

PalArch's Journal of Archaeology of Egypt / Egyptology

A PARENTING PROGRAM BASED ON LOCAL CULTURE IN GORONTALO, INDONESIA

Asni Ilham¹, Liem Gai Sin², Basri Amin³

^{1,2}Universitas Negeri Gorontalo, Jl. Jend. Sudirman No.6, Dulalowo Tim., Kota Tengah, Kota
Gorontalo, Gorontalo 96128, Indonesia

³Ma Chung University, Jl. Villa Puncak Tidar No.1, Doro, Karangwidoro, Kec. Dau, Malang, Jawa
Timur 65151, Indonesia

Co-author: asniilham59@yahoo.com

Asni Ilham, Liem Gai Sin, Basri Amin. A Parenting Program Based On Local Culture In Gorontalo, Indonesia– PalArch's Journal of Archaeology of Egypt/Egyptology 17(9) (2020). ISSN 1567-214X.

Keywords: Elementary School, Huyula Culture, Parenting Programs

ABSTRACT

A parenting program is a parental involvement program in organizing children's education at schools. This paper describes the effectiveness of local-culture based parental program in Gorontalo Huyula in improving the students' learning experience. The study findings conclude that Huyula (mutual assistance) among parents and teachers is highly effective for the educational organizations, particularly in elementary schools.

INTRODUCTION

Children are the subjects of our education system. They need to be nurtured during the learning process and their character need to be upbuilt to acquire an excellent learning experience. It is a bundle of student's activities to attain new information and functional competence. Thus, teachers are bound to design learning activities able to improve such learning experience. According to Stretch and Harp (1991), learning experience is an important competence acquired from the learning process in many disciplines.

In the industrial revolution era 4.0, the learning design should be adjusted to the scientific and technological improvement in education. It aims to ease students achieving their best learning experience. Recently, students prefer attractive and challenging new activities. Teachers occupy a vital role in creating high quality education (Farida, Tippe and Tunas, 2020). Thus, the success of experiential learning highly depends on their teaching competency. This demands their innovative learning strategies actively involving students in their learning process.

Experiential learning has attained popularity due to its potential to engage students directly with phenomena they are studying (Cantor, 1995). This is the reason why learning experiences are highly essential since students are heavily involved (Sin, 2015). To provide students with basic competencies, teachers should determine what learning experiences they must give to students. They could utilize various methods and media adaptable to existing student's conditions and schools. Since they could not realize this activity without total supports of adequate facilities and infrastructures, they need partners to cooperate.

To realize this objective, the role of parents as school partners is influential as parents' contribution not only encompasses to their family but also to schools in which their children study. They have similar roles as teachers do (Epstein, et al., 2002; Christenson, 2009). Euis (2004, p. 26) argued that parents are the first teachers in their child education.

At school, the support and attention of parents in education must be important especially for character building. The character building may result in utter failure due to the lack of cooperation between teachers and parents. Parents' cooperation may give important great meaning upon the learning process they could understand their children development through intensive communication with teachers (Persada, et al., 2017).

Some researchers have conducted studying about parents' involvement models in childhood education and its impacts on student learning outcomes both in academic and non-academic (e.g., Ilham, 2012; Persada, et al, 2017; Rahman, 2014; and Tolada, 2012). Some studies contended that family involvement positively correlate to student achievement indicators including teacher competence, student scores, standard test value, and student attitude (Minke & Anderson, 2005; Feiler, 2009;).

Indonesia Government has issued Minister of Education and Culture No. 30 of 2017 concerning family involvement on education implementation. The involvement may include: (1) attending meetings; (2) attending parental classes; (3) becoming interviewees in some events; (4) taking a role in final class performance activities; (5) participating in extracurricular activities; (6) being school committee members; and (7) facilitating the strengthening education of children character. This implies an effective collaboration among all parties is urgent to achieve the educational purposes.

Parents' active participation in children's education has a positive relationship on the collaboration between schools and parents (Scribner, Young, & Pedroza, 1999). In other words, it is undeniable that family involvement at all levels, ethnic and cultural groups may create a positive impact on student performance at school, both academic and non-academic. Therefore, schools are necessary to provide parenting programs as a medium to associate teachers and parents. This program aims to align activities of children nurture and education both at schools and homes. The program target is parents, nannies, and other family members directly taking role in the process of children's development.

