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**IMPLEMENTATION PARENTING PROGRAMS TO IMPROVING SOCIAL
BEHAVIOR OF EARLY CHILDHOOD**

Daniel Dwi Viradiansyah¹, Evi Winingsih²

¹State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
daniel.20044@mhs.unesa.ac.id

²State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
eviwingsih@unesa.ac.id

ABSTRACT

This research was conducted to achieve several objectives, including; (1) knowing what parenting is, (2) knowing the purpose of parenting, (3) knowing what stages of parenting formation, (4) knowing what early childhood is, (5) knowing what children's social behavior is (6) relationship between parenting style and early childhood social behavior. This research is structured to increase the insight of parents in order to educate their children properly, especially in children's social behavior. So that the program can be implemented properly and also to achieve the goals set by the author, it is hoped that parents out there can understand and also study the contents of this article correctly. Not only from this article, parents can also access Google to find hundreds to thousands of articles that discuss parenting programs. This can also increase the percentage of successful parenting programs that parents of early childhood will implement.

Keywords : Parenting Programs; Social Behavior; Early Childhood.

INTRODUCTION

This article discusses the implementation of parenting programs to improve early childhood social behavior. The background of the preparation of this article is to increase parents' insight into how parenting can improve the social behavior of early childhood, because there are still many parents out there who do not understand how to do good and right parenting. In fact, there are not a few children who are neglected both physically, psychologically, biologically, and socially as a result of parents who lack knowledge about parenting. This parenting program is very important because it can support a bright future for children. It should be noted that the future of the nation is determined by the younger generations, if the parenting of the parents is not good or bad, it is certain that the future of the child will be bleak, as well as the future of the nation will also be threatened.

Parenting is an important urgency for children's growth and development, especially in social behavior that will shape the child's social situation in the future. Many studies say that in Indonesia, there are still many parents who do not understand how to treat or parent properly as they should. This is based on the lack of literature review and insight into the importance of parenting for parents in educating their children. It is parents who must be responsible for giving and instilling values, morals, exemplary, and naturalness in their children. Because a child really needs the guidance of his parents in forming a good child's personality character. That way, the purpose of parenting itself will produce good results too.

This research article uses a qualitative research method using the subject of parents of early childhood in the Balas Klumprik sub-district, Surabaya city, East Java Province, Indonesia. The results of this research article are expected to make it easier for parents to educate their children using good and correct parenting methods. Because some parents in the Balas Klumprik environment still don't understand what and how to use good and right parenting.

DISCUSSION

Definition Parenting

Parenting consists of two words, namely pattern and foster. According to the Big Indonesian Dictionary, pattern means style, model, system. How it works, the shape (structure) is fixed. While the word foster has the meaning of looking after (caring for and educating) young children, guiding (assisting, training, and so on) and leading (heading and organizing) an agency or institution. But the views of psychologists and sociologists say otherwise. Parenting in the view of Singgih D Gunarsa (1991) is a description used by parents to care for (caring for, guarding, educating) children. But other experts provide other views, such as Sam Vaknin (2009) who states that parenting is an interaction between parents and children during their care. From the above understanding, it can be concluded that parenting is an overall interaction between parents and children, in which parents who provide encouragement to children by changing behavior, knowledge and values are considered most appropriate for parents so that children can be independent, grow and develop, in a healthy and optimal manner, have self-confidence, have curiosity, be friendly, and be success oriented.

Baumrind (in Mahmud, et al 2013: 150-151) states that in general categorizing parenting is divided into three types, namely democratic, authoritarian, and permissive parenting. Each of these patterns has its own advantages and disadvantages. Based on these things, parenting style has something to do with the emotional development of children. This is in line with the purpose of writing this article, so that parents can know and be able to choose and apply parenting styles to their children so that children can develop optimally according to their stage of development.

