

Designing A Parenting Training Model For Elementary School Students' Parents: A Preliminary Study

Deni Hardianto

Educational Technology Department
Yogyakarta State University
Yogyakarta, Indonesia
deni_hardianto@uny.ac.id

Haryani

Educational Technology Department
Yogyakarta State University
Yogyakarta, Indonesia

Abstract—This study aimed to design a parenting training model applicable for parents of elementary school students in Indonesia. The specific aims of the study were to identify elementary schools that have established parenting training, to identify the needs of the training, to arrange the materials and to develop a prototype of parenting training model. This research and development (R&D) study wise conducted in three steps: *Analysis, Design and Development*. The result shows that majority of the elementary schools in DIY (Special Region of Yogyakarta) Indonesia have run parenting classes by using various types and models. Parenting activities were mainly initiated by parents through the school's committee or class' committee while the schools acted as facilitators. However, the training components such as materials, resources, methods, and trainers were not systematically arranged and a standard parenting training guidebook was not available. Therefore further research intending to develop a systematic parenting guidebook suitable for Indonesian context is strongly suggested.

Keywords— *training models, parenting, elementary schools*

I. INTRODUCTION

The education process in elementary level should be well-arranged, continuous and sustainable and involve parents, schools and societies. There are many parents that are dependent on schools and think that schools are responsible for the children's education process. Actually the center of education is the family. Children learn about the world for the first time from their interaction with the caretakers, in most cases, family members. They learn from them about norms, values and characters. Learning with parents is usually memorable and meaningful for the children. According to Ormrod (2008:35) the way parents foster the children is "the first layer" that influences their development. Therefore, parents take an important role in their education process especially in the childhood and early childhood phases.

For a child, parents are role models, educators, protectors and the safest "place" to share feelings. That is why parents must be a role model and should be responsible for children's education. Imam Al-Ghazali (cited by M. Nur Abdul Hafizh, 2010:46) said that children are the gift from God for the parents. They are pure and innocent. Parents "shape and colour" their development for the first time. However, there are many parents that do not have sufficient basic parenting knowledge and skills, as the result they cannot play their roles well and education in schools becomes ineffective. There have been many educational programs in schools that do not in line with parenting patterns at homes. This becomes the indicator of parents' poor parenting knowledge.

Many parents have chosen the less effective ways in educating the children. For example they promise the children presents as the compensation of good marks; conversely, they will not get any if the scores are low. Dimas (2005: 56-62) stated that persuading by using presents, being over in giving rewards, and threatening are not suggested because these can make the children break the promise easily and tend to be "benefit oriented". Therefore, a program that aims at improving parents' parenting knowledge must be conducted. Schools and family are two institutions that should harmoniously work together to implement the education process. Schools can take a greater role by providing parenting training for parents. This program can be a bridge for strategic communication between parents and schools to control the development of the children. This program allows parents to gain new knowledge and share the good practice of parenting.

At the moment, especially in Yogyakarta Special Region (DIY) some schools, in collaboration with school committee, have initiated parenting training, or parenting

schools. The aim is to improve parents' knowledge about basic parenting patterns. However, information about how they design, manage and evaluate the program is still unknown. It is argued that a comprehensive systematic parenting program is needed. The best parenting training implementation in terms of curriculum, methods, media, teaching materials, and facilities need to be investigated, analysed, and discussed.

This paper aims to report a study that aims to design a parenting training model applicable for parents of elementary school students in Indonesia. It is expected that the findings can help improving the quality of education and be one of references for making strategic decision as well as providing better education service. Parenting in this study refers to all daily activities done by parents starting from raising, taking care, guiding and other ways so the children are develop well both in physic and psychology.

II. METHOD

This is a research and development study that employs the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model. This study, nevertheless, focuses on the first three steps: Analysis, Design, and Development. The last two will be done in the following year. A qualitative approach was used to analyse and describe the parenting training activities in schools. The results would become the foundation for the development of the program. The procedures consisted of (1) analysing, comprising preliminary study and needs analysis; (2) designing the model of parenting training; (3) developing a model and training tools/kits such as material, media and resources; (4) implementing the developed model; (5) evaluating the developed model; and finally (6) dissemination. The last step would be done after the model is considered applicable.

Conceptual data were gathered from literatures while technical data were gained from the field through interviews, observations, questionnaire, and documentation that involved parents, teachers and headmasters. Interviews were used to uncover the parenting training paradigm comprising the essence, aim, type, range, and assessment. Training documents were gathered and compared with the interview results to archive data credibility. Moreover, FGD (*Focus Group Discussion*), *peer briefing*, reflection, and discussion involving parents' representatives, *expert team*, *teachers* were also done.

