

The Effect Of Psychoeducation Through Booklets On Parents' Knowledge About Children's Development In Kindergarten Plus Qurthuba

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Abstract

Knowledge is a result of something through the senses of an object. Psychoeducation is a provision of information services to the public regarding various psychological knowledge or skills that play a role in dealing with various problems in everyday life. This study aims to determine the effect of psychoeducation through booklets on parents' knowledge about child development in Kindergarten Plus Qurthuba. The research method uses the One Group Design experimental method pre-test and post-test. There were 20 participants in this study. After cleaning the data, 15 participants survived and 5 participants fell. The results showed that there was an increase in the knowledge of parents of students in Kindergarten Plus Qurthuba about cognitive development, forms of intelligence, learning styles, and methods and time for memorizing children.

Keywords: Knowledge, Psychoeducation, Child Development

INTRODUCTION

Nowadays, some children often experience obstacles in the learning process due to the lack of parents' role in educating children at home, even though parents are the first teachers in forming children's habits. The level of student achievement is influenced by



several factors, such as internal factors (from within) and external factors (from outside). Internal factors are factors that come from within, for example physiological conditions and psychological conditions. Whereas external factors are factors that come from outside oneself, for example family, environment, facilities and infrastructure (Rini, Dewi, and Supangat, 2020).

One of the roles of parents in achieving children's success is to pay attention to children's learning activities at home. Mahfudi (2020) found that parents who accompanied their children in learning had an effect of 87.2% on children's learning achievement. The success of the child's achievements can be caused by the attention given by parents. Parents have an important role in fostering a sense of motivation for children to carry out various activities (Miftakhi and Ardiansah, 2020).

Knowledge can be a source for knowing the development of children in the learning process. By increasing understanding in children's cognitive development, parents can gain knowledge to accompany their child's learning process at home. Kosegeran, Ismanto and Babakal (2013) argue that knowledge is a result of something through the senses of an object. Notoatmodjo (Ramadia et al., 2021) suggests that knowledge is an important factor in shaping individual behavior. Knowledge can be found from mass media, personal and other people's experiences, and education (Kosegeran et al., 2013).

Families and especially parents are the people closest to children's lives who have a major influence on the development and growth of children (Purnamasari, 2020). Khaironi (2018) suggests that development is a process of increasing individual psychological maturity and function. Yus (Novita, 2018) suggests aspects of early childhood development consisting of: 1) Language development, 2) Physical development, 3) Social-emotional development, 4) Moral development and religious values, 5) Art development, and 6) Development cognitive.

Parents who do not really care about children's learning processes can have an impact on children's development, especially children's cognitive (Kurniawati & Irawan, 2019). In this study, the aspect studied by researchers was cognitive development. Cognitive development is the development of an individual's ability to process thinking power or information (Khaironi, 2018).

Piaget (Istiqomah & Maemonah, 2022) suggests "cognitive" is a child's way of adjusting and explaining objects and events that occur in their environment. Piaget (Agustyaningrum & Pradanti, 2022) suggests that there are four main stages of cognitive development in children,



namely sensorimotor, pre-operational, concrete operational, and formal operational.

The following is Piaget's description regarding the four stages of children's cognitive development.

1. Sensorimotor Stage (0-2 years)

The sensorimotor stage occurs from birth to two years of age. At the sensorimotor stage, infants begin to develop their knowledge of the world through motor (touch) and sensory (hearing and seeing). At this stage, the baby responds to stimulation with movement. At the age of one to four months, the baby responds with movement or action (primary circular reaction). Meanwhile, at the age of four to twelve months, babies take various actions to engage with their surroundings (secondary circular reactions) (Mu'min, 2013).

2. Pre-Operational Stage (2-7 years)

In the pre-operational stage, the child's thinking pattern is in the symbolic stage but has not yet used cognitive manipulation. That is, it is easier for children to practice what they see in everyday life rather than what is said. So that parents are better off providing examples when teaching children, such as videos that are related to the subject being taught.