1. Authoritarian parenting style

With the characteristics of parents forcing their will on children, strictly controlling children's behavior, giving physical punishment if children act not in accordance with the wishes of their parents, many children's will is regulated by their parents. In this type of parenting, children usually do not have the freedom to make decisions, even for themselves because all decisions are in the hands of the parents and made by the parents, while the child must obey them without any opportunity to refuse or express opinions. The characteristics of this parenting style include dominant parental power if not absolute, children who do not obey their parents will get harsh punishments, children's opinions are not listened to so that children do not have an existence at home, children's behavior is controlled very tightly.

2. Democratic parenting style

This parenting style uses rational and democratic approach. Person parents are very concerned about the needs of children and considerate enough factors of interest and needs realistic. Of course, not solely obey the wishes of the child, but at the same time teach children respect essential needs for life. Parents also supervise on children's activities. Children are given freedom to act and mingle with his friends. Parent give freedom with responsibility answer, that the child can do activities and socializing with others others. Assignments and demands of responsibility answer is reasonable. Parent who applies this democratic parenting style, usually offer a variety of warmth, and accept the child's assertive behavior regarding rules, norms, and values who embraced and willing to negotiate with child. With clear rules and consistently, children will learn to know what they want and expected parents.

3. Permissive parenting style

In this type of parenting, parents give complete freedom to children. The characteristics of parents are lax, not giving too much guidance and control, even giving the impression of lacking attention. The child's control is completely in the child himself. Children can learn many things through parenting done by parents, including learning about personality.

Parenting here is not just taking care of children, but parents must educate, guide, and protect every child's development. including directing children to learn.

Parenting Goals

In general, the purpose of the parenting program is to invite parent's parents to jointly provide the best for their children. According to the Character Education Guidelines on Early Childhood Education,

Directorate of Educational Development Early Childhood, Directorate General of PAUDNI, Ministry of National Education 2011, in terms of developing parenting programs are:

- a. Improving parental knowledge and skills in carrying out the care, upbringing, and education of children in their own families on the foundation of good character.
- b. Bringing together the interests and desires of the family and the school in order to synchronize the two so that the character education developed in PAUD institutions can be followed up in the family environment.
- c. Link between school programs and home programs.

Stages of Parenting Formation

According to the Guidelines for Character Education in Early Childhood Education, the Directorate of Early Childhood Education Development, Directorate General of PAUDNI, Ministry of National Education 2011 suggests the following stages of parenting formation:

- a. Identify the needs of parents

Every parent has different needs and desires for their children who become students in PAUD institutions. There are parents who want their children to be able to read quickly, there are parents who want their children to be more independent, there are parents who want their children to be good at singing and dancing, etc. Therefore, it is necessary to identify the diverse needs of parents so that they can be developed and included in the curriculum of PAUD institutions.

- b. Form a parenting committee that involves the school committee

The committee in the parenting program is formed by involving the school committee so that the parenting program that will be developed can truly bridge the needs of parents and the needs of schools/PAUD institutions. The parenting program committee is formed with a clear structure as in the chart of an organization. In this chart, as completeness of an organization, there is a chairman, secretary, treasurer, and sections such as the education and teaching section, the equipment and facilities section, the funding section, these sections. evolve according to the needs of the organization.

- c. Create a job description of each section

After the composition of the committee for the parenting program with a clear organizational structure has been formed, then each section prepares a job description or task plan in each existing section and section.

- d. Programming

The organizational set that is formed then works under the command of the Head of the Parenting program to compile the program to be implemented, who will implement it, who will be the resource person, what is the budget.

- e. Arrange a schedule of activities

Apart from compiling the program, it also prepares a detailed and clear schedule for the implementation of activities, time and place, number of meetings and so on.

f. Identify potential and supporting partners

With the development of parenting programs, it is necessary to establish partnerships with individuals such as officials, community leaders, professionals such as doctors and health workers, nutritionists, PAUD practitioners and both government and private institutions such as health centers, health offices, education offices, posyandu, and so on.

g. Carry out the program according to the agenda

The program and schedule of activities will then be a reference in implementing it in the field. If an activity agenda occurs, it is also necessary to prepare alternative implementations if there are obstacles in the field.

