The Development of Golden Triangle Program Using Head Start Approach as an Early Childhood Education Service

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Abstract— **This research is based on the issues faced by parents and teachers during the pandemic that force the parents to accompany their children in learning from home. The common difficulty parents should encounter in accompanying their children learning from home during the Covid-19 pandemic is the lack of understanding possessed by them on their children lessons. It is probably due to the fact that previously, their children education was completely handed over only to school so that they did not involve nor comprehend the role they have in the practice of education at home. The current research is one of the attempts to reconstruct the connection among parent-teacher-child triangle. This "golden triangle" program development adopts, to some extent, the approach and principles of Head start model. It is expected that the development of this "golden triangle" program can emphasize the role of family as the first as well as main education institution for children, in addition to design the education program that encourages parents to take part in their children education. The study that had been conducted for three months using the collaborative action research method from Kemiss & McTaggar was thematically analyzed. It is found that there are three major themes; children education responsibility, "golden triangle" program implementation in early child education, and supporting factor. The task to educate early children is often handed over merely to the early childhood education institution that responsible not only on the academic side of the early children, but also their social capacity and development stimulus. The "golden triangle" program is implemented by encouraging the parents' active participation and conducting the parent school where not only children who learn but also their parents. This program can only be implemented when there is a strong commitment and effective communication among parents, teachers, and children.**

Keywords: education, golden triangle, head start, parent, teacher

I. INTRODUCTION

This current pandemic situation forces every member of world community to transform their way of communication along with their way of life, including in the education field. The practice of education what was used to be executed face to face has to be performed virtually and shifted into online learning, distance learning, and learning from home. It is done as a precaution and a countermeasure to stop Covid-19 outbreak. In the Early Childhood Education (hereafter ECE) practice, teachers use online and offline learning strategies. The online learning is performed through online network such as social media through WhatsApp (WA) group or Short Message Service (SMS) and phone along with other media like television and Youtube channel. On the other hand, offline learning is conducted through home visit method. The home visit learning method is performed with the purpose of giving learners the learning materials directly to cover the weakness of online learning that has several obstacles (Suhendro, 2020). The constraints of online learning faced by teachers are mentioned in the research conducted by Agustin, Puspita, Nurinten, and Nafioh (2021). The found that there are at least five online learning obstacles; communication, method, learning, materials, expanse, and technology use.

However, practically, the strategies performed by teachers in online learning during pandemic cannot fully solve the problems that is also faced by parents in accompanying their children learn from home. Commonly, the problems faced by parents in supervising their children learn from home during the Covid-19 outbreak are parents' lack of comprehension on their children's learning materials, parents' difficulty in

motivating their children to study, parents' lack of time since they have to work, parents' impatience in teaching their children, parents' difficulty in operating the gadget, and internet network service difficulty (Wardani & Ayriza, 2021; Lilawati 2020).

Those parents' obstacles indicate that parents did not massively involve in their children schooling activity and fully handed over the process of education to their children schools. Parents should also actively participate in stimulating their early children development, the parents' limitation in comprehending their early children development can be backed up with the parenting program organized by schools. The parenting program is organized to synchronize the nurturing and educating activities in both schools and homes (Hariawan, 2019). However, the parenting program is often cannot be attended by parents (Nooraeni, 2017) that causes the education process, which also should be the parents' responsibility, is solely done by schools or teachers.

This pandemic situation indicates that the demand towards the cooperation between parents and teachers is undeniable as an attempt to better the learning quality in early children. Parent is one of those who are the most responsible for the early childhood education (Wahab & Kahar, 2021). The positive nurturing, provision of relevant learning atmosphere, will be very helpful for early children in performing their learning. Therefore, the maintained good communication between parents and teachers is urgently needed. There should be no existence of gap in the early childhood education service during this pandemic between teachers and parents, so that both parents and teacher have the same responsibility towards early childhood education and children can be properly supervised during their learning from home time (Ayuni, Marini, Fauziddin & Pahrul, 2020).

This early childhood education program along with parents' supervision is in line with the program that has already conducted in Unite States namely Head Start Program. It is the early childhood service that centers its whole education activity on family and parents' active participation (Morisson, 2012). The program itself is actually covering health, education, and children with special need service. However, the Golden Triangle program in the current study adopts only the small part of the program in United States, which focuses on the four to six years old children education service. The purpose of Golden Triangle program in this study is to strengthening family as the main educator for children during the pandemic and beyond. Therefore, it is considered necessary to develop identical program to accommodate the mentioned gap. The Golden Triangle program is development program that adopts the approach from Head Start program.

