

DEVELOPMENT OF LEARNING GUIDE BASED ON PARENTAL INVOLVEMENT MODEL IN EARLY CHILDHOOD LEARNING THROUGH DISTANCE LEARNING

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ABSTRACT

The implementation of distance learning (PJJ) with the learning from home strategy, is one option in implementing learning involving parental participation. This study aims to create and develop a learning guide for parents that can be used to support distance learning through learning from home strategies, thereby helping parents understand the right way of learning to accompany their children during the distance learning process. This handbook can open up parents' insight about how to carry out learning at home and what items can be used as learning media. This learning guide book is made using behavioristic learning strategies with parental involvement learning models, combining traditional and creative games into the learning process.

Keywords: PJJ, learning guide, childhood, development



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INTRODUCTION

Law No. 20/2003 article 3 states that education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In its implementation, education based on the National Education System Law in chapter VI consists of the levels of Early Childhood Education (PAUD), Basic Education, Secondary Education, and Higher Education. PAUD is education given to children aged 0-6 years through various stimuli to help their growth and development both physically and spiritually so that they are ready to enter the next level of education.

The purpose of early childhood learning according to Martinis & Jamilah (2013) is to develop all the abilities possessed by children according to the child's developmental stage, introduce children to the world around them, develop children's socialization skills so that they can adapt to the surrounding community and introduce rules and discipline to children.

Learning in PAUD has models like general learning. However, the treatment of learning in PAUD is different in terms of the condition of the child's cognitive development. Learning models for early childhood should be challenging and fun, involving elements of playing, moving and singing, and learning. The learning models commonly used in PAUD are the group model, the corner model, the area model, and the center model.

The problems that are currently occurring in all countries in the world, including Indonesia, are non-natural or health-related disasters known as COVID-19. The impact of

this virus not only threatens public health but also the community's economy and education. Amid this coronavirus pandemic, all educational institutions including early childhood education are closed to prevent the spread of the virus.

The government issued a policy to break the chain of transmission of the Coronavirus through the Circular Letter of the Minister of Education and Culture No. 4/2020 which requires learning activities to be carried out at home, both for educators and students. To support this policy, educators must prepare the proper strategies so that students can continue to carry out learning activities from home in an undetermined period.

Distance learning is indeed mandatory in providing learning from home to students amid a pandemic. Various parties have made efforts so that children can still get the utmost learning while learning from home. Teaching early childhood is the biggest challenge, especially when it comes to distance learning as it is today. Cooperation will produce extraordinary results. Therefore, PAUD teachers and parents need to work together to optimize distance learning, because parents also have a big role in educating and assisting their children in learning. Therefore, the development of special guidebooks for parents of children aged 5-6 years as a means to facilitate the educational process, so that each Daily Learning Implementation Plan (RPPH) provided by teachers can be carried out properly and can achieve development goals in PAUD students/Child Development Achievement Level standard (STPPA).

Problem Formulation

Based on the above background, some of the problem formulations in this study are 1) How to develop a study guide for parents as an educational tool in implementing distance learning for early childhood? and 2) What is the feasibility of the guidelines used by parents in terms of validity, practicality, and effectiveness in implementing distance learning for early childhood at home?

Objectives and Benefits

The purpose of this study was to develop a learning guide to increase parental involvement in distance learning in early childhood at home, as well as to find out the feasibility of the guidelines used by parents in distance learning at home. The benefits in this research are divided into 2 categories, namely theoretical and practical. The first benefit is theoretical, as a contribution to thinking and increasing knowledge about the learning patterns carried out by parents at home while implementing distance learning. The second benefit is practical: 1) As input for educators in Early Childhood Education institutions in developing literacy skills for early childhood and parents. 2) As input for parents who have early childhood to become involved in their children's education to maximize their role as parents in supporting children's education.

LITERATURE REVIEWS

The literature review discusses the theoretical study of:

2.1 Learning in general

Learning is a process of interaction between students, educators, and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well.

