Digital Parenting to Improve Quality of Relationship Between Educators and Parents

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A R T I C L E   I N F O

A B S T R A K

Interaksi dan komunikasi orang tua dan pihak sekolah dalam proses kegiatan belajar anak di rumah memerlukan cara atau strategi yang bisa menyesuaikan karakteristik peserta didik serta orang tua atau wali murid. Penulisan artikel ini bertujuan untuk mengetahui sejauhmana parenting digital dapat meningkatkan komunikasi guru dengan orang tua murid di PAUD lmanda. Penelitian ini menggunakan metode analisis deskriptif dengan pendekatan kualitatif. Lokasi penelitian dilakukan di PAUD Imanda Kota Bandung. Pada tahap proses penelitiannya memakai teknik pengumpulan data yang dilaksanakan melalui pengamatan/ observasi, wawancara serta dokumentasi. Hasil penelitian mengungkapkan bahwa program digital parenting dapat memengaruhi komunikasi dan kedekatan dengan anak. Orangtua melakukan pendekatan pendidikannya melalui interaksi dengan anak secara komunikatif, intensif dan penuh keterbukaan melalui media teknologi sebagai sarana pendidikan anak agar menjadi positif. Berbagai konten pendidikan dan pengasuhan juga bermacam-macam tema tentang pola asuh dan tumbuh kembang anak. Informasi di media *online* juga dapat merujuk pola komunikasi yang baik antara orang tua dengan anak terutama pada masa pandemik COVID-19.

Kata Kunci : Parenting Digital; Kualitas Pendidikan; Pendidik.

A B S T R A C T

The interaction and communication between parents and schools in the process of children's learning activities at home requires ways or strategies that can adapt to the characteristics of students and their parents or guardians. The purpose of this article is to discover to what extent digital parenting can improve parent-teacher communication at PAUD (early childhood education) Imanda. This research, which takes place at PAUD Imanda in Bandung City, applies descriptive analysis method with qualitative approach. Data collection techniques are conducted through observation, interviews and documentation. The results of the study reveal that digital parenting programs can affect communication and closeness with children. Parents' approach to education is carried out through communicative, intensive and open interaction with children by using technology media as a means of educating children to be positive. Online media presents a variety of educational and parenting content with various themes of parenting and child development. Information in online media can also refer to good communication patterns between parents and children, especially during the COVID-19 pandemic.

Keywords : Digital Parenting; Quality of Education Quality; Educators.

A.   Introduction

The Digital Parenting Program is a parenting innovation program aims to enable students, parents and teachers as school members to synergize while participating in Learning from Home (Belajar Dari Rumah or BDR) (Dewi, 2020). This program is also expected to provide solutions to problems experienced in Learning from Home (BDR) activities so that students can continue to study effectively. Basically, learning for early childhood (PAUD) is prioritized on the formation of positive attitudes, behaviors and characters (Muzakki & Fauziah, 2015).

Interaction of parents and educational institutions in the process of teaching and learning activities for children requires a way that can balance the communication between students and parents as a fulfillment of the requirements for learning from home. The exchange of symbols as self-presentation occurs at the stage of establishing relationships/interactions, maintaining the existence, and getting a good response (Ahmadi, 2011). Communication is done not only to convey an idea or statement, but there are also ways, content and response/acceptance in verbal dan non-verbal communication (Ahmadi, 2011). The school's relationship with parents is one of the fields of educational administration. Parents should understand how to mentor and supervise their children to study at school or at home (Dewi, 2020).

Good interaction and communication between educators and parents is a top priority since the high intensity of interaction and communication between them can establish positive relationships which in turn will reduce potential problems, especially in teaching and learning activities both inside and outside the school. Educators and parents have an important role in maintaining relationship in order to share information about the attitudes and behavior of children when studying at school and at home. Positive interaction and communication have a positive impact on children's development towards a better direction; however, if there is a misunderstanding in interpreting something, it can hinder the relationship between educators and parents (Pusitaningtyas, 2017).

School is a place for teaching and learning or a place to receive and give lessons (based on the stage and age of students). The term school is a broad concept covering both formal and non-formal schools; while the term parents are the first and foremost educators (Fauziah & Sugito, 2016), Parents are called the first and foremost educators for the following reasons: firstly, they are the first persons who teach, educate, and provide care for their children; and secondly, parents have a great influence in guiding and directing their children to become figures as expected. Even though parents (probably) have limited skills and abilities, they have an obligation and influence and are responsible for the efforts to make their children successful and have their own expertise. The state, through government intervention as a policy maker, has attempted to organize and even improve the quality of educational institutions.

