

# Examining the Implementation of the Early Childhood Education Programs Parenting Program in Malang Raya with The Stufflebeam Approach

Ahmad<sup>a</sup>, Ratih Permata Sari<sup>b</sup>, <sup>a</sup>Postgraduate Program, Gajayana University Malang, Indonesia, <sup>b</sup>Institut Agama Islam Al-Qolam, Malang, Indonesia, Email: <sup>a</sup>ahmad\_t@unigamalang.ac.id, <sup>b</sup>ratih@alqolam.ac.id

This evaluative research aims to examine the implementation of the Early Childhood Education Programs Parenting Program. The targets are the Kindergarten and Raudhatul Athfal Unit which organizes Early Childhood Education Programs parenting programs in Malang Regency, Malang City, and Batu City. Evaluative research with the CIPP model was carried out from June to November 2018, involving 123 respondents from the education department, Early Childhood Education Programs units, and students' parents who were determined by purposive sampling. The research data was collected through questionnaires, interviews, and documentation. The results of the study show: (1) In the context component, Early Childhood Education Programs institutions in Malang Raya have organized parenting programs referring to program policies nationally and locally as evidenced by the results of evaluation programs with high categories. (2) In the input component, Early Childhood Education Programs institutions in Malang Raya have optimized the use of existing program resources from aspects of the curriculum, parenting participants, resource persons, operational funds, and activity scenarios as evidenced by the results of program evaluation with high categories. (3) In the process component, Early Childhood Education Programs institutions in Malang succeeded in organizing parenting programs starting from program socialization, related party involvement in parenting, the relevance of parenting material, and parenting monitoring and evaluation methods used as evidenced by the high category evaluation program results. (4) In the product component, Early Childhood Education Programs institutions in Malang have succeeded in changing parents' paradigm of the importance of child development, successfully mapping parenting models in each research Early Childhood Education Programs institution and successfully identifying the sustainability level of the Early Childhood Education Programs parenting program as evidenced by the

program evaluation results high category. In general, the Early Childhood Education Programs parenting program can improve the quality of parents, Early Childhood Education Programs units, and the community in shaping a superior generation and with Pancasila characteristics.

**Key words:** *early childhood education, parenting, program evaluation.*

## Introduction

Law Number 20 the Year 2003 Article 1 states that Early Childhood Education in a short time Early Childhood Education Programs is an education that seeks to provide special guidance to children from birth to the age of six years which are carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness in entering primary education (The Indonesian national education department, 2010). The law mandates that the government's biggest investment lies in strengthening Indonesia's human resources from an early age. According to the National Association for The Education of Young Children (NAEYC, 2018) and Bredekamp, (1992), early childhood is a group of children aged 0-8 years who are in the process of growth and development that have patterns of growth and physical development, intelligence, social-emotional, language, and communication.

Maria Montessori in Hurlock (2008) argues that early childhood is also at the age of 3-6 years, which is a period in which a certain function needs to be stimulated, directed so that its development is not hampered. For example, the sensitive period for speaking during this period is not fulfilled, the child will experience language difficulties for the next period. The results of the study of Keith Osborn, Burton L, White, and Benjamin S. Bloom (in Mutiah, 2010) show that children's intellectual development occurs very rapidly in the early years of life, around 50% of the variability of adult intelligence has occurred when a child is 4 years old. The next 30% increase occurs at the age of 8 years, and the remaining 20% in the middle or end of the second decade. So, the principles underlying Early Childhood Education Programs include: First, it is holistic and integrated. Second, based on science. Third, oriented to the growth and development of children. Fourth, community-oriented. (Morrison, 2012).

Early Childhood Education Programs is a form of education that focuses on laying the foundation for the growth and development of children in accordance with the uniqueness and developmental stages passed by early childhood (Sujiono, 2011). Early Childhood Education Programs institutions as the second learning environment have the responsibility to shape children's growth and development (Burger, 2010). The facts show that parenting is not optimal even though the psychological development of children depends on the model and form of parenting parents. Through good parenting, children will be directed on how to get

used to doing things regularly and scheduled. The not yet optimal role of parents in caring for children is due to the level of the wrong perception and lack of understanding about the importance of parental involvement in child development (Hornby & Lafaele, 2011; Hayati and Mamat, 2016).

