

Parenting Class Program in Physical Education

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ABSTRACT

Understanding related to the roles, duties, participation, involvement and responsibilities of parents in educating and caring for children needs to be programmed and realized considering how important knowledge and insight are for parents in educating children, forming character and making great children. There are already several school programs such as parent associations that try to invite and involve parents in a comprehensive educational process, but they are not effective and efficient because school programs are not well managed and parents' mindsets, knowledge and insight in educating still vary. Parenting class management and efforts to increase parents' knowledge and insight in educating and caring for their children is a very important program in order to educate the life of the nation and develop children's character. Parents and the school should complement each other, collaborate and synergize so that they can work together in harmony in implementing school programs through parent class programs to create quality education. The role and involvement of parents in school will greatly contribute to making children great. The results of research for 1 year from July 2023 to June 2024, with a total of 180 participants, 12 teachers and 12 Educational Communities (school supervisors, school committees, Education offices) throughout Magelang Regency showed positive results. The implementation of this parent class program has been tested and proven to be effective in producing children who are great and have character. Great children, good character and intelligence are formed because of great parents. Great parents are parents who are involved and can collaborate with teachers, the educational community, and stakeholders in order to implement parent class programs.

KEYWORDS

parenting class program, character building, Physical Education

1. INTRODUCTION

The involvement and role of parents, family members and the community is regulated in Law number 20 of 2003. Law no. 20 of 2003 concerning the National Education System (UUSPN) can be a guideline in making policies and managing/management of education at the education unit level up to the national level (Kementerian Pendidikan Dan Kebudayaan, 2003). The aim of National Education is to educate the nation's children and humans with character and competitiveness. Based on UUSPN No. 20 of 2003, that education is our collective responsibility, (family, community and government), which is the tri-centre/center of education (Hakim et al., 2019). Any form of education, whether formal or informal (family), all requires good cooperation and collaboration between parents and other stakeholders. As a legal umbrella for this cooperation and collaboration, Minister of Education and Culture Regulation (Permendikbud) Number 30 of 2017 concerning Family Involvement in Education Implementation has been issued (Permendikbud, 2017). Operationally, this Minister of Education and Culture Regulation is outlined in the Regulation of the Director General (Perdirjen) of Early Childhood Education and Community Education (PAUD and Dikmas) Number 127 of 2017 concerning Technical Instructions for the Implementation of Family Involvement in Education Implementation (Warisno, 2017).

The family, through parents, has a big role and contribution to the growth and development of children towards a better and more complex life (Hechler et al., 2019; Imrie et al., 2020). Through family education, it is hoped that children and other family members can grow and develop according to their stages and become independent human beings and become productive, creative and innovative people with character. The role of the family is very important in providing the basics of education, attitude, as well as basic abilities and skills, such as: religious education, morals, character, etiquette, politeness, ethics and aesthetics (Bhamani et al., 2020; Santoso et al., 2021; Zadeh et al., 2021). The education and learning process for elementary school children should be carried out programmatically and continuously by all parties, namely the family (parents), school (teachers) and society (Persson, 2019; Santoso et al., 2024). Most parents think that education is the duty and responsibility of the educational unit, so parents completely hand over the education and teaching process to the school. Differences in knowledge, insight and understanding of parents in educating and caring for children have an impact on children's growth and development and the character that is formed. In 2015 a program was launched to establish and form family partnerships in educational units under the auspices of the Directorate of Family Education Development. This partnership program aims to build an educational atmosphere and ecosystem that is able to grow and shape the character of the nation's children (Hall et al., 2023; Imrie et al., 2020; Jatmika, 2018; Jeong et al., 2019; the National Center on Parent, Family, 2020).

The initial identification of the need for developing parent classroom learning models at elementary school level from 27 November 2017 – 2 March involving 189 respondents generally stated that parental involvement in schools has so far been felt to be lacking due to a lack of communication between the school and parents. and there are several schools in Magelang Regency that are pilot partnership or family education programs including; 1) Public Elementary School 1 Muntilan, 2) Elementary School 1 Mungkid, 3) Elementary School Mertoyudan 1, 4) Elementary School Secang 1, 5) Elementary School Grabag 1. 6) Elementary School Dukun 1. Partnership program in selected pilot education units This process did not work well because the

implementation guidebook was not clear step by step. Apart from the 6 schools that are part of the partnership program in Magelang Regency, there are also several schools that have implemented family education programs, but they are still general in nature and have not led to physical education and only parent meetings have been programmed by the school. Programs that have been developed and implemented need to be reviewed, studied, analyzed and discussed in depth, starting from the planning, implementation process, curriculum, programs, models, methods, strategies, managerial, time, media, facilitators and other supporting facilities.

