

Development of Gusjigang-Based Parenting Model for Early Childhood

Aliyah, Risyda^{1*}, Su'ad² & Gudnanto³

^{1,2,3}Muria Kudus University, Kudus, 59327 Central Java, Indonesia

*Corresponding author: risydaaliyah@gmail.com

To Cite This Article:

Aliyah, R., Suad, & Gudnanto. (2024). Development of Gusjigang-Based Parenting Model for Early Childhood. *ICCCM Journal of Social Sciences and Humanities*, 3(1), 9–14. <https://doi.org/10.53797/iccmjssh.v3i1.2.2024>

Abstract: Early childhood education plays a very important role and determines the history of subsequent child development because it is the foundation for the child's personality. The learning process must refer to the characteristics of early childhood development and all the natural characteristics inherent in children. Likewise, the stimulus provided needs to be adapted to the characteristics and nature of these early childhood. This study aims to describe the effectiveness of the Gusjigang-based parenting model development module in parental collaborative education in early childhood. The research method used is quantitative with a one-group pretest-posttest design approach. The subjects in this study were three educators and six parents in Pertiwi Kindergarten, Cahaya Kindergarten and Masjid Agung Kudus Kindergarten, respectively. Data collection techniques using test instruments. The instruments were arranged according to the core competencies of early childhood education and the philosophy of Gusjigang. The researcher conducted the research using pretest and posttest questions. The t-test results show that H_a is accepted, and H_0 is rejected, meaning there are differences in learning outcomes before and after learning through outreach to educators and parents. Based on the results of this study, the Gusjigang-based parenting development model in collaborative education of parents in early childhood in Kindergarten, Demaan Village, Kudus City District, is feasible and effective.

Keywords: Parenting, early childhood, parent

1. Introduction

Every parent wants the success of their child's education by entrusting it to the best educational institutions (Grindal et al., 2016). Early childhood education plays a very important and decisive role in the next child's development because early childhood education is the basic foundation of a child's personality (Cuartas, 2022) as it is known that at an early age, children's brain development is very rapid and can absorb a lot of information (Baroroh et al., 2020). A person's success is largely determined by early childhood education, which will affect their life in the future and is also largely determined by the experience and education gained at an early age (Hasyim, 2015). The learning process in early childhood education must refer to the characteristics of early childhood development and all the natural characteristics inherent in children. Likewise, the stimulus given must be in ways that are by the characteristics and nature of early childhood. Once the importance of early childhood education, parents have an extra role in paying attention and supervising children so they can grow and develop optimally (Juwariyah et al., 2019).

The nature of early childhood in law number 20 of 2011 concerning the National Education System is a group of children from birth (0 years) to six years (6 years). The quality of education depends on the goals and what will be done in education (Hanafi et al., 2022). Education is the most important investment parents make for their child's future. The learning outcomes achieved are largely determined by the quality of educators, where the failure and success of education are strongly influenced by the quality of teaching staff who master the material, professional skills and teaching methodology (Xu & Zhang, 2021). The presence of quality or competent early childhood educators in the community is very important because, with the support of competent educators, there will be many benefits to educational programs (Mesman et al., 2016).

The location of Demaan Village, as one of the areas in Kudus Regency, has the Gusjigang motto: bogus, Raji and dagang. The term emerged from the exemplary attitude carried out by Sunan Kudus in his preaching on the island of Java, especially in Kudus. In this context, parenting activities are associated with a good concept, meaning that children are expected to be "good kids", namely, children who have morals or in science are usually called children who have character as the goal of learning in early childhood education. Whereas "Ji", meaning reciting, can be interpreted as

learning, where educational institutions and parents are obliged to facilitate this learning activity as an effort to stimulate the growth and development of children so that the potential in children emerges and, of course, it is necessary to insert motivation to learn as was done by Sunan Kudus in his time.

