

## **PARENTS INVOLVEMENT IN ESTABLISHING CHARACTER VALUES IN EARLY CHILDHOOD THROUGH MANAGEMENT DEVELOPMENT APPROACH IN TK AR-RAHMAN STM HILIR**

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### **Abstract**

The purpose of this study was to reveal the involvement of parents in shaping the character values of early childhood through a management development approach at Ar-Rahman Kindergarten, STM Hilir District. The method used in this study is a qualitative approach, so that data collection to subjects and informants is carried out in a comprehensive holistic manner which is an interpretative analysis of the observed phenomena. This qualitative approach is then reflected in the selection of research subjects and informants, as well as in data collection and analysis techniques. The validity of the data is carried out through credibility, transferability, defendability, and confirmability tests. The results showed that, (1) the attitude of the principal, teachers, parents, head of parental involvement, administration, and school caretakers had a positive attitude towards parental involvement in shaping early childhood character values (AUD), and (2) Parental support / participation, both the support of thoughts, energy, property, is very supportive in instilling character values for early childhood in Ar-Rahman Kindergarten. In conclusion, the Involvement of Parents in Instilling Character Values for Early Childhood Through a Management Development Approach in Ar-Rahman Kindergarten, STM Hilir District was successful.

*Keywords: Parental Involvement, AUD Character, Management.*

### **Abstrak**

Tujuan penelitian ini adalah untuk mengungkap keterlibatan orang tua dalam pembentukan nilai karakter anak usia dini melalui pendekatan pengembangan manajemen di TK Ar-Rahman STM Kabupaten Hilir. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif, sehingga pengumpulan data kepada subjek dan informan dilakukan secara holistik yang komprehensif yang merupakan analisis interpretatif terhadap fenomena yang diamati. Pendekatan kualitatif ini kemudian tercermin dalam pemilihan subjek dan informan penelitian, serta dalam teknik pengumpulan dan analisis data. Validitas data dilakukan melalui uji kredibilitas, transferabilitas, pertahanan, dan konfirmasi. Hasil penelitian menunjukkan bahwa, (1) sikap kepala sekolah, guru, orang tua, kepala pelibatan orang tua, administrasi, dan wali sekolah memiliki sikap positif terhadap keterlibatan orang tua dalam pembentukan nilai karakter anak usia dini (AUD), dan (2) Orang tua dukungan/partisipasi, baik dukungan pikiran, tenaga, harta, sangat mendukung dalam menanamkan nilai-nilai karakter pada anak usia dini di TK Ar-Rahman. Kesimpulannya, Keterlibatan Orang Tua dalam Penanaman Nilai Karakter Anak Usia Dini Melalui Pendekatan Pengembangan Manajemen di TK Ar-Rahman Kabupaten STM Hilir berhasil.

*Kata Kunci: Keterlibatan Orang Tua, Karakter AUD, Manajemen.*

## **A. Introduction**

Welcome Mr. Minister of Education, welcome to join, good luck with the struggle, I hope this great mandate makes a very significant change in order to shape the personality of Indonesian PAUD children who are intelligent and have noble character, intelligent in the sense of mastering science and technology, noble in the sense of being able to become role models. In order to reach the golden generation of 2045. This was my first hope when Mr. Nadiem was assigned by President Jokowi to handle education in Indonesia, especially Early Childhood Education (PAUD). Why is that? The answer is how much homework has to be done regarding education, whether on a high, medium, basic scale, or at the level of Early Childhood Education (PAUD).

The problems of our education in general are (1) the low quality of teachers, many teachers do not meet the qualification standards mandated by law, (2) inadequate facilities and infrastructure, (3) low community support for education, (4) appreciation government to teachers who are still low, (5) low interest in learning students.

In addition to the above problems, we are faced with our national problems today, (1) the low character of the nation's children, it is easy to blaspheme and spread slander, even killing, (2) social media that does not educate, (3) sara problems and differences of opinion that can breaking the values of unity, (4) injustice in law enforcement.

If we are honest, is it true that this problem is the product of our education, even though its contribution is not significant? Or the process of assimilation of the development of science and technology, and the influence of outside culture that is not filtered properly?

In connection with the above, the researcher wants to contribute, in fact what happened, with the title, "Shaping Early Childhood Character Through Involvement of Parents in Shaping Early Childhood Character Through Management Development Approach at Ar-Rahman Kindergarten, STM Hilir District"

## **B. Literature Review**

### ***Parental Involvement***

The meaning of involvement itself according to the *Big Indonesian Dictionary*, can be interpreted as a way, the process of involving the younger generation in development.<sup>1</sup>

According to Syafaruddin, et.al. involvement comes from the word entangled. To be involved is to participate, be concerned, or deal with. Parents are biological mother's father, children are descendants of husband and wife in a household.<sup>2</sup> The understanding of parental involvement is about how parents provide tutoring at

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<sup>1</sup> Depdiknas, Kamus Besar Bahasa Indonesia (KBBI), (Jakarta: Gramedia Pustaka Utama, 2016), p. 824.