II. METHODS

This research used Kemmis and Mc Taggart (in Julia, 2020) model of action research methodology. The current research is a collaborative with parents and teachers in the process from the very first until the last stage. The action research itself emphasizes on the demand to perform collaboration and community participation in collection information regarding social issues and developing action plan in solving social problems (Lewin, 1947). This research is based on the obstacles faced by parents and teachers who have difficulty in designing children learning activity at home during the learning from home and distance learning processes because of the absence of cooperation and learning supervision between parents and teachers, so that the responsibility to educate is often handed over completely only to teachers. The Golden Triangle program is expected can give solution to not only the problem encountered during the pandemic but also after it since the responsibility to educate children lays on both teachers and parents.

This action research refers to what has been mentioned by Kemmis and McTaggart (1988) that is conducting action research with a cycle consisting of transformation planning stage, executing plan stage, observing the result of planned action, and reformulating the plan based on the existing result.

III. RESULTS AND DISCUSSION

There are five forms and implementations of Golden Triangle program as the findings of this research that are (1) communication, (2) parents' participation in school, (3) parent schools, (4) parent organization, and (5) children supervision and accompaniment. Each of those forms along implementations will be elaborated clearly in the following sub-sections.

1. Communication

Communication between parents and teachers is important to be able to understand children and to help stimulating their development. One of the efforts to build communication between teachers and parents in ECE is to provide communication books or connector books, but in reality, this book is not very effective since it is often one-way that is only from the teacher. The expectation from the existence of connector books is the production of two-way communication including from parents. The created communication form in TK IT AM (Integrated Islamic in Early Childhood) is when there is a direct communication when sending messages through WhatsApp and when dropping off and picking up children. At that time, parents and teachers can directly share information related to children's development.

Kalo misal kelas apa saja kejadian di sekolah dikasih tahu lewat WA kalo dulu lewat buku penghubung (For example, all classes at school are notified of any incident via WA, in the past it was through a contact book).

(Parent Participant 1, 5 July 2021)

Biasanya pas nganterin anak ngobrol dulu nanyain Perkembangan anak-anak nya. Kalo misalkan di rumahnya mogok atau gimananya. Biasanya nanya lewat WA (Usually after arriving at school with children, we talk and ask about the development of the children, or do they stop working their homework or something at home. We often ask through WhatsApp tough).

(Parent participant 2, 5 July 2021)

Iya bu, karena kan saya tidak full mengetahui perkembangan anak, saya juga pasti menanyakan perkembangan anak ketika saya mengantarkan dan menjemput anak saya (Yes, ma'am, because I don't fully know the child's development, I also ask about the child's development when I deliver and fetch my child).

(Parent participant 3, 5 July 2021)

As stated by Henrich & Gadaire (2008) that parent-school communication includes telephone calls between parents and teachers, conversations during after dropping off their children at school, or can also be in the form of bulletins sent to homes. All of these methods aim to build communication between parents and teachers.

2. Parents' Participation in School

Parents together with teachers are responsible for education really care about their role and influence because these two components complement each other in improving the educational process (Roesli & Amalia, 2018). Parents' participation in improving the quality of education takes the form of physical and non-physical. Involving parents from planning to evaluating school programs, creating the principles of transparency and accountability (Sumarsono, 2019). In the head start approach, parents' participation can also be in the form of voluntary activities in helping schools (Henrich & Gadaire, 2008).

Oh kalo untuk kegiatan di sekolah inshaAllah saya mengusahakan. Pasti saya ikut partisipasi dengan cara membagi tugas dengan suami agar setiap kegiatan yang terkait anak, selalu mengusahakan untuk tetap kontribusi. Kecuali kegiatan berenang atau kegiatan jalan-jalan anaknya selalu ingin bersama ayahnya (Oh, for activities at school, InshaAllah, I will try. Of course, I participate by dividing the tasks with my husband so that every activity related to children, always tries to keep contributing. Except for swimming or walking, the child always wants to be with his father).

(Parent Participant 3, 5 July 2021)

Parents, both mothers and fathers, in TK IT AM have a role to be involved in school activities. It is demonstrated, for the example, during the preliminary meeting before the new academic year to decide whether the school will face to face or not and the division of roles during this pandemic. However, regarding the participation of parents in schools to become volunteers and giving parents experience in teaching have not been programmed.