On the other hand, not all Early Childhood Education Programs institutions can provide education services well, this depends on the direction and purpose of the Early Childhood Education Programs institution itself, whether it is oriented to scholarship education or business-oriented institutions (Dahlberg & Moss, 2004). Elliott (2006) argues that quality Early Childhood Education Programs will influence cognitive, social, and children's abilities in adapting to school. For this reason, many parents send their children to standardized schools, even though the distance from school is very far from home, not to mention expensive education.

Another fact shows that the understanding of parents, and Early Childhood Education Programs institutions on the policies of Early Childhood Education Programs parenting are still low, many parents wait for their children until school hours, without an empowerment program developed by the institution that has an impact on the formation of student guardian groups (Currie, 2001). As the results of monitoring and evaluation of the Directorate of Family Education Development (2017), parental involvement in every school-developed parenting activity is 43%. In the case when referring to existing theories or concepts, parental involvement is closely correlated with the success of children's education. Jay Belsky, as quoted by Brooks (2001), explains that there are three main influences on the parenting process, namely: 1) Characteristics of children and individuality, 2) Personal history of parents and psychological resources, 3) The social context that is pressing and supportive. Because of this, schools have quite a lot of limitations in influencing children's growth, but as educational institutions, schools have a very strategic role in providing reinforcement and mentoring to parents so that their upbringing is well organized.

On that basis, the government developed an Early Childhood Education Programs Parenting Program in stages, planned, and measured. The parenting program aims to strengthen partnerships between families, educational institutions, and the community. The parenting program in its development has been held since 2010 through the Family Based early childhood education programs program, then in 2012, the Early Childhood Education Programs Guidance Directorate conducted a trial of the Technical Guidelines for Family-Based ECD Tests. The results of the observation indicate that the implementation of family-based Early Childhood Education Programs does not yet have a model that can be used as a reference for Early Childhood Education Programs institutions that hold parenting. Therefore, Early Childhood Education Programs institutions up to now carry out parenting programs based on the themes, models, and characteristics of the institutions themselves on their initiative and funding. Referring to these problems, this research was conducted to evaluate the implementation of the Early Childhood Education Programs parenting program based on

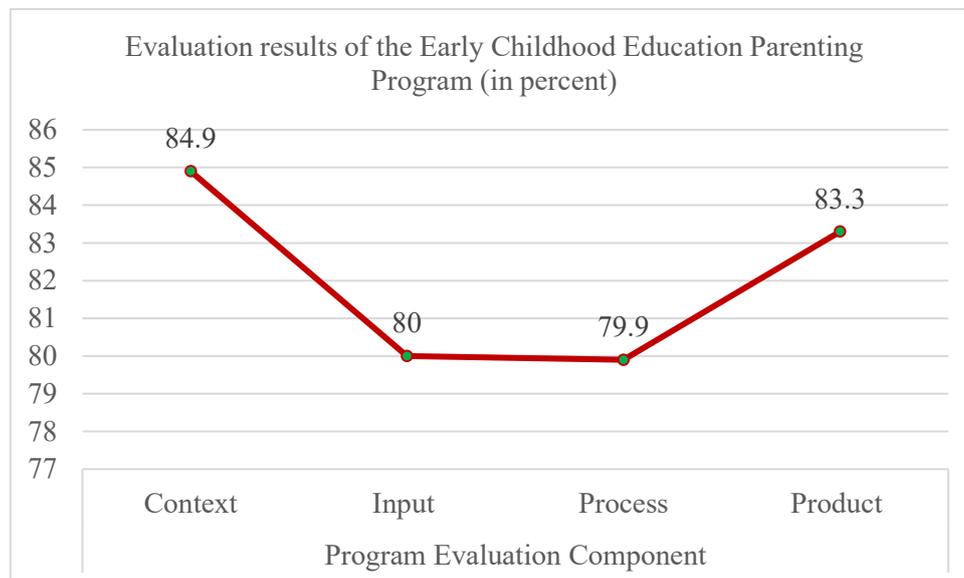
the evaluation component so that it illustrated the effectiveness of the Early Childhood Education Programs parenting program which had an impact on meeting existing quality standards.

## Methods

This study uses the CIPP Model (Context, Input, Process, Product), in evaluating Early Childhood Education Programs parenting programs, and is implemented from June to November 2018 (Stufflebeam, 2003). Respondents in the study amounted to 123 people taken by Purposive Sampling techniques from elements of the Education Office, Principals/Teachers, and Parents of Students. Research data collected through questionnaires and interviews then analyzed qualitatively with the stages of data collection, data reduction, data presentation, and draw conclusions.

