

Best Practices of Collaboration between Teachers and Parents to Support Child Development in Tadika Pasti Nur Islam Malaysia

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Abstract

Collaboration is an important key to education budgeting in early childhood education units. Disharmonious relationships between parents and teachers, for example, teachers who express disappointment with parents, while parents express disappointment accompanied by cornering sentences to the teacher or school. That's why this study was conducted to provide examples of good practices of collaboration between teachers and parents for child development in Tadika Pasti Nur Islam, Malaysia. The research method used in this article is qualitative research with a descriptive approach. The data collection method is done by observation, interviews, and documentation. The analysis uses data triangulation, which is to draw conclusions from the results of data collection analysis. This research illustrates that collaborative practices carried out by parents and teachers in Tadika Pasti Nur Islam, Malaysia include parenting activities, iftar activities together, field trip activities, and school project activities with parents. The activity was carried out to strengthen the collaborative relationship between parents and schools to optimize child development stimulation carried out by schools and parents.

Keywords: Collaboration, Parent and Teacher, Child Development

1. Introduction

Children are unique human beings in family life. This is because children have their own characteristics that must be given special attention in their growth and development. Special and intense attention must be given by parents because children are the next generation of family and state ideals in principle. Therefore, children are the fulcrum of parents' souls in realizing ideals and as the only hope in the family (Puryanti, 2015).

In an effort to realize family ideals, children are expected to grow and develop well as their natural potential. As a small human being, children have a lot of intelligence (compound). These intelligences are potentials that must be directed in order to develop well, systematically according to the stage of growth and development through education in the family (Pardede, E. N., Supena, A., & Fahrurrozi, 2018).

Parents are fully responsible for creating harmonious interaction relationships in the family. If family functions are not effective, such as busy mothers or parents who are not balanced with effective communication with children. This will result in children feeling unnoticed by parents so that children seek attention from outside the family, namely their environment. If the environment is not good, then the individual will be easily influenced and do bad things (Erdina Indrawati, 2019).

Parental support in educating children is very important, because this support is a responsibility for parents to their children. Parental support and involvement is beneficial for children of all ages. This support can improve the development of children into a tough and unyielding figure. The challenges faced by children will be even tougher in the future. Therefore, from an early age children can be trained to be able to become a tough and unyielding person.

Effective and efficient education will not succeed without collaboration between parents at home and teachers as parents at school. Both parties need to carry out harmonious cooperation for good. Opening the door to communication as wide as possible to discuss student development. All information is received with an open mind, a broad heart and of course mutual respect. Regular meetings are one of the ways that the author does to collaborate with parents. At the beginning of the school year, the author and parents held a meeting to discuss programs that will be implemented one year in the future. One of them is a regular meeting every three months in accordance with the agreement.

The importance of effective communication between parents and teachers, namely (1) teachers must know the needs and expectations of children and parents who participate in educational programs, (2) parents need clear information about everything the school does, both programs, their implementation and the provisions imposed in the school. Good communication will help the implementation of a good educational process. (3) the mutual influence of teachers and parents where they want to know each other's needs.

Parents must know what children do at school and what activities children carry out at school. But in the current era, the role of parents has begun to decline, due to lack of communication between teachers. It is often found that parents only come during the distribution of report cards, but forget their role as the front guard of the child, there are even parents who are not present at the time of report card distribution. There are also parents who only provide enough financial but do not give children rights, namely as facilitators at home. This cooperation between the two parties is what children really need. Not only communication at school, but communication or collaboration at home includes actions that build student character to know children's learning methods. As a result, if there is no good communication between teacher and parent collaboration, learning objectives are not achieved optimally. Because collaboration between teachers and parents is an important program in educational institutions, especially early childhood. Good collaboration between teachers and parents will be formed if effective communication between teachers and parents (Hasan Bisri, 2016).

Therefore, this article will discuss the form of collaboration between parents and teachers in Tadika Pasti Nur Islam Malaysia.

2. Methods

This study used a type of descriptive qualitative research. Qualitative research is research that is often called naturalistic methods because the research is carried out on natural conditions (Sugiyono, 2016). This data is collected with a direct data source. This research is expected to find comprehensive and complete data on Teacher and Parent Collaboration to support child development.

This research was conducted at Tadika Pasti Nur Islam located at Lot 7125, Level 1, Taman Permai, KM2, Jalan Seremban, 71000 Lukut, Port Dickson. The study will be conducted on August 15, 2023. The study was conducted from August 14 to August 31 with in-depth data collection. Data collection uses interview methods used to take information, observation to see forms of collaboration, and documentation to see the forms of activities carried out.

