

Strategic Role of Early Childhood Development (ECD) Teacher in Parenting Education

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Abstract— Considering the time spent in early childhood development centre vs at home – parents/caregivers play bigger role in optimizing children’s growth and development. Ironically, upon entering school, parents were as if “handing over the responsibility” to teachers – considered to be more knowledgeable. Additionally, interaction between teachers and parents was cold, insufficient to do problem solving together, moreover sharing about good parenting practice. This project has been implemented in 3 districts (Bogor, West Lombok, and East Lombok) in Indonesia, involving 120 teachers and 60 school leaders from rural/suburb areas. During the project period, more than 250 parenting sessions were held, with average attendance of 40 parents per session. Most teachers agreed that the project has been helpful in building their understanding of early childhood development, and skills in interacting with children and parents. Most parents admitted that the session was educational and fun. The distinctive features of this project are: First, focus on family instead of child/service. Most teachers’ training focused on curriculum and pedagogy, overlooking family/parenting. Secondly, the andragogy approach, using adult education principles, which includes active participation in discussions, games, and problem solving. This is unlike the conventional one-direction communication and lacking dialogue. Third, introduction of play as part of facilitation methods in parenting class, to help parents realize about fun-learning concept.

Keywords: *andragogy, early childhood development, parenting.*

I. INTRODUCTION

It’s a common knowledge that optimal brain development – particularly during early childhood development (ECD) – requires a stimulating and enriching environment, adequate nutrition, learning opportunities and social interaction with attentive caregivers. Considering the time spent in ECD centre vs. at home, parents/caregivers have more opportunity in shaping a nurturing environment for optimum growth and development. Ironically, it’s usually the teachers, not the parents who have more contemporary knowledge about child development. No wonder, once a child entered school, parents were as if “handing over the responsibility” to teachers. Despite having more knowledge on pedagogy, most teachers are not prepared in how to communicate with parents. Younger teachers are mostly afraid to talk to older parents, particularly when there is problem with their children. Although teachers have the knowledge on pedagogy, it’s difficult to “teach” the parents. It’s a pity because in fact ECD teachers have a strategic role in changing the (inappropriate) parenting pattern of families within their ECD center/school and surroundings. ECD teachers are seen as honourable figures in the community, and ECD center can be found in almost every village. In 2020, realizing the strategic role of early childhood centres in parenting education, we crafted a capacity building package for early childhood teachers.

Under Ministry of Education & Culture’s (MoEC’s) *Program Organisasi Penggerak* (POP), we were given support to conduct a three year intervention (2021 – 2023) for teachers training. During the need-assessment survey, we found that most parents are lacking knowledge and skill on early childhood caring and rearing. However, most teachers, particularly younger ones are not confident to communicate parenting message, particularly to mothers from older generation. Meanwhile, although

parenting session exists in schools, the topic is mainly administrative – focusing mostly about plan of activities and budget, hardly about parenting or ECD. Parenting topic, if any, is delivered in monologue manner in which parents are not actively involved.

A number of specific issues were also found. Both parents and teachers find it challenging to manage “modern” behavioural problems such as gadget addiction and unhealthy snacking habit, as well as “classic” problem such as disciplining children and teaching children how to share. Understanding about child protection also needs improvement, as verbal/physical violence and sexual harassment are often reported. Another problem is the constant demand from parents to force reading-writing-counting to children, due to lack of knowledge about child development – what skills to prioritize/develop at what time. Both parents and teachers aren’t fully aware that the quality of their interaction with children is actually the key of learning process.

Partnership is the collaborative process between two or more parties aimed at achieving shared objectives and goals (Halimah et al., 2020). It is a crucial element for reflecting on practices and exchanging knowledge. Within the Indonesian context, especially in the realms of schools, families, and communities, this concept is embodied in the “*Tri Sentra Pendidikan*,” or the three centers of education. Tri Sentra Pendidikan plays a pivotal role in fostering character education, aligning with the government’s objective to cultivate a generation of resilient, intellectually robust, and well-rounded Indonesian students. Given the challenges encountered in the field, enhancing the skills and competencies of Early Childhood Education (PAUD) teachers in areas such as development, parenting, and engaging effectively with children and parents is imperative. Consequently, there is a pressing need for capacity building, not only for teachers but also for parents. Strengthening the synergy between these two pivotal groups is essential. By working collaboratively, teachers and parents can ensure the fulfillment of children's rights, encompassing care, education, protection, health, nutrition, and overall well-being.