## Results and Discussion

The results of the evaluation of parenting programs based on the components of the Early Childhood Education Programs parenting program, can be shown in figure 1.



**Figure 1. Results of Evaluation of Early Childhood Education Programs Parenting Program**

Based on the results of the study, the implementation of the Early Childhood Education Programs parenting program in Malang can be discussed based on the evaluation component as follows.

### ***Component Context***

The evaluation context component is the spirit of the Early Childhood Education Programs parenting program, where the existence of a program must have a formal foundation, clear objectives based on the results of the analysis of the needs of the program itself (Barnett, 1995). These three aspects are minimal in fulfilling program policies. Evaluation results on the context component of the parenting program are categorically high with 84.9%. The high evaluation results are due to the parenting program Early Childhood Education Programs that has a very clear and transparent policy foundation. This can be traced back to 2013 the government through the Directorate General of early childhood education and informal non-formal education is actively developing the Parenting Early Childhood Education Programs program with the spirit of parenting programs impacting on the suitability, alignment of care programs and fostering at home with Early Childhood Education Programs, with the hope that the Early Childhood Education Programs institute will serve as a forum for facilitating parenting programs (Directorate General of early childhood education and informal non-formal education, 2013).

Indeed, by optimizing the parent partnership with the Early Childhood Education Programs institution that has an impact on the success of child development as a whole, on the other hand, it can increase the success of children's education based on developmental aspects by the child's age level. On that basis, the institution organizing the Parenting program refers to the following regulations: (1) Law number 20 of 2003 concerning the National Education System, (2) Law number 23 of 2002 concerning Child Protection, (3) Government Regulation number 13 years 2015 Second Amendment to Government Regulation number 19 of 2005 concerning National Education Standards, (4) Government Regulation number 17 of 2010 concerning Management and Implementation of Education and (5) Minister of National Education Regulation number 137 of 2014 concerning Early Childhood Education Standards. Parenting Early Childhood Education Programs are also held based on the internal policies of each institution. On the other hand, for Early Childhood Education Programs institutions that get a budget allocation for operational education assistance, they are required to organize a parenting program, because the budget allocation of the Early Childhood Education Programs Education Operational Assistance program is used to improve learning and parenting.

Thus, the parenting program Early Childhood Education Programs is a very strategic program to shape the character of children through the full involvement of parents, educational institutions, and the community as the central trilogy of education itself. The Early Childhood Education Programs parenting program is an effort to strengthen the role of parents in early childhood development. This is relevant with 90.8% of the public knowing the purpose of parenting itself, namely: (1) Increasing parents' awareness of the importance of first and foremost care, care, protection, and education; (2) Increase the knowledge, skills and positive attitudes of parents in nurturing early childhood development; (3) Increasing the active role of parents in the process of early childhood education both at home, school and in the

community; (4) Improve the quality of parental services for early childhood in monitoring, and nurturing children's growth and development where and whenever the child explores his abilities.

The maturity of parents in nurturing children's growth and development is the ultimate goal so that the formation of godly early childhood, mental Pancasila, and the forerunner of future leaders. In different conditions, the Early Childhood Education Programs parenting program has an impact on children's lives, namely: (1) Increasing children's self-confidence, (2) Children physically and mentally healthy, (3) Harmonious communication between children and parents, (4) Improving children's achievement, and (5) increasing ahlakul qarimah in early childhood (Wagner, Spiker & Linn, 2002). To achieve the goal of the Early Childhood Education Programs parenting program, the institution also integrates it with a holistic and integrative program, in its implementation focused on children's learning activities. In a holistic and integrative program, it is expected that children have a healthy body, and a strong soul based on independence, responsibility, honesty, and being able to overcome the problems faced.

### ***Input Component***

The input evaluation component is analogous to being the rotor/driver of a parenting program that requires joint alignment, both from institutions and parents (Sanders, 2012). The results of the study on the input aspects are categorized as 80% equivalent with the notes that the program is supported by adequate and adequate resources. Judging from the aspect of the curriculum, the Early Childhood Education Programs parenting program has been integrated with the institutional curriculum as outlined in the annual work plan. In the annual work plan document, the parenting program is carried out during the annual work meeting of the institution which discusses the vision, mission, and objectives of the institution, changes and explanations of the curriculum, educational calendar, and agency activities in one year.

