

Effectiveness of Communication Parents and Educators To Success Program Play Groups

Rila Hardiansyah^{a*}, Ati Sukmawati^b, Maisura^c, Hana Mauludea^d,

^aDepartment of Nonformal Education, FIP Universitas Pendidikan Mandalika, Mataram, Indonesia, ^bDepartment of Chemistry Education, FTK Universitas Islam Negeri Mataram, Indonesia, ^cEarly Childhood Education Department, Faculty of Teacher Training and Education, University Al Muslim, Aceh, Indonesia, ^dDepartment of Historical Education, Faculty of Education and Social Science, Teacher Training and Education, Institute PGRI Pontianak, Indonesia. Corresponding author: rilahardiansyah@yahoo.co.id

Communication between educational institutions and parents is needed so that children's education becomes optimal. This research was conducted with the aim to explore information related to the effectiveness of communication between parents and educators in Early Childhood Education institutions. This research is a type of case study research with qualitative methods. The research subjects involved included educators, parents and managers. Data were collected using observation, interview, and documentation techniques. The results showed that the process of communication between parents and educators in early childhood education institutions was more likely to use a pattern of openness so as to enable all interested parties to exchange information. Program activities are carried out and communicated through meetings involving parents. The effectiveness of existing communication is demonstrated by the change that is getting better in the achievement and success of the Play Group program.

Keywords : *parental care, early childhood education institutions, communication*

Introduction

Education should be carried out as early as possible in life. Therefore, in the national education system not only is regulated higher education but also education which takes place at the earliest level, namely early childhood education. Children's education at an early age is a means to explore and develop children's potential in order to develop more optimally (Benasich and Brooks-Gunn, 1996). This is in line with the Law of the Republic of Indonesia Number 20 Year 2003 concerning the National Education System (Chapter 1, Article 1, Item 14) which states that Early Childhood Education is a coaching effort aimed at children from birth to the age of 6 years. This is done through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Educational institutions, such as the Play Group, in its organization offer various forms of activities related to the optimization of growth and development and the potential possessed

by children. The organization of the Play Group is basically aimed at providing education, nutrition, and health of children holistically and optimizing children's growth and development in accordance with the child's potential to be carried out while playing (Asmani, 2010). Based on this the implementation of learning that takes place in the Play Group is generally carried out in a pleasant, relaxed atmosphere and in an environment that can provide stimulation or stimulation to the child's five senses such as vision, hearing, and touch so that they are able to develop children's multiple intelligences. The Play Group as an early education service that is on the non-formal track organizes educational programs for children aged two to four years (Husaen & Sugito, 2015). Activities in Playgroups are directed to develop children's potential optimally according to the child's growth and development stage through play activities while learning and learning while playing. There are still many parents who put aside the importance of the role of the Play Group and prefer Kindergarten to prepare their children at a higher level of learning. This is because parents are pursuing more academic children (the ability to read, write, and count basic), where this is not obtained by children in the Play Group who still emphasizes nurturing, habituation and more emphasis on play and socializing activities. Early childhood education specifically, is not aimed at giving children as much cognitive knowledge, but to prepare children mentally and physically to get to know the world around them more adaptively. The nature of education is more familiar, communicative, and most of all is more persuasive. During the learning process, there are no terms of coercion, pressure, or threats that can interfere with children's mental health. Situations and conditions like this are deliberately engineered and created with the aim that children get peace, comfort, and enjoyment in learning, and be able to express themselves more responsibly (Muliawan, 2009).

Many Play Groups are found to be dominated by academic activities compared to playing (Rice and Tucker, 1986). Children are more introduced to the activities of writing, drawing, counting, and reading in order to pursue the achievement of the material and in an effort to attract more students. Play activities such as environmental exploration, getting to know objects and functions, playing with slots for socializing, have a smaller portion than academic activities. So that children seem to be formed like robots and become academic creatures.

Institutions in carrying out their duties and functions to provide education for children have a close relationship with the community. This is an effort to provide understanding to the community, especially parents of children so they can actively participate in the organization of education in the institution. If active participation can be realized then school activities and programs can run well and smoothly.