Educational institutions cannot be separated from the involvement of parents in teaching and learning activities. When families and educational institutions synergize well, children would have the opportunity not only to succeed in education but also in their life journey. The joint activities carried out by parents and children directly introduce the meaning of socialization.

The togetherness of families and educators in educational institutions is very influential on the growth and development of children. Submission of positive messages from educators to parents and vice versa is crucial in realizing good synergy. There are several factors that influence the development of children's learning achievements in schools, including educators, the circumstances around the school, places of learning, infrastructure, and even the involvement of families and educators (Elyana, 2017). The most important thing all parties can do to improve children's achievement and the quality of education is the establishment of harmonious communication and cooperation between families or parents, students, and educators or schools (Diadha, 2015).

As mentioned above, parents have a function and central role in the family because they act as the main and first teachers for their children. Parents are the first persons to give attention, guidance and love to their children. They become true educators because of their nature (Amini, 2015). The love of parents for their children is eternal where they always put the interests and needs of their children first before their own desires and pleasures. They realize that children are gifts from God that must always be cared for and guided towards goodness and truth. Communication that is carried out wholeheartedly and the

trust from parents will be felt by children so that parental guidance, direction and assistance given can be accepted and instilled in the children (Pratiwi, 2013). This condition makes it easier for children to understand and appreciate the efforts made by their parents.

Communication in a family is very effective to make children aware and practice basic moral values in everyday life, as well as form a self-confident, independent person with a high sense of responsibility. Education policies, student backgrounds (social and economic), and the importance of subjects for the future are part of the aspects that must be understood in supporting good learning (Ahmadi & et all., 2020).

The core function of school-parent partnership, as adapted from Sahabat dan Keluarga Kementerian Pendidikan dan Kebudayaan (Friends of the Family of the Ministry of Education and Culture), is to build 3Rs, namely Respect, Responsibility, and Relationship. The definition of respect is to create a friendly school for all parties. Maintaining partnership relationships is necessary to survive and help children succeed in school (Rohmadheny, 2018). The conclusion is that parents are the first teachers for their children. Parents have a responsibility to interact positively with their children, build healthy relationships, serve and be role models in providing guidance. Parents are partners in educational process. As a result of technological advances and the high level of parents' education, in fact, many parents understand the importance of the existence of schools.

Vice versa, schools must also respect and appreciate parents who accompany their children to study at home. Educational institutions realize that parents contribute in conveying the knowledge and information that children need (Lina *et al.*, 2019).

The definition of a parent-friendly school is that the educator or school welcomes all children and respects their differences. On the other hand, a friendly house is a house that re-enforces the education that children have received at school. This means that schools and parents respectively have a responsibility to stay connected to each other (Dewi, 2020). Thus, there must be regular, continuous two-way communication, including meaningful feedback. The communication that needs to be transmitted is the learning objectives, scope, curriculum sequence, and homework responsibilities. Relationship here is a relationship between schools and parents that is accompanied by mutual respect and appreciation.

A good relationship between schools and parents will create trust and pave the way into meaningful relationships, namely interactions that can increase mutual trust so that they can support each other and work together with quality partners.

The style or type of parenting depends on social class, gender and ethnicity. Different families will have different ways in practicing their responsibilities as parents in digital era. Some parents are strict with their children and they set clear rules and standards (Fauziah & Sugito, 2016). They expect children to obey their rules. Wise parents will avoid the restrictions for their children. Effective parenting requires a balance between parental authority and child autonomy. There are much evidence, especially in high and middle income countries, suggesting the importance of positive parenting for child development, including early childhood physical, cognitive and emotional development, improved educational outcomes, communication and trust, reduced risk-taking behavior among adolescents, increase the social competence of adolescents and reduce violence. "Positive parenting" includes, among others, stimulation and affection, clear and focused praise, supporting increased autonomy, encouraging healthy habits, setting goals, setting firm rules and consequences (Wijayanti, 2018). Parenting that uses technology in the digital era (gadgets) is influenced by several factors, including: (1) Togetherness between children and parents; (2) Students/parents feel embarrassed when they don't have a cellphone while others have; (3) Education and determination in learning and teaching values of religion; (4) The achievement of educational development is balanced by the obligations of family/parents to their children because they understand the character of their children better (Tan, 2007) (Tan, 2007).

