



The Role of Parents In Learning Spirit Early Childhood

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Abstract: The research entitled "The Role of Parents in Early Childhood Learning Enthusiasm" aims to discover how important parents' role is in seeing their children and educating their children to be passionate about learning. This type of research is qualitative research. The subjects of this study were parents and students of AWWABIEN Kindergarten in Jambi City for the 2022/2023 academic year, totalling 34 students, 18 boys and 16 girls. The data collection technique used was interviews with teachers, students and parents. The data analysis technique used is to analyze the instruments that have been given. The results of this study are parents who have the most role in the enthusiasm for learning of their students. The closest example for their children is their parents; they imitate what they see. Therefore parents must always show a positive attitude in front of their children. Thus learning also requires guidance from parents so that mature attitudes and learning responsibilities grow in children. Parents who are more concerned with their work means that children do not get supervision/guidance from parents, but have an impact on children, so they experience learning difficulties.

INTRODUCTION

Education for early childhood is a coaching effort that is carried out by providing educational stimulation as an effort to help the emotional and intellectual development of children to learn independently (Margot & Kettler, 2019; Mullet et al., 2018) and interact with others from birth to the age of 6 years. Children who have space free from temptation (phone, toys, television), are limited from various kinds of distractions, and have adequate lighting can be said to have carried out activities well. An appropriate learning environment also plays a major role in children's learning activities. There are children who feel more at ease when studying in closed places, but there are also children who prefer to study in public places, such as schools, playgrounds, and libraries. Parents have a role in determining or selecting and maintaining a good learning environment for their children, because children cannot create a good learning environment for them.

As we know that parents are the main educators for children, because the first education that children receive is from their parents (Hernández-Torrano & Ibrayeva, 2020; Honey et al., 2014). Parents play a very important role in the personal development and character of children. Parents are the first example for their children, but often without realizing it, parents do things that are not appropriate to do in front of their children so that children imitate these actions. Therefore, parents should be able to maintain their attitude

in front of their children. Likewise, an adult attitude and responsibility grow in children through guidance from parents, parents who pay less attention to children and focus more on work so that children do not get supervision and have an impact on children, such as in the learning process.

Child development is also influenced by outside intervention so that child development can take place normally (Hernández-Torrano & Ibrayeva, 2020; Lee, 2017). Children have certain requirements and ongoing maintenance in their growth process. Without regular guidance and supervision, children will be hampered in developing their potential normally. Thus the role of parents and the environment is needed in the process of child development. Parents can be said to be successful if the child has developed in a normal learning process. Parents should guide and provide motivation and encouragement for children in the child's learning process so that the expected learning objectives are achieved.

METHOD

This is a research with a qualitative approach, it is said that because it aims to describe the facts obtained in the field in a systematic, verbal manner, in the form of sentences, phenomena, and not in the form of numbers. This research will be carried out on children of the ant class (Qismun Naml) at TKA Al-Awwabien with the data collection instruments used are interviews, observation, and documentation, regarding the role of parents in the enthusiasm for early childhood learning at TKA Al-Awwabien. The selection of this method is based on several considerations (Creswell, 2003; Klaus Krippendorff, 2000). First, adjusting the qualitative method is easier when dealing with multiple realities; second, this method presents directly the nature of the relationship between researchers and respondents; third, this method is more sensitive and more accustomed to adapting to many sharpenings of shared influence and to the value patterns encountered (Moleong, 2011).

We obtained this research by conducting interviews with students by asking several questions including: (1) "What causes enthusiasm in depositing memorization?", (2) "What subjects do you like the most and why do you like them?", (3) "What do make children not interested in following the learning process?". We also conducted interviews with two parents of students, with the question ". We also interviewed one of the students' parents, with questions (1) "What do you do so that your child can learn independently and enthusiastically?" (2) What is the attitude of the mother when the child does not want to be left behind during the learning activity?" Finally, we interviewed the teacher who taught at the TKA with the question, "Do the children at TKA have a high enthusiasm for learning?" In addition to interviews, we also made direct observations of the field, we observed the course of learning activities and even participated in learning activities. We observe the situations, conditions, and enthusiasm of children's learning during learning activities. Then after conducting interviews and observing the data we can strengthen it with documentation that describes the spirit of learning in participating in learning. Research like this is very delayed because with the enthusiasm of student learning, motivation and interest in learning will automatically increase rapidly.

