

SCHOOL AND PARENT COLLABORATION TO SUPPORT EARLY CHILDHOOD LIFE SKILLS

Ameilina Esafitri^{*1}, Sandy Tegariyani Putri Santoso², Akhmad Mukhlis³

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia^{1,2,3}

E-mail: [*esftriaa@gmail.com](mailto:esftriaa@gmail.com), sandytegariyaniputri@uin-malang.ac.id, akhmadmu@uin-malang.ac.id

Abstract. The Purpose of this study is to (1) find out the form of teacher and parent collaboration in building early childhood life skills, (2) find out what factors influence teacher and parent collaboration in building early childhood life skills. (3) knowing the development of life skills that are built through collaboration between teachers and parents. The research method used in this research is qualitative research with a case study approach. The subjects involved in the research were parents of students who took part in school activities and children aged 4-6 years, totaling 8 in Kindergarten A and Kindergarten B. Researchers collected data using observation, interview and documentation techniques. Data analysis techniques are carried out by reducing data, presenting data and drawing conclusions. The results of the research showed that (1) the forms of collaboration between teachers and parents at school are parenting, communication, home visits, learning at home (2) the influencing factors are time, parents' views of teachers, understanding of cooperation, parents' self-confidence. (3) teacher and parents collaboration supported the early childhood Life Skills

Keywords: *Collaboration; Teachers; Parents; Life skills, Early childhood*

A. INTRODUCTION

The duration of learning activities carried out at school does not last long, only approximately 2.5 to 3 hours a day. As written in the Minister of Education and Culture of the Republic of Indonesia Regulation Number 146 of 2014 concerning the 2013 curriculum for Early Childhood Education in the age group 4 (four) years to 6 (six) years, the duration of study is at least 900 minutes per week or if divided per day, you get 2.5 up to 3 hours study time at school. This explanation shows that children's activities are certainly carried out longer at home with their parents. Parents are the ones who are fully involved in developing their children's abilities to the maximum both at home and at school. This information is the same as that explained by Sopian (2016) regarding the duties of teachers in the professional field including educating, teaching and training, namely continuing and developing life values, science and technology as well as skills in students. However, the role of parents is no less important, namely guiding and educating their children at home. As Jailani (2014) said, the function and role of parents is not only limited to meeting the needs for clothing, food and shelter, but there is something much more important, namely providing attention, guidance, direction, motivation and education as well as moral cultivation. Therefore, parents must be involved in children's education. Teachers also need parental involvement at school to achieve maximum goals.

In addition, the involvement of parents and teachers can determine student learning outcomes at school, especially parents who have greater influence in determining whether a child's educational outcomes are good or bad. Parents have a big influence on the activities carried out by children at home and accompany children for learning purposes and building positive attitudes in education (Robingatin & Khadijah, 2019). So, to develop abilities and build children's skills there needs to be cooperation between the two.

Collaboration between parents and teachers or what can be called parent-teacher collaboration can be done through school activities that involve both of them. Collaborative activities between teachers and parents are one of the school management programs with the community. Each educational institution has different programs, especially in terms of collaboration between teachers and parents. As in Qadafi's research (2019), there are forms of collaboration between teachers and parents that can develop the moral aspects of early childhood, namely holding parenting activities every month, communicating via Whatsapp Group or directly with parents, involving parents in social activities and character education training. Apart from that, there are strategies for involving parents in Islamic PAUD which were researched by Hidayatulloh & Fauziah (2020), namely at RA Mathla'ul Anwar and RA Islamiyah Talun which have three types of parental involvement, namely direct involvement while at RA, direct involvement during outside RA and involvement while at home. Collaboration that is superior and can always be applied is direct involvement because there are many activities that parents can do directly so that they get many benefits, one of which is being able to develop children's life skills. Life skills education is learning to develop children's life skills which must be taught from an early age with the aim of building self-awareness in children in the form of discipline, responsibility and self-motivation in every activity they undertake. In line with Sudarsana (2017), life skills are skills that children must have from an early age because these skills greatly influence life in adulthood to take care of and help themselves (self-help). Apart from that, according to Prajapati (2016), life skills education is very important and has a big influence on students' overall development, such as helping to meet children's needs, providing motivation, providing practical, cognitive, social, emotional and self-management skills to adapt (Prajapati et al., 2016). Based on the explanation above, it can be concluded that life skills education is a life skill that is important to teach from an early age to meet children's needs to be able to take care of themselves and help themselves until adulthood. The importance of life skills education taught from an early age is to be able to develop the basic potential to be brave enough to face problems without being stressed (Irwanto, 2020).