III. RESULTS AND DISCUSSION

Parenting training is significant to increase parents participation in student educational process and to build a good school-family partnership. A parenting training model that suits with parents should be analysed and developed based on parents' needs and characteristics. The followings are the results of the study and the discussion of analysis, design and development steps.

A. Analysis

Analysis was the first step in the study. The steps included: (1) preliminary study (2) performance analysis (3) needs analysis, (4) aim analysis (5) training material coverage analysis.

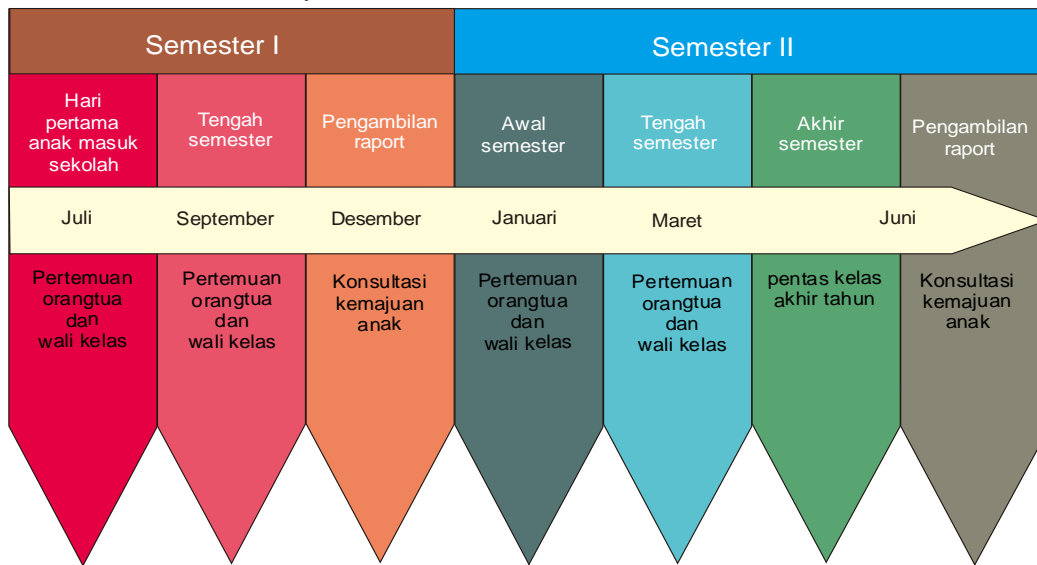
First, Preliminary study was done to identify main problems and to review some literatures: journals and research reports related to parenting. Moreover, the research team also surveyed and interviewed some parents, teachers and headmasters about parenting activities. FGDs were done by involving all parties, including experts, to discuss about parenting. From literatures, it was understood that parenting topics were very broad. They covered both theories and practical perspectives. Some literatures define parenting as raising the children and they mostly talk about how parents should educate or take care of their children. Some focus more on parent's knowledge. There are also books that inform about parenting practice experience such as "Positive Parenting" written by M. Fauzil Adhim (2008) which describes about Islamic ways to develop children's positive characters; "Smart Parenting with Love" written by Bunda Arifah (2011) and "Yuk, Jadi Orangtua Sholeh (Let's be a Good, well-mannered Parent) of Ikhsan Baihaqi Ibnu Bukhari (2013) that discuss about how to solve some parenting problems; and "Anakku penyujuk hatiku" of Irwan Prayitno (2003) which explains that parents should take parts in their children's education responsibly.

Parenting has also become an important research focus in some education institutions. Studies on parenting patterns, how to educate children, and activities to increase parenting knowledge have been conducted by some researchers. A study on parenting training done in schools was done by Hardianto (2013). Taking SDIT Lukman Al Hakim Yogyakarta as the setting, he reported that parenting activities have been done in this schools in varied ways. Nurahmawati (2016) who developed a learning module for elementary students reported that parents are learning resources that can be studied in order to understand more about parenting patterns. Most studies focus on parenting pattern and the implementation of parenting in schools.

Nevertheless, specific study on parenting training for elementary school students' parents has never been conducted. So far, parenting issues focus more on parents knowledge. Study that aims at integrating school activities and parenting through trainings is still rare. Considering the important role of parents, teachers, and students, it is urgent to design activities that allow parent-school systematic partnership as a tool to achieve a more sustained education.

