

## Socialization of Learning Plan: An Effort to build a Learning Partnership Between Teacher and Parents

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**Abstract.** *Today, some consumers of education assume that coaching efforts of early childhood are the responsibility of early childhood education institutions, especially teacher. In fact, coaching efforts are actually the responsibility of both teachers and parents. Thus, it is important for early childhood education institutions to build learning partnerships with parents so that children's development efforts become a shared responsibility, so that children's growth and development can be better. Basically the aims of this paper was to describe the socialization of learning planning as an effort to build learning partnerships between teachers and parents. This research uses qualitative approach with literature study method. Based on the literature study, the socialization of learning plans conducted by teacher to children and parents has benefits, one of which is able to build learning partnerships between teachers and parents.*

**Keywords:** *learning planning, learning partnership*

### 1. INTRODUCTION

Ministry of Education and Culture Regulation of the Republic of Indonesia Number 137 Year 2014 about National Standard of Early Childhood Education states that early childhood education is a coaching effort aimed at children from birth to age 6 (six) years through the giving of an education plan to help the physical and spiritual growth and development so that children have readiness to enter further education. Referring to the above definition, indeed, early childhood education is a coaching effort for children. Nowadays, the development effort shown to children is often confused by some education consumers where they think that the development efforts of children is the responsibility of the party, namely the education institution of early childhood, especially teachers. As according Kartini Marzuki & Syamsuardi (2018, p. 43) which reveals that "The view of early childhood service is often misinterpreted by some communities. They assume that early childhood services are only held and borne by organized early childhood education institutions such as kindergarten or other early childhood education institutions". Obviously, such a notion is wrong. Therefore, children's development efforts should be a joint responsibility for both early childhood education institutions, especially teachers and parents. As according to Ki Hadjar Dewantara (1962, p. 70) who revealed that "In his life children are three associations that are central-education that is very important to him, namely: nature-family, nature-college, and nature-movement-youth". Referring to the saving, the true education is the joint responsibility of the family, school and community (tricenter of education). However, the focus is on this description of early childhood coaching efforts that are the responsibility of the family (parents) and the education institution of early childhood (teacher).

In the effort to develop early childhood, there must be a harmony between the efforts of coaching made by parents with teachers, the aim to grow children's growth effectively (aspects of religious and moral value, thinking ability, ability Social skills, physical skills, and appreciation for the Arts). As according to Desi Sumaryati, Halida, & Desni Yuniarni (2018, p. 1), which reveals that "The harmony of education conducted at early childhood education institutions and at home is recognized by educational experts as one of the defining factors The overall success of children's education, with the alignment of perception between the

activities

at home and early childhood education programs grow children will be effective". Referring to the saving, alignment in the efforts of children's coaching conducted by parents and teachers can be done through equating perception between activities done at home with programs organized by the institution early childhood education.

Furthermore, Desi Sumaryati, Halida, & Desni Yuniarni (2018, p. 1) reveals that "In this case, the school or institution of early childhood education should be more active in socializing its educational programmes to align with Children's activities at home. This is intended for home activities not to be contrary to school activities (early childhood education)". Referring to the saving, early childhood education institutions are required to be active in socializing their educational programs, the goal is that the activities undertaken at home do not contradict the activities undertaken in School. The simple thing that can be done is by socializing the planning of learning to children and parents. On that basis, this article aims to describe the socialization of the learning plan as an effort to build a learning partnership between teachers and parents.

## **2. LITERATURE REVIEW**

### *2.1 Learning Planning*

The learning planning referred to in this article refers to the regulation of the Ministry of Education and Culture of Republic of Indonesia Number 137 Year 2014 on National Standards for Early Childhood Education. The planning of the learning itself consists of semester programs, weekly lesson plans, and daily lesson plans.

However, the more emphasized in this writing is the daily lesson plan. The daily lesson plan is essentially developed by the teachers in the education unit (Nurjanna M, 2019). Volkan Cicek (2013, p. 335) reveals that "Daily lesson plan is a written account of what a teacher would like to have happen during a certain lesson or Class Period. It should contain the concept or objective, the time block, the procedure and the instructional materials needed". Joko Pamungkas, Nur Hayati and Ika Budi Maryatun (2016, p. 833) reveal that "The daily lesson plan is a daily planning program that will be conducted by educators/caregivers on a daily basis or according to the institution program".

Referring to saving above, the author concluded that the daily lesson plan is a plan of face-to-face for a single meeting, a systematic record consisting of several components of its constituent, resulting from the thought of a teacher, used to direct/guide the learning process in achieving the expected objectives, namely the occurrence of child growth (aspects of religious and moral values, thinking skills physical-motor skills, as well as appreciation of art).