Life skills can be divided into several parts. As per RI Government Regulation No. 19 of 2005 divides life skills into 4 types, namely personal skills, social skills, academic skills and vocational skills. Personal skills can include the ability to self-awareness, understanding feelings and recognizing emotions (Amalia, 2018). While, social skills consist of skills to socialize, work together, control feelings and intuition in doing something you want and sensitivity in helping friends. Skills in the academic field include children's rational thinking skills, understanding symbols and understanding certain events. The next skill, namely vocational, is a skill related to daily activities. Based on this explanation, life skills are really needed by children in adulthood. Therefore, one of the learning objectives in educational institutions is to develop skills in children as early as possible through activities carried out with parents.

Based on previous research, we know that teacher and parent collaboration programs at each institution are not the same and each institution has its own uniqueness. PAUD Griya Ananda has a teacher and parent collaboration program that is different from other institutions. The collaborations held for both parents and teachers emphasize the development of life skills. According to the founder of the PAUD Griya Ananda, the involvement of both parents is very important. So the collaboration

between institutions and parents is to unite the vision and mission in building children's abilities. So, the institution has a special program to involve both parents in building life skills, one of the activities is that the school gives certain tasks to fathers and mothers to be carried out at home as a form of synergy between the school institution and parents. The life skills activities provided can be in the form of playing activities with the family or activities that involve children in the family's social environment. Based on the problems described above, the researcher wants to conduct a study to examine in depth and describe the form of collaboration between teachers and parents which aims to help build life skills in early childhood which is implemented at PAUD Griya Ananda. In addition researchers want to know what skills can be built from the activities of teachers and parents.

B. METHODS

The type of research conducted includes qualitative research with a case study approach which aims to explore deeper data on a real event being studied, namely in the form of collaborative activities between teachers and parents implemented in schools in building life skills in early childhood as well as forms of life skills that develop from teacher and parent activities. The research was conducted at PAUD Griya Ananda Karangploso in Malang District for 2 months. The techniques used to explore data are observation, interviews and documentation. The subjects studied in this research were the class teacher and the students' parents. The subjects studied were teachers and parents in carrying out collaborative activities as well as children aged 4-6 years in developing life skills.

C. RESULT & DISCUSSION

Forms of collaboration between teachers and parents

Parental involvement in education is a program that must be implemented to help and support children in learning. This activity is mandatory for fathers and mothers because parenting is carried out by both, not just one party. This is done because basically parents have an educational function in the family which is related to education and the education of children in the family is a fundamental responsibility for parents. (Lestari, 2019). Through parental education at school, there are many things that parents need to learn, such as child development, attachment to parents, small tasks for children, the role of fathers, parenting and so on. According to (Diadha, 2015), in implementing education, parents can discuss children's development and health informally, formally or through various media. The parenting program implemented in schools aims to encourage and develop the minds of parents so that they are able to give the best to their children and are able to develop their children's potential (Lestari, 2019). In this way, parenting activities are very important to implement in schools. According to (Andriani, 2019) parenting activities can provide benefits for children's development, one of which is increasing self-confidence and academic grades at school.

Home visits are a form of collaboration between teachers and parents. Through home visits, teacher and parent relationships can be improved. Home visits are usually carried out so that teachers can better understand the child and parents about the background of the environment where the child lives. Apart from that, parents can be open and understand each other between teachers and parents. (Diadha, 2015). Home visits are carried out to see the child's development, see the child's problems as a medium for obtaining information on the child's development and improvement (Natsir et al., 2018). Apart from that, through home visits teachers can show their concern for children and parents so that they can improve the relationship between teachers and parents (Diadha, 2015).