There are several negative effects on using technology in parenting. First, parents are usually become the last choice for children to share their stories about relationship, emotional, or sexual problems. Second, the internet is so complex and fast-paced that makes it difficult for busy parents to understand what their children need to know. Third, some parents do not bear such responsibility, and they are "hard to reach" by the

campaigns. Fourth, the minority of parents are completely negligent or abuse their children so that they are not worthy to be relied on in ensuring the safety of their children (Bastian & Kamil, 2020).

For parents trying to prevent or manage the risk of harm to their children, it is crucial to complete a safety net so that childhood risk vulnerabilities can be minimized. Parents expect their children to become quality future generations, which are able to face and win the competition in the present. But in fact, the growth and advancement of science and technology makes the majority of students prefer to spend time playing online games. As a result, they are not sensitive to the environment in which they live, interact and communicate less with their parents or family, and are also less motivated to learn. Such behavior arises because of a lack of supervision and children do not understand well the good and bad consequences of using digital media incorrectly. Digital Parenting as a therapeutic medium is an effort to balance real-world knowledge and knowledge about the progress of digital world (Akhyadi & Mulyono, 2018).

There are several attitudes that parents can teach to children who are affected by negative effects of online media. First, teach children to get used to saying positive words to their parents, friends, and neighbors. Second, conveying understanding to children about the benefits, disadvantages and negative and positive impacts of digital media. Third, to make sure children have a habit and regular learning time so that learning is not only perceived as an obligation.

Parents can play their role easily in all conditions and situations, including in the digital world of children, for example, through the positive bond between parents and children. The emotional stability of parents and children becomes something important that contributes to the health and development of children. Living in a digital era, a child who feels connected to their parents is more likely to share offline and online experiences without fear of having their access blocked.

B.   Research Method

The method used in this research is a qualitative approach. Researchers want to obtain in-depth information based on observations in the field. This approach emphasizes the meaning, reasoning, and definition of a certain situation (in a certain context), and mostly conducts research on matters related to daily activities (Rukin, 2019). The purpose of this descriptive study is to describe systematically the facts and characteristics of a given population or area of interest. It means that by using descriptive analysis, researchers will be able to describe research systematically from what is being studied (Yusuf, 2017). Based on this view, research using qualitative methods with descriptive analysis intends to describe/explain the role of "digital parenting" in improving the quality of the relationship between educators and parents.

This research was conducted at PAUD Imanda, located on Jl. Halteu Utara V1 No.1, Andir Subdistrict, Bandung City. Sources of data as resource persons are PAUD Imanda educators and parents of students. Interviews, observations, and documentation are data collection techniques mostly used by researchers.

Interview is a process of collecting various information or materials obtained through question and answer with one party, face to face, or in two directions to achieve predetermined goals (Yaumi & Muljono Damopoli, 2016). Interviews are also the main technique that the researchers use to collect data. Documentation is a method to search for historical data, either in the form of autobiographies, personal letters, books, diaries/clippings, government and private documents, stories, data stored on the web, servers, flash drives, and so on (Sayyidah, 2018). Observation is the last technique in collecting data as an effort to improve research. Observation is the process of observing human daily activities by using the five senses of sight, hearing, smell, and taste as the main aids (Wijaya, 2020).

Data analysis techniques of qualitative research should be started from the beginning. Therefore, the data obtained must be immediately processed in written form for later analysis (Ruslan, 2003). Some of the steps taken are reducing data, presenting data, and drawing conclusions.

C.   Results and Discussion

Results

From the results of research conducted at PAUD Imanda, the researchers found the benefit that parents can get when they involve in Digital Parenting program. Not only for parents/families, this program also

provides positive benefits for educational institutions and students, namely (1) supporting and participating in the success of school programs; (2) as a marketing strategy to improve the quality of parenting activities in schools; (3) improve the ability of students in the digital world; (4) parents and educators know the child's development as a result of the intensity of better communication between parents and educators; and (5) it is a means to stay in touch and exchange ideas. The research data obtained from 9 respondents of parents and 9 educators at PAUD Imanda.

The Digital Parenting Program for Teacher-Parent Communication is organized by PAUD lmanda for parents, students and educators. This program is implemented to provide understanding to parents about the learning materials that children learn at school and to assist children in learning at home.

