



'How To Be A Good Parent' Psychoeducation To Improve Parents' Understanding Of Permissive Parenting In "X" Elementary School In Surabaya City

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ABSTRACT

This study aims to improve parents' understanding of permissive parenting through a psychoeducation programme, which was conducted at SD "X" Surabaya City. Twenty participants attended the one-day 'How to be a Good Parent' programme, which included pre-test and post-test, discussion, and reflection. The intervention consisted of two sessions: 'Getting to Know My Parenting' and "Growing Up With My Child". Pre- and post-test analyses using t-tests showed a significant increase ($p < 0.05$) in participants' understanding of parenting. Seventeen participants had increased understanding

INTRODUCTION

Parenting is the attitude and actions of parents in the process of interacting, guiding and educating children to achieve spiritual, physical, social, emotional and intellectual development. Parenting is one of the factors that influence children's development. Basically, parents are role models or examples for children. The first education of a child is received from the parents. Children are able to grow and develop according to their personality when parents are able to fulfil their role as educators, mentors and protectors for children (Yulianto, et al, 2017). Thus, any parenting given to children will become a habit until it becomes a character embedded in the child that is likely to be carried into adulthood.

The fact is that currently there are still many parents who do not pay attention to what kind of parenting will be given to their children. This is because parents do not understand the importance of proper parenting for child development and also the role of parents is very important to note because the successful development of children's character is inseparable from the parenting provided by parents (Farida, et al, 2023). It is not uncommon to find parenting patterns given by parents today following the parenting patterns received from previous parents without paying attention to the impact on child development, because most parents believe that the parenting patterns given by previous parents must be the right parenting patterns. This is one of the mistakes made in parenting children (Pahlevi and Utomo, 2022).

In general, there are several types of parenting, namely 1) democratic parenting, where parents recognise children's abilities and children are given the opportunity not to depend on their parents; 2) authoritarian parenting, which is a way of raising children with pressure to obey all orders, rules and wishes of parents; 3) permissive parenting is a parenting pattern where parents let children act according to their wishes, provide freedom and parents do not provide punishment and control (Sandi, 2017). According to Suhartono and friends (2018), many parents currently tend to use permissive parenting, where parents leave children to do all their own activities. Parents spend little or no time communicating with their children. This is because parents are increasingly busy, so if children cannot manage their activities or who they hang out with, then it is likely that children will do things that are not appropriate, thus affecting children's lives.

The average parent uses more permissive parenting, such as research conducted by Udampo and friends (2017) conducted in Talaud district, parents there mostly apply permissive parenting with a percentage of 63.3% out of 100%, which makes many children neglected and no control from parents often leads to delinquency or breaking the rules, because parents' permissive parenting is characterised by parents being lax towards children, not giving too much guidance and control and attention seems lacking, so many parents apply this way of parenting (Fathi, 2011). Susanti and Ginting (2017) explained that permissive parenting contributed 31.24% as a factor causing low child discipline in learning and 68.76% was influenced by other factors.

Research conducted by Yuliasih (2022) in Bekasi city shows that permissive parenting has a significant influence on child development. 10% of parents apply permissive parenting, with the result that children's independence is only 33.3%. In contrast, democratic parenting applied by 70% of parents resulted in child independence of 42.9%, while authoritarian parenting was applied by 20% of parents with child independence of 50%. In Yogyakarta, permissive parenting is applied by 30% of parents, and the results show that these children tend to have problems in discipline and independence (Paramitasari, 2012). It can be concluded from various studies on permissive parenting, the data shows variations in the level of application. In Talaud District, research found that 63.3% of parents applied permissive parenting. In Bekasi City, 10% of parents used permissive parenting. Meanwhile, in Yogyakarta, 30% of parents applied permissive parenting.