II. METHODS

This project was implemented in 3 districts (Bogor, West Lombok, and East Lombok) in Indonesia. The target beneficiaries are 120 teachers and 60 school leaders from 60 early childhood centres in rural/suburb areas. The districts were purposely selected, Bogor District was previously our intervention area in piloting parenting education in 20 sub-districts, under the support of Unicef and Directorate of Family Education (in 2017 – 2020). This project would enhance and extend the previous pilot to cover the whole 40 sub-districts. West Lombok and East Lombok were selected to represent populations outside Java. These locations are unique due to the prevalent issue of migrant workers, in which one/both parents work abroad, leading to childcare often being delegated to other family members (grandparents or relatives) or even neighbours. High rates of stunting, early marriage, and divorce, attributable to migrant worker issues, were also noted.

To comprehensively assess the project's impact, a mixed-methods approach was employed. Qualitative data were gathered through focus group discussions and in-depth interviews to explore the knowledge, attitudes, and practices of teachers and parents regarding child care and rearing. Quantitative data were collected via structured questionnaires and checklists, evaluating the effectiveness of the training in improving knowledge and behavioral changes. Observational studies provided real-time insights into the program's implementation, while longitudinal analysis evaluated its sustainability and long-term impact. The Training of Trainers model was also utilized to assess the effectiveness of the cascade training approach in empowering teachers and promoting skill dissemination. This multifaceted methodology ensured a thorough understanding of the program's effectiveness and its impact on the target communities.

To select the ECD Centre, we use the following criteria: 1) meeting legality requirement (following MoEC standard), having one headmaster and at least two active teachers, with number of pupils of at least twenty; 2) the headmaster and teachers agree to remain on duty (i.e. not transferring somewhere else) during the program; 3) willingness to share their skill/knowledge to other ECD centre, in order to further spread the impact at the end of the program.

The following principles of program design were in use: 1) modules are developed based on need, simplified, easy to understand, easy to memorize, but based on scientific facts; 2) trainings are conducted gradually, followed by field practice, mentoring, and evaluation by field coordinator or peers; 3) training approach in use is interactive, participative, and facilitative, using andragogy principles – starting with exploring experience, analysing, conclusion taking and action planning, and implementing.

Program Design

The intervention was conducted within three years consecutively. During the first year (2021), we started with a qualitative survey (focus group discussion and in-depth interview) to explore knowledge, attitude, and practice of caring and rearing among teachers and parents in the location. Selection of ECD centre was also conducted involving local Office of Education. The results were used as reference in modules and observation instruments development. Due to the COVID-19 pandemic, the first training was conducted online/hybrid.

The two-day training covered two modules, namely: 1) Module 1: Child Development and Principle of Caring/Rearing, using the abbreviation UNIK [unique] (*Udara – Air, Nutrisi – Nutrition, Informasi – Information, and Keakraban – Attachment*) and CINTA [love] (*Contoh – Model, Iklim – Climate, Nilai – Value, Tanggung jawab – Responsibility, and Asih – Love*); 2) Module 2: How to Interact with (Young) Children, using the jargon “*Guru PINTAR mendidik dengan SABAR*” [smart teacher teach patiently], with PINTAR as abbreviation of *Peka – Sensitive, Interaktif – Interactive, Niat – Earnest, Tangguh – Persistent, Antusias – Enthusiastic, and Rajin – Diligent*, while SABAR as abbreviation of *Senang – Happy, Arahkan perhatian – Attention, Beri penjelasan – Explanation, Ajak ulangi – Repeat, and Rayakan keberhasilan – Celebrate*. Another abbreviation, SSSST (*Selalu Sentuh Sapa Senyum Tatap – Always Touch, Greet, Smile, Make Eye Contact*) was introduced as must-do basic in interacting with children. Following the need assessment result, topics such as positive discipline, child protection, and behaviour problems were also included.