2.2 Early childhood learning in particular

Early childhood learning is a process of interaction between children, parents, or other adults in an environment to achieve developmental tasks. These interactions are factors that influence the achievement of learning objectives. This is because the interaction reflects a relationship between children in obtaining meaningful experiences so that the learning process can take place smoothly. Vygotsky argues that the material for the experience of social interaction is important for the development of children's thinking processes. High mental activity in children can be formed through interaction with other people. Greeberg (1994) describes that learning can be effective if children can learn through work, play, and live together with their environment.

2.3 The definition of model

Soekamto & Winataputra (1995) define a 'learning model' as a conceptual framework that can describe a systematic procedure in organizing learning experiences for students to achieve learning objectives and serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities. The learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives. In learning activities, the model can be interpreted as a pattern or picture that explains various forms, views related to learning activities. So, the early childhood learning model can be defined as a series of patterns, forms, activities, or conceptual frameworks that describe systematic procedures in learning.

2.3 Parental involvement model and distance education (PJJ)

Parents' involvement in children's education is stated in Law No. 20/2003 about the National Education System Article 7, Paragraph 1 which reads "Parents have the right to participate in choosing educational units and obtain information about their child's development". In addition, the guidelines for implementing Family-based PAUD in 2012 by the Directorate of PAUD Development, Directorate General of PAUD-NI, Ministry of National Education of the Republic of Indonesia also emphasizes improving the quality of family-based PAUD implementation because families are considered important to be directly involved in PAUD activities. The involvement of parents and or families in education is necessary at every level of education, especially in early childhood education institutions, where children are still just starting to form character through the development of moral, religious, social, and emotional attitudes. The development of all these values can only be achieved optimally with continuity between education at home and at school, which of course cannot be separated from parents' participation.

METHODS

In this research on the development of a study guidebook for parents, the Borg and Gall development model in Sukmadinata (2013) states that there are ten steps for implementing research and development strategies in education. Then the researchers chose a development model that has been simplified by the Puslitjaknov Team (Center for Policy Research and Educational Innovation) into five stages. Before describing the development model in question, first, mention the ten steps of implementation in research and development according to Borg and Gall.

In the development of learning skills, guidebooks for junior high school students in the development of print media which is implemented in guidance and counseling services which are of course different from the model of media development in the context of learning. So that the development model from Borg and Gall which has been simplified by the Puslitjaknov Team is seen as representing the development of media for guidance and counseling services because it has general stages that are different from the stages in the development of learning media. At the expert validation stage, this research uses test subjects such as material validation tests, media expert tests, and expert testing of prospective users as the appointed party to provide input and suggestions for product improvement. The data analysis technique used in this study is quantitative and qualitative data analysis and percentage analysis which will then be compared with the product eligibility criteria according to Mustaji & Arthana (2005).

RESULTS

The assessment of the parent study guide for media experts is divided into 4 aspects. The assessment result of each aspect gets a different average score. In the design aspect, the average score was 3.7 or 66.7% with very good criteria, which means it is in the "Valid" category. In the aspect of benefits, the average score is 3.33 or 66.7% with good criteria or which means it is in the "valid" category. The display aspect gets an average score of 3.2 or 80% with good criteria which means it is in the "Valid" category. Meanwhile, in the presentation aspect, it gets a score of 3.75 or 75% with very good criteria which means it is in the "Valid" category.

Validation by material experts aims to obtain information, criticism, and suggestions so that this learning guide for parents becomes a quality product in terms of material and learning aspects. Based on the questionnaire filled out at the time of validation and as described in the table above, 70% of the components in the manual are good (B), while 6 components are still lacking and need to be added. Validation by material experts is divided into three aspects. First, the preliminary aspect which consists of 3 items gets an average score of 3 with a good score (B) or 100% with very valid criteria. Second, the content aspect which consists of 13 items gets an average score of 2.7 with a good score or 69% with valid criteria. Finally, in the closing aspect, which consists of 4 items, the average score is 2.5 with a score of less or 50% with quite valid criteria.

The linguist's assessment of the parent's study guide is divided into 4 aspects. the assessment result of each aspect gets an average score that is almost the same. In the design aspect, the average score is 4 with very good criteria or 100% which means it is in the "Very Valid" category. In the preface aspect, the average score was 3.7 with good criteria or 83.3% which means it is in the "very valid" category. The presentation aspect gets an average score of 3.7 with good criteria or 80% which means it is in the "Valid" category. While the visual communication aspect gets an average score of 3.9 with very good criteria or 87.5% which means it is in the "very valid" category.

