

**THE DEVELOPMENT OF PARENTING STRATEGY
FOR ENHANCING CHILDREN'S SELF-REGULATED LEARNING
IN WEST JAVA PROVINCE**

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Abstract

According to the research results by the PSP Research and Development Agency of Education Ministry in 2014, there were a high rate of study over again in the early grades (1, 2, and 3) Primary School / Islamic Primary School. The total of students who study over again was 841.662. Problems often occur during early childhood in the transition from pre-school to primary school. This research conducted to develop parenting strategies in enhancing self-regulated learning in term of children's ability in regulating metacognition, motivation and behavior. This research used a Research and Development that produced a specific product and tested the effectiveness of it. A sampling technique in this research was a multistage cluster random sampling. Data analysis techniques used quantitative and qualitative approaches. The research results obtained by the difference in the average scores of children's self-regulated learning both before and after parents learn and apply the content of the manual book. The result of effectiveness test was $\text{sig} = 0.000 < \alpha = 0.05$. So, H_0 is rejected. The result of chi-square tests $\text{sig} = 0.000 < 0.05$, then H_0 is rejected. The conclusion of this research is the parenting strategies by using manual book drilled to parents can improve the competencies such as parents' knowledge, attitude and skill, and proven effective in improving children's self-regulated learning.

Keywords: *Research and Development, Parenting, Children's Self-regulated Learning.*

INTRODUCTION

A child as the next generation grows and evolves continuously and sustainably from the last generation. In the process of growth and development of children, there are differences in case of education obtained through family, school, society, especially early childhood. Problems often occur during early childhood in the transition from pre-school to primary school. It is based on the research results by the PSP Research and Development Agency of Education Ministry in 2014. The result showed that the figures obtained to study over again of 841.662 students, with details to first grade of 292.462 students (34%), second grade of 165.888 students (20%), third grade of 131.159 students (16%), fourth grade of 94.829 students (16%), fifth grade of 56.776 students (7%), and sixth grade of 8.424 students (15%). Based on the data, it can be analyzed that a high rate of study over again in the early grades (1, 2, and 3) Primary School / Islamic Primary School. Those conditions need to be taken seriously and addressed properly so that the rate of study over again does not happen again in the future.

Today, a phenomenon happens on the field in their inaccuracy parents and teachers in dealing with the transitional period, such as (a) parents are willing to summarize a subject matter of their children at home without the children's involvement and they do not teach their children how to summarize the subject matter; (b) parents do the children's homework without the children's involvement to do their homework alone; and (c) parents often tidy up their children's bag and desk without involving their children. Likewise, the teacher summarizes the subject matter and provides some exercises that aims to their students can get a high score.

An inappropriateness of parents and teachers' behavior in the children's learning transition is assumed to be due to the low knowledge and skills in educating their children. It is because the parents have a lack understanding about child development and characteristics. In addition, it is because the characteristics of the local culture where Karawang Regency is the urban namely the displacement from out of town to the city. Now, changing dynamics of the Karawang City in the agriculture to the industry. Socioeconomic factors are still considered secondary, but has a high enough aspirations in their children's education. Therefore, Islamic Primary School in Karawang Regency selected as the population in this research.

A data collection by the researchers showed that the child has a low self-regulated learning. It indicated by the behavior such as students do not have a home study schedule; students are lazy to repeat the subject matter at home that has been established at the school; students do not make a summary of the subject matter itself, tend to wait summed up by their parents; students do not clean up the bag and learning desk by their own; and students have a lack of the tenacity, tend to give up and lazily asked if they faced a difficult subject matter. To address the conditions above, it should be the establishment or improvement of self-regulated learning. It means that the child's ability to play an active role in the learning process uses the process of thinking (metacognition), motivating themselves, and controlling their learning behavior.