In Module 2, the acronym SABAR is used to describe an activity based on the concept of mediated learning experiences (MLE). MLE is characterized by a dynamic educational interaction where a mediator, such as a teacher, actively facilitates the learner's comprehension of the material (Feuerstein, 1982; Feuerstein, R., 1991). This approach positions adults as crucial intermediaries in the learning process, enabling children to effectively grasp and internalize educational content. The quality of interaction between the mediator and the learner plays a pivotal role in fostering the development of learning skills, cognitive methods, and reflective thinking in children (Tzuriel & Caspi, 2017).

Research examining the effect of applying mediated learning experiences on parents with children aged 5-6 years in learning support activities to increase the quality of interaction shows that the MLE method significantly enhances interaction quality. Additionally, the study suggests that kindergarten teachers can effectively utilize the MLE approach in learning assistance activities (Dzulfadhilah et al., 2023).

The training was followed by implementation on the field and mentoring by field coordinators. At the end of mentoring session teachers and field coordinators discuss the process and evaluate what's already good and what needs improvement/correction. Supervision and evaluation of the process were conducted at the end of the year to refresh the content, share lesson learned, and best solution/practice among teachers.

During the second year (2022), a three-day training was conducted, covering: 1) Module 3: How to Interact with Parents in Interpersonal Setting, from effective communication to steps for counselling; 2) Module 4: How to Facilitate Parenting Class, from the theory of facilitation to guideline for facilitating a fun and participative parenting class. Each class starts with opening, experience sharing, discussion, conclusion, and homework. The training participants were also equipped with posters, video, various meaningful game/play, fire starter questions, roleplay cards, etc. The training consists of theory and practice (simulation) sessions, and is directly followed by implementation at school – under monitoring and supervision of team. At the end of the year, evaluation workshop was conducted to obtain lesson learned and disseminate them to other stakeholders.

During the third year (2023), we focused on an exit strategy to empower selected teachers to spread their knowledge and impact independently and replicate the program within the district. From previous total of 180 participants, a Training of Trainer selected 50 (“best”) participants (30 from Bogor, 10 from West Lombok, and 10 from East Lombok). Selection criteria: complete participation of trainings in previous two years, active participation during training, active facilitation of parenting class in own/surrounding institutions, ability to communicate-coordinate and teamwork, and willingness to share knowledge/skills. This training was also conducted in three days, covering Module 5: How to Organize a Teacher Training, from training strategy formulation to activity planning, budgeting, designing learning process, and follow up.

The last and often least considered dimension of a program is how it will be documented and evaluated. Solid research and evaluation processes are more likely to be found in highly developed nations, while in the majority of the world, programs are less likely to have undergone evaluation, either in the short or long term. Consequently, this research, at the end of the program year, focuses on the exit strategy, particularly efforts towards achieving independence and program sustainability. District trainers should have the ability to manage, organize, budget, and supervise colleagues being trained, in addition to mastering the material.

At the end of the year, a two-day workshop was conducted to strengthen the whole content, as well as additional child protection campaign – due to participants' concern on the many cases of violence against children in their surroundings. They found it necessary to campaign about child protection beyond their ECD institutions, as part of prevention effort. After the training the team went to campaign in neighbourhood associations (*rukun tetangga*), prayer gatherings, mosques, religious assembly, etc. The teams also networking with ECD Teachers Association (HIMPAUDI), Office of Education, Office of Community Empowerment, Agency for Population and Family Planning (BKKBN) to campaign child protection and replicate the parenting education program. Finally, a dissemination was conducted to share the results of the program to all participants and other stakeholders, including Office of Education, Office of Community Empowerment, and professional ECD teacher associations (HIMPAUDI, IGTKI, IGRA).