<sup>2</sup> Syafaruddin, et.al. "Manajemen Pembelajaran Pendidikan Agama Islam di SD IT Bunayya Pandan Kabupaten Tapanuli Tengah" AULADUNA: Jurnal Pendidikan Dasar Islam, 7(1), 2020. <http://repository.uinsu.ac.id/id/eprint/8966>.

home, pay attention and fulfill the needs of tools that support learning, provide encouragement to learn, provide supervision, provide direction on the importance of learning.

Darosy said, the family is the first and foremost educational forum in the life history of the child which is an important basis in the formation of human character itself.<sup>3</sup> To create a strong character and good spirit in children in the family, it is necessary to create a harmonious and dynamic family atmosphere.

Leis the family viewed from the perspective of education is the center of informal education and at the same time is the first and foremost institution for children's education, where in this context parents are really like a teacher who plays a role in educating their children and being responsible for the necessities of life. children and other family members.<sup>4</sup>

Masyithoh that the involvement of parents is the key to the success of early childhood learning, because this education is not only the responsibility and duty of the government and the school, but parents as the first educators for children play a role in the success or failure of learning. in children at school.<sup>5</sup>

Sanders, MR 1992 in the *PAUD bulletin*, he said that the involvement of parents in parenting and education with children is directed at children to develop optimally. There are several things that must be done: (1) Provide quality time to children, (2) Give positive attention when children behave in an acceptable environment, (3) Give praise to children by explaining their behavior, (4) Involvement of people parents should show interest in children's activities, (5) parental involvement can be shown by physical contact, for example through hugs, caresses, pats, and so on.<sup>6</sup>

Apstein, 2001, in the *PAUD bulletin*, the meaning of comprehensive parental involvement in education and parenting of children: (1) Parenting, (2) Communication, (3) Volunteering, (4) Studying at home, (5) Decision Making, (6) Cooperating with the community / school institutions.<sup>7</sup>

Helmawati, Involvement in family education is an association of parents in an effort to develop the competence and capacity of children who are influenced by habits.<sup>8</sup>

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<sup>3</sup> Endah Darosy, "Peran Keluarga Dalam Membangun Karakter Anak" *Journal Psikologi*, 10(2), 2011: 144.

<sup>4</sup> Leis Yigibalom, "Peranan Interaksi Anggota Keluarga dalam Upaya Mempertahankan Harmonisasi Kehidupan Keluarga di Desa Kumuluk Kecamatan Tiom Kabupaten Lanny Jaya" *Journal*, 2(4), 2013: 1.

<sup>5</sup> Masyithoh, "Keterlibatan Orang Tua Pada Pendidikan Anak Usia Dini di TK. Jawa Tengah" *Journal Pendidikan Anak Usia Dini*, 3(1), 2019: 6.

<sup>6</sup> Kemendikbud, *Buletin PAUD Volume 9 No. 2 Juni 2010*, (Jakarta: Dirjen Pendidikan Non Formal dan Informal, 2010), p. 18.

<sup>7</sup> *Ibid.*, p. 16.

<sup>8</sup> Helmawati, *Pendidikan Keluarga, Teori dan Praktis*. (Bandung: PT Remaja Rosdakarya, 2016), p. 49.

Alfiansyah, et.al., family involvement creates cooperation and alignment of educational programs in schools, families, and communities as tri-centers of education in building an educational ecosystem that fosters the character and culture of student achievement.<sup>9</sup>

According to Permendikbud Number 30 of 2017, that family involvement is to realize a cooperation program in establishing partnerships for harmony in education units, families and communities as tri centers of education in building an educational ecosystem that is conducive to developing the character and culture of student achievement.<sup>10</sup>

Thus, parental involvement is a familial association consisting of father and mother along with their children and dependents who are established to change a person's attitudes and behavior in an effort to mature humans through the learning process, adding knowledge and skills that are beneficial for the community, personal, community and nation through the process of mentoring and training as well as fostering unity and harmony among its members.

### ***Character***

Character means a person's character or personality, with personality attributes that can or cannot be accepted by society. Character is the overall nature and disposition that has been mastered stably which defines an individual in the overall order of his psychic behavior which makes him typical in the way of thinking and acting.

