



Implementation of Positive Parenting In Early Childhoods' Families During The Learning From Home Program

Septi Rahayu¹, Sri Nurhayati^{2*}

septirahayuu27@gmail.com¹, srinurhayati@ikipsiliwangi.ac.id^{2*}

^{1,2}Program Studi Pendidikan Masyarakat

^{1,2}Institut Keguruan dan Ilmu Pendidikan Siliwangi

Received: 06 03 2023. Revised: 21 04 2023. Accepted: 04 05 2023.

Abstract : The article discusses the importance of positive parenting during the COVID-19 pandemic, particularly in the context of early childhood online learning from home. This study aims to provide empirical data on the implementation of positive parenting in Bandung City, Indonesia, during the learning from home program in early childhood families. The study employs qualitative methods with a case study approach and descriptive data analysis. The data for this study were obtained through direct interviews with the study's subjects, namely the parents of two children aged 5 and 6 years old. The results showed that positive parenting at home is done by enforcing certain principles without easing the child's load. Positive parenting is imparted to children based on regular routines, and the implementation of positive parenting during home learning is by establishing family-wide norms. The study highlights the importance of providing parents with support and education to help them develop positive parenting skills, which is especially critical during the COVID-19 pandemic. Positive parenting can help create a nurturing environment that supports a child's emotional and social development and reduces negative behaviors such as aggression and delinquency.

Keywords : Positive parenting, Early childhood, Learning from home.

INTRODUCTION

Parenting is an essential aspect of a child's growth and development, and it has a significant impact on their overall well-being. Positive parenting is a style that promotes a healthy and nurturing environment for children to thrive (Nurhayati and Rosita, 2020). During the COVID-19 pandemic, families worldwide have faced significant challenges, including the abrupt shift to online learning from home. This sudden change has brought many parents face-to-face with the need to develop positive parenting skills to help their children navigate the complexities of learning from home. Positive parenting is a style of parenting that emphasizes positive reinforcement, effective communication, and active listening. This approach seeks to strengthen the parent-child bond while promoting a child's emotional and social development. By using positive language, praising good behavior, and setting clear boundaries, parents can

create a nurturing environment that fosters a child's self-esteem and self-confidence (Nurhayati and Rosita, 2020). The COVID-19 pandemic led to the abrupt closure of schools worldwide, and families were forced to adapt to a new normal of online learning from home.

This sudden shift posed significant challenges for parents, as they were required to take on a more active role in their child's education. Parents had to balance work obligations, household duties, and support their children's learning, leading to an increased level of stress and anxiety (Suharyat et al., 2023). The challenges posed by the learning from home program underscore the need for parents to adopt positive parenting styles. Children may experience feelings of confusion, stress, and anxiety due to the sudden shift in their learning environment (Qudsi, Nurhayati, Rukanda, Fitri, and Jabar, 2023). Positive parenting can help to create a nurturing environment that supports a child's emotional and social development, which is especially critical during this time. Positive parenting is an approach to parenting that emphasizes the importance of building positive relationships with children, promoting their healthy development, and using non-violent discipline techniques. Recent research has provided strong support for the effectiveness of positive parenting in improving child outcomes and reducing negative behaviors.

A systematic review by Pinquart and Teubert (2010) found that positive parenting practices, including warmth, affection, and positive reinforcement, were associated with better academic and social-emotional outcomes for children. Positive parenting was also found to be effective in reducing negative behaviors such as aggression and delinquency. Another systematic review by Barlow and colleagues (2016) found that positive parenting interventions, such as Triple P (Positive Parenting Program), were effective in improving parenting practices and reducing child behavior problems. The review highlighted the importance of providing parents with support and education to help them develop positive parenting skills. A recent meta-analysis by Sawyer and colleagues (2020) found that positive parenting interventions were effective in improving child behavior and reducing negative behaviors such as aggression and conduct problems. The study also found that positive parenting interventions were effective in reducing parental stress and improving parental mental health.