To support this research, there are two previous researches in international journals. The first is an EBSCO Education Research of USA in 2010 entitled "*the Role Parenting in Children's Self-Regulated Learning*". The result showed that the role of parents or family are very big on children's self-regulated learning. There is a strong relationship between the parents' behavior with children's self-regulated learning which parents give their children a chance, confidence, discipline, active dialogue, participation, and a positive response. In brief, it will shape the behavior of children's self-regulated learning. The first is an EBSCO Education Research of USA in 2012 entitled "*Observation of Working Class Family: Implication for Self-Regulated Learning Development*". The result showed that the participation in the parent class will impact very well to progress in children's self-regulated learning development. Therefore, they need a parenting strategies to improve the children's self-regulated learning. Based on the background above, the purpose of this research is to develop parenting strategies for enhancing children's self-regulated learning.

Self-regulated Learning

The first concept of self-regulated learning was proposed by Bandura (1986:20) as the ability to control how people learning by developing measures of self-observe, assess themselves and provide a response for themselves. A person who has self-regulated learning will have a good learning performance. It is because students will be set higher academic goals for themselves. Then, they will learn more effectively and eventually gained a good learning achievement.

According to Zimmerman (1994:3), the self-regulated learning as the ability to be individuals who are active in the learning process from the point of metacognition, motivation and

behavior. In the point of metacognition, people can plan, set goals, manage, monitor, and evaluate themselves on various issues during the learning process. In the point of motivation, people show their high self-efficacy, has a commitment to the task, and diligent in learning. In point of behavior, people who are self-selecting, preparing, and creating a learning environment to learn optimally. In brief, the better children's self-regulated learning, the better results will be achieved.

Based on Pintrich and Schunk (2008:154), the aspects of self-regulated learning consists of 1) metacognition is people's perception about their knowledge of the state, their own thinking processes and their ability to maintain and change it relating to the circumstances. The thinking process includes the ability to plan learning objectives, organize teaching materials, establish, and use learning strategies, self-instructing, monitoring and evaluation of learning activities; 2) motivation is a strength, energy, power, or a complex situation and readiness within the individual to work toward specific goals, whether realized or not realized. So, strongly motivated students have a lot of energy to direct and organize learning activities; and 3) behavior is an individual effort to organize themselves, to select and use the environment as well as creating an environment that supports learning activities. The actively regulate behavior in the learning include managing time and place of learning, regulating business, study groups and businesses looking for help in expediting the process of learning.

Bandura cited in Woolfolk (2004:354) said that there are two factors that affect the self-regulated learning. It consists of: a) external factors that are the environmental factors interact with personal influences, forming one's self-evaluation standards. According to the experience of interacting with the wider environment, the child subsequently develops the standards that will be used for him; and b) internal factors that come from self-inside such as intelligence factor, cognitive and metacognitive someone. Based on those theories above, it can be concluded that self-regulated learning is a combination of skills and will. Thus, self-regulated learning is the ability of individuals in directing metacognition, motivation and behavior in learning.

Based on Bandura said that the establishment of children's self-regulated learning is determined by internal factors, namely themselves, as well as external factors namely the family, school and community. The children's self-regulated learning is largely determined by external factors, especially the elderly as the nearest child's environment who have a large role in their development in term of parents' knowledge, attitudes, and skills influence tremendously in the

formation of the children's self-regulated learning. Thus, the next theory that support this research and relate to family as the internal factor is about parenting.

Parenting

According to Olson (2006:4), the parent comes from the word of English which means mother, father, someone who will lead a new life, a guard, or a protector. It means that parenting is individuals who accompany and guide all stages of growth and development of children, to care for, protect, guide, and direct the lives of children in every stage of development. In the line with Olson, Morris (1964:399) said that parenting is the way of parents to their children where they perform a series of active effort, the effort to meet the needs in protecting and educating children in their daily lives. It is also supported by Melville (1999:210) who said that the parenting is a process of interaction that takes place continuously and affect each other in this case children and parents.

The elements of Parenting by Kuczynsky et al (1997:15) are: 1) the love and attention of parents is a basic requirement for children in parenting because with such attention, the child feels the affection of his parents. Parents who pay attention are the development of the child's personality; 2) the modeling is an element of parenting. If since young children are well taken care of both parents by modeling and living habits of daily, the parents will affect the child's development; 3) the communication is also an element of parenting, where the communications made to his parents to be open and pleasant with certain restrictions. So, the children used to open the caregivers when there are some messages or things that disturb his mind; 4) the parents also need to provide a sense of acceptance, secure, and convenient. So, the children feel protected, attention to interesting desire and opinion by model, assisted, encouraged or motivated; respected and educated with love and genuine affection; and 5) the discipline that a sincere obedience which is supported by a sense of doing some duties, obligation and behave accordingly. Based on the theory of parenting, it can be concluded that the parenting is a process of interaction that takes place continuously and influence each other, where the process refers to a series of active efforts the parents in supporting the development of children. It means that children can develop optimally.

