Improve Mother's Communication ability with Early Childhood through Parenting Trainng Problem Based Learning (PBL) Strrategy: Action Research at the Non-Formal PAUD Institution at DKI Jakarta Province Indonesia

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Abstract. In the context of early childhood, which is in the golden age, an integrative holistic intervention requires a family microsystem. The fact shows that there are still many mothers who have low communication skills so that they unconsciously commit communication barriers such as shouting, blaming, scolding, comparing or belittling children. Overcoming this situation mothers cannot only be blamed but need to be trained in the form of parenting training. To be effective in training, it identifies a strategy that is appropriately tailored to its goals and context, relevant to the actual situation, can solve problems and can connect knowledge received with the actual situation. Research respondents were 20 mothers who had children aged 3-5 years in Non Formal PAUD Institutions, middle to lower education, and aged 20-35 years. Action research follows the Kemmis and McTaggart stages. PBL training syntax follows the 5 stages of Eggen and Kauchak. The intervention was carried out in two cycles of eight meetings with a target of 75% success: data obtained through questionnaires, completed with observation, interviews, and intensive discussion. The results of the study were processed through descriptive statistical data analysis techniques and enriched with qualitative data analysis. Pre-cycle was 48.5%, after the first cycle intervention showed an increase to 62.65%, and followed by the second cycle where the mother's ability to communicate with children was 76.03%. The PBL strategy is recommended in parenting training for mothers who have early childhood in Non Formal PAUD Institutions.

Keywords: PBL (Problem Based Learning) Strategy, Parenting Training, Non-Formal PAUD Institution.

1. Introduction

Many parents use ineffective parenting strategies such as shouting when facing unwanted children's behaviour[1]. Many mothers don't yet have the right communication skills when caring for children, so unwittingly make communication barriers such as shouting, yelling, scolding, forbidding children, blaming, comparing, lying and others. Faced with this mothers cannot only be blamed [2], but they need to be trained. Understanding parents about their duties and roles in childcare is important to overcome behavioral disorders and ensure optimal growth and development of children.In the context of early childhood, the golden age of integrative integrative early intervention is needed. "It Takes A Village to Raise A Child" [3], is a popular saying with a clear message that all communities have an important role to play in child development [4]. In line with the Ecological Theory, throughout their lives, every child is in a complex system where the smallest system that is the first influential is the family [5]. From the research conducted by the IBU Foundation, important information was obtained that social and environmental support was not the main guarantee for

optimization early childhood growth and development [6]. However the good service in schools, still the portion and proportion of their role will not succeed if parents do not consistently carry it out [7]. Parental support is very important because early childhood in quantity only takes 2-3 hours in school and the most time children are at home.

2. Theoritical Review

2.1   Children Aged 3-5 Years
Characteristics of 3 years old children tend to be active in everything. Restrictions on space can cause children to give up easily and not be independent. Conversely, if they are too given freedom they tend to act as they wish. At this age must be balanced between giving freedom and limiting the space for movement, because that is how children will be able to develop an attitude of self-control and self-esteem. When they were 4 years old their children became more adventurous, climbed agile and showed extraordinary athletic abilities. Pre-school age children are in the period of initiative vs guilt, where children at this age actively explore the surrounding world and are ready to learn. They need opportunities to express natural curiosity through the trust given by their environment. If this exploration is considered delinquency or if parents are too protective for security reasons or worry about being dirty and messy, then this will lead to conflict within the child, namely a feeling of doubt or fear of being wrong. To form initiative and avoid guilt, parents must support the child's curiosity about everything that happens around the child, by motivating, giving enough freedom to the child to explore within the limits of security, giving appreciation for the progress made by the child, tolerating enough for mistakes made by children in the context of learning and giving children forgiveness for mistakes and failures committed. Children who get support from parents will form initiatives that are useful in the formation of self-concept and self-confidence. Children who have high self-confidence will be motivated to achieve success and success will increase their confidence. Early childhood 3-5 years or pre-school age children according to Duval (1997) require special needs to feel comfortable, loved, valued and enjoy their lives. In this regard, parents need to understand their duties in helping children develop their potential and competence.

2.2. Parenting Training
Parenting program is a specific intervention designed to improve the overall quality of parenting that a child receives [8]. The benefits are that parents can make changes in stimulating child development, more aware of adaptive care for the times, and knowing effective and high-quality childcare [9]. The effectiveness of the parenting program was reported by [10], [8], [11], [11], [12], and [13] has proven that with a particular training program many parents can rapidly increase their ability to work as parents.

