

IMPLEMENTATION OF PANCASILA STUDENT PROFILE TO CHILDREN AGED 3-6 YEARS: A SUPPORTIVE CO-PARENTING MODEL OF PARENTS AND TEACHER

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Abstrak. The relationship between parents and teachers are important in quality of good parenting and education, especially for children aged 3-6 years or what is commonly called early childhood. However, there are few facts for parents to know the importance of co-parenting in early childhood education, especially in implementing the Pancasila student profile. Through individual semi-structured qualitative interviews, researchers examined 15 parents where parents were involved in program activities planned by the school. This study employs iterative, inductive, and deductive analyzes based on Feinberg's (2003) definition of the major dimensions of co-parenting, a guiding theoretical framework that critical for understanding parent-teacher coordination and interaction. Three main themes emerge the importance of good and open communication. Between parents and educators, challenges when tribulation versus support used in their interactions, and tensions when parents and educators disagree versus agree on practices such as providing mutual respect, and cooperative training. This study found evidence of good supportive co-parenting interactions, especially positive communication associated with effective care coordination. The concept in supportive co-parenting offers a practical framework for supporting strong parent-teacher relationships and a theoretical tool to facilitate future research on parent-teacher relationships in early childhood education.

Keywords: Pancasila Student Profile, Co-parenting, Parents, Teachers.

INTRODUCTION

Education is an effort by society and the nation to prepare the younger generation for a more sustainable society and nation in the future (Elihami & Syahid, 2018). Whereas early childhood education is a form of education that emphasizes the formation of the first foundation in growth and development which includes physical development (gross and fine motor), intelligence (mind, creativity, emotion, spiritual), and social and emotional abilities (behavior and religion). , language, and communication according to the stages experienced by early childhood (Yuliani, 2012: 6).

Early childhood is an individual who is experiencing a very rapid process of growth and development, even said to be a developmental leap (Mulyasa, 2012). The process of growth and development of children cannot be separated from environmental experiences (Santrock, 2018). These environmental experiences include the physical environment (providing nutrition, medical care, medicines), and social environment (family, peers, school, community, media, and culture). Bornstein, Putnick, & Esposito (2020) revealed the experience of the early social environment that influences children's development through parenting. Brooks (2013) defines parenting as individuals who nurture, protect and guide until they reach maturity in life. An aspect of quality childcare is effective care coordination between home and school. The parent-and-teacher

relationship is an important part of this coordination as it allows parents and teachers to be more involved in the care of their children which ultimately supports the child's development (Reedy & McGrath, 2010).

Research on supportive co-parenting of parents and teachers has repeatedly become the main subject in several studies, children whose families are more involved in school show higher levels of achievement than children whose families are less involved in school (Fan & Chen, 2001; William H. Jeynes, 2002). The earlier parents are involved in their child's education, the better (Someketa et al., 2017). Lack of involvement from parents in the form of stimulation can cause children's cognitive development to not be optimal and have problems, such as academic problems or delays in speaking (Suriati, 2015). Meaningful relationships between parents and teachers during childhood are linked to school readiness, later academic success, greater academic motivation, and stronger social-emotional skills (Hulgunseth, Peterson, Starj & Moodie, 2009). Given the importance of supportive co-parenting of parents to teachers in child development, more understanding is needed about the relationship between parents and teachers regarding the parenting and educational processes that support child development.

The Early Childhood Education (EC) literature states that teachers are advised to build strong relationships with families by learning about their unique practices, being sensitive to the various stressors families may face, and providing multiple avenues for participation and communication. (Gartrell, 2012; Halgunseth et al., 2009). In addition, in the assessment of the National Accreditation Board for Early Childhood Education and Formal Education (BAN PAUD and PNF) it was explained that the collaboration between parents and PAUD units is a benchmark for educational success. In the Standard Curriculum and Education Assessment of the Ministry of Education of the Republic of Indonesia (2022) regarding the project to strengthen the Pancasila learning profile, lifelong students are competent, have character and behave following Pancasila values which include faith, piety to God Almighty and noble character, global diversity, work together, be independent, reason critically and creatively. In project activities to strengthen the Pancasila learning profile, there is no need for collaboration between the school and the environment, one of which is the family environment.

A collection of literature on parents cooperating to coordinate the upbringing of their children (Fanberg, 2003). Parents are generally more invested in building relationships than teachers, and teachers are often unaware of the influence and power they have in these relationships, so it can be concluded that because of the power imbalance, a true partnership between teachers and parents is never formed. This work is an important step towards understanding parent-teacher relationships, but it is unclear whether this experience applies to other classrooms of very young children. (McGrath, 2007). In addition to a conceptual framework for understanding parent-teacher relationships, much of the research on parent-teacher relationships has focused on older children (Nzinga-Johnson et al., 2009). Much less is known about parent-teacher relationships in early childhood.