Apart from that, communication is also a form of parental involvement with the school. Through communication, you can provide support for both of them to achieve their goals. At the

PAUD GRIYA ANANDA, communication is a priority for parents and teachers. Through good communication, teachers can easily provide information about children's progress at school or important events related to school activities to parents and vice versa so that parents can help with difficulties experienced by children (Natsir et al., 2018). Teachers and parents can communicate directly at school or use social media to make it easier. According to (Arini, 2020) in this era of development, the use of technology is considered faster and easier to share information about students at school and the activities carried out by the school. Apart from that, simple forms of communication such as greeting and chatting can strengthen the relationship between parents and teachers because maintaining communication with parents can build strong relationships so that involvement is higher. (Triwardhani et al., 2020). Skills that can be built from communication activities carried out by teachers and parents are communicating and telling stories. Through communication activities, children can build social and emotional skills (Andriani, 2019).

Implementing learning at home is also one form of involvement of parents and teachers that can be done. Learning at home is the parent's job to guide and help children in learning. When learning at home, parents also teach children good habits, applying order at school to the home. Through learning at home, you can teach children to behave and control their behavior by imitating their parents' actions. Because parents have a role to educate and be a good example as well as giving warnings and advice to children. (Rompas et al., 2018). Learning at home can be given as small tasks according to developmental tasks. The activities given to children are adjusted to the child's development and parents who collaborate with teachers play an active role in providing learning activities because parents are the implementers of learning activities. Learning at home is an effort to strengthen family ties between children and parents and the role of parents is responsible as a motivator who acts like a teacher at school (Lilawati, 2020). The importance of parental involvement in learning at home influences children's behavior because according to (Putro et al., 2020) children's attitudes in living their daily lives are influenced by the parents' attitudes towards their children. Learning in the family can encourage children to learn discipline and independence, order and build character in forming habits (Rina & Karmila 2020)

Factors influencing teacher and parent collaboration

The implementation of collaborative activities between teachers and parents is influenced by several factors, including time, parents' views of teachers, understanding of knowledge about cooperation and parents' self-confidence. Time can be an obstacle in carrying out activities, but it can also be a supporting factor in carrying out the program if parents can be present at the appointed time. According to (Diana & Susilo, 2020) time can be a barrier with regard to teachers and parents. Parents who do not have time to guide their children and teachers who have determined the time for meeting activities make it difficult for both of them to determine the time. One way for parents to attend school activities is by socializing meeting activities for six months or one semester to parents. So that parents know the meeting schedule in advance so that parents can arrange time or free up the schedule on the day the parents and teachers meet at school. That way, time will not be an obstacle for parents to attend school.

Parents consider the school to be an expert who can solve all problems and can fully educate students. This view causes the involvement of parents and teachers to not work. According to research by Diana & Susilo (2020), parents view teachers who are experts at dealing with various problems so that parents don't care and leave the child's success to the teacher. This view can hinder parental involvement in school. However, parents' views of good teachers and understanding of each other's duties can support a collaborative relationship. Apart from that, according to (Diadha, 2015),

parents' views on teachers' attitudes towards school acceptance also determine parents' presence at school. If teachers do not respect parents, parents will feel unappreciated and will withdraw.

Another factor that can influence teacher and parent collaboration is parent self-confidence. Parents' level of self-confidence is influenced by several things, such as not being confident in their abilities, not being confident in the education they have achieved, not being confident in themselves due to work or economic factors. According to (Irma et al., 2019) the obstacles felt by parents are income factors to meet needs and support in learning. In line with (Diadha, 2015) parental involvement is influenced by parents' self-confidence regarding their parents' education, employment, parents' past education or personal problems. Because parents will also be more confident if they feel they have good economic abilities so it will be easier for them to be involved in their children's education. Based on several things, this can lead to hampered cooperation between teachers and parents. However, parents can still increase their confidence to be involved in their child's education. So that cooperation can take place.

Lack of ability and understanding of teachers and parents about collaboration can be an inhibiting factor in teacher and parent collaboration. Limited knowledge of the forms of collaboration that teachers and people can carry out will reduce activities involving parents at school. Apart from that, parents and teachers who do not understand the importance of collaboration with schools will find it difficult to work together in improving children's development and education at school. (Diana & Susilo, 2020). This can happen because parents and teachers do not understand the importance of cooperation and forms of cooperation. There are differences in goals and views regarding cooperation Diadha (2015).

