

APPLICATION OF ANDRAGOGY PRINCIPLES TO THE COVID-19 PANDEMIC PERIOD PARENTING PROGRAM; CASE STUDY AT QOLBUN SALIM EARLY CHILDHOOD EDUCATION

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ABSTRACT

This study aims to describe the implementation, constraints, and factors that must be considered in the parenting program during the Covid-19 pandemic at Qolbun Salim Early Childhood Education, Jatiendah Village, Cilengkrang District, Bandung Regency. The research method used a qualitative approach, data collection through in-depth interviews, observation, and documentation. The results showed (1) The andragogy approach to parenting programs can help in dealing with several obstacles, especially exploring the situation of participants/parents and solutions to various problems, (2) The andragogy approach helps institutions and parents in building communication about school planning and programs, (2) 3) the andragogy approach motivates parents to remain enthusiastic in accompanying Early Childhood at home (4) parenting program activities are carried out by presenting resource persons as institutional partners and parents in counseling on parenting according to children's growth and development. The obstacles faced in implementing this parenting cannot be fully implemented online.

Keywords: Andragogy Approach, and parenting program

INTRODUCTION

Covid 19, which has still hit Indonesia until September, has hurt education in Indonesia, especially early childhood education. This makes learning that was previously a face-to-face system must be transformed into distance education. (Suhendro, 2020)

In early 2020, the world was shocked by the outbreak of new pneumonia that started in Wuhan, Hubei Province which then spread rapidly to more than 190 countries and territories. This outbreak is named coronavirus disease 2019 (COVID-19) which is caused by Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2). The spread of this disease has had broad social and economic impacts. (Susilo et al., 2020)

Since the beginning of 2020, drastic changes in the field of education have begun to revolutionize. (Sari et al., 2020)

Covid 19 has currently colonized the country of Indonesia, where the spread of the disease is very fast. Not only in Indonesia, but all corners of the world are currently experiencing a health crisis. Initially, the spread of Covid 19 had a profound impact on sluggish economic activity, not only that, as reported by Kompas daily news (2020), the government in several areas also made road closure policies to area restrictions for residents who want to enter and exit in an area which is also called a lockdown. However, currently, the impact of the outbreak is also being felt by the world of education (Sourial et al, 2018)

The challenge is quite big for the education system in Indonesia with the Covid-19 pandemic where various parties

are required to be able to overcome it with various conditions and relatively short preparation. The institution must convince parents and learning citizens to remain enthusiastic about the learning process. The same is done by Qolbun Salim Early Childhood Education in Jatiendah Village, Cilengkrang District, Bandung Regency. The parenting program activities are carried out through the application of andragogy principles in improving the ability of early childhood care.

Parenting education activities are a flagship program and are held every Academic Year. In its implementation, the institution partners with the Psychology Bureau in undergoing parenting education where parents can study or consult with teachers, heads, or experts/resource persons, especially related to several things regarding childcare according to Early Childhood Development and interests and talents.

In parenting education activities, institutions apply andragogy principles to their learning. With the aim of parents understanding Early Childhood care patterns according to children's growth and development, especially during the Covid-19 pandemic where the institution believes that the understanding of Early Childhood care will be able to encourage to create a learning atmosphere at home with learning citizens that is more comfortable, fun, full affection and warmth.

Each parenting pattern must provide a sense of comfort but also be reinforced by the boundaries of norms that prevent children from deviating from behavior. This limitation is not meant to make children confined, but instead to make children feel protected. For example, by always accompanying children when watching television shows and directing them so they are not addicted to online games, and directing children to prioritize learning. If these boundaries are too restrictive, it will make them feel threatened. Learning from cases that often occur, difficult children who

have been directed are proof that as parents they should pay more attention to their children seriously (Taylor, 2004: 10-11; Rakhmawati, 2015).

