


Influence and parenting patterns on child development in the new normal playgroup era, Babadan District, Ponorogo Regency, Indonesia.

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ABSTRACT

The covid-19 outbreak has changed the educational structure and psychology of child development; the role of teachers, parents and the environment is needed for good development. In the new normal era after covid 19, what is the paradigm model in children's Education? This article aims to determine the influence of the educational environment and parenting patterns on children's growth and development in the new normal era after covid 19 in the Babadan sub-district playgroup, Ponorogo district. This research is a field study where to measure the influence of the environment and parents on children's growth and development in the new normal era after covid 19 in the Babadan Subdistrict Playgroup, Ponorogo Regency, by using the bivariate correlation test in three schools, namely the Al-Islam playgroup, the Permata Hati playgroup and the Aisiyahplaygroup. The results showed that there was no influence between the role of the environment and parents on the growth and development of children in the post-covid 19 eras in two schools, namely the Al-Islam playgroup and the Permata Hati playgroup. Meanwhile, in Aisiyah's playgroup, there is a significant influence on the role of the environment and parents on children's growth and development.

KEYWORDS

Educational environment;
parenting; new normal;
playgroup; babadan ponorogo

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Introduction

This article aims to determine the influence of the educational environment and parenting patterns on children's growth and development in the new normal era after covid 19 in the Babadan sub-district playgroup, Ponorogo district. The character of the child at each development is in accordance with the age of maturity and parenting patterns. Childhood is the richest period. This period should be utilized by educators as well as possible. If childhood is wasted, then important events can never be replaced. For Example, children who are neglected by their parents, children who are labelled badly by teachers, children who are used by certain elements, and children who have experienced bad trauma either due to physical or psychological violence. All past events that occurred during the stage of childhood will usually be a moment that cannot be easily forgotten (Piaget & Inhelder, 1969). If what happened in the past was a bad thing, it could have an impact on the children's less than optimal fulfilment of every developmental task. On the other hand, if in childhood they get the good and right attention, affection, and upbringing, the child will be maximal in every developmental task.

The task as an educator is to use the early years of childhood with the highest care, not to waste them in ignorance or not being made a priority. A simple observation is enough to prove that children grow and develop with a variety of language knowledge. However, they are able to use their parents' language as part of good habituation and absorption (Montessori, 1949). No one teaches a young child, but he unexpectedly begins to use nouns (nouns), verbs (verbs), and adjectives (adjectives) that are almost perfect when spoken to want something or express his will.

Everything we have is the work of children, namely the childhood we experienced when we were in the first two years of our lives. Children are not only taught to recognize what is seen around them. But at the same time being able to understand and adapt to the adult way of life. Sometimes also, when they can be taught, children will try to organize and build all complex formations that will become our intellectual capital in the future, namely: the basis for religious feelings, emotional management, and social attitudes that arise from within themselves (Feez, 2010).

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By the age of three, the child has succeeded in building the foundation of his personality as a human being, and it is only at that age that he needs the help of special school influences (scholastic). Psychologists often assert that if our purely adult abilities are compared to those of children, it will take us sixty years of hard work to achieve the equivalent of what a child achieves at the age of three (Bandura, 1976). So that a sentence appears, that is, at the age of three, a child has actually become a small adult; every form of educational reform must be based on the human personality (Maslow, 1970). This is because humans are the centre of Education and not only develop through universities. But the child is ready to begin his mental development from birth and manifest it with the greatest intensity throughout the first three years of life. This period of development exceeds all other times; the task of providing active care must be carried out. If we follow this rule, then the child, instead of being a burden, will present himself before us as nature's greatest and reassuring wonder (Santrock, 2016).

Literature review

Among the three sample schools above, the influence between the environment and parents on children's growth and development showed a significant effect in only one school, namely the AisiyahJapan playgroup, Babando District, Ponorogo Indonesia. According to the researcher, this is due to the very dominant role of parents because the average parent of Aisiyah's playgroup children has a high education, which affects educational attention to their children.

The future of the child is not based on heredity; knowledge about the mental development of children must be disseminated and made diverse because only in this way can Education speak with a new voice, and speak to the world with the authority of the laws of life that cannot be ignored because these laws proclaim human rights characterized by universal and shared (Sherwood, 2010).

