

The Effectiveness of ORBIMA Psychoeducation to Improve Parent Tutoring on Parents of Kindergarten Students

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Abstract— Parents are very important to children on their early stages of development. Most parents have not yet conducted tutoring at home and experience confusion in teaching their children. Stimulation, direction and assistance from parents to children are related to parent tutoring. Parent's awareness, knowledge and skills of parent tutoring needs to be improved, because parents who do parent tutoring will understand the right methods of teaching their children. This encouraged the researcher to find the effectiveness of psychoeducation about parent tutoring. The purpose of this study is to see the effectiveness of ORBIMA Psychoeducation to improve parent tutoring on parents of kindergarten students. ORBIMA Psychoeducation is a psychoeducation created by researcher based on parent tutoring and Bloom's taxonomy. ORBIMA is abbreviation of Orang Tua Bimbing Anak (parents guiding children). This research used quantitative methods, quasi experimental design. Participants in this study were 20 parents of kindergarten students in Medan and they were divided into two groups (experiment and control group). The results of the Kruskal-Wallis test showed $H(2) = 19,694, p < 0.05$, which means that the level of parent tutoring is significantly influenced by ORBIMA Psychoeducation. The effect of ORBIMA Psychoeducation on parent tutoring of parents is also quite large ($U = 3, r = -0.84$). Additional results showed through knowledge test that experimental group is higher than the control group after the experiment conducted (7.8 to 15.1). This result shows that ORBIMA Psychoeducation is effective to increase parent tutoring on parents.

Keywords – Parent Tutoring, Psychoeducation, Parents of Kindergarten

I. INTRODUCTION

Parents are important stakeholders for kindergarten students because a child is helpless and very dependent on adults. Parents have the responsibility to educate, nurture, teach and love children so that children can develop properly according to the stage of development of children (Santrock, 2009). The role of parents in education is one that must be considered because education starts from the family environment. The role of parents for children's education is to provide basic education, attitudes, and basic skills, such as religious education, character, ethics, compassion, basics for obeying regulations, and promoting good habits. According to Laura (2011), parental participation is very important for the creation of fluency in learning at school and especially at home. In the process of education at home, to help children in learning many things parents can do, such as controlling, giving directions, providing guidance, and providing motivation.

Dacey (2004) states that parents often give less time to direct their children to study at home. Santrock (2009) argues that the lack of stimulation, direction and attention from parents can reduce children's interest in learning and slow down children's cognitive

development. The results of the focus group discussion with parents at one of the kindergarten in Medan, conducted by researcher showed that parents rarely provide direction and communicate to children to study at home. Parents also often blame teachers if their children find it difficult to develop in the learning process. The results of interviews with 5 parents of students at kindergarten showed that parents did not provide academic stimuli to children at home, for example reminding children to study, arranging schedules, and asking about children's learning difficulties.

Stimulation, direction and assistance from parents to children are basically related to parent tutoring (Sheridan, 2005; Cartwright, 2007). Parent tutoring is an academic assistance provided from parents to children. This assistance includes not only cognitive, but also affective and psychomotor aspects that parents must pay attention to (Sheridan, 2005). The phenomenon where parents do not provide direction to children, lack motivation, are less involved in school and are worried about their children's development is evidence of the lack of parental tutoring (Cartwright, 2007).

Laura (2011) stated that most parents have not yet conducted tutoring at home because they are confused in teaching their children, especially in terms of providing motivation and identifying children's learning styles. In general, parents' awareness of the importance of implementing parent tutoring is still low (Cartwright, 2007). For example, it is possible that the involvement of parents at home for children may be sufficient, but in terms of direction in teaching, for example general knowledge, writing and reading, and motor skills, parents do not know the methods to provide the right stimulus (Heward, 2003).

Parents' awareness of the importance of parent tutoring needs to be improved, because parents who do parent tutoring will understand the right methods to teach their children and better understand the character and learning style of children. It is also important to notice that there are differences in giving parent tutoring for kindergarten students to the other stage of children's education. The application of this is, for example, by assisting and guiding children in completing school assignments, so that the objectives of the teaching and learning process can be maximally achieved (Sheridan, 2005). On the basis of the importance of parent tutoring, one way to improve parental skills in providing parent tutoring is by providing psychoeducation. (McFarlane, 2004)

Psychoeducation can be adapted to the context and needs of the parents or the school (Sheridan, 2005). In this study, psychoeducation was given the name "ORBIMA" (Parents Guiding Children, in bahasa Orang Tua Bimbing Anak) because psychoeducation would focus on the ability of parents in guiding children's academic abilities. ORBIMA Psychoeducation is basically psychoeducation regarding parental guidance, which includes three aspects of Bloom's taxonomy, namely affective, psychomotor and cognitive abilities. Children's cognitive abilities will develop when the child is given stimulation from the environment. This requires the role of parents and educators in its implementation. Then from an affective perspective where parents motivate children and in terms of psychomotor, namely the involvement of parents directly in guiding children, for example in making learning schedules (Merret, 2010).