According to Assingkily & Miswar, character education is a planned effort to make students recognize, care, and internalize values so that students behave as human beings.<sup>11</sup>

Samrin that character is identical with morals, ethics, and morals, so that character is the universal values of human behavior covering all human activities, both in the context of relating to God, with himself, with fellow humans, as well as with the environment, which is manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, etiquette, culture, and customs.<sup>12</sup>

According to Abdul Jalil, in Islam, the closest word to show character is morality. Al-khulq (mufrad/singular form of the word morality) means a person's

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<sup>9</sup> Muhammad Alfiansyah, et.al., "Kebijakan Internal Madrasah dalam Meningkatkan Mutu Pendidikan di MI Nurul Ummah Kotagede Yogyakarta" *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman*, 11(1), 2020: 52-67. <https://www.publikasiilmiah.unwas.ac.id/index.php/MAGISTRA/article/viewFile/3460/3192>.

<sup>10</sup> Kemdikbud, *Petunjuk Teknis Kemitraan Satuan Pendidikan Anak Usia Dini dengan Keluarga dan Masyarakat*, (Jakarta: Kemdikbud, 2017), p. 4.

<sup>11</sup> Muhammad Shaleh Assingkily & Miswar, "Urgensitas Pendidikan Akhlak Bagi Anak Usia Dasar (Studi Era Darurat Covid-19)" *Tazkiya*, 9(2), 2020. <http://jurnaltarbiyah.uinsu.ac.id/index.php/tazkiya/article/view/836>.

<sup>12</sup> Samrin, "Pendidikan Karakter (Sebuah Pendekatan Nilai)" *Journal Al-Ta'dib*, 9(1), 2016:

temperament, behavior, and inner image. Basically, humans have two images, namely the outer image and the inner image.<sup>13</sup>

Zainal and Sujak, state that character refers to a series of attitudes, behavior, motivation, and skills. Character comes from the Greek language meaning "tomark" or marking and focusing on how to apply the value of goodness. in the form of action or behavior.<sup>14</sup>

According to Assingkily & Miswar, the objectives of character education are as follows:

*“Improving the quality of education and educational outcomes that lead to the achievement of the formation of character and noble character of students in a complete, integrated and balanced manner. Through character education, students are expected to be able to independently improve and use their knowledge, examine and internalize it, and personalize character values and noble character so that they are manifested in daily behavior”<sup>15</sup>*

From the description above, it can be concluded that character is the character/behavior of a child in thinking, acting, knowing, caring, and internalizing self-values so that the child behaves as a perfect human being who is able to actualize himself as a complete human being.

### ***Management Development***

The definition of management, according to Siswanto has been interpreted by various parties with different perspectives, for example management, coaching, management, management, leadership, leadership, management, administration, and so on. Each party in providing terms is colored by their work background. Despite the fact that these terms have different meanings.<sup>16</sup>

According to Hasibuan, management is the art of managing an agency in achieving its goals. The basics of management which include Planning, Organizing, Actuating, Controlling (POAC) have become a good tip for a manager from time to time in managing an organization or agency. Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve certain goals.<sup>17</sup>

According to Mesiono, that in principle the notion of management has several characteristics, namely: (1) there is a goal to be achieved, (2) as a combination of science and art, (3) is a systematic, coordinated, cooperative, and integrated process.

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<sup>13</sup> Abdul Jalil, “Karakter Pendidikan untuk Membentuk Pendidikan Karakter” Journal Pendidikan Karakter, 6(2), 2012: 8.

<sup>14</sup> Zainal Aqib & Sujak, Panduan dan Aplikasi Pendidikan Karakter, (Jakarta: Gaung Persada Press, 2011), p. 2.

<sup>15</sup> Muhammad Shaleh Assingkily & Miswar, “Urgensitas Pendidikan Akhlak...”

<sup>16</sup> Siswanto, Pengantar Manajemen, (Jakarta: Bumi Aksara, 2005), p. 1.

<sup>17</sup> Malayu Hasibuan, Manajemen, (Jakarta: Bumi Aksara, 2009), p. 2.

in utilizing its elements, (4) there are two or more people working together in the organization, (6) includes several functions, and (7) tools to achieve goals.<sup>18</sup>

Meanwhile, management development or called management development is a program within an organization to encourage managers and prospective managers to develop their skills, knowledge, so that they will increase their responsibilities in an organization.

Management development describes the many ways in which organizations assist employees in developing their personal and organizational skills, either as managers in management positions or with management jobs.

### **C. Research Methodology**

This study uses a qualitative approach with analytical descriptive method.<sup>19</sup> The focus of this research is on the involvement of parents in the formation of character values in early childhood through a development management approach at Ar-Rahman Kindergarten, STM Hilir. Data was collected using participant observation techniques, interviews and document analysis. Furthermore, data analysis uses data reduction techniques, descriptive and narrative presentation of data, and drawing conclusions. The validity of the research data was tested through triangulation techniques. Triangulation is meant as a form of data collection, which is then compared between one data with other data (interviewing one informant, with other informants).<sup>20</sup> In this context, 2 (two) aspects of triangulation are compared, namely methods and data sources.