Based on the results of the study there were 82% of the public understanding of the parenting curriculum with adult learning (andragogy) having characteristics including: (1) Focusing on problems related to care, care, protection and education of early childhood; (2) Active participants in each activity; (3) Experimenting and sharing experiences; (4) Creating cooperation and partnerships; and (5) Focus on solving problems about child development.

The form of parenting program implementation is carried out in the form of (1) Student Guardian Association (PWM) Meeting, (2) Involvement of parents in the child class; (3) Parental involvement in extracurricular events, (4) Parent consultation days, (5) Home visits (weekend parenting), (6) Submission of weekly reports on children's development, (7) Cooking Class and (8) Other superior activities local-based institutions that involve parental participation.

There are still 13% of student guardians who are indifferent to the importance of the parenting program, and even impressed the Early Childhood Education Programs parenting program as a socializing place for fellow student guardians. The low understanding of guardian students is the responsibility of the Early Childhood Education Programs residents so that in the future there will be changes in knowledge and attitudes. In the parenting program Early Childhood Education Programs, sometimes institutions make regulations that parents must take part in a parenting program at the time of the new teaching.

From the aspect of the resource person, the function is to convey information following the agreed objectives and create an atmosphere of pedagogical learning, characterized in the form of both opinion and criticism. The speakers involved in the parenting program came from internal and external speakers who had standard competence. For internal speakers such as principals, teachers who have participated in PCP parenting training, while external speakers come from academics, practitioners, collaborative partner institutions, and partisan parenting. A Mutlat resource person is a person who has the qualifications and competencies that are appropriate and relevant to the parenting program. Also, the resource person has a function as a facilitator, giving reinforcement, providing protection, and supporting. In addition to the above functions, other functions of a resource person are motivators, facilitators, mediators, and innovators.

In general, the assignments of the resource persons included: (1) Helping the institution to hold parenting, (2) Identifying parenting participant needs, (3) Creating an active sense of all participants in parenting, (4) Institutional partners in preparing the needs of institutions, (5) Creating a harmonious relationship with managers and parents. So, resource persons are trained personnel who are focused on parenting programs that come from the institution's internal human resources and human resources outside the institution (Bornstein et al., 2003; Kalil & DeLeire, 2004).

Parenting program funding is also a major aspect discussed, the results of the study showed 64% of the parenting program operational funds come from institutional operational funds taken from SPP payments, and parenting special payments from parents, while the remaining 36% of parenting funds are taken from the Operational Assistance budget slot educational Early Childhood Education Programs that are incidental from the government. To note, not all institutions receive assistance from the budget slot educational Early Childhood Education PROGRAMS every year and based on the budget provisions of the budget slot educational Early Childhood Education Programs that parenting funding is taken from the expenditure of learning activities in institutions. The high dependence of institutions on the community as the main source of operational parenting funds is caused by several factors, including: (1) The dominant institution of private parenting, (2) The parenting program does not receive a special budget from government assistance, and (3) Donor involvement CSR on parenting programs. Funding problems are one of the factors causing the delay in the realization of the parenting program. The results of the study indicate that there are 72% of student guardians

in arrears of SPP payments. With the arrears of payment of tuition fees, the institution is hampered in implementing the parenting program.

The efforts made by the institution to overcome the problem of SPP payment, by developing various strategies including (1) Waste bank program for families, where parents are required to bring organic waste that can be recycled every day, as well as professional and accountable management institutions. (2) Child Savings Program, where children are expected to save at school every day and be managed directly by the class teacher. (3) A gradual payment program, and (4) A natural-based charity program, where parents provide agricultural produce, livestock, plantations, and others to the institution.

In the fifth aspect of the resource in the Early Childhood Education Programs parenting program is the scenario for implementing a parenting program. Research data have shown, the parenting scenario has gone well with the level of fulfillment of its evaluation reaching 84%. The remaining 16% that has not been running well is relevant to the findings on previous aspects of funding. The implementation of the parenting program is carried out sustainably, but in its implementation, on average the institutions hold parenting programs at the beginning of the school year which are held simultaneously with institutional work meetings that present various elements such as the Foundation, Manager of Early Childhood Education Programs, committee, sometimes even involving government elements.