Education is the most important factor for the development of a country. Therefore, the state should not abandon children. Education is obliged to act in an authoritative manner towards the society that previously excluded it. If it is clear that society needs to provide user control over individuals, and if it is true that Education should be seen as a help to life, then this control should not be restrained and oppressive but should be in the form of physical and psychological support (Ki Hajar Dewantara, 1964).

Great constructive energy in children so far is still buried under the pile of ideas concerning the role of motherhood. We are used to saying that it is the mother who forms the child; because he is the one who teaches children to walk, speak, and so on. However, none of these things is really done by the mother. This is a child's achievement. What is raised by a mother is a baby, but it is babies who create adult humans. Even if the mother dies, the baby will continue to grow and complete his work in creating an adult human. Thus there is nothing that is hereditary from all of the above mastery. It is the child who absorbs the raw materials of the world around him; it is he who moulds him into a future adult human (Musharraf & Nabeel, 2015).

Education is helpful for children's lives; a child's growth period starts from the time of birth until the age of six years. Throughout this period, the type of mentality remained the same, although it was very different from the types of mentality in later times. From birth until the age of three, children have the kind of mind that adults cannot approach; that is, we cannot exert direct influence in any form. It is best if the child is not yet in school at this age (Buss & Plomin, 2021). The next period starts from six to twelve years. This is a time of growth without any other changes. Children become calm and happy, mentally in good health, strong and stable. The third period starts from the age of twelve to eighteen years. This is a time of many changes as the first growth period. Then enter the lecture period. The tendency that is formed is that young people only spend time listening, even though it is work and practical experience that directs young people to maturity (Piaget & Inhelder, 1969).

Children are not born with a little knowledge, a little memory, or a little willpower, which only has to develop with the passage of time. However, in the case of humans, we are not dealing with something that only evolves like an animal, but we are dealing with the fact of formation, something that doesn't have to be created, that starts from nothing.

If we call our adult mentality conscious, then we must call the child mentality unconscious. However, the unconscious mind can be the most intelligent. Children have this type of unconscious intelligence, and it is this intelligence that makes amazing progress. Unconscious intelligence begins with knowledge of the surrounding environment (Gardner, 1993). The child absorbs these impressions not with his mind but with his life itself. A simple example in terms of language acquisition. Mastering a language from scratch requires a different kind of mentality. It can be said that we acquire knowledge by using our minds, but the child absorbs knowledge directly into his psychic realm. Simply by moving on with life, children learn to speak their mother tongue. Some kind of mental chemical process is going on in him. We, on the other hand, act as recipients. Impressions enter us, and we keep them in our minds; yet we remain separate from them, just as a bottle remains separate from the water in it. Instead, the child undergoes a transformation. Impressions don't just enter his mind; These impressions shape the child's mind. We call this type of mentality the Spongy Mind (Montessori, 1949).

This is how children learn. This is the path he took. He learns things without realizing that he is learning them, and in doing so, he moves little by little from the unconscious to the conscious, always treading the paths of happiness and love. Many other feats he learned with astonishing speed. Everything around him was absorbed; habits, customs, and religion entered and took root in his mind. Our task as adults is not in the form of teaching but

in the form of guiding the baby's mind through its developmental tasks. How wonderful it would be if we were able to always be available by treating children intelligently, understanding their vital needs, and extending the time for this absorbing capacity! How great a dedication we offer to mankind if we can help mankind acquire knowledge without being tired.

The discovery that children have self-absorbed minds resulted in an educational revolution. Therefore, we need to help the child no longer because we think of him as a tiny and weak creature but because he is endowed with great creative powers, which by nature are so weak that they need loving and intelligent protection. Education is also a matter of providing help for children's lives and for human psychological development. Education is no longer a mere forced duty to defend our words and ideas. This is the new path that Education has taken; it helps the mind in its development process, aids its faculties, and strengthens its many powers. This is because the process of life for children is an expansion and development of oneself; The older he gets, the stronger and smarter he gets. Work and activities help him master these strengths and intelligence (Ferdiawan & Putra, 2013).

