

PROGRAM IMPACT *PARENTS GATHERING* IMPROVING THE QUALITY OF CHILDREN'S LEARNING AT TK TASLIATUL ATHFAL BERAIM CENTRAL LOMBOK

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Abstract

This study aims to see the influence of parenting programs *parents gathering*. The aim of this study was to examine the quality of early childhood learning at Tasliatul Athfal Beraim Kindergarten, Praya Tengah District, Central Lombok Regency. This study used a quantitative approach with a descriptive research type. The research method used was causal associative descriptive research. The population used in this study were Tasliatul Athfal Kindergarten educators and parents of Tasliatul Athfal Kindergarten students, with a sample size of 40 respondents. The sampling technique used *purposive sampling*, and data collection techniques using interviews, questionnaires, and documentation. The data analysis techniques used in processing the research data include classical assumptions, which include normality tests, homogeneity tests, linearity tests, and final data analysis. In the final data analysis or hypothesis assessment, the f-test and the calculated t-test were used. The test results indicate that there is an influence of the parenting program *parents gathering* on the quality of early childhood learning, this is shown by the test results F_{count} as many as 69,182 with F_{table} which is 3,240 which means F_{count} greater than F_{table} ($F_{count} > F_{table}$). This result is also strengthened by the results of the t-test where the magnitude t_{count} the result obtained was 8.318 with t_{table} the value is 0.263 which means t_{count} greater than t_{table} ($t_{count} > t_{table}$). Based on the results of these calculations, it can be concluded that the parenting program *parents gathering* has a positive influence on the quality of early childhood learning at Tasliatul Athfal Beraim Kindergarten, Praya Tengah District, Central Lombok Regency.

Keywords : Parenting *Parents Gathering*, Quality of Early Childhood Learning.

Abstract

Penelitian ini bertujuan untuk melihat pengaruh program parenting *parents gathering* terhadap kualitas pembelajaran anak usia dini di TK Tasliatul Athfal Beraim Kecamatan Praya Tengah Kabupaten Lombok Tengah. Dalam penelitian ini digunakan pendekatan kuantitatif dengan jenis penelitian deskriptif. Sedangkan metode penelitian yang digunakan yaitu penelitian deskriptif asosiatif kausal. Populasi yang digunakan dalam penelitian ini adalah pendidik TK Tasliatul Athfal dan wali murid TK Tasliatul Athfal dengan sampel berjumlah 40 orang responden. Teknik pengambilan sampel menggunakan *purposive sampling*, dan teknik pengumpulan data menggunakan wawancara, kuesioner dan dokumentasi. Teknik analisis data yang digunakan dalam mengolah data penelitian yaitu asumsi klasik yang meliputi uji normalitas, uji homogenitas, uji linieritas dan analisis data akhir. Pada analisis data akhir atau pengkajian hipotesis digunakan uji f dan uji t hitung. Hasil pengujian menunjukkan bahwa terdapat pengaruh program parenting *parents gathering* terhadap kualitas pembelajaran anak usia dini, hal ini ditunjukkan dengan hasil pengujian F_{hitung} sebanyak 69,182 dengan F_{tabel} yaitu 3,240 yang artinya F_{hitung} lebih besar dari F_{tabel} ($F_{hitung} > F_{tabel}$). Hasil ini juga diperkuat dengan hasil uji t yang dimana besarnya t_{hitung} yang diperoleh yaitu 8,318 dengan t_{tabel} nilainya 0,263 yang artinya

t_{hitung} lebih besar dari t_{tabel} ($t_{hitung} > t_{tabel}$). Berdasarkan hasil perhitungan tersebut maka dapat disimpulkan bahwa program parenting *parents gathering* berpengaruh positif terhadap kualitas pembelajaran anak usia dini di TK Tasliatul Athfal Baraim Kecamatan Praya Tengah Kabupaten Lombok Tengah.

Keywords : Parenting *Parents Gathering*, Kualitas Pembelajaran Anak Usia Dini

INTRODUCTION

Education is a citizen's right, including early childhood education. Various studies have shown that early childhood provides the best foundation for future development. Early childhood is a golden age for developing learning abilities and fostering community interest. Therefore, early childhood education can optimize children's basic abilities for later education (Maman, 2016).

