

PARENTS PARTICIPATION IN THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION FOR THE MERANTI HIJAU PLAY GROUP IN MERANTI VILLAGE, TAPA DISTRICT, BONE BOLANGO REGENCY

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ABSTRACT

This study aims to determine the participation of parents in the implementation of early childhood education for the Meranti Hijau Play Group in Meranti Village, Tapa District, Bone Bolango Regency. To get the answers above, researchers used qualitative methods of data collection techniques using interviews, observation and documentation and the techniques used were qualitative analysis which explains that the results of the study show Parental Participation in the Implementation of Early Childhood Education for the Meranti Hijau Play Group in Meranti Village, Tapa District, Bone Bolango Regency, namely the lack of parental participation in children's education, and a lack of responsibility for children's education. The results showed that the participation of parents in the implementation of early childhood education for Meranti Hijau Playgroup can be described, namely the first planning in this section, the researcher found that planning was carried out to compile the learning in the Meranti Hijau Play Group, only fully left to managers and educators without involving parents, the second implementation in this study there are three stages of the implementation of learning, namely opening activities, core activities, and closing activities so that lessons run effectively, to the three organizations in the organization the duties of each manager and educator are carried out according to their main duties, the four supervision in the Implementation of Early Childhood Education Programs in Meranti Hijaudi Playgroup, Meranti Village, Tapa District are carried out routinely by the manager aims to make the learning held in the play group run effectively and according to common expectations, it can be seen from the student attendance list and student progress per month.

Keywords: Participation, Parents, Early Childhood Management.

INTRODUCTION

Awareness of the importance of early childhood education is starting to increase. This can be seen from the increasing number of early childhood education services in various regions. Early childhood education is education for children aged 0-6 years. At this age many experts say it is the golden age, this is because at that age children can capture all information and knowledge. Since its inception, the "Tri Education Center has been created, namely education in the family, education in schools, and education in the community.

Education is a shared responsibility between parents and society and government. Based on a sense of shared responsibility, improving the quality of education in Indonesia is a burden shared by parents, society and government. Law Number 20 of 2003 concerning the National Education System mentions several roles that can be played by the community and government in the delivery of education.

Parents or guardians of students are components of society that are directly involved in obtaining benefits from the provision of early childhood education services. Meanwhile, learning synergy can run when there is a good relationship between schools, teachers, children, parents and the community. Parents have a role as partners in a series of lessons and follow up on children's education in schools as well as consultation with various information between teachers and parents to try the best for the child.

This is affirmed in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 8 which states "the public has the right to participate in planning, implementing, monitoring and evaluating educational programs". Parental participation is a form of community participation in PAUD implementation starting from planning to implementing an activity that has been arranged by a group. Parental participation can also facilitate access in sharing daily information for children in the classroom and at home, so that the treatment given by teachers and parents can run in harmony.

Based on the data that researchers got at the Meranti Hijau Playgroup PAUD, many parents felt that their obligation to educate their children was lost when they enrolled them in an educational institution. The number of early childhood in this PAUD institution is 19 children aged 2-4 years. The participation given by parents to the school was not maximal at the time of making observations. The initial condition was found when schools held parenting seminars, there was still a lack of awareness of the parents of students to participate, it was calculated that only about 40% (data source, Meranti Hijau Play Group PAUD 2020)

Organizing playgroups in Early Childhood Education, the role of parents is very much needed, therefore parental war can be in the form of parental participation or involvement in every activity of organizing Early Childhood Education, Parental Participation is of course very influential on educational planning, implementation and achievement. the purpose of an activity that has been compiled by an institution. parents have a very important role in education and school progress. There is a lot of evidence showing that parental participation in the early childhood education process is a relatively complex problem. Parents should participate in planning, implementing and supervising the implementation of early childhood education. However, in reality, there are still many parents who have not been involved in providing play group services. This study aims to determine how parents participate in the implementation of early childhood education for Meranti Hijau Play Group in Meranti Village, Tapa District, Bone Bolango Regency.

