa B Tarullo in Eming Young (2002), which depicts the position of parenting their parents and other agencies in a pyramid as shown below, to produce students who are competent, the ECD should establish cooperation with various parties, especially the elderly, the environment or communities and health professionals, including in this case the child psychologist, in cooperation with various parties will condition early childhood outcomes effectively so that students have sufficient competence or intelligence. Parenting programs is considered important because parents can educate their children to follow the development of children in institutions and perform synchronous learning between home and institution. Also according to Latif et al (2013) parents are expected to understand the purpose of early childhood education, child growth and development, pay attention to the provision of nutrition / nutrition, immunization, treatment, facilitate and motivate the cleanliness of the body and the environment.

Seeing a large and important role of the family, especially the parents for the education of children, there should be an increase in container and family empowerment is through educational programs to the old people , known as parenting programs. The program is intended for parents whose children receive care in early childhood institutions, both formal and non-formal. In accordance Orientation technical Parenting in 2011, explained that the program of parenting is a support program aimed at parents

or family in order to have the ability to exercise the functions of social and education in terms of nurturing, caring for, protecting and educating their children at home so that children can grow and develop, but has not done optimally.

Based on the survey at Early Children Education of Permata Hati, and some early childhood education around Solo was still a lot of parents who follow the activities of children in the classroom every time at the process activity of learning, in addition, in outside looks some children do not follow the process of the activities in the classroom with their parents. Some other parents huddle outside the classroom, mingle with other parents. It can interfere with the learning process resulted in class that learning process is not effective and causes the child is difficult to learn to be independent. Chris Athey in Tina Bruce (1987) describes five types of parents of children with early childhood education. (1) parents who tried to get to know and try to broaden their learning experience. (2) Parents who want to work with teachers in class where he/she saw the teacher methods less suitable for children. (3) parents who attend school during the day but inactive in class. (4) parents are in contact with the school drop off and pick up their children to school, and often attends parent meetings. (5) parents who do not drop off and pick their own children to school not even make contact with the school.

Based on the studies that have been done



Parenting Pyramid. 2002. Eming Young

related to parenting activities by Novita Konstianta (2013) titled Optimizing participation and parents in the program of

parenting found that: (1) the strategies used organizers of the program to optimize the participation of parents in program parenting is a learning strategy that is centered on the participant parenting with Andragogy approach. (2) forms of the organizers of the program used to optimize the participation of the parents is a form of programs that are practical and prioritizing applications. (3) The results or outputs in parenting Program is obtained from the organizers as well as the parents. For the results or output that is obtained from parents can be seen from the cognitive aspect, affective aspect and also psychomotoric aspect. Research matching performed by Siti Supeni (2013) with the title "The development strategy of the grand design of character education in internalize the Citizenship Education in early childhood as strengthening the values of Pancasila in Surakarta", concluded that the success of character education for young children need to be supported by the environment conducive, both physical and non-physical environment, so it need optimization of parenting programs in early childhood institutions, either in the form of programs and the level of participation of parents.

Character education according Megawangi (in Dharma Kesuma, 2013: 5) is an effort to educate children to make decisions wisely and put it into practice in daily life so that they can make a positive contribution to the environment. Many studies show that a character can affect a person's success. Among them, the results of research at Harvard University states that a person's success is not determined solely by knowledge and technical abilities (Hard skill) but by the ability to manage themselves and others (soft skills). Results of the study revealed that the success of the success is determined only about 20% by hard skill and the remaining 80% by soft skill (Najib, 2016: 66). It shows that character education is very important to implement.

Character values are implemented into the curriculum of kindergarten, elementary and junior high school according to Character Counts (Six Pillars of Character Education) within Najib, et al (2016: 75), among others (1)

Trustworthine, ie the value of the character that makes children become someone integrity, honest and loyal. (2) Fairness, the value of the character that makes a child has open mind and not like taking from others. (3) caring, namely the value of the character that makes a child has a caring attitude and concern for others and the environment. (4) Respect, a value that makes the character of the child and the respect and respect for others. (5) Citizenship, is the character values that make children aware of the laws and regulations as well as care for the natural environment. (6) responsibility, is the value of responsible, disciplined and do something as good as possible. While the values of character education that need to be internalized in children include: (1) religious values: Attitudes and behaviors are obedient in carrying out the teachings of his religion, tolerant implementation of worship from another religion, and live in harmony with other faiths. (2) Value: Honest; is based behavior in an attempt to make himself as the person who always believed in words, actions, and work. (3) The value of tolerance; attitude and action that appreciate the difference religion, race, ethnicity, opinions, attitudes, and actions of others who differ with him/her, (4) Value Disciplines; Measures indicating orderly behavior and comply with various laws and regulations, (5) The value of hard work and responsible (Siti Supeni: Journal LPPM Unisri th 2015).

Description of character education implies character education purposes, among others: (1) the character education is an effort to create a conducive environment for the child and the entire school community corresponding character values (2) Need to establish the ability of soft skills in addition hard skill. It requires emotional intelligence and spiritual intelligence. (3) Strengthening positive attitudes and behavior in children. And vice versa for the rectification of negative attitudes and behavior in the environment of the school, in the family and society. (3) always motivates and do habituation to behave according to the values of the characters.