RESULT AND DISCUSSION

Parents have the biggest role in increasing the enthusiasm for learning in their students. Seeing the various levels of children's enthusiasm for learning and the biggest influence caused by the family; especially parents, researchers are interested in examining the role of parents on children's enthusiasm for learning (Fernández, 2005; Sinaga et al., 2022). From several data analyzes, important information is obtained that changes in students' abilities depend on how patterns of behavior are obtained, where closeness to parents provides a good positive value for children's development. The form of data that has been collected and analyzed is carried out. After conducting this research, data were obtained regarding the role of parents in children's enthusiasm for learning which can be seen in Table 1.

Table 1 Results of interviews with related instruments

No	Interview Category	Question	Answer
1	Teacher	Do the TKA children have a high enthusiasm for learning?	The children's enthusiasm for learning is indeed extraordinary, they participate in learning enthusiastically, both writing and memorizing, especially when drawing. Some of them even came 20 minutes before class started
2	Student	<ul style="list-style-type: none"> • What is the cause of enthusiasm in depositing memorization? • What subject do you like the most and why do you like it? • What makes children not interested in following the learning process 	<ul style="list-style-type: none"> • Enthusiastic achievement of wanting to deposit, achievement of having memorized surah Al-Kafirun verse 2, yesterday I memorized it with Umi, later the achievement will go first so that I can get a star from the ustadzah • After the gymnastics later, Adlan and Aqil want to draw a tiger. Yesterday Adlan met a tiger while on a trip to the zoo • Zhafis's crayons only have two colors, Zhafis doesn't want to participate in the coloring
3	Parent	<ul style="list-style-type: none"> • What do you do so that your child can learn independently and enthusiastically?" • What is the attitude of the mother when the child does not want to be left behind during learning activities?" 	<ul style="list-style-type: none"> • Afiqah also once did not want to be left behind, even though I usually stay but once at that time I was not allowed to go home. I asked if anyone was bothering Afiqah but she shook her head and said

everything was fine, so at that time I just tried to give her an understanding, you're already big, you're already at school, you already have friends, why did you ask to wait for Umi? Later, if there is anything, just tell the ustadzah.

Alhamdulillah, afiqah wants to understand and can be left as usual.

- Apologize in advance if the ustadzah or mothers feel uncomfortable with my presence in class. It's not that I want to disrupt learning, I also want to leave my child, yesterday I already left Zahira in class but Zahiranya was crying and traumatized and didn't want to recite the Koran anymore. I don't want to interfere with learning, I also want my child to go to school, be independent and be able to recite the Koran like other children

From Table 1 above, information is obtained that parents have an important role in children's enthusiasm for learning. The educational institution that has the greatest influence on the development and growth of children is the family. The family environment is a place for the introduction and cultivation of social values before children interact with the surrounding community. Not only functioning as a successor, the main function of the family is in the field of education. Especially a mother as the main educator who in Islam is known as Madrasatul ula. After the family regarding education is continued by school institutions, where the first level is PAUD (Early Childhood Education), TKA Al-Awwabien has classes that teach PAUD children or better known as the ant class (Qismun Naml). TKA is very much in demand by parents because the teaching of religious sciences is also a subject of discussion in the development of children in addition to general knowledge.

TKA Al-Awwabien was founded in 2019, the name Al-Awwabien itself is taken from the name of the Assembly which was established long before the TKA existed. Where the name was given by Sayyidil walid al-Murobbirruh al-Marhum KH. Asyeikh Ali Umar Thoyyib Palembang as the leader of the Palembang Al-Awwabien Assembly. This year is the 3rd year since TKA was founded, with the number of students in the first batch of 23 people, the second batch of 25 people and the third batch (now) 34 people. Our research is

centered on the ant class (Qismun Naml) where teaching and learning activities are carried out three times a week, namely on Monday, Wednesday and Friday at 14:30-16:45.

