

TRANSFORMATIVE LEARNING MODEL FOR PARENTING EDUCATION PROGRAM

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Abstract

The purpose of this study is to produce a transformative learning model in parenting education programs organized by early childhood education institutions in changing the terms of reference for children's education to be even better and in synergy with those carried out by educational institutions. This research includes development model research. The results of this study are a transformative learning model in a parenting education program that uses five components, namely (1) syntax; (2) Social System; (3) Reaction Principle; (4) Support System and (5) Instructional Impact and Accompaniment. The steps of Transformative Learning used in the parenting education process consist of 4 steps of field activities, namely: (1) problem development steps; (2) critical reflection development steps; (3) location of determination and implementation of action; and (4) assistance steps taken by educators of early childhood education institutions to early childhood parents in the form of consultations, group discussion activities, and face-to-face activities (class sessions). The success of transformative learning in this parenting education program is that there is a change in the frame of reference of the parents of early childhood which comes from themselves, and the function of educators in this transformative learning process is as a facilitator and counselor in helping towards the change process.

Keywords: Learning Models, Transformative Learning, Parenting Education

Abstrak

Tujuan Penelitian ini adalah untuk menghasilkan sebuah model pembelajaran transformatif pada program parenting education yang diselenggarakan oleh lembaga pendidikan anak usia dini dalam merubah frame of reference orang tua anak usia dini dalam mendidik anak agar menjadi lebih baik lagi dan bersinergi dengan yang telah dilakukan oleh lembaga pendidikan. Penelitian ini termasuk penelitian pengembangan model. Hasil Penelitian ini adalah model pembelajaran transformatif pada program parenting education yang menggunakan lima komponen, yaitu (1) Sintaksis; (2) Sistem Sosial; (3) Prinsip Reaksi; (4) Sistem Pendukung serta (5) Dampak Instruksional dan Pengiring. Langkah-langkah Pembelajaran Transformatif yang digunakan pada proses parenting education terdiri dari 4 langkah kegiatan hasil pengembangan dilapangan yaitu: (1) langkah penentuan masalah; (2) langkah pengembangan refleksi kritis; (3) langkah penetapan dan pelaksanaan tindakan; dan (4) langkah pendampingan yang dilakukan oleh pendidik lembaga pendidikan anak usia dini kepada orang tua anak usia dini dalam bentuk kegiatan konsultasi, kegiatan diskusi kelompok, dan kegiatan tatap muka (class session). Keberhasilan pembelajaran transformatif dalam program parenting education ini adalah adanya perubahan kerangka acuan berfikir (frame of reference) dari orang tua anak usia dini tersebut yang berasal dari dirinya sendiri, dan fungsi pendidik dalam proses pembelajaran transformatif ini adalah sebagai fasilitator dan konselor dalam membantu menuju proses perubahan tersebut.

Kata Kunci: Model Pembelajaran, Pembelajaran Transformatif, Parenting Education

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INTRODUCTION

Early childhood education which is abbreviated in Indonesian (PAUD) is the foundation for the further development of the quality of human resources, therefore the implementation of PAUD institutions plays an important role for the advancement of education in the future. This is emphasized in the 2003 National Education System Law article 28 paragraph 1 which reads "Early childhood education is held before the elementary education level." Early childhood education is a form of education that focuses on physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional, spiritual, socio-emotional), and language (communication). Early childhood education can be organized through formal education, non-formal education, and informal education. The implementation of early childhood education in the form of formal education in the form of Kindergarten and Raudhatul Athfal, in the form of non-formal education in the form of play groups, day care centers and other equivalent forms, and in informal education in the form of family education or education organized by the environment.

The big problem currently being faced is that most parents do not understand what and how they should educate their children. Whereas the function of education in the family for every child, especially in early childhood is informal education. Parents are the first and foremost environment for early childhood to interact, which means that parents become the oldest educational institution. In this case, parents act as educators for their children. The problems presented by parents of early childhood in the thesis of Widiyanto, E (2013), the problems faced by parents in raising early childhood are: (1) managing the unique character of a child; (2) child habituation; (3) train children's independence, discipline and responsibility; (4) children's social interactions; (5) children's self-confidence; and (6) early childhood sexual education.

