

Pendampingan Parenting Pendidikan Literasi Anak Usia Dini

Parenting Assistance for Early Childhood Literacy Education

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Abstract: In everyday life, the most important and first environment is the family for children's lives. The family plays a very important role in efforts to develop children's personalities as well as in building a culture of literacy education for children at home and at school, because literacy education, especially for early childhood, is really needed to strengthen their education in the future. The role of the family in developing early childhood literacy is very important because it is considered the foundation for human cognitive development. However, it must be noted that developing a culture of literacy education does not mean that children are intensely and disciplined enough to learn to read, write and count like adults so that they feel forced. It is feared that this type of learning method could stress children and endanger their development. Because it is so important and there are many benefits that can be taken in educating literacy in early childhood education. We are students of the social work course (KKS) at Ma'arif University in Lampung, together with preschool teachers and the Pertiwi Kindergarten Management Board, holding parenting literacy activities for early childhood education (PAUD). With the child's parents. This is one of our appreciations as students and future educators for how to prepare the next generation to be superior and competent.

Abstrak Dalam kehidupan sehari-hari lingkungan yang paling utama dan pertama adalah keluarga untuk kehidupan anak. Keluarga memberi Peran yang sangat penting dalam upaya mengembangkan kepribadian anak begitu pula dalam membangun budaya edukasi literasi pendidikan anak dirumah maupun disekolah, karna Pendidikan literasi terutama anak usia dini ini sangat di perlukan guna untuk penguatan pendidikannya dimasa depan. peran keluarga dalam membangun literasi anak usia dini menjadi sangat penting karna dianggap sebagai fondasi dalam perkembangan kognitif manusia, namun, harus di perhatikan bahwa mengembangkan budaya edukasi literasi bukan berarti anak secara intens dan penuh kedisiplinan untuk belajar membaca, menulis dan berhitung layaknya orang dewasa sehingga mereka merasa terpaksa. Metode belajar yang seperti ini justru dikhawatirkan dapat membuat anak stress dan membahayakan perkembangannya. Karena begitu penting dan banyak manfaatnya yang dapat diambil dalam mengedukasi literasi Pendidikan anak usia dini Kami mahasiswa kuliah kerja sosial (KKS) Universitas Ma'arif Lampung Bersama Ibu guru Paud Dan Dewan Kepengurusan TK Pertiwi Mengadakan Kegiatan Parenting literasi Pendidikan anak usia dini (PAUD) Dengan orang tua anak. Ini merupakan salah satu pengapresiasian dari kita sebagai mahasiswa dan calon pendidik dimasa depan untuk bagaimana menyiapkan generasi penerus yang unggul dan kompeten.

Kata Kunci: Literasi Pendidikan Anak, PAUD, Parenting Pendidikan

PENDAHULUAN

Kecamatan Trimurjo merupakan salah satu kecamatan dari total keseluruhan 28 kecamatan yang ada di Lampung tengah. Kecamatan Trimurjo terdiri dari 12 kelurahan dengan jumlah penduduk pada tahun 2021 yaitu sebanyak 59.266 jiwa.

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INTRODUCTION

In the complex mosaic of individual character and identity formation, the family plays a crucial role as the main pillar. As the first and closest social unit to the individual, the family functions as the primary arena for children to learn, develop, and navigate various aspects of life. The family is the smallest unit in society but has an important role in creating a learning environment for children.

(Devianty & Sari, 2022) The family plays a very important role in efforts to develop children's personalities as well as in building a culture of literacy education for children at home and at school, (Prabowo et al., 2022) "Family situations often change. There is nothing mechanical about the process. However, by understanding that personality activates energy, develops step by step, and is aware of the implications of each step for the child, parents will be able to foster self-confidence in children."

Dewi Parisma said that at the Early Childhood Education (PAUD) level, developing children's literacy skills is the foundation for optimizing their ability to receive, process and respond to information in their daily lives. The role of the family in building early childhood literacy is very important because it is considered the foundation for human cognitive development.

However, this ability is not only limited to cognitive ability but is a complex social-psycho-linguistic activity and influences the social and contextual aspects that are part of it. integral to child development (Mardiyah et al., 2020), so it must be noted that developing a culture of literacy education does not mean that children are intensely and disciplined enough to learn to read, write and count like adults so that they feel forced to. It is feared that this type of learning method could stress children and endanger their development.