McCutcheon (in Thomas S. C. Fareell, 2002, p. 31) reveals that "There are also internal and external reason for planning lesson". Based on this save reason, the implementation of daily lesson plan is based on internal and external. Thomas S. C. Farell (2002, p. 31) discloses that the internal and external reasons referred to are as follows: Teacher plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teacher plan form external reason in order to satisfy the expectations of the principal or supervisor and to guid a substitute teacher in case the class needs one. Lesson planning is especially important for pre service teacher because they may feel more of a need to be in control befor the lesson begins.

Referring to the saving, it is important that teachers develop a daily lesson plan. As according to Volkan Cicek and Hadayet Tok (2014, p. 11) who revealed that "The literature Reviw reveals that The importance of lesson planning is emphasized in The education process of many countries". The importance of daily lesson plans in order to succeed the learning process to achieve maximum results, which is effective and efficient learning process. However, according to Devyani K. Raval (2013, p. 155) reveals that "Hence it's essential for all teacher to draw the lesson plan before TI start the teaching-learning process for fruitful, effective and productive teaching".

Furthermore, the purpose for the implementation of daily lesson plans according to Clark and Yingger (in Allan A. Glathorn, 1993, p. 1) reveals that "Teacher reported three general purpose for their planning: to meet immediate psychological need ( such as reducing anxiety),

to

prepare themselves for instruction, and to guide the teaching and learning process". Referring to the saving, in the context of early childhood education the goal of the implementation of daily lesson plan makes teachers have a careful planning in initiating the learning process. Thus, the learning

process becomes more efficient and effective.

## *2.2 A Learning Partnership Between Teacher and Parents*

Etymologically the term partnership comes from the word partner (Anwar Hafidzi & Hadisa Putri, 2018). A partner in the great English Dictionary Online means friend, friend, colleague, job partner, partner. Meanwhile, the partnership is a relationship, interwoven cooperation. Robingatin & Khadijah (2019, p. 44) reveals that "The nature of partnership is the desire to share a responsible being embodied through the behavior of relationships in which all parties involved bantu-membantu each other to achieve the objectives together". Thus, the partnership referred to in this article is a cooperative relationship between teachers and parents in helping to improve children's growth for the better (aspects of religious and moral values, thinking skills, language skills, social-emotional ability, physical-motor ability, and appreciation of the Arts).

Essentially the parent's cooperation with the educational institutions is grouped into two groups, namely the involvement (parent involvement) and the participation (parent participation). Parental involvement is a minimum level of cooperation, such as the parent of the data to the institution and assisting the educational institution if it is in law alone. In contrast, parental participation is a broader and higher level of cooperation. Parents and schools sit together to discuss various children's programmes and activities. Parents come to school to help daily teacher assignments (Briggs & Potter in Suyanto, in Robingatin & Khadijah, 2019).

In this article, which is expected from the socialization of daily lesson plan is the involvement and participation of parents both in the educational environment of early childhood and in the home environment. Especially in the current conditions, the involvement and participation of parents in the efforts to help children in the home become important and socializing of daily lesson plan is one solution to be the realization of the learning process in a well-planned home.

## **3. METHODS**

Basically, this research is a qualitative study with the use of literature study methods. Mestika Zed (2008, p. 3) reveals that "What is called a literature research or often called a library study, is a series of activities that pertain to library data collection methods, reading and recording and processing materials Research". Referring to the saving, in this research researchers collect data to describe the socialization of the Learning Plan as an effort to build a learning partnership between teachers and parents through the activities of collecting materials Relevant both in the form of books and journals. Then, the research material is read and recorded and in the sport so as to answer the problem of research. Essentially, the use of this library method is used on the grounds that data obtained using the literature method remains reliably used in answering research issues (Mestika Zed, 2008).

## **4. RESULT AND DISCUSSION**

Hoover and Hollingsworth (in Anna L. Ball, Neil A. Knobloch and Sue Hoop, 2007, p. 57) reveal that "A good lesson plan has many educational benefits: (A) It provides teacher guidelines, (b) allows time for the teacher to motivate students and to prepare For individual differences, and (c) allows teacher to evaluate their activities and improve their teaching skill". Referring to the saving, the true plan of good daily lesson plan has many benefits for education, especially for the teacher itself.

The issue is whether the daily lesson plan has benefits for students and parents? George A. Crispin (1991, p. 113) reveals that: Thus, I searched to put meaning to an empty routine. For whom, I asked, could lesson plans be of value? Who could benefit most from knowing what work was to be covered and why? The answer evolved: the students and parents would benefit most from lesson plans. Thus, I began to write my plans with students and parents in mind. Based on the saving, the implementation of daily lesson plan provides benefits not only to the ability of teachers, but also to provide benefits to both students and parents. So, how can

students

benefit from the intrusive daily lesson plan? George A. Crispin (1991, p. 113) reveals that "Each student was given A/replicated copy of my lesson plans, A written record of the week's work expectations. Students were now more able to plot the course of the week's work". This means that students have the benefit of an intrusive daily lesson plan that needs to have a copy. In the context of early childhood education, certainly does not allow children to be given a copy of daily lesson plan. However, more precisely at the end of children's learning is informed about the general learning picture that will be done next day.