In the process of learning and child development there are three main interrelated components namely school (institution), family, and community. These three components are interrelated and support each other in achieving a common goal (Epstein et al., 2009). Epstein et al. (2009) further explained that there are two models of applying the Overlapping sphere of Influence theory, namely the external model and the internal model. The three main components in the external model as an effort to influence children's learning and development in practice can carry out activities together or separately. In other words, the external model considers carefully the needs and various aspects that support in achieving a common goal in accordance with the needs and abilities possessed by each component (Epstein et al., 2009). The internal model of the application of overlapping sphere of influence theory in practice considers the complexity of interpersonal relationships that are intertwined in the three main components to achieve goals that apply in the institutional and individual order through a variety of ways and patterns so as to give effect to existing components (Epstein et al., 2009)

Communication as a form of involvement needs to be well established as a key in forming strong collaboration between institutions and parents, so that children get the best education (Best Start Resource Center, 2011). Communication needs to be done in a varied, precise, and honest manner. Reciprocal communication as a form of good communication provides benefits for both parties. Where the institution feels that the community (in this case the parents of students) is an important part in the process of providing education. On the contrary, the community feels that the institution really needs it. The role of teachers and parents in understanding children's development is needed to create a conducive environment so that children can explore well in their environment. Therefore, communication and participation of parents in children's learning programs become an important part in the mental formation and personality of children so they can develop properly. This is because the second educational environment for early childhood is the environment of PAUD institutions, which is equated with the school environment (Martsiswati & Suryono, 2014). Schools for early childhood actually function to strengthen. In addition, the school is also a meeting place for various characters and various parenting styles. If the character and parenting of the home environment is already strong, then the school will just continue. Thus, it will produce children that are expected of parents.

Schools should also have the ability to accommodate various demands that develop in the community, because schools need the support of the community. Early Childhood Education as an early educational institution for children who are believed to be the center of children's knowledge began to try to move parents to work together in providing the best education for children. Sustainability of an institution requires parental participation in its implementation. This participation and support can be established if parents have sympathy for the institution's programs and have a sense of ownership of the institution. Sympathy and ownership can only be obtained if parents understand the programs and problems that exist in the institution. Therefore, good communication needs to be done continuously and regularly. Teachers should use communication to encourage parents and others to contact them whenever they have a question or want to discuss an issue. Creating an atmosphere of openness is important to building strong and trusting relationships between parents and school personnel (Moore, Bagin, & Gallagher, 2012).

Collaboration with parents and the community needs to be endeavored to create a conducive learning environment and harmonize the programs contained in the curriculum at school with the child's environment at home. Cooperation and communication with parents is needed, related to the development and learning interests of children. Parents need to know the condition of their children from school, and the benefits for teachers of communication with students' parents, including to understand the behavior of children while at home from parental input (Mariyana, 2010).

Implementation of institutional programs can be implemented optimally with the involvement of parents or family. As a process, all parties must benefit from a well planned engagement program, each institution should be able to recognize the problems or obstacles that exist within the institution so that they can appropriately determine the actions needed to develop the institution and achieve maximum results. Some types of parental and institutional involvement include conducting family assistance, establishing communication, involving families as volunteers, involving parents in learning at home, involving decision making at school and collaborating with the community. Community involvement activities are an important part of a school's comprehensive partnership program. Community activities may support or strengthen all six types of involvement: (1) parenting, (2) communication, (3) valing, (4) learning at home, (5) decision making, and (6) collaborating with the community (Epstein et

al., 2009). These six types of parental involvement form a holistic approach to working with parents. Each institution needs to determine which type is the main type of involvement used and make other types of support, adjusting to the environmental conditions of the institution. Furthermore Morrison (2012) provides an explanation and examples of real practices in each type are family accompaniment (care), accompanying families with child care and care skills, as well as regulating home conditions in order to support children as students at every stage of age and level class.

The success of group play programs both in general and specifically emphasizes the achievement of optimal child development (Bornstein, 2002; Cook, Roggman, and D'zatko, 2012). The success of the program also includes not only learning but all aspects of managerial in group play institutions. The managerial aspect is intended not only to provide progress reports but also exchange information between institutions and parents through good communication and channels. Schools that are better able to partner with families can create greater consistency between home and school environments. Such partnerships require that teachers and parents have shared understandings of classroom curriculum, pedagogy, and behavioral expectations; this requires open communication between teachers and families (Smith, 2014; Lugo-Gil and Tamis-Lemonda, 2008).