Not moral Education, but character building, parents, feel confused about children who are said to be "hard" types. It is not uncommon for parents to easily leave their children to their grandmothers or send them to school. They became orphans with living parents. They are actually sick but live in healthy bodies, and this inevitably leads to bad behaviour (Stefanski et al., 2016). Some parents seek guidance; some try hard to solve the problem on their own. Sometimes they decide to be tough as a way to solve the problem. They used all kinds of ways to hit, yell, put to bed, and get hungry, but the kids only got worse and more troublesome. Then a mature persuasion step was tried; they are tried to be understood, or they are tried to be loved, and eventually, the parents give in and worry no more. Children with the more passive or recessive types rarely attract this attention. Their behaviour is not a problem, but sometimes, if they are shouted at or under too much pressure, the child will become frightened, his hands and feet will shake, have no appetite, and can get sick (Barlow & O'Connor, 2002).

All of these problems can be solved if we understand the series of constructive activities that children should go through well and naturally. Remember that every character defect results from certain mistreatment that a child experiences during the early years of his life (Lickona, 2012). If children are abandoned at home, then their minds are empty because they do not have the opportunity to fill them. Another cause is a lack of spontaneous activity guided by creative impulses. The result is passivity and indolence. Unable to see things without grasping them with both their hands, there is nothing they can handle, even though they have seen and desired many things. This result makes us understand that their previously acquired defects are not congenital. They're also not really different from each other, simply because one child lies and the other disobeys. However, all of these problems stem from one cause, namely a lack of nutrition and enrichment for mind activity (Yong et al., n.d.).

Like a starving man, so we do not call him stupid, nor beat him, nor persuade his heart. He needs food, that's all. The same principle applies here too. It's not that toughness or compassion will solve the problem. Humans are intelligent creatures and need mental food that almost exceeds physical food. So the problems above are not problems of moral Education but problems of character formation. Lack of character, or character defects, will go away on their own without needing advice from adults or examples from parents. We don't need to threaten or persuade but simply "normalize the conditions" in which children live.

In constructive activities to achieve normalization, humans are whole beings, but this wholeness must be built and formed through active experience in the real world, which is governed by natural laws. If external conditions prevent this integration, then the same energy will continue to drive each partial formation to continue its activities independently of the other (Dewey, 2010). This results in development that is lame deviated or detached from the ultimate goal. Hands move aimlessly; the mind wanders and wanders away from reality; language is engrossed in itself; the body moves rigidly. These deviations cannot be attributed to the personality itself. The deviation comes from the failure to organize personality. The deviation is a temporary characteristic but unfortunately cannot be corrected because it can only be cured when all the forces function in unison to fulfil the goals of the individual as a whole.

However, when the charm of a new environment brings out its charms by providing various motives for carrying out constructive activities, then all the creative energies of children are united, and personality deviations can be eliminated. A unique type of child emerges, a "new kid";, but in fact, this type is the real "personality" of children who are allowed to form themselves normally.

In Child Guidance Clinics, which were widely established to treat "difficult children", the task is only to achieve normalization, which is to provide an environment rich in motives for activities for children, in which children can choose what they want to take and use. by him. With this choice, he is free from the control of the teacher or even from the control of adults in general. Play therapy combined with interpretation by a psychiatrist (which produces advice that improves the treatment of children at home) can produce improvements in the child's character, although the increase is also caused by his social interactions with other children (Deficit & Disorder, 2010).

Methods

This research is field research. Questionnaires were distributed to parents and children's motoric development from 3 playgroups by random sampling representing the Al-Islam Patihan Wetan playgroup, Permata

Hati Ngunut playgroup, and Aisiyah Japan playgroup in Tabanan Ponorogo sub-district, Indonesia. Playgroup children are between 3-6 years old. Instrument questions were given to parents in a closed manner. The instrument has also been validated by child psychologists and distributed to 19 respondents in the al-Islam playgroup, 22 in the Permata Hati playgroup and 22 in the Aisiyah playgroup. The data analysis technique used in this study used the Pearson correlation test between the influence of the environment and parents on children's motor development (Sugiono, 2016).