Considering the importance and variety of benefits that can be obtained from educational literacy education for early childhood, we, students of Ma'arif Lampung University's Social Work Lecture (KKS), together with PAUD teachers and the Pertiwi Kindergarten Management Board, organized an early childhood education literacy parenting activity. (PAUD) for parents. This activity is a form of our appreciation as students and prospective future educators for the importance of preparing a superior and competent next generation.

The early childhood education literacy parenting activities that we carry out are the first initiative by students that directly targets parents as participants. Previously, there had been activities involving collaboration between kindergarten and PAUD teachers and parents, but they were only limited to friendly meetings.

Therefore, we, Social Work Lecture (KKS) students from Ma'arif Lampung University, group 28, in Purwodadi Village, Trimurjo District, Central Lampung Regency, initiated literacy parenting activities for early childhood and kindergarten education. Our main goal is to provide education and improve activities that take place in Purwodadi Village.

METHODS

In this service, the companion used the Asset Based Community Development (ABCD) approach, which prioritizes the utilization of assets and potential that exist around and are owned by youth or community. The term ABCD (Asset-Based Community Development) was first introduced by John McKnight and Jody Kretzmann from the Institute for Policy Research at Northwestern University, Illinois, United States. The ABCD concept emerged based on inspiration from the results of their five-year study regarding successful community empowerment initiatives, which are characterized by dedicated leadership and are able to transform the economic conditions of local communities. In the Western context, the implementation of ABCD is inspired by economic liberalization, where the role of government as a provider of solutions to community problems has decreased.

The ABCD (Asset Based Community Development) approach is a paradigm in community service. The principle of the ABCD approach is that everything leads to the context of understanding and internalizing assets, potential, strengths and their utilization independently and maximally. Community development efforts must be carried out from the start by placing people in a position to know what strengths they have, as well as all the potential and assets that can be utilized. By knowing strengths and assets, it is hoped that people will be enthusiastic about being involved as improvement actors. In completing social work courses (KKS) we use the Assed Based Communities Development (ABCE) approach method.(Rohmawati et al., 2021)

The ABCD (Asset-Based Community Development) approach is a more humane way to improve people's living standards, especially in remote areas. So far, the hidden potential of a region has been almost forgotten because people are not used to exploring that potential. In fact, every individual or society has uniqueness that can be developed to become an economic, social and cultural supporter.(Rakhmat et al., 2023) The ABCD (Asset-Based Community Development) approach is also very suitable for use in the community. (Garcia, 2020)

In the Minister of Education and Culture Law No. 137 of 2014 on children's cognitive development, it is stated that at the age of 5-6 years, children have begun to recognize the ABCD-ABCD pattern. This shows that the sensors in the child's ability to perceive have begun

to develop and digest new things. They are able to think logically, including differences and classifications, recognize letters and pronounce them.

Therefore, the ABCD method can build a relationship with an approach to community development, in this case we only need to find a relationship in the existing environment. This community service social work lecture uses the Asset Based Communities Development method because this method is very suitable for seeing the development that people get, they will get what they want, and increase skills from their own abilities which are sometimes hidden or neglected (Al Barret, 2020).

Experts also agree that reading is important and has a very good impact on humans. The habit of reading can be started from an early age, because at this age children have many privileges. At this time children are at a very rapid stage of physical and psychological development. Furthermore, this Asset Based Communities Development method obtains evaluation results later, regarding existing resources and assets to later be mobilized effectively. Asset Based Communities Development (ABCD) arises from oneself which in the end can increase the participation of other citizens. as a community development strategy Asset Based Community Development (ABCD) is an approach method for community empowerment.

Basically, community welfare is greatly influenced by one's own potential, from birth, people's lives continue to develop so that they have assets. Of course, this potential can be used as an asset and mentoring strategy. In the end, this KKS program is a form of community service, through process after process which is continuously carried out by Ma'arif Lampung University (UMALA) through its leading sector, namely the Institute for Research and Community Service (LP2M). In line with a quote from psychologist Carl Rogers, "A good life is a process, not a situation that exists by itself, life itself is a direction, not a destination." The ABCD method has five key steps for carrying out the community service research process, including (Utama, 2022):

1. Discovery

The process of asking each other questions or interviews is a process that goes through to rediscover success. The process becomes a personal discovery of what constitutes an individual's life-giving contribution to an activity or enterprise. In the discovery stage, it begins with local entities where individuals transfer responsibility to interested people.