Second, based on the performance analysis, it was found that there are two types of parenting: incidental and routine. In some schools parenting training was school committee's responsibility. Usually school committee would form some smaller parent groups that further would become the training host. Schools functioned mainly as facilitator:

providing places and slot of time for parent meeting. This program was informal and not obligatory and no sanction was given for parents who did not participate. As the result, this program was less interesting and not well-managed. On the other hand, time had become the main constraint. The data shows that almost all parents found it difficult to match their schedule. However, to maintain synergy between school and parents, the program was considered important and should be done at least once a year. Bellow is an academic calender showing parents possible activities in a year as provided by MEC (Ministry of Education and Culture) (2016, 22):



1. first day of school - the meeting of parents and home teacher
2. Mid semester - the meeting of parents and home teacher
3. School report collection - discussion on children's progress
4. The start of semester- the meeting of parents and home teacher
5. Mid semester - the meeting of parents and home teacher
6. The end of semester - prom day
7. School report collection - discussion on children's progress

Fig 1.

Referring to the calendar, there are at least 7 times in a year that parents attend events in school. Teachers and school committee can actually arrange parenting program planning. Using the calendar at least schools could "force" parents to come to school and join the training. So far there is no standard and systematic curriculum and training material. The materials chosen usually were based on current trends. It is known that successful learning need to be planned seriously. Ideally parenting materials are arranged systematically to achieve targeted objectives.

The common methods used during the training are lecturing, discussions, question-answer, and case study. In the implementation, however, these methods were not specially made or designed for parenting program but for general training. Therefore they tended to be monotonous and did not have the clear direction. Based on observations, parents' participation was not optimum, they were passive and only listened to the materials delivered by the trainers or instructors.

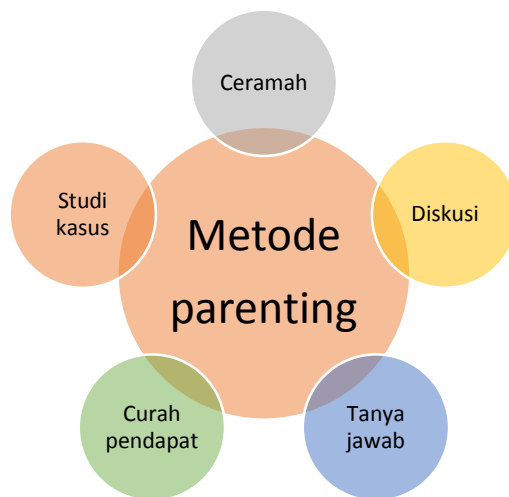


Fig 2. Methods of parenting activities

From discussions with some experts, it can be understood that topics of parenting are very broad. Moreover, parenting activities will depend on target groups, education background, economic background, and also social situation. In general, parenting aims at educating

parents so that they can take care of the children well but when it is done in the school context it also serves to bridge a good relationship and synergy between schools and parents.

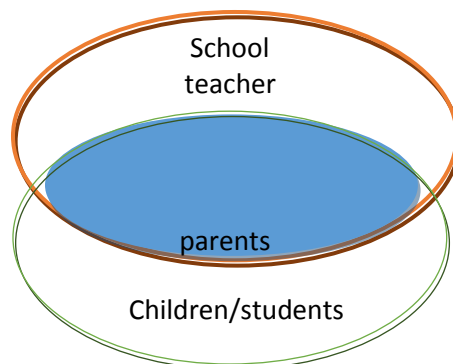


Fig 3. Parenting materials

Third: needs analysis. Based on the preliminary study, it was revealed that the program had become a routine but there was a need for a standard curriculum and materials. The school committee was in charge of selection of materials but in selecting they did not refer to any syllabus. They chose topic based on the current trends. Majority of parents said that they took a lot of advantages from the program and agreed to sustain this program. Therefore, a set of parenting training guideline is greatly needed to improve the parenting quality.

Forth: parenting objectives. Based on the preliminary study, the aims of parenting were: 1) to involve parents in

school activities; 2) to improve parents' parenting knowledge. Parenting program in school is in line with government program which aims at encouraging active and positive collaboration between parents and schools.

Fifth; range of materials. There is a need to select the materials so instructor can deliver a right topic that suits the needs of parents, schools and students. The materials should be categorized into two: 1) materials that can be learn independently by parents and 2) materials that are trained during the parenting sessions in schools. Type 1 materials can be studied through text books/popular books, module or scientific journals. Meanwhile, the second type materials

must be selected. From the survey, the most favourable materials are parents' involvement in schools, parenting patterns, children's growth and development, communication with elementary school students, educating

children in digital era, and family outbound. Those materials are arranged based on time availability and whether or not they relate schools with parents and children.

Table 1

Preliminary study	Needs Analysis	Objectives	Coverage of materials
Parenting has been implemented in schools in varied forms and models.		Developing a school-parent partnership	school-parent partnership
The PIC (person in charge) is mostly the school/class committee			Parents' knowledge
There are routine and incidental activities	A standardized parenting guideline is needed		
The instructors are mostly parents		Improve parent's knowledge	Developing partnership, communication and cooperation among parents, schools and students
The methods used are mostly lecturing			
The main obstacle is time			
There is no parenting evaluation			

Based on the analysis, it can be concluded that: 1) parenting that has been done in varied types and models in schools need to be made more systematic; 2) parenting that is initiated by parents through schools committee has not been well-organised; 3) guideline for parenting training is needed; 4) the guideline should be arranged based on needs analysis, problems and potential.

