

Development of E-Module-Based Parenting Modules for Early Childhood

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Abstract: The shared knowledge of parents about parenting and the lack of manuals on parenting cause parents' attention and care for their children to be low. It is necessary to develop a guidebook for parents on parenting. The type of research is Research and Development (R&D) from Sugiyono. Adopting the theory of Borg and Gall, the study uses ten steps, starting with research and gathering information, ending with disseminating and applying. The data sources were parents and teachers of Tarbiyatul Athfal Bangsri 01 Kindergarten, Tarbiyatul Athfal Bangsri 02 Kindergarten, Bangsri Al Hikmah Kindergarten, Bangsri Jepara District. Data collection techniques include interviews, observations, questionnaires, and documentation. The research instruments are structured interview guidelines for teachers, validation questionnaires for material experts, media experts and observation, 2) Development of parenting media in the form of e-module-based parenting models and e-module usage manuals, 3) The feasibility of the e-module-based parenting module based on the validation results from media experts is 91, material expert validation is 87 and linguist validation is 93. The validation criteria from the three validators are very valid and very suitable to be used in early childhood parenting activities. The conclusion of the research is the development of an e-module-based parenting model very suitable to be used to improve the skills of parents in the independence of early childhood.

Keywords: Development, e-module, parenting, early childhood

1. Introduction

One of the competencies that children in social life need are the aspect of emotional and social development. One of the indicators is that children have behaviour that reflects independence. Learning materials that should be applied to achieve this competency development are a) Understanding of independence, b) independent behaviour, and c) How to plan, choose, and have the initiative to learn something without having to be assisted with the necessary assistance.

The situation is even more difficult for the implementation of Kindergarten, where students do not have the skills to use the features that exist in electronic communication media. The burden on parents is weighty because one hundred percent must accompany the learning process. Meanwhile, on the other hand, the teachers are also not fully proficient in delivering teaching materials through online media. Technological advances make parenting increasingly urgent, so children do not become victims of negative cyber (Gür & Türel, 2022).

Parenting is an educational program given to parents so that the knowledge that parents have about the growth and development of children is increased and the education that children get is in harmony between at home and school. Parenting is also a continuous process of interaction between parents and their children, which includes various activities such as nourishing, guiding, and protecting children as they grow (Berger, 2015).

In addition, parenting is an essential science for parents and prospective parents to know how to educate, nurture, and guide children correctly and appropriately (Yulianingsih, Susilo, & Nugroho, 2020). Parenting depends on the parents' psychological condition, the stress and support they receive, and the child's characteristics. Parents who are physically and mentally healthy, have mental solid maturity and resilience and receive support from the surrounding environment tend to take care of their children optimally, among others, by showing a positive response (Mahoney, 2022).

In providing stimulation in early childhood, parents also need an education so that the stimulus provided by parents is to the child's needs (Rouzi et al., 2020). Parenting education is a program that shows the importance of parental involvement in early childhood education activities, which aims to help parents create a safe, comfortable

home environment to support children as students and help children's growth and development (Kong & Yasmin, 2020).

Well-programmed parenting is increasingly needed during the sudden Covid-19 pandemic that hit the world. The positive side of the Covid-19 pandemic, parents have more time with their children. Taking advantage of more time like this is an opportunity for parents to be close and get to know more about their children (Yildiz, Kilic, & Acar, 2022). This policy affects teacher and student partners while studying from home and the importance of optimizing parenting functions in implementing learning from home. Parent has several meanings in parenting, namely mother, father, someone who will guide in a new life, someone who is alert, or a protector (Nuzula, Yunita, & Raraningrum, 2019).

An integrated solution is needed to fill this gap. First, a new learning model design is needed that can optimize the role of parents as the main actors of education, especially in Kindergarten, through comprehensive guidelines to support effective parenting, one of which is digital modules. More fully, learning media can be defined as tools in the form of physical and non-physical, which are deliberately used as intermediaries between teachers and students in understanding learning materials to be more effective and efficient (Nurrita, 2018).

The module is a curriculum package provided for students to learn independently because it is a stand-alone unit consisting of a series of learning activities structured to assist students in achieving goals formulated specifically and clearly (Nurzannah, 2021). Modules are teaching materials arranged in a language easily understood by students, according to their level of knowledge and age, so that students can learn independently with minimal assistance or guidance from the teacher (Zuriah, Sunaryo, & Yusuf, 20158. E-module, as an alternative media that has been designed to make it easier to convey parenting material, through e-module is expected. The utilization of technology in the learning process gave birth to new concepts in IT-based learning or e-learning.

