

Development of Potential Local-Based Edukative Book; A Child Stimulation Guide at Home

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Abstract: Family especially parents have a strategic role in optimizing the development of the potential of children naturally. Nevertheless, the realization of the ideal roles expected from families, especially in rural areas in Indonesia, has not been fully realized because parents in general have limited knowledge of what should and can be done to optimize child development at home. Therefore, it is necessary to improve the ability and parenting skills in stimulating children by developing local potential based educative books as a guide to environmental conditions that can make children enjoy and benefit in every phase of their development. Educative book development begins with the identification of learning resources including tools, materials, and eligible cultural results are used to stimulate children. Identification results are used as a reference to design a number of educational activities by parents at home to stimulate the child either through sight, speech, hearing, or touch. Designing design takes into account the suitability of stimulation activities with the stages and developmental needs of children, the nature of children's learning, and the nature and principles of child stimulation programs. Such suitability is required to obtain a judgment expert from a child education expert as well as a child development psychology, so that the local potency-based educative book developed has the flexibility to use it.

Keywords: Educative Book; Local Potential; Stimulation of children at home

A. INTRODUCTION

Existentially, humans live in the form of an individual who always needs education, first obtained through the family environment, further equipped in school educational institutions, even widely available from the life of the community in every field, as stated Suhartono (2013) that education be at the root in family, then at school grows into a shade tree, and finally bear fruit in the life of society. This confirms that the existential aspect of education is in the family, school, and community in implementing its role. It also explains that education takes place in three different environments but these three environments are inseparable which in some literature is termed an organic and uninterrupted relationship in the sense that each environment has a certain function.

Families who place parents as true educators are the first and foremost educational environment or center and

cannot be replaced by any educational institution or environment especially in its role to ensure the sustainability of a generation. Therefore, in order to maintain the sustainability of the generation, the family must educate their sons and daughters in the best way in various aspects of life as has been proved a number of research that the family, especially parents have a strategic role as well as opportunities in optimizing child development (Cullen, et al. 2010, Tu, Chou, & Lee, 2013, Deviana, Astuti & Ali, 2015, Ronfani, et al. 2015, Takahashi, et al., 2015). Other studies such as summarized Brooks (2011) which states that the behavior and efforts of parents is paramount, although not the only one that affects the development and competence of children.

The perspective requires the need for parents as the first and primary educators in the family, having sufficient

competence in realizing their responsibilities. This is consistent with the results of the study Walker, et al. (2007) who found that one of the four factors that affect early childhood development in developing countries is inadequate early stimulation. Early stimulation is associated with the interaction of mothers and children, in the form of activities to provide experience through various activities that stimulate the formation of basic development capabilities for optimal child development.

The strategic role and function of the family for the child to gain a foundation of development that can reinforce his or her identity as future generations, is in the hands of the parent as the primary authority, because parents are supposed to know the best things for their children. The intended parent is the biological mother of a child of the man she marries, regardless of whether she is a biological father or someone through adoption.

In realizing the basic role of parents as first and foremost educators, faced with various problems. One of them is the result of Iswarati (2010) research conducted in 33 provinces in Indonesia which found that family knowledge about parenting pattern and child growth is not as expected. The findings of this study are in line with the growing reality in the community that there is no special school to prepare a person to be a parent, so that the parent in performing his role takes place naturally and not formally studied, therefore parental readiness as first and foremost educator is generally more influenced by experience in running it trial and error, including learning of other parents' experiences and experiences when they were raised by their parents. The result of Widiyanto (2014) study proves that the parent in carrying out his parenting role undergoes a lot of transformative learning in nurturing her children especially in dealing with issues related to the child.

The relationship with it, it is important to pay serious attention to the improvement of parental skills and skills

in providing positive support for child development. The importance of this, can also be observed from the reality that generally exist in rural areas that is still limited number of educational institutions that are specifically prepared to facilitate the fulfillment of child growth, especially early childhood. The consequence is that many children go through the process of growing up with their families at home with minimal environmental stimulation.

This reality is certainly not beneficial for the child. As many experts have described that an unpleasant experience at an early age will have an impression and enough effect on changing the composition of cells in the brain, a child raised in a minimally stimulated environment diminishes his intelligence and the opportunity is unlikely to be replaced in the next period of time. Furthermore, various theories also explain that to maximize child development, stimulation should be given since the first three years of life. Starting a workout or stimulus at the age of 5 years may be said to be too late.