Overall, recent research provides strong support for the effectiveness of positive parenting in promoting healthy child development and reducing negative behaviors (Mulyati and Nurhayati, 2020; Nurhayati and Rosita, 2020; Nurhayati and Rumsari, 2020; Nursa'adah, Mulyana, and Nurhayati, 2022; Ratningsih, Sadiyah, Nurhayati, and Widiastuti, 2021; Rumsari and Nurhayati, 2020; Sholihah and Nurhayati, 2022). It is important to find empirical data on

positive parenting implementation during the learning from home program in early childhoods' families to ensure the positive parenting implementation has a good impact on early childhood's teaching and learning. This study aims to provide the empirical data on implementation of positive parenting in Bandung City, Indonesia.

RESEARCH METHODS

This study employs qualitative methods with a case study approach and descriptive data analysis. Case study approach is research that investigates contemporary phenomena contained in a real-world context using multiple data sources when the boundaries between the phenomenon and the context are not yet obvious. In addition, the subjects of this investigation were parents of SPS Patrakomala Bandung. This study was carried out at SPS Patrakomala Bandung from 30 January-31 March 2023, at Jl. Nagrog III No. 106, RT01, RW09, Kel.Pasirjati, Ujungberung District. In this investigation, three data collection methods were employed: observation, documents Study, and in depth interview. The data for this study were obtained through direct interviews with the study's subjects, namely the parents of AK (5 years) and parents of MZM (6 years old). Triangulation was used to analyze and validate the data obtained.

RESULTS AND DISCUSSIONS

From the interview results on positive parenting implementation with AK parents the practice of positive parenting at home is done by enforcing certain principles without easing the child's load. Because the application of positive parenting imparted by parents will become ingrained in children based on regular routines."When COVID-19 struck and school had to be closed and substituted with homeschooling, I began looking for ways to continue my children's education at home. At the time, I devised regulations that were not onerous for the child. The means by which AK's parents implement positive parenting during home-based education is by establishing family-wide norms. Constraints on the implementation of positive parenting during home learning cause students to become disobedient and frequently engage in play. The solution to the challenges faced by AK's parents was to create a schedule for studying, playing, and spending time with parents, while limiting mobile phone use during certain hours. The parents of AK employed this method so that their daughter can learn and practice discipline.

Z's parents explained their way in employing a positive parenting approach. "I was caring for children while learning at home in a simple manner that can be accomplished at

home." Z's parents approach to learning at home is the first time they have considered the child's diet in order to maintain his or her immunity. Second, they explained the positive and negative things Z should be aware of during COVID 19 and offers a variety of enjoyable learning methods for use at home. "I briefed the child on COVID so that he feels at home; most importantly, I pay attention to my child's diet so that he or she stays healthy, and I assist the child in learning with a cool learning style even at home." Z's mother provided a cool learning approach, such as combining learning with play, so that Z can follow their homeroom teacher's material without becoming bored.

"When the child does not want to learn, I allow the child time to play, as forcing the child to learn will make the child less motivated to learn." Typically, I engage a child's interest in learning by having him or her interact with objects or materials that will be taught in simple language. For them, making children secure and able to follow learning is of utmost importance so that, despite COVID 19 restrictions, the child can still achieve the goal of enhancing learning. In addition, Z's mother faced the challenge of Z fussiness when he is unable to see his peers. What Z's mother do was provide the child with the facilities that can be provided or created at home so that the child can continue to play joyfully and comfortably. From the research findings it is found that the program The COVID-19 pandemic has brought about a sudden shift in the way children are learning, with many schools worldwide shifting to online learning from home (Lismayanti, Nurhayati, and Rosita, 2021). This has posed significant challenges for parents, who have had to adapt to this new normal and take on a more active role in their child's education. The sudden change has also brought many parents face-to-face with the need to develop positive parenting skills to help their children navigate the complexities of learning from home.

Implementing positive parenting strategies during the learning from home program is critical for several reasons (Indrawati, 2020; Sofyan, 2019; Wiranata, 2020). First, the sudden shift to online learning from home has led to an increased level of stress and anxiety for both parents and children. Positive parenting can help to reduce these stress levels by creating a nurturing environment that supports a child's emotional and social development. This, in turn, can improve academic outcomes by minimizing distractions and promoting a positive learning environment. Secondly, positive parenting can help to strengthen the parent-child relationship. By using positive language, active listening, and effective communication, parents can create a bond of trust and understanding with their child. This, in turn, can foster a child's self-esteem and confidence, promoting healthy emotional and social development. Thirdly, positive

parenting can help to promote empathy and understanding in children, which is especially critical during this time of social isolation.