III. RESULTS AND DISCUSSION

III.1 Profile of Participants

Figure 1: Education and Working Experience of Participants

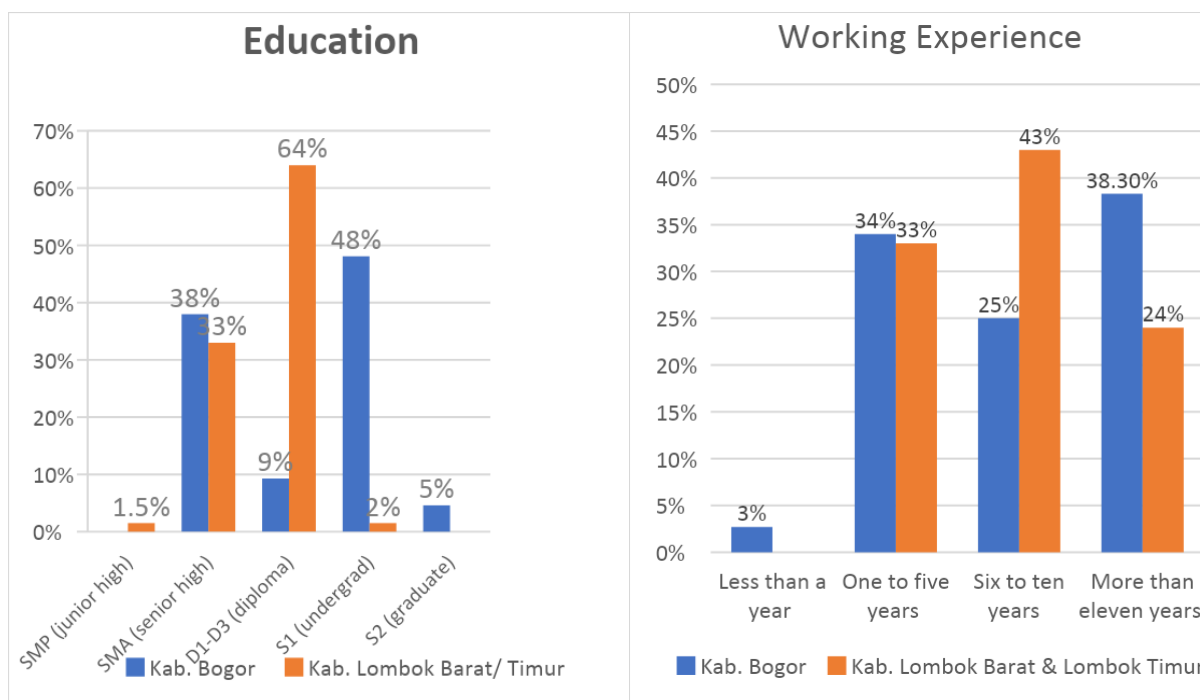


Figure 1 reveals disparities in educational attainment and work experience between the regions of Bogor and the Lombok districts. Bogor district has a higher concentration of individuals with senior high school education, while an overwhelming majority in the Lombok districts hold undergraduate degrees. In terms of work experience, Lombok displays a more mature workforce with the largest proportion having six to ten years of experience, contrasting with Bogor, where the majority have between one to five years, indicating a relatively newer workforce. These variations underscore region-specific differences in education and work experience profiles.

The participant profile in our study, with its significant educational and work experience disparities between Bogor and Lombok districts, aligns with broader trends observed in regional educational differences. This demographic variance has implications for training outcomes, as demonstrated in our first-year results, which resonate with findings from similar studies (Sjödin et al., 2019) that suggest educational background significantly influences the absorption and application of new knowledge.

Our findings of increased knowledge in child growth and development and interaction with children, particularly in regions with higher educational attainment, echo the principles of adult learning theory (Abeni, 2020; Kaufman, 2003; Lander et al., 2020). This theory posits that adults bring a wealth of experience to learning environments, which can enhance the absorption and practical application of new information. The positive response to our training program's innovative and interactive approach across both regions indicates its alignment with these adult learning principles, emphasizing practical relevance and active participation.

The observation results, highlighting the need for improved teacher-student interactions, which underscores the importance of social interaction in learning (Romanelli et al., 2009). The suboptimal performance in the SABAR approach's key aspects suggests a gap between theoretical understanding and practical application, a common challenge noted in educational training studies (Kaufman, 2003; Yardley et al., 2012).

Our approach to remedying this through the Mediated Learning Experience (MLE) framework, emphasizing active educator involvement, reflects contemporary educational research advocating for hands-on, experiential learning strategies. This strategy, focusing on interactive modules and continuous professional development, aligns with the MLE principles and is supported by studies emphasizing the importance of ongoing support and real-world application in teacher training (Lander et al., 2020; UNESCO & Education for All, 2006; Yardley et al., 2012).

In Bogor District, with 120 participants, the pre-test score was 70.12 and the post-test score was 73.58, with 117 participants completing the entire test. In West Lombok District, 30 participants recorded pre-test scores of 73.75 and post-test scores of 76.25, with 28 participants completing the test fully. The pre-test scores in East Lombok District were 67.04, improving to 80.56 in the post-test, with 27 participants completing the test. The test comprised a total of 23 questions. As a result, there was an increase in participants' knowledge about child growth and development and in how to interact with children.