When associated with the aspect of funding, the scenario of parenting activities is held not on time, this is relevant to the results of the survey to student guardians who say that there are 86.9% of parents getting parenting implementation schedules but the implementation is incidental with a response rate of 71.9%. This data reflects that in general institutions are still difficult to implement parenting scenarios as expected.

### ***Process Component***

Based on the results of the research on the process component obtained the evaluation results with a high equivalent category with 79.9%. This result is influenced by many factors including program socialization. The results of the study that the implementation of the socialization has been going well, this was marked by timely implementation and high participation of relevant stakeholders in the program. The socialization technique used in the form of meetings with parents, posted on the bulletin board, and delivered through online media. This condition is very different if it is confirmed by the student guardian because there are 80% of the guardians of the students who are not aware of the socialization of the parenting program. The reason is the lack of synchronization of the socialization system developed by the organizers of the parenting program (the education office and the Early Childhood Education Programs) with the needs of parents.

Also, the socialization of the parenting program was carried out once a year at the time of the new teachings and was carried out during working hours so that parents with status as

employees had difficulty participating actively. It is very important if parents have a high commitment to learning parenting and education of their children so that with any conditions and activities parents prioritize parenting programs. Not yet optimal the role of the parents' community is a low factor causing the results of parenting socialization.

Edward III, as quoted by Subarsono (2011) argues that policy implementation is influenced by communication. The intended communication is due to the relevance of the results of the program socialization with the level of parental participation in the program. Dissemination is related to how the policy is communicated to all parties openly with effective and efficient methods and methods.

The socialization of programs implemented effectively has an impact on the high participation of parents. However, in its implementation, parental participation in the developed parenting program was very low. The results of the study were 45% of parents involved in the parenting program. The results of this study are relevant to the monitoring and evaluation data of the Directorate of Family Education Development (2017), which after parents' involvement is very low at 43% for homeroom communication programs with parents, student-parent classes, and year-end class performances. and for the inspiration class, the participation rate of parents is 29%.

The low level of parental participation is due to several factors including (1) The lack of understanding of parents on parenting programs, (2) Parents are busy with work routines, (3) Scheduling the implementation of parenting that is inappropriate and appropriate for parents' needs, (4) Not yet the optimal role of the parents 'community, even though it is known in general to each institution that it has 100% of the parents' community.

Parenting material is the main component that can change the behavior of parents towards the growth, development, and education of children so that ideal characters are formed in the nation's children (Brooks-Gunn & Markman, 2005; Reynolds & Clements, 2005). As Munif Chatib (2012) views "children are masterpieces of the great works of Allah SWT that never fail, only the patience of the parents is tested". Based on these opinions, ideally, parenting materials focus on child development by his age. Material that can motivate parents to be able to educate their children to become quality children.

In general, parenting material is following the needs of parents (National Research Council, 2009). The indicator is the high response of parents to parenting material content, such as being a great parent, my son is great, stimulating social skills of early childhood, building children's confidence, nurturing with the heart, the role of parents in forming children's character, parenting role in parenting, mentoring and children's education, becoming multi-talented parents, parental role in stimulating children's brain development, parents' readiness to share care, guidance, children's education, parents are the main teachers, the influence of parenting on child development, the importance of Early Childhood Education Programs before entering kindergarten, and raudhatul athfal, children are masterpieces of God, the

danger of gadgets for children's development, and being smart and responsive parents (Reid, Webster-Stratton & Beauchaine, 2001; Richins & Chaplin, 2015). So many parenting materials, parents should understand and know the ideal way to shape children's character, although it is known, understanding and deepening are still lacking.

To find out the program's achievements, every semester monitoring and evaluation is carried out by the organizer of parenting. This stage aims to determine the extent to which parents understand and implement parenting materials given in everyday life. Monitoring and evaluation are related to activities that have been and have not been carried out in parenting using the observation format. The results of this activity are regularly reported to parents and education offices. Monitoring and evaluation are important to determine the effectiveness and relevance of the program following the needs, both from the aspect of parenting participants, organizers, resource persons, as well as real results from the parenting program. Through this monitoring and evaluation, organizers can formulate strategic policies related to parenting programs.

### ***Product Component***

The last component that can measure the implementation of the Early Childhood Education Programs parenting program in this study is the product component. The parameters that become parameters are changes in the knowledge, skills, and attitudes of parents, the mapping of parenting models that have been developed by the institution, and the sustainability aspects of parenting programs in the future.