Development of life skills in early childhood

Based on the cooperation carried out by teachers and parents, children can build life skills in the form of personal skills, social skills, academic and vocational skills. Personal skills in early childhood that can be developed according to (Amalia, 2018) are the ability to be aware of oneself by recognizing one's own emotions, feelings, knowing one's potential and weaknesses. Meanwhile, according to Minister of Education and Culture Regulation number 137 of 2014 concerning National Standards for Early Childhood Education regarding Early Childhood Development Achievement Level Standards (STPPA), the development of self-awareness in children aged 4-6 years is related to personal skills, namely controlling feelings, independently choosing activities and self-confidence. . In this age group at PAUD Griya Ananda, children have a sense of self-confidence, independence and self-motivation. Children are able to know themselves, such as knowing their identity, taking care of themselves, children can differentiate between emotions and feel their own emotions, children can control their feelings, such as when they are angry they are helped not to scream, when they ask for something they don't grab them, children can be independent in choosing activities to play. or studying, children feel confident when talking, telling stories or appearing in front of friends while studying and playing.

Meanwhile, social skills are related to interactions with other people. According to (Sari, 2018) social skills are life skills that include relationships with other people in the form of communication, empathy and cooperation. Meanwhile, based on the Early Childhood Development Achievement Level Standards (STPPA) in Minister of Education and Culture Regulation number 137 of 2014 concerning National Standards for Early Childhood Education, the social attitudes of children aged 4-6 years are shown by several things, namely having a sense of empathy, wanting to play with friends, sharing, knowing. friends' feelings and can respond to friends' feelings. The social skills of children at PAUD Griya Ananda that have been developed are being able to communicate with other people, being able to socialize with their friends and the surrounding environment, being willing to

help their friends when they need it. Can work together with friends, has a sense of empathy, starts to use initiative when guilty to apologize, says thank you if you get something. According to Eric Erikson, in children aged 4-6 years, the initiative vs guilt stage occurs or the stage where the child has the initiative in taking action and feels guilt when the action cannot be carried out (Amalia, 2018). Children's actions can be seen when playing, role playing or social interactions. They will begin to show the power of control over him. When children are given the trust to take responsibility for themselves, the initiative will emerge to take action, whereas when their responsibilities are not carried out, children tend to feel guilty (Putri, 2021).

Apart from that, there are academic and vocational skills that can be built, namely academic learning such as counting, critical thinking and being able to understand the information provided by the teacher. According to Sari (2018), children's academic skills are related to intellectual knowledge, critical thinking and being able to understand problems. Through parental activities carried out at school, parents can train their children's skills in daily activities at home such as washing hands regularly before eating, helping parents with activities at home and solving problems themselves. The ability to do certain jobs in daily life is included in vocational skills that can be developed in children.

D. CONCLUSION

The forms of collaboration implemented by the Griya Ananda PAUD institution to build life skills for early childhood are parenting, home visits, communication and learning at home. Apart from that, there are several factors that influence the implementation of collaboration between teachers and parents, including time, parents' views about teachers, parents' self-confidence, and the ability to understand collaboration. These factors can support cooperation between teachers and parents so that collaborative activities can run well and the goal can be achieved, namely building life skills in early childhood. Life skills that can be developed from the collaboration of teachers and parents are personal skills in the form of understanding yourself, self-motivation and self-confidence. social skills in the form of communication, socialization and cooperation abilities. Academic and vocational skills

It is hoped that future researchers can study this more in depth regarding the development of life skills at a child's age early stage in more detail and can examine the factors involved Influencing teacher and parent collaboration is a good factor supporting or inhibiting factors in the same school institution or others