METHODOLOGY

Generally, the research conducted to create parenting strategies for enhancing children's self-regulated learning. In particular, this research aimed to: 1) identify the condition of enhancing

children's self-regulated learning; 2) identify the relevant conditions parental knowledge of enhancing children's self-regulated learning; 3) design the parenting strategies for enhancing children's self-regulated learning; and 4) test the effectiveness of parenting strategies for enhancing children's self-regulated learning. The research was conducted in Karawang, West Java Province. It began on March 2016 until April 2017.

Based on Borg and Gall (2007:721), the approach and method chosen a research and development. It is a type of research which is oriented to the creation or product development. Then, it was followed by the approach of *ex post facto* which is to see the impact of the research has been done before. The product establishment of parenting strategy was used to improve the children's self-regulated learning. The sampling technique in this research used a multistage cluster random sampling by dividing the population into sampling units were large group called clusters, and samples were taken in multistage and random (Sugiyono, 2012:212). From West Java Province's population, the researchers selected Karawang Regency by using purposive sampling that has a large area, which is 18 districts and 9 cities. Furthermore, by means of cluster random sampling elected district, Klari District was chosen as a sample in this research. Data analysis techniques used were a qualitative approach through naturalistic inquiry to obtain findings that can be used to repair strategies, and a quantitative approach (SPSS calculation) was used to perform descriptive analysis.

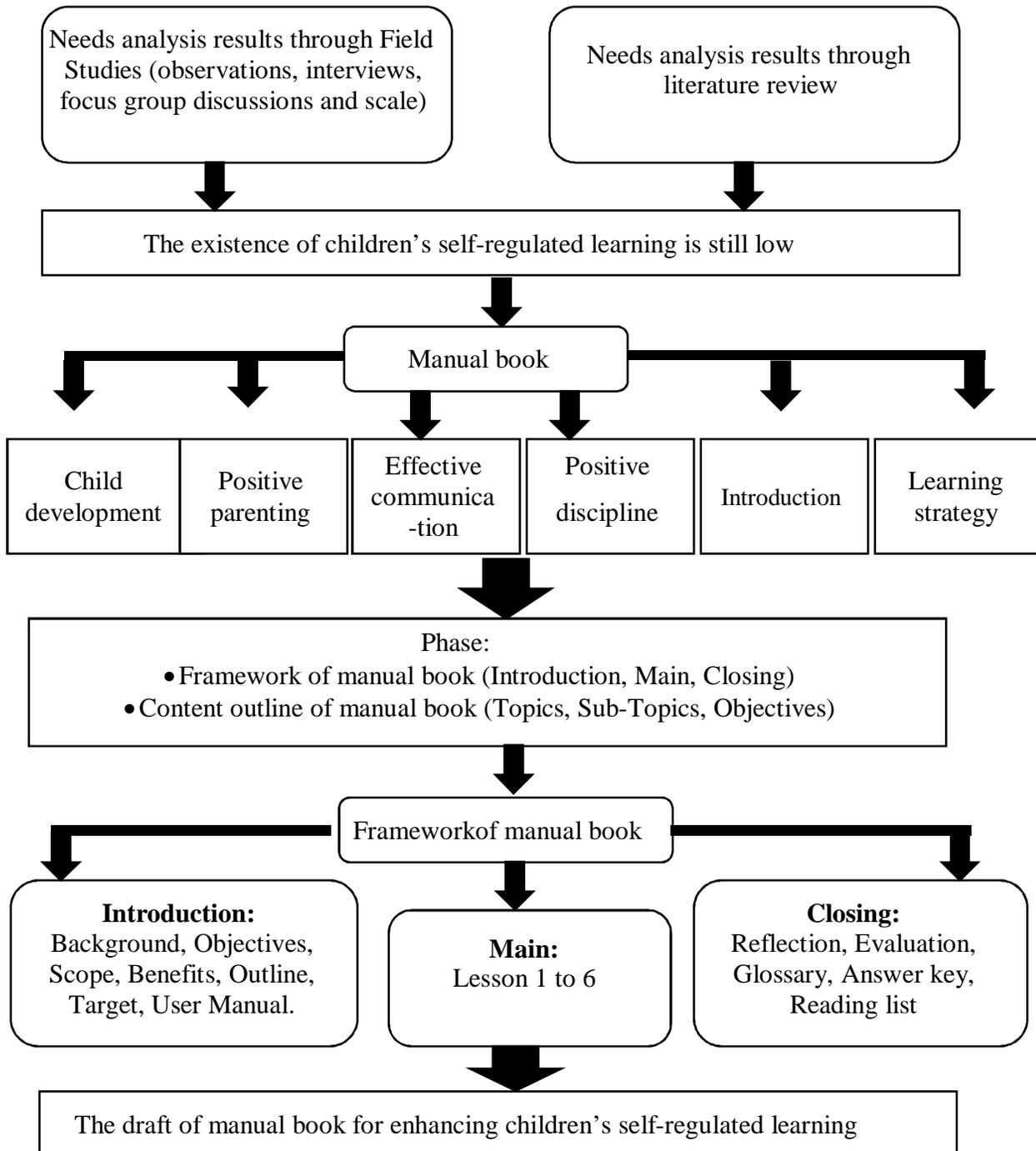
This research began with collecting data in the field to see the problems that occurred in students of Islamic Primary Schools by using need analysis about children's self-regulated learning and level of parental knowledge related to the children's self-regulated learning. Then, the researchers conducted an initial development draft parenting strategy for enhancing children's self-regulated learning in term of parenting manual book development. The manual book drilled through the parent class or seminar. After the parents applied the knowledge that had been obtained from the manual book to their children, they did habituation or familiarity with their children. In brief, the children were expected to eventually enhance the children's self-regulated learning.