### **D. Hasil dan Pembahasan**

#### ***Research Results***

Reality shows that quality schools, with an educational concept that makes students the center of learning activities are still dominated by schools that are geographically located in urban areas. Limited resources, both educators and community understanding are one of the reasons.

Based on the findings of research data through various research instruments, researchers can reveal research results in accordance with the focus and formulation of research problems as follows:

#### **1. Attitudes of Principals, Teachers, Staff, Parents, and Chairpersons of the Community Involvement of Parents in Efforts to Shape Early Childhood Character through Management Development Approaches in Ar-Rahman Kindergarten, STM Hilir District**

The findings of field data and information about the attitude of the principal, teachers, staff, parents, and the chairman of the Parent Involvement Association, as on one occasion the researcher was able to interview the principal, Mrs. Syarifah SPd.

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<sup>18</sup> Mesiono, Islam dan Manajemen, (Medan: Perdana Publishing, 2019), p. 48.

<sup>19</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2010).

<sup>20</sup> Creswell, John W, Research Design Qualitative, Quantitative, and Mixed Methods Approaches, (California: SAGE Publications, Inc., 2009).

AUD, that this family education involvement has been running. In 2021 this will be the second year.

According to him, the involvement of family education is very positive in terms of aspects of teaching and learning activities in schools, in addition to regulations or rules that already exist, and the Deli Serdang Regency Education Office as a supporting agency has even created a working group (pokja) to socialize it in the respective education units each.

To see firsthand the attitude of the principal regarding the effectiveness of involving family education in improving the culture of achievement (interests and talents) of students, it can be described in the following interview (Wednesday, 07 April 2021 at 9.10 WIB) as below:

“I am positive and supportive of the family education involvement program in improving the achievement of students' interests and talents in accordance with my responsibilities in two capacities, namely as a school principal and also as a parent. As a school principal, as long as the goal is to advance the school, that's fine. In fact, I am grateful that the school has also been helped. For me, as a parent/guardian, the implementation of family involvement does feel a burden, yes, because I have to spend time, maybe even have to spend more money”

On another occasion, the researcher asked how the attitude of the teacher, namely Ibu Bangun Siburian, S.Pd (Thursday, 08 April 2021 at 10.34 WIB) regarding the implementation of parental involvement, as revealed in the following interview:

“In my opinion, since this has become a program of the Deli Serdang Regency government, I as a teacher must support it. And with the involvement of the family, it will be able to help the progress of the school in shaping the character of the childrens are the forerunners of future leaders. The point is that I as a teacher are positive and agree.”

The same attitude was conveyed by Sri Teja Ningsih, Ama.Pd as a senior teacher who was interviewed (Friday, 09 April 2021 at 9.32 WIB) about her opinion regarding the involvement of family education as follows:

"In my opinion, it is necessary for the family involvement to be implemented because the children who go to school here are their children as well, so it is natural for parents to take responsibility. I think, if parents take part in this activity, it means that parents have paid attention to their children's development so that it will ease the burden of school as well. Moreover, now teachers are heavily burdened with administrative tasks. Anyway, we teachers agree and support"

To complete the data, the researchers also tried to collect data from the head of the family education community, Mr. Jufriadi. One of the students' parents and the head of the school committee who was appointed as the head of the family education association confirmed his opinion regarding the implementation of parental

involvement in schools. In an interview with him (Monday, April 19, 2021 at 11.15 WIB) in the healthy school canteen, he said the following:

“Sir, I, as the head of the association for the involvement of parents and guardians of students, stated that this program has been running for two years. Activities that we have done such as gathering for parents' meetings, forming inspiration classes. And for the big day activities we organize. Even for activities to increase non-academic achievements, such as developing interests and building character, some parents also facilitate them. It's just that bringing all parents involved and the commitment to be present can't be 100% a bit difficult, considering the time, but I understand that. The point is that my attitude towards the implementation of parental involvement in schools I really support, sir”

Another opinion was expressed by Mrs. Fitri Handayani, S.S, one of the teachers who could be asked for her opinion in an interview (Wednesday 21 April 2021 at 9.15 WIB). She stated her attitude towards parental involvement in schools as follows:

“The parent involvement program in this school is very positive. It is proven by the activities that have been carried out, such as monthly parent meetings, semi-annual meetings, and even parental interest and talent development activities. Anyway I agree”

To add to the findings of the research data, the researchers also interviewed administrators who had direct experience with the implementation of parental involvement programs, namely Dewi Yulistiana on (Friday, 23 April 2021 at 08.20 WIB). Excerpts from the interview are as follows:

“I, sir, really agree with the involvement of parents in our school. Because I know, the condition of our environment has had a tremendous effect on our children. Anyway, I agree, so that parents also think about the condition of their children. With parents involved in family involvement activities can be a balance, schools educate parents also educate, schools control, parents also control and supervise their children. So that children's achievements continue to advance and develop, both academic achievements and non-academic achievements. The point is, sir, we as educational staff in terms of administrative support, yes-yes.”