At the age of 2 to 4 years, children are in the symbolic function stage where playing behavior is a form of developing symbolic thinking and children's language development begins to develop. Meanwhile, at the age of 4 to 7 years, children are at the stage of intuitive thinking where children want to know all the answers to existing questions and begin to use primitive reasoning (Mu'min, 2013).

3. Concrete Operational Stage (7-11 years)

In the concrete operational stage, children's thinking is organized and rational. At this stage the child is not yet able to think abstractly or hypothetically, but is able to solve problems logically. At this stage, children have been able to group things, but children have not been able to solve abstract problems (Mu'min, 2013).

4. Formal Operational Stage (11 years and over)

At the formal operational stage, the child has been able to capture the information conveyed without the need to be demonstrated or shown directly. Skills that can be taught are abstract thinking, creative thinking, and arithmetic. At this stage, children are able to think idealistically, logically, and more abstractly (Mu'min, 2013).

Forms of intelligence to facilitate memorization and produce strong memorization based on children's learning styles are divided into seven forms of intelligence, including: 1)



Linguistic intelligence, which can be done by listening, paying attention, and imitating the supervising teacher in reciting a verse by paying attention to the makharijul letters, short length of letters and other tajwid knowledge; 2) Mathematical intelligence, to memorize the sequence of page numbers, letter numbers, number of verses in a letter, number of pages, and so on. So the supervising teacher must continue to ask these points in order to hone this mathematical intelligence; 3) Visual Intelligence, functions to see verse by verse accurately. Children usually write down the verses they have memorized, as well as memorize the location in a memory; 4) Musical Intelligence, functions to enjoy the rhythms, melodies, and sounds that are heard. In the practice of memorizing the Qur'an, children are accustomed to reciting verses of the Qur'an in a tart and rhythmic manner; 5) Kinesthetic Intelligence, functions to remember verse numbers and usually uses fingers. In reality, many children are more comfortable memorizing the Qur'an when they move their feet and other limbs during the memorization process; 6) Interpersonal Intelligence, to provide motivation and encouragement to each other so that children strengthen and encourage each other in memorizing the Qur'an. This intelligence also functions to mutually evaluate and match memorization between one friend and another; and 7) Intrapersonal intelligence, children are required to develop an independent attitude from themselves, be disciplined in memorizing, respect every given time, and be resilient in facing all challenges in the process of memorizing the Qur'an (Ichsan, 2020).

- a. The Memletics Learning Styles Inventory learning style can be implemented as a method of memorizing in children. Learning styles in memorizing using the Memletics Learning Styles Inventory have five parts, namely; 1) Visual Style, Children have a tendency to have a memorization process that uses more direct vision of the Qur'an. They like to use special manuscripts that are equipped with color blocks and attractive decorations. In addition, they find it easier to memorize by playing a video tartil of the Qur'an and then rewriting the memorized verses; 2) Aural Style, Children like learning with rhythmic sounds as news senders. They tend to use the voice of the supervising teacher in class and the vocal tone recordings of the supervising teacher in class and the tartile tone of voice recordings from media such as cellphones and speakers in memorizing lessons; 3) Verbal style, children often use word expressions both through writing and orally in the learning process. They try to find the meaning of new words from the knowledge they memorize; 4) Kinesthetic Style, Children with this learning style often use movement and their sense of touch in the process of memorizing the Qur'an. Children prefer things



related to movement and activities related to physical activity. Conversely, students with this type do not like to sit still for too long; and 5) Logical Style, Children with this learning style often use things logically and prefer thinking activities when memorizing verses of the Qur'an. Making a list of points makes it easier for them to understand the meaning of the verses of the Qur'an so it becomes easy to remember and learn verse by verse (Ichsan, 2020).

- b. The method and time parents guide in repeating the memorization of the Qur'an:
 - 1) Parents ask their children to repeat the memorization of the Koran when the child changes clothes in the morning and evening.
 - 2) Helping and inviting to repeat the memorization of the Qur'an when the child has breakfast and dinner (evening)
 - 3) Leads memorization at the time the child goes to sleep.