Parent classes are a form of association or community between parents and the school or teachers who become one unit in the class to carry out a collaborative process in learning with the aim of improving the abilities, insight, mindset and parenting patterns of children as well as to establish intensive communication between parents. with teachers in the hope of getting better (Asbari et al., 2020; Masitah & Sitepu, 2021; Santoso et al., 2023; Wulandari & Afiatin, 2020). This parent class is a forum for parents/guardians (father, mother, older brother, siblings) in one class according to their child's class education level (Jeong et al., 2019; Sarkowi et al., 2023). In parent class activities, schools can bring in an expert to explain and provide training to solve problems and discuss children's educational development. The form of parent class activities can be in the form of a workshop that introduces school policies, curriculum and physical education learning materials for one semester, as well as programs for carrying out care from a physical education perspective, so that parents' insight, knowledge and abilities increase, which in the end Parents can monitor, guide, direct and facilitate children in studying physical education and sports at home or in the surrounding environment in order to follow up on the physical education learning received at their school.

2. METHODOLOGY

This research and development (R&D) were conducted for 1 years from 2023 to 2024 with 204 research subjects consisting of 180 parents, 12 teachers, and 12 educational communities from 6 elementary schools located in rural and urban areas in Magelang, Indonesia. This research was carried out through two stages of activity; the first stage was a preliminary study and the formulation of a conceptual (theoretical) learning model. The conceptual model that has been compiled is then validated by experts (expert judgment) under their field of expertise. The validation stage is carried out so that the conceptual model has a strong theoretical basis following scientific principles. The second stage is to test the conceptual model that has been compiled and validated in the field. Testing aims to see to what extent the conceptual model that has been compiled has actual effectiveness and efficiency in the field. In addition, during the testing of the model, an evaluation, revision, and improvement will be carried out so that, in the end, an effective and efficient model can be found as expected. Thus, this model will be documented and then will be used as the final model as a product of this research.

3. RESULTS AND DISCUSSION

Based on the previous description and findings from research on parent class development in 2023 as well as the results of discussions with partners, the priority problems that must be resolved together with parenting activist partners and stakeholders include:

Stage 1, Socialization: Socialization Material Together with the Service Team For a program to run well and smoothly, it must be planned carefully and well. The implementation of the parent class program must be planned systematically and programmatically so that this partnership and collaboration program can be accommodated and implemented well and the expected achievement targets are in accordance with the planning. Stages of program planning that will be implemented in the parent class. This consists of several activities as follows:

- a. Identify Needs The mindset and perceptions between teachers and parents sometimes differ in an effort to create a quality learning atmosphere. Several things that can be done to equalize the mindset between teachers and parents, one of which is by identifying each other's needs. Every parent has different needs, hopes and desires for their children who are just entering elementary school, to equalize these needs, hopes and desires the educational unit (school principal/physical education teacher) must act as an agent of change, initiator, facilitator, motivator, in charge of partnerships and collaborating with parents and the community. The elementary school level education unit as the organizer of the partnership and collaboration program through parent classes by identifying and analyzing the following needs: 1) Identification of problems with physical education learning outcomes in terms of cognitive (intelligence), affective (attitude) and psychomotor (movement skills) aspects of students 2) Identify students' health and physical fitness. 3) Analysis of parent class program needs in terms of students, parents and educational units.
- b. . Identify Potential Parents Identify potential parents through educational background, work, hobbies and other abilities. This potential identification effort aims to assist in forming parent class management and as a follow-up to other programs.
- c. Motivate Parents Parents sometimes do not understand the meaning of education, so they hand over their children's education to the school, even though the duties and responsibilities of education are not only the school's, but also the parents and the government. Teachers as motivators, not only motivate their students, but must also be able to motivate parents to get involved, partner and collaborate in overcoming the problems faced by their students or children.
- d. Establish Parent Class Management 1) The first step before establishing parent class management, a teacher who acts as a facilitator must first identify the needs and potential of parents. 2) Formation of parent class management/committees involving teachers and parents with the hope of partnering and collaborating well to achieve the parent class's own achievement targets. The basic principle in forming parent class management should be based on the will, ability and potential background of each parent. 3) The management structure that must exist at a minimum includes chairman, secretary, treasurer, physical education coordinator, facilities, facilities and equipment coordinator and public relations. However, it does not rule out the possibility for a teacher to be able to add/develop the management structure to suit needs.
- e. Arrange the Program 1) In the first stage, after the management structure and organizational structure of the parent class program are well formed and mature, the next step is to prepare a work plan from each field which will be led by the chairman with the direction of the physical education teacher. 2) This program plan must be in accordance with the applicable educational curriculum guidelines, especially in physical education lessons. 3) Arrange the program that will be implemented such as the subject matter according to the semester program in the physical education curriculum (big ball games, small ball games, rhythmic gymnastics, etc.) according to the level of education and class, who is the