The hope is that the Development of a Gusjigang-based parenting Model to Increase the Role of Parents in Early Childhood Education in Kindergarten, Demaan Village, Subdistrict, Kudus City can provide education to parents so that they can stimulate children when they are out of school properly with the aim that there is continuity between activities in schools and outside schools who still use the local wisdom of Kudus, namely the philosophy of "Gusjigang" as the motto of the Kudus community.

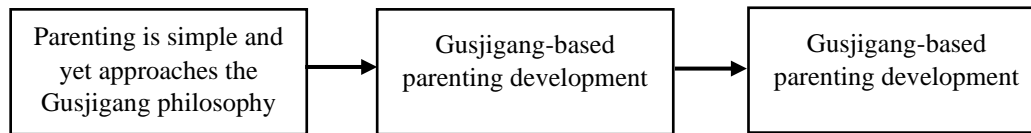


Figure 1. Thinking framework

This research was conducted to determine the effectiveness of the Gusjigang-based parenting model in parental collaborative education in early childhood at Kindergarten in Demaan Village, Kudus City District. The data collected will be used as a basis for proposing intervention materials for the parenting model developed according to the local wisdom approach related to the Gusjigang philosophy.

2. Literature Review

Early childhood education cannot be separated from the roles, concerns and responsibilities of the family because, most of the time, early childhood is with the family (Walker et al., 2018). The family is a small group structured in family ties and has the main function of socializing maintenance of the new generation (Rahmi et al., 2019). To optimize early childhood development, it is necessary to have good cooperation between educational institutions and parents. Parents' understanding of the obligations and responsibilities in early childhood education is fundamental to the smooth running of the early childhood education program itself (Hedefalk et al., 2015).

A series of actions and interactions carried out by parents to support the development of their children is known as parenting (Adriana & Zirmansyah, 2021). Parenting is how parents act towards children who actively try (Maunah & Suprijono, 2016). The parenting program is a form of informal activity that aligns childcare and education activities in playgroups and at home (Jeong et al., 2021). This parenting program can invite parents to jointly provide the best education for their children (Kurniawan & Hermawan, 2016). Parents should own this parenting knowledge to take better care of children and support the growth and development of children (Erlanti et al., 2016). The child will develop properly with the cooperation between parents and educators (Knauer et al., 2019).

The parenting that is carried out needs to be adjusted to the local wisdom in which the child grows and develops. It needs to be adjusted to create order, peace, justice, prevent conflict, decency, prosperity and value system development (Suwardi & Rahmawati, 2019). Local wisdom is the cultural identity or personality of a nation that causes the nation to be able to absorb, even process, culture originating from other nations into its character and abilities (Ernawati et al., 2018). In addition, children have started to forget local wisdom at this time, so parents must pay attention (Marwany et al., 2022). Adjusting education to local wisdom is important because local wisdom known in previous environments, such as homes and schools, will facilitate achieving educational goals (Maisaroh & Hayani, 2022).

From the explanation above, the development and growth of children can be achieved optimally if parents are involved in implementing learning in early childhood through parenting activities based on local wisdom.

This parenting activity aims to let parents know the suitable learning process and their child's development related to uniformity and continuity between home and school in kindergarten in Demaan Village, Kudus City. Collaboration is a systematic and concrete step in the educational environment that directly impacts improving the quality of education (Schultz et al., 2016). Many parents think that stimulation is giving as much material as possible to children, only cognitive aspects, without paying attention to other aspects of development such as language, emotion and social.

Parents force their children to be able to read and write at an early age by involving children in additional classes in the hope that they will get good academic grades, involving children in various activities so that they do not have time to play. Bang (2018) revealed that playing in early childhood benefits include adding insight, developing problem-solving abilities, developing leadership skills, and increasing self-confidence.

3. Methodology

This study used a quantitative research method with a one-group pre-test and post-test design approach. This method is a quasi-experiment where a group is measured and observed before and after the treatment is given. Researchers apply treatment to parents and educators, who then measure the effectiveness of the model that has been compiled.