The average scores increased from 72.0 in the pre-test to 76.1 in the post-test, indicating an enhancement in knowledge.

Testimonies from participants:

“The training method is innovative, creative, interactive, resulting in an effective communication with colleagues, pupils, and parents.

Classroom management is based on child development stimulation and literacy, supporting a transition from ECD to primary school.

An agreement was made together among teachers, pupils, and parents, in writing and consistently applied.”

(Mother M - Lombok)

“The content is very useful and needed on the field. Moreover the module is simple, easy to read, understand, and memorize. The content is relevant to school condition and applicable. For example, positive discipline content is directly applied by parents and teachers. During parenting sessions, parents were more open and willing to share.”

(Mother AN - Bogor)

Participants from both Lombok and Bogor have provided favorable feedback on the training program, emphasizing its innovative and interactive approach that facilitated effective communication and practical classroom management strategies. The program was commended for its ease of understanding and relevance, with specific appreciation for the modules that support child development and literacy. Notably, the content on positive discipline was successfully adopted by parents and teachers, indicating the program's direct applicability to the field. These testimonies underscore the program's impact in fostering collaborative practices and enhancing educational outcomes through its well-received and practical training methods.

However, the favorable feedback from participants across both regions on the training's innovative and interactive approach suggests that the content resonated well, irrespective of these background differences. The successful adoption of the content, especially the positive discipline modules, by both parents and teachers, indicates the program's practical applicability and relevance.

III.2 Monitoring/Observation Result

The study underscores the importance of enhancing teacher-student interactions, especially in explanation delivery and student engagement, as highlighted in Table 1. Observations indicate that key aspects of the SABAR approach, namely providing attention to pupils who are sad or not following, detailed explanations, and encouraging pupils to repeat information to confirm understanding, are areas where performance is still suboptimal. These aspects are crucial for effective communication and comprehension in the educational process and should be a focus in future training.

Table 1. Results of evaluation of mediated learning experience (MLE) concept among teachers in Bogor, West Lombok, and East Lombok Districts

Aspect	Description	Percentage
S = <i>Senang</i> (Happy)	Teacher is in good mood, not emotionally negative	87.5%
A= <i>Arahkan perhatian</i> (Attention)	<ul style="list-style-type: none"> Teacher calls pupils' name, pats their back, kneels to level their eye contact, and encourages them to focus. Teacher provides attention to pupils who are sad or not following. 	100% 56%
B = <i>Beri penjelasan</i> (Explanation)	Teacher explains in details the name of things, characteristics, sequences, time, size, number, and cause-effect relationship.	43.7%
A = <i>Ajak mengulangi</i> (Repeat)	Teacher asks pupils to repeat the explanation given to them, to ensure that they really understand.	37.5 %
R= <i>Rayakan keberhasilan</i> (Celebrate)	Teacher gives compliments to pupils to grow their confidence.	97.8%

From Table 1 it can be concluded that ECCE teachers still fall short in providing detailed explanations about objects or children's behavior. Only 43.7% of them are able to offer comprehensive and thorough explanations. This deficiency is largely due to most ECCE teachers lacking access to information, both from reading materials and electronic media, as a majority of the intervention villages do not have adequate internet connectivity.

Similarly, in terms of encouraging repetition, ECCE teachers have yet to provide ample opportunities for children to repeat the material explained. Teachers often rush and display impatience, influenced by rigid curriculum targets. Additionally, as teachers are part of a community not accustomed to engaging in discussions or exchanging opinions, this tendency is reflected in their classroom demeanor. Such circumstances highlight the need for resources and training that support teachers in enhancing their instructional methods and interaction with students.

Given the gaps identified, it becomes imperative to explore better methods to improve these aspects during teacher training. The Mediated Learning Experience (MLE) framework provides a valuable perspective, emphasizing the educator's role in actively guiding and interpreting the learning experience to enhance cognitive development (Feuerstein, 1982; Feuerstein, R., 1991). This suggests

a need for training that not only imparts the SABAR methodology but also emphasizes its practical application in classroom settings.