Parental assistance in children's education is manifested in a way that parents educate their children. The way parents educate their children is known as parenting. Every parent tries to use the best way for their child. There are various parenting styles between fathers, mothers and household assistants. The results of Aritionang's thesis research (1995) stated that parenting patterns were divided into 5 parts, namely (1) parenting patterns for children under five working women carried out by the father, (2) parenting patterns for children under five working women carried out by older siblings (3) parenting patterns female working toddlers by grandmother (4) parenting pattern for female working toddlers by aunt (5) parenting pattern for female working toddlers by neighbors. From this research, it was found that early childhood education in the family will be adjusted to the environment who is taking care of the early childhood.

The definition of Parenting here is identical with the notion of education according to Lindgren (1960) which states that the family is not a school that provides educational experiences that first begin in the period of growth with efforts to guide and direct children and train them. Parents are the first and foremost environment for children to interact as the oldest educational institutions, meaning that parents act as educators for their children. The family environment is also said to be the most important environment because most of the children's lives and the education most children receive is in the family.

The parenting education program or the guidance of parents' skills in caring for children in the context of organizing early childhood education is a very important program to do. Parenting education is a program for parents which is usually organized by early childhood education institutions whose hope is how parents should educate their children so that they can synergize with early childhood education institutions.

Many parenting education programs have been implemented by early childhood education institutions and community institutions that care about early childhood education. With regard to the educational strategy used, the adult learning process used is in the non-formal education format. Rimanoczy in Moedzakir (2010) states that learning is a complex process which is generally understood as an intellectual activity in order to acquire knowledge. From the results of the questionnaire submitted by the researcher in the initial study, it was found that parents' participation was still low in participating in parenting education activities. First, the parents did not follow the activities completely. Second, the reluctance of parents to attend activities and rely more on assistants or baby sitters to attend parenting education activities and also no initiative to replace their presence in other activities. Third, the implementation of the results of parenting education activities is very low and the information obtained in the activities is not carried out at home. From the three descriptions of participation, it is known that these parents have a mindset that the education taught by their parents in the past will be applied to their children now (cultural factor).

The reluctance of parents to participate in parenting education activities is caused by parents only meeting demands to participate in parenting education activities or being invited by other parents to participate in parenting education activities. The low participation of parents is due to the wrong mindset towards the parenting program that is implemented which gives birth to an attitude that is less favorable for early childhood development and the problems so that they treat early childhood children not in accordance with the abilities and development of early childhood itself and also that activities parenting education that has been running so far is still a "lecture" activity.

Transformative learning theory developed by Mezirow in non-formal education. The results of the study by Mezirow (2003) show that learning is able to change students' perspectives in interpreting life experiences. This transformative learning leads students to have critical awareness in seeing, understanding, or interpreting the experiences or realities of life that are seen or felt. It is explained in the thesis of Widiyanto, E (2013) that parents in the family environment have implemented transformative learning in teaching early childhood at home, namely in the form of giving rewards, advice, warnings, punishments and omissions to children. However, transformation is basically a process that produces changes that are different from the original shape, style, or nature, which means that the learning process will produce changes that are not just ordinary changes. So if the parent who is solving the problem experiences a change in the form of an increase in understanding, then the parent cannot be said to have undergone a transformation process but the parent is only experiencing a learning process, not transformative learning.

The results of the learning process are said to be transformative if the learning process can produce a belief, understanding which was originally dim becomes clear and encourages the birth of transformative action. In other words, transformative learning can be in the form of a learning process and it can also be a learning process. It is said to be a learning process if it occurs without the intervention of other parties, and it is said to be a learning process if the process is caused by the intention of another party.