The result of parenting research is that the role of parents when educating children in the family is very central because it is part of the tri centre for children's education that affects children (Ulfadhilah & Suyadi, 2021; Risma, Solfiah, & Satria, 2019). Moreover, parenting patterns in family education are the basis for forming children's character (Ulfah, Khaeriyah, & Sakinah, 2018; Nurwita, 2019). Therefore, the development of an e-module assisted by Kvisoft Flipbook Maker is based on a scientific approach to the material of applying the operation of a class X OTKP 3-word processing application at Public Vocational School No. 2 Blitar, in applying it using ADDIE, namely; analysis, design, development, implementation and evaluation (Oktaviara & Pahlevi, 2019). The conceptual framework is shown in Figure 1.

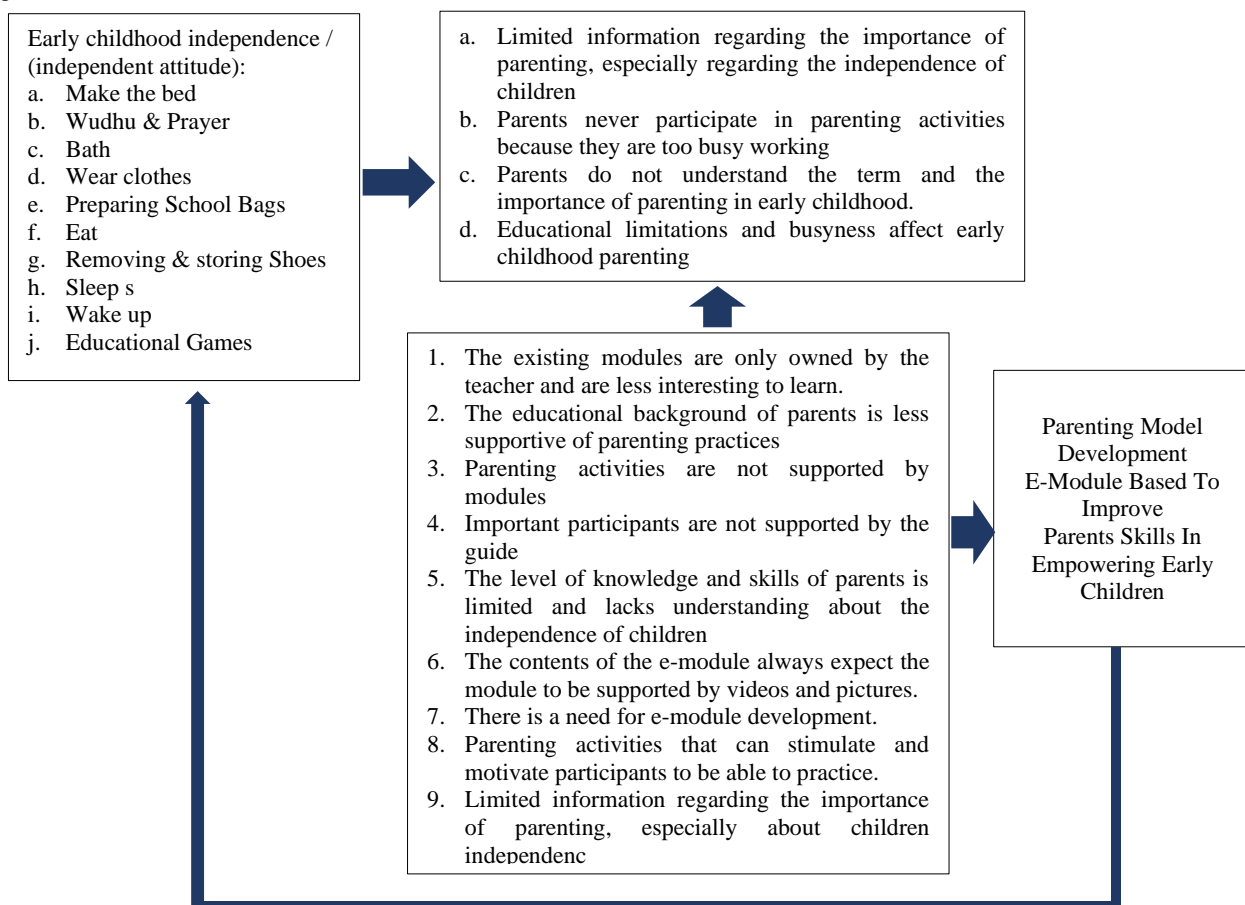


Figure 1. Conceptual framework

The research objectives were to 1) analyze the need for an e-module-based parenting model to improve parental skills in early childhood independence, 2) formulate a design for developing an e-module-based parenting model to improve parental skills in early childhood independence in Kindergarten Group B in Bangsri District, and 3) to analyze the feasibility of an e-module-based parenting model to improve parents' skills in self-reliance in early childhood in Kindergarten in Group B in Bangsri District.

2. Literature Review

Digital parenting is a style of parenting that has been modified to fit the behaviours of kids who are so accustomed to using technology. Information and communication technology must be incorporated into all topics of education in the digital age (Aulia, 2017). The growth of education in the digital age has made it possible for students to learn a wealth of information fast and conveniently. Parenting strives to improve parents' knowledge and abilities in caring for, rearing, and educating their own children in the context of their own families on the foundation of moral character (Nurfariadah, Noor, & Ansori, 2022).

The fundamental tenet of effective parenting is to educate and raise children with love while also providing support, direction, and acting as a good friend to them. Parenting are educational programmes that impart fundamental knowledge about raising kids (Huda, 2022). Additionally, this it can be aids parents in creating and preserving wholesome bonds with their kids. Parenting that is democratic or authoritative is necessary in the digital age. This parenting approach aims to teach kids to be sceptical of the harmful consequences of the digital age. In fostering their children's social and emotional development, parents play a crucial and overwhelmingly significant role (Darling-Churchill & Lippman, 2016). The environments in which kids socialise also have an impact on their socio-emotional conduct. In order to best stimulate children's social emotional development, parents must be aware of the significance of early socio-emotional development and understand how to provide care.

