

# THE DEVELOPMENT OF PARENTING MODULE "PLAYING MENU WITH PARENT" TO IMPROVE CHILDREN'S PROSOCIAL BEHAVIOUR

Euis Nurfaridah<sup>1</sup>, Agus Hasby Noor<sup>2</sup>, Ansori<sup>3</sup>

<sup>1</sup> PAUD Sejahtera – Sumedang – Jawa Barat - Indonesia

<sup>2,3</sup> IKIP Siliwangi – Cimahi – Jawa Barat – Indonesia

<sup>1</sup>nurfaridah.euis@gmail.com

## Abstract

The purpose of this study is to ascertain the development of parenting modules "Play Menu with Parent" for the purpose of fostering early childhood prosocial behavior skills and the efficacy of the parenting module. The purpose of this research is to develop a parenting module titled "Playing Menu with Parent" and to determine its efficacy in developing prosocial behavior in young children. The process of development entails planning, design, and implementation. Product validation is carried out by material and media experts who provide feedback and assessments on the products developed. Following that, small-scale trials using a revised product design were conducted. Prior to use in large-scale trials, product revisions are performed. Additionally, researchers elicit parental feedback and suggestions for improvement to serve as a guide for revising the product before it becomes the final product. The findings indicated that the developed products are deserving of being used by parents as a self-learning medium. This is based on expert validation of the material, which achieved an 86 percent level of validity. A validity rate of 62% was achieved by media experts. Peers estimate a valid rate of 90 percent. Educators demonstrated a 91 percent validity rate. This demonstrates the utility of the parental module. Observations of parental parenting activities revealed that an astounding 88 percent of them fell into the extremely high category. Additionally, parents receive an average score of 51.9 on the pretest and a score of 86.4 on the posttest. The t-test resulted in a t-count of 15.43 and a table length of 1.725, indicating that  $t\text{-count} > t_{\text{tabel}}$ . These findings indicated that there were significant differences between the pre- and post-usage of the parenting module "Playing Menu with Parent." As a result, it can be concluded that the modules developed are effective at fostering prosocial behavior in young children.

**Keywords:** Parenting Module, interaction, Prosocial Behavior

## Abstrak

Tujuan penelitian ini untuk mengetahui pengembangan modul parenting "Menu Bermain bersama ayah bunda" dalam mengembangkan kemampuan perilaku prososial anak usia dini serta untuk mengetahui efektifitas modul parenting "Menu Bermain bersama ayah bunda" dalam mengembangkan perilaku prososial anak usia dini. Jenis penelitian ini adalah penelitian dan pengembangan (R&D). Penelitian ini bertujuan untuk mengembangkan modul parenting "Menu Bermain bersama ayah bunda" serta mengetahui efektivitas dalam mengembangkan perilaku prososial anak usia dini. Proses pengembangan meliputi perencanaan, desain dan pengembangan. Validasi produk dilakukan oleh ahli materi dan ahli media untuk memberikan penilaian, serta masukan terhadap produk yang dikembangkan. Setelah itu dilakukan revisi desain produk yang kemudian digunakan dalam uji coba skala kecil. Revisi produk dilakukan kembali sebelum digunakan dalam uji coba skala besar. Peneliti juga menggali respon orangtua dan saran perbaikan untuk dijadikan acuan dalam melakukan revisi produk sehingga menjadi produk akhir. Hasil penelitian menunjukkan bahwa produk yang dikembangkan layak untuk digunakan sebagai media pembelajaran mandiri yang dapat digunakan oleh orangtua. Hal ini didasarkan pada hasil uji ahli materi mencapai tingkat kevalidan 86%. Ahli media mencapai tingkat kevalidan 62%. Teman sejawat mencapai tingkat kevalidan 90%. Pendidik mencapai tingkat kevalidan 91%. Hal ini menunjukkan bahwa modul parenting layak untuk digunakan. Observasi terhadap aktivitas pengasuhan orangtua menunjukkan persentase 88% termasuk kategori sangat tinggi. Selanjutnya berdasarkan hasil

pretest orangtua mendapatkan nilai rata-rata 51,9 dan hasil posttest orangtua mendapatkan nilai rata-rata 86,4. Hasil uji t menghasilkan thitung 15,43 dan ttabel 1,725 yang artinya  $t_{hitung} > t_{tabel}$ . Berdasarkan hasil tersebut menunjukkan bahwa terdapat perbedaan yang signifikan sebelum dan sesudah menggunakan modul parenting "Menu Bermain bersama ayah bunda". Sehingga dapat disimpulkan bahwa modul yang dikembangkan efektif dalam mengembangkan perilaku prososial anak usia dini.