B. Design

In this step the researcher did various activities to develop the training model that was arranged in the guide book. The book consisted of some parts: objectives, methods, materials and resources. The design referred to the instructional designed proposed by Suparman (2014: 88) in order to achieve effective and efficient learning. It is expected that the design could be a guideline for parenting practice at schools.

The guidebook aimed at building school-parent partnership. The materials were oriented to strengthen both sides' relationship and to improve parents' knowledge of some parenting issues. The alternative methods offered were lecturing, discussion, case study, brainstorming and outbound. In term of time, it was suggested to use important academic events such as committee meeting, functions, and prom in order to save the time. The following is the design of the guidebook:

- Topic 1: Parent-School partnerships
- Topic 2: Parenting Patterns
- Topic 3: Children's Growth and Development

- Topic 4: Communication with Elementary School Student
- Topic 5: Educating Children in Digital Era
- Topic 6: Family Outbound

The first topic, "Parent-School Partnerships", aims to build parents awareness about the importance of their involvement in their children's education. Through this topic, it is expected that parents could arrange the next parenting programs. The second and third topics aim to improve parents knowledge about parenting patterns that suit their children's needs and the normal development of human being especially children. Next, the topic "Communicating with Elementary School Students" aims to improve parents' knowledge and skills of how to make a good and effective communication with children. "Educating Children in Digital Era" is selected as nowadays the development of IT and gadget is so fast and influence the children life in many ways. Therefore parents need to learn about it so they would become IT literate. Finally, "Family Outbound" is designed to build intimacy and togetherness among children, parents and teachers.

The design has been chosen by taking into account the needs analysis. The design is as follows:

Table 2

Introduction	:	Explaining the background, objectives, target, task, organization, function and roles of instructors.
Training Materials	:	Explaining the parenting topics, divided into 6: <ul style="list-style-type: none"> • Topic 1: Parent-School partnerships • Topic 2: Parenting Patterns • Topic 3: Children’s Growth and Development • Topic 4: Communicating with Elementary School Students • Topic 5: Educating Children in Digital Era • Topic 6: Family Outbound <p>Each topic has aim, method, learning resource, media and time allocation</p>
Closing	:	Explaining the conclusion and expectation

The use of varied methods in the training is suggested in order to reduce boredom. However, it is important to note the achievement of training objective should become the first priority. Parents characteristics should also be considered in selecting methods. According to Rahmat (2008:6) adult learners :(1) are independent, (2) have rich

and varied experience, (3) are ready to learn, (4) tend to implement what they have learnt, (5) believe that learning is a self and inner process. Therefore the methods chosen should adjust these characteristics. Davies (2005: 247) has recommended lecturing, question-answer, brainstorming, group discussion, case study and outbound.

C. Developing

In this step, training kits are developed based on the design. Here is the steps:

1) Pre-Writing

The study of materials was done by collecting relevant sources and references and pictures. In this stage, the training program is outlined. Moreover, it is also completed with a concept map to help the readers memorizing the materials and to attract readers’ attention.

2) The Writing of the first draft

The writing of the first draft was done step by step based on the outline.

a) Materials/ Content

The order of development refers to writing organization that are based on the learning objectives, methods, media, time, steps of training, and material outline. The organization is described in some learning activities in each topic.

Table 3

Parts of Book	Content	page
Cover	: Cover page	I
Table of content	: Table of content	Ii
Preface	: Acknowledgement	iii
INTRODUCTION	: Explain about the background, objectives, targets, structure, task, function, and roles of instructors	1
TRAINING MATERIALS	: Explain the training materials, divided into 6 basic materials: <ul style="list-style-type: none"> • Topic 1: Parent-School partnerships • Topic 2: Parenting Patterns • Topic 3: Children’s Growth and Development • Topic 4: Communicating with Elementary Schools Students • Topic 5: Educating Children in Digital Era • Topic 6: Family Outbound <p>Each has aim, method, learning resources, media and time allocation</p>	5
CLOSING	: Explain the conclusion and expectation	45

b) Format and presentation

In term of format and presentation, the developed book has included some prominent parts namely cover, table of content, preface, introduction, learning activity, objective,

method, material, media, resources, time, steps of learning activities, materials blueprint and references.

c) Instrument Development

There are two types of developed instruments: expert judgement questionnaire and perception questionnaires. The first was for media and material experts, while the second was for parents in order to know their response.

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