Nilam (2003) also explained that permissive parenting can make parents try to behave to accept and be positive about impulses in their children's desires and behaviour, so that they use little punishment in disciplining children, give little responsibility to children both at home and at school, allow children to regulate their own activities and do not control any control from parents which makes children act as they wish, trying to achieve certain goals by giving reasons, but without showing power. This is what happened at SD 'X' Surabaya City, where teachers and school officials complained that many parents at SD 'X' Surabaya City neglected their children for various reasons. Teachers and schools have also done various ways to keep students in school, one of which is *home visits* to find out the obstacles faced by students, but most parents argue that they work, do not have time to take care of, or even do not want to take care of their children because of their lack of knowledge of how to take care of children, So that many parents will allow their children to do their own activities and not control any control from parents, this is what makes students break many rules, such as being late, skipping class, and wearing uniforms not according to the specified day. So from this problem, providing understanding of student parents through parenting psychoeducation needs to be done.

LITERATURE REVIEW

Permissive Parenting

Hurlock (1993) explains permissive parenting is a parenting style in which parents give their children great freedom, setting few rules or limits and rarely applying discipline. Parents with a permissive parenting style tend to be non-authoritative, avoid confrontation, and expect their children to learn from their own experiences without much intervention or supervision from parents. It is often characterised by an overly tolerant and lenient attitude, and a lack of demands and control over the child.

Permissive parenting also seeks to behave in an accepting and positive manner towards the impulses, desires and behaviour of their children, using little punishment, giving little responsibility at home, allowing children to regulate their own activities and not controlling, trying to achieve certain goals by giving reasons, but without showing power (Nilam, 2003). Parents with this

kind of parents give their children whatever they want and the result is that children will never be able to achieve their goals, controlling their own behaviour and always expecting children's wishes to be obeyed (Santrock, 2012).

Psychoeducation

Psychoeducation is a modality action delivered by professionals by providing educational interventions. The definition of psychoeducation in the Indonesian Psychological Code of Ethics is an activity carried out to increase understanding or skills as an effort to prevent the emergence of psychological disorders and to increase understanding for the community, especially families about psychological disorders (HIMPSSI, 2010).

Psychoeducation is a systematic, structured intervention to convey knowledge about illness and its management by integrating emotional and motivational aspects to enable patients to cope with their illness. Psychoeducation is an important component of the treatment of medical and psychiatric disorders, especially mental disorders associated with lack of insight. The content of psychoeducation is the etiology of a disease, the therapeutic process, side effects of medication, coping strategies, family education, and life skills training (Ekhtiari, et al., 2017).

Psychoeducation is an educational method given to a group or community with the aim of providing information related to mental or psychological problems so that it can increase understanding. Psychoeducation can also be used not only for individuals experiencing psychological problems, but also as a social movement that aims to educate about mental disorders (Natasubagyo & Kusrohmaniah, 2019).

METHODOLOGY

Research Design

This research is a pre-experimental study with a *one group pre and post test* design. This design uses only one group of subjects and will take measurements before and after the intervention on the research subjects. The difference in the results of the two measurements is considered the effect of the treatment given (Latipun, 2015). In this study, parents of students who formed a community of parents of students at SD "X" Surabaya City. The community members consist of 20 people from 30 years old to 58 years old in the adult category, with design drawing as follows :

Table 1. Experimental Research Design

Subject Condition	Pre-Test	Intervention	Post-Test
Low understanding of permissive parenting	O1	X (Psychoeducation)	O2

Description :

- O1 : Pre-test (Before the Intervention)
- X : Psychoeducation
- O2 : Post-test (After the Intervention)

Intervention Implementation Method

This psychoeducation applies several methods. Each method was tailored to the needs of each session. The methods used were face-to-face with the materials provided, interactive discussion, *pre-test* and *post-test* completion, reflection and evaluation.

Intervention Implementation Session

'*Hoe To Be a Good Parent*' psychoeducation consists of 1 day of psychoeducation with two sessions. Each session has its own theme, namely: Session 1 'Getting to Know My Parenting', Session 2 'Growing Up with My Kids'. The implementation of the intervention will begin with introductions, then filling out the *pre-test*, then presenting the material for Session 1 'Knowing My Parenting', then continued with a question and answer session and rest before continuing the next session. Session 2 will begin with the presentation of session 2 material 'Growing Up With Your Kids', question and answer session, post-test, reflection, and closing.