Ant Class Al-Awwabien TKA students (Qismun Naml) consist of children aged 4-5 years with a total of 34 people, 18 boys and 16 girls. Students who are registered are not only from the Tanjung Pasir sub-district, but also from other sub-districts, some even from outside Danau Teluk District. Based on the results of observations, researchers found that children who were highly enthusiastic at school could be seen from their enthusiasm as shown by their big smiles and greetings. This is due to fun learning activities (observation, 19 October 2022). This was conveyed by Raihan as follows *"The achievement is enthusiastic about depositing, the achievement has memorized surah Al-Kafirun verse 2, yesterday it was memorized by Umi, later the achievement will go first so that you can get a star from the ustadzah"* (Interview 19 October 2022).

What Raihan conveyed concluded that the role of parents is very important in the child's education process, and it can also be seen that learning at TKA Al-Awwabien is very enjoyable so that it can increase children's enthusiasm for learning, especially in memorizing. The results of other interviews that researchers got from several children regarding their enthusiasm for studying at TKA Al-Awwabien. This was conveyed by Adlan as follows *"After exercising, Adlan and Aqil want to draw a tiger. Yesterday Adlan met a tiger while on a trip to the zoo"* (Interview, 21 October 2022).

From this the researchers concluded that Adlan's enthusiasm for learning, apart from the factor of the role of parents as well as being happy to meet friends, good friendships can increase children's enthusiasm for learning. Through the results of the researcher's observations, the researcher saw several children who were not enthusiastic about learning. The child looks lethargic and some even fall asleep when new learning activities are about to begin (Dong et al., 2020; Suciati, 2018). From observations made by parents who play an important role in these problems, children appear lethargic and sleepy because of the lack of attention of parents in children's activities before going to school. It can be said that because there is an acknowledgment from one of the ant class children (Qismun Naml), named Zhafis: *"Zhafis only has two colored crayons, Zhafis doesn't want to be involved in coloring."* (Interview 21 October 2022).

Apart from not being enthusiastic about learning, we also encountered children who fell asleep even before learning started, this was caused by the children's irregular break times. Learning at TKA Al-Awwabien starts at 14:30, the selection of these hours is also adjusted to good hours and does not interfere with children's rest hours. Again, the role of parents is needed to monitor and direct children for their daily activities. As Riziq stated, students who fell asleep even before the lesson started *"This afternoon we watched YouTube, Upin Ipin taking a shower in the morning with Upin Ipin wanting to become a soldier."* (Interview 19 October 2022).

From the above observations and the explanation from the ant class children (Qismun Naml) TKA Al-Awwabien, the role of parents in children's enthusiasm is very important, parents should be able to make an effort and ensure that children's needs, especially in terms of education, are met, one of which is for stationery what children need in order to be able to participate in learning. Limitations of writing tools can hinder a child's learning

process, indeed he can complete his assignment by borrowing a friend's stationery, but wait for his friend to complete the task first. This causes him to fall behind in learning activities.

The enthusiasm for learning of children at TKA Al-Awwabien ant class (Qismun Naml) is influenced by several factors that vary apart from the role of parents, namely as follows: Met lots of friends, Learn while playing, Get appreciation when you get achievements, Exchange food (provision) Even the children who go to school have high enthusiasm in following the lesson, not even a few of them come earlier before learning begins. The first parties who can build a spirit of learning in children are parents, as well as what researchers found at TKA Al-Awwabien. Because from the results of observations it was also found that children were less enthusiastic when participating in learning, and there were still children who were accompanied by their parents during the learning process. It was recorded that 3 of the class members whose parents were still waiting in the class during the learning process.

Based on the results of the interviews and observations made by the researchers, it is true that the TKA Al-awwabien children in the Ant class (Qismun Naml) do have a high enthusiasm for learning, they even come earlier than the learning time, this is in line with what Ustadzah said. Arifah, one of the teachers in the class *"The children's enthusiasm for learning is extraordinary, they participate enthusiastically in learning, both writing and memorizing, especially when drawing. Some of them even came 20 minutes before class started"* (Interview 19 October 2022). As for the reasons for the lack of enthusiasm for learning, TKA Al-Awwabien children also vary, including the following The role of parents, Unmet needs (stationery), Irregular break times causing drowsiness while studying. From the observations and explanations from the children, the role of parents in children's enthusiasm for learning is very important, parents should be able to make efforts and ensure that the needs of children, especially in terms of education, are met, one of which is for writing tools that children need, so that they can fully participate in learning. . Limitations of writing tools can hinder a child's learning process, indeed he can complete his assignment by borrowing a friend's stationery, but wait for his friend to complete the task first. This causes him to fall behind in learning activities.