The population in this study were all kindergartens in Demaan Village, Kudus City District. Researchers used a purposive sampling technique, meaning that the sample was chosen deliberately so that the research sample does not need to represent the population. The sample is part of the population taken in certain ways with certain characteristics (Majid, 2018). The consideration for sample research is not based on aspects of population representation related to the sample's ability, in this case, the informant, to supply as complete information as possible to the researcher. Respondents sampled in this study were three teachers and six parents of students in each kindergarten in Demaan Village, Kota District, Kudus Regency, namely Cahaya Kindergarten, Masjid Agung Kindergarten and Pertiwi Kindergarten 07.1.

The research instrument used in this study consisted of two parts: instruments for educators and for parents. The instrument for educators consists of 15 questions, and the instrument for parents consists of 20 questions. Both instruments use 2 answer choices, namely "yes" or no. This instrument is prepared based on the Standards for the Level of Achievement of Children at the end of early childhood education services at 6 (six) years, which refers to the core competency structure in the early childhood education curriculum.

4. Results

The following are the results of collecting and processing data in determining the effectiveness of the Gusjigang-based parenting model for collaborative education of parents in early childhood at Kindergarten in Demaan Village, Kota District, Kudus Regency. The validity test was carried out using SPSS software version 15.0 and using the Pearson correlation technique. The results of the validity test are presented in Table 1.

Table 1. Instrument validity test results

Aspect	Parent	Educator
Bagus	1*,2,3*,4,5,6,7,8*	1,2*,3,4*,5*
Ngaji	9,10,11,12*,13*,14*,15,16*	6,7*,8,9,10*,11*,12
Total	17,18*,19,20	13*,14,15*

*Full items

An instrument reliability test is used to find the reliable value of a research instrument. This study used the Cronbach Alpha technique with the help of SPSS software version 15.0, with the result that the instrument for parents was 0.816 and the instrument for educators was 0.912 so that the reliability score is obtained in the very high category as show in Table 2.

Table 2. The proportion of instrument reliability

Reliability Test	Criteria
0.70 < r ≤ 1.00	Very high
0.40 < r ≤ 0.70	High
0.30 < r ≤ 0.40	Moderate
0.20 < r ≤ 0.30	Low
0.00 < r ≤ 0.20	Very low

The instrument normality test aims to determine whether the data is normally distributed. This study uses the Kolmogorov-Smirnov technique with the criteria that if the significance value is $p > 0.05$, the data is normally distributed with the following details. From the normality test results, it can be concluded that all the instruments used in this study have normally distributed data. Table 3 show normality test.

Table 3. Normality test results

Test Type	KS-Z	Significance	Description
Pre-test parent	1.022	.247	Normal distribution
Post-test parent	1.168	.131	Normal distribution
Pre-test educator	1.976	.296	Normal distribution
Post-test educator	1.185	.121	Normal distribution

The homogeneity test is used to find the homogeneous value of the instrument used. This study used the Levene Statistical ANOVA method with SPSS version 15.0 with pre-test and post-test results for parents of 0.064 ($p > 0.05$) and educators of 0.613 ($p > 0.05$) which indicates that the data groups come from populations that have the same variance (homogeneous).

The gain index calculation is used to analyze product development results before and after using the Gusjigang-based parenting development model. The n-gain score was obtained in this test, which is described in Table 4. Based on the results of the gain test, it shows that the n-gain value for the instrument for parents is 0.44 (medium category), and

for the instrument for educators is 0.28 (low category), so there is an increase before and after treatment as show in Table 4.

Table 4. N-gain test results

Variable	Score	Average	Highest score	Lowest score
Pre-test parent	394	21.88	24	16
Post-test parent	411	11.67	24	20
Pret-test educator	105	22.83	14	7
Post-test educator	111	12.33	14	8

After the prerequisite analysis is fulfilled, the instrument effectiveness test can be carried out using the paired sample t-test method using SPSS version 15.0 with the results of the analysis described in Table 5.

Table 5. Mean difference test results

Variable	t-count	t-table	Description
Pre-test and post-test parent	2.795	2.1098	Ho rejected, H1 accepted
Pre-test and Post-test educator	2.828	2.306	Ho rejected, H1 accepted

Based on the results of the average difference test, the two instruments value t-count > t-table, so the two instruments have results, namely, there are differences in learning outcomes before and after learning.

