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The Development of Early Character Education Model through Integrated Mother's School Program, Non-formal Early Childhood Education in Rural Area

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Abstract

According to regulation of Educational System in Indonesia number 23 year 2009, there are three systems exist such as formal, non-formal, and informal. The children spend their time 2-6 hours a day in Early Childhood Education (ECE/PAUD) services (TK, KB, SPS, and TPA) and the rest time they spend with their family. Family, especially mother's role, has an important role in childhood education in rural area, so that mother has strategic value and function in building character education that is integrated, continuous, and effective. The first year research results a instructional model of Mother's School (Sekolah Ibu) and in the second year research focuses on expert test and limited test.

This research used R and D method in consideration that parental education concept existed in this research as "Mother's School" (Sekolah Ibu) which was suited with the characteristics of rural area and mothers. The research method used parents and children observations and in-dept interview. The R and D method used in this research consisted some steps, i.e. introduction study, design model of instructional program, validation, tests and revision, and dissemination. This step focused on limited tests. The steps in this research consisted six steps, i.e.: 1) Preparing the village and Mother's School; 2) Preparing students through socialitation and listing students; 3) Preparing teaching materials and finishing handout; 4) The implementation program in two vilages or two groups of Mother's School consisted 25 people; 5) Monitoring; and 6) Evaluation. The theories used in this research were character education, concept-based of Early Childhood Education, Adult Education and the pattern of foster parents.

The implementation result of Mother's School limited test is to bridge a communication between Early Childhood Education institution (TK, KB, SPS, and TPA) and parents, especially mother, to continue positive values that has been used and planted in ECE institution. The long-term impact in this research is existing culture school from ECE institution to facilitate parents in conducting Mother's School. In conducting Mother's School, they provide manual book and instuctional modul for parents.

Keywords: character, Mother's School, Early Childhood Education, Non-Formal

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A. Introduction

A development of excellent and competitive human resources with character will be more effective if it is started earlier, integrated and continuous. Early childhood education is one of programs rapidly growing and become one of strategies to develop good quality of human resource. The programs are kindergarten, playing group, baby day care and similar nonformal early childhood education (PAUD) programs conducted in POSYANDU (integrated service center), Bina Keluarga Balita (BKB), and PAUD SPS which are initiated by government recently "One Village One PAUD". Pajangan district is 33.5 hectare in large and 39.6 inhabitant/km² in population density. It is divided in 3 villages; Sendangsari, Tridadi and Guwosari. Pajangan has 28 kindergartens, 33 SPS/KB and 1 Alquran education school. The local education communities are IGTK and HIMPAUDI.

PAUD programs which are recently discussed commonly in scientific forums by many practitioners mostly focus only on children as main subject and 'slightly' neglect the education for parents as intermediary subject that actually has contribution in introducing the character education early on as well because family is the first and main preceptor in character building.

According to the code no. 22 the year 2003 article 13, education consists of formal, informal and nonformal. If we look on the length of children spending time at school, only about 2-6 hours (30%) they are in PAUD service and the rest in 18 hours (70%), they spend their times in family and society, so that the education in the family becomes an important thing affecting their life. Early childhood education which is part of study in nonformal education has a big opportunity to improve education in society especially the parent who is the intermediary subject. The parent is human capital in the education because they are the stakeholder who will be the consumer of education institution and in the term of nonformal education, they have strategic values in the success of the childhood education programs. The parent as the first and main preceptor has a great strategic role in character building. At this

time, there is no PAUD institution like kindergarten or playing group making educating program for parents to make it as a special program that can be a bridge between the parents and school intensively, integratedly and continuously. Mostly PAUD institutions still focus on the subject of main activities of the children at school.

One of philosophical base of national education is long life learning paradigm orienting on the development of student potencial. This implicates that learning can be held in nonformal, formal or informal education institution. In line with the philosophical base of national education, there are some strategic pillars developed by government which are:

- A. Equal education is widely given to people to access education in formal, nonformal, and informal way as Indonesia geographically is very wide.
- B. Long-life learning paradigm centered upon the student gives chance widely through formal, informal and nonformal way with no limit of time, places or ages.
- C. Learning has some insight meanings; acculturation, empowerment, moral and character building. In terms of early childhood education, the moral and character building can never be separated from the role of mother as the first and main preceptor being PAUD intermediatery subject. It has not got an adequate attention yet. For instance it is about mother's health and the understanding in growth of children as well.
- D. Character education program initiated by national ministry of education brings a great expectation about the change in constructive and substantive paradigm about education. We say it constructive because building character human needs creativity and critical thinking. It will be trend setter for the society. The process of the character building is not a kind of process shortly done. It needs times, strategies, costs and integrated systems supporting character in to a school culture and family culture.