Using e-modules is one approach that can be used in the process of trying to build parenting styles. Module can assist parents in creating parenting styles and giving advice to maximise the intellect of young children. Computer technology is increasingly being used in learning activities in place of print technology due to rapid technical advancements (Arwin et al, 2022). Logan, Johnson, & Worsham (2021) define the module, which originally referred to a printed learning resource, was coined when it was converted into an electronic format, or e-module. A standard module is modified into E-module by incorporating information technology, making the current modules more engaging and interactive (Aprilia & Suryadarma, 2020). E-module allows us to incorporate multimedia features like photos, animations, audio, and video (Seruni, et al., 2019). Because the physical form of e-modules does not impose an innate load on the user and is highly practical to access, it is one of the learning media that can aid users so that they can provide experiences in learning other than utilising print modules.

3. Methodology

3.1 Research Design

Based on the above background, the researchers are interested in developing an e-module-based parenting model as teaching material and a reference for implementing parenting to become self-reliant for early childhood. Therefore, this research refers to the research and development steps according to Borg and Gall, which consists of ten steps, namely 1) Research and information gathering, 2) Designing a product, 3) Developing a prototype (preliminary), 4) Preliminary testing in the field, 5) Main product revision, 6) Main product trial, 7) Product usage revision, 8) Field use trial, 9) Final product revision, 10) Dissemination and implementation.

3.2 Data Sources and Types

Sources of data and types of data used in research and development were obtained from stakeholder data from early childhood education units, namely teachers and guardians of students at Tarbiyatul Athfal Bangsri Kindergarten 01, Tarbiyatul Athfal Kindergarten Bangsri 02, and Al-Hikmah Bangsri Kindergarten Bangsri District. Other data from this research and development was obtained from the validation test obtained from the Expert of the E-module validation test results conducted by; an IT Expert, Material Expert, and Linguist.

3.3 Data Collection

According to Sugiyono (2017) that kinds of data collection techniques can be obtained from observations, interviews, and questionnaires. From observing the rhythm of life/daily activities, we can find patterns that refer to the passage of time (hours) from waking up in the morning, learning activities and playing worship lessons to early childhood preparation for bed. Interviews were conducted individually, guided and closed. The questionnaire in this study was used to generate validation data from media validators, materials and language validators.

3.4 Data Analysis Technique

Data analysis used descriptive analysis. This analysis was carried out during the validity test, and the data was collected from the questionnaire assessment. The results of this descriptive analysis are used to determine the feasibility level of media products.