The importance of early childhood education has led the government to place greater emphasis on it, with the issuance of Law No. 20 of 2003 concerning the National Education System (Sisdiknas), which officially recognized the success of early childhood education. This is contained in Article 28, paragraphs 1-6, of Part Seven, which states that early childhood education is directed at preschool education, specifically for children aged 0 to 6.

Early childhood education must be based on the child's needs, tailored to their physical and psychological developmental stage, implemented in a playful and enjoyable environment, optimized for the child's potential, and aligned with the child's values and environment. A child's learning environment includes not only the school but also the community, family, and parents working together.

Good collaboration between parents or the community and teachers can improve the quality of children's learning. As stated by Erjeti Abas in Maman Sutarman's book, the relationship between educational institutions, parents, and the community aims to improve the quality of learning, encourage community engagement with educational institutions, strengthen goals, and improve the quality of life and livelihoods of the community (Apriani, 2021).

To establish cooperation between parents and teachers, there are many ways that can be done, one of which is by carrying out activities. *parenting* for example *parents gathering*. Activity *parenting* This program is aimed at parents, educators and/or caregivers who play a role in the child development process. With this program *parenting parents gathering* can broaden insight into the science of caring for

and nurturing children, parents can also learn about their children's development at school and align it with teaching at home, and parents can also align their children's character education at school with their character education at home. Parental involvement in children's education has an impact on children's academic achievement, followed by discipline and socio-emotional attitudes, and influence children for the future. Ayu Made Eni Lestari, stated in the program *Head Start*, there are three important things about the impact of the program *parents gathering* namely, it can improve parents' self-concept, can increase children's learning motivation and can improve children's learning achievements (Safitri, 2023).

According to Jerome Kagan, a developmental psychologist, parenting (*parenting*) as a series of decisions about the sociology of children, which includes what parents, educators and/or caregivers should do so that children are able to be responsible and contribute as members of society, including what parents, educators and caregivers do when children cry, get angry, lie, and do not carry out their obligations properly (Apriani, 2021).

Good and appropriate family care and education will lay a solid foundation for subsequent educational endeavors, both in and outside of school. The success of learning activities in schools or early childhood education institutions is closely related to the role of parental care at home. Good and appropriate care at home will positively impact learning success at school. Therefore, a balance between the two in the early childhood education and care process, namely the early childhood education institution and parents, is essential. To prevent errors in educating children, harmony and good cooperation must be established between parents and the relevant educational institution. If children are educated solely based on the wishes of one party, the educational process is likely to be suboptimal and may even disrupt their development. For example, children will become confused because there is a mismatch between the rules at the institution or school and the rules implemented by parents at home (Apriani, 2021).

Parents' basic knowledge of how to educate their children is a major issue that can lead to suboptimal child education. Some parents still believe that education is the school's responsibility, demonstrating a lack of understanding of their role and responsibility in educating children. However, educational programs for parents on the importance of parenting and educating children are still very limited. Similarly, school programs that seek to engage and involve parents in the ongoing educational process for their children are also very minimal. Therefore, programs *parenting* This is very

important to be given to parents so that they can better understand the importance of education for their children so that good cooperation can be created between the school and parents.

METHOD

The approach used in this study is quantitative, with a descriptive research type. According to Arikunto, descriptive research is research aimed at describing the state or status of a phenomenon. This research aims to explain existing phenomena using numbers, relying on individual and/or group characteristics. The purpose of this research is limited to describing characteristics or explaining something as it is. Because the researcher wants to determine the influence between related variables, the method used in this study is descriptive associative causal.

RESULTS AND DISCUSSION

A. Data Description

This study describes the influence of parenting programs *parents gathering* on the quality of learning for early childhood education at Tasliatul Athfal Beraim Kindergarten, Praya Tengah District, Central Lombok Regency. This study aims to determine whether or not there is an influence of the parenting program *parents gathering* on the quality of early childhood learning at Tasliatul Athfal Beraim Kindergarten, Praya Tengah District, Central Lombok Regency. The sample in this study consisted of 40 people taken from the population based on certain criteria.