To complete the data findings in the field, the researcher interviewed the parents/guardians of Mr. Bahtiar's students as well as school custodians (Monday, 26 April 2021 at 7.25 WIB). In the interview he stated the following:

"Look, sir, my capacity as a school custodian with the involvement of parents is very helpful, why? Because at the meeting activities, parents and guardians also play a role in helping to clean and tidy up the school environment in mutual cooperation activities. And if my capacity as a parent is just my attitude is supportive, the important thing is to be positive, the point is okay, sir.”

Still regarding the attitude of parents towards the implementation of the program involving people to shape the character of their children, who took the time



to interview Irmayani's mother (Wednesday, 28 April 2021 at 8.35 am) while dropping off her child, she said something like this:

"In my opinion, sir, parental involvement is basically appropriate to improve children's achievements, develop interests and talents, because this is how it is, nowadays with technological advancements, it is almost difficult for us to control our children. So with this program, we parents have to come to school by ourselves to carry out activities that have been programmed by our chairman, Mr. Jufriadi. So that at this school I can ask the homeroom teacher about my child's development. Thus our children feel supervised and we control so that children do not vary. So my point is that as a person, I really agree, it's just that we have to divide our time for activities at home and at school"

On the occasion of the morning before noon, Tuesday, May 4, 2021 at 11.32 wib) the researcher can ask for time to interview Mr. M. B. Arsyadi Tambunan, a librarian and still an honorarium, he said as described below:

"Sir, I am happy with the parental involvement program because in addition to helping the school and our children, their parents are also diligent in reading books about family education. Usually the best-selling books are read with the title Being a Great Parent. The library became crowded with parents, and the guest book was full of their messages and impressions. Anyway, I really appreciate the parental involvement program to shape children's character."

Based on the findings of the research data above and the results of the interviews, the researchers can conclude that the attitudes of the Principal, Teachers, Chairperson of the Family Involvement Association, Parents, Education Personnel, in this case Administration and Librarians and School Caretakers all support the involvement of parents in an effort to establish child character. To strengthen this conclusion, we need to refer to expert opinion, that the involvement of effective family education can increase the achievement of students' interests and talents.

Strengthening the concepts and conclusions above, mentioned in research conducted in Hong Kong, overall states that parental involvement has a significant influence on children's academic and non-academic achievement. The forms of contribution that are felt to be the most influential are cultural capital, parental communication and guidance at home.

Therefore, we as parents, prospective parents, teachers, prospective teachers, or others should be aware of this growing era. Where the teacher is not able to control and make students the full character of the child. There needs to be support from various parties, especially parents as the child's first environment to make some contribution to the child, be it a positive culture or material assistance that can support a child's education. Our contribution to children, indirectly also has a positive impact on schools, such as character building, the ease of teachers in guiding, and a more pleasant school atmosphere.

## **2. Parental Support for Parental Involvement in Efforts to Shape Children's Character Through Management Development Approaches at Ar-Arahman Kindergarten, STM Hilir District**

In fact, the involvement of parents in Ar-Rahman Kindergarten provides benefits for all parties, both the education unit, the community, students and especially parents. The benefits for parents are (1) increasing parents' expectations for their children, (2) increasing parents' willingness to continue learning, (3) increasing collaboration with schools, so that good relations are established.

The success of the family education involvement program in schools is if there is parental participation/support, there is a change in the understanding of parents' attitudes/behavior towards children and schools, there is an increase in parental involvement in school programs, and an atmosphere is created that builds children's learning interest in improving achievement. This is where parental participation/support is required for the school

Support/Participation of parents/family according to Assingkily & Putro, is the participation of parents/families in the process of identifying problems and potentials that exist in schools, selecting and making decisions about alternative solutions to deal with problems, implementing efforts to overcome problems, and involvement of people. parents/families in the process of evaluating the changes that occur.<sup>21</sup> That is, the old man views school as an inseparable part of his life. If the school has a problem, it is also part of the family problem that must be helped and resolved. This is where the importance of participation/support from parents or family, both for the school and the child.