The stages of education and the character building at least pass 4 stages Lickona (Marzuki, 2011) which are; knowing, reasoning, feeling and acting. First stage is knowing. In this stage, children are given the understanding about good and bad attitude and norms existed in the society. The second is reasoning. We give them consciousness of doing something. Then in the next stage, feeling, we feel the impact of what they are doing good thing at school or home. The last stage is acting, when children take an action as a result of knowledge, understanding and feeling so that it can be internalized in to their character.

Early childhood education is one of strategic programs that much developed. Wortham (2005) states that parent and nursemaid as information sources for children have to get involved in the identification of needs of early childhood education because children spent most of their time at home. UNESCO (2001) defines early childhood education as a life period from birth until age 8 year is a decisive time in children brain development. This year is an early foundation in learning stages. Concerned with parenting, parenting is attitudes of parent in

educating, caring, protecting and socializing value and knowledge to children. One of well-known theories about parenting style is Diana Baumrind's theory. Baumrind (Herien: 2011) explains 3 parenting styles:

A. Democrating parenting style

It has some characteristics: (1) There is cooperation between parent and children, (2) there is an acknowledgement of the right of the children, (3) there are flexible guidelines, rules and controls from parent, (4) parent still listen to demand, question, opinion and contribution from children, (5) giving sensible and realistic expectation.

B. Permissive parenting style

It is marked with the following marking: (1) Domination at children, (2) Parent give freedom to their children to do what they want, (3) Parent only make a little demand or hardly ever give guidance, (4) less attention and control from parent, (5) no control of punishment and order. This kind of style applies limitless freedom.

C. Authoritative parenting style

This parenting style is marked by: (1) dominant paternal power; (2) control to tight behavior and attitude; (3) child will be punished by if they are not obeying rules; (4) parent seldom give praise.

Method

This research used the research and development approach (R & D) (Borg: 1983). This method was selected because the researchers intended to develop learning model used empirically and regularly through mother's regular social gathering format which then developed to be "Sekolah Ibu" with the more systematic materials. Model made is a learning model concept which will be adjusted appropriately to the characteristics of the local inhabitant.

The focus of this research is on the development action of early childhood character education model through integrated program "Sekolah Ibu" of Nonformal PAUD. Borg and Gall States that the educational and development research is a process used to develop and validate educational product (1979:626). The product from such education of Borg And Gall is not only limited to object – material objects like textbook, teaching film and other but also included in developing a process and procedure like learning method in organizing or making teaching plan.

In general, the activities of research and development consist of two main steps, which are: exploration study and literature review. Exploration study aims to map the problems existing at the field and also the supporting resources in terms of local potency from cultural aspects,

economic aspects, natural resources and human resource concerning to developmental process of growth of early childhood. Second, compiling conceptual training model based theoretical and empirical study validated by relevant practitioner and expert.

According to Borg and Gall (1979: 626) the steps which must be conducted in research and development are:

(1) Checking and collecting information, (2) designing component prototype to develop, (3) Developing first prototype, (4) conducting limited trial to the first model, (5) revising the first model (6) Conducting field test-drive, (7) Conducting the product revision (8) operational field test, (9) Conducting final revision (10) Conducting dissemination and spreading to the others.

Findings

In second year of research doing, from first step to the fourth step, it is conducted limited testing to the first model. There are some change occurred related to the first design that is about intensity of implementation and school materials of Sekolah Ibu.

1. Study of “Sekolah Ibu” Model

Parenting concept or conventional parenting existed in society especially in rural area emphasizes concept that parenting the children is the task of mother. Pajangan as one of subdistrict having strong culture is used as a development testing of “sekolah Ibu” model with an eye to bring an idea to empower the participation of mother and school consecutively. Ki Hajar Dewantara has taught a three concept of education which are, school, family and society. This research reasserts about the importance of parents role in parenting, caring, educating and accompanying children. Governments focus on increasing the number of PAUD and give less attention to parent as the intermediatory subject that has very important influence.

According to Mcdermott (2008 7), it is important to comprehend the pattern of parenting in cultural and social life context. In such a way that in this context, the researcher attempt to comprehend about habits and needs of society related to “Sekolah Ibu” in rural area. Epstein in Mcdermott (2008:5) states that to entangle the parent in some activities at school, to educate the children, we have to pay attention to several things:

A. Parenting. The Main objective of “Sekolah Ibu” is to improve the concern and parent involvement in children education, so that the first steps in parenting is to comprehend the family background, culture and purpose of the family. The profile of parent is important in order to comprehend deeper about parent and assess the embraced value.