Departing from this problem, the researcher tries to understand more deeply the importance of the parent-teacher supportive co-parenting relationship in providing the application of the Pancasila student profile to children aged 3-6 years in terms of Feinberg's theory (2003), namely (1) insight into what makes the parent-teacher relationship for very young children receiving subsidized childcare is successful or challenging; and (2) a conceptual framework for caring relationship vessels. Our review of the relevant literature below will examine: (1) parent-teacher relationships, and (2) co-parenting.

RESEARCH METHOD

This study uses a qualitative research method with a case study approach, which is a research method used to answer the questions "how" or "why" of a series of contemporary/current events, and the researcher does not exercise control over these events. (Yin, 2018). Participants in this study were 15 parents and eight teachers who were selected through a list of kindergartens that implemented the independent learning curriculum in Lamongan District, the sample selected represented the target population of families involved in the project to strengthen Pancasila student profiles and were willing to become research subjects. This study used data collection techniques through interviews and observation. The interview is a process of direct interaction or

communication between the interviewer and the informant. With interviews, the data collected can be; These questions are (1) Please tell us about your impressions of the typical relationship between parents and childcare teachers especially in the project to strengthen the Pancasila learning profile? (2) How was your experience and (participants in pairs) especially when participating in implementing the Pancasila learning profile project? (3) Please tell me about an interaction with (participant in pairs) that went very well. (4) Please describe an interaction with (paired participants) that did not go well. Based on the responses, the interviewer asked follow-up questions for clarity. In addition to the interviews, short questionnaires were administered to center directors, parents, and educators to assess demographic information.

The results of observations are in the form of activities, events, objects, certain conditions or situations, and one's emotional feelings. Observations are made to obtain a real picture of an event or events to answer research questions. Observation consists of several forms, namely: 1). Participatory observation (participant observation) is a data collection method used to collect research data through observation and sensing where the researcher is involved in the daily life of the informant, 2). Unstructured observations are observations made without using observation guidelines, so that researchers develop their observations based on developments that occur in the field, and 3). Group observation is an observation made by a group of research teams on an issue that is raised as the object of research. In this study, what is used is participatory observation and structured observation

RESULT AND ANALYSIS

The participant interviews were audio recorded and transcribed by the research team using agreed guidelines. Research members reviewed the accuracy of the transcripts. By using an inductive and descriptive approach. The research team repeatedly read through the interviews to ensure data accuracy, we met once every 3 days for a month to discuss emerging themes and refine our coding. In addition to deductive data collection, researchers used Fanberg's (2003) definition of parenting consent and support, because our intention in this study was to uncover the multidimensional nature of the supportive co-parenting relationship, and examine whether the constructs in co-parenting theory can be applied to parent-teacher relationships. regarding the application of the Pancasila learning profile, we chose not to use dyadic data analysis.

1.1 Agreement vs Non-Agreement

1.1.1 Parenting Agreement

Parenting agreement is defined as evidence of having shared beliefs, goals, and/or practices related to the childcare focus. This includes references to consistency between parent and teacher, or sometimes central, practice. In contrast, parenting disputes include differences in beliefs and/or practices used in caring for children. Indications of disagreement are usually due to sometimes referencing experiences with other teachers, or parents, respectively, in other classes, centers, or centers. The following are agreements and disagreements between parents and teachers. Communication is defined broadly as the exchange of information between parents and teachers. Parents and teachers consistently use the word "communicate" when discussing parent-teacher relationships in general, or relationships in particular. "The teacher stated that they had reported the child's development to parents via WhatsApp and contact book". *"Parents say that they provide a reciprocal relationship from the teacher's report, even though some of the parents are late in responding to the teacher's report"*.

1.2.1 Communication Topics

The topic of communication refers to the subject matter discussed by parents and teachers. Below is a list of parents who have reported the desired communication topic.

Table. 1. Communication Topics

Discussed Topics	Numbers topics parents' mention	Numbers of teachers' that mention the topics	Total

Child behavior	15	8	23
Child development	15	8	23
Children's health	10	8	18
Children's abilities in implementing Pancasila Student Profile	13	8	21
Child activity	15	8	23

Some behaviors look like *"I like to hear stories when my child is taken for a walk, my child says that he likes planting corn together"*. The summary shows that parents report that children are happy when doing activities with friends.