From the various research results, it shows that transformative learning for parents of early childhood becomes an alternative education program in order to foster the awareness process of parents of early childhood to be better than themselves, based on this fact, it is time to change the learning paradigm for parents of early childhood so that the goals of early childhood

education are achieved and there is a synergy between education in early childhood education institutions and early childhood when in the family environment through parenting education programs.

METHOD

The research and development model is the basis for developing the product to be produced. The development model can be in the form of procedural models, conceptual models, and theoretical models. According to Setyosari, P (2013) the procedural model is usually a sequence of steps followed gradually from the initial step to the final step. In this study using a procedural model because the researcher developed a prototype of a transformative learning model in the form of learning syntax or transformative learning steps in the parenting education program.

This research generally aims to produce a transformative learning model in parenting education programs implemented by early childhood education institutions. The model applied is the research and development of the Borg & Gall (1979) model through cycle steps, namely: (1) searching and gathering information; (2) planning; (3) initial product format development; (4) main product design validation test; (5) revise the main product design; (6) conducting a small-scale main field trial; (7) revision of the final product; and (8) dissemination or spread.

Based on this, this research can be carried out in a cycle consisting of 4 main steps. The steps in question are (1) review of research findings that support the direction of the product to be developed (2) development of a product draft based on the research findings (3) field testing where the product will be used and (4) revision to correct deficiencies. deficiencies obtained in the field test stage.

There are 2 types of data collected in this study. The types of data are qualitative data and quantitative data. Qualitative data were obtained from expert descriptions to revise model products sourced from content experts, product experts and users through field tests, while quantitative data were obtained from the results of questionnaire scores distributed to users during limited field tests. The calculation of the questionnaire score is calculated from the answer scores for each question. The answers to the questionnaire use a Likert scale which consists of 4 categories of choices with very good, good, sufficient and poor alternatives. To analyze the data that has been collected, it is done using qualitative analysis, a meaningful narrative model using a percentage table. The results of this analysis are then used to review the product, revise the product, provide suggestions for utilization and further product development.

RESULTS AND DISCUSSION

Results

Transformative learning is learning that requires a fundamental change in students' self. This learning is directed to changes in certain frames of reference (such as perceptions, basic assumptions, beliefs, etc.) that students have and are believed to be a source of difficulty, stagnation, or dilemma in dealing with a problem. These changes require the help of others, in this case the educators in early childhood education institutions. By changing the frame of reference, parents are expected to be able to escape from stagnation, realize their mistakes, and then be able to overcome the obstacles in life that they have complained about so far.

According to Mezirow (2003), when adults are stuck in a difficulty, they are often aware and then try to make a certain change in themselves. The change process actually occurs in a cycle consisting of the following ten stages: (1) a confusing dilemma; (2) self-examination of fear, anger, guilt or shame; (3) critical assessment of the assumptions held so far; (4) acknowledgment that experiences of dissatisfaction and transformation processes have been exchanged; (5) exploration of options for new roles, relationships or actions; (6) planning a program of action; (7) acquisition of knowledge and skills for the implementation of a plan; (8) trying out new roles; (9) build competence and confidence regarding new roles and relationships with others and (10) reintegration into one's life on the basis of conditions determined by one's new perspective.

The parenting education program is a form of informal activity carried out to harmonize parenting and educational activities between the group and at home according to Harahap (2009). The parenting education program is expected to increase the awareness of parents as the first and foremost educators for early childhood. The program must also be able to improve the knowledge, attitudes and skills of early childhood parents in stimulating optimal child growth and development, as well as increasing the harmony of children's education carried out by early childhood education institutions (center base) and in the family environment (home base). In addition, the parenting program is also intended so that parents feel they have the program and are voluntarily involved in activities that will assist them in educating early childhood children in the household environment in synergy with the activities of educational institutions.