2.3. Problem Based Learning (PBL) Strategy
In order for effective parenting training, appropriate strategies are needed, which must be adapted to the objectives and context, relevant to the actual situation, appropriate, able to solve problems and can connect knowledge received with the real situation. One option is Problem Based Learning (PBL) that has principles such as [14], namely Authentic to Real Work Demand, Multi-disciplinary, Constructivist, Student Centredness, Meta-cognitive Thinking, Team Skills or Collaborative Learning. The advantages of PBL according to Barrow and [15] are learning-centered training, challenging, motivating, implementing and stimulating learners in order to obtain the knowledge and skills they need for problem solving, independent learning, team collaboration, and responsibility. An important point in PBL is to deliver learners to real and meaningful problems that can be done through investigation and finding solutions [16]. According to [17], PBL begins with problems and problem solving is the focus of the lesson, the learner is responsible for designing strategies and finding solutions to problems. The group in PBL consists of 3 or 4 people so that all learners are involved in the process, and the facilitator guides with questions and other forms. In PBL, there are steps or syntax, mentioning 5 (five) syntaxes: 1) Identifying the problem, 2) Representing the problem, 3) Selecting a strategy, 4) Implementing the strategy, 5) Evaluating the results [17].

2.4. Mother's Communication Ability with Early Childhood
In this study, the communication skills refer to the concept of Bloom's Taxonomy revised by [18], C3 Cognitive domains apply (implement), namely to bring or use a procedure in a given situation. As for communication is the process of delivering a message by someone to others to inform or change attitudes,

opinions, or behaviors, both orally and indirectly through the media, in this case focusing on the family as a group that has listening skills, speaking skills, openness, clarity, constancy, respect and regard.

3. Methodology

This research was conducted at PAUD Kemuning Pondok Pinang Village, South Jakarta City, DKI Jakarta Province, Indonesia. Interventions are given to 20 mothers who have early childhood (3-5 years). The participants were mothers who did not work, waiting for their children at the Non Formal PAUD Institution. Education for elementary, middle and high school participants, they have 1-2 children and are aged 20-35 years. This study uses action research methods following the Kemmis and McTaggart procedures, as many as 2 (two) cycles. The first cycle is 5 (five) meetings and the second cycle is 3 (three) meetings, consisting of four components, namely planning, action, observation and reflection [19]. Before the cycle is run, the researcher gives a questionnaire to measure ability achievement before action is taken. If the first cycle has not produced results, then it will continue in the second cycle and so on. Data are quantitative and qualitative. Quantitative data comes from questionnaires compiled based on research instruments. Qualitative data describes the process and results of training obtained through direct observation, interviews, discussions, and documentation. Parenting training in this study uses PBL strategy by following the [17] syntax.

4. Result and Discussion

Before conducting the research, researchers conducted pre-research preparations in the form of observations of activities carried out by mothers who were delivering and waiting for children in PAUD Kemuning. Researchers interact with mothers while chatting and observing how mothers communicate with children. Mothers consider communication that has been carried out well. However, after being explored more deeply from the results of open interviews and small talk with the mothers, it was found a way of communicating which included the communication barrier category.

From these preliminary observations, it is also known that parents have never learned about childcare methods including the right way to communicate. After making preliminary observations of the pre-cycle, the researcher then distributed questionnaires and obtained a recapitulation of the results of questionnaire calculations. The average value of the mother's ability to communicate was 48.5%.

After parenting training Problem Based Learning (PBL) strategy in the first cycle of 5 (five) meetings, it was obtained an increase in the ability of mothers to communicate with children by 14.15%, i.e. from the pre cycle of 48.5% increased to 62.65%.

In the second cycle, the researcher repeated the first cycle material to refresh the participants' memories about the previous material that had been studied. After the discussion and simulation sessions (role play) were completed, the trainees again filled out the questionnaire provided. At the end of the second cycle showed the ability of mothers to communicate with children increased to 76.03%.
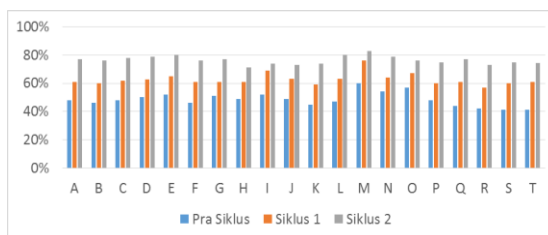

Figure 1. Comparison of Pre-Cycle, Cycle 1 and Cycle 2
Mother's Communication Ability to Early Childhood (3-5 Years)

Sumargi [20] show that research focusing on childcare by Indonesian parents is relatively limited. This is in line with the data of the World Bank [21] which states that the study of parenting programs is still not widely practiced in Indonesia, especially in Non Formal PAUD institutions. Given the limitations of studies on

parenting training in Indonesia that have not specifically examined effective training strategies, researchers have seen a link between training strategies and training results, so on this basis, the research was conducted. Bronfenbrenner in [22], based on a review of nine empirical studies that examined parent-child intervention programs, confirmed that parenting programs encourage parental involvement and lead to increased cognitive development in toddlers and preschool children. The benefits of parental involvement obtained through the parenting program as conveyed by [23] are that parents will be able to (1) Make changes in stimulating child development, (2) Better understand care that is adaptive to the times, and (3) Knowing effective and high quality childcare.