The provision of this information is a socialization of daily lesson plan conducted by teachers to students. Of course, this can only be done for children who are at the age of 4-6 years old, and not valid for the purification of the birthage-2 years or the age of 2-4 years. Why so? This is because the order of children to the teacher (adults) can only occur when there is authority in education. Uyoh Saduloh, Agus Muharram & Babang Robandi (2009, p. 204) reveals that: Dignity is a force of influence that is found in a person, so that others who are in front of him, consciously and willingly become submissive and obedient to him. So whosoever has a dignity, will be obeyed consciously, by not resorted, de-ngan do not feel/required from the outside, with full awareness, conversion, submissive, obedient, obey all that is required by the owner of the authority.

Meanwhile, according to Galuh Widitya Qomaro (2016, p. 61) revealed that "While the meaning of the authority is an inner beam that can lead to the other party's attitude to acknowledge, accept, and obey with full understanding of power". Thus, the author concluded that in the presence of authority can help children consciously and willingly to want to pay attention to and follow instructions given by the teacher through socialization about the general picture of tomorrow's learning.

The issue is how the authority appears in education? M. J Langeveld (1984, p. 33) reveals that "The authorities on the relationship of authority were reached, if the child had already understood the language to receive instructions to be more assertive about things the educator liked or did not want and parents". Referring to the saving, the order of children to each instruction given by the teacher or parents can only occur when it already has a relationship of authority. The relationship of authority appears when the child is familiar with language. Furthermore, M.J. Langeveld (1984, p. 35-36) reveals that: The child can be said to arrive in the actual sequence when it has been able to accept and acknowledge authority. At an age of about 3 1/2 years it has begun to emerge in a very simple form; At the age of 5 years the recognition has been clearer and if the child has reached the age of school, then the clarity of recognition is greater and more assertive.

Referring to the saving, it is clear that the child began to understand the language at about 3 1/2 years of age. The more the age, the better it is the mastery of language. That is why, authors suggest that socialization of the general learning picture that will be done next day will be more effective to be delivered to the child at the age of 4-6 years. The next question is what are the benefits of socialization? Hopefully, through socialization, the child is able to prepare the learning process next day. So, it is hoped that the repetition of learning performed by the child regularly (at home-at school). Through the repetition of learning is expected to grow children to achieve maximum results. In addition, it is possible to learn in children's classrooms actively because they know the learning description to be performed. This indicates the realization of learning involving interactions among learners and learners with educators (Regulation of the Ministry of Education and Culture of The Republic of Indonesia No. 137 year 2014 on National Standards for Early Childhood Education).

Subsequently, Brophy & Good (in Anna L. Ball, Neil A. Knobloch and Sue Hoop, 2007, p. 58) revealed that "Research indicates that teacher who had daily lesson plans had higher student achievement". Referring to the saving, the teachers who have a daily lesson plan have higher student learning achievements. That is, the benefit of daily lesson plan for students is increased learning achievement. In the context of early childhood education that is expected from the existence of daily lesson plan is increased development of children which include aspects of religious and moral value, thinking ability, language skills, social-emotional ability, physical-motor skills, as well as an appreciation of art.

Now, how can parents benefit from the intrusive daily lesson plan? Of course through the socialization of daily lesson plan. However, there are two ways that can be done. First, it can be done by providing a copy of the daily lesson plan, or the second by providing information

about the  
general overview of the next day's lesson plan.

This socialization will be more effective when the teacher makes a group on social media that consists of all parents, this is because it is not always parents can come every day to school. In addition, seeing the current conditions all children should do the learning at home. On that basis, socialization of daily lesson plan to parents is the right key solution to keep the learning at home for now.

Through the socialization, parents can participate actively in the learning process at school and at home parents know the idea of how he should guide his child to learn. This is because

parents know the idea of learning through a daily lesson plan that has been socialized by the teacher. Of course, this supports the realization of learning involving parents (Regulation of the Ministry of Education and Culture of The Republic of Indonesia No. 137 year 2014 on National Standards for Early Childhood Education).

Thus, through the socialization of the learning planning that teachers do to students and parents have the benefits, one of them is able to build a learning cooperation between teachers and parents. Obviously, teachers and parents will be more profitable. Teachers will feel the task of building children helped by parents and parents can be involved and participate in the child's coaching efforts both at home and at school so as to knowing the growth and development of their children.

## CONCLUSION

Based on the explanation above, the author concluded that through socialization of learning planning makes parents have the opportunity to be involved and participate both at home and at school in children's development efforts. Thus, socialization of learning planning can be used as a medium for building learning partnerships in the environment of early childhood education institutions and in the home environment (teachers-parents). This learning partnership provides emphasis on children's education is not as safe as responsibility for education institutions, especially teachers, but the responsibility of all parties, especially teachers and parents.

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