Based on the above ideas, especially in the context of realizing parents with sufficient competence in carrying out their responsibilities, so that children as future generations gain basic development in accordance with the needs of growth and development, then the main problem studied is what strategies can be done so that parents can increase Ability and skill in stimulating children which in turn can be realized by parents with adequate competence in carrying out their responsibilities as first and main educator.

B. THEORETICAL MODEL

Referring to various sources of reading, it is known that there are various strategies that can be done to maximize the competence of parents in carrying out their responsibilities. But in this discussion, the strategy is limited to activities that the author thinks are relevant to the situation and condition of most families in our society, especially those in rural areas who do not have enough access to improve their

competence as first and foremost educators. The strategy is the development of local potential-based educative books as a guide for parents in carrying out their responsibilities, which ultimately can improve the competence in educating children at home.

The theory underlying this strategy is the theory of Bioecological Systems by Bronfenbrenner (Bronfenbrenner, 2011) which explains that there are a number of systems that affect the development of children that is microsystem, mesosystem, ecosystem, and macrosystem. Microsystems, the immediate environment that interacts directly and underlies the lives of children. Mesosystem, namely the relationship between components in the microsystem. The ecosystem, a system that contains a number of conditions that affect the child's development, but the child here is not involved in a direct role. Macrosystem, the system that surrounds the micro-meso-and the ecosystem and represents values, ideology, law, society and culture.

From a number of systems that affect the development of children as mentioned above, the system that directly affects the microsystem and mesosystem that is the pattern of daily activities and patterns of child relationships with parents, relatives, teachers, and friends. Next is the theory of Montessori (Sudono, 2003) Which explains that the child will learn everything that happens in his environment. Therefore, the environment must be designed in such a way that it is fun for the child.

The next theory is a theory related to the stages of child development as well as the nature of learning of children especially early childhood (Salkind, 1987), which explains that the content of stimulation programs in early childhood ideally applicative, enjoyable, and easily imitated. Applicative means that the stimulation program is related to the daily routine of the child, and which is very necessary and can be done by children in their life. Enjoyable means stimulation program is fun for the child, make the

child happy, and make the child love his activity.

Easy to imitate means that stimulation programs can be performed / practiced according to the child's ability, lack of consideration of this can result in the emergence of activities that are less meaningful. Thus, the development of stimulation packages is necessary to select and determine the appropriate program with the child's physical abilities, and outward child characteristics. In other words, it should be avoided giving a troublesome stimulation and making the child lazy to follow it.

In view of the nature of early childhood learning, the basic principle of the development of early childhood stimulation program is to include the principles of demonstration, play while learning, auto activity, and linkage and integrity. The demonstration principle implies that any aspect of knowledge or information viewed/concreted or abstract must be demonstrated directly by the parent or jointly imitated by the child himself. Through this demonstration activity, the child can capture a message or information directly and concretely.

The principle of playing while learning. This principle is concerned with the design of stimulation programs that match the character of early childhood. Playing while learning is also the main principle in developing all potential children through educational stimulation. The principle of auto activity. That as, the child demonstrates his activeness in following the stimulation that grows from his inner impulse. While the principle of linkage and integration means that the stimulation program has a linkage and integrity with all the potential that exists within the child. In other words, a thing that should be the basic guideline in the development of stimulation activities is an approach that suits the needs and development of the child.

The foundation of further theory is developmental theories to understand the needs of children and ways that can be done in meeting their needs so as to

contribute to the development of children, the theory consists of:

- 1) The theory of classical conditioning learning of Ivan Pavlov and Bandura's social learning theory. This theory helps to identify specific forms of environmental stimuli that can enhance child development.
- 2) Lev Vygotsky's theory explains a unique concept called zone of proximal development. This theory helps identify the stimulation that has the greatest impact on child development when directed at the potential of the child at the top of the proximal development zone.
- 3) Piaget's theory explains the intellectual growth of children by showing that children think about the world differently from adults. This theory helps identify the needs of the child to explore objects and activities and think with their own minds of the world in order to thrive.
- 4) Freudian theory that divides childhood into five psychosexual stages that do not separate over time from birth to adolescence. This theory helps understand that the parent is the supervisory and supportive authorities but not the party who must give orders in the process of growth and development of children.