- companion (who controls the material), facility coordinator, facilities and equipment, participants (zoning system), public relations and consumption.
- f. Prepare an activity schedule The preparation of a schedule of activities for follow-up parent class programs that will be carried out at home or in their respective areas (can be according to regional zoning) must be programmed, clearly detailing the time and place, number of meetings and so on.
 - g. Implement the program according to the agenda The implementation of the parent class program and the activity schedule can be used as a reference for implementation in the field. However, if there are obstacles or changes in the agenda, we can implement another program to suit the situation and conditions. The implementation of this parent class program consists of several activities that will be carried out, including:
 - 1) parenting classes in their respective homes/regions, namely parents or community members who are competent as teachers for their children in the learning process and the material taught must be in accordance with the subject matter that has been mutually agreed upon in the parent class program (big ball games, small ball games, rhythmic gymnastics, etc.) according to educational level and class.
 - 2) strengthening collaboration programs, by filling out connecting cards (teachers, parents and children) and connecting cards (teachers and parents). The connecting card here is a card that contains a certain column format that must be filled in by teachers and parents relating to important events at school, learning outcomes, student attitudes, as well as problems faced by students at school and at home that need solutions from the outside. teachers and parents. This connecting card can be filled out every week by the physical education teacher at school, and given to parents to fill in and provide responses to problems that occur once a week. Meanwhile, the liaison card between teachers, students and parents is similar to the liaison card between teachers and parents, but its use is more to find out the extent of students' interests and learning experiences. The difference is the column format and time to fill in this card, this card is filled in by students after learning. The content is in the form of students' learning experiences and impressions on that day, which are then given to parents that same day to fill in by providing feedback.
 - h. Conduct evaluation and reflection Every activity starting from planning, implementation and the end of the activity must always be evaluated and reflected on to analyze its shortcomings and weaknesses to be corrected so that it becomes better.



Figure 1. Stages of Implementing Parent Classes

Stage 2, Assistance to the People's Class Program in Magelang Regency

After parents from partner schools receive socialization about the parent class program, the next step is to follow up and implement the parent class program. Program implementation and assistance is carried out for 1 year, starting from the beginning of the new academic year in July 2023 to June 2024. This assistance is carried out for one year which is divided into 2 semesters consisting of three stages. The first stage is when you first enter school. The second stage is in the middle of the semester. The third stage is nearing the end of the semester.

This research will be carried out for 1 year (12 months) starting from July 2023 to June 2024, with the number of socialization participants being 180 parents, consisting of 6 sub-districts throughout Magelang Regency. Each sub-district is represented by one elementary school, namely; 1) Secang 2 Public Elementary School; 2) Grabag 1 Public Elementary School; 3) Pager Gunung State Elementary School, 4) Wonosoko State Elementary School; 5) Mertoyudan State Elementary School; 6) Muntilan State Elementary School.

The parenting skills of parents (mother and father) will greatly influence various levels of cognitive (intelligence), affective (attitude) and psychomotor (movement skills) development of children (Almaududi Ausat, 2022; Hastasari, 2020; Jeong et al., 2019; Zadeh et al., 2021). For this reason, parents' abilities and skills must always be improved. Parents' skills in raising children so that they can become better can be obtained by attending parent classes. Activities such as parenting classes are activities to help families understand child development, appropriate parenting skills, home conditions that support children's learning and help schools obtain information about children. To get information about their students, a teacher/educator can start by listening to any complaints or problems faced by parents (Bunujevac & Durisic, 2017). Implementation of the parent class program which is carried out for 1 year consisting of 2 sessions (Jamilah, 2019; Jatmika, 2018). The first session is the socialization stage of the parent class program which is carried out at the start of school in July. In this initial session, parents and teachers begin to understand and comprehend the parent class program which consists of 8 programs. These 8 parent class programs are implemented sequentially, step by step, no skipping or reversal at any stage (Slamet Santoso, Tandiyu Rahayu, Tjetjep Rohendi Rohidi, Mugiyo Hartono, 2023). If the implementation does not match the program stages or something is missed at each stage, the parent class program will not be successful or will not contribute significantly. The second session is a follow-up stage after socialization of the parent class program, namely mentoring. Program implementation and assistance is carried out for 1 year, starting from the beginning of the new academic year in July 2023 to June 2024. This assistance is carried out for one year which is divided into 2 semesters consisting of three stages. The first stage is when you first enter school. The second stage is in the middle of the semester. The third stage is nearing the end of the semester. This model of collaboration between teachers, parents and the community is an effort to involve families (parents) in providing quality education and forming great children with character through physical education. Parent classes can be organized well when there is partnership and collaboration between the school and parents, the community, the government and other stakeholders. The

implementation of the parent class program in physical education learning in elementary schools is a concrete manifestation of efforts to overcome and provide solutions to various children's problems and character formation. The involvement, role, contribution of all elements (parents, teachers, community) is the key to success in producing quality education and great children with character.

4. CONCLUSION

In order for the implementation of this parent class program to run smoothly and according to plan, it must involve teachers, school principals and other stakeholders in order to support the parent class program. The following are some general instructions that can be used as guidelines for implementing parent class programs, including: 1. The school and teachers act as initiators in organizing parent class programs. 2. The school and teachers act as facilitators to facilitate the implementation of the parent class program. 3. Teachers must play an active role in creating a learning atmosphere that is pro-active, collaborative, creative, innovative, effective, fun and participatory. 4. Teachers as facilitators collaborate with parents and the community. 5. The teacher as a facilitator prepares materials to be presented or explained about the implementation of the parent class program. 6. The facilitator must always provide reinforcement and motivation so that this program can run well.

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