**Kata Kunci:** Perilaku Prososial, Interaksi, Modul Parenting

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## INTRODUCTION

Parental knowledge and understanding of parenting are critical for child development growth, particularly prosocial behavior; parents must understand how to nurture and guide children so that they can develop into human beings with an excellent social-emotional attitude later in life. PAUD managers and tutors can increase parental awareness through parenting programs, encouraging parents to focus more on child rearing. This is consistent with the purpose of parenting, which is to bring parents together in order to make the best 'provision' for their children as the next generation. While parenting has a specific purpose, it is to: 1) Increase parents' knowledge and skills in caring for, caring for, and educating their own children with a foundation of good character. 2). Synchronizing family and school interests and desires in order to continue character education developed in PAUD institutions in the family environment. 3). Connecting the school program to the home program in accordance with Minister of Education and Education No. 30 of 2017 on family involvement in education, because children spend more time with their parents than they do with teachers in school.

Prosocial behavior is defined as a child's behavior that reflects an authentic act of assistance or assistance to others. Children must be taught prosocial behavior from an early age. Prosocial behavior can be stimulated during this process through a variety of activities that both actively and passively involve children. Prosocial children will be readily accepted wherever they go. They will quickly adjust to their new surroundings, which makes making new friends simple. Additionally, prosocial children serve as the foundation for children with high social intelligence. Cooperation between parents and schoolchildren is critical when it comes to cultivating prosocial behavior.

Parents play a critical and dominant role in the development of children's prosocial prolocusal abilities, as prosocial attitudes are strongly influenced by the social environment in which children grow up. To accomplish this, rang tau must understand the critical nature of developing prosocial attitudes at a young age and the importance of effective parenting in order to optimally stimulate children's prosocial behavior.

In 2012, the government issued guidelines for the implementation of family-based early childhood (PAUD) through the director-general of non-formal and informal early childhood education (PAUDNI) (Parenting). This guideline is intended to assist the manager of PAUD units in organizing parenting. Additionally, Permendikbud no. 30 on leluarka in education was strengthened in 2017. Parenting consists of five activities: parent meetings (parent classes), parental involvement in the classroom, parental participation in a joint event, consultation day, and a home visit. Early childhood development is a broad term that encompasses a range of activities. Physical, social, emotional, and cognitive development are all components of early childhood development. However, some specialists delve deeper into the details of development. According to article 5 of the Minister of Education and Culture's Regulation No.

146 of 2014 on Curriculum 2013, Early Childhood Education, religious values, moral values, physical-motor, cognitive, language, social-emotional, and artistic development are all incorporated into the PAUD curriculum.

According to Santrock, early childhood development encompasses physical, cognitive, social-emotional, and social context development, as well as moral development, language development, self-identity development, and gender development. According to Kail and Reese, early childhood development encompasses the acquisition of independence, moral development, social development, language development, physical development, and cognitive development. State of Id Parent is a collection of The brain's control over external events that are forced upon or accepted by a child. When a child imitates one or both parents, parental ego is manifested (surrogate parents). When a person is in their parents' ego, they appear to share their parents' figures' opinions and behaviors. The ego of parents is a collection of demands, hints, and dogma (Berne, 1961).

According to Widyastuti (2014: 109), people learn to assist through reinforcement, the effect of reward and punishment on the act of assisting, and imitation (imitation) of others who provide assistance. This is consistent with Walgito's (2003: 18-19) assertion that behavior can be shaped in predictable ways through conditioning or habits, comprehension (insight), and the use of models. Batson and Powell (2003: 463) define prosocial behavior as "any action that assists or is intended to assist others in evading the helper's motives." Helping peers, joining groups, supporting peers, and sharing are all examples of early childhood prosocial behavior.

According to the findings of interviews conducted with the head of PAUD Sejahtera district in south Sumedang district on July 18, 2021, parenting education has not been implemented optimally despite being scheduled. Yet, material has not been delivered in accordance with the schedule established. The issue is that, because the methods remain monotonous, the information conveyed to parents is inaccurately described. Apart from the absence of guidelines to assist parents in comprehending parenting materials and aspects of child development, another impediment is the difficulty of controlling the conductivity of parental meeting activities, as well as the time constraints associated with delivering materials related to child development in a positive manner. Effective for parents, but with limitations and a lack of material consequences, parental comprehension remains unchanged. As a result, parents retain the same understanding of the critical aspects of child development and focus exclusively on cognitive abilities or academic intelligence. This is evident in parents' attitudes toward academic ability, which emphasizes the importance of children being able to count or read, as well as write and count after the time. Ai earned a bachelor's degree in business administration from PAUD. These demands act as impediments to the development of prosocial behavior in early childhood, resulting in an underdeveloped capacity for prosocial behavior in the child. Individuals who are unconcerned and lack a prosocial attitude will be the result of children's impact. The effect described above can be observed in children who are less concerned with friendships and littering but still require reminders in greeting, saying greetings, saying sorry, excuse me, and thank you. Based on the difficulties and constraints associated with implementing parenting activities in the field, researchers developed parenting models through the creation of a play menu module with your father for the purpose of developing early childhood prosocial behavior skills that can be used as a reference material for parents and educators in order to improve their ability to establish early childhood prosocial behavior. The hope is that the menu module dedicated to playing with your father will assist in optimizing parenting activities.