5. Discussion

The research was conducted by researchers using the pre-test and post-test instruments in three kindergartens with 9 educators and 18 parents as respondents. The researcher revealed a difference between the pre-test and post-test scores through these two instruments. It shows a difference between before and after dissemination, with an n-gain score of 0.28 for educators (increase in the low category) and 0.44 for parents (increase in the medium category). In the t-test to determine whether the module's effectiveness has been compiled, the result is that the teacher's t-count = 2.828 lies outside the range -2.306 to +2.306. The t-test is described in Fig. 2.

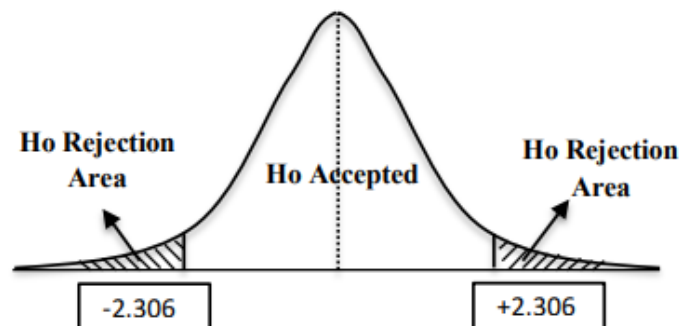


Figure 2. T-test results for educators

In other words, t-count > t-table (2.828 > 2.306). Therefore, Ho is rejected, meaning there are differences in learning outcomes before and after dissemination to educators. In the t-test to determine whether the module's effectiveness has been compiled, the result is that the parents' t-count = 2.795 lies outside the range of -2.1098 to +2.1098. The t-test is described in Fig. 3.

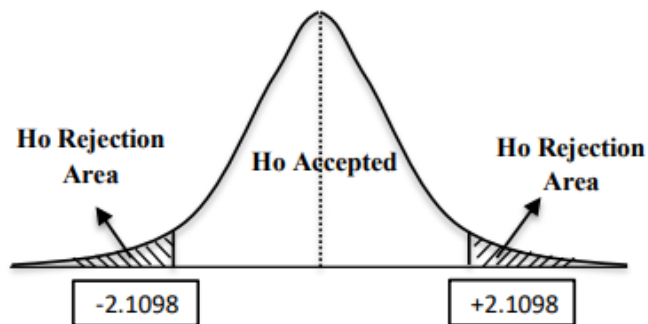


Figure 3. T-test results for parent

In other words, $t\text{-count} > t\text{-table}$ ($2.795 > 2.1098$). Therefore, H_0 is rejected, meaning there are differences in learning outcomes before and after dissemination to parents. The involvement of parents in collaborative parenting activities with educators has a positive influence on children. Several studies have shown that family involvement, especially among parents in educational units, can support academic achievement and positive behaviour, strengthen relationships with children, and improve discipline at school (Hidayatulloh & Fauziyah, 2020). It is also supported by (Gustiana & Sari, 2022), which states that there is an increase in social-emotional behaviour in children, which is getting better along with the involvement of parents in parenting activities in the field of education.

6. Conclusion

As revealed in this study, it is known that there are differences in scores between before and after the socialization of parents and educators in the Kindergarten of Demaan Village, Kota District, Kudus Regency. The Gusjigang-based parenting model development module is effectively used. It is based on the results of statistical tests on the t-test, which show that H_a is accepted, and H_0 is rejected. Thus, the development of the Gusjigang-based parenting model is feasible and effective to use. For schools, the results of the product development of the Gusjigang-based parenting model can be refined further according to the needs of the school and adjusting the conditions of the parents so that they are more effectively applied as a learning model. Teachers should use this parenting model development method to adapt the existing simple parenting model with the addition of the Gusjigang philosophy so that children's growth and development are in accordance with the local wisdom of the Kudus people. For the community, this product should be introduced to teachers, not only the kindergarten teacher concerned but teachers and educators from other institutions.