There are 3 types of parenting education activities, namely individual activities, small group activities and large group activities. Individual activities can be in the form of consultation activities, small group activities in the form of sharing sessions, while large groups can be carried out in the form of face-to-face activities to add insight. This individual activity is a consultation activity which is a counseling interview activity between parents and PAUD educators to discuss and overcome problems faced by parents in educating early childhood children in the family environment. The form of counseling activities in relation to the relationship between family members began since Bateson, et al in Geldard (2009) examined the communication process in the family which stated that the form of individual consultation activities was considered the most appropriate for resolving problems privately and confidentially.

The small group activity here is a discussion activity by several parents and PAUD educators to discuss the problems faced by parents in educating early childhood with small groups consisting of 5-10 people in one group. The form of small group activities as quoted in Campbell (2004) states that parent comes to parent education with many different goals and beliefs about parenting. They are looking for ideas and support to be good parents. Some people still believe that parents come to parent education classes only because they have problem managing their children behavior. So based on the quote, it can be seen that parents in educational activities will bring many goals and beliefs in participating in these activities.

Large Group Activities are face-to-face activities between parents and resource persons from PAUD institutions to discuss early childhood education problems faced by parents. This activity can be attended by a large number of parents in one room. Other forms of parenting education activities will be more meaningful if they are well structured in various activities as stated by Harahap (2009) that parenting education activities that can be carried out are Think Thank activities, Talk Arisan, Seminars, Outbound Skills Practice and Field Visits. Directorate

General of Early Childhood Education (2011) parenting education activities can be in the form of parenting class activities, parent's day with homework activities for parents, family day and consultation day.

Discussion

The procedural model used in this transformative learning is an adaptation of the Joyce and Weil learning model in the personal family, namely non-directive learning by Carl Rogers. Joyce and Weil (2003) developed a learning model with 5 components, namely: (1) syntax; (2) social system; (3) the principle of reaction; (4) support system and (5) instructional impact and accompaniment impact. The syntax presents the stages of learning as well as the activities of educators and students (parents) in learning (parenting education). The social system refers to the situation or atmosphere and norms that apply during the learning model. The principle of reaction is a pattern of activities that describes the role of educators in carrying out their duties, including how educators should respond to students. The support system is all the means, tools, and materials needed to implement the model. The instructional impact is the direct learning outcomes obtained by students in accordance with the expected goals while the accompaniment impact refers to the follow-up learning outcomes obtained by students as an indirect result of the implementation of the learning model.

This transformative learning model is designed to facilitate educators in implementing parenting education programs. The forms of activities in the program are presented in 3 forms of activity, namely consultation activities, group discussion activities, and face-to-face activities (class sessions). The three forms of activity are carried out using a learning model with the following model framework:

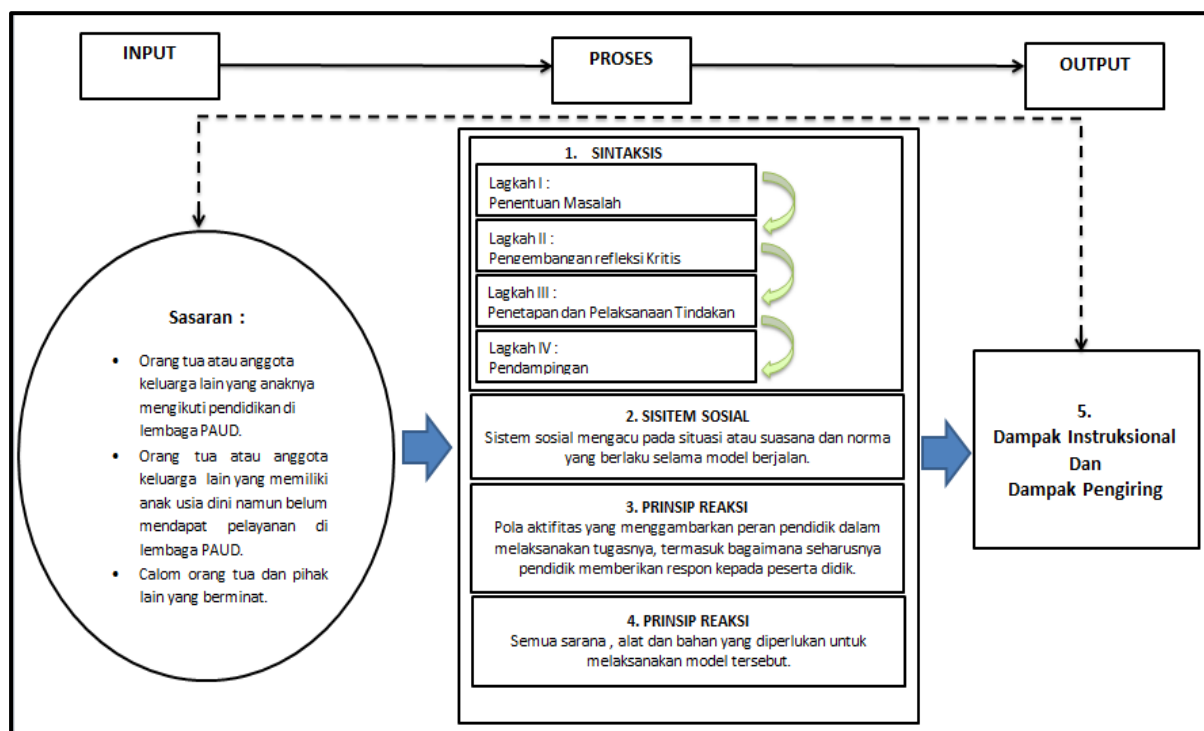


Figure 1. Transformatif Learning Model in parenting education program

The results of the learning expert assessment of the model and implementation guide of the transformatif learning model are 91.6% which means it is very valid, very effective, very

complete and can be used without improvement, it can be seen in Figure 1. the model and implementation guide of the learning model is 80% which means it is quite valid, quite effective, quite complete and can be used but needs minor improvements, namely in the part of learning procedures and problem determination. Then the product was further revised and re-tested on model users and guides for implementing transformative learning in the parenting education program obtained through a closed questionnaire that from a total of 30 respondents with question items as many as 18 questions. There are as many as 85% of respondents who stated that this model is valid, effective, complete and can be used without improvement.

The following presents the development of a transformative learning model in a parenting education program with 5 components; (1) The syntax consists of the Problem Determination Step, the Critical Reflection Development Step, the Action Determination and Implementation Step and the Mentoring Step; (2) Social system; the social system of this transformative learning assumes more of the role of educators as facilitators and counselors and parents are responsible from the beginning of the activity to the end of the activity by maintaining control of the interaction process; (3) Reaction Principle; The principle of reaction for Educators is based on transformative learning responses in social systems, educators help parents to convey their feelings, empathize with their personalities and their problems and react in such a way as to help them define their problems and feelings, take responsibility for their actions and plan goals and how to achieve them. Parents feel safe telling the problems they face during private consultations and in sharing experiences; (4) Support System; For consultation activities, it is a room and spatial arrangement that allows for consultation privacy, a small group that is needed is a small enough room and a class session is a large room. (5) Instructional Impact and Accompaniment Impact; It was found that the Accompaniment Impact of this model is the increased knowledge, attitudes, and skills of parents in educating children and the Instructional Impact of this model is the awareness of parents or other family members as first and foremost educators, able to think critically about what they have done so far, as well as beliefs that have been considered correct about how to educate children there are still better ones.

CONCLUSION

The model developed in this study has many obstacles, including: (1) there is limited time that educators have in applying the transformative learning model; (2) there is a difference in the level of understanding of implementation due to the level of education of PAUD educators; (3) the existence of special skills that are owned by educators as counselors and facilitators with the skills possessed. Although the transformative learning model has been proven to be compatible with theory, its application and also its effectiveness, the model developed in this study also has certain limitations that are important before being implemented, these limitations include; (1) can be implemented if parents of early childhood are active in communicating and (2) can be implemented if educators understand the function of educators for parents as counselors and facilitators.

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