## **METHOD**

The R&D (Research and Development) approach is used in this study. R&D research begins with primary research to ascertain user needs (Needs Assessment), followed by subsequent development activities to create products and evaluate the program's effectiveness. This study employs a research and development strategy because it will result in the creation of a product in the form of a Parenting Module titled "Playing Menu with mother's father." According to Borg and Gall, the development research process is comprised of ten steps. Nonetheless, the puslitjaknov team (2008: 11) believes that the development research procedure can be simplified by focusing on five key steps: (1) conduct an analysis of the product to be developed; (2) develop the initial product; (3) expert validation and revision; (4) small-scale field trials and product revisions; and (5) large-scale field trials and final products. Observation, interview, and questionnaire were used to collect data in this study. When conducting research to gather data for future research and development, observation is used. In research and development, data on needs is gathered through interviews with parents and teachers. The questionnaire is being used to collect data on the quality of media feasibility assessments developed by media experts, material experts, and students during small- and large-scale field trials.

## **RESULTS AND DISCUSSION**

Prosocial behavior is critical to cultivate because it has a significant impact on a child's growth and development. The development of social-emotional skills in early childhood is one of the factors that contribute to a child's social development. Children who exhibit positive prosocial behavior can be identified by their ability to foster communication and rational behavior among their peers and adults. Family involvement in education, as exemplified by parenting activities, is expected to foster an understanding of proper parenting and what should be done to support children's growth and development as they progress through the stages of childhood. Because environmental factors, particularly parenting, have a significant impact on children's intelligence in all six dimensions. The study's output is the development of a parenting module titled "Playing Menu with your Father" with the goal of enhancing early childhood prosocial behavior in PAUD Sejahtera Kacamatan Sumedang Selatan Sumedang Regency.

The purpose of developing the parenting module Play Menu in collaboration with the mother's father is to analyze the needs of those experiencing difficulties as identified through observations and interviews. These findings serve as a basis for the initial product. Additionally, a validator using a percentage value assesses the initial product's eligibility. The process of development entails planning, design, and implementation. Product validation is carried out by material and media experts who provide feedback and assessments on the products developed. Following that, small-scale trials using a revised product design were conducted. Prior to use in large-scale trials, product revisions are performed. Additionally, researchers elicit parental feedback and suggestions for improvement to serve as a guide for revising the product before it becomes the final product.

The findings indicated that the developed products are deserving of being used by parents as a self-learning medium. This is based on expert validation of the material, which achieved an 86 percent level of validity. Experts in the media established a 62% validity rate. Peers achieve an accuracy rate of 90%. Educators demonstrated a 91 percent validity rate. This demonstrates the utility of the parental module. Observations of parental parenting activities revealed that an astounding 88 percent of them fell into the extremely high category. Additionally, parents receive an average score of 51.9 on the pretest and a score of 86.4 on the posttest. The t-test resulted in a t-count of 15.43 and a table of 1.725, indicating that

thitung>tabel. These findings indicated that there were significant differences between the pre- and post-usage of the parenting module "Playing Menu with Parent." As a result, it can be concluded that the modules developed are effective at fostering prosocial behavior in young children.

## CONCLUSION

Based on the findings of research and discussion regarding the development of parenting learning models, it is possible to conclude that: From an educational science perspective, the family is the primary educational environment. Thus, the family environment has a critical role to play in the development of children. Josef's model of parenting education for the purpose of enhancing children's emotional and social abilities was developed theoretically and then compared to the findings of a knowledge study. Child development theory, parenting learning theory, and child prosocial behavior ability theory are three types of theories that have been studied.

The study's output is the development of Parenting modules for parents in order to improve their children's early childhood prosocial behavior skills in paud Sejahtera sumedang regency's south sumedang district. The findings indicate that the developed products are appropriate for use by parents as a self-learning medium. This is based on expert validation of the material, which achieved an 86 percent level of validity. Experts in the media established a 62% validity rate. Peers achieve an accuracy rate of 90%. Educators accomplished a 91 percent validity rate. This demonstrates the utility of the parental module. Observations of parental parenting activities revealed that an astounding 88 percent of them fell into the extremely high category.

Additionally, parents receive an average score of 51.9 on the pretest, while receiving an average score of 86.4 on the posttest. The t-test resulted in the values 15.43 and 1.725 for thitung, indicating that thitung>tabel. These findings indicated that there were significant differences between the pre- and post-usage of the parenting module "Playing Menu with Parent." As a result, it can be concluded that the modules developed are effective at fostering prosocial behavior in young children.

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