In planning the digital parenting program conducted at PAUD Imanda, the first thing to do is to prepare a digital parenting program activity plan, namely by analyzing field conditions. This activity is performed by accommodating complaints or responses from parents of students and updating its technical implementation. Furthermore, a digital parenting team committee is formed. In this planning, educators are involved because most of the committee members are PAUD educators.

The purpose of planning a digital parenting program is to make it a common and comprehensive reference for all education stakeholders in increasing parental understanding and controlling students in the use of learning media. The implementation of digital parenting activities effectively and efficiently is an effort to increase parents' understanding of children's learning media. This digital parenting program is implemented according to a predetermined plan. Special facilities and infrastructure to support the implementation of digital parenting are Android cellphones so that parents can actively participate when they attend digital parenting program training.

Parents will utilize their cellphones to learn how to choose the right application for their children and know how to control children when they use cellphones. Parents should also know how to choose various online parenting events, apart from those held in school.

The purpose of this study, among others, is to describe digital parenting activities as an effort to improve interaction and communication between educators and parents at PAUD Imanda which includes planning, organizing tasks and responsibilities of activities by forming committees, implementing digital parenting activities, then continuing with evaluation of parenting implementation.

Digital parenting activities at PAUD Imanda are routine activities held two to three times in a semester, both offline and online and discussing different themes at each activity. Digital parenting is a program continues to be pursued so that meetings with parents can be held regularly. Digital Parenting activities are conducted due to the reduced intensity of meetings between educators and parents. This program can even be a solution in the midst of Covid 19 pandemic surging the entire world, in which it is hoped that digital parenting activities can improve and increase interaction and communication between two parties (educators and parents). In addition, this program can also be referred to as a form of service for educational institutions to pay attention to the quality of learning in schools.

The digital parenting planning step is to determine and formulate program objectives and decide the policies of the programs that come from the institution's own ideas. Subsequently, the class teacher collects data on parents of students and plans the program agenda.

Figure 1 clearly shows that the principal as the person in charge should have an activity plan aligned with the attendance of participants from beginning to end. The planning of event agenda is conditioned in accordance with the educational institution's program. Before digital takes place, educators have the task of conveying to parents of students to attend digital parenting activities. After that, the next planning stage is to determine the operational costs of implementing digital parenting activities.

Organizing activities are in the form of assigning Parenting duties and responsibilities at PAUD Imanda, namely the formation of a committee that involves all components of the institution, including the principal, parents of students and educators.
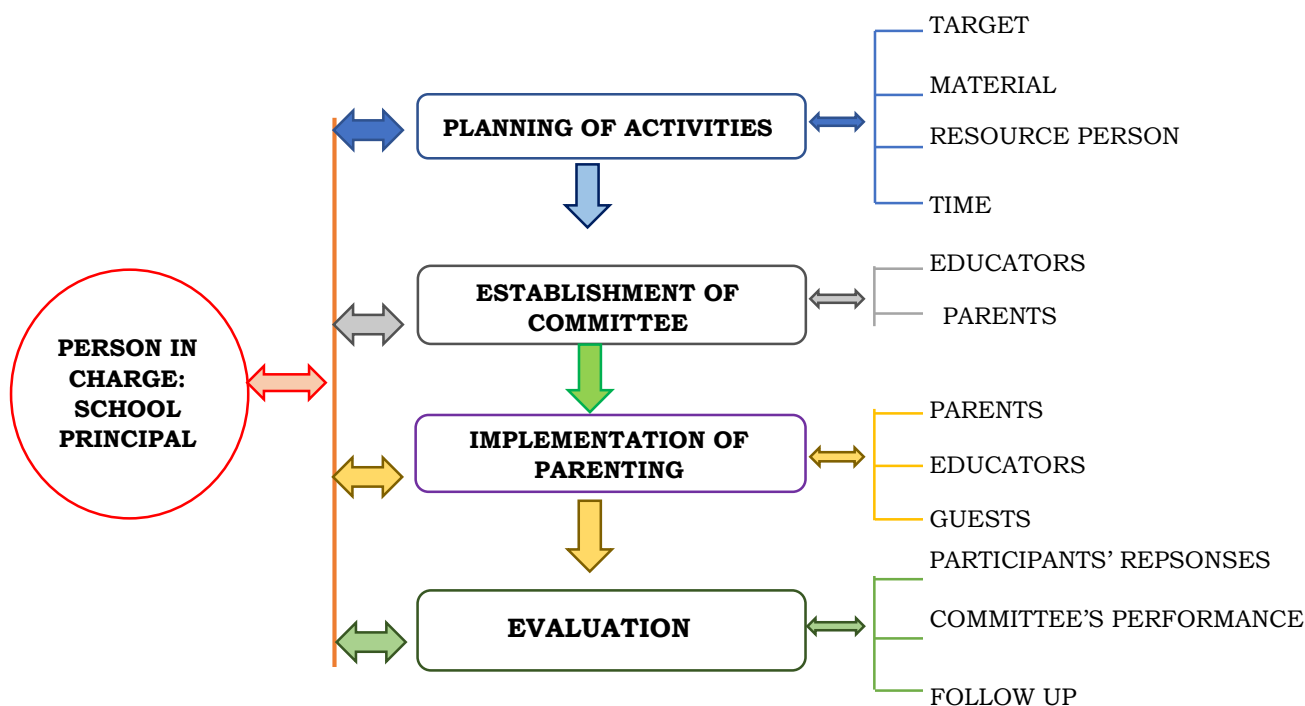
Figure 1: Digital Parenting of PAUD Imanda