Issues/material of interest to be studied together. In its implementation, parenting education cannot be fully carried out online where some parents object because there is no signal, quota, and want to be more flexible during questions and answers with institutions and resource persons. However, even this offline is limited by time, the number of participants, and following the health protocol rules. Applications used in online parenting at Qolbun Salim Early Childhood Education Jatiendah Village, Cilengkrang District are group WhatsApp, personal WhatsApp, WhatsApp voice notes, share WhatsApp videos, share WhatsApp photos, youtube, and Zoom. Parenting education with the theme "Preparing Early Childhood Needs for Primary Schools" is carried out online through Zoom and offline with health protocols.

There are various terms used to describe parental education, such as parenting school, parenting club, and parenting school. The lack of schools implementing parenting education is because in its implementation this activity requires adequate time, facilities, and infrastructure. Party. (Mauanah, 2016)

In this study, the authors emphasize the application of andragogy principles to the parenting program during the Covid-19 pandemic at Qolbun Salim Early Childhood Education, Jatiendah Village, Cilengkrang District, Bandung Regency.

RESEARCH METHOD

The research method uses a qualitative approach with descriptive methods based on the idea of the suitability of the research focus, the position of research subjects is quite important data because the data about variables are observed, while the sample is resource persons or participants, informants, friends, and teachers in this study. The

research subjects consisted of the principal, two teachers, and three parents. The research object was to obtain an in-depth picture of the implementation of the andragogy approach by institutions and resource persons, as well as the inhibiting and supporting factors for the andragogy approach in the parenting program during the Covid-19 pandemic.

The data collection technique is done through observation, seeing firsthand the implementation of the parenting program with an andragogy approach during the Covid-19 pandemic. Then in-depth interviews, documentation, and finally triangulation, namely comparing the results of observations, interviews, and documentation studies related to the application of andragogy principles in the parenting program during the Covid-19 pandemic in Qolbun Salim Early Childhood Education, Jatiendah Village, Cilengkrang District, Bandung Regency.

FINDINGS(S) AND DISCUSSION

Based on the results of interviews, observations and documentation studies, it was found that with the Covid-19 pandemic the agency evaluated the implementation of parenting for the 2019/2020 Academic Year which was considered less than optimal because there was no preparation, inadequate infrastructure and inadequate scheduling management. This is a reference for the implementation of parenting education for the 2020/2021 academic year. Where in the 2020/2021 academic year school principals, teachers and managers tried to formulate a parenting education implementation strategy that was in accordance with the situation and the conditions at hand. The application of the principles of andragogy learning in parenting education is expected to improve the ability of early childhood caregiving

Parenting education is one of the facilities for the Qolbun Salim Early Childhood Education Institute in improving

the ability to care for Early Childhood in the family, including cultivating child-friendly parental attitudes or behaviors.

Parenting Education at the Qolbun Salim Early Childhood Education Institute is an effort to support parents so that they can carry out social and educational functions to nurture, care for, protect, and educate their children at home so that children can grow and develop optimally, according to their age and stage of development.

During the Covid-19 pandemic, some challenges were different from previous years. Parenting is backed by the problem of parental anxiety which is sometimes excessive in the care of Early Childhood in the Covid -19 pandemic situation as well as the busyness of parents who are required to accompany learning at home. Of course, it is an additional task for parents besides homework.

In the parenting education process, the institution disseminates the vision, mission, and implementation plan to parents. What was later obtained was an agreement that the implementation of parenting education would continue despite the first attempts online.

Parents are allowed to schedule tests by the Psychology Bureau regarding the competencies, interests, and talents of the child. The test was carried out offline with a health protocol with a duration of 10 minutes for 1 child alternately at a distance of 5 minutes between changes.

Parenting education both online and offline with the 1-semester health protocol was held through 2 Zoom Meetings. The parenting education theme is determined by the parents as participants. Parents are given the freedom to ask and answer questions regarding their parenting problems either with resource persons or institutions. The implementation time for the Zoom meeting is 120 minutes consisting of 60 minutes of material, 60 minutes of questions and answers. To make it more attractive, a door prize is provided.