References

- Adriana, N. G., & Zirmansyah, Z. (2021). Pengaruh Pengetahuan Parenting Terhadap Keterlibatan Orangtua Di Lembaga Paud. *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)*, 1(1), 40-51. <http://dx.doi.org/10.36722/jaudhi.v1i1.565>
- Bang, Y. S. (2018). Parents' perspectives on how their behaviors impede parent–teacher collaboration. *Social Behavior and Personality: an international journal*, 46(11), 1787-1799. <https://doi.org/10.2224/sbp.7270>
- Baroroh, S. A., Budiartati, E., & Fakhruddin, F. (2020). Implementation of Parenting Education in Early Childhood Education Institutions. *Journal of Nonformal Education*, 6(1), 77-84. <https://doi.org/10.15294/jne.v6i1.24168>
- Cuartas, J. (2022). The effect of maternal education on parenting and early childhood development: An instrumental variables approach. *Journal of Family Psychology*, 36(2), 280. <https://doi.org/10.1037/fam0000886>
- Erlanti, M. S., Mulyana, N., & Wibowo, H. (2016). Teknik parenting dan pengasuhan anak studi deskriptif penerapan teknik parenting di rumah parenting yayasan cahaya insan pratama bandung. *Prosiding Penelitian dan pengabdian kepada masyarakat*, 3(2). <https://doi.org/10.24198/jppm.v3i2.13686>
- Ernawati, T., Siswoyo, R. E., Hardyanto, W., & Raharjo, T. J. (2018). Local-wisdom-based character education management in early childhood education. *The Journal of Educational Development*, 6(3), 348-355. <https://doi.org/10.15294/JED.V6I3.25078>
- Grindal, T., Bowne, J. B., Yoshikawa, H., Schindler, H. S., Duncan, G. J., Magnuson, K., & Shonkoff, J. P. (2016). The added impact of parenting education in early childhood education programs: A meta-analysis. *Children and Youth Services Review*, 70, 238-249. <https://doi.org/10.1016/j.chilyouth.2016.09.018>
- Gustiana, E., & Sari, A. K. P. (2022). Keterlibatan Orang Tua Dalam Bidang Pendidikan Terhadap Perilaku Sosial Emosional Anak Usia Dini. *Jurnal Pelita PAUD*, 7(1), 199-204. <https://doi.org/10.33222/pelitapaud.v7i1.2180>
- Hasyim, S. L. (2015). Pendidikan Anak Usia Dini (PAUD) Dalam Perspektif Islam. *Jurnal Lentera: Kajian Keagamaan, Keilmuan dan Teknologi*, 13(2), 169-177. <https://ejournal.kopertais4.or.id/mataraman/index.php/lentera/article/view/1319>
- Hanafi, I., Suryadi, S., Sukanto, S., Wijaya, A. F., & Saleh, C. (2022). Faktor-Faktor Penyebab Dan Solusi Kegagalan Layanan Pendidikan Tinggi Di Malang Raya: Suatu Studi Kasus. *Journal Of Science And Social Research*, 5(2), 192-204. <https://doi.org/10.54314/jssr.v5i2.780>
- Hedefalk, M., Almqvist, J., & Östman, L. (2015). Education for sustainable development in early childhood education: A review of the research literature. *Environmental Education Research*, 21(7), 975-990. <https://doi.org/10.1080/13504622.2014.971716>
- Hidayatulloh, M. A., & Fauziyah, N. L. (2020). Keterlibatan Orang Tua dalam Pendidikan Anak Usia Dini di Satuan PAUD Islam. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(4), 149-158. <https://doi.org/10.14421/jga.2020.54-02>