It is a process that takes place throughout the research, using a set of instruments that have been prepared, in order to obtain data information through observation, interviews and ocumentation.

Is a show of the process of selecting, focusing, simplifying, abstracting and transforming raw data that appears in writing field notes. Data reduction is not something separate from analysis. Data reduction is a form of analysis that is sharp, concise, focused, discarding unimportant data and organizing data as a way to describe and differentiate the final conclusion (Emzir, 2012).

It is an analytical activity, where at the beginning of data collection, an analyst begins to decide whether something is meaningful, or does not have rules, patterns, explanations, possible configurations, causal relationships, and propositions.

3. Result and Discussion

Several collaborative activities between parents and teachers were carried out at Tadika Pasti Nur Islam Malaysia.

a. Parenting Activities



Figure 3.1 Tadika Pasti Nur Islam Negeri Sembilan Malaysia parenting activities (2023)

Negeri Sembilan Malaysia 18-08-2023. Tadika Pasti Nur Islam Negeri Sembilan Malaysia held a Parenting activity on Saturday (18/08) Tadika Pasti Nur Islam at 08.00 GMT. Parenting activities are one of the routine agendas carried out every 3 months by parents of students. This activity was attended by 15 parents of students. Through parenting activities can create harmony Education carried out in Tadika and at home is one of the determining factors for the success of children's education as a whole, comprehensive and integrated. This month's parenting theme is cooking nutritious meals consisting of carbohydrates, animal protein, vegetable protein, vegetables and fruit.

This parenting is a type of parent gathering. Parents Gathering is a parent meeting to discuss the programs of the Tadika institution in relation to guidance and parenting in the family in order to grow and develop children optimally. Parents of students are so enthusiastic about participating in parenting activities. Cooking nutritious menus is carried out in schools and carried out with early childhood. There are many benefits when cooking together, namely introducing various types of food to children, having sensory experiences and making close connections between children, and parents. After cooking, they ate together.

"There are many types of parenting, now for parenting activities at Tadika Pasti Nur Islam, we vary both from the type of parent gathering that was held today. then last month we held a field trip to Beryl's chocolate factory, we have done Foundation Class or learning with children with parents at the beginning of entering school in order to orient and introduce activities at school." explained Cikgu Siti Salinah, the principal of Tadika.

b. Iftar activities together



Picture 3.2 Iftar Activities with Tadika Pasti Nur Islam Negeri Sembilan Malaysia

Tadika Pasti Nur Islam NegeriSembilan Malaysia held iftar together for two days (19-20/4). The iftar with the theme "Fasting as a Shield of Self in Early Childhood Education" was held at Tadika Pasti Nur Islam NegeriSembilan Malaysia.

The Principal of Tadika Pasti Nur Islam, cikgu Siti Salinah in her speech welcomed and thanked the presence of children, parents and also administrators of Tadika Pasti Nur Islam as well as invited guests who had attended and fulfilled the invitation.

"This year's iftar involves all existing components, ranging from parents and children, and administrators with one hope that good communication and cooperation will be established between the school and parents of students from Tadika Pasti Nur Islam," said Siti Salinah.

This year's iftar activity was held for 2 days, namely Tuesday and Wednesday with the following division of participants: Tuesday consisted of Tadika Pasti Nur Islam. While Wednesday consists of Tadika Pasti Al-Mu'min.

4. Conclusion

Good practices of collaboration carried out by parents and teachers for child development through parenting activities, cooking nutritious meals for parents and children at school, open together, or whatever children's activities are communicated with parents either directly or cyberspace. Who can establish good relationships with each other to achieve goals in the child's learning process. This activity shows a harmonious relationship between the school or teacher and the parents of students. Both parties establish a good relationship to jointly educate students at home and at school. Well-established communication will minimize misunderstandings.

Cooperation between teachers andparents is a very important thing to do in Education. Effective and efficient education will not succeed without collaboration between parents at home and teachers as parents at school. Both parties need to carry out harmonious cooperation for good. Opening the door to communication as wide as possible to discuss student development. All information is received with an open mind, a broad heart and of course mutual respect. By sharing and collaborating, education actors can learn from each other, complement and complement each other, which creates synergy.

Collaborative learning allows for many added values, both for students and for teachers.

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