II. METHOD

The purpose of this study is to see the effectiveness of ORBIMA Psychoeducation to improve parent tutoring on parents of kindergarten students. This research used quantitative methods, quasi experimental research with repeated-measure design. The participants in this study were 20 kindergarten parents, divided into two groups (10 in experimental group, 10 in control group). The experiment went for 4 meetings, 8 sessions. There are 6 core materials of ORBIMA Psychoeducation which are discovering children's learning style, scheduling, learning difficulties, learning facilities, giving motivation and learning habits. This psychoeducation was held upon a module and the blueprint was made by the researcher. It was also conducted with several methods such as discussions, assignments, videos and case studies. The module was first assessed by three experts on children's education. The validity scores of ORBIMA psychoeducation module is 82.49. Data were gathered from parent tutoring scales, knowledge test and observation. The experiment was conducted digitally with Zoom Application.

III. RESULTS

The results of the Kruskal-Wallis test showed $H(2) = 19,694$, $p < 0.05$, which means that the level of parent tutoring is significantly influenced by ORBIMA Psychoeducation. The effect of ORBIMA Psychoeducation on parent tutoring of parents is also quite large ($U = 3$, $r = -0.84$). This conclusion can also be seen from the increase in the average value of parent tutoring after giving psychoeducation and 2 weeks after giving psychoeducation (follow-up). Before the treatment the average score was 105.6 and then increased to 120.5. This means that the parent tutoring condition of the parents is better after giving ORBIMA Psychoeducation.

Additional results showed through knowledge test that experimental group is higher than the control group after the experiment was conducted (7.8 to 15.1). It can be found that parents who received ORBIMA Psychoeducation had changes in their level of knowledge related to parent tutoring. Parents experienced increase in knowledge after the intervention was implemented (shown in the post-test scores of the experimental group). Meanwhile, parents who were not given ORBIMA Psychoeducation had the same knowledge before and after treatment. This research only reveals the data from one school and used non-parametric measurements, meaning the generalization of this study have to be considered.

IV. DISCUSSION

There are several reasons why ORBIMA Psychoeducation provides effective results for kindergarten parents. First, giving psychoeducation which is composed of several methods of delivering material (videos, case studies, assignments, lectures, discussions, reviews). The combination of various methods of conveying information will provide a different experience for each sub-material. This is done to maintain the attention of participants, especially if psychoeducation is done digitally. These various methods also need to be considered because parents that participated in psychoeducation consist of various educational backgrounds and knowledge so that parents need concrete practice. Santrock (2003) and Walsh (2010) state that in providing training, seminars and psychoeducation it is necessary to have a variety of methods so that each participant can reflect on himself and capture complete information. This means that if psychoeducation is only carried out by the lecture method, there is a possibility that parents will not be able to reflect on themselves or realize the importance of parent tutoring.

ORBIMA Psychoeducation also pays attention to cognitive, affective and psychomotor aspects in parents. ORBIMA psychoeducation module is based on these three aspects and during psychoeducation, these three aspects are one of the main concerns in research. The facilitator during psychoeducation always tries to provide knowledge to parents about the importance of implementing parent tutoring, trigger reflections and feelings as parents and also doing assignments (affection and psychomotor aspects). Through this process, it is predicted that the knowledge changes a person's behavior and have new skills. According to Widyastuti (2018), the stimulus in the form of lectures, simple and concrete materials will make it easier for parents to absorb new information and carry out practices in everyday life.

The results of the observations also show several things. There are some parents who were more open when psychoeducation took place. The parents seemed to be more enthusiastic in understanding the child's problems. Most of the parents even asked questions with their own case examples (personal experiences or circumstances around the house). This shows the interest of parents in understanding the materials. Through the assignment of child learning observations, it is seen that parents are able to distinguish the characteristics of children with different learning styles and how to properly teach children. Parents were not ashamed to express doubts if they did not know for sure their child's learning style and were willing to discuss with the facilitator and other participants. Bevan, Thapar & Rice (2018) in their research on digital psychotherapy states that clients or subjects who have opened themselves up and shown engagement in an intervention will actually include the experiences they experience for self-reflection.

This experimental research shows that parenting-based psychoeducation will affect the ability of parent tutoring and children's motivation. Berge (2010) in his experimental research showed that psychoeducation provides a significant difference in the ability of parents to provide parent tutoring. According to Berge (2010), one of the abilities parents must master is how to motivate children to learn. Thurston (2012) also proved in his research that important themes such as paying attention to learning facilities, providing stimulus to children and teaching children according to learning styles can improve parent tutoring. In general, early childhood children are faced with learning problems and in general parents do not realize or do not know how to solve children's learning problems. The habit of tutoring (tutoring behavior) is actually one of the routine agendas where parents get closer to children in the hope of knowing the learning problems faced by children.

V. CONCLUSION

Based on the results it can be concluded that parent tutoring on parents of kindergarten students is improved by ORBIMA Psychoeducation ($H = 19,694$, $p < 0.05$). The effect of ORBIMA Psychoeducation on parent tutoring of parents is also quite large ($U = 3$, $r = -0.84$). This results mean that the parents that joined the ORBIMA Psychoeducation had higher parent tutoring skills after the experiment. Meanwhile, parents that were not joining the psychoeducation showed the same level of parent tutoring after the experiment. This result also explains that ORBIMA Psychoeducation is effective to increase parent tutoring of parents, which means that the hypothesis of this research is accepted.

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