4. Findings

4.1 Needs Analysis

The results of observations and interviews show that the implementation of parenting is still low. This is due to parents' lack of understanding of the material and the performance of good parenting, as well as the lack of reference materials in the form of modules for parents.

4.2 Development of Pati Folklore-Based Modules

The initial design of this teaching material includes three components: opening, content, and closing. The introduction consists of the title, preface, and table of contents. The contents are in the form of folk tales, elements in the story, and exercises. While the closing contains a bibliography, words of wisdom and author information. The following is a module design based on the Pati folklore.



Figure 2. (a) Display; (b) Presence Menu; (c) Main Menu; (d) Song menu; (e) Teacher menu; (f) Parents menu; (g) Educational games (h) Material Menu; (i) Video Menu; (j) Evaluation form; (k) Guidebook

4.3 Feasibility of Development of E-Module Based Parenting Model

Experts carry out validation or feasibility of the e-module-based parenting model as validators. There are three validators: validation for media, a validator for language and the material. In addition, each validator has validated whether the e-module-based parenting model is appropriate to use to improve parents' skills in independent children at an early age.

The media validation table results from the media expert's assessment for developing an e-module-based parenting model of 91% with very feasible/very valid criteria, with no significant revision needed. This means that the development of an e-module-based parenting model is very suitable to be used to improve the skills of parents in making early childhood independent.

Table 1. Media expert validation results

Number	Aspect	Score
1	Device Design Eligibility	98
2	Visual integration	61
3	Balance, Font and Colour	54
4	Language	15
5	App compatibility	18
6	The attractiveness and completeness of e-module media	72
Total score / Procentage		318 / 91%
Media Criteria		Very worth

The results of the material expert validation show a validation value of 87% with very valid or feasible criteria. This means that the e-module-based parenting model med is very achievable to use in terms of material for the implementation of parenting. In Kindergarten, Bangsi District, Jepara Regency.

Table 2. Material expert validation results

No.	Aspect	Score
1	The suitability of the material with K competency standards and basic competencies	36
2	Cohesiveness	14
3	Letter form	19
4	Color	15
5	Language	9
6	App compatibility	12
7	Interesting animation	8
Total score / Procentage		113/ 87%
Media Criteria		very worthy

The results of the language validation show a validation value of 93% with very valid or feasible criteria. This means that the e-module-based parenting model is very feasible to use in terms of language for parenting implementation.

Table 3. Language validation results

Number	Aspect	Score
1	straightforward	15
2	Communicative	9
3	Dialogic and interactive	9
4	Integration and compatibility of wording with the background of parents and the level of development of students	31
5	Balance	5
6	Coherence and coherence of the flow of thought	9
7	Use of terms, symbols and icons	15
Total score / Procentage		93
Media Criteria		very worthy

5. Discussion

5.1 Parenting Media Needs Analysis

Overall, the results of initial observations and interviews show that the implementation of parenting is still low. This is due to the lack of parental understanding of the material and exemplary parenting implementation, as well as the lack of reference materials in the form of modules for parents. Reference in the implementation of parenting. The need for media development is by research results (Belia, Utaminingsih, & Pratama, 2022), namely the need for developing teaching materials in e-modules with the Flip PDF Professional application.

The results of this need analysis are the following Fitri & Latif (2021), about the problems of online and offline learning for early childhood teachers and parents during the Covid 19 pandemic. The results showed that there were

problems in the implementation of learning, namely in the network (Online) and outside the network (Offline). Facilities and infrastructure, time distribution and application mastery are the main problems in the implementation of learning in Kindergarten. Research of Susanti, Rahman, & Ibdalsyah (2020). The Parenting Meeting Development Module. is in RA. Darul Muttaqien Parung has not been planned systematically.

Parents have a crucial role in helping their children learn at home, such as 1) parents guide their children in using the technology used when studying, 2) parents as facilities and infrastructure facilitators, 3) parents as motivators to provide enthusiasm, motivation, and support in carrying out learning to obtain good achievements, and 4) parents as regulators or directors (Ardiansyah & Arda 2020). However, behind the crucial role of parents, there are challenges for parents which, of course significantly affect children during the learning process, namely the decline in the economic ability of parents (Tadesse & Muluye, 2020)

The role of parents in online learning during the Covid-19 pandemic is a.) The role of parents as caregivers and educators; b) mentor, c) motivator, d) facilitator. Parents should provide time and pay attention to assisting children in online learning (Hapsari, Ardianti, & Ismaya 2021). This is the same as the results of research Solekah, Setiawan, & Ismaya (2022) that parents providing good care following children's development can play an essential role in learning motivation.