Future training programs could include more interactive and hands-on modules, where teachers practice detailed explanation techniques, attention-giving strategies, and methods to encourage student repetition (Bosse et al., 2015; Sills et al., 2016; Thammasitboon & Brand, 2022). Role-playing scenarios, peer reviews, and feedback sessions could be incorporated to reinforce these skills. Moreover, continuous professional development support, including classroom observation and coaching, could help teachers more effectively integrate these strategies into their daily teaching practices. By focusing on these areas, the training would align more closely with the principles of MLE, thereby enhancing the overall quality of teaching and learning experiences.

The observation results highlight areas for improvement, particularly in teacher-student interactions. The suboptimal performance in key aspects of the SABAR approach necessitates a more focused and practical training methodology. This calls for a shift towards a Mediated Learning Experience framework, where the educators are actively involved in guiding and interpreting the learning experience to foster cognitive development. Future training should incorporate interactive modules and continuous professional development support to reinforce these skills effectively.

III.3 First Year Training Result (Module 1 and 2)

The test results following the training indeed reveal that participants with higher education levels (Bachelor's and Master's degrees) demonstrate better outcomes than those with lower educational levels (Senior High School/Diploma). However, field observations indicate that PAUD teachers with Senior High School and Diploma qualifications actually exhibit more patience and affection when interacting with children. This discrepancy suggests that while higher educational attainment may correlate with improved test performance, it does not necessarily equate to more effective or empathetic engagement in practical teaching scenarios. To gain a deeper understanding of this phenomenon, further investigation is needed. This would help elucidate the relationship between educational background and teaching effectiveness, especially in terms of interpersonal skills and classroom interaction.

III.4 Second Year Training Result (Module 3 and 4)

Comparing the average scores from the pre-test (90.3 out of 100) to the post-test (94.1 out of 100), an increase in knowledge was observed. The test consisted of 12 questions. In Bogor District, with 94 participants, the pre-test score averaged 88.8, and the post-test score improved to 93.5, with 92 participants completing the entire test. In West Lombok District, of the 30 participants, 27 fully completed the test, achieving pre-test scores of 88.1 and post-test scores of 96. In East Lombok District, among 30 participants, 28 completed the test, with pre-test scores averaging 97 and post-test scores averaging 94. The vast majority of participants, reporting scores ranging from 97 to 99 out of 100, stated that the content was easy to understand and memorize, relevant to ECD teachers' needs, and delivered engagingly (i.e., not boring) by a competent instructor. However, there was a common request for more time to be allocated for questions and answer sessions.

Table 2. Result from Parenting Class

	Bogor	West Lombok	East Lombok
Number of class	74	18	17
Attendance range	3-120 person	15-38 person	9-42 person
	F: 2354 (99.4%)	F: 480 (98%)	F: 340 (89%)

Attendance based on gender	M: 13 (0.6%)	M: 8 (2%)	M: 42 (11%)
Session duration	17 mins – 3 ¼ hours	1 ½ - 2 ¼ hours	40 mins – 3 hours

F = Female; M = Male

The second-year training results further demonstrate an increase in knowledge, confirming the efficacy of the training program. However, the request for more time for question-and-answer sessions points to a need for more interactive and discussion-based elements in future modules.

The result shows that involvement of fathers in parenting session is still low, particularly in Bogor District (Table 2). Fathers' involvement in childrearing still has to be encouraged because mothers remain in charge of almost all of the caregiving responsibilities. This underscores the need for strategies to encourage more balanced participation in childrearing responsibilities (Jeong et al., 2023; Stahlschmidt et al., 2013). The parenting class results, particularly regarding low father involvement, reflect broader societal trends and challenges noted in gender studies literature. Our findings support the call for strategies to promote more balanced gender participation in childrearing, as evidenced by the effective andragogical approach preferred by parents.