Parenting activities are media giving benefits to all parties including parents, playgroups, and government. The benefits are: (1) intertwining cross sector work partners such as entrepreneurs of certain products related to child growth and development, government institutions, book publishers, and others; (2) fulfilling the needs of children rights; (3) developing confidence of parents in educating the children; (4) establishing harmonious relationship with each family member in accordance with their respective duties; (5) establishing relationship between family in neighborhood around educational institutions; and (6) establishing among parenting members.

However, in reality, parenting programs have not been held people's expectations. Some studies revealed that numerous schools in Gorontalo have not programmed such kind of parenting activities. Most parents were simply invited to receive the children final reports. They were not involved in any school activities. Most of them assign and entrust teachers since they are too busy with their business.

Parents ignorance on children's development may bring a substantial impact on their characters. Children may become dissidents, rebels even bullies since their parent do not strong nor attention. It appears that parents' local wisdom value is out of sight parents implying that they pass of their responsibility to teachers.

Some other studies emphasized the significance of parenting programs for the implementation of education at school. Ilham (2012) contended positive impact of mother's attitude in family parenting. It brought practical implications for cognitive, social, and spiritual child growth at school.

In Indonesia, a parenting training model focuses on parents with children studying at schools. Jama (2019), studying parenting model on Huyula culture, explained that local cultural ties based on family, area distance, and neighborhood are the elements of Gorontalo culture demanding close collaboration with educational institutions. He discovered that Huyula parenting model could improve comprehension and collaboration among teachers and parents on the assessment of children's growth at schools. He added that greater cooperation is built in local culture terminology called Huyula, in which a process of collaboration between parents and teachers creates a new and productive circumstance since language users, a pattern of relationship, and attachment may fit the character of Gorontalo family and community.

A parenting program based huyula culture can be depicted as follows

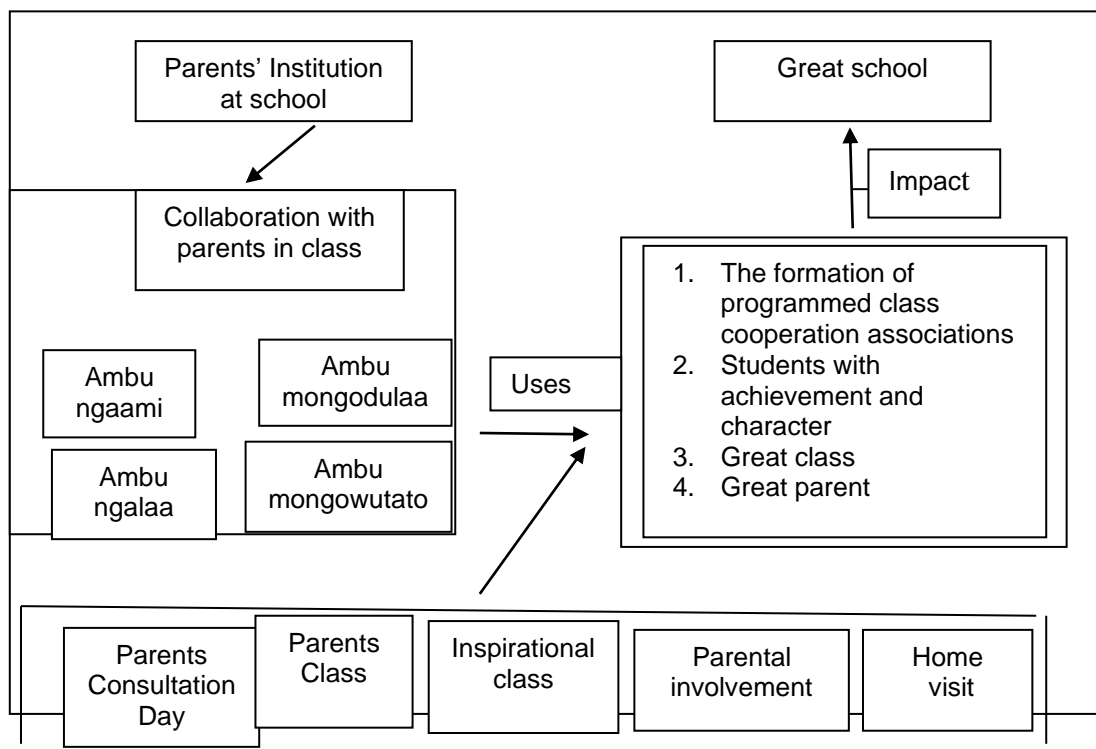


Figure 1
A Parenting Program Based Huyula culture

Description of terms in Figur 1:

- *Ambu mongudalaa* is a meeting attended by parents and teacher.
- *Ambu mongowutato* is meetings attended and formed only in certain wards, in this case parents meeting only
- *Ambu ngaami* is a three-way association attended by parents, teachers and students
- *Ambu ngalaa* is associations that can be formed by bringing together a family [father, mother, and child] to strengthen family ties within the scope of school activities

The parenting program is not limited to character building to establish a partnership between teachers and parents. This activity could gradually support children's development pattern. Parent involvement must be conducted to build children's character through in several activities based on Huyula Gorontalo culture.

