

Informal Education for Children of Single Parent Female Workers in Blitar Regency

Dewi Hajar*, Lasi Purwito, Ica Purnamasari

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: dewi.hajar.2001416@students.um.ac.id

Abstract

Informal education is an education obtained from the family environment and its surroundings independently. The family is the first and main place in obtaining education to start life. Every family has its own way in raising children. Social interactions in the family do not just happen, but there are goals to be achieved from all family members. Which causes them to be able to connect and interact with each other, namely the existence of the need that must be met. Connect in the family is inseparable from interaction activities between parents and children. The purpose of this study was to explain the role of the parents of the guardian of the child's informal education of TKW*Single Parentin* Blitar Regency. In addition, it also aims to explain the strategy of parents' parents in developing social and emotional children of the TKW*Single Parentin* Blitar District. This study uses descriptive research types using qualitative methods. This qualitative research is based on primary data and secondary data. Data collection in this study was conducted with observation and interview techniques. The data obtained were analyzed by the data reduction stages, data presentation and withdrawal of conclusions and verification. Check the validity of this research data is carried out by triangulation of sources and techniques. The results of this study are if informal education from guardian parents is still lacking, then the child will behave arbitrarily and has a negative impact on the child itself. There needs to be more attention and supervision of the parents of the guardian so that informal education of children is specialized about environmental socialization education can develop optimally.

Keywords: Informal Education; The Role of Parents of Guardians; Social and Emotional Children

1. Introduction

Children are someone who is in a stage of development towards adults. The existence of these stages shows that children as a human figure will become an adult and achieve life maturity after going through several processes with age. One process is education. Education is the need for every human being, especially for children who have not stepped on adults. This can be seen clearly when humans are born into a weak, helpless and unaware of everything around it, this is a sign and proof that children are creatures who need help, education and guidance for developments to adults (Karima Muhammad Kaulan & Ramadhani, 2017). Therefore, children need a help, guidance and direction of adults, especially their parents.

The importance of family education for the growth and development of children is further presented by Ki Hajar Dewantara (1961) that the family nature, is: (a) the educational nature of the beginning, the first education is education from parents who are domiciled as a teacher (prosecutor), as a teacher and as a leader, (b) at In the family the children educate each other, (c) in the family of children have the opportunity to educate themselves, because in the life of the family they are no different positions, (D) in the family of parents as teachers

and guides, as teachers, as examples of examples and exemplary for children (Lubis et al., 2021).

The role of parents as educators, parents in informal education is a teacher for their children who teach their first education and the most important ones are also throughout life. According to (Kurniati, et al. 2021) the role of parents to children, (1) maintain and ensure children to apply clean and healthy life; (2) Accompanying children in working; (3) conduct shared activities while at home; (4) creating a comfortable environment for children; (5) establish intense communication with children; (6) play with children; (7) become a role model for children; Provide supervision of family members; (8) provide for and meet family needs; (9) guiding and motivating children: (10) Provide education; (11) Maintain religious values: (12) Variations and innovation of activities at home. However, in fact the role of parents above is not all can be done by TKW. But only a few of the roles of parents who can do with their children, including establishing good communication with children and fulfilling family needs. Establishing communication is the key to the relationship of parents and children can still run even though the conditions are being apart. Children and parents communicate with voice calls or video calls only. With child communication will still feel loved, noticed, and supervised by parents. Regarding the material, TKW has never been less in meeting the needs of his child's material.

Subject to the limited time to educate children because parents migrate to overseas. Can go home every two years, namely on Iedul Fitri and Iedul Adha for about ten days. The lack of attention and encouragement of parents can be causing the decrease in child academic achievement, finally a lazy feeling of learning to the child. There are 2 types of children's behavior known to the author during preobservation. The first behavior that the child who is left behind by parent, is sometimes not good to hurt his friend. On the contrary, children actually become quiet and less socializing because the interaction in the family environment is less well established. Sometimes parents who wander don't know much how their children are at home. They work hard want to see their children to always be happy and sufficient in terms of economic needs.

