

Analysis Of Family Partnership With Education Units On The Establishment Of Education Ecosystems

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Abstract. Research aims: This research aims to evaluate the partnership between the family and the education unit towards the formation of an educational ecosystem at the National Kindergarten.

Design/Methodology/Approach: The method used is descriptive qualitative method, namely by obtaining data naturally, including data collection using structured interviews and in-depth interviews, as well as documentation. Interviews were conducted with research sources, namely school principals, classroom teachers, members of the School Committee, parents of students, and the head of the Education Department at the Education Office in DKI Jakarta Province. In addition, the researchers also opened several documents related to research including the Regulation of the Minister of Education and Culture No. 30 of 2017 and the Institutional Performance Report (LAKIP) of the Directorate of Family Education Guidance in 2018.

Research findings: The results showed that the partnership between the Education unit and the parents of the students at the TK Negeri The national level has been running very well, even long before the Minister of Education and Culture No. 30 of 2017 which regulates the opposition to parental involvement in children's education in the education unit. Intensive communication aspects produce positive perceptions between the two parties as well as in building a harmonious relationship. Aspects of human resources implementing partnerships can collaborate very well, each line from the kindergarten element, namely principals, classroom teachers, subject teachers, other education staff, school committees, parents of students, even support from components of the Education office understand their roles and responsibilities each.

Theoretical contribution/Originality: The positive impact of implementing partnerships is that partnership programs or activities do not bother parents and schools, and the implementation of family partnerships will be able to create an educational ecosystem that can shape the character and culture of student achievement.

Practitioner/Policy implication: (OPTIONAL)

Research limitation/Implication: (OPTIONAL)

Keywords: Family Partnership, Educational Ecosystem, Kindergarten

INTRODUCTION

Some parents still think that education problems are the responsibility of schools and teachers, besides the low role of parents in children's education is because some parents feel busy at work so they don't have time to review the material their children get. So the increase in motivation and parental participation in the child's learning process needs to be grown in a sustainable manner (Irma et al., 2019)

Education takes place naturally by paying attention to aspects of maturation and providing opportunities for children to use their senses, is the best learning, because sensory experiences experienced by early childhood are the basis of all learning (Yus, 2011). Thus creating an educational ecosystem that is conducive, comfortable, calm and facilitates optimal child growth and development is an aspect that must be considered by schools, parents, and the community. The Education Ecosystem does not only occur in schools, but the space where children get an education and learn about everything is also found in the community and family.

The family is the smallest unit in society that has an important role in the process of child development. In the family environment, education starts from simple things, namely the introduction of various things using the five senses and habits that are routinely carried out. So it can be understood that the child's growth and development is influenced by the parenting pattern applied in the family

The involvement of families, especially parents in the education unit, has a big role to play in the success of children's education. The results showed a positive relationship between parental participation and children's learning achievement and optimizing other aspects of child development (Suseno, 2020). Parental involvement in children's education is considered a multidimensional construct consisting of parental behavior and beliefs about children's education, both at home and at school. Although there are also environmental factors in the community and the educational unit where the child receives education, it affects the development of the child. Harmonious relationship through the concept of partnership between educational units, families, and communities is expected to be one step in supporting facilitation and alignment of views towards efforts to ensure optimal child development. Through parental involvement in school is closely related to the cognitive and non-cognitive abilities of students.

The partnership between the three components of education is defined as three centers of education, where Ki Hajar Dewantara calls it the concept of the Tri-Education Center as a synergistic unit that is fully responsible

not only for learning outcomes but also for the education process itself (Nurhalita & Hudaidah, 2021). Furthermore, the pattern of family, school, and community relationships that developed into a new paradigm that worked together synergistically. The synergy of the education tricerter, namely educational institutions, families and communities, is very important in building a conducive climate for the optimal actualization of children's potential. The Education Unit has the belief that through a harmonious partnership with the family, and the community environment, it will certainly make it easier to develop positive characters in children

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT (QUANTITATIVE) OR LITERATURE REVIEW (QUALITATIVE)

Parental involvement in education generally refers to parents' participation in their children's school education through communication with school personnel, discussion of school-related topics with children, attendance at school activities, and inculcating child behaviors that promote educational success. Many studies conducted in different cultures and with children of different ages show that parental involvement is influential in education that is conducive to child development (Cheung & Pomerantz, 2015).