The success of a program lies in how the system within an institution operates. The approaches taken in capturing collaboration with stakeholders are key in implementing programs that are more effective for the common good. This is as revealed by Comer & Ben-Avie (2010), the key factor in improving the level of excellence of early childhood programs is increasing the effectiveness of their under-lying "operating systems." the team approach to whole school reform that pulls together the energies and abilities of the school community in the interests of learning and development of children and adults. Promoting both children's learning and development is essential.

Along with the development of existing understanding in the community, currently starting to emerge Early Childhood Education institutions that offer various care and education programs through different learning methods and models, one of them is High Scope learning models. The High Scope model is based on Piaget's theory of cognitive development. The curriculum is adapted to the stages of child development and supports the constructive process of learning and broadens the intellectual and social skills that emerge. There are several Early Childhood Education institutions that adopt and implement the High Scope learning model. Based on the results of the preliminary study, information was obtained that the institution emerged as a form of concern and concern for the world of education, especially in early education which was assessed (a) as not many playing group institutions exist; (b) has not been able to optimize the individual potential of children; and (c) still emphasizes academic development. The main principle held is to provide care and education that emphasizes the formation of character to develop programs that actualize children more optimally by valuing the uniqueness that exists in each individual. All learning processes support child development by providing a warm and friendly environment so that children will feel comfortable and safe. The learning environment is structured in such a way that children will learn effectively if they are allowed to choose activities that are in accordance with their interests and talents without forgetting basic educational needs such as preparation for reading, writing and mathematics.

Whereas the learning method used to support this is by arranging activities in the planning-action-review cycle following the planning of activities in the High scope concept. Thus children have a variety of skills, including problem solving, interpersonal, and communication that are very important for achieving success in life in the community. Setting a daily schedule allows children to meet and gather in a small group on the initiative of an adult

based on the child's interests, needs, and level of mental development of the child and involve him in a group-based activity in social interaction.

As groups play with different learning models, there are targets to be achieved that require strategies to ensure the sustainability and success of the programs that are run. The involvement, collaboration and participation of parents are the main focus in running the program. Involving parents in institutions becomes the institution's efforts to equate vision and mission with parents. In addition to achieving optimal results in child development, this effort is made to support the achievement of institutional programs. Aware of the facts and problems that have been raised, the researcher wants to know thoroughly and deeply about the effectiveness of communication between parents and educators on the success of the play group program. As far as researchers know, no similar studies have been carried out on the playgroup. The purpose of this research is to find out the form of communication between parents and educators in achieving common goals, knowing the communication process of parents and educators in achieving program success, and knowing the effectiveness of parents and educators' communication approaches to program success.

Research Method

In accordance with the problems and objects studied, this study uses qualitative research. In this study using a case study design. Case studies are research strategies in which researchers carefully investigate a program, event, activity, process, or group of individuals. Cases are limited by time and activity, and researchers gather complete information using various data collection procedures based on a predetermined time (Creswell, 2013). This research was conducted in December 2019 in one of the Early Childhood Education Lemabags in Mataram City. The data analysis unit in this study is individuals as managers, educators and institutional stakeholders.

Data Collection Techniques and Instruments

Data collection in this research was carried out in several stages. The first stage is oriented towards general and broad data collection on matters that stand out, are interesting, and are useful for further research. The second stage, conducting data collection exploration carried out more directed in accordance with the focus of the study and find out the source of data that is competent and has considerable knowledge about the things studied. The third stage, researchers conducted research on the main problem of research.

The observation technique in this study was divided into three stages of observation, namely descriptive observation (grand tour observation), focused observation (mini tour observation), and selected observation. Observations began when researchers entered the institution with a comprehensive observation (grand tour observation) that describes the general situation in the institution. This was done to obtain field notes to answer general questions about the institution. Then narrowing the data collection with focused observation (mini tour observation) and selected observations to find categories such as communication activities carried out by educators, activities carried out by students, activities carried out by parents of students, observing, collecting data, and describe the activities of educators and parents, especially in relation to the success of the program, environmental conditions, and the atmosphere of the institution.

The documentation technique in this study aims to obtain information from documents in the institution. Documents studied included institutional profiles, educator data, photos of activities, end of semester institution reports. The interviews in this study were used to dig up

data about the efforts made by the institution in establishing effective communication from the institution's managers. For interviews with educators, researchers explore data regarding the approach used in communicating with parents, the methods used, and the feedback provided. While the interview with parents includes the parents' views on the communication strategy carried out and the significance of the play group program.