After the prototype or design strategy is created, the next step was a review of the strategy. This research carried out by experts in various fields. Based on the test input of these experts, the model revised and performed the initial product trials by using one-to-one trying out of 3 subjects. Then, it revised based on feedback from the test one-to-one. Furthermore, the small group tryout

involved 9 subjects. Then, it revised based on input from the small group tryout. The researchers did field tryout that involved 34 subjects (Dick and Carey, 2009:165). After a series of test experts and various trials, the final product established the manual book of parenting strategy for enhancing the children's self-regulated learning. The book implemented and used for the children. In brief, the children's self-regulated learning improved.

RESULT

A research and development is a study that started from the existence of a need that requires a solution through an innovative product that continues to be developed. In the process of research and development, there were some steps that the researchers did. The first step was collecting data, then analyzing data in order to know the need analysis. The data collection by the researchers showed that the child has a low self-regulated learning. It indicated by the behavior such as students do not have a home study schedule; students are lazy to repeat the subject matter at home that has been established at the school; students do not make a summary of the subject matter itself, tend to wait summed up by their parents; students do not clean up the bag and learning desk by their own; and students have a lack of the tenacity, tend to give up and lazily asked if faced with a difficult subject matter. The parents' attitude showed the behavior of usually making their children's a subject matter summary and complete the homework children. The parents are more oriented towards the children's learning outcomes to acquire high value rather than the right learning process. The second steps designed the product, namely manual book of parenting strategy for enhancing children's self-regulated learning. The product design is in below as a figure 1.

Figure 1. Product Design

The third step was experts' judgment. It conducted to assess the extent to which the product of manual book to meet the requirements of various aspects such as the terms of instructional material, media, and language. Then, carried out the revision, suggestions, or inputs from the

experts. The results of expert judgement are revisions of layout, pictures of proportionality, font size, paper size and color cover, and language used in the manual book.

