

SCHOOL CURRICULUM AND PARENTS' SUPPORT ON KINDERGARTEN STUDENTS' CARING ATTITUDE

¹Dewi Natalia Puspitasari, ²Dini Mardila, ³Kartika Kirana

^{1,2}TK Eksperimental Mangunan

³Universitas Negeri Yogyakarta

Email: dewiqnatalia@yahoo.com, desianachrista@gmail.com, kartikakirana.2017@student.uny.ac.id

Abstract. Being care is an important attitude that children learn. Nowadays, it becomes more important when children grow in the environment with working parents, gadgets, television, and individual society. Therefore, Experimental Mangunan Kindergarten has four values, and one of the values is 'being care'. This research was held to find how school curriculum and parents support students' caring attitude. This is a qualitative research with grounded theory method, which is held in Experimental Mangunan Kindergarten in Yogyakarta. There are two students' cases in this research. The respondents of the interview were taken purposively. They were the school principal, two teachers, and the students' parents. Data collections were held by observation, interview, and reading teachers' journals. The result was that the two students who have not yet caring to others when first entered Mangunan School, were grow to have caring attitude after eight months. These findings show that school curriculum, teachers' and parents' relation toward kindergarten students are important part to grow students' caring attitude.

Keywords: school curriculum and parents' support, caring attitude

Abstrak. Bagi anak-anak, belajar bersikap peduli merupakan hal yang penting. Akhir-akhir ini, sikap peduli menjadi semakin penting karena anak-anak tumbuh di lingkungan dengan orangtua keduanya bekerja, gadget, televisi, dan masyarakat yang lebih individual. Oleh karena itu, TK Eksperimental Mangunan memiliki empat nilai yang dikembangkan, salah satunya adalah nilai peduli. Penelitian ini dilakukan untuk menemukan bagaimana kurikulum sekolah dan dukungan orangtua mendukung sikap peduli anak-anak. Penelitian kualitatif ini menggunakan pendekatan grounded theory. Penelitian dilakukan di TK Eksperimental Mangunan Yogyakarta. Ada dua kasus siswa dalam penelitian ini. Respondennya adalah kepala sekolah, dua guru kelas, dan orangtua siswa yang kasusnya diangkat dalam penelitian ini. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumen dari jurnal guru. Hasilnya adalah bahwa pada awal masuknya kedua anak tersebut ke Mangunan mereka belum memiliki sikap peduli, dan setelah berproses selama delapan bulan, sikap peduli mereka mulai tumbuh. Penemuan ini menunjukkan bahwa kurikulum sekolah, relasi guru dan orangtua terhadap anak TK adalah bagian yang penting untuk menumbuhkan sikap peduli anak.

Kata kunci: kurikulum sekolah, dukungan orang tua, perhatian pada sikap

Introduction

Students' learning is not only influenced by school as a formal institution. Students

also learns a lot from their environment (Pendidikan Pemerdekaan, 2004).

Students are basically has the modal to be a good person. Parents and teachers are only 'midwives' who help students to bear their knowledge and grow their potencies, especially in this case, the modal to be a good person (Pendidikan Pemerdakaan, 2004). Parents involvement are very important for students development (Epstein et al., 2002). There are three important environment which is important for educational of children in age of 3,5 up to 7, they are family, school, and peer (Dewantara, 2004).

This study is mostly influenced by Urie Bronfenbrenner's ecological theory. In that theory, there are five ecological systems which are influence children's development, those are microsystem, mesosystem, exosystem, and macrosystem (Bronfenbrenner, 1976). Microsystem is the environment where children spends lots of their time together. Those are their families, peers, school, and neighborhood. In these systems, students are actively interact with others. Mesosystem is the relationship between microsystem. For example, the relation between family experiences and school experiences. Exosystem is a setting outside the children but it will influence the children. For example, school board that has strong routines dan disciplines will help or hinder children's development. Macrosystem is the culture in children's environment, such as values and customs. For example, the gender culture in children's environment will have effect on children's development. Chronosystem is sociohistorical background in children's development. For example, in recent days children live in digital era, in which there will be a big gap with children's grandparents who are mostly not digitally aware (Santrock, 2011).

This study is done at Experimental Mangunan Kindergarten, which is a school that is started in 2010. The spirit of this school is following Father Mangunwijaya's ideology about education. Father Mangunwijaya dedicated his rest of life in education,

especially basic education. According to father Mangunwijaya which is written in Pendidikan Pemerdakaan, there are seven basic potencies that must be developed in kindergarten and elementary school students, they are character (religiosity), language, quantitative logic, self-orientation, collaboration, tools and the nature of its law, and sport.