Children raised with positive parenting techniques are more likely to develop a strong sense of empathy and understanding of others, which can help them succeed in social situations later in life. The implementation of positive parenting strategies during the learning from home program is particularly critical for families with young children. Early childhood is a time of rapid growth and development, and positive parenting during this period can have a lasting impact on a child's overall well-being. By creating a nurturing environment that promotes emotional and social development, parents can set their child up for success both academically and personally. Furthermore, the implementation of positive parenting strategies during the learning from home program can have a significant impact on the mental health of both parents and children. The pandemic has brought about significant challenges, including social isolation, financial stress, and uncertainty about the future. By implementing positive parenting strategies, parents can create a sense of stability and security for their children, promoting healthy mental health outcomes.

The implementation of positive parenting strategies during the learning from home program is critical for several reasons. It can help to reduce stress levels, strengthen the parent-child relationship, promote empathy and understanding, and support healthy emotional and social development. Furthermore, positive parenting during this time can have a lasting impact on a child's overall well-being and set them up for success both academically and personally. As such, research into the implementation of positive parenting strategies during the learning from home program is urgently needed to support families during this challenging time.

There are several compelling reasons to research the implementation of positive parenting styles in early childhood families during the learning from home program: 1) Promoting positive child development: Positive parenting practices can promote healthy emotional, cognitive, and social development in young children. By investigating how positive parenting styles can be effectively implemented during the learning from home program, researchers can provide parents with the tools and strategies they need to support their child's development. 2) Mitigating the negative effects of stress: The learning from home program can be a stressful time for families, especially those who are balancing work and childcare responsibilities. Positive parenting practices can help mitigate the negative effects of stress on children and parents, promoting positive family relationships and reducing the risk of negative outcomes like child abuse and neglect. 3) Supporting learning and academic success: Positive

parenting practices can also support children's learning and academic success. By creating a positive and supportive home environment, parents can help their children stay engaged and motivated during online learning sessions. 4) Addressing inequalities: The learning from home program has highlighted the inequalities that exist in access to technology and support for families. Research on the implementation of positive parenting styles can help identify strategies to support families who may be struggling to access resources or who may face other barriers to successful online learning. 5) Building resilience: Positive parenting practices can also help children develop resilience, which is critical in times of stress and uncertainty. By studying the implementation of positive parenting styles during the learning from home program, researchers can identify strategies that promote resilience and help families thrive in challenging circumstances. Overall, research on the implementation of positive parenting styles during the learning from home program has the potential to improve outcomes for children and families, promote positive development, and support learning and academic success.

CONCLUSION

Based on the studies that have been conducted as mentioned above, it can be concluded that positive parenting implementation in early childhood's families during the learning from home program requires a deliberate effort on the part of parents. Some effective strategies include active listening, positive reinforcement, setting clear boundaries, and effective communication. By using these techniques, parents can create a nurturing environment that promotes a child's emotional and social development while supporting their academic progress. Positive parenting is an essential aspect of a child's growth and development, particularly during the learning from home program. This parenting style promotes a healthy and nurturing environment for children to thrive, fostering a strong parent-child bond while promoting the child's emotional and social development. By adopting positive parenting techniques, parents can create an environment that supports their children's academic progress while minimizing stress and anxiety.