Meanwhile, the principles of implementing early childhood education according to Manullang (1996: 15) are as follows:

- a. **Planning**, planning is the determination of a series of actions to achieve a desired result. planning is a process of deciding what goals will be pursued during a given period of time and what to do to achieve these goals. effective planning must be based on facts and information, not on emotions and desires.
- b. **Organizing**, Organizing is two or more people who work together in a structured way to achieve specific goals or a number of targets. In an organization that requires a leader, the leader's job includes several activities, namely making decisions, conducting communication so that there is mutual understanding between superiors and subordinates, giving encouragement, inspiration and encouragement to subordinates so that they carry out what they are ordered to do. According to Terry (1992: 78) explains that organizing is a basic management activity. organizing is done to collect and arrange all the sources indicated in the plan, especially human resources in such a way that the activities to achieve the stated objectives can be carried out as well as possible. the purpose of organizing is to help people to work together effectively within the organization or institution.
- c. **Actuating**, according to Terry (2000: 32) suggests that implementation is an effort to place all members on the members to work to achieve a goal that has been set in accordance with the planning in the organizational pattern or in other words, moving means that is related to motivating or giving enthusiasm for employees or employees.

d. Controlling, controlling is a management function related to performance monitoring efforts so that performance is directed and does not deviate from predetermined rules and monitoring functions as a medium so that performance is directed and conveyed appropriately, developments are a management function that must be used as a measure of the success of a management, with the development of management will run according to and exceed the targets to be obtained. without a good program it is difficult to achieve educational goals. Supervision is an organizational way to achieve effective and efficient performance, and to further support the realization of the organization's vision and mission. Supervision according to Terry (2011: 85) suggests that supervision can be interpreted as a process of determining what must be achieved, namely what standards are being carried out, namely implementation according to plan, namely in accordance with standards.

Participation is a person's mental / thought and emotional / feeling involvement in a group situation that encourages him to contribute to the group in an effort to achieve goals and objectives of being responsible for the business concerned. From several views on the form of participation that develops in the community, referring to the opinion of Oakley (1991: 9) provides an understanding of the concept of participation, Participation as a contribution: Dimensions of Parental Contribution are translated into indicators: 1) Contribution of Thought, 2) Contribution Funds, 3) Energy Contribution, Oakley (1991: 9) The concept of community participation is direct involvement with the community, in this case it means that parents include Parents' Contribution in handling problems with early childhood education service programs according to conditions in the field. from the conceptual definition, namely:

a. Dimensions of Parental Contribution, participation or involvement in cooperation. Contributions making contributions can be in the form of materials or actions. As for the aspects:

1) Thought Contribution

In terms of the contribution of thought, namely giving ideas or ideas that are present from parents having a means of communication and voicing opinions. It is better for parents to provide input, suggestions related to the implementation of early childhood education in terms of planning, implementing and evaluating as well as developing school management.

2) Fund Contribution

Funding contributions are often the main expectation from schools to parents. It cannot be argued that the monthly contributions paid by parents are the main source of operational funding.

3) Energy Contribution

The direct contribution of parents' labor in the implementation of Early Childhood Education by waiting for the child while studying in school. Some children have not been able to leave their parents in class choosing to be assisted, such as assisting with writing for children in play groups.