Teachers in Experimental Mangunan Kindergarten accompanies students to develop those basic potencies to reach the vision, to be explorative, creative, and integral students. Therefore, character becomes one of the most important thing for students' development. As a concrete action to develop the character of the students, the school set four values. The four values are independent, care, joy, and self-confident.

The curriculum aimed the four values written in some indicators. The indicators of the value 'joy' are excited to do something; feel proud and be brave; give spirits and supports toward others; and able to express fellings. The indicators of the value 'care' are helpful to others; share and caress; be a good listener; love all living things and care for the environment; and queue in line. The indicators of independent are finishing works on time; do activity independently; be brave when plays along; and able to choose what activity to follow. The indicators of self-confident are making clear statement and speak honestly; perform bravely; share opinion bravely; and speak clearly.

In this paper, we will focus to discuss about students' caring attitude. Caring is not just a way of feeling - it is a way of behaving. (goodcharacter.org)

The questions of this research are:

1. How school curriculums support students' caring attitude?
2. How students' family background influence students' caring attitude?
3. How parents approach support students' caring attitude?
4. How teachers support students' caring attitude?

Research Method

This research is a qualitative research with grounded theory strategy. The data was collected by observation and deep interview with two parents, school principal, and to home teachers. Based on those four research questions above, the researchers chose the respondents of this research. The respondents were chosen purposively. The subjects of this research are two kindergarten students, one from kindergarten level A and one from kindergarten level B. Both of the students are students of Experimental Mangunan Kindergarten.

After recruited the respondents, then the researchers had some interviews with the mothers, and were observing students' development for about eight months for the Kindergarten A student, and about 20 months for Kindergarten B student. Other data source is teachers' daily journals, which consists of children's daily activities and specific things, development, or accidents experienced by students. Researchers also had some deep interviews with the home teachers and the school principals to get information about the school program and curriculum which support students' development. The next step was coding the data and continued with theory building and then write this research report. During the encoding, the interview was still done to collect more data and making triangulation until the data and categories reaching saturation (Charmaz, 2014)

Result and Discussion

In this discussion, we are going to talk about the school program and curriculum first, so that it will be easier to understand the context of school where the two respondents were learning.

1. School Programs and Curriculum

As a school under National Educational Board, of course Experimental Mangunan Kindergarten use national mandated curriculum. However, it is not the only guideline. Experimental Mangunan Kindergarten, that

was founded by Father Mangunwijaya in 1994, in accompanying children to grow optimally, put the focus on the seven basic potencies that must be developed in kindergarten and elementary school students, they are character (religiosity), language, quantitative logic, self-orientation, collaboration, tools and the nature of its law, and sport. And in order to grow those seven basic potencies on children, the school has developed four values that being instilled to kids. The values are joy, care, independent, and confident. Those four values aims the students to become explorative, creative, and integral person. The three pillars of education which are school, parents, and society gives contribution in children's development. As Father Mangunwijaya said "School is society and society is school" (Mangunwijaya, 2004). Therefore, Experimental Mangunan Kindergarten developed the curriculum, programs and routines that would lead the students into the four values.

Firstly, the curriculum was set in the beginning of the academic year. The Experimental Mangunan Kindergarten also had some programs which were planned to lead the students into the values of 'care'. The first school program was visiting old people and sick people around Mangunan village. The second program was caring the surrounding environment, such as cleaning the school and Mangunan village environment. The third program was *Taman Gizi* that teach about how to value food and not wasted it and then learn how to be responsible. In this activity, students having meal together. They learn to remember the other friends, so that they would not take to much food that will make other friends did not get enough food to eat.

School curriculum also designed some activities to grow students' caring attitude. The first was a special subject in the curriculum called Reading Good Books. (Kristiawan, 2017) In this subject, teacher would choose a story book with moral insight. The book should be thin and had many pictures to attract students' attention. The teacher read the book and showed the picture to the children. This

activity was done in the beginning of a new theme, about once a week. This activity was also becoming a way to learn about concern to others, to grow students' caring attitude. Teacher was free to choose the book based on the theme, and 'being care' was also an interesting theme for children. The second subject in the curriculum which is also support the values of being care is Interfaith Communication. This subject is a way to feel God's grace in daily lives and learns about good values, relationship between self, others, nature, tools, and Allah. (Kirana, 2017). In this subject, teacher will choose a conscience as a focus. The consciences that can be chosen by the teachers for example love, responsibility, respect, and also 'care'. The process of interfaith communication has five steps. First, students are given an experience about a subject with certain theme. The experience could be the real experience, but also could be from a story or news. The second step is discussion about the experience. Students share their opinion or another similar experience. The third step is the time when teacher conduct the sharing into a certain conscience. It can take 'care' as the conscience. Then, students will discuss again about the matter and find solution. And the fifth step is the action. After doing such action, teacher will give students opportunity to tell about their action and reflect it.