Definision of Early Childhood

According to the Law on the Protection of Children (RI Law Number 32 of 2002) Chapter I Article 1 it states that a child is not yet 18 years old and includes a child who is still in the womb. Meanwhile, according to National Education System Law No. 20 of 2003 Article 28 paragraph 1, the range of early childhood is 0-6 years which is reflected in the statement which reads: early childhood education is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education (Sisdiknas, 2003). Meanwhile, according to the directorate of early childhood education (PAUD), the definition of early childhood is children who are in the age range 0-6 years, both served and unserved in early childhood education institutions.

Yuliani Sujiono (2014) states that early childhood is a child who has just been born up to the age of 6 years. This age is a very decisive age for the formation of a child's character and personality as well as his intellectual abilities. Meanwhile, according to The National Association for the Education of Young Children (NAEYC), early childhood is a child who is in the age range 0-8 years. According to this definition, early childhood is a group that is in the process of growth and development (Wijana D Widarmi, 2013: 1.13).

Based on these various definitions, it can be concluded that early childhood is those under the age of 6 years including those who are still in the womb who are in the process of growing and developing physically, mentally, personality and intellectually, both served and unserved in educational institutions early childhood.

Early Childhood Social Behavior

Bartal (Masruroh, 2014: 2) argues that social behavior is behavior that is carried out voluntarily, which can benefit or please other people without any anticipation of reward. Meanwhile, according to Slavin (Nawafilaty, 2013: 3) social behavior is an act that shows respect and concern for other people. In social behavior there is prosocial behavior, namely voluntary actions towards others such as caring, sharing, consolation, and cooperation. According to Hurlock (1978: 260) patterns of behavior in social situations in early childhood are as follows:

1. Cooperation. A small number of children learn to play or work together with other children until they are 4 years old. The more opportunities they must do things together the faster they learn to do it in a collaborative way.
2. Competition. If competition is an encouragement to children, it will increase their socialization, if it is expressed in bickering and arrogance, it will result in poor socialization.
3. Generosity. Generosity, as seen in the willingness to share something with other children increases and selfishness decreases after children learn that generosity produces social acceptance.
4. The desire for social acceptance. If the desire to be accepted is strong, it encourages children to conform to social demands. The desire to be accepted by adults usually arises earlier than the desire to be accepted by peers.
5. Sympathy. Young children are incapable of behaving sympathetically until they have experienced a situation akin to grief. They express sympathy by trying to help or comfort someone who is grieving.
6. Empathy. Empathy is the ability to put yourself in someone else's shoes and live up to that person's experience. this only takes place if the child can understand facial expressions or the meaning of other people's speech.
7. Dependency. Dependence on others for help, attention, and affection encourages children to behave in ways that are socially acceptable. The free-spirited child lacks this motivation.
8. Friendly attitude. Young children show kindness by being willing to do things for or with other children/people and by expressing affection for them.
9. Selflessness. Children who have the opportunity and encouragement to share what they have and who are not constantly the center of attention in the family learn to think of others and act for others instead of focusing only on their own interests and possessions.
10. Copy. By imitating someone who is well-accepted by the social group, children develop traits that add to the group's acceptance of them.
11. Attachment behavior. From the foundation laid in infancy, when the baby develops a warm and loving attachment to the mother or surrogate, the young child transfers this pattern of behavior to other children/people and learns to build friendships with them. This attachment is divided into 3 attachment styles, namely: 1) secure attachment, 2) resistant attachment, and 3) avoidant attachment.

The definition of social behavior is a behavior or action of a child in interacting in the school environment, starting from the behavior that is most visible to that which is not visible, from what is felt to what is not felt, both positive and negative. Social behavior is important for children, children are able to accept other people's points of view, children have empathy or sensitivity to other people's feelings, children are able to listen to other people, children have the ability to start relationships with other people, children can resolve conflicts with other people. On the other hand, children have the ability to communicate with other people, children have a friendly attitude or get along easily with their peers, children have an attitude

of tolerance and concern for others, children can pay attention to social interests such as helping each other. Actions that aim to help others without reward teach children to learn to sincerely help at will, even voluntary actions are good to teach children if you want to help others must be at will, and actions that produce something good good parents must behave well to others so that children see the kindness of parents and children will follow imitating parental behavior, teach children good things, and set an example of something good for children.