This study used a questionnaire as the primary method of data collection, while observation and interviews served as complementary methods to obtain the required data. Respondents were drawn from teachers and parents of students at Tasliatul Athfal Beraim Kindergarten.

B. Research Data Analysis

1. Questionnaire Testing Tools

In this study, the researcher used SPSS to find the validity results of each instrument with the following results:

Table 1
Questionnaire Validity Test

Variables	Question Items	Correlations r_{count}	Say r_{table}	Information
Program Parents Gathering	1	0,795	0,623	Ramparts
	2	0,660	0,623	Valid

(X)	3	0,723	0,623	Valid
	4	0,666	0,623	Valid
	5	0,534	0,623	Valid
Quality of Early Childhood Learning (AND)	1	0,798	0,623	Valid
	2	0,398	0,623	Valid
	3	0,575	0,623	Valid
	4	0,571	0,623	Valid
	5	0,609	0,623	Valid
	6	0,403	0,623	Valid
	7	0,743	0,623	Valid
	8	0,621	0,623	Valid
	9	0,431	0,623	Valid

Based on the table above, it can be seen that each question item from each questionnaire has a positive value, so it can be stated that each question item is valid.

a. Reliability Test

The following are the results of the researcher's calculations using SPSS:

Table 2
Reliability Test

Variables	Cronbach Alpha	Number of Question Items	Information
<i>Program parents gathering</i> (X)	0,694	5	Reliable
Quality of AUD learning (Y)	0,758	9	Reliable

Based on the statistical table above, it shows the results of the reliability calculation with *Alpha Cronbach*. The reliability test results showed a value above 0.600, indicating that all questions in the instrument were reliable.

1. Classical Assumption Test

a. Normality Test

Test data normality using the test *Kolmogorov-Smirnov* with the results showing that the significance value is 0.200 so it can be concluded that the data is normally distributed because $0.200 > 0.05$.

b. Homogeneity Test

The basis for decision making in the homogeneity test is:

- 1) If the significance value (Sig) at *Based On Mean* > 0.05 , then the data is said to be homogeneous.
- 2) If the significance value (Sig) at *Based On Mean* < 0.05 , then the data is not homogeneous.

Based on the test results in the table above, the results obtained are that the significance value (Sig) at *Based On Mean* namely 0.188 which means that $0.188 > 0.05$ so it can be concluded that the data is said to be homogeneous or has the same variance.

c. Linearity Test

The linearity test is conducted to determine whether there is a linear relationship between the independent and dependent variables. The basis for decision-making in the linearity test is as follows:

- 1) If the probability value is > 0.05 then the relationship between the independent variable (X) and the dependent variable (Y) is linear.
- 2) If the probability value is < 0.05 , the relationship between the independent variable (X) and the dependent variable (Y) is not linear (Cruisetta, 2020).

From the results of the linearity test, it can be seen that the significance value (P Value Sig.) On the line *Deviation From Linearity* of 0.852. Because the significance value is $0.852 > 0.05$, it can be concluded that between the variables *parents gathering* (X) and the learning quality variable (Y) have a linear relationship.

2. Final Data Hypothesis Test

a. F Test (Simultaneous)

In this study, the hypothesis test used was the One Way ANOVA test (*One Way Anova*). In the prerequisite test, the data is stated to be normally distributed, homogeneous, and linear, so that the ANOVA test can be performed. The basis for decision-making in the ANOVA test is as follows:

- 1) If $F_{count} < F_{table}$, for H_{the} accepted and H_a rejected.
- 2) If $F_{count} > F_{table}$ for H_a accepted and H_{the} rejected.

The hypotheses contained in this research are:

H_{the} = there is no program influence *parents gathering* in improving the quality of early childhood learning at Tasliatul Athfal Kindergarten, Beraim village, Praya Tengah sub-district, Central Lombok district.

H_a = there is a program influence *parents gathering* in improving the quality of early childhood learning at Tasliatul Athfal Kindergarten, Beraim village, Praya Tengah sub-district, Central Lombok district.