The Huyula parenting model is supposed to create increased knowledge, creativity, and parent-teacher cooperation. This parenting model is meant to apply not only in the early childhood education programs to senior high schools. It is a form of control for children's development during the learning process (Jama, 2019). To increase the effectiveness, the parenting model should call forth teachers' and students' positive response, and improved quality of teacher's and parent's comprehension.

This paper investigates the effectiveness of parenting based on Gorontalo Huyula culture to improve family involvement in the education provision for increasing student's learning experiences at elementary schools.

METHODS

This study applies a method of experimental quasi with one-group pretest-posttest design by the pattern of:

O X O1

where,

O = the measurement of pretest

X = experimental treatment

O1 = the measurement of posttest (Ruseffendi, 2005:49)

The research subjects were randomly selected 60 respondents comprising 30 student's parents (15 fathers and 15 mothers) and 30 teachers at Madrasah Ibtidaiyah (Islamic Elementary School) of Gorontalo Regency.

The data were collected by formats to encompass documentation data, paper sheets of pretest and posttest, observation sheets, and questionnaires. To assess the hypothesis, we used the assessment of parametric static differences. The data were collected and analyzed to compare the pretest score and posttest score using a t-test analysis with an independent sample. The hypothesis can be formulated as follows.

H0: There is no difference of student's learning experiences between pretest and posttest; $\mu_1 \leq \mu_2$,

H1: There are differences between student's learning experiences between pretest and posttest; $\mu_1 > \mu_2$.

RESULT

A parenting model is effective if it fulfills two criteria, including: (1) parents and teachers' positive responses; and (2) the increasing number of quality and quantity of parental involvement. One of indicators of the model effectiveness is the questionnaire result upon parents' and teachers' responses on the parenting program. The aspects to assess were validity, reliability, objectivity, and practicality. Generally, parents and teachers give positive responses of the parenting model. **Table 1** below presents the assessment results.

Table 1. The Assessment Result of the Parenting Model Effectivity

Rated Aspect	Average Assessment Results		Average	Information
	Teachers	Parents		
Validity	3,98	3,72	3.85	Highly Valid
Reliability	3.7	3,2	3.45	Reliable
Objectivity	3.87	3,77	3,82	Highly Objective
Practicality	3,80	3.32	3.56	Highly Practical
Average	3.84	3.50	3.67	Highly Effective

Source: Processed Primary Data

Table 1 shows that the model trial test produced 3.67 score for the effectiveness, implying its effectiveness. In other words, relation, the effectiveness of the model trial test is valid and reliable, objective, and practical. The assessment average score is 3.84 for teachers 3.50 for parents. Overall, the validity of average score was 3.85 highly signifying its validity (3.85), reliability (3.45), objectivity (3.82) and practicality (3.56). In summary, the overall score suggests its effectivity.

Based on the data analysis, the results of t-test showed that the price of $t_{count} = 11.711$, then compared with the t_{table} price at the significance level of $0.05 = 1.671$. The result of the calculation shows that $t_{count} > t_{table}$ at the 0.05 significance level, which means that t_{count} is outside the acceptance of H_0 . Therefore, H_0 is rejected and H_1 is accepted. This indicates that there are differences in student learning experiences before and after the parenting program. It leads to a conclusion that the parenting program based on Huyula culture effectively improve student's learning experiences.

In summary, the data analysis results denote that the parenting program based on Huyula culture could effectively operate to improve parental involvement in the implementation of education in elementary schools.

DISCUSSION AND CONCLUSION

Based on the results of the analysis, it can be concluded that the huyula culture-based parenting program meets the criteria of being effective. The level of effectiveness of the parenting model is illustrated by: a); parents and teachers show changes in attitudes and behavior for the better; b) the involvement of parents in education in school is increasing; and c) parents and teachers gave a positive response to the implementation of the huyula-based parenting program

Huyula culture could be transformed into school parenting activities, such as *Ambu*, an activity of mutual assistance, could be highlighted in the form of daily consultation between parents and teachers on students' development.