REFERENCES

- Amalia, G. (2018). Identifikasi Kecakapan Hidup (Life Skills) TK Kelompok B Di Kecamatan Mantrijeron Yogyakarta. 2(2).
- Andriani, A. (2019). Parenting Generasi Alpha Di Era Digital. INDOCAMP
- Arini, N. W. (2020). Pentingnya Komunikasi Guru Dengan Orang Tua Dalam Membangun Karakter Peserta Didik. 7.
- Diadha, R. (2015). Keterlibatan Orang Tua Dalam Pendidikan Anak Usia Dini Di Taman Kanak-Kanak. Edusentris, 2(1), 61.
- Diana, I. N., & Susilo, H. (2020). Kerjasama Orang Tua Dan Guru Dalam Meningkatkan Hasil Belajar Peserta Didik Di Kelompok Bermain Mambaul Ulum. 9.
- Hidayatulloh, M. A., & Laily Fauziyah, N. (2020). Keterlibatan Orang Tua dalam Pendidikan Anak Usia Dini di Satuan PAUD Islam. Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini, 5(4)
- Irma, C. N., dkk. (2019). Keterlibatan Orang Tua dalam Pendidikan Anak Usia Dini di TK Masyithoh 1 Purworejo. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 3(1), 214.
- Irwanto, Moch. S. H. I. (2020). Implementasi Kolaborasi Orang Tua dan Guru Dalam Pelaksanaan Pembelajaran Daring pada PAUD. JIEES : Journal of Islamic Education at Elementary School, 1(1), 26-33.

- Jailani, M. S. (2014). Teori Pendidikan Keluarga dan Tanggung Jawab Orang Tua dalam Pendidikan Anak Usia Dini. *Nadwa: Jurnal Pendidikan Islam*, 8(2).
- Lestari, N. G. A. (2019). Program Parenting Untuk Menumbuhkan Kesadaran Pentingnya Keterlibatan Orang Tua Di Paud. *Pratama Widya : Jurnal Pendidikan Anak Usia Dini*, 4(1), 8.
- Lilawati, A. (2020). Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 549.
- Natsir, N. F., dkk. (2018). Mutu Pendidikan: Kerjasama Guru Dan Orang Tua. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 8(2), 311.
- Octova, A. (2023). Pendidikan Kecakapan Hidup Anak Usia Dini Di Tk Lely Kecamatan Medan Tembung Kota Medan. *Jurnal Pedagogik Olahraga*, 9(1), 72.
- Prajapati, R., dkk. (2016). Significance Of Life Skills Education. *Contemporary Issues in Education Research (CIER)*, 10(1), 1– 6.
- Putri, W. T. A. (2021). Menanggapi Fenomena Anak- anak yang Mengemis dalam Perspektif Perkembangan Psikososial. *BUANA GENDER : Jurnal Studi Gender dan Anak*, 6(1).
- Putro, K. Z., dkk. (2020). Pola Interaksi Anak dan Orangtua Selama Kebijakan Pembelajaran di Rumah. *Fitrah: Journal of Islamic Education*, 1(1), 124–140.
- Qadafi, M. (2019). Kolaborasi Guru Dan Orang Tua Dalam Mengembangkan Aspek Moral Agama Anak Usia Dini. 5(1).
- Rina, G., & Karmila, M. (2020). Pendidikan Keterampilan Hidup (Life Skill) Anak Usia Dini Selama Masa Pandemi Covid-19 Di Lingkungan Keluarga. *Tematik: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini*, 6(2), 53.
- Robingatin, R., & Khadijah, K. (2019). Kemitraan Orangtua dan Masyarakat Dalam Program Pendidikan Anak Usia dini. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 2(1), 35–57.
- Rompas, R., Ismanto, A. Y., & Oroh, W. (2018). Hubungan Peran Orang Tua Dengan Perilaku Hidup Bersih Dan Sehat Anak Usia Sekolah Di Sd Inpres Talikuran Kecamatan Kawangkoan Utara. *e-Journal Keperawatan (eKp)*. 6(1).
- Sari, A. (2018). Evaluasi Pendidikan Kecakapan Hidup Anak Usia dini di Taman Kanak-Kanak Se-Kecamatan Kroya. *SALIHA: Jurnal Pendidikan & Agama Islam*, 1(2), 15–32.
- Sopian, A. (2016). Tugas, Peran, Dan Fungsi Guru Dalam Pendidikan. *Raudhah Proud To Be Professionals : Jurnal Tarbiyah Islamiyah*, 1(1), 88–97.
- Sudarsana, I. K. (2017). Membentuk Karakter Anak Sebagai Generasi Penerus Bangsa Melalui Pendidikan Anak Usia Dini. 1.
- Triwardhani, I. J., dkk. (2020). Strategi Guru dalam membangun komunikasi dengan Orang Tua Siswa di Sekolah. *Jurnal Kajian Komunikasi*, 8(1), 99.