Data Validity

Data validity test includes the credibility test (internal test), transferability (external validity), dependability (reliability), and confirmability (objectivity) (Sugiyono, 2012). In this study the technique of achieving data credibility takes the technique of observing perseverance and triangulation. Increasing perseverance means making careful and sustained observations. In this way, the certainty of data and the sequence of events can be recorded with certainty and systematic (Sugiyono, 2012). This observation persistence activity the researchers carried out for two months followed continuously the agenda of the institution's activities. Both routine and incidental activities. In this research, triangulation method will be used in data testing, namely source triangulation technique and method triangulation technique. Triangulation of sources conducted in the field in this study was conducted by asking information from managers, educators, and parents. In triangulation there are two strategies, namely (1) checking the degree of trust in the findings of research results of several data collection techniques and (2) checking the degree of trust of several data sources using the same method (Moleong, 2012). In this research, the first strategy is to check the data to the same source with different techniques. For example the data from the results of the interview are then checked by observation and also by documentation. Transference is an external validity in qualitative research. External validity indicates the degree of accuracy or the applicability of the results of the study to the population where the sample was taken (Sugiyono, 2012). Therefore, to meet these demands the researcher will describe the information obtained in the field with the context in detail and clearly.

In quantitative research, depend-ability is called reliability. A reliable research is if other people can repeat / replicate the research process. In qualitative research, the dependability test is conducted by conducting an audit of the entire research process (Sugiyono, 2012). Confirmability testing in qualitative research is called the research objectivity test. Researchers are said to be objective if the results of the research have been agreed upon by many people (Sugiyono, 2012).

Data analysis

Analysis of the data used is a qualitative data analysis technique that is carried out interactively and continues continuously until completion. Activities in data analysis, namely data reduction, data presentation, and drawing conclusions (Sugiyono, 2012). Data reduction as the process of selecting, focusing on simplifying, abstracting, and transforming rough data arising from field notes. Data reduction continues throughout the study and is a form of analysis that sharpens, classifies, directs, discards what is not needed and organizes the data needed according to the focus of the research, then makes a summary, encodes, traces themes, creates clusters, create partitions, and write small notes on instant events that are felt to be important.

Presentation of data is a description of collated information that makes it possible to draw conclusions and take action. In this case, the reduced data is presented in the form of narrative texts that are arranged systematically so that it is easy to understand and also makes it easy to draw conclusions.

Results and Discussion

Early Childhood Education Institutions which are the object of research are able to optimize the media more advanced by having a special website and pages that are more attractive and informative for their users. In addition the institution is also quite active in holding parenting for parents by always bringing speakers who are quite competent in their fields and have presentations that are able to attract more attention than those commonly used. The ongoing communication process does not only rely on one media but also utilizes other media such as cell phones and face to face. Thus, the various types of forms of communication used allow parents and educators to always be able to get better communication access.

The form of communication and involvement that is established by parents and educators influences the credibility of an institution. This is because in its implementation, especially in early childhood education, institutions or educators require full cooperation from parents in equating perceptions and developing children's abilities to be more optimal (Dyches, Carter & Prater, 2012).

The communication of the Early Childhood Education Institution in practice enables all existing members, in this case managers, educators, and parents, to exchange information. Each member has the possibility to express opinions and provide advice and solve common problems. In practice communication can be divided into 2 parts. The first part is the part where educators and parents discuss what is happening in the classroom, especially related to the development and learning process of children, so that it is more specific because it is done individually by parents and can only get accurate answers to educators in their child's class. The second part is communication that is general in nature or is more directed to the interests of the institution and the implementation of existing programs within the institution. In this section communication takes place not only between educators and parents but also between parents and managers or educators of different classes. This communication pattern allows parents to not only get information through one source, but also through many sources but with the same core and message. The star pattern used also allows the institution to openly provide opportunities for parents to express their opinions and solve problems together so that the goals of the institution and children can be achieved more optimally.

Programs that have been arranged by the institution, such as meetings with parents every few months and home visits, are an effort to advance the program. In addition to the mandatory registration and daily communication periods, there are various other effective methods for communicating with family (Petersen & Wittmer, 2015). Some programs schedule family meetings with teachers several times a year. This can be in the form of a home visit or scheduled in the program. Family meetings to discuss the program itself or specific topics provide a good opportunity to listen to the desires and interests of family members and provide information.