After the revision, the fourth step was one-to-one trying out test, small group trying out and field trying out. Based on results data of one-to-one trying out, it took from manual book notes, evaluation scores increased ability of parents, results of questionnaires and structured interviews. The researchers revised and prepared the manual book for the next try out that was the small group trial. The conclusion of one-to-one trying out was both quantitative and qualitative analyses. The results in the effective category or better condition had some inputs as follows: this manual book was very useful for parents that adds their knowledge related to the children's education; the change in the parents' knowledge of parents from nothing become something; the three respondents said that all these materials were helpful; the most favorite material that was different from the others was a matter of learning strategies; the easiest material to understand was a matter of child parenting or development; and the language to be more simplified in order to understand easily for the reader.

After testing one-to-one trying out, the researchers did some revisions based on those inputs. The next step was the small group trying out. Based on the results of the small group trying out through quantitative and qualitative analysis, the evaluation was in the effective category or better condition with some inputs. There are as follows: this manual book was very useful for parents that adds their knowledge related to the children's education; the change in the parents' knowledge of parents from nothing become something; the nine respondents said that all of the materials were useful and important; and if it really can be applied to children, it will be a great and positive impact on children. However, it suggested in the words that tend to be difficult to understand and the foreign words should be given an explanation at the end of the guidelines.

After revising the small group trying out, the researchers carried out to a large group or field trying out. The results of testing a large group both quantitative and qualitative analysis, it obtained with the effective category or well condition. This result was reused to revise the manual book. A feedback from the results of a large group was the last foundation for the improvement and product refinement in the manual book. The feedback included: a manual book was very useful for parents that contained all of knowledge and skills needed by parents. So, it broadened the parents' knowledge related to the child's education. It started from not nothing become something and

changed the parents' mindset to be better. All the material in this book was sufficient as for the most preferred material was the material of child development, positive parenting and child discipline. The material considered the most important was the matter of learning strategies. If all of the materials in the manual book can be truly applied by parents to their children seriously, it would appear positive changes in their children. Another input was in terms of the language, it would be more simplified and given an explanation for unfamiliar terms or words that are hard to understand at the end of the guidelines in the form of a glossary.

Based on the research steps, it was found the following results: a) a conceptual model parenting strategies to enhance children's self-regulated learning. The conceptual model was designed based on the issue of children's self-regulated learning. The parents expected that can be an agent of the enhancing children's self-regulated learning. The lack of parental knowledge about the child development and education. A theory that can be used as a foundation in the development of models and results. The research can be used as a reference in developing product in the form of manual book. It examined the principles underlying theoretical and needed to develop children's self-regulated learning, set a goal to be achieved, set a target object and made an outline of the manual book contents. Furthermore, the researchers designed a variety of materials that will be developed into a parenting manual book; b) procedural model of parenting strategies to enhance children's self-regulated learning. In this research, the procedural models were considered in accordance with need analysis of the model development. The need analysis referred to the Dick & Carey model which consisted of planning, writing, reviewing, testing and revision; c) physical model of parenting strategies to enhance children's self-regulated learning. It was a physical form or a product that produced as part of the completeness and supporters in the system. It can increase the development of strategies for children's self-regulated learning. The main product that produced was "Manual Book for Parents to Increase Children's Self-regulated Learning" and other ancillary products such as materials and instrumental in developing the parenting strategy.

The fifth step was to see the effectiveness of manual book and to see whether the manual book worthy or not used by parents, as well as increased or not parents' knowledge related to children's self-related learning. The effectiveness test was performed by using several instruments prepared by the researchers, namely: sheet structured interviews and questionnaires; evaluation sheets as well as the pre-test and posttest in children's self-regulated learning. The result of the effectiveness test was in the table below.

Table 1. Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Post Children High	9	1.2533E2	7.98436	2.66145
Low	9	1.0244E2	8.32333	2.77444

Table 2. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post Equal variances assumed	.006	.941	5.954	16	.000	22.88889	3.84459	14.73872	31.03905
Post Equal variances not assumed			5.954	15.972	.000	22.88889	3.84459	14.73758	31.04020

Based on the effectiveness test, the result was $\text{sig} = 0.000 < \alpha = 0.05$. So, H_0 is rejected. It means that the child score based on group of parents after learning manual book (A_1) was different groups of parents with a lower score (A_2). In brief, average > average. So, there is an influence or impact on the improvement of the parents' knowledge to enhance children's self-regulated learning after the parents have increased their knowledge. It can be concluded that the study of manual book improved the children's self-regulated learning.