Results

The results of the correlation test between the influence of the environment and parents on the growth and development of children in the Al-Islam playgroup show the following data:

Tabel 1. Correlations

		environment and parents	growth and development
environment and parents	Pearson Correlation	1	-,368
	Sig. (2-tailed)		,121
	N	19	19
growth and development	Pearson Correlation	-,368	1
	Sig. (2-tailed)	,121	
	N	19	19

The output of the Pearson correlation test obtained a significance value of $0.121 > 0.05$, so it can be concluded that there is no influence of the environment and parents on the growth and development of the Al-Islam Patihan Wetan playgroup child, Babadan Ponorogo District, Indonesia.

The results of the correlation test between the influence of the environment and parents on the growth and development of children in the Permata Hati playgroup show the following data:

Tabel 2. Correlations

		environment and parents	growth and development
environment and parents	Pearson Correlation	1	-,162
	Sig. (2-tailed)		,471
	N	22	22
growth and development	Pearson Correlation	-,162	1
	Sig. (2-tailed)	,471	
	N	22	22

The output of the Pearson correlation test obtained a significance value of $0.471 > 0.05$, so it can be concluded that there is no influence of the environment and parents on the growth and development of the Permata Hati Ngunut playgroup children, Babadan Ponorogo District, Indonesia.

The results of the correlation test between the influence of the environment and parents on the growth and development of children in the Aisiyah paly group show the following data:

Tabel 3. Correlations

		environment and parents	growth and development
environment and parents	Pearson Correlation	1	,618(**)
	Sig. (2-tailed)		,002
	N	22	22
growth and development	Pearson Correlation	,618(**)	1
	Sig. (2-tailed)	,002	
	N	22	22

** Correlation is significant at the 0.01 level (2-tailed).

The output of the Pearson correlation test obtained a significance value of $0.002 < 0.05$, it can be concluded that there is a strong influence between the environment and parents on the growth and development of the Permata Hati Ngunut playgroup children, Babadan Ponorogo District, Indonesia.

Discussion

Love and hope about love are not things one can learn; love and hope are part of the legacy of life (Musharraf & Nabeel, 2015). In reality, love can be viewed from other angles besides religion and poetry. Love can be

approached from the point of view of life itself. From here, we see love as something imagined or desired but as a reality of eternal energy that cannot be destroyed by anything. Because love is more than energy; love is creation itself.

The key to love is generosity. Generosity calms anger; it is gentle; generosity does not hate, is upright, not arrogant. Not ambitious, not self-seeking, not provoking enmity, not plotting evil. Do not rejoice in injustice, but rejoice in the truth; embrace all, believe in all, hope for all, and accept all with steadfastness. Remember about Sponge Mind in children! The Sponge Mind accepts everything, doesn't judge, doesn't reject, doesn't respond. He absorbs everything and incarnates him in the form of a future human. Children accept everything patiently. He entered the world, and whatever conditions he was born in, he shaped and adapted himself to live there, and when he grew up, he would be happy to spend the rest of his life in his hometown. Sponge's mind welcomes everything with open arms, puts hope in all, accepts poverty as well as wealth, embraces any religion, prejudice and customs of his society, and embodies all in him. Here comes the child! This is where the treasure of love is incarnated, which includes every kind of generosity.

Cultivate a profession as a fulfilment of life goals; being in a profession doesn't just mean learning a technique. Devotion to it produces the inner changes necessary for success. More important than technique is the mastery of a certain personality that fits the job. The mastery is the ideal of the man himself. He became the goal of his life.

Personally, the key to an extraordinary educator is to make learning a normal lifestyle and to try to make the various experiences experienced into something unusual. In terms of the nature of the emergence of children in this world, I do not agree with John Locke, who said that children are born like a blank white paper (the concept of *Tabula Rasa*) (Dewey, 2010). For me, a child is born like a living seed, which has tremendous potential for one day to grow, develop, and bear fruit. If a seed is given sufficient fertilizer and water, gets adequate lighting, and is cared for properly, it will grow to produce twigs and leaves. When the time is right, these seeds will produce flowers and will even produce sweet and delicious fruits. Fruits can be enjoyed by many people.