RESEARCH METHODS

The research approach used in descriptive qualitative research because the research results in conclusions in the form of data that describes in detail, not data in the form of numbers. This is because the qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. This research is descriptive, because the purpose of descriptive research is to make descriptions or pictures or paintings systematically, factually and accurately regarding the facts or characteristics as well as the relationships between the phenomena being investigated. In accordance with the focus and research, this type of research is very appropriate because the researcher will describe the data not to measure the data obtained. Then the source of the data collected is in the form of primary data sources, namely data that is directly collected by the researcher (or their officers) from the first source, while the primary data sources in this study are the managers, educators and parents of students. Furthermore, secondary data sources, namely data directly collected by researchers as support from the first source, can also be said to be data arranged in the form of documents. In this study, documentation and questionnaires are secondary data sources. The data collection techniques used were observation, interview and documentation. Then the data analysis techniques used in this study are data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

As previously explained by the previous author about this research which is directed at examining Parental Participation in the Implementation of Early Childhood Education for the Meranti Hijau Play Group in Meranti Village, Tapa District, Bone Bolango Regency. Based on the findings, it shows that the participation of parents in the implementation of early childhood education for the Meranti Hijau Play Group is described as follows:

- 1) **Planning**, planning which includes planning goals and planning learning includes learning activities, methods used to assess the achievement of these goals, material presented, how to convey, preparation of tools or media used. In this section, the researcher found that there was a lesson plan that was carried out to compile the learning in the Meranti Hijau Play Group which was only left entirely to managers and educators without involving parents. The contribution of parents to thoughts, funds and energy is very minimal due to the existence of parents who are busy working, and parents who are less well off.
- 2) **Organizing**, the organization is a group of people who work together to achieve common goals. Organization is a gathering place for people who have goals to be achieved together by working together. In this study, there are respective duties such as managers, educators and parents. In this section, the researchers found that parents' lack of understanding of the contribution to the school organization that they know is that their role in school organization is organizational structure.
- 3) **Implementation**, the implementation of learning is a process that is arranged according to certain steps so that implementation achieves the expected results, in this study there are three stages of implementing learning, namely opening activities, core activities, and closing activities so that the lesson runs effectively. In this section the researchers found that the implementation of learning in PAUD, the green meranti play group, only takes 2 hours of learning a day from 08:00 am to 10:00 am with the implementation of 6 aspects of development, to start learning at the beginning of the new academic year, educators need to prepare and compile a schedule. and the provision of facilities needed for the smooth implementation of the learning activity program, and for integrated thematic learning is carried out in the stages of opening activities, core activities, and closing activities. Parents' contributions only motivate children to go to school diligently, and provide homework in a timely manner, the rest do not understand the contribution of parents to the implementation of learning.
- 4) **Controlling**, controlling in the PAUD program organizers in the Meranti Hijau Play Group in Meranti Village, Tapa District is carried out routinely by the manager so that the learning held in the Play Group runs effectively and according to common expectations, it can be seen from the attendance list students and student progress per month. In this section, the researcher found that supervision in the implementation of PAUD was always carried out in order to assess whether learning activities were running well or not, as well as what administration was well filled and maximizing children's attendance as evidenced by the Class Supervision Book. The contribution of parents to supervision is not enough in supervising children at school, what is learned at school sometimes parents forget to repeat the lesson at home, because parents do such hard work, go home in the morning and come home.

CONCLUSION

Based on the results of research on parental participation in the implementation of early childhood education in the Meranti Hijau Play Group, it can be described, namely planning, implementing, organizing, monitoring. From the results of the study it can be concluded that there is very little parental participation in the implementation of early childhood education when viewed from the indicators of the opinion of Oakley (1991: 9) which provides an understanding of the concept of participation, Participation as a contribution: Dimensions of Parental Contribution are translated into indicators: 1) Contribution of Thought, 2) Contribution of Funds, 3) Contribution of Energy, so that education can only be obtained in schools with a very limited time, in this case the parents of students need to know the participation of the school and responsibility towards their children is very important.

Suggestions that can be put forward in this study are as follows: 1) Managers, in the preparation of learning can involve parents such as in the form of meetings, in order to establish cooperation between parents and school authorities. 2) Educators, as educators, can work together between parents because the education of students is the responsibility of parents and educators, so that the learning objectives can go in the same

direction as shared expectations. 3) Parents, provide appropriate participation for children in terms of education, because it greatly impacts the future of the child, in terms of prioritizing children's education over work.

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