The results of observations found again were that there were still children whose parents could not be left behind, even though they had entered the second semester, it was recorded that there were 3 children whose parents were still waiting in class when learning took place. Actually the rules of TKA Al-Awwabien have been set in the second month, parents are expected to wait outside, in order to build an independent attitude for children, and for the sake of the smooth learning process. But in reality there are still some children whose parents are still waiting in the classroom.

Based on the results of observations made, it was conveyed by one of the parents concerned that he had tried not to wait in class but the child was crying, this was conveyed by Mrs. Mardiana Ningsih, the parent of zahira, one of the children in the class of ants (Qimul Naml) *"I apologize in advance if the ustadzah or ladies feel uncomfortable with my presence in class. It's not that I want to disrupt learning, I also want to leave my child, yesterday I already left Zahira in class but Zahiranya was crying and traumatized and didn't want to recite the Koran anymore. I don't want to interfere with learning, I also want*

my child to go to school, be independent and be able to recite the Koran like other children." (Interview 21 October 2022).

It can be seen that the child has been tried to be left behind while studying, but the consequences are actually traumatizing to the point that he doesn't want to go to school. We need to remember that every child's mentality is different, all that remains is the task of the teacher and assisted by parents to cultivate a courageous and independent attitude in each child so that they can learn without being waited on by their parents. We can eliminate this because the evidence is that almost all the children in the TKA Al-Awwabien ant class (qismun naml) are no longer waiting for their parents since the 2nd month. We also interviewed one of the parents whose child was able to leave when school hours started, Mrs. Siti Khoirunnisa, mother of Afiqah *"Afiqah also once refused to leave, even though I usually stayed but once at that time I was not allowed to go home. I asked if anyone was bothering Afiqah but she shook her head saying everything was fine, so at that time I just tried to give her an understanding, you're already big, you're already at school, you already have friends, why did you ask to wait for Umi? Later, if there is anything, just tell the ustadzah. Thank God, the afiqah wants to understand and can be left as usual"* (Interview 21 October 2022).

From the results of the two interviews above, we can conclude that every child has a different mentality. However, this is a challenge for every teacher how to create a comfortable learning environment so that children can enjoy learning and are able to attract children's enthusiasm for learning (Guo et al., 2020; Westlin et al., 2019), so that children only focus on the material being taught, not on parents who have to wait. And also build a good friendship environment between children, because friendship is also one of the factors that motivate children to come to school. The role of parents is also not spared, how to give understanding to children and encourage children, both in words and actions such as giving gifts that can make children enthusiastic and dare to go to school without the need for parents to wait.

It should be remembered that apart from parental factors, there are also other factors that make children enthusiastic about learning, including Study and recite the Koran with the ustadzah, activities on Friday are different from Monday and Wednesday. Where on Friday the focus is on children's creativity so there is no reciting Iqro' like on Monday and Wednesday. Based on observations, reciting is also one of the causes of children's enthusiasm for learning. This was conveyed by Amrullah, an ant class child (Qismun naml) *"Ustadzah Am has already colored it, Am can recite the Koran, right?"* (Observation 21 October 2022). Meeting friends, that is what motivates the children to study at TKA Al-Awwabien, Tanjung Pasir Village. Meet fun friends who only do it three times a week.

Exchanging food (provisions), Every time a child's school is equipped with food (provisions) to eat during recess, the food is purchased or brought from each other's homes. This has become a regulation from the TKA Al-Awwabien management so that children are monitored without buying food that is sold in front of the school. With food brought from home of course with different menus, during breaks some of them make a circle to eat together, and taste each other's food.

CONCLUSION

Based on the research that researchers have conducted, it can be concluded that parents have a very important role in the education of their children, including as a facilitator, motivator. In this case parents must always provide the best for their children, such as meeting children's learning needs and encouraging children to have high enthusiasm in learning, especially in studying at home as a support for successful achievements in school. The efforts that parents can make in increasing children's learning motivation include knowing learning outcomes, giving prizes and punishments, and providing the facilities or tools needed in learning. Parents as educators must always pay attention to the child's personal development as a determinant in educational treatment that is appropriate to the period or age level and the child's thinking ability

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