This research was conducted on mothers with lower secondary education. At the beginning of the training, they looked awkward and embarrassed because they rarely spoke formally in public. Although there are many positive learning benefits from implementing PBL, there are also many challenges that an adult educator must address in order to ensure its success in an adult learning environment. Primarily, learners and instructors may experience difficulty when adjusting to PBL, especially if the majority of their learning experiences have been through more traditional educational approaches [24]. These mothers also rarely interact with teaching materials in the form of paper and writing equipment, except for a few of them who until the time of the research were still active in community activities. Mother's ability to communicate as a competency that must be possessed by mothers in raising children, in this training is fostered not primarily by teaching to instill knowledge, but by encouraging the curiosity of the participants [25]. Initial discussions were carried out in small groups, contextual learning that turned out to give cognitive effects to participants.

Parenting training in this study uses a PBL strategy that guides participants to find problems, provide opportunities for students to learn critical thinking [26], [27], find problem solving [28], [29] in groups while gathering information from various sources and experts namely educational psychologists who assist participants throughout the training process. Problem-based instruction is designed to provide students with a guided experience in solving an ill-structured problem [30]. Participants can also obtain the knowledge and skills needed for a better life and overcome the problems faced [31] [32] in communicating with children. At the same time, participants will also be independent, rational and continuously learn to solve problems [33]. Problems introduced to students are relevant to real-world applications [34], namely the problem of communicating with children so that parents can optimally support children's growth and development.PBL is an instructional approach that has been used successfully for more than 30 years and continues to gain acceptance in various disciplines [35]. So far there are no research results in the form of significant negative findings about the results of PBL on respondent's knowledge and abilities [36]. Even low-achieving students in Science in South Africa who were given PBL interventions showed that PBL was an effective way to improve the ability to think critically and solve student problems [37]. Throughout parenting training using the PBL strategy, the techniques used are group discussions and problem solving. After the discussion process is completed, each group is asked to present the results of the discussion before the other groups. Then the other groups were asked to observe and give feedback. Some participants actively discussed but most of the others were still passive and shy. According to participants, they are not used to speaking in public. But this situation began to melt at the second meeting because researchers as facilitators conditioned a relaxed and enjoyable learning atmosphere. The role of facilitators is important to apply PBL teaching methods efficiently [38].

In PBL, the instructor acts as a facilitator and provides guidance and direction for learners. This may be a significant change for instructors to shift from instructor-centred methods such as lectures or discussions led by the instructor. Adult instructors may choose to model different problem-solving strategies or ask questions to promote reflection and the analysis of assumptions made by learners [24]. Facilitator may be required to increase the time allotted as well as the resources required in order to ensure that successful problem-based learning can take place. Learners must be provided with sufficient time to perform analysis of concepts, ideas, theories, and principles while instructors must design and prepare course material well in advance. Additionally, facilitator must prepare for orienting learners towards PBL, choosing a problem, and forming small learning teams [39].

At the end of each meeting a reflection session was also held, where the researcher as facilitator gave the participants the opportunity to express their feelings about what they had learned in this parenting training. In this study, active involvement and interaction between participants continued to be encouraged. Besides that elaboration and reflection on learning are very important [40]. The PBL system encourages students to engage in group discussions [41]. This is possible because in the training participants are organized in the form of small groups of 3-5 people per group, so as to facilitate the involvement of participants in order to ask

questions, consider alternative perspectives, and actively engage in setting learning objectives. Some participants expressed regret that they had only recently learned about the right way to communicate with children. The mothers also expressed their pleasure and gratitude for having the opportunity to attend this parenting training, because the benefits were felt directly in improving communication with children and improving the quality of care. The relationship between parents and children is reported to be more harmonious. When the mother improves the way she communicates with the child, the child shows a significant response. The mothers also claimed to be more able to control emotions and reduce shouts when communicating with children. By understanding the world of children, mothers also feel more patient and not emotional. In general, parenting training is very useful in improving the communication skills of mothers with children. Although there are many positive learning benefits from implementing PBL, there are also many challenges that an adult educator must address in order to ensure its success in an adult learning environment [24]. PBL has many benefits for adult education, but it is a learning strategy that is accompanied by many challenges. Ideally, PBL is best used in integrated learning approaches that combine not only PBL but also various learning methods such as lectures, discussions, projects, and cases (H-melo Silver and Barrows, 2006). This will give adult students more additional information and enable learners to integrate subject content into the solutions they produce.

4. Conclusion

Parenting training using PBL strategy for mothers in PAUD Kemuning, Pondok Pinang Village, South Jakarta City, DKI Jakarta Province Indonesia was proven to improve the ability of mothers to communicate with early childhood, indicated by a significant increase between pre-cycle and the first cycle and continued into the second cycle. As adult learners, mothers need information input about child care that is relevant to the actual situation, appropriate, can solve real problems and can connect knowledge received with the real situation, through parenting training that uses PBL strategies.

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