Research Anisyah et al. (2021) found parenting activities and creative competition activities for mothers and children can support and create creative parents for early childhood during the covid-19 pandemic.

5.2 Development of E-Module Based Parenting Model

This module is designed in the form of cartoon comics, music and songs as well as children's video tutorials so that they are attractive and easy to understand by children users. The advantage of this module is that it can be accessed via Android offline so that it can be used anytime, anywhere, and it does not reduce the internet quota. In this guide, in addition to material for children's independence activities, animated videos are included so children can easily imitate them. Also included are games to measure the level of achievement and success. In the parenting model, parenting hours are applied to the daily activity cycle and are lived by early childhood.

The development of e-model parenting consists of 1) the initial part as an opening and 2) the main menu consisting of several menu icons, including teachers, parents and evaluation—the development of teacher and parent icons and video tutorials. In addition, the main menu contains material icons, games, education, and videos about children's activities when it is light and at night. In addition, in the e-module, some illustrations describe children's activities at home in which there are elements to practice independence.

E-module, as an alternative media that has been designed to make it easier to deliver parenting material, through e-module is expected. The utilization of technology in the learning process gave birth to new concepts in IT-based learning or e-learning. In e-learning, there are many online learning media that teachers can choose as learning media (Purwaningtyas, Dwiyoogo, & Hariyadi, 2017). Research Anugrahani (2019), parenting in the Millennial Era with the Positive Parenting Module in the Millennial Era is quite successful in developing the ability of parents to educate their children effectively, especially in terms of increasing the independent learning attitude of mentally disabled children. Research Fahim (2020), produces a product in the form of a module entitled "My Son is Great."

A manual for the use of e-module parenting has also been developed. The manual also guides the operation and the materials contained in the parenting e-module. Also, songs that support e-module parenting. This e-module guidebook was created to make it easier to operate the e-module so that it is for parents who do not understand technology. With the parenting model and e-module guidance, it is hoped that early childhood will be able to become independent.

Based on the research on the development of the E-parenting model and the relevant research results, the e-module-based parenting model is very appropriate to be developed. The e-module-based parenting model was developed according to current conditions and helped parents improve their parenting skills to become self-reliant for early childhood. In addition, the E-model parenting contains elements of educational games, videos and materials with attractive illustrations for kindergarten children..

5.3 Feasibility of Development of E-Module-Based Parenting Model

The development of an e-module-based parenting model is included in the type of development research using the Borg and Gall development model. This development research aims to compile a guidebook as a print media that meets the acceptability criteria consisting of aspects of usability, feasibility, accuracy, and appropriateness.

The results of media validation, language validation and material validation for developing e-parenting modules are feasible/very valid. This means that e-parenting modules are very suitable to be used for parenting implementation. In Kindergarten, Bangsi District, Jepara Regency, from the aspect of material, language and media

Many parents can educate and raise their children well. Therefore, an education related to parenting is needed by parents. However, parents are not justified in shifting the task of caring for their children to others. Parenting requires several interpersonal skills and has excellent emotional demands, but very little formal education teaches or trains parents to do this task. Parenting as a continuous interaction process between parents and their children includes the

following activities: nourishing, guiding, and protecting children as they grow (Directorate of Early Childhood Education Development, 2014).

Research by Salnita (2018), about Parenting Model Development, with the results of the study on model development with validity tests and practicality tests for parenting model learning in Kindergarten with good and very good categories. The opinion of Nafi'a & Gumindari (2021) regarding the development of guidebooks as an alternative model of Islamic parenting in Kindergarten institutions has proven valid so that parents can use it, students or Kindergarten institutions, especially Islamic-based Kindergarten institutions. Development of teaching materials in e-modules with the Flip PDF Professional application on integer material in elementary schools.

6. Conclusions and Recommendations

The conclusions of this research are that the development of an e-module-based parenting model is appropriate for parenting activities to make early childhood independent based on material validation, language validation and media validation results.

The research suggests that parents and teachers should work together in parenting activities to improve the quality of learning and increase children's independence.

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The research suggests that parents and teachers should work together in parenting activities to improve the quality of learning and increase children's independence.

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