There are also some routines which helps students to 'care' others. This routines are helping friends or teacher who need help, sharing anything that they have to others who do not have any such as food and stationary, speaking in turn and being a good listener (not interrupting others who speaks), putting things in where it's belong such as garbage in trash bin, stationary in their locker or bag, queue patiently in activity such as playing, washing their hands, praying for those who sick, being polite, saying please, thank you, sorry, excuse me.

2. Students' Family Background

a. Nik, the kindergarten A student, as told by Nik's mother

Nik, the first student respondent of this research, was a boy. He was the second child in his family. His parents came from different tribe. He had an older brother. During the pregnancy, Nik's mother told that her body was half paralyzed. His older brother was living with his grandfather after he was born, because the parents were afraid that he would be envy to Nik. When Nik was two years old, Nik's parents took Nik's older brother again to live together with them. Nik's father and mother were authoritarian parents. They were strict to their sons, and applied many rules at home, so that Nik grew to be an inferior child. Nik's development was also influenced by his father's mother (his grandmother). According to Nik's mother, they often had different opinion about how to educate and take care of children. Their grandmother used to follow what children were wanted to have or do. Nik's mother could not accept the way her mother in law educated and took care of her sons. With this kind of parenting method, Nik's mother used to be the loser. The grandmother was actually not living in the same house with Nik's family, but she oftenly visited her grandsons. Each visitation would take a quite long time, more than one month. The grandmother's parenting method influenced Nik and her brother during the visiting time and after the visitation.

According to her mother, Nik had a habit to hold his penis when he felt anxious, and kissed his parents' faces. At home, he did not like to wear clothes such as T-shirt or short. He only wore underpants and undershirt at home. Nik said that it was not comfortable to wear clothes too whenever he wore underwear. He said that underwear were also clothes.

Nik grew up to be a loser because he was always being asked to give way to his older brother. He tends to be an 'understanding' little brother toward his older brother. His brother was rough

and authoritarian toward Nik, and he was afraid of his brother. Nik's brother always asked him to tidy up the toys that he played on. When Nik did not play together, Nik still also had to tidy up the toys that his brother use to play on.

Nik tend to be silent when he got a conflict with her parents, brother, and friends. He tend to cry when he got into troubles. When he felt guilty, it was clearly seen from his face that he was afraid. But at the end of a conflict, he was able to ask for forgiveness and also easily forgave other people or friends.

Nik did not have neighbour, therefore he only played at home and seldom went out of the house. His house was across a cemetery and there are only two houses along the way. He did not have many activities at home. Every Saturday Nik followed his mother accompany his brother went to a piano course. Usually the went out together with the family after the piano course. Sometimes other families also went together with them. His mother worked as a crafter at home.

He was afraid of loud voice, and even he was afraid of anybody who spoke loud to him. But, he was also a tender boy and had curiosity to know about many things around him. When he asked about something, he wanted to know and urged others to answer his questions until he felt satisfied for the answer. Sometimes the member of his family who was being asked feel frustrated to answer his questions and yelled to shut him out.

Nik loves to play with soil, water, and puzzle. He loves physical activities. He also loved to watch television. Nik's mother told that she was not agree with her husband because oftenly her husband gave cellphone to Nik and his brother to calm down the two sons.

His parents did not involved in social organization, eventhough there was funeral in their neighbor. It made Nik quite difficult to join or interact with

new people. He also got difficulties to communicate with other person, because he had a big voice and he spoke fast. It was not easy for other people to understand what he said. Often other people needs him to repeat what he said before they could understand. Nik loved to speak. He loved to tell about his experiences, especially joyful experiences. As other children, sometimes his story was not clear between real experiences and his imagination.

His parents were not really patient toward Nik, so that he was not involved a lot in house works (doing chores). The parents admit that Nik was better than before he is learning in Mangunan Kindergarten. It is the school that change his attitude a lot. He knew about moral doing. Before entered Mangunan Kindergarten, the parents had to force Nik to tidy up her toys, shoes, etc, but now he was tidying his own toys and shoes after played on his own willingness. Nik also became more obedient, he was able to greet other people, care about his environment, and willing to help friends in needs.

