

A NEW PATTERN OF PARENT-TEACHER PARTNERSHIP IN EARLY CHILDHOOD EDUCATION

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Abstract

The COVID-19 pandemic has caused significant changes to the role of the family and put a strain on parent-teacher relationships. However, the pandemic has also provided insights into strengthening parent-teacher relationships. A healthy and strong partnership between parents and teachers is essential for recovery from the learning loss caused by the pandemic. This research method uses a literature study to get an overview of the changing patterns of parent-teacher partnerships in post-pandemic PAUD. This study aims to understand the shifting roles of parents and teachers due to COVID-19, thus forming a new pattern of parent-educator engagement in PAUD. Overall, the results show that parent-teacher partnerships in early childhood education have undergone changes over time, with increased parental involvement, changes in communication patterns, and the need for a deeper understanding of the family-school relationship. The traditional pattern of mere attendance and volunteerism is changing to proactive parental involvement with increasing expectations of deeper involvement with the child's school. This may be due to parents' more advanced understanding of the use of technology and an increased understanding of the processes, materials and assessments involved in assisting children during distance learning.

Keywords: Changing patterns, parent-teacher partnership, childhood education

1. Introduction

Relation between parents and teachers is crucial to a student's education. An ideal learning environment can be created at home and at school when a student's family and teacher are able to interact with one another making a positive relationship and building mutual trust. With both offering support, they can identify what may be enhancing or impeding the student's ability to learn, develop a strategy to strengthen the student's weaknesses, and work together to help the student reach their full academic potential. (WGU, 2021).

Another note, The Education for All Handicapped Children Act (EAHCA, 1975); the Education of the Handicapped Act Amendments (EHAA, 1986), and the Individuals with Disabilities Education Act Amendments (IDEA, 1997), acknowledge collaboration between teachers and parents as a crucial element of successful special education strategies. Such partnerships are predicated on the idea that teachers and parents need to work together in order to give the child the best education possible. On the other hand, in practice, a wide range of different perspectives and ideas may emerge between teachers and parents, which can cause a gap in their interactions and communication. In these circumstances, the flexible

collaborations between teachers and parents can be difficult, and tensions may arise as a result that might negatively influence the educational experience for the child (Staples & Diliberto, 2010).

Education is very important in human life. Human growth is influenced by the education that the human experiences. Thus, education should be truly directed to expose human beings who are high quality and able to compete (M. N. Fairuzillah, 2020).

In early childhood education, the earliest process of education, development is strongly influenced by the quality and context in which children live and move. At first, children grow and interact only in the small environment of the family, then as the physical structure, cognitive, and other aspects develop, the complexity of interactions in the wider environment increases and involves other systems such as interactions with teachers at the child's school, which is known as the mesosystem (Yaebin, 2014).

The COVID-19 pandemic has had a huge impact on all aspects of human life, both micro and macro. All aspects of child development are impacted, such as children's physical activity, nutrition (Lafave et al., 2021), social-emotional well-being, and cognitive stimulation (Egan et al., 2021). In addition, parental income and education continue to be strong variables in child development. During the pandemic, families with low incomes have been more impacted in areas such as job loss. This further magnifies the challenges for education.

Many changes have occurred in the world of education during the emergence of the Covid-19 pandemic. Especially in terms of learning such as changes in the face-to-face learning system to online which also affects parental involvement and cooperation between parents and teachers in the learning process. Although at first teachers, parents and children felt difficult with the existing system changes, but gradually it seems that all parties are getting used to it. The key to successful distance learning is cooperation between parents, teachers and the surrounding environment. In this case, it is mainly parents and teachers. Because these two figures play the most role in learning activities. In the past, parents may have only delivered their children to school, then returned home and picked them up again. Now all matters are almost the duty of parents, right down to teaching children to do learning tasks also requires parental assistance (Indah Lestari. 2021. radarpekalongan.disway.id, October 16, 2023).

Therefore, partnerships between parents and teachers in post-pandemic early childhood education have become increasingly important. Based on the Ministry of Education and Culture's guidelines for quality early childhood education, partnerships between parents and teachers are very important in early childhood education (Nia Nurhasanah, et al. 2022).

However, the COVID-19 pandemic has changed the way parents and teachers interact in supporting children's education. In implementing parent-teacher partnerships in post-pandemic early childhood education, it is important to note that each region or educational institution may have different needs and challenges. Therefore, there is a need for adaptation and innovation in developing effective partnership patterns between parents and teachers.

The purpose of this study was to determine changes in parental involvement in children's education after the pandemic.

2. Methods

This article used the study of literature method, The method of study of literature is a series of activities related to the method of collecting library data, reading and recording, and processing research material (Zed, 2008).

According to J. Supranto as Ruslan quoted in his book Research on Public Relations and Communication, that a library study is conducted looking for data or research information

through reading scientific journals, reference books and publication materials available in the library (Ruslan, 2008). Library studies are used to study reading sources that can provide information that has to do with the problem being studied.