According to interviews with resource persons in terms of being responsive to parenting activities, it is very positive and helpful, especially during the Covid-19 pandemic, of course, parents need recharge energy and enthusiasm to be able to return to educating with patience. The institution also facilitates independent consultations with the institution or resource persons by making a schedule in advance.

Independent consultation is attempted in the online form, but if this is not possible, an online schedule is made with due regard to conditions and situations (environmental zone). Parenting Education in Qolbun Salim Early Childhood Education is expected to increase the ability to care for Early Childhood in the family environment, reduce excessive anxiety in the Covid-19 situation so that students' social behavior develops optimally.

Parenting education activities are compulsory school programs that must be followed by all parents who send their children to Qolbun Salim Early Childhood Education. From the institutional data, it is obtained a description of the background of parents as participants in parenting education as follows:

1. High school education, high school, middle school, bachelor, Magister and doctor
2. The state of the middle economy, quite well established.
3. Motivation to learn is good enough

Qolbun Salim Early Childhood Education in Jatiendah Village, Cilengkrang District, Bandung Regency applies the principles of andragogy to parenting education which includes:

1. Inner Motivation

In learning the motivation factor has an important influence. Motivation is one of the factors that greatly determine the learning outcomes of students, in this case, it makes the behavior work or studies with full

initiative, creativity, and direction. (Maryam, 2016)

As was the case with students who took part in learning in the parenting program, which in the interview data had proven that they were very enthusiastic about participating in activities in parenting programs, especially Early Childhood Care during the Covid-19 pandemic. In general, they want to know how to care for and assist Early Childhood learning in the Covid-19 situation.

2. Curiosity about the Abilities They Have

Curiosity is an attitude and action that always seeks to know more deeply and extensively from what one has learned, seen, and heard. (Salirawati, 2012)

Likewise, what happened to parent program participants in Qolbun Salim Early Childhood Education, Jatiendah Village, Cilengkrang District, Bandung Regency, in general, wanted to know the importance of parents in learning Early Childhood during the Covid-19 pandemic and how to care for it according to the development of early childhood. This was also expressed by the institution that parents in the 2020/2021 school year were very enthusiastic and had a high level of curiosity, especially early childhood care assistance at home.

3. Experience

By studying adults will get more experience so that learning for adults is more focused on improving life experiences, not only on seeking diplomas. Experience is the richest source of learning so that adults are increasingly rich in experience and motivated to make efforts to improve life. The nature of adult learning is subjective and unique, that is what makes adults try their best in learning so that what is expected can be achieved. (Sujarwo, 2012)

As in Qolbun Salim Early Childhood Education, the learning-centered on the

experiences of parents as to parenting education participants.

4. Real-life learning orientation

Learning orientation is life-centered, thus adults learn not only to get good grades but adults learn to improve their lives. (Sujarwo, 2012)

During the Covid pandemic, 19 parents as participants in parenting education had a learning orientation in Early Childhood Care, especially learning assistance at home.

5. Readiness

In terms of learning readiness, adults perceive that "all living is learning. Learning is not only preparation for living the very essence of living, the very essence of living itself. In general, their adults can read, write and count and master verbal skills and decision-making skills that are relevant to their personal needs and social demands (Kamil, 2015).

Naturally, adults can set learning goals, allocate learning resources, design learning strategies, and evaluate progress towards the achievement of learning goals independently. Furthermore, Tough stated that: Adult students are more likely to be involved in self-initiated education or self-directed education, rather than in self-directed learning. The processes and activities are described as self-directed learning or self-directed education or self-teaching, learning projects, or major learning efforts (Brookfield, 1986: 47, Kamil, 2015).

It is quite clear from the interview data that parenting education participants have the readiness to learn from the ability to read, write and count as well as master verbal skills and decision-making skills that are relevant to their personal needs and social demands.