In this study, ANOVA testing was carried out using SPSS with the following results:

Table 3. One-Way ANOVA Test

Anova ^a						
Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	222.282	1	222.282	69.182	<,001 ^b
	Residual	122.093	38	3.213		
	Total	344.375	39			
a. Dependent variable: learning quality						
b. Predictors: (constant), <i>parents gathering</i>						

Based on the table above, it can be seen that the size F_{count} is 69.182. This result is then compared with the value F_{table} with the numerator $dk = m - 1 = 1$ while the denominator $dk = n - m = 40 - 2 = 38$. Based on the provisions of the degrees of freedom, the value obtained is F_{table} of 5% is 3,240. This shows that the value $F_{count} > F_{table}$ namely $69.182 > 3.240$. Therefore it can be concluded that the value $F_{count} > F_{table}$ which means hypothesis H_{the} rejected and H_a accepted, meaning there is a difference in the influence of the program *parents gathering* on the quality of early childhood learning.

b. T-Test (Partial)

The following is the basis for decision making in the partial t-test:

- 1) If the significance level is ≤ 0.05 , then the independent variable (X) is stated to have a significant impact on the dependent variable (Y), and vice versa.
- 2) When the value $t_{count} > t_{table}$ then the independent variable has a partial positive effect on the dependent variable and vice versa.

Based on the table above, a significance value of 0.001 was obtained, meaning that the significance of $0.001 < 0.05$ means that the independent variable (X) is stated to have a significant impact on the dependent variable (Y). In addition, based on the table above, a significance value of $0.001 < 0.05$ was also obtained. t_{count} which is 8.318 while the value t_{table} The value is known with $dk = n - 2 = (40 - 2) = 38$ is 0.263. So $8.318 > 0.263$ so it can be concluded, t_{count} greater

than t_{table} This proves that the parents gathering program partially has a positive impact on the quality of early childhood learning at Tasliatul Athfal Kindergarten, so that H_a accepted.

Several studies have shown that student achievement improves when parents take an active role in their children's education. One example is the results of a study *Harvard Family Research Project's* (HFRP) which shows that parental involvement is closely related to children's achievement (Dewi, 2017). Henderson also argues that parental involvement in children's formal education improves children's academic achievement. Therefore, a good school is one that provides a forum for parents to participate in their children's education.

Based on the expert opinions above, it can be seen that parental involvement in children's education can improve the quality of their learning. One form of parental involvement in children's education is through establishing good cooperation and communication with educational institutions or teachers. One way to foster good communication between teachers and parents is through parenting programs. *parents gathering*.

Therefore, in this study it is predicted that the parenting program *parents gathering* influence the quality of early childhood learning. It is known that one of the benchmarks for quality learning is good cooperation between education providers and students' parents.

To find this influence, a questionnaire was used to collect research data. Based on the results of the data processing, a simple regression test was used to find the relationship between the parenting program and the child's health. *parents gathering* with the quality of early childhood learning. In this test, the researcher used SPSS. The results of data processing showed that $t_{count} > t_{table}$ namely $8.318 > 0.263$. This proves that H_a accepted, meaning that the parenting program is significantly *parents gathering* has a positive influence on the quality of early childhood learning.

CONCLUSION

Based on the test results *One Way Anova* using SPSS the values were obtained F_{count} amounting to 69,182 with F_{table} 3,240. It means $F_{count} > F_{table}$ namely $69.182 > 3.240$ with a significance level of 0.05. This identifies a significant influence between the program *parents gathering* on the quality of early childhood learning at Tasliatul Athfal Beraim Kindergarten, Praya Tengah District.

The results of the Simple Linear Regression test with SPSS show the value t_{count} namely 8,318 and t_{table} of 0.263 which means $t_{count} > t_{table}$ ($8.318 > 0.263$) with a significance level of 0.05. This shows that H_a accepted. This means that there is a significant influence between the parents gathering program and the quality of early childhood learning at Tasliatul Athfal Beraim Kindergarten, Praya Tengah District.

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