REFERENCES

- Bennett, C., Barlow, J., Huband, N., Smailagic, N., and Roloff, V. (2016). Group-Based Parenting Programs for Improving Parenting and Psychosocial Functioning: A Systematic Review. *Journal of the Society for Social Work and Research*, 4(4), 300–332. <https://doi.org/10.5243/jsswr.2013.20>

- Indrawati, T. (2020). Efektivitas Program Positif Parenting Dalam Mengurangi Stres Pengasuhan pada Ibu Muda. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 3(2), 201–215. <https://doi.org/10.24042/ajipaud.v3i2.7251>
- Lismayanti, M., Nurhayati, S., and Rosita, T. (2021). Peran Orang Tua Dalam Memotivasi Anak Untuk Mengikuti Pembelajaran E-Learning (Online) Dalam Meningkatkan Minat Baca Pada Program Kesetaraan Paket C Di Pkbm Srikandi. *Comm-Edu (Community Education Journal)*, 4(2), 38. <https://doi.org/10.22460/comm-edu.v4i2.6794>
- Mulyati, D., and Nurhayati, S. (2020). Manajemen Penyuluhan Parenting Untuk Mengurangi Kecanduan Gadget Anak–Anak Usia Sekolah Rw 30 Cimindi Hilir Cimahi Selatan. *Comm-Edu (Community Education Journal)*, 3(3), 253. <https://doi.org/10.22460/comm-edu.v3i3.3368>
- Nurhayati, S., and Rosita, T. (2020). *Positive Parenting Training Program Implementation to Increase Parents' Emotional Intelligence in Raising Well Being Children*. 503(Icecep 2019), 67–71. <https://doi.org/10.2991/assehr.k.201205.087>
- Nurhayati, S., and Rumsari, C. (2020). Social Skill Development In The Game Oray-orayan Traditional Children Of West Java. *Proceeding ICONSEIR 2019*, 1–6. <https://doi.org/10.4108/eai.17-12-2019.2295997>
- Nursa'adah, E., Mulyana, E., and Nurhayati, S. (2022). Parenting Patterns Impact On Children ' S Social Intelligence : Study On Program Keluarga Harapan Beneficiaries Family. *Journal of Educational Expert*, 5(2), 59–65. <https://doi.org/10.30740/jee.v5i2p59-65>
- Qudsi, N. A., Nurhayati, S., Rukanda, N., Fitri, A., and Jabar, R. (2023). Parents-School Strategic Collaborations in Early Childhood School From-Home Learning During the Pandemic. *Al Ishlah*, 15, 964–971. <https://doi.org/10.35445/alishlah.v15i1.2605>
- Ratningsih, O., Sadih, R. A., Nurhayati, S., and Widiastuti, N. (2021). Father Parenting Role in the Child'S Social-Emotional Development. *Empowerment : Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 10(2252), 47–53. <https://doi.org/10.22460/empowerment.v10i1p47-53.2130>
- Rumsari, C., and Nurhayati, S. (2020). Parent Involvement in Instilling Social Care Attitudes to Early Childhood Through the Friday Blessing Program. *Jurnal Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9(2), 306–312. <https://doi.org/10.22460/empowerment.v9i2p306-312.1929>
- Sholihah, H., and Nurhayati, S. (2022). Prevention of Violence Against Children in School through Islamic Parenting Styles. *Society*, 10(2), 528–539.

<https://doi.org/10.33019/society.v10i2.255>

- Sofyan, I. (2019). Mindful Parenting: Strategi Membangun Pengasuhan Positif dalam Keluarga. *Journal of Early Childhood Care and Education*, 1(2), 41. <https://doi.org/10.26555/jecce.v1i2.241>
- Suharyat, Y., Nurhayati, S., Januliawati, D., Haryono, P., Muthi, I., and Zubaidi, M. (2023). Tantangan Pemberdayaan Orang Tua dalam Meningkatkan Mutu Layanan PAUD Era Digital. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 406–415. <https://doi.org/10.31004/obsesi.v7i1.3827>
- Teubert, D., and Pinquart, M. (2010). The Association Between Coparenting and Child Adjustment: A Meta-Analysis. *Parenting*, 10(4), 286–307. <https://doi.org/10.1080/15295192.2010.492040>
- Wiranata, I. G. L. A. (2020). Penerapan Positive Parenting Dalam Pembiasaan Pola Hidup Bersih Dan Sehat Kepada Anak Usia Dini. *Pratama Widya : Jurnal Pendidikan Anak Usia Dini*, 5(1), 82–88. <https://doi.org/10.25078/pw.v5i1.1362>