The implementation of character education for educational institutions / schools, among others: (1) the character education create a conducive environment for all citizens of the school. (2) other than hard skills, children have good soft skills. (3) Chick school culture characterized by habituation and strengthening the positive behavior. (5) Getting better confidence of parents, and the community for children to produce output that character.

METHOD

The method used to give assistance parenting activities, which begins with conducting a survey then analyzing the conditions and then form the organizational structure of parents in early childhood Post Permata Hati, which carried 1 month parenting activities, such as workshops, training and mentoring.

RESULTS AND DISCUSSION

Early childhood education is a conscious effort in fasilitate growth and development of the physical and spiritual children from birth to age six are done through the provision of experience and stimulation-rich and is developing an integrated manner so that children can grow and develop in a healthy and optimally in accordance with the values, norms and the expectations of society. Education itself according Ki Hajar Dewantara is any effort from parents to children for the purpose of advancement of children's lives, improving the growth of all spiritual and physical strength that exist in children. All these efforts are expected to become fully human child character.

Therefore, education becomes an important instrument in nation building, in improving national productivity and built nation's character. A conscious effort in order to facilitate the growth and development of course the responsibility of society and the family together early childhood education institutions. Families, communities and formal institutions such as schools have the same responsibility in building a generation of quality and character. In order to achieve the education goals will require collaboration between parents and

educators in formal educational institutions and non-formal. Family roles can be enhanced by empowering parenting program. Early childhood curriculum that includes programs that involve the parents and community, but still not up to enter the program involvement of parents and community in real terms. Through parenting programs, early childhood institutions are expected to synergize with parents and partner with ECD to achieve the vision observer mission of the institution in achieving the objectives of ECD. The vision of early childhood Development Printing generation heart is healthy, intelligent, cheerful, dynamic and creative and noble and devoted to God Almighty. That vision cannot be achieved without cooperation with various parties, so we need good cooperation between parents and the school.

In finding strategies for the cultivation of character education by optimizing program parenting ECD, please note the percentage of parents understand more about the role of parenting, and are expected to understand the development and needs of early childhood so that the task of teachers and parents in synergism together in realizing early childhood development in order to achieve the optimum. Therefore it is necessary to do a survey and analysis including education level, socio-economic background and work of parents. Based on the results of interviews with principals and findings in the field, is the average parents in early childhood Permata Hati Post middle to lower social status, with the average education level of high school. Urgency of this event aims to instill character education and optimizing program instituted early childhood parenting so that parents and teachers can be aligned with educational programs in early childhood institutions to understand the development and the needs of young children. Especially in the elderly is expected to understand the development and needs of early childhood so that the task of development achieved by the optimal, will find a strategy to improve and empower parents in institutions of early childhood education, by doing Optimization Program Parenting On Post

of Early children education Permata Hati Kadipiro Banjarsari Surakarta through productive activities help early childhood educators in achieving educational goals. In the empowerment of parents at the institute early childhood, by optimizing a program of parenting in the post Early children education Permata Hati Kadipiro Banjarsari Surakarta through productive activities can help educators ECE in achieving educational goals, there are some programs that can be developed, namely class parent meetings, the involvement of parents in the group / class of children, involvement of parents in the event together, the consultation of parents and home visits. Through parenting program conducted at least 1 (one) month, then in addition to increasing the knowledge of parents in the education of children, it can also encompass cooperation with other parents to do things that are productive, organize training and help organizations achieve the vision and mission of the school and education. The strategies undertaken in an effort to optimize parenting activities in shaping the character values of children in Early children education of Post Permata Hati is (1) to form the stewardship of parents Early children education of Post Permata Hati. (2) The board already established a program of activities parents during the first year. (3) The activities can be in the form of workshops, training, mentoring, the theme of education, parenting and children's health. In addition, activities that can supplement the family income as the skills to make a brooch, and souvenirs cuisine and healthy snacks and more. (4) Bring the coaching team of experts; psychologists, educators, and religious activities / religion in shaping the character of children healthy and independent. Parenting program is very important because parents can learn about child development, health, education and care patterns for early childhood so that efforts to optimize the growth and development of children go hand in hand with the goal of early childhood institutions. Of course parents and early childhood institutions will work in synergy to achieve the vision the mission of education. Another reason is parents program start to behave productively, use time

on the sidelines waiting for school children with useful activities that can add value both material and immaterial. It also had an impact on learning in class. Children are more independent and disciplined. The learning process becomes more effective because parents program have not been in the classroom, and have their own activities.

CONCLUSIONS AND SUGGESTIONS CONCLUSION

Parenting program is considered important in the institution of early childhood education because parents can educate children by always following the development of children in institutions and conduct lessons in sync at home, so that the character education can be internalized through the school environment and family through habitually and exemplary from parents / adults around child. Through parenting, parents are expected to understand the purpose of early childhood education, understand the growth and development of children, pay attention, provide adequate nutrition, immunization, hygiene and environmental agencies, medicine, sport and play.

The purpose of optimization of parenting is to build the mindset of parents who really, with a principled of empower, openness, fairness, participation, cooperation, and coordination, is integrated with the digging, and develop local potential.

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