Psychoeducation is a provision of information services to the public regarding a variety of psychological knowledge or skills that play a role in dealing with various problems in everyday life. Providing this information is able to improve cognitive abilities because it contains elements of teaching about the material to increase support for the subject that is the target (Supratiknya, 2011).

Meanwhile, according to Anwar and Rahmah (2017) psychoeducation is an intervention that can be carried out on a person, group, and family that aims to provide information to the subject and help the subject to get support in dealing with this problem. Psychoeducation can be carried out using various media such as videos, posters, booklets, and other media (Sriwaty, & Nuryoto, 2015). Psychoeducation, namely the desired positive response from parents in order to maintain psychosocial integrity (self-concept needs), improve function or role, linkage or interaction needs, interventions distributed function to improve or strengthen (Evionita & Tama, 2022).

RESEARCH METHODS

This study used the One Group Design experimental method pre-test and post-test. The sample of this study were 15 parents of Kindergarten Plus Qurthuba students. In this study we used booklet media in conducting psychoeducation. In the booklet there is material about the stages of cognitive development, forms of intelligence, children's learning styles, and methods and time of memorization. The hypothesis in this study is that there is an effect of giving



psychoeducation through booklets on parents' knowledge about child development. Where in this study we gave a pre-test before distributing booklets to students' parents, after the booklets were given we gave post-tests to students' parents to find out whether there was an increase after being given booklet psychoeducation.

RESULTS

Psychoeducational activities will be carried out offline from 9 to 16 June 2023 at Kindergarten Plus Qurthuba. Psychoeducation is carried out through booklet media which contains stages of cognitive development, forms of intelligence, children's learning styles, as well as methods and time to memorize for children. In this study, the number of participants was 20 parents. After cleaning the data, 15 participants survived and 5 participants fell. There was 1 participant who did not take the post-test and 4 participants who did not complete the post-test items as a whole. The following is the result of data processing that has been carried out: From the diagram above, there are 1 participant aged 27 years, 1 person aged 29 years, 2 people aged 30 years, 2 people aged 31 years, 33 years old 1 person, 1 person 34 years old, 3 35 years old, 1 person 36 years old, 1 person 37 years old, 1 person 39 years old and 43 years old 1 person.

From the result, it can be seen that there were 13 female participants and 2 male participants. From the result, it can be seen that there was no difference in answers, where all participants answered the questions correctly.

From the result, there is a difference between the pre-test and post-test, where the number of correct answers during the pre-test was 5 people and 10 people were wrong, but during the post-test the number of correct answers increased by 9 people and the answers 6 people wrong.

From the result, there is a difference between the pre-test and post-test, where the number of correct answers during the pre-test were 4 people and 11 people were wrong, but during the post-test the number of correct answers increased by 10 people and the answers 5 people wrong.

From the result, there is a difference between the pre-test and post-test, where the number of correct answers during the pre-test was 6 people and 9 people were wrong, but during the post-test the number of correct answers increased by 11 people and the answers 4 people wrong.



From the result, there is a difference between the pre-test and post-test, where the number of correct answers during the pre-test was 11 people and 5 people were wrong, but during the post-test the number of correct answers increased by 13 people and the answers 2 people wrong.

From the psychoeducation through booklet media that was carried out, it can be seen that there was an increase in the knowledge of parents of students in Kindergarten Plus Qurthuba about cognitive development, forms of intelligence, learning styles, and methods and time for memorizing children. This increase in knowledge can be seen from the results of the pre-test and post-test that have been carried out.

CONCLUSION

Parents need to know the child's development process to assist in accompanying the learning process at home, especially at which stage of their child's cognitive development. Parents also need to know the form of intelligence possessed by children and the learning styles needed by children. Based on the research we did, there are still many parents who don't know about their child's development, especially at which stage of their child's cognitive development. after we did psychoeducation through booklet media to increase parental knowledge about child development. so it can be concluded that the provision of psychoeducation through booklets has an effect on increasing parental knowledge about child development.

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