Based on the results of the research on the components of the product categorized as high equitably with 83.3%. The high evaluation results are relevant to the high level of public trust, the better quality of services, the availability of resources in supporting parenting programs to implement policies, human resources, information, authority, facilities and infrastructure, and funding. Nevertheless, there are still 79.4% of parents who do not understand the parenting material provided has an impact on the low knowledge, skills, and attitudes of parents towards the importance of parenting.

Referring to the facts above, parents need to be assisted both individually and in groups in an integrated manner, prioritizing the interests of parents and the community, being sustainable, and empowering all existing potential. To achieve this expectation, it is necessary to have an educational harmony carried out at home with the Early Childhood Education Programs institution, by optimizing the working patterns of the parents' community. The tasks and functions of the association are not only limited to the learning and education process in the institution but also in the community through parent working groups.

Parenting programs as a strategy to strengthen and increase community participation need to be carried out continuously by moving all potential and existing partners (Sanders, 2008). In

its implementation, the parenting program is still institutional. In other words, the existing parenting model is in accordance with the characteristics of the institution. This is supported by data that 87.9% of institutions have superior parenting models in accordance with the characteristics of the institution. The results of this study are relevant to limited polls involving 78 respondents with the conclusion that there are 73.1% of institutions have superior parenting models, and the remaining 26.9% do not have a superior parenting model.

Thus, the parenting program developed by institutions in Malang is divided into two categories, namely, planned parenting programs and parenting programs at any time. For planned parenting programs can be divided into two categories, namely the planned parenting program by the government and planned by the institution itself.

Planned parenting programs by the government usually use funds sourced from grant assistance, Education Operational Assistance Early Childhood Education Programs, or the like. The forms of the government's planned parenting program are (1) Parent meeting activities, (2) Involvement of parents in groups or classes of children, (3) Involvement of parents in joint events, (4) Parent consultation days, and (5) Home visits. While the planned parenting program by institutions is: (1) Parenting Pillars of Charity Character, (2) Recitation and Parent Education, (3) Telling story, (4) A day with Mama Papa, (5) Parenting Workshop, (6) Cooking class, (7) Parenting Day, (8) Parent Class, (9) Smart parenting, (10) Home Visit, (11) Family Gathering, (12) Month Market, (13) Open House, (14) Parent Story, (15) Sharing family, (16) Parent gathering, (17) Consultation day, (18) Home visit, (20) Day with father and mother, (21) Parenting Mamamia, and (22) Parenting habituation program 1 day 1 verse for short letters. Whereas incidental programs such as seminars, Family Inn, Internal Competition for Children and Parent, and others.

Based on the mapping of the parenting model it was found that the dominant model developed was devoted to supporting student academic achievement, while parenting specifically for parents, more specifically for fathers, was relatively small and rarely even. The results of the study illustrate that the quality and sustainability of the parenting program is measured by the nature and work plan of the program itself. In general, there are 71.8% of parenting programs implemented sustainably. This finding is based on the high motivation of the institution to organize a parenting program independently with costs originating from the institution. On the other hand, the institution also plans a parenting program in the form of routine institutional activities such as institutional work meetings conducted in the form of seminars and workshops of the like.

## **Conclusion**

Based on the results of the evaluation of the implementation of the parenting program in Malang, it can be concluded based on the evaluation component as follows: [1] In the context component, the Early Childhood Education Programs institution in Malang Raya has

organized a parenting program referring to program policies nationally and locally as evidenced by the results of evaluation programs with high categories. [2] In the input component, the Early Childhood Education Programs institution in Malang Raya has optimized the use of existing program resources from aspects of the curriculum, parenting participants, resource persons, operational funds, and activity scenarios as evidenced by the high category evaluation program results. [3] In the process component, the Early Childhood Education Programs institution in Malang succeeded in organizing a parenting program starting from program socialization, parenting parties involvement, the relevance of parenting material and parenting monitoring and evaluation methods used as evidenced by the high category evaluation program results.[4] In the product component, the Early Childhood Education Programs institution in Malang has succeeded in changing the parents' paradigm of the importance of child development, successfully mapping parenting models at each Early Childhood Education Programs research target and successfully identifying the Early Childhood Education Programs sustainability program. evidenced by the results of evaluation programs with high categories.

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