The effectiveness instrument is divided into 4 aspects, namely attractiveness, suitability, ease of understanding, and content or material. The attractiveness aspect obtained an average score of 3.1 with good assessment criteria or 91.6% very effective. The suitability aspect obtained a score of 3.16 with good assessment criteria or 70% effective. The ease of understanding aspect obtained a score of 3.37 with a good rating or 73.3% effective. While the fourth aspect, namely content, and material, obtained a score of 2.94 with an unfavorable assessment with 83.3% less effectiveness. From the four aspects tested to the

educators, an average score of 3.14 was obtained with 79.5%. Therefore, it can be concluded that this parental study guidebook is effectively used in distance learning with learning from home (BDR) strategies.

Based on the results of the research from the practical side, it can be seen that the number of scores for all alternative answers chosen by the respondents, in this case, the parents of students, amounted to 1488 with an average of 99.2 with a percentage of 89.61. With a total of 89.61% of the assessments given to this developed parent study guidebook, it is included in the very practical category. Practical assessment in the application and implementation of distance learning with learning from home strategies obtained an average score of 3.3 with a percentage of 87.8 percent. This means that the parent's study guide in the context of distance learning with learning from the home strategy is very practical to use. Thus, it is clear that this developed learning guide is practically used by parents in carrying out learning and mentoring at home during the PJJ period.

The results of the feasibility of a study guidebook for parents indicate that the guidebook as a whole is feasible to be used as a learning tool at home. The feasibility is proven from the results of evaluations by material experts, media experts, linguists and the average overall score from the evaluation results by material experts, media experts, and linguists. Based on the validation results of linguists, the design aspect obtained the highest average score of 4. While the preface and presentation aspects both obtained an average score of 3.7, and the visual communication aspect obtained an average score of 3.9. Prastowo (2014) mentions the criteria for a good book, namely, using language that is easy to understand, presenting material with interesting pictures and complete with descriptions, and most importantly the material is following the applicable curriculum. It can be concluded that the criteria for a good book are 1) easy to understand so that the user has no difficulty in using it, 2) contain information that helps the user in understanding the information presented, 3) has pictures that interest the user, and 4) must be following the applicable curriculum so that the knowledge or information obtained by the user does not deviate from the applicable curriculum and following the needs and demands of the times.

CONCLUSION

Based on the results of the analysis and discussion of the data, the authors obtained the following conclusions: 1) This research and development produce a product in the form of a parent's study guide in the implementation of learning at home during the distance learning period, especially in PAUD education units. The steps taken to produce this study guide are as follows: a) product analysis stage; b) product planning and development stage; c) expert validation and revision stage; and d) small-scale trial and revision stage; and e) large-scale trial and product stage. The material in the guidebook is adapted to STPPA in PAUD learning; 2) Based on the validation of media experts, material experts, and linguists, it can be seen that the results of media expert validation are 3.47 or good, material expert validation is 2.73 or less, and linguist validation results are 3.8 or good; 3) The results of the effectiveness test with educators as a whole show a good response to the use of parental learning guidebooks in the distance learning process with learning from the home strategy; and 4) The results of the practicality test with parents on both small and large scale results showed very good results for the development of parental learning guidebooks for distance learning with learning from home strategy. Based on the results of this research and development, the authors can suggest the following: 1)

Hopefully that the parental learning guidebook as a result of this development can be used for early childhood learning through distance learning with learning from the home strategy so that it will make it easier for parents to carry out their roles as implementers as well as companions for children in learning; 2) Considering that the results of research and development products can be useful for the implementation of learning, especially distance learning by parents, it is recommended for educators and parents to take advantage of it by improving communication through PAUD student liaison books, even on special themes, it can involve all existing indicators of STPPA, it is necessary to add more diverse home-based activities by parents as an option for teaching PAUD students; 3) Educator's attention is necessary; and 4) Study guide books need further development in terms of preparing daily activity plans and home visit agendas, parents in distance learning with learning from home strategies.

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