2. Dream

With a creative and collective approach, we can imagine potential futures and connect deeply cherished values with our most desired aspirations. At this stage, each individual is given the opportunity to explore their hopes and dreams, both for themselves

and for the organization. A shared vision or dream about the future can be represented through images, actions, words and photos. The aim of this "dreaming" process is to create activities that are based on the community's imagination about itself, by presenting a clear picture of their condition if their positive potential is fully actualized.

The dream leads to the formation of a clear vision and specific end goals, set by the community itself. This process encourages imagination and creative thinking appropriate to each community's history and context, turning problems into opportunities and identifying new ways forward. It is also an opportunity for groups to share and listen to each other about their visions of the future, opening dialogue between various groups such as women and men, young people and adults, as well as between individuals of different socio-economic status and those who are marginalized for certain reasons.

3. Design

This is a step in the process of learning about power that involves the entire community. This step is used to provide benefits in an inclusive, collaborative, constructive manner, to achieve the ideas and expectations that have been set by yourself.

4. Define

The leading group should choose a positive topic; search process related to the desired change.

5. Destiny

A series of activities designed to support an innovative and continuous learning process regarding "future prospects" is the final stage that specifically focuses on personal and organizational actions to move forward. This final stage involves implementing agreed activities, which aim to fulfill community desires through the use of assets. This includes efforts to fulfill community aspirations in developing fruit plant cultivation using the tabulampot method in Islamic boarding schools and mosques.

Basically, theory functions as a guide in observing social reality in society and is used as a framework for thinking in solving various problems faced by society. This service adopts the ABCD (Asset Based Community Development) approach, which emphasizes the utilization of assets and potential that exist around and are owned by the community, to then be used as a means to empower the community itself.

RESULTS AND DISCUSSION

Under the calm but vibrant sky of Purwodadi Village, a constructive collaborative journey has taken place through the Social Work Lecture (KKS) program, building hope

between students and the local community. On Tuesday, January 30 2024, a symbolic procession of handing over students to the Purwodadi village head was held, marking the beginning of a series of activities that will produce beautiful memories and valuable learning. With the spirit of collaboration, students and village officials immediately aligned their steps.

Socialization functions as an initial communication bridge, involving everything from village officials, influential community figures, to educational institutions such as SDN 02 Purwodadi and TK Pertiwi. This spirit of collaboration also extends to the Darussalamah Islamic boarding school, enriching insight along with religious values. This togetherness is increasingly felt when students and the community attend regular Istighosah recitations, a place where prayers and hopes are offered, strengthening solidarity.

This activity gives students the opportunity to directly experience the essence of social life that is rich in traditions and spiritual values. The MSME empowerment program, for example, invites village mothers to learn how to make confectionery cakes, not only as a transfer of knowledge, but also as an effort to awaken the entrepreneurial spirit, encouraging them to identify and develop the potential of their own homes.

Furthermore, gymnastics activities with PKK mothers and fathers at the village hall showed vitality and joy. Participation in the distribution of Bulog rice confirms students' social commitment to lighten the burden on residents. The Parenting mentoring program for early childhood provides new insights for parents in educating children, opens dialogue and shares effective and loving educational methods.

The culmination of this series of activities was the handing over of gifts and mementos to several agencies, ending with the withdrawal of students by the Field Supervisor (DPL) at the village hall office. This moment not only marks closure, but also a symbol of appreciation and gratitude for the cooperation and opportunities that have been given.

In closing, students continue their journey individually, bringing with them the knowledge and experience they have gained to apply in their respective regions. KKS activities in Purwodadi Village not only have a direct impact on the community, but also create invaluable memories and learning for students. This is clear proof that education and community service can go hand in hand, producing a synergy that benefits all parties.



Handover of Umala group 28 kks students by Dpl to the Head of Setempa Villaget



Student visit to SDN 02 Purwodadi



Visit to the Pertiwi Kindergarten in Puwodadi village



Gymnastics activities with Purwodadi village residents



Students helped Purwodadi village officials in handing over Bulog rice to the community



Recitation activities with Muslim mothers

CONCLUSION

In an effort to produce a superior and high-quality future generation, knowledge and awareness of parents in the field of education and parenting from an early age are needed as the initial foundation. We see that early childhood literacy education is still low in this area. To answer this problem, UMALA students The group of 28 Purwodadi agreed that there was a need for assistance, so our flagship program emerged, namely Early Childhood Education Parenting assistance.

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