In the literature, parental involvement in education has been found to be a multidimensional concept, parental involvement may have different effects on children's academic achievement. Several literatures have shown that various types of parental involvement are positively related to academic achievement and have consistently been found to be positively related to academic outcomes (Castro et al., 2015; Wei, 2012). Several intervention studies have also found that parent-child communication has a positive effect on literacy and reading achievement (Voorhis et al., 2014).

Although the main goal for parental involvement in education is generally to improve children's academic achievement, more and more researchers have realized that parental involvement is also related to children's emotional functioning (Cheung & Pomerantz, 2011; Yap & Baharudin, 2016). Parental involvement in education can be associated with the fulfillment of three basic psychological demands: (autonomy, competence, and relatedness), which are important for the overall development of the individual. First, parental involvement can improve academic achievement and emotional functioning by promoting children's autonomy. For example, (Wang & Sheikh-Khalil, 2014) found that parental involvement in education affects children's depression levels directly and indirectly. Second, parental involvement in education can increase children's feelings of control over the environment (Yap & Baharudin, 2016). Third, parents can convey that they care about their children through their involvement, and the emotional climate benefits the parent-child relationship.

The involvement of parents in children's education will encourage children's attention in learning. (Diadha, 2015) argues that parental involvement is defined as parental participation in the processes and experiences that occur in children's education. Basically, parental involvement in the home environment can be seen as how parents communicate, listen to stories that have been experienced by children at school, parents can also accompany children when doing school assignments. The involvement of parents in schools can be seen that parents are willing to be involved in school activities such as attending seminars on parenting education and meetings between parents and teachers.

Many studies have addressed other aspects related to parental participation, such as: its influence as a protective factor in vulnerable groups, or the extent of its influence in minors (Solari, 2014), effectiveness of specific programs and the involvement of encouragement from parents (LaRocque et al., 2011), perceptions of members of the educational community differ about its implications and nature (Hornby & Lafaele, 2011; Tekin, 2011) or the most effective type of parental participation in education (Park et al., 2011).

RESEARCH METHOD

The researcher concludes that the qualitative research method is a research method that explores or explores something/problem in depth and comprehensively from a collection of information by reading the events or phenomena around it to help explain and describe the problems studied.

In line with this, this research takes one of the implementations of the Ministry of Education and Culture's Regulation of the Minister of Education and Culture which is a qualitative research to explore and explore and explain the evaluation of the impact of the policy of increasing family partnerships with education units on the formation of the education ecosystem in the National Kindergarten. Jakarta

RESULT AND DISCUSSION

Communication between parents and schools will affect the characteristics of students. The involvement of parents in children's education can also be reflected in the support of children learning when at home. Because the condition of each parent cannot be equated, this is due to several limitations, both economic, psychological, opportunity and so on which cause parents to be less active in children's activities at school.

The results of the analysis of student needs, ideally, the education unit then holds consultations with all interested parties in building an educational existence, namely the education unit, family and community. As a follow-up to the analysis of student needs, the education unit formulates partnership programs and activities as a form of implementing family education.

The policy for implementing family partnerships with PAUD Education units is contained in the Regulation of the Minister of Education and Culture Number 30 of 2017 concerning Family Involvement in the Implementation of Education (State Gazette of the Republic of Indonesia of 2017 Number 1378) which aims to establish partnerships between families, education units, and communities to build ecosystems. education that fosters character and a culture of student achievement.

In the details translated into the Regulation of the Directorate General of Early Childhood Education and Community Education No. 127 of 2017 it is explained that the elements of the Education Unit intended in implementing the implementation of Family Education include: (1) Principals / Kindergartens, (2) Class Teachers, (3) Subject Teacher, (4) School Committee.