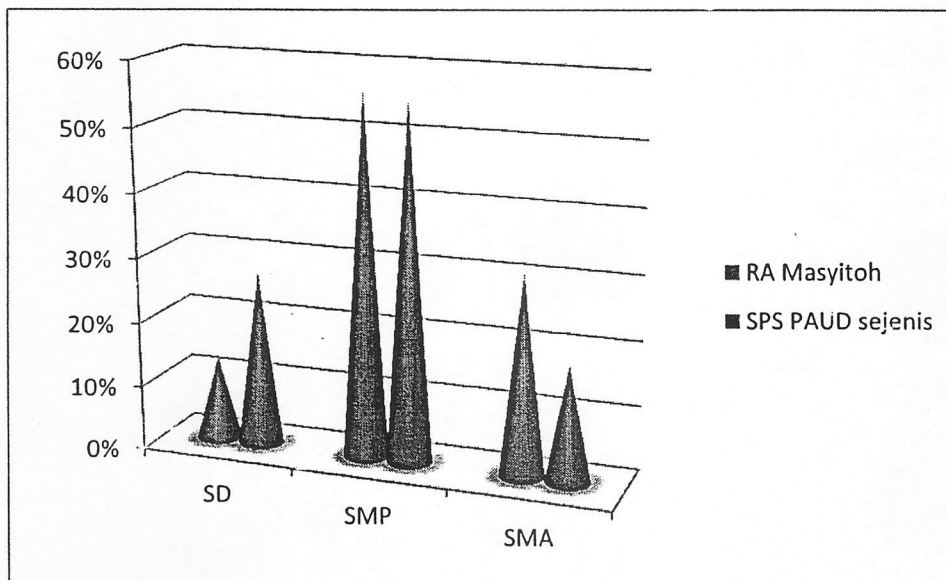
B. Communicating. Making a good communication between parent and school is still rather difficult. It is stated by the institution especially in kindergarten. However in case of SPS PAUD, the communication between parent and school gets better since in everyday learning, parents are always waiting for their children. In the trial step, it is seen that good

communications gives effect to the implementation of “Sekolah Ibu”. Beside of holding “Sekolah Ibu”, one thing that is difficult to do is to discuss the children growth to parent which is used to conduct only in the early and end of study.

C. Learning At home. Parent ability in stimulating children at home becomes an important factor for optimum children growth attainment. All this time, parent only deliver the education on the part of institute, especially about the children ability in calistung . “Sekolah Ibu” has a great role to bring over the parents that they have to stimulate not only cognitive ability of children but whole growth aspects, especially on character building, in this case independence as the children guide.

D. Collaborating with community groups. The first step of the model test is collaboration between the researcher and the leaders of the society. A stakeholder that is HIMPAUDI district Pajangan also collaborates with the researcher. The collaboration is really important since it effects to the institution greatly as well as the society. Sekolah Ibu is a new program in rural area which the participants of this program are the mothers.

The indicators on the implementation test of Sekolah Ibu are accord with the design at the second year. The participants of the test are the mothers joined *Sekolah Ibu* which can be seen on the chart:

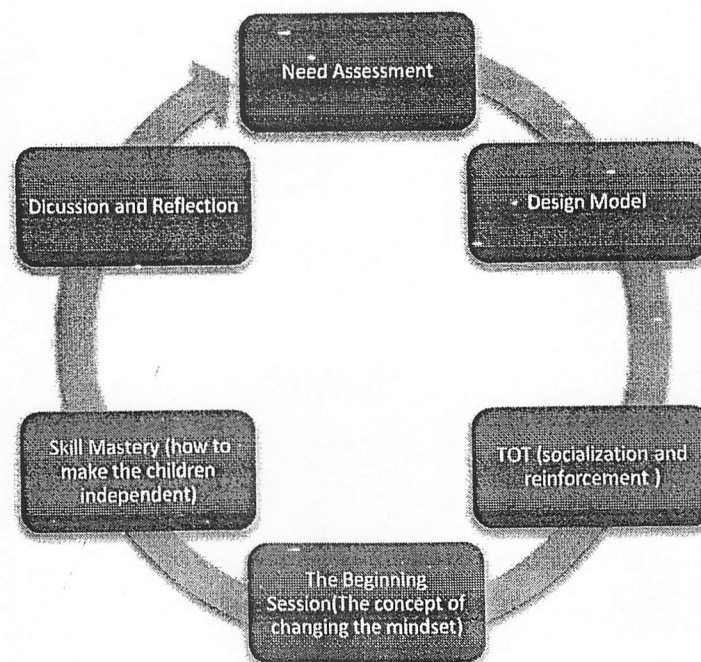


Mostly, the participants of *Sekolah Ibu* are Junior High School graduates. Most of them work as housewives and casual labours. It affects the level of participation of *Sekolah Ibu*. The lack of literacy of the participants makes the researcher cancel the pre-test and the post-test to avoid the formal style as at school. The researcher attempts to get closer with the participants and applies some other indicators in the process of learning that are commitment, participation, and learning independence (Knowles).

Sekolah Ibu is adopted from parenting program which held in cities, but the form is conformed for rural areas. The researcher compiles some steps in the implementation of the limited test in Sekolah Ibu. The steps are:

- a. A training for the organizer of early childhood education institutes, the educators, and the parents. The purposes of the training are to make the participants being familiar with Sekolah Ibu and to give them a good understanding about the importance of Sekolah Ibu and its advantage for institutes as well as the participants as parents.
- b. An extending of conceptual matters in the beginning of the session. It aims to change the perception and paradigm of parents about the concept of educating children.
- c. A training of skill in the next mid-sessions. The material gives the skill of understanding songs, the media of learning, the bright children's daily kart and the techniques in standing with children's habit, and the way of stimulating children so that they will learn by the achievement sheet.
- d. The discussion in the third meeting. In this meeting there are some discussion about the problems of parents and the solution. Then, the reflection and evaluation about the way of parenting are also discussed so the participants will improve their understanding about parenting.

The Development of Model of Sekolah Ibu as explained before is still tested in a limited test to two institutes that are Kindergarten and SPS PAUD. The test held concern on some consideration such as the basic social, education, and economical condition of the participants, the readiness of the educators, and the well-held program. In short, it can be described as follows:



Picture 1 Model testing path

The Development of Model of *Sekolah Ibu* increases the skill and the knowledge of both mother and children. It can be seen from the existence of increasing in the participation, the rise of awareness and commitment of parents, and the development of children independence evaluated through the children achievement sheet. The evaluation shows that there is a 65% improvement of parents who can develop the children independence. The running of *Sekolah Ibu* is executed based on the model design with some technical changes.

2. The Module of *Sekolah Ibu*

The module of *Sekolah Ibu* is especially made for the organizers, educators, and institutes who want to hold a mother school. There are some steps in the curriculum of *Sekolah Ibu*. The first step is about the change of parent perception. In the early meetings there are more explanation about concept of character building including the definition and the importance itself, the function and the strategy of character building. The second step is about material related to the skill training through some approaches such as using smart card, inuring, telling stories, singing a song, and giving reward. The third step is implementation at home. Finally, the last step is reflection and discussion about various constraints faced in implementation of independence at children.

The module has been validated by the expert and got suggestions. Some of them are: more various pictures in developing multiculturalism, more communicative sentences, distinction thing between one idea to another, the font style and size. The module consists of more concrete materials so that it can be used as guidance for the participants.

Conclusion and Suggestion

The type of this research is Research and Development. The second year focused on implementation and limited test of *Sekolah Ibu* model. Based on the explanation before it can be concluded that:

1. There is no significant change in the limited test at the second year but the intensity of execution which caused by technical constraint. The improvement is on the quantity of execution. From once in a month, it becomes once in a week. It gives positive impact as well as negative impact.
2. The execution steps of *Sekolah Ibu* consist of need assessment, implementation of model, training of trainer *Sekolah Ibu*, conceptual materials in the beginning, tips and steps of parenting to develop children's independence in the mid sessions, discussion and reflection at the end.
3. In substance, the material of curriculum *Sekolah Ibu* based on the validated result and FGD is already appropriate. However, it needs some improvement in layouting to make the module more communicative. Then, more various pictures are necessary since it is assumed that the module can be used by many people from different background.

4. The participation of parents and early childhood education institutes are improved since the parent is already aware on the importance of their roles, especially mother, in educating the children. Awareness and commitment are important outputs for the existence of Sekolah Ibu.

From the findings, the development of model of *Sekolah Ibu* is one of the ways to increase the participation of people especially parents to educate children at their golden age. Character education, in the term of independence, is a basic skill which must be possessed. Parents, especially mother, has a big role in educating children. Through model of Sekolah Ibu, the researcher hopes that the output of Sekolah Ibu will turn to be a smart mother and affects to the character and intelligence of the children.

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