Thus, the author wants to conduct research with the background that has been explained above. This difference with previous research is the subject of his research. The subject of the author's research is to the child of the TKW *Single Parent*. Then this study can be written with the title "Informal Education for Women's Labor Children with Status *Single Parent* In Blitar Regency "

2. Method

Judging from the object and the results to be obtained, this research is included in the type of descriptive research using qualitative methods. According to Arikunto (2019) descriptive research is a research that analyzes conditions, situations or other events, which results are then presented in the form of research reports. Descriptive research will later produce descriptive data in the form of written or oral sentences of the person studied and not in the form of numbers like quantitative research. Qualitative research is carried out to gain an understanding of researchers about what the research subject passes, for example: behavior, opinions / responses, motivation, acting overall through descriptions in words and languages, in certain contexts. This research was conducted in Hamlet Gendis

the Pikatan Village of Wonodadi District Blitar. Data for data technology using observation and interview techniques.

3. Results and Discussion

3.1 Result and Discussion

The role of the guardian's parents to the education of children's children

As a parent, paying attention to the attitude of the child is a must be done. Children aged 7-8 years still need direction and supervision of parents. Every individual has a different attitude. Child attitudes vary widely, reflect their unique personality. There are some good attitudes that can support the formation of children's personality, among others: Plantation of Pekerni from an early age, child discipline early, loving children reasonably and avoiding the labeling of "lazy" in children. We must be careful in educating children, ordinary children learn how to interact with other people by imitating, sharing and being good friends. They also studied attitudes, values, personal preferences and some habits by following an example, including how to recognize and deal with their emotions. A child learned a lot from their behavior by observing and imitating the behavior of the people around them (Wahib, A. 2015). Children who have a good personality are children who are educated with methods that have been tailored to the needs, abilities, and child development. Children's needs include various aspects needed for their optimal growth and development. Children's needs not only include clothing, food and board needs. But also physical, social, emotional, and cognitive needs. Physical needs can be met by giving nutrition through balanced and nutritious foods and beverages to support body growth and overall health.

Children's ability includes various aspects of skills and competencies that they develop as their growth. Children's ability can be considered through the ability to understand and solve problems, critical thinking, the ability to produce new and innovative ideas, the ability to understand other oanges, cooperate and communicate with others effectively, and understanding of the surrounding environment. Meanwhile, the development of children here is the development that refers to the gradual process in which children grow and get various abilities and skills. This development usually includes physical development, cognitive development, social and emotional development, and moral and ethical development. In the context of research this time if viewed in terms of informal education function according to Maxmanroe, some have not received optimal informal education for children of TKW*Single Parent*. It has 2 factors the first factor from the guardian's parents. The guardian's parents cannot provide informal education to the child maximally. The method used by the guardian parents in the submission of informal education children is still not in accordance with the needs, abilities, and development of children so that children are less interested. The guardian's parents are still indifferent to child behavior in everyday life. They prefer to be silent than guiding children to personally be good. The learning of children from a family environment is limited to children to less understand how to regulate themselves. The second factor is from the child himself. Children may not understand how informal education can benefit them in the long run, both in terms of life skills, general knowledge, or personal development. Child interest in informal education loses with playing mobile phones. This is a challenge for guardian parents. The guardian's parents who are able to provide informal education to children will feel more

calm. Because children become able to be good even have a good personality. In addition, children will feel comfortable and safe to express all feelings to their parents when parents are able to provide direction, supervision, education sufficient for children.

The strategy of parents of guardians in developing social and emotional children of TKW

In the early stages of life, children begin to know parents and caregivers, build emotional attachments, and show basic expressions. As we get older, children learn to play with peers, sharing, and understanding and follow social rules. Family environment that supports, interaction with peers, education in schools, and the use of media and technology plays a significant role in shaping social and emotional abilities of children, helping them become individuals who empathetic, communicative, and able to overcome conflict effectively (Rosa, et.al 2023). Parents become the first model for children in learning to interact with others. Through the observation and daily interactions, children learn to talk, listen, and respond socially. Children also learn about social and ethical norms through interactions with parents, such as sharing, tolerant, and respecting others.

Social and emotional is one aspect of child development. Children's social and emotional development needs to be increased because if the social and emotional development of children is hampered, children will experience difficulties in learning with people around them in their daily life. Social and emotional aspects are an integral part of child growth, which influences the way they interact with friends, family, and the surrounding environment. If children do not have adequate social skills, they may feel awkward or uncomfortable in social situations, which can inhibit their ability to build healthy and productive relationships.