C. IMPLEMENTATION FRAMEWORK

Based on the theoretical framework as stated above, the proposed strategy is the development of local potential based educational books. The educative book is a guide that contains a number of educational activities by parents at home to stimulate the development of children in accordance with the nature and principles of stimulation and developmental needs of children. Furthermore, based on the local potential in question is educational activity through playing by using learning resources (materials, tools, objects, cultural products, and traditional games) that are generally owned and available at home so that parents do not need to incur additional costs for the smooth

Stimulation activity. As for the meaning of stimulation is stimulation (vision, talk, hearing, touch) coming from the family environment that aims to provide experience in children through various activities that stimulate the formation of basic development capabilities for the development of children to be optimal.

With this educative book, parents have educational guidelines to prepare a conducive environment stimulation in carrying out their responsibilities so that their performance as first and foremost educators can be better which in turn can improve their competence. The presence of this educative book can also be a reading material for preparing young couples before having children, so that when the time comes they are fully prepared to become the first and primary educators in the family.

The development of local potency-based educative book as one of the parent capacity building strategies as intended in the previous paragraph can be achieved through research that begins by identifying various learning sources (tools, materials, cultural products, regional songs, traditional games, etc.) That are eligible to be used to stimulate the child at home. The results of this identification can then be analyzed as a reference material in making the design of stimulation activities that can be done in the home parent corresponding to aspects of development according to the age of the child.

Activities to design the stimulation activities by using the results of identification analysis of learning resources as one of the references, covering various activities, among others: task analysis to determine the content component and book structure; Formulate specifications of goals and targets of stimulation activities on aspects of child development; Review and selection of stimulation activities in accordance with available materials and tools; And organize stimulation activities in book form. The result of the generated stimulation activity should then be reviewed by a child education expert and a

child development expert to obtain a judgment expert.

Expert review can be done through consultative interviews followed by reizis mainly related to the suitability of tools, materials, cultural objects, regional songs, traditional games, etc. with stimulation programs on stages of child development, the nature of children's learning, and developmental needs of children. Similarly, the stimulated activity is programmed. With such judgment experts, local potency-based educative book that contain a number of educational activities by parents at home to stimulate the child through vision, talk, hearing, or touch can be viewed as having the feasibility or feasibility to use.

With appropriate local potency-based educative book, parents are expected to have guidance to condition a conducive environment to meet the child's developmental needs that ultimately increase competence in carrying out their duties and responsibilities and in turn increasingly the quality of family education at home.

The next implementation framework is piloting (a pilot program), a local potency-based educative book introduced to the target group in a small and limited scope to identify the deficiencies that existed before the educational book was disseminated. In addition, piloting is also expected as a medium to identify the level of ease and difficulty of the use of stimulation activities contained in the educative books of the parents. For that matter, it is necessary a time line and matrix to determine its success. The identification of the problem from the piloting results further becomes the material for making improvements to the educative book which will in turn include a larger target group.

The implementation of this piloting program begins with training on a limited target group on how to implement stimulation activities programmed in local potential-based educative book. This training uses a train-the-trainer approach. Where every parent who becomes a

limited target, group is specially trained over a period of time, and the outcome will be that the limited target group can improve their abilities and make immediate improvements in stimulating the child at home.

The last is a local disseminated potency-based educative book. Dissemination is done by face-to-face that is through seminars and socialization involving parents. In addition to face-to-face, dissemination can also be done through print media, especially print media that is intended for parents.

D. CONCLUSION

A local potency-based educative book developed through the identification of sources of learning available in the family as a reference in the design of stimulation activities, and has received judgment expert on the suitability of materials, tools, cultural objects, traditional songs and games used, as well as the suitability of stimulation activities with Stages and developmental needs of children, the nature of children's learning, as well as the nature and principles of child stimulation programs, are eligible for use by parents at home as an environmentally conditioned guide that can make children enjoy and benefit in every phase of their development. On the other hand, it can increase the competence of parents in carrying out their duties and responsibilities and in turn the increasing quality of family education at home

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