Besides, parents' voluntary role in children's activity such as in assisting children do their homework is a reflection of *hileiya* (a spontaneous mutual assistance to a bereaved family) as the embodiment of parents' spontaneous mutual help. *Tiayo*, a mutual assistance to complete other task such as a wedding ceremony, could be applied in parents' involvement for school activities such as outbound or sport competitions (Jama, 2019).

By the analysis results, this paper concludes that a parenting model based on Huyula culture could effectively facilitate the program to run. Parents and teachers show better attitude and behavior, as parents' involvement in educational implementation at schools increases, and parents and teachers give positive responses on the implementation of parenting programs.

The analysis result of effectiveness concludes that the parenting model based on Huyula culture is applicable in elementary schools. This parenting program is essential to improve the student learning experiences. All educational institutions, elementary schools in particular, shall apply this parenting model since the government have strengthened parents' involvement by issuing the Minister of Education and Culture Regulation No. 30 of 2017. However, broader regulations are necessary to reach all educational institutions in regional areas, and to control the parenting programs.

REFERENCES

- Cantor, J. A. (1995). *Experiential learning in higher education: Linking classroom and community*. Washington DC: George Washington University.
- Christenson, S. L. & Reschly, A. L (Ed). (2009). *Handbook of school-family partnership*. New York: Routledge.
- Epstein, J., Sanders, M., Simon, B., Salinas, K., Jamsorn, N., & Van Voorhis, F. (2002). *School, family and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Farida, I., Tippe, S., Tunas, B. (2020). The effect of competence and motivation on teacher performance in development technology vocational school Bekasi West Java. *Asia Pacific Journal of Management and Education*, 3(1), 12-15.
- Feiler, Anthony. (2009). *Engaging 'Hard to Reach' Parents: Teacher-Parent Collaboration to Promote Children's Learning*. Wiley-Blackwell: University of Bristol
- Ilham, A. (2012). *Pengembangan Model Pelatihan Parenting Berbasis Kecerdasan Spritual Untuk Meningkatkan Perilaku Ibu Dalam Pola Asuh Keluarga (Development of Parenting Training Model Based on Spiritual Intelligence to Improve Mother Behaviour in Family Parenting)*. Dissertation Bandung: UPI
- Jama, A. (2019). *Pengembangan Model Parenting Berbasis Budaya Huyula di PAUD Kota Gorontalo (Development of Parenting Model based on Huyula Culture in Early Childhood Education in Gorontalo City)*. (Unpublished master's thesis). Gorontalo: Program Pascasarjana Pendidikan Luar Sekolah. Universitas Negeri Gorontalo
- Minke, Kathleen M., & Anderson, Kellie J. (2005). Family-School Collaboration and Positive Behavior Support. *Journal of Positive Behavior Interventions*. ISSN 1098-3007. 7 (3) 2005.
- Ministry of Education and Culture Republic of Indonesia. (2017). *Minister of Education and Culture No. 30 of 2017 Concerning Family Involvement in Education Implementation*.
- Persada, N. M., Pramono, S. E., & Murwatiningsih. (2017). Pelibatan orang tua pada pendidikan anak di SD Sains Islam Alfarabi Sumber Cirebon (Parents' involvement in children's education at Sains Islam Alfarabi Elementary School, Sumber Cirebon). *Educational Management*, 6 (2), 100-108.

- Rahman, B. (2014). Kemitraan orang tua dengan sekolah dan pengaruhnya terhadap hasil belajar siswa (Parents' partnerships with schools and their impact on student learning outcomes). *Jurnal Pendidikan Progresif*, 4(2), 129-138.
- Ruseffendi. (2005). *Dasar-Dasar Penelitian Pendidikan dan Bidang Non Eksakta Lainnya* (Basic of Education Research and other Non Exact Fields). Bandung: Tarsito
- Scribner, J. D., Young, M. D., & Pedroza, A. (1999). Building collaborative relationship with parents. In P. Reyes, J. D. Scribner, & A. Paredes-Scribner (Eds.), *Lessons from high-performing Hispanic school: Creating learning communities* New York: Teacher college Press. *Book Chapter* pp. 36-60
- Sin, L. G. (2015). Suggestions for developing an internship programme in Indonesia. In: Taras V., Gonzalez-Perez M.A. (Eds.), *The palgrave handbook of experiential learning in international business*. London: Palgrave Macmillan.
- Stretch, S. M., & Harp, S. S. (1991). Retail internships: An experiential learning challenge. *Marketing Education Review*, 1(2), 66-75.