This can have a negative impact on their emotional well-being and prevent them from important learning opportunities through social interaction. Obstacles in social and emotional developments can cause children to experience social isolation and difficulty in forming meaningful friendships. Children who are unable to recognize and manage their emotions may have difficulty understanding and responding to other people's feelings, which can lead to conflict and misunderstanding. This inability not only affects personal relations, but can also inhibit their academic achievement and involvement in school activities, which are an important part of the overall learning experience.

To prevent the obstacles that have been explained in previous paragraphs, parents guardians have a strategy in improving the social and emotional development of their children. Advise and give penalties to children when children are in the wrong one is an initial strategy carried out by the guardian parents to develop social and emotional children. Advise children in a wise and loving way can help them understand the errors that have been done and provide guidance on how to act right in the future. The next strategy is done by teaching honest attitude to the child. By establishing good and open communication with children, we indirectly teach them about honest attitude. Communication is open and honestly creates a safe and trusted environment where children feel comfortable talking about their feelings, thoughts and experiences. When parents listen to children earnestly, children feel valued and understood. It encourages them to talk honestly about what they feel and experience. Teaching the manners includes an understanding of how polite and respectful behavior towards others, including how to speak, behave, and interact in various social situations

(Jarbi, M 2021). Not only the theory alone, but the guardian's parents show examples of manners and manners who should be carried out by a child. This action is very important because children tend to learn through observation and imitation. When parents or guardians display polite and respectful behavior in everyday life, children will see and imitate these behaviors.

In addition, in children it needs to control yourself. On this occasion the guardian's parents provide guidance related to how to control themselves which are useful for increasing the social and emotional development of children. Control self can begin by teaching children's relaxation techniques, such as deep breathing or simple meditation.

When children feel angry or frustrated, these techniques can help them calm themselves and think clearly before taking action. With consistent exercise, children will learn how to overcome their emotions in a way that is constructive, which in turn will reduce the possibility of bad or inappropriate behavior.

4. Conclusion

Through good care and loving, guardian parents not only instill the values of independence and appreciation in children, but also responsibilities that must be embedded early. The education obtained in the family affects the attitude, behavior, and habits of children of the TKW Single Parent Significantly, because children tend to imitate and absorb what they see from the parents of Guardian. By providing a good example, guidance, advice, and understanding, guardian parents help children develop into independent individuals, responsible, and able to face life challenges with confidence. In addition to the role of parents of guardians, informal education also has a major influence on the physical and mental development of children. Effective informal education allows children to better manage time, emotions, and responsibilities, and develop their interests and talents.

Informal education from aspects of social and emotional development of children Single Parent Still need to be developed for the sake of creating a good social and emotional child. Children's social and emotional development includes the ability to interact, understand and manage emotions, and build healthy relationships with others. Children learn about social and ethical norms through interaction with family, such as sharing, tolerant, and respecting others. Playing with peers also teaches them to communicate, share, and overcome conflicts, while games involving imagination help develop creativity and problem solving skills. To prevent children from falling into negative behavior, it is important for parents of guardians to build open communication, provide good supervision, and teach moral values. Children need to be trained to overcome the pressure from peers and learn to make good decisions. In addition, it provides knowledge of the differences between good and bad things and exemplifying good behavior also helps children develop independence and responsibility. With a consistent and understanding approach, children will grow into individuals who are able to manage their emotions, socialize effectively, and have strong morals.

References

- Arikunto, S. (2019). *Research procedure*. Jakarta: Rineka Cipta.
- Dewi, R. P., & Hidayah, S. N. (2019). *Case studies*.

Jarbi, M. (2021). *Responsibility for parents to children's education* (Vol. 3, Issue 2).

Karima Muhammad Kaulan, & Ramadhani. (2017). The role of education in realizing a dignified Indonesian gold generation. *Social science education study program*, 1.

Kurniati, & et al. (2021). Analysis of the role of parents in assisting children in the Covid-19 pandemic period. *Obsession Journal: Early Childhood Education Journal*, 5 (1).

Lubis, Z., Ariani, E., Young Everything, S., & Wulan. (2021). Family education as a child education base. *Education and community service*, 1(2), 92- 106. <https://jurnal.permapendis-sumut.org/index.php/pema>

Rosa Dwi Nur Rahma Mardiyani, and Choiriyah Widyasari (2023) Interaction of peers in developing early childhood social behavior, *Murr: Journal of Early Childhood Education*, 4 (2),

Wahib, Abdul (2015), the concept of parents in building children's personalities, *the paradigm journal* Vol. 2 (1), ISSN 2406-9787