At the begining of school Nik was afraid of being close to his autistic friends. After the process in class, then his caring attitude was increased. He played with his autistic friend. He loved to hug and even help his autistic friend. He also told all of his friends to take care of animals and was environment. He cared for his friends and also being patient to take turn when they were playing together. He no longer cried over trivial matters.

b. Sal, the Kindergarten B student, as told by Sal's mother

Sal was girl, she was the third child in his family and the last child at the time of this research. She was very close to her mother. Before she was born, her mother was working. When Sal was born, her mother resigned from her job. Therefore,

Sal used to be together with her mother wherever she was.

When Sal first came to school, she was an inferior child. She did not want to be 'alone' at school without her mother. She needed her mother to be with her always. Whenever her mother left her, she would cry. Therefore, her mother accompanied her in the classroom. Some weeks after, her mother was still also at school to accompany her daughter, but outside the class, not in the classroom anymore. Step by step, Sal could adapt with school and friends. On the first week her mother left her at school, Sal would cry whenever she knew that her mother was not at school. It happened for about three months. In the first time, she was only want to play with two friends. They were boys. On the fourth month, Sal has been better, she felt comfortable at school and she did not need her mother to be at school anymore. Sal also willing to play with all friends, not only her two first friends.

Sal's father worked in a hospital in Yogyakarta. His mother was a housewife. She took a good care of her children. The family often slept together. The parents accentuated in kids behaviors toward others. The children must respect older people. Sal learnt to take a good care for others such as accompanying her grandparents to church. Sal's parents also taught her to take care about their relatives, neighbors, and environment. Sal's parents also got her involved in some social occasion such as visiting the sick neighbors, regular social gathering in their neighborhood.

The family and relatives had close relationships and they lived nearby their big families. Sal was being nurtured by many relatives. Sal's family often visited their relatives in special occasion such as birthday event though there was no party.

Sal was an animal carer. Sal has cats and dog and took a good care of them. Sal

was friendly even with someone who just met her, brave, and loves to help other people. Sal used to help his mother doing chores after school. Sal diligently went to Sunday School. Lately she liked reading books, loved doing activities and rarely complaining.

Sal have an older sister and an older brother. Sal's older sister loved her brother and sister so much and took a good care of them. Sal played a lot with his older brother. Sometimes they quarreled at each other and then the parents got involved. Their parents would see whether they could solve their own problems or they need parents as mediator. As mediator they listened to both side of story then let them think in separate rooms. One who feel guilty would ask for forgiveness later on. After that both of them got together again.

Sal's parents, especially her mother, always used to keep good communication with Sal's teachers at school. Her parents said that in recent time Sal was more energetic, independent, cheerful, responsible for her duty, cared about others in needs.

2. Teachers' Support On Students Caring Attitude

a. Ms. Net, told about Nik and Kindergarten A

Kindergarten A is a small class with nine kids. In such condition, the teacher knew student's development well. Teacher read books and invited students to do many activities in order to gave students opportunity to learn to care for others, respect others. Teacher accentuated that every one in Kindergarten A was a family. Sometimes the member of the family might be in a quarrel, but they should not hurt each other. If there was a quarrel between students, teacher used some treatments to solve the problems. Teacher would listen from both sides as they told what was happening earlier

and asked them to say what they were thinking and feeling about the problems. After that, the teacher gave clear views about what is right attitudes and wrong attitudes and let the kids decided whether what they did were right or wrong, and found the solutions together with the help of the teacher if they did not know how to solve it. That was the way the teacher developed their social-emotional skill.

‘We were family’ was the slogan that teacher instilled in every kids so it was not a problem to get angry, mad, and dissapointed, but student also had to remember that everyone in class was the member of Kindergarten A family, and had to take care of everyone. In that way, children felt close to one another and felt other’s emotion and still loved each other. Then they would get together again and play together again.

At the beginning of school, Nik was a quite boy. He rarely involved in singing, dancing, and gymnastic activities. Nik seemed did not put attention toward others. He was also afraid of making mistakes or doing wrong things. Teachers applied every day routines such as politely greeted everyone, said thank you and sorry, tidying school equipment, returned things where it belonged, and cleaned the environment after doing some activities.

In recent days, Nik was able to listen to other friends. There was an agreement that when a person speak, the others should listen and be quiet. Nik was also caring about animals. When he saw a dead fish, he and his friends buried the fish together, prayed for the fish. Ehen he saw preserved butterflies in teachers’ room, he asked about those butterflies. How can the butterflies being there? Ms. Net answered that those butterflies were died and then injected by certain chemical so that those butterflies cannot be rotten. He asked again about the butterflies which were God’s creature.