The presence of a family partnership policy with the education unit so that it can be harmoniously established in the education unit is based on efforts to build positive character in children. Where the family has the most important role, but is the party who does not have the readiness to carry out the education in the family environment. In essence, the formation of children's character even begins when they are still in the womb. So that the family is the first and foremost place of education in shaping the character of children. The growth and development of children's character is further influenced by community and school environmental factors, meaning that the process of forming a child's character is not only fully influenced by the family, or the formation of a child's character is entirely left to educational institutions or formal education units.

The objectives of family involvement or partnership in the Education Unit in Kindergarten include: 1). Encouraging mutual care and responsibility between schools, families, and communities for the implementation of education units, 2) Encouraging strengthening children's character education, 3) Increasing family awareness of children's education, 4). Build and create synergy between schools, families, and communities, and 5) create a safe, comfortable, and fun school environment.

The implementation of parenting classes aims to increase parents' knowledge in nurturing and educating children. The implementation of parenting activities is also defined as a forum for sharing knowledge, insights and good practices in educating/nurturing children among parents. Parenting implementers look very varied, meaning that there has been a growing awareness of parents who are members of the parents' association or in school committee organizations involved in parenting activities for fellow parents/guardians of students. One of the themes of parenting activities is reducing the number of bullying. Bullying or more in class as bullying is an act of violence both physically and psychologically between students which has a very fatal impact.

In an effort to absorb aspirations, hopes and potentials to be developed optimally, educational units are expected to be able to analyze student needs. The results of the analysis of student needs are expected to be the basis for the education unit to plan a systematic family education program.

Building a partnership pattern between families, education units, and the community to build a complete educational ecosystem as an effort to grow the character and culture of student achievement. The pattern of partnership by involving parents in schools is closely related to the process of growing cognitive and non-cognitive (affective and psychomotor) abilities of students. The role of the family as one of the triceneters of education is the first and foremost place of education. So that various programs that involve parents or families in the children's education process that have been carried out by previous government institutions can be a reference for good practice to be spread through various programs.

Conceptually, this view has led the Ministry of Education and Culture (Kemendikbud) to form the Directorate of Family Education Development under the Directorate General of Early Childhood Education and Community Education (DG PAUD and Dikmas) with the aim of strengthening partnerships between a unit of education, family, and society (Tri Pusat Pendidikan) in building an educational ecosystem that fosters the character and culture of student achievement. The organizational structure of the Directorate of Family Education Development in accordance with Permendikbud Number 11 of 2015 concerning Organization and Work Procedures of the Ministry of Education and Culture consists of: (a) Program and Evaluation Sub-directorate, (b) Parental Education Sub-directorate, (c) Child and Adolescent Education Sub-directorate, (d) Partnership Sub-directorate, and (e) Administration Sub-division.

The involvement of parents in children's education is proven to bring positive benefits for children, one of which is that many children achieve success in their education when parents are directly involved in educating children. (Hornby, 2011) divides parental involvement into two, namely parental contributions and parental needs. The contribution of parents can be seen from parents who can act as sources, support other parents, cooperate with teachers, share information with children, while the needs of parents can be in the form of channeling communication, relationships with school staff, parental education and parental support.

Parents play an important role in guiding, supporting and educating their children, not only making children smart but also making children become independent, responsible and able to face life well in the future.

CONCLUSION

The partnership between the Education unit and parents at the National Level TK Negeri has been going very well, even long before the Minister of Education and Culture Number 30 of 2017 which regulates or standard operating procedures in implementing the policy of parental involvement in children's education in the education unit. However, after the birth of the standard operating procedure, the form and variety of family partnerships with education units became clearer.

The results of the intensity of communication between the education unit and the parents of the students obtained a positive perception, namely the partnership between the education unit and the parents of the students has always been the main element put forward by the education unit. When parents feel that children's education is a shared responsibility, then there is a perception to build an educational ecosystem that fosters children's character.

Human resources implementing partnerships can collaborate very well, each individual from elements of the education unit, namely principals, class teachers, subject teachers, education staff, elements of school committees, parents of students, even support from components of the education office understands the role and their respective responsibilities.

The positive impact of implementing partnerships is that partnership programs or activities do not bother parents and schools, and the implementation of family partnerships will be able to create an educational ecosystem that can shape the character and culture of student achievement.

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