The research data is in the form of sentence quotations contained in various literatures that describe changes in the pattern of parent-teacher partnerships in early childhood education. The data collected are related to the keywords "parent-teacher relationship", "pattern of change", "early childhood education". The data are analyzed using descriptive techniques on each finding in the literature, both from books and scientific articles that raise changes in the pattern of parent-teacher partnerships in early childhood education (Ernawati, et al. 2022).

3. Result and Discussion

Human education begins in early childhood, at this time it is believed to be the most effective period in welcoming human life. According to Maria Montessori (1967) in her book entitled "The Absorbent Mind" early childhood is an important period in human development, where children have the natural ability to learn quickly and intensively.

Education in early childhood is very important to form quality human beings, with the existence of education in early childhood according to Islamic teachings is an effort to be able to maintain help the growth and development of human nature owned by children, so that the soul of children born in a fitrah condition is not polluted by worldly life (Nini Aryani, 2015). Meanwhile, education in early childhood in Islamic teachings has the principle of prioritizing the cultivation of aqidah, guiding and demanding the actualization of children's potential, and shaping children's character (Zulfikli Agus, 2018).

In addition, in early childhood education, Islam instills education with 3 aspects, namely nurturing, habituation, and introduction to learning. Nurturing aims to protect children from the negative impact of children's actions, such as dangerous actions, or harassment from older people. Habituation is a tool for children's adaptation to their social environment, more broadly with life and life. While the introduction of learning aims to help physical and spiritual growth and development so that children have readiness to enter further education (Rasyid Anwar, 2018). And also Islam provides education by exemplary methods, educational methods with practice and practice, educating through games, songs and stories, educating with (targhib) and (tarhib), praise and flattery, and instilling good habits (Zulfikli Agus, 2018).

From some of the viewpoints above, early childhood education in the perspective of Islamic education has the aim of nurturing, helping the growth and development of human nature, and shaping children's character. Therefore, there needs to be attention, support and cooperation from various parties, such as parents and teachers, to ensure that children get a good education at an early age.

As we know that parental involvement in children's education at school includes: parental involvement is limited to attending conferences (Jennifer J. Chen & Dahana E. Rivera-Vernazza, 2022), school events, art performances or other events at certain times. This attendance shows parents' support for their children's education. Parents are usually involved in helping with homework such as reading, writing or other activities that are not taught at school. Parents play an important role in providing support and motivation for their children to learn. Parents also play a role in teaching children values and skills at home and making it a fundamental character trait (Mushab Al Umairi, et al., 2022).

In general, pre-pandemic parent involvement such as direct involvement in classroom activities, outings, and parent committees were rare in the school environment. In addition, parent-teacher communication before the pandemic was at a lower level. The frequency of informal parent-teacher conversations decreased significantly prior to the COVID 19 pandemic. This may be due to parents' lack of understanding regarding the use of technology

as well as the processes, materials and assessments involved in helping children during school (Elizabeth Murray, et al., 2015).

The Covid-19 pandemic has brought many changes in all aspects of life, one of which is the formation of new patterns in education. The Covid-19 pandemic also had a significant impact on the partnership between parents and teachers, giving birth to a new form of partnership between families and schools.

Changes in the pattern of parent-teacher partnerships in children's education have changed after the pandemic passed, this new pattern includes: increased family involvement (Nataliye Tye, 2023) valuing families in the school environment is very important to develop strong relationships between teachers and families. By involving families in school learning, it will result in positive family engagement and increased overall child success.

Interacting with parents is needed in children's education to help children's development at home because parents replace the role of teachers at home, so a creative way to interact with parents is needed, this creative way is in the form of a short parent survey on matters related to children and a short teacher survey for school administrators (Rebecca Winthrop, Adam Barton, Mahsa Ershadi, and Lauren Ziegler, 2021).

The pandemic has created new opportunities for collaboration between families and schools, namely involving families in children's learning (Nataliye Tye, 2023), so technology is the intermediary as well as a medium for children's learning.

In this sense, the pattern of parent-teacher partnership in children's education has increased after Covid-19 because when all learning activities are carried out at home, parents must automatically learn and understand the development of children's education.

4. Conclusion

The partnership between parents and teachers in early childhood education has undergone changes. First, before the Covid-19 pandemic, parents' involvement and communication relationships with teachers and understanding of family and school relationships were at a low level because of parents' undeveloped understanding of the use of technology.

Secondly, during the pandemic, the relationship between parents and teachers in communication and understanding of family and school relationships has increased due to the encouragement and demands of parents to be able to contribute to the child's learning process. Third, post-pandemic, parents and teachers' communication and understanding of family and school relationships have increased due to parents' more advanced understanding of the use of technology and understanding of the process of materials and assessment in helping children during distance learning.

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