The facilitation process in parenting classes shows a positive shift from a lecturing to a facilitating approach. Yet, there is still room for improvement in facilitating detailed discussions and eliciting more in-depth participation from attendees. The second-year training results, indicating a knowledge increase, parallel findings from longitudinal studies on teacher professional development, which demonstrate that consistent, long-term training programs can lead to significant improvements in teaching efficacy (Bosse et al., 2015; Furman Shaharabani & Yarden, 2019; Romanelli et al., 2009). The request for more interactive elements suggests an alignment with constructivist theories of learning, where learners actively construct knowledge through interaction and discussion.

total of 67 parents and caregivers from the intervention group and 98 from the non- intervention group with children aged 0-35 months from 10 regencies/cities were enrolled for CREDI measurement. Sikka and Kulon Progo did not have respondents with children under 3 years old, so these two areas were excluded. CREDI is designed to measure five domains that develop most rapidly in children under 3 years old, including motor, language, cognitive, social emotional, and mental health (McCoy et al., 2018). In most study areas (60%), the intervention group had a higher CREDI total score than the non-intervention group as shown in figure 1. Only the intervention groups in Cilacap, Banyumas, Belu and Malaka had CREDI total scores below the non- intervention group. The analysis results on the significance reference *p*-value of 0.05 show a significant difference in the total score and the score for each domain. It means that children whose parents participate in the responsive parenting program demonstrate better development than parents who do not participate in the program.

III.5 Observation Result from Parenting Class Facilitation Process

In general, there has been a notable shift in the approach most teachers take to deliver information, transitioning from a traditional lecturing (one-directional) style to a more facilitating (two-directional) approach. Despite this positive change, there remains room for improvement. Many facilitators need to engage in more questioning to elicit detailed information from participants and to enhance the quality of discussions. As for the participants, they have shown great enthusiasm and activity in sharing experiences and opinions. They appear happy, proud, excited, and relieved by the interactive nature of the sessions. However, it's worth noting that some participants still feel shy and nervous about sharing their opinions, indicating an area where further encouragement and supportive strategies might be beneficial.

Result of Exit Interview on Parents:

The participants expressed particular appreciation for new elements introduced in the sessions, such as engaging discussions, interactive games, sharing experiences, meaningful interactions, and activities that foster relationship building. They commented positively on the facilitators, describing them as friendly and concise, with content that was easy to understand and exciting. The participants also appreciated the facilitators' willingness to contribute in various forms, such as providing resources, selecting venues, offering manpower, and participating in committee roles. For future improvements, the participants recommended incorporating more videos and examples into the sessions, along with scheduling more sessions and considering venues outside of the school environment.

Additionally, there was a call for expanding the content related to child protection, advocating for its promotion beyond the school setting and actively involving fathers in these initiatives.

Parent's testimony:

"To be honest, I have hit my daughter, scold her in front of other people or her friends. After attending parenting session here, I received new parenting knowledge."

"I tried to follow your way of treating children. Gradually I think I can imitate that and change to become a better mother. I myself have low education, I have limited knowledge in childcare and education."

Andragogy approach is proven to be effective in delivering the message in parenting class. Parents who participated in sharing their experience were able to analyse through discussion with fellow parents, and obtain solution/conclusion for their daily lives. This approach is different from conventional approach, mostly monologue and one directional, the content of which are not relevant to parents' need. Appreciation from facilitator for participants' opinion would increase their confidence in sharing their problems. Fun meeting increase the bonding among parents, which eventually become a support system for parents with problems. Involvement of headmaster and 2 teachers within an institution is needed to obtain support for change of parenting session using this new approach.

The exit interviews with parents reveal a preference for a more andragogical approach, with an emphasis on discussion, interaction, and practical relevance. This approach contrasts with traditional, monologue-driven sessions, highlighting the need for facilitators to create a supportive and engaging environment for parents.

When facilitating parent meetings, PAUD teachers with Bachelor's or Master's degrees tend to deliver material using a one-way or didactic approach, whereas PAUD teachers with Senior High School or Diploma education facilitate by exploring and seeking solutions collaboratively.

III.6 Three Years Training (Trainin of Trainer)

The total of 30 selected teachers/headmasters in Bogor, 10 in West Lombok, and 10 in East Lombok were organized into teams of 5 persons. Each team was assigned to train 7 ECD centres, involving 2 teachers and 1 headmaster from each centre in their surrounding area. The following table summarize the number of trainer team and assigned participants.