The next stage is coordination to determine the division of committee tasks. The responsibility for each parenting activity program is entirely in the hand of Principal as the head of PAUD institution, but the implementing committee for each activity is all educators who carry out activities together.

Digital parenting activities at PAUD lmanda are a form of collaboration between schools and parents. The implementation of digital parenting activities is adjusted to the agreed annual program, which is held two to three times in one semester. Apart from parents, this activity also involved guests who are specifically invited by the school; they can be community leaders and representatives of partner organizations. The resource persons or presenters presented in the activity are experienced experts and profession of the parents (inspiring classes) to deliver various parenting class materials which can be useful for students, parents, and educational institutions.

The agenda for digital parenting activities at PAUD Imanda is organized so that educators and parents gain insight into strategies for educating children in the digital era. Technological developments and advances cannot be underestimated since their positive and negative impacts will affect daily habits of students. Target participants of this program are educators and parents or guardians of PAUD lmanda students. The development of digital technology is like a double-edged sword because on the one hand, it facilitates the children to learn many things they don't get at school, but on the other hand, it brings a number of dangers such as pornography, pedophilia, violence, and so on.

The role of parents is needed in order to anticipate and prevent these dangers since educating children in a conventional way is not enough. Parents and educators need to understand how to educate children in the digital age, such as how to protect their privacy and other important knowledge that children need to know. This activity apparently received a good response from the participants, namely educators and parents, so that it is hoped that digital parenting activities will continue with the development of material from resource persons.

The digital parenting evaluation is carried out by educators as a committee assisted by parent representatives. The evaluation materials conveyed are matters relating to the supporting and inhibiting factors encountered in the preparation and implementation of digital parenting activities. The results of the evaluation of digital parenting show that the implementation of these activities have proceeded

smoothly and received a positive response with input that digital parenting should become a routine agenda with a variety of different training materials. Digital parenting has also reached the target number of participants, which is around 80% attendance. However, there are some shortcomings in the implementation of digital parenting, among other, parents who do not have mobile phones and participants who have signal problems and limited mobile data quota. Evaluation is carried out by sharing information between parents and educators.

DISCUSSION

In accordance with the results of the study, there are two forms of parenting activities organized by PAUD Imanda, namely formal parenting activities and routine parenting activities. Formal Parenting activities are carried out formally every year and routine parenting activities are carried out two to three months in one semester. Parental class activities can be carried out near the end of the learning semester or at the beginning of the semester. Parenting class is a short-term program less than five years. In parenting education plan, PAUD Imanda takes the type of short-term parenting, which is held every semester.

One of the programs carried out in schools is Digital Parenting. It is conducted by inviting expert resource persons (Harahap, 2016). The stages in planning digital parenting activities at PAUD Imanda are in accordance with the views of (Prihatin, 2011), which can be used as a reference before the implementation begins by determining and formulating the goals to be achieved. Parenting activities at PAUD Imanda are intended as a means to foster relationships between PAUD institutions and parents, as well as efforts to provide encouragement to parents in solving any problems experienced by children. The next form of parenting activity is routine parenting.