Likewise, children, who receive extraordinary love and affection, are given freedom that does not restrain them and is given various choices of constructive activities that can stimulate their creativity, then a child will achieve the expected normality. Children will grow and develop personalities and characters that they deserve to be proud of. The goodness of children and all the works produced by children will be enjoyed by many people. Therefore, for me personally, working as an educator is not just a profession but is a call to set a living example for every student entrusted to us.

Development is the formation of personality, achieved through effort and one's personal experiences: development is a long road that every child has to walk towards maturity. Anyone can oppress and dominate the weak and submissive: but no one can cause another to flourish. Development can't be taught. Normalization arises through "concentration" on a particular job. It is for this purpose that we must provide a motive for activities that are best adapted to the interests of the child so that the motive stimulates his inner attention. If objects are used carefully and thoroughly, then this action leads the child towards "coordination of body movements". Concentration does not mean fixation. An interesting, freely chosen occupation that stimulates concentration instead of fatigue will increase the child's energy and mental capacity and lead to self-mastery. The most important thing is the task of generating interest in such a way that this interest absorbs or involves the whole personality of the child. Any form of activity that is freely chosen will become an orderly way of life. Healing for their defects and a gateway to a new kind of life (Montessori, 1949).

This is the difference between old and new Education. We want the formation of human beings at the right time so that humans are able to move to achieve something big. Society has built walls and barriers. It is this barrier that Education must break down to reveal new, free horizons. The new Education is revolutionary but nonviolent. Education is a nonviolent revolution. After that, if Education wins, violent revolution will forever be impossible.

Revealing the amazing world of children, the first step that must be taken by prospective teachers, according to Montessori, is to prepare themselves. For one reason, he had to keep his imagination alive; he must hold fast to some kind of belief that the child will reveal himself through work. The first stage of the teacher is the guardian and guardian of the environment. The teacher's appearance is the first step to gaining the trust and respect of students. The teacher needs to pay attention to the movements of his own body, making it as polite and graceful as possible. This child idolizes his mother when he sees a beautiful woman just like his mother! It is possible that the mother is not beautiful at all. So caring for and caring for yourself must be part of the environment in which the child lives; the teacher is the most important part of the world.

The next stage is the teacher must appear and be seductive; he must seduce the children. Master, in this first stage of development, before the faculty of concentration appears, must act like a flame that energizes all with its warmth, enlivening and inviting. A teacher who has a knack for captivating children can invite them to do a variety of exercises, which, even if the exercises don't have great educational value, are helpful in calming them down. Everyone knows that an active and passionate teacher is much more attractive than a slow teacher, and we can all be excited if we try.

In the third stage, the teacher must be extra careful. Not intervening means not intervening in any form (Weber et al., 1927). This is the moment when teachers often make mistakes. The child, who before arriving at this moment was known to be very difficult and stubborn, finally focused his attention on one job. If, when passing, the

teacher just says "good", then the speech is enough to spoil everything. The child's interest is not only centred on the execution of the work itself, but more often, it is based on his desire to solve difficulties. The main principle that brings success to the teacher is this: as soon as concentration occurs, act as if the child doesn't exist. The teacher does not need to intervene when not asked by the child.

The nature of love for children is extraordinary; children are the only meeting point of love and affection in everyone's heart. The human soul softens and becomes beautiful when we speak of children; all of humanity shares the deep emotions that children evoke. Children are the fountain of love. Every time we touch a child, we are actually touching love. This is love that is hard to define; we all feel it, but no one can describe its roots and sources, judge the great impact that flows from it, or muster its power to unite humanity. Love, as we feel for children, must be present potentially among humans because the unity of mankind is indeed present, and there is no unity without love.

Conclusion

Children's growth and development are influenced by their absorption of the environment and parenting patterns. Children absorb from the environment in which they live and, at the same time, absorb the behaviour of their parents as their daily figures. The child's growth and development are also influenced by the child's absorption of the Education he receives at each stage of development. Armed with a high absorption capacity, each child is able to create their own world in living and dealing with the various problems of their own lives. This absorption will shape the character and personality of children so that later they have the principles, lifestyles, paradigms, and values adopted. So, the future of a child rests on each of the absorption capacities that they have from birth and which are processed in their own way through tasks at each stage of their development.

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