Social behavior is an attitude of helping in everyday life which can be understood as any behavior that benefits others. Social behavior is divided into positive social behavior and negative social behavior. Positive behavior is everyone's hope, everyone wants to have positive behavior, therefore teachers and parents must teach children to always think positively. The aim of national education in particular and development in general is to create a complete human being. It means a complete, harmonious, harmonious and balanced human being in terms of personality development. Meanwhile, negative behavior is indicated by deviant student behavior (Deviant Behavior). Deviance can be defined as any behavior that fails to adapt to the will of society or certain groups in society. Deviance is an act that ignores the norm, and this deviation occurs when a child or a group does not comply with school rules or house rules.

Relationship Between Parenting Style and Early Childhood Social Behavior

Education in the family is the first and foremost educational institution because the main task of the family is to meet the physical, spiritual, and social needs of its members. The family is the smallest social group that is very important in the child's development period. Chon and Tronick (Santrock, 2007: 157) every family are a system-a unit formed by parts that are interconnected and interact. The relationship between members in a family is the time of individual development and the beginning of the socialization process for children. According to Hurlock (1978: 256) In the early years of life, what gives the most important influence on the social behavior and attitudes of children is the way children's education is used by parents. children raised in a democratic family environment probably make the best social adjustments. They are socially active and easy to get along with. Conversely, those who are pampered tend to be inactive and aloof. Children who are taught in an authoritarian way tend to be withdrawn and not rebellious, and their curiosity and creativity are hampered by parental pressure.

Fatimah (2012: 5) says that good parenting style by always expressing love (hugging, kissing, giving praise), training emotions and controlling children will result in children feeling cared for and children will not feel afraid to associate with people. others, more expressive, creative, not afraid to try new things so that children's development is more optimal, especially children under 5 years. Furthermore Borowitz (Fatimah, 2012: 5) states that the DDST (Denver Developmental Screening Test) tool can identify 85-100% of infants and preschool children who experience developmental delays, and subsequent follow-up turns out that 89% of the abnormal DDST group experience failure in School 5-6 years later.

Parents have their own ways and patterns in educating and caring for their children. In parenting, parents will show attention, rules, punishments, and other responses. The parenting style that is applied will be different for each family because the parenting style that is applied is a picture of the attitude, behavior

and ability of the parents themselves to communicate and interact. With the different parenting styles that are applied, the social behavior of children will also be different.

From the description above, it can be concluded that there is a relationship between parenting style and social behavior of children where parents who use authoritarian parenting will lead to socially incompetent child behavior, while parents who use authoritative parenting will result in the child's behavior being socially competent, and parents who use permissive parenting will result in incompetent and less self-controlled child behavior.

CONCLUSION

Parenting styles greatly impact children, there are 3 types of parenting styles, namely authoritarian parenting style, democratic parenting style, and permissive parenting style. the purpose of this parenting is to provide what is best for their children to support their bright future. There are 7 stages in planning a parenting program, namely (1) knowing what parents need, (2) forming a parenting committee involving the school committee, (3) making job descriptions in each section, (4) compiling a program, (5) compiling a schedule activity, (6) identification of potential partners and supporters, (7) implementing programs according to the agenda.

The early childhood is those under the age of 6 years including those who are still in the womb who are in the process of growing and developing physically, mentally, personality and intellectually, both served and unserved in educational institutions early childhood. Social behavior is important for children, children can accept other people's points of view, children have empathy or sensitivity to other people's feelings, children are able to listen to other people, children can start relationships with other people, children can resolve conflicts with other people. Social behavior is an attitude of helping in everyday life which can be understood as any behavior that benefits others. Social behavior is divided into positive social behavior and negative social behavior.

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