For parental participation/support for children, many things can be done at home in order to develop character and achievement of their interests and talents. Of course, every family has a different way of educating their children at home. Good ways of course need to be continued. However, the way of parenting and education that is not in accordance with the development of children, as well as the development of the times must be changed and stopped. Therefore parents must continue to learn.

The role of fathers and mothers to participate in providing support to their children at home through good habits, creating a safe, comfortable, and pleasant home environment, preventing violence in children, explaining to children what to prepare for puberty (adolescence). Good habits at home must be supported such as:

- a. Worship (prayer), recite the Koran, these two things must be exemplified and given an example in order to form the religious character of our children so that their faith is always good and maintained;
- b. Get used to having breakfast before going to school in order to strengthen his immune system, not snacking on a whim, improve the ability of the brain to work, and improve concentration;

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<sup>21</sup> Muhammad Shaleh Assingkily & Khamim Zarkasih Putro, "Children Learn About God swt. (Studying God with Primary Children 6-12 Years)" *AIUA Journal of Islamic Education*, 1(2), 2020: 11-26. <https://aiua-journalofislamiceducation.net/index.php/home/article/view/56>.

- c. Familiarize children with saying goodbye when they go to school to build emotions between children and parents, so that children are controlled where they go and what is clear is their departure so that they get the blessing of parents and family members;
- d. Get used to picking up and welcoming children when they come home from school so that children feel cared for, and know their feelings and experiences;
- e. Provide a sense of security and comfort to support the process of growth and development, strengthen the relationship between parents and children, increase self-confidence, even at certain times sometimes children need hugs, hugs, slings or caresses of parents so that children feel safe and comfortable;
- f. Assisting when studying or watching television so that children watch television programs that are appropriate for their age, so that parents can explain what their children watch;
- g. Get used to living clean, washing hands before eating, washing hands after eating, brushing teeth when sleeping and waking up, bathing at least twice a day.
- h. Parents are ready to be good listeners when our children speak so that they feel that their children are valued and cared for.

The things above need attention, need support, need participation as parents so that children feel they have the inner energy to continue learning, strive to improve student achievement, interests and talents. Regarding schools, the participation (support) that parents can provide is as follows:

- a. Participation of ideas, namely parents can provide and contribute ideas, ideas, suggestions and opinions on how to advance the school, so that the school excels and can improve student achievement, interests and talents;
- b. Participation of energy, parents can provide energy when there are social activities, mutual cooperation activities, activities that require parental labor such as helping to build ditches or culverts and so on for which funding is not budgeted;
- c. Property participation, parents can provide assistance in the form of donated materials to help schools, for example building additional library rooms, healthy canteens for students and others, such as religious holidays;
- d. Participation in skills or skills, is participation related to the skills and abilities possessed by parents that can be applied in the school concerned. For example, parents who have the skills to make plaits, make chopsticks for rice, bags and others can be taught to students by working with skills teachers or local content teachers. For example, parents are experts in maintaining fish, from hatching to rearing, and others. The goal is none other than how to realize parental participation to continue and be able to improve student achievement, interests and talents.

To find out how the participation/support of parents towards parental involvement in shaping the character of children, the researcher is grateful to be able to interview the principal, Syarifah, S.Pd AUD (Wednesday, 12 May 2021 at 9:00 am). In the interview, Mrs. Sumarti Ningsih stated as follows:

“As the leader here, I am grateful and very grateful to the parents who are involved in the family association who have initiated to provide support in school activities. Parents have helped in several activities, including their participation in supporting children's competitions in sub-district level competitions where our school was nominated for first place, both single and group competitions. And on the other hand, parents have also helped get involved in children's education through family gatherings between parents and teachers, parents' inspirational classes, in this class a lot of inspiration that parents have can be conveyed to the school through the head of the family education involvement community, and also assisting religious and porcelain activities in year-end activities, which of course also provide thought, energy and material assistance. Obviously I'm very grateful to our parents/families who have participated and we have been greatly helped”

It would be incomplete if you have not received information or findings about parental participation / support for parental involvement. Fortunately, the researcher was able to meet Mr. Zamani as a parent who is also a member of the family association. In an interview with him (Friday, May 21, 2021 at 10:10 am) said the following:

“As a parent, I am grateful to be able to make a positive contribution in order to advance the education of our children, hopefully this will become a charity field. And as a member of the family involvement community, I would like to express my infinite gratitude to our brothers and sisters, in this case the parents who helped provide their ideas, their energy in gotong royang activities, especially those who gave their ideas, their energy and even helped with funding. What is certain is that the participation of parents in supporting student achievement cultural activities in the development of interests and talents I really appreciate”