3. Parent School

The parenting program was implemented twice over the two months of research. With two distinct topics arising from issues expressed by parents and teachers. The first parenting theme was "Parents' Role in Childhood Education," and the second was "Children's Language Development." This training was conducted online and was open to all TK IT AM parents and teachers. Because the foundation's head approved it, teachers and parents from SD IT AM also took part.

School for parents or parenting is a type of expanding parental care and education in a "*head start,*" where parents who previously did not grasp parenting and displayed depression in parenting by hitting experienced changes after parenting (Ansari, Purtell, & Gershoff, 2016). Parenting is a program that should be prepared (Nurjana, 2017).

The TK IT parents welcomed the parenting school or parenting activity; the first parenting had up to 54 participants, while the second parenting had just 10 parents and teachers. This is sufficient in light of the importance of parenting. However, there are numerous factors to consider while implementing parenting, including a shared commitment on the part of parents and teachers. Aside from the number of children who must be cared for, the main factor is the busyness of both parents who work.

Berkenan, tentunya jika saya sedang tidak bekerja mungkin bisa, karena terkadang ada halangan seperti alasan pekerjaan dan lain-lain (Condescend, of course, if I'm not working, I might be able to, but there are sometimes impediments such as work reasons and others).
(Parent Participant 2, July 62 021)

4. Parent Organization

The school committee has been constituted, with a chairman and other administrators; however, the parent committee is ineffective during this pandemic. Whereas the school committee's leaders and administrators are parents (Apriati, & Widaty, 2021).

Kurang tahu karena ini baru semua paling kalo kelas reguler itu biasanya kebanyakan orag tuanya aktif dan gak sibuk. Biasanya di B1 dulunya ada komitenya. Cuman orang tua banyak rembukkan dikelas A1 (I'm not sure because this is simply all of the usual classes, and most of the parents are active and not busy. There was usually a committee in B1. In class A1, only the parents speak a much).
(Teacher Participant 1, 25 July 2021)

Biasanya di setiap kelas itu ada, cuman tidak dibentuk komite nanti ada yang gerakin sendiri dari orang tua. Biasanya ada kumpulan uang kas untuk anak yang sakit, kalo sekarang tidak ada cuma masing-masing kelas saja (There is usually one in each class, but if no committee is created later, someone from the parents will move it themselves. Normally, there is a cash collection for sick children, but now there isn't one for each class).
(Teacher Participant 2, 25 July 2021)
The parent committee's job is to get the community interested in school, in this case the parents of students (Werdinisngsih, 2020). Furthermore, the school committee holds discussions to promote school programs and develops parenting programs as needed.

5. *Children Supervision and Accompaniment*

Guidance and mentorship of children is a collaborative effort between teachers and parents to support children's learning and achievement. Balance what you're learning at school with what you're doing at home. In this instance, both parents and teachers must grasp the qualities of particular children, and the instructor must also provide information about current and future learning subjects.

Originally, it was intended to be a full-fledged parent's guide, with the premise that learning would take place online. However, the agreement reached between parents and schools will mandate face-to-face instruction. Furthermore, because parents are fully engaged in the office, the planned learning format cannot function as envisioned. As a result, there is a shift in the daily activity sheet in the second cycle, which is subsequently used for home learning activities defined by the teacher. so that learning at school corresponds to learning at home based on the theme.

IV. CONCLUSION AND RECOMMENDATION

There are three main themes that is children education responsibility, form and implementation of Golden Triangle program, and supporting factors of Golden Triangle program. In implementing the program, building parents and teachers communication is the major one. However, the prioritized program is parents' active participation and parent school. The major obstacle of Golden Triangle implementation is the parents who make excuses that they are busy so that only a few of them who can actively participate in the school. Additionally, only the mothers who participate in the program. It represents the fact that there is a common assumption that only mothers who are responsible to education children.

Bearing in mind the findings and the conclusion delineated previously, it is recommended that the schools have to design learning curriculum as well as to analyze the learning process along with parents' expectations on their children. It is also crucial for schools to prepare the qualified human resource who are competent not only as children educators but also as consultants for parents. Parents have to possess a strong commitment to cooperate with schools and children and have a high motivation to sustainably educate themselves about nurturing and educating their children. There is also a demand to conduct the longer and more intensive study to comprehensively understand the studied phenomenon. It is possibly that the research conducted in different socio-economic contexts gains different conditions and findings.

V. ACKNOWLEDGMENTS

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