- Jeong, J., Franchett, E. E., Ramos de Oliveira, C. V., Rehmani, K., & Yousafzai, A. K. (2021). Parenting interventions to promote early child development in the first three years of life: A global systematic review and meta-analysis. *PLoS medicine*, 18(5), e1003602. <https://doi.org/10.1371/journal.pmed.1003602>
- Juwariyah, S., Slamet, A., & Kustiono, K. (2019). Analysis of Parenting and Involvement of Parents in Early Childhood. *Journal of Primary Education*, 8(3), 364-370. Scribbr. <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/19762>
- Knauer, H. A., Ozer, E. J., Dow, W. H., & Fernald, L. C. (2019). Parenting quality at two developmental periods in early childhood and their association with child development. *Early Childhood Research Quarterly*, 47, 396-404. <https://doi.org/10.1016/j.ecresq.2018.08.009>
- Kurniawan, H., & Hermawan, R. (2016). Program Parenting Untuk Membentuk Karakter Anak Usia Dini Di Lembaga Pendidikan Anak Usia Dini. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 1(01), 29-39.
- Maisaroh, I., & Hayani, R. A. (2022). Urgensi Kearifan Lokal dalam Penguatan Pendidikan Karakter. *Jurnal Pendidikan Karakter JAWARA (Jujur, Adil, Wibawa, Amanah, Religius, Akuntabel)*, 8(1). Scribbr. <https://jurnal.untirta.ac.id/index.php/JAWARA/article/view/15618>
- Majid, U. (2018). Research fundamentals: Study design, population, and sample size. *Undergraduate research in natural and clinical science and technology journal*, 2, 1-7. <https://doi.org/10.26685/urncst.16>
- Marwany, M., Ali, M., Nofianti, F. R., Nurbaiti, A., Rahamwati, N. A., & Azizah, F. N. (2022). Implementation of Early Childhood Education in Families Based on Local Wisdom and Its Implications for Children's Moral Development. In *Proceedings of the 1st International Conference of Humanities and Social Science, ICHSS 2021, 8 December 2021, Surakarta, Central Java, Indonesia*. EAI. Scribbr. <https://repository.uindatokarama.ac.id/id/eprint/1969/>
- Mauanah, S., & Suprijono, A. (2016). Parenting education sebagai pendidikan keluarga. *Paradigma*, 4(2), 1-10. Scribbr. <https://ejournal.unesa.ac.id/index.php/paradigma/article/view/14123>
- Mesman, J., Van Ijzendoorn, M., Behrens, K., Carbonell, O. A., Cárcamo, R., Cohen-Paraira, I., ... & Zreik, G. (2016). Is the ideal mother a sensitive mother? Beliefs about early childhood parenting in mothers across the globe. *International Journal of Behavioral Development*, 40(5), 385-397. <https://doi.org/10.1177/0165025415594030>
- Rahmi, R., Kustati, M., & Ritonga, M. (2019). Pendidikan Anak Di Era Disrupsi: Peranan Keluarga Sebagai Lembaga Pendidikan Dalam Menanamkan Nilai-Nilai Islam. *Tarbiyah Al-Awlad: Jurnal Kependidikan Islam Tingkat Dasar*, 9(2), 130-137. <https://doi.org/10.15548/alawlad.v9i2.1912>
- Schultz, T. R., Able, H., Sreckovic, M. A., & White, T. (2016). Parent-teacher collaboration: Teacher perceptions of what is needed to support students with ASD in the inclusive classroom. *Education and Training in Autism and Developmental Disabilities*, 344-354. Scribbr. <https://www.jstor.org/stable/26173862>
- Suwardi, S., & Rahmawati, S. (2019). Pengaruh Nilai-Nilai Kearifan Lokal Terhadap Pola Pengasuhan Anak Usia Dini (AUD). *Jurnal Al-Azhar Indonesia Seri Humaniora*, 5(2), 87-92. <http://dx.doi.org/10.36722/sh.v5i2.347>
- Walker, S. P., Chang, S. M., Smith, J. A., & Baker-Henningham, H. (2018). The Reach Up Early Childhood Parenting Program: Origins, Content, and Implementation. *Zero to Three*, 38(4).
- Xu, T., & Zhang, B. (2021). Improving thinking skills in early childhood using effective teaching strategies. *Aggression and Violent Behavior*, 101704. <https://doi.org/10.1016/j.avb.2021.101704>