6. Self concept

The self-concept of an adult is no longer dependent on others, so he has the

ability The self-concept of an adult is no longer dependent on others, so he has the ability and experience independently in making decisions. This self-concept implies that learning should be designed: 1) a learning climate that is created according to the needs and characteristics of students through cooperation in learning, the learning atmosphere allows adults to freely move and take the initiative in learning. 2) students are involved in diagnosing learning needs that will be formulated in learning objectives, 3) learning activities are carried out by involving the active participation of students, 4) learning evaluation is carried out using more self-evaluation (Sujarwo, 2012)

It is clear that by the interview data that learning in parenting education at Qolbun Salim Early Childhood Education, Jatiendah Village, Cilengkrang District, Bandung Regency involves the active participation of parents, discussion material is discussed and there are questions and answers and involves resource persons as learning facilities. Participants are given flexibility in studying both place and time as needed. There is a consultation forum with resource persons both online and offline.

The results showed that the application of andragogy principles in Qolbun Salim Early Childhood Education in parenting education has increased the ability of parents to care for early childhood. There are obstacles faced by institutions, parents, and resource persons in the freedom to learn offline due to the situation and conditions of the Covid-19 pandemic as well as the understanding of Early Childhood care in practice parents are not optimal.

HEADINGS AND SUB HEADINGS FOR CONCEPTUALLY-BASED PAPER

The parent is someone who accompanies and guides all stages of a child's growth, caring for, protecting, directing the child's new life at every stage of development (Broks, Jane, 2001:13)

Parenting can be defined as parenting or parenting, which means the process of interaction between parents and children. (Indonesia, 2017)

In the end, it can be said that parenting is everything that includes what parents or caregivers should do in carrying out various tasks and responsibilities for child development where it is not only the fulfillment of physical needs but also material, emotional, psychological needs and provides opportunities for taking the best education.

Adult learning has the potential for independent learning through life experiences. Adults are individuals who are independent and also able to direct themselves (Gitterman, 2004).

Andragogy can be said to be the science and art of adult learning. Andragogy has been formulated as a new theory since the 1970s by Malcolm Knowles, who introduced the term to adult learning. Andragogy or adult learning education requires a special approach and must have a strong grip on theoretical concepts based on assumptions or understanding of adults as students (Loeng, 2018) (Reischmann, 2004) (Loeng, 2017)

Circa 1939: Rat Horton writes in the journal *Adult Education* that at High School, adult students have some knowledge or skills so that the learning process must be as it was started or carried out by these learners. This thinking is in line with the opinion of Ben H. Cherrington written in the journal *Adult Education*, that in democratic adult education, students use independent active learning methods and are free to choose learning and learning outcomes. This assumption was reaffirmed by Wandell Thoman in the journal *Adult Education*, that adult education is different from school in individuality and social responsibility. Adult education establishes specific directions for the individual and is more geared towards contributing to and organizing those contributions towards social causes. The

clarity of the content and learning process of adult education was emphasized in 1940 by Harold in the journal *Adult Education*, he stated that not only the teaching content but also the teaching methods must be changed. Teaching must place exercises, in which learners can participate widely. Several elements need to collaborate in adult education programs. 1949: Harry Overstreet composed "The Nature Mind" in which he stated the need to separate the concept of adult education. This is done through understanding and research, in which adults in the learning process are integrated into one framework. (Kamil, 2015)

CONCLUSION(S)

Based on the results of research and discussion, it can be concluded that the application of andragogy principles in parenting education at Qolbun Salim Early Childhood Education, Jatiendah Village, Cilengkrang District, Bandung Regency is appropriate even in the atmosphere of the Covid-19 pandemic. Parents as participants in parenting education are greatly helped, especially in increasing the ability to care for early childhood. Parents' anxiety in a social distancing atmosphere is demanded to improve their ability to care for Early Childhood at home, especially creating a learning atmosphere at home according to the government's appeal to break the chain of spreading Covid-19 which is a world pandemic.

The weaknesses of the articles that the author wrote are time and limitations in data collection due to limited situations and conditions.

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