Table 3. Summarize the number of trainer team and assigned participants

No		Bogor	West Lombok	East Lombok	Total
1	Number of district trainer	30	10	10	50
2	Number of ECD centre assigned to the trainer team	42	14	14	70
3	Number of participants	126	42	42	210
4	Number of parenting session	42	14	14	70

Table 4. Pre-/Post-test Result of Participants Trained by District Trainer

No	Training	Bogor		West Lombok and Timur		Max Score
		Pre	Post	Pre	Post	
	Module 1 and 2	14.1	15.75	13.9	15.45	18
	Module 3 and 4	9.15	10.25	9.0	9.7	12

The table shows an increase of participants' knowledge, which indicates that district trainers are capable of delivering the training. The training of trainers over three years demonstrates the capability of district trainers in delivering effective training and fostering a collaborative and supportive learning environment. The program's design, focusing on content mastery and skills in management and planning, aims to ensure long-term sustainability and success.

The three-year training of trainers' program exemplifies a successful model for fostering a collaborative and supportive learning environment, resonating with the principles of collaborative learning theories (Sills et al., 2016). This approach, emphasizing mutual support and shared learning experiences, proves indispensable for the sustainability of training programs. Additionally, trained local facilitators have demonstrated a notable capability in creating a more relaxed and engaging training atmosphere. They effectively enliven discussions among participants, owing to a sense of professional equality and the shared experiences of dealing with similar cases and challenges. This common ground not only enhances the relevance of the training but also encourages a more open and collaborative learning process.

III.7 Lesson Learned Obtained by Trainer Team

The training was a showcase of excellent teamwork and collaboration, with participants demonstrating effective role-sharing, mutual appreciation, and a deep understanding of each other's strengths and weaknesses. This environment fostered a non-dominating approach and a growing sense of camaraderie and fellowship among the team members, as they regularly offered compliments and support to one another.

In terms of the training session's execution, the organizational committee was well-prepared, ensuring that the event started on schedule. The participants' active and enthusiastic involvement added to the session's dynamic atmosphere. Time management was efficiently handled, with a reliable timekeeper in place and a thorough internal evaluation conducted at the session's conclusion.

Feedback from the participants was overwhelmingly positive. They expressed gratitude and happiness for being part of the training, actively engaging in sharing their experiences. There was a keen willingness to implement what they learned in their respective centers, particularly the parenting sessions, acknowledging the program's importance and appeal. This sentiment was aptly summarized by a participant who remarked, "This is the very first time I joined a training that humanizes the teacher."

The program's long-term viability was also a focus, highlighting the importance of establishing an exit strategy right from the start. District trainers were equipped not only with content mastery but also with skills in management, planning, budgeting, designing the learning process, and mentoring trainees. This comprehensive approach is designed to ensure the program's sustainability and success, allowing for its replication independently by the district trainers.

IV. CONCLUSION AND RECOMMENDATION

In conclusion, the synergy between teachers and parents is essential to optimize early childhood growth and development. The strategic role of ECD teachers as agents of change in child care and rearing is evident. Their effectiveness as facilitators, trainers, and mentors is proven, particularly in programs like *Organisasi Penggerak*, which offers a successful model for gradual learning and increased teacher capacity over three years. The development of training modules, tailored to be simple, memorable, and locally relevant, is crucial. ECD teachers must also be adept in interacting with both children and parents. Further research into the performance of ECD pupils, particularly in settings with active parenting sessions, will provide additional insights into the impact of these interventions.

District trainers should receive support from relevant institutions to facilitate district-wide program replication. These trainers also need to enhance their capacity for program socialization and advocacy with donors and policymakers. Facilitators are encouraged to continuously improve their skills through regular practice. Teachers, in particular, should focus on honing their skills in applying the MLE concept (abbreviated as SABAR). Module improvement, incorporating feedback from participants and considering local contexts, is essential. In addition, diligent attention to monitoring, mentoring, and evaluation in each program segment is crucial to effectively track and foster changes in skill and behavior.

The support of policy and funding from the relevant departments will accelerate the process of adopting a facilitative approach in parent meetings, ultimately leading to a change in child-rearing patterns at home. Additionally, there's a pressing need to involve fathers more actively in these programs, addressing a crucial gap in parenting involvement. This combined effort, along with our study's findings, emphasizes the necessity of continuous adaptation and enhancement in training programs. It underscores the importance of adapting training methodologies to suit diverse educational and experiential backgrounds, with a focus on practical application and interactive learning. Addressing these identified gaps, enhancing training outcomes, and ensuring father involvement, supported by policy and funding, are essential for maintaining the program's relevance and efficacy in the evolving field of education.

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