During the research, the communication activities carried out were always conditioned in a family atmosphere and openness. This conditioning is created by educators to be able to strengthen relationships with parents to be more comfortable and voluntarily active in activities at the institution. This becomes important given that communication between institutions in this case educators and parents play an important role and significantly impact on the development of students to achieve common goals and match the needs of each individual child (Cox-Peterson, 2011).

The communication process carried out at Lemebaga gradually showed that the institution's programs were running more positively. The process that is evaluated and improved has an impact which, although slowly and in need of improvement, makes it possible to always

try to find the right strategy to improve the quality of relationships and cooperation with parents for the success of the program. The institution in practice facilitates parents with open and positive communication through several strategies including giving positive comments, proactive communication, and good cooperation. Making it possible to establish better two-way communication (Cox-Peterson, 2011).

Teaching strategies undertaken by educators in learning activities such as the types of activities carried out, developments that have been achieved or need to be improved, visualized by educators in notes on the web or directly communicated proved to attract parents' attention to actively ask questions and discuss what has been informed by educators. Parents' activeness is also getting better, this can be seen from the willingness of parents to start opening conversations, want to ask questions first, reply to info on the web, take the time to talk when picking up and check through cell phones or other media and participate in parenting activities is wrong one form began to open up the institution in bringing closer and familiarizing themselves with parents.

Institutionally, programs that are scheduled even though time constraints, can be implemented well. This can be seen from the easier way for institutions to conduct activities that involve parents, the increasing number of participants in the activities carried out, the feedback given by parents is increasingly diverse both positive and negative parents begin to openly convey to the institution. Through the communication approach, not only are the learning objectives achieved, but also the concept of the institution can be conveyed well and be able to attract the attention of parents.

Communication as one of the efforts made by the institution to achieve program success in addition to impacting parents also impacts children. Children as in the vision of the institution are able to develop their interest in talent and independence. This is because parents participatively carry out what is suggested or done at school in their respective homes. In this case, the institution continues to explore and monitor what children do at home so that there is continuity between what is done at school and what is done at home. Open communication has an impact on parents being more sensitive to the needs of children as well as being an institutional program to optimize children's development. Data about the communication activities above shows that parents are sufficiently facilitated to interact with educators and managers. In this case the institution provides facilities that make it easier for parents to dig up information regarding programs carried out in the institution as long as their child is within the scope of the institution. So far the institute has provided a web that can be easily accessed by parents, held parent sharing to accommodate the needs of all parents in the institution, utilized the short message feature, communicated directly. this is like what has been done by educators by providing flexible enough time for parents outside the learning hours to discuss or interact directly.

Implementation of the program is based on setting goals, the institution in this case has set the ultimate goal of the institution's program which must be followed and implemented together with parents to achieve optimal development and success of the program. Educators always present any activities carried out by children in the classroom or outside the classroom and hold parents in learning activities or other activities in the institution. This action shows that educators make achieving goals a key in every activity and ensures the effect of achieving goals within a certain time limit. The commitment of institutions to develop the characteristics of children is seen when children have good character as expected even though they are not in the institution. Program evaluation and improvement such as discussions, training, workshops and so on are carried out continuously and continuously internally to develop managerial skills, educators and education skills and develop to be external when inviting parents to participate in

decision making so that parents become more sensitive to the needs of children. This makes the institution's commitment not only to children but also to parents. The success of the program is seen when almost all existing programs are implemented quite well and parents as service users benefit from what has been provided by the institution. The existence of parents who send their two children to school in the institution is an indication that parents get satisfaction from the institution. The development of communication patterns that occur provides an open opportunity for parents to express criticism and suggestions more openly, thus spurring institutions to innovate more in finding strategies or approaches that are appropriate for parents to improve existing programs.

Conclusion

The form of communication that takes place at the Early Childhood Education Institute in Mataram City carries a pattern of openness in which the learning model adopts the High Scope model. This model can run optimally with the information carried out continuously in the institution. The communication process of parents and educators in the form of Parent sharing, home visits and websites. Website is a form of communication innovation carried out by institutions in facilitating parents and educators to improve the quality of communication and program success. The effectiveness of existing communication patterns shows better changes for parents and educators. Educators show good competence in interacting with fellow educators and parents alike. Educators with existing communication patterns are more open and more active in informing various messages to parents through different media and strategies. The pattern of communication in the institution in improving the program is in accordance with the expected goals of the institution namely parents and educators are facilitated in communication so that it can more optimally achieve the objectives, especially in the learning activities program, an evaluation process that is routinely carried out both internally and also involves parents in the process so that various programs can be implemented more easily, open communication is built and the provision of adequate facilities gives more benefits to parents and educators. Communication with an open pattern is the main strategy of good communication.