Based on the Technical Guidelines for the Implementation of Parenting Education by the Directorate of Non-Formal and Informal Education in 2010 on Parent's Day, parenting activities are activities that involve parents or families in the teaching and learning process. This statement is in accordance with Digital Parenting activities held at PAUD Imanda which involve parents in learning at home.

Organizing parenting at PAUD Imanda is in line with the results of research by (Yamin & Maisah, 2009) which states that organizing in schools is a whole process. Planning stage is the stage of determining the people involved in the activities, the tools used, as well as the authority and responsibility according to the respective duties. Organizing parenting activities at PAUD Imanda involves each person in each group, so that it is necessary to have competent educators as the committees. This statement is in line with (Prihatin, 2011) which states that organizing must be adjusted to the experience, talents, interests, knowledge, and personality of each person.

The implementation of parenting classes at PAUD Imanda is in accordance with the principle of continuous interaction between the institution and the community. The sustainability principle is carried out continuously between schools and parents in the sense that parenting programs continue to be held from year to year (Benty & Gunawan, 2015). In addition, PAUD institutions also need to conduct parenting programs that applies comprehensive and flexible principles. Parenting class activities are carried out by inviting resource persons from outside the school.

Parenting material can be sourced from various problems currently faced by students. Thus, the implementation of parenting program can be useful in finding handy solutions for either schools, parents, and students (Harahap, 2016). The parenting program is routinely held at PAUD Imanda two or three times in one semester by involving parents as resource persons. This is in line with the technical guidelines issued by the Directorate of Non-formal and Informal Education in 2010 which states that the routine parenting schedule is carried out in turns based on the schedule set by the educator. Targets of parenting activities are parents of children in the age group of 3-4 years, 4-5 years and 5-6 years.

Parenting evaluation is carried out after parenting activities are completed; likewise, the evaluation of the implementation of Digital Parenting held by PAUD Imanda. Evaluation is carried out once a week after the parenting activities are completed through a meeting involving the entire committee. The

evaluation set by PAUD Imanda is in line with the theory of (Arikunto, 2012) which states that the characteristics of assessment in educational institutions have a relative nature so that the assessment from time to time will not always be the same and not always fixed. The results of evaluation show that the implementation of Digital Parenting is going smoothly and has reached the target number of participants although there are still some obstacles in the implementation. However, educational institutions always strive to resolve and provide solutions to any existing problems and correct deficiencies so that they do not recur in the following year's activities.

Parenting evaluation activities are conducted by sharing opinions and information directly together between schools and parens. Educational Institutions are educators, while participants of parenting program are some parents given the mandate as coordinators to represent the classes. Evaluation of activities is carried out at the beginning or at the end of the semester so that it is in accordance with the stages, where the evaluation is conducted at the last stage after planning and implementation of activities done by an educational institution (Minarti, 2011). The results of evaluation revealed that the implementation of the program is not optimal due to the absence of attendance of number of parents.

D.   Conclusion

Digital parenting can positively affect children's well-being. Parents do communication strategy through open and intensive interaction and communication with educators using technology media to produce positive changes and improvements in the quality of children's education for the better. Parents not only consider the risks from the technological aspect, but also taking into account positive opportunities in implementing communication technology in the family.

Parents should be smart to be able to keep pace with the times by utilizing the technology they have for their children's educational needs (Smart Parenting) through accessing smart materials for digital parenting. Digital parenting programs as a means of education in the field of child development and parenting can provide solutions or answers based on information sources for families in this information technology era. The content of parenting education materials in the form of knowledge about parenting patterns with various themes will provide enlightenment to parents in nurturing, guiding and assisting children's growth and development.

The type of communication applied by educators, families and parents can maximize its function and encourage children to become students who grow and develop well through access to parenting educational content. The presence of digital programs, especially online media, has a very good impact on parenting class activities to be realized in order to be able to communicate positively. Therefore, all information obtained from online media will be used as a reference in how to apply communication patterns in the family.

Recommendation

Based on the results of the research and research conclusions, as well as a form of recommendation, the researchers suggest that the school should not only strive to maintain and improve the communication relationships that have been established, but also provide learning facilities based on digital technology that can be applied in early childhood education institutions. .

Meanwhile, educators are expected not only to actively maintain interaction and communication with parents of students, but also to be able to follow technological developments by continuing to learn and apply it to learning at school. That way, educators as education actors can contribute their knowledge to the students and guide them to a better direction.

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