1.2 Support Vs. Undermine

Support is defined as support, encouragement, trust, and/or comfort from parents to teachers or vice versa, including applying other participants' advice regarding childcare practices. Conversely, belittling was evidence that participants felt unsupported, criticized, disliked or distrusted in the caregiver role. Similar to differences of opinion in parenting, the indications of disparaging were not always about paired participants.

Using the definitions above, guided by Feinberg's (2003) work on co-parenting, support versus disempowerment was a common theme throughout the interviews; however, parent participants rarely shared damaging feelings or events (ie, only 2) in the dyad relationships they specifically interviewed. Parents may feel more comfortable discussing disruptive experiences with other teachers than with the teacher specifically interviewed. In doing so, we also coded destructive experiences or expressions in other parent-teacher relationships. Also, because we were interested in tracing directions of support and attenuation (that is, from teacher to parent or from parent to teacher), we created separate subthemes for evidence of support or attenuation from parents, or teachers, respectively.

In the following, the researcher describes the results of the interview summary

1.2.1 Teacher support to Parents

The following is an example of teacher support for parents when implementing a Pancasila student profile:

"I often send wa and call parents to remind them not to help children often, such as when children wear shoes when children eat, they are not fed so that it is the same as what we do at school" "every day the school provides notes for parents so that parents accustom their children to praying in the congregation"

Through dyadic communication, parents feel supported in cultivating the character of children who are independent and obedient in worship.

1.2.2 Parents support to teachers

The following is an example of parental and teacher support in implementing the Pancasila student profile:

"I often participate in several religious activities such as istiqotsa held by schools, participate in preparing food for children during the Prophet's birthday"
"There was an outbound activity held by the school, I was invited to attend, and it was very exciting, I saw my children playing with friends, planting corn together, so I told the teacher to schedule project activities often"

Parents often take part in activities programmed by the school, which is the support they provide, such as participating in preparing food during religious activities and playing a role in outbound activities.

1.2.3 Disapproval of parents weakens

The results of the interviews that explained the reasons parents did not support the program given by the teacher were

"Ehhh,,,,,how about it...we just make it difficult to eat, meanwhile, at school, there are lots of activities that require us to spend money"

"I'm busy, I have to attend every child's activity, why do I even have to be a class teacher too"

From the results of these interviews, it can be concluded that apart from supporting parents, they also weaken programs made by schools for economic and busy reasons. Our study identified an important dimension of the parent-teacher supportive co-parenting relationship in applying the Pancasila student profile to children aged 3-4 years. Interviews with parents and teachers offer support for two important dimensions of Feinberg's (2002, 2003) model of co-parenting, in particular the importance of support vs. undermine each other's actions and the tension that arises when disagreement (versus agreement) occurs. In addition, in line with previous research (Reedy & McGrath, 2010), communication emerged as a third central theme, particularly the importance of good and open communication between parents and teachers.

Previous research also describes the parent-teacher relationship for early childhood in low-income families, various ethnicities have shown trust, comfort, and a compromised power imbalance (McGrath, 2007), this research shows that some low-income families support the programs offered by teachers to grow the profile of Pancasila students through various activities, some low-income families refuse due to economic reasons.

Research conducted by Reedy & McGrath (2010) explains that communication is two important things between parents and teachers, intervention programs designed to strengthen co-parenting relationships also focus on the importance of developing strong communication skills between parents (Feinberg & Kan, 2008). This can be seen from the results of the research that parents support the programs offered by teachers and parents are very happy when teachers often provide reports on child development and provide notes on what parents must do at home so that they can support the implementation of the Pancasila student profile.

teachers and parents convey encouragement, support, and comfort to one another in their roles as caregivers. In co-parenting research, support is a very important dimension for encouraging positive child development (Teubert & Pinquart, 2010) this is in line with research results that teachers report when parents support and take part in several programs implementing the Pancasila student profile impact on development significant child.

CONCLUSION

Our study shows evidence that supportive co-parenting works well for implementing the Pancasila student profile. Our research also identifies a conceptual model for the supportive co-parenting relationship, building on ideas in the co-parenting literature (Feinberg, 2003). Dimensions of communication, support vs. belittling, and parenting deals vs. the disagreements can be used in future research or practice to help pinpoint areas of the supportive co-parenting relationship that may need improvement. For teachers, if they are aware of the ways in which support, belittling, and parenting approval may be displayed, this may have a significant impact not only on the relationships they form with the child's parents, but also on the amount of information teachers receive from them. parents—which ultimately impacts the quality of learning.

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