Table 2. Implementation Intervention

No	Activity	Description
Session I		
1	Introductions	Introducing ourselves and the purpose of psychoeducation.
2	<i>Pre-Test</i>	To find out the parents' understanding before the psychoeducation.
3	Subject 1	Exposure of maret 1: Getting to know my carer
4	Question and Answer Session I	After listening to the material parents will be given the opportunity to ask questions.
Session II		
5	Material 2	Presentation of material 2: Growing Up with Your Kids by Getting to Know Permissive Parenting
6	Question and Answer Session II	After listening to the material, parents will be given the opportunity to ask questions.
7	Reflection	Reflecting on the results obtained after being exposed to the material
8	<i>Post-Test</i>	Knowing the understanding of parents after psychoeducation.
9	Closing	End the psychoeducation

RESEARCH RESULT

The results of the intervention are also shown through the pre-test and post-test of the Permissive Parenting scale. The pre and post results were also

analysed using SPSS with a t-test, which resulted in an increase in the knowledge of community members or parents related to parenting, with the following description:

Table 3. Psychoeducation Pre-test and Post-Test Results

Name	Sex	Age	Pre-Test	Category	Post-Tets	Category	Description
Ni	F	45 th	24	Low	30	Very High	Increased
Tj	F	58 th	25	Low	28	Very High	Increased
Es	F	39 th	23	Low	29	Very High	Increased
NA	F	32 th	22	Low	26	Medium	Increased
Jum	F	52 th	26	Medium	27	High	Increased
YR	F	40 th	24	Low	24	Low	Same
NH	F	38 th	13	Low	26	Medium	Increased
SDA	F	38 th	16	Low	26	Medium	Increased
PF	F	45 th	23	Low	26	Medium	Increased
Ri	F	42 th	20	Low	27	High	Increased
NC	F	31 th	23	Low	25	Low	Same
SF	F	48 th	21	Low	26	Medium	Increased
Ch	F	40 th	20	Low	27	High	Increased
Mh	F	37 th	18	Low	28	Very High	Increased
Ch	F	44 th	19	Low	28	Very High	Increased
SM	F	34 th	19	Low	25	Low	Same
LS	F	43 th	24	Low	26	Medium	Increased
NP	F	33 th	19	Low	27	High	Increased
Kh	F	40 th	20	Low	26	Medium	Increased
WL	F	37 th	23	Low	26	Medium	Increased

Based on table 3 of the psychoeducation pre-test and post-test results, it can be seen that most participants showed an increase in scores after attending the psychoeducation programme. Of the 20 participants, 17 participants had an increase in post-test scores compared to the pre-test. Only three participants had the same score between the pre-test and post-test. This shows that the *'How To Be A Good Parent'* peer psychoeducation programme was effective in improving community members' understanding of parenting and permissive parenting.

Tabel 4. T-Test Results
Paired Samples Test

Paired Differences				t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper					
Pair 1	Pre_									
	Tets -									
	Post_	-5.550	3.379	.756	-7.131	-3.969	-7.345	19	.000	
	Test									

Based on table 4 of the t-test results, there is a significant difference between the pre-test and post-test scores of the 'How To Be A Good Parent' psychoeducation, with a significant t-value of 0.000 ($p < 0.05$), indicating that there is a significant increase in the *post-test* score compared to the *pre-test* score, so it can be concluded that the 'How To Be A Good Parent' psychoeducation programme implemented effectively increases community members' understanding of parenting and permissive parenting.

DISCUSSION

The results of the psychoeducation intervention showed that most participants experienced an increase in scores after attending the psychoeducation programme on permissive parenting. Of the 20 participants, 17 had increased scores on the post-test compared to the pre-test, while the remaining three participants had similar scores between the pre-test and post-test. These results suggest that the 'How To Be A Good Parent' peer-to-peer psychoeducation programme is effective in improving community members' understanding of parenting, particularly permissive parenting.

This finding is in line with the research of Garcia-Huidobro et al. (2019), which showed that parenting training programmes are effective in improving positive outcomes in parents and children, including a better understanding of parenting. In addition, research by Sanders and Mazzucchelli (2013) revealed that psychoeducational interventions that emphasise improving parents' self-regulation can help