On another occasion, the researcher was lucky to meet Mrs. Pamiem's teacher, S.Pd as a class teacher. On that occasion the researcher interviewed him (Monday, May 24, 2021 at 10.15 WIB), he described his opinion on parental participation and support through parental involvement, he said as follows:

“Personally, the involvement of parents in this school adds to the role of parents in jointly taking responsibility for their children's education at school, so there is no impression that the failure of our children's education is absolutely the fault of the teacher, but there is a contribution from the faults of the parents as well. This means that the success and failure of our children's education in learning is a shared responsibility. And we have also seen that the involvement of family education in this school helps, supports

and participates in advancing and developing the character, interests and talents of children because indeed many parents who have expertise in participating in shaping the character of our children, even teachers, so that our ability is also in the area of assisted skills”

Based on the results of interviews with school principals, head of the association for parental involvement, the support / participation of parents for parental involvement in shaping children's character shows very positive things, of course according to their respective abilities.

### ***Discussion***

After obtaining data findings in the field and describing them in order to explore how the effectiveness of parental involvement in shaping the character of children in Ar-Rahman Kindergarten has worked well, the next step is to discuss or examine the nature and meaning of the research findings. Each of the findings in this study will be described and discussed based on expert opinion about the involvement of parents in shaping the character of early childhood through a development management approach in Ar-Rahman Kindergarten, TM Hilir sub-district.

From the explanation of the research results above, there are several things that researchers consider important for discussion, namely as follows:

1. Attitudes of Principals, Teachers, Staff, Parents, and Chairpersons of the Community Involvement of Parents in Shaping Children's Character
  - a. Principal's Attitude.

The principal in the implementation of parental involvement actually shows a positive thing. This positive attitude actually becomes the basic strength and motivation as well as supporting the implementation of parent education involvement programs in shaping children's character. The positive attitude and support shown by him is basic, because he is a manager and leader, whose existence determines policies and his decision making becomes a reference and guideline in carrying out activities, although deliberation is always prioritized.

Thus, the positive attitude shown by the principal as a leader and manager is very influential in the implementation of activities and programs. As revealed by Harsey and Balnchard quoted by Al-Buraey in Amiruddin & Hidayat, leadership attitudes are very influential between individuals which are carried out in situations and are directed through the communication process to achieve certain goals.<sup>22</sup>

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<sup>22</sup> Amiruddin & Rahmat Hidayat, *Konsep-konsep Keguruan dalam Pendidikan Islam*, (Medan: LPPI, 2017), p. 269.

According to Stoner in Jejen, that the more sources of power available to the leader, the greater the potential for effective leadership.<sup>23</sup>

Group effectiveness depends on an adequate mix of the leader's interaction style with his subordinates and the degree to which the situation allows the leader to exert control and influence.

From the description above, it can be concluded that, when the principal's attitude is positive and supportive, the Involvement of Parents in Shaping Children's Character Through a Management Approach to Development in Ar-Rahman Kindergarten, STM Hilir District will be easily realized and carried out well.

#### b. Teacher's Attitude

The teacher is a role model. The teacher is the spearhead of the learning process, both in the classroom and outside the classroom. The existence of the teacher greatly determines the future of students in the future. It is from the teacher that students gain knowledge. It is from the teacher that students can develop their thinking patterns. It is from the teacher that students can interact socially well. It is from the teacher that we can live a noble life.

When the teachers who educate, guide and teach are qualified teachers, it will give birth to excellent, character, and intelligent students. Therefore, the teacher figure is a figure whose words are upheld and his actions / examples are imitated.

The teacher's attitude towards the parental involvement program in shaping the child's character is quite positive, getting support and support. Because of them, the teachers concluded that the parental involvement program in shaping the character of children really helped us in educating students.

The attitude of the teacher who supports, appreciates the activities of involving family education is the main capital, because the teacher is the spearhead of the implementation of the learning program, his words are respected and his actions are imitated.

According to Mulyasa in Jejen states, "The teacher's personality plays a very important role in shaping the student's personality, because this can be understood by the teacher as an exemplary figure". A similar opinion was expressed by Ajami in Jejen, he said that: (1) Humans influence each other through words, actions, thoughts, and beliefs. (2) Actions have a greater impact than words. (3) The exemplary method does not require explanation.<sup>24</sup>

From the explanation above, it can be concluded that the involvement of parents in shaping children's character through a management development approach at Ar-Rahman Kindergarten, STM Hilir District can be easily realized and carried out well when the teacher has a positive and supportive

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<sup>23</sup> Jejen, Musfah, Peningkatan Kompetensi Guru. (Jakarta: Kencana Prenada Group, 2012), p. 301.