Then the teacher made this moment the moment of learning about care. Ms. Net asked Nik to look at the butterflies and saw how beautiful but there is no one exactly the same. Each butterflies were different. But the differences made them beautiful. Then, the teacher told to Nik about his context with friends. It was the same with the codition in class, at school, where everybody was different but it made the class and school beautiful, full of joy, unless everybody there was being care to the others.

b. Ms. Mar, told about Sal and Kindergarten B

In class, Sal used to put her shoes in the shelf. Sal was a responsible girl. She would tidy up her stuffs spontaneously. Teacher should not ask her to do so. In fact, she was a natural leader. She could manage her friends in group. She also had a strong self orientation. In conflict, she would not easily cry for just a simple thing. She is also able to argue and defend her opinion. But whenever needed, she also able to give her chance to other friends too.

At the beginning of the class, there were lots of problems. Kindergarten B students tended to play with their close friends, and had trouble to listen to other people while they were speaking. Students also tended to blame others when there was any trouble or quarrel in the class. Some students did not help others in needs. In this circumstances, teacher made some approaches to fix the situation.

Teacher were also manage the class. Teachers applied some rules and routines, such as: students could choose their own seat when they arrived; students should sit with with different friends everyday; who sat side by side could used stationaries in turn together. In order to learn about politeness, responsibility, self

management, teacher and children made some routines, such as cleaning the class after activity, returning things in place where it's belong, tidying their shoes in shoeshelf, helped others in needs, be friend with everyone, be a good listener when other people was speaking, shared and cared for others and environment.

From the data above, we can see a clear pattern of how students are influenced by their surrounding environment. This discussion focused on students' microsystem, mesosystem, and exosystem. In microsystem, we discussed about the parents and school. In the mesosystem, we discussed about the relationship between school and family. The exosystem here we discussed about the school policy which is shown in the curriculum and program. They had been described above.

In the case of Nik, her family background which is authoritarian parent, affect him in his relationship with his friends. It is not easy for him to communicate with other friends. But here the teacher found that actually Nik is a tender boy, he loves to tell about his experiences, he has many questions to ask. He is curious to know many things. Nik finally felt how teacher, in this case Ms. Net, care about him and listen to him. He is the little by little feel comfort and well being. His parents said that Nik change his attitude after he learn at Mangunan Kindergarten. This fact shows how school have a great impact toward children.

In the case of Sal, it is clear that parents and teacher have a good communication, and there a strong effort from both side to help Sal to be a care person. Her parents are authoritative, they listen to their children and involved in social organization. Sal get lots of chances to interact with other people. Then, she became stronger after she feels comfort at school.

Teachers also aware of their position as role models for doing good things such as how to speak and act politely toward other; be a good listener; took turn when speaking, gave praise on their friends' effort, and how to solve problems in good ways. Teachers also used good characters in books to give good models for the students by reading it in front of the class.

Teachers also maintain relationships between students, students and teachers, also teachers with parents. Teacher must know each and every student's strength, weakness, family background, hobbies, and favorites to accompany the students to develop their potencies. The students felt safe to utter their feelings to their teachers. Teachers also used to maintain communication with parents about kids' development.

The other important thing, of course, is the support of school. Without planning about how to help children to have caring attitude, we cannot be sure that students will be a caring person. We can see it from the case of Nik. Nik changes his attitude after learning at Mangunan Kindergarten. His family does not have strong influence to make him to be a caring person. Therefore, school program, that is designed from the beginning to accompany children to be a caring person is important. It shows that the school is serious in its effort to support the children to have caring attitude, and moreover, to be a good person with good character.

Conclusion and Suggestion

From the interview that is done, it can be concluded that active role of parents toward the development of student's caring attitude is big. School curriculum and program that are specifically designed from the beginning of the year also important. They influences students attitude. The school routines helped students a lot in defining their character to be caring students. In this case, Nik and Sal who are firstly not yet having the caring attitude,

during this eight months experience students has a significant development. Nik becomes care, he loves to play with other friends, even with his autistic friend. Sal becomes more independent, and the parents should not accompany her at school. In recent days, Sal is helpful to other friends.

We conclude that to make student develop their caring attitude well, students need:

1. Good communication between parents and school. Support from the parents is important for students caring attitude's development, and both teacher and parents should maintain good communication about students' growth.
2. Being involved in social activities in their neighborhood. The neighborhood can be at school and also at home.
3. School programs which is provided to support children to develop their caring attitude. In this case, visiting neighbor who are old or sick, *working together* in school environment and Mangunan vil-lage
4. Class should have program like reading moral story for children, reflecting experiences, whether it is at home or at school.
5. There should be some good habits which is done consistently, such as cleaning the classroom, return all stationaries and toys after being used, tidy up the sandals or shoes, and slippers, in queue, washing hands before having lunch.
6. Teachers and parents as a model and facilitator for children.

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