Furthermore, the chi-squared test was used to know the relationship between the variables of contingency tables in the term of parents' score with children's score. From table chi-square tests, it obtained $\text{sig} = 0.000 < 0.05$, then H_0 is rejected. It means that there is a relationship between variables parents' score with children's score. It can be concluded that there is a significant correlation between the score of parents' knowledge development against the scores of children's self-regulated learning.

Table 3. Parents' Group * Children's Group Cross

Count

		Children's Group		Total
		Low	High	
Parents' Group	Low	9	0	9
	High	0	9	9
Total		9	9	18

Table 4. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	18.000 ^a	1	.000		
Continuity Correction ^b	14.222	1	.000		
Likelihood Ratio	24.953	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases ^b	18				

The research result reinforces the theory that students who are in the early primary level classes are in the range of early childhood. Where in this age, all aspects of the child development were developing so rapidly. One of them is an aspect of children's intelligence. According to Piaget in Ormrod (2003:23), there are five factors that support the intellectual development / intelligence of a child, namely: 1) maturation; 2) physical experience; 3) logical mathematical experience; 4) social transmission, and 5) equilibrium or self-regulation. So, the critical process of self-regulated are taught from an early age.

The results also support the theory of Piaget in Gredler (2008:27) that the children in primary school during the initial grade are at a stage of concrete operational thinking. In that grade, the children are able to think by a certain logic, can think towards more abstract, can regulate cognition, may incorporate aspects of a situation into consideration, and can organize what they learn from experience. So, they think towards more complex that reach a state of equilibrium or process self-regulated, a state of balance between the cognition structure and experience in their environment. At this age, the children have started to gravitate towards the achievement of learning

outcomes, and develop self-confidence about its ability to achieve the learning objectives that have been set forth.

Furthermore, it also supports David F Bjorklund (2012:417), who said that at the time of primary school age, children are increasingly able to regulate itself in learning. It is because this period as a transition time of coregulation. The parents and children are sharing power. The parents supervised the children while the children begin to practice regulated themselves from time to time. The parents only educate and discuss various issues in children and not much govern when compared with the previous period. So, the children begin to regulate themselves in accordance with their will. Therefore, the appropriate stage of initial grade of primary school, the children are taught to regulate themselves in learning.

The ability of self-regulated learning does not happen automatically granted, but it is determined by various factors, both internal factors and external factors. This is consistent with the social theory of cognitive from Bandura cited in Gredler and others (2008:161), who explains that self-regulation is basically determined by external factors, such as the home environment, school and community, especially parents as the immediate environment of children. The attitude, parenting and parents' behavior is very affect the child's growth and development. This is the importance of the parenting role in the form of children's self-regulated learning. Therefore, the necessary parenting strategies are to improve children's self-regulated learning, in this case the manual book that will be trained to parents, and will be applied and accustomed to their child. In brief, the children's self-regulated learning can be improved.

CONCLUSION

Based on the results and discussion, the conclusion can be formulated as follows: 1) parenting strategy developed to improve children's self-regulated learning, in this case parenting manual book that managed to improve the parents' knowledge, attitude and skills in improving children's self-regulated learning; and 2) there is a significant relationship between the increases of parental knowledge related to children's self-regulated learning.

There are several implications of this research as follows: 1) as an input in school policy makers related to curriculum or instructional design used; 2) ensuring that facilities and infrastructure in increasing parental knowledge related to children's self-regulated learning and

children's competence; and 3) modification of the child's learning environment at school and at home to be more conducive. So, it can be holistic and integrative in improving children's competencies.

The suggestions related to this research are as follows: 1) materials and learning activities in the manual book need to be revisited in order to achieve the quality of better manual book; 2) inclusion of the control group in the research, so the results more valid; and 3) the product needs to be socialized well to teachers in order to jointly improve the competence of children.

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