<sup>24</sup> Jejen, Musfah, Peningkatan Kompetensi Guru..., p. 167.

attitude, because the teacher is the one who looks at each other directly at all times. to students in learning activities. And the teacher is also the spearhead in educating students. And to the teacher, parents know the progress of their children at school.

c. Attitudes of TU, Librarians, School Operators and Carers

The existence of TU, Librarians, School Operators, and school guards who incidentally are Education Personnel cannot be ignored. Their existence is very supportive of the process of learning activities in schools. Principals and teachers cannot do much in running the wheels of the organization of the education unit without the assistance and support of education personnel. The availability of education personnel will facilitate the organization of the education unit.

According to the National Education System Law No. 20 of 2003 Article 39 that the education, administration, management, development, supervision, and technical services are to support the education process in the education unit.

From the explanation above, it can be concluded that when the attitude of the education staff (TU, School Operators, Librarians and school guards) is positive, and supports the implementation of Parental Involvement in Shaping Children's Character

d. Parental Attitude

We all understand that parents are the first and foremost educators for their children. Home is the first school for children before going to the education unit. So that the existence of parents is really a teacher figure in the family. In the hands of parents, the future of children is at stake. Because children spend more time with their parents than with the teacher.

Regarding the research findings on parental attitudes regarding parental involvement in shaping children's character through a management development approach at Ar-Rahman Kindergarten, parents are very responsive and supportive. Because parents realize that the responsibility of educating their children is not only the responsibility of the teacher or school but also the parents. So that the success or failure of educating children as students is an integral part of the school and parents.

Based on the Minister of Education and Culture Regulation Number 30 of 2017 concerning Technical Policies for Family Involvement in the Implementation of Education, it is very clear that education is a shared responsibility: government, community, and family. Therefore, the conclusions obtained from interviews with parents, their attitude is supportive, so that the involvement of parents in shaping the character of children will be successful.

## 2. Parental Support for Parental Involvement in Shaping Children's Character Through a Management Development Approach at Ar-Rahman Kindergarten, STM Hilir District

Every parent (father and mother) certainly has a big responsibility in protecting their baby so that they are safe and get happiness in this world and in the hereafter. To get it all, it is important for parents to understand how to educate and guide their children at home in addition to the formal education they receive. To achieve the future of our children can not be separated from the role of parents to provide education. Education where our children go to school needs a touch of our participation and support, both the participation of ideas, participation of energy, participation of skills and participation of property (materials). At Ar-Rahman Kindergarten, there is already a forum for parent/family involvement for parents. It is in this forum that parents provide participation, support, and children.

Based on Permendikbud Number 30 of 2017 concerning Technical Policies for Family Involvement in the Implementation of Education, it is very clear that the involvement of parents / families in its implementation requires synergy between the education unit and the parents / families, and the community. Indicators of the success of parental participation and support for parental involvement in shaping children's character are: (1) increasing parental care and responsibility towards children in the learning process together, (2) encouraging character education strengthening in schools, (3) building synergy between parents and schools, (4) providing material support assistance in every school activity event. (5) Even with the participation of our children's parents, we won in the field of non-academic achievements.

According to Daryanto, that changes in the status of abilities from learning outcomes include: (a.) Cognitive domains, including knowledge, understanding, application, analysis, synthesis and assessment, (b). Affective domain, including the ability to receive, answer, assess, organization and characteristics, (c.) Psychomotor domain, include muscular or motor skills, manipulation of materials or objects, neuromuscular coordination.<sup>25</sup>

Thus, participation is very much needed in an effort to help schools in building the character of early childhood through a management development approach in Ar-Rahman Kindergarten, STM Hilir District.

## E. Conclusion

Based on the results of the research findings according to the problems and research focus, after the discussion the researchers can conclude the results of this study, that

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<sup>25</sup> Daryanto, *Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2001), p. 63.



1. Attitudes of Principals, Teachers, Chairpersons of the Family Involvement Association, Parents, Administration (TU), School Operators, Librarians, and School Guardians as well as Parental Support/Participation towards Parental Involvement in Shaping Children's Character Through a Management Development Approach in Ar-Rahman Kindergarten is quite appreciated. The success indicators of parental involvement in shaping children's character are quite varied. The varied attitudes they show essentially support this family education involvement program. Considering the parental involvement program is considered positive in supporting the formation of children's character.
2. Parental support/participation for the involvement of parents in shaping children's character through management development at Ar-Rahman Kindergarten is quite appreciated. The indicators of success are (1) increasing parental care and responsibility towards children in the learning process together, (2) Encouraging strengthening character education in schools, (3) building synergy between parents and schools, (4) providing material support assistance. in every school activity event. (5) Even with the participation of parents, children's achievements increase, both academic and non-academic achievements.

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