Acknowledgements

We would like to say thanks a lot to the Lembaga Pengelola Dana Pendidikan (LPDP) Indonesian endowment fund for education, Finance ministry of Indonesia for supporting this research.

References

- Asmani, J.M. (2010). *Buku pintar playgroup*. Jogjakarta: Bukubiru.
- Benasich, A. A., Brooks-Gunn, J. (1996). Maternal attitudes and knowledge of child-rearing: associations with family and child outcomes. *Child Development* , 67(3):1186-1205.
- Best Start Resource Centre. (2011). "*Early brain development: parent knowledge in Ontario*". Toronto, Ontario, Canada.
- Bornstein, M. H. (2002). Parenting infants. Dalam M. H. Bornstein (Ed.), *Handbook of parenting*, Vol. 1, Vol. 3, 2nd ed.). Mahwah, NJ: Erlbaum.
- Christenson, J.A., and Robinson, J.J.W. (1989). *Community development in perspective*. Iowa: Iowa State University Press.

- Comer, J.P., & Ben-Avie, M. (2010). Promoting community in early childhood programs: A comparison of two programs. *Early Childhood Education Journal*, 38: 87-94.
- Cook, G.A., Roggman, L.A., and D'zatko, K. (2012). A person-oriented approach to understanding dimensions of parenting in low-income mothers. *Early Childhood Research Quarterly*, 27: 582–595.
- Cox-Peterson, A. (2011). *Educational partnerships: Connecting schools, families, and the community*. California: Sage Publication
- Creswell, J.W. (2013). *Research design pendekatan kualitatif, kuantitatif, dan mixed*. Mataram: Pustaka Pelajar.
- Dyches, T.T., Carter, N.A., & Prater, M.A. (2012). *A teacher's guide to communicating with parents: Practical strategies for developing successful relationships*. New Jersey: Pearson.
- Epstein, J.L., Sanders, M.G., Sheldon, S.B., Simon, B.S., Salinas, K.C., Jansorn, N.R., Van Voorhis, F.L., Martin, C.S., Thomas, B.G., Greenfeld, M.D., Hutchins, D.J., Williams, K.J. (2009). *School, family, and community partnerships: Your handbook for action* (3rd ed). California: Corwin Press.
- Husaen, R., & Sugito, S. (2015). Faktor-faktor yang mempengaruhi efektivitas pengelolaan kelas kelompok bermain di Kota Mataram. *Jurnal Pendidikan dan Pemberdayaan Masyarakat*, 2(2), 203 - 214.
- Lugo-Gil, J., and Tamis-Lemonda, C.S. (2008). Family resources and parenting quality: links to children's cognitive development across the first 3 years. *Child Development*, 79(4): 1065 – 1085.
- Mariyana, R.E. (2010). *Pengelolaan lingkungan belajar*. Jakarta: Prenada Media Group.
- Martsiswati, E., & Suryono, Y. (2014). Peran orang tua dan pendidik dalam menerapkan perilaku disiplin terhadap anak usia dini. *Jurnal Pendidikan dan Pemberdayaan Masyarakat*, 1(2), 187 - 198.
- Moore, E. H., Bagin, D., & Gallagher, D. R. (2012). *The school and community relations*. New Jersey: Pearson.
- Morrison, G.S. (2012). *Dasar-dasar pendidikan anak usia dini (PAUD)*. Jakarta: Indeks.
- Muliawan, J.U. (2009). *Manajemen playgroup dan taman kanak-kanak*. Jogjakarta: DIVA Press.
- Petersen, S.H., & Wittmer, D.S. (2015). *Kurikulum pendidikan anak usia dini berbasis pendekatan antarpersonal (A Relationship-Based Approach)*. Jakarta: Prenadamedia.
- Rice, A.S., and Tucker, S.M. (1986). *Family life management*. New York: Macmillan Publishing Company.
- Smith, S. C. (2014). Parental engagement in a reggio emilia-inspired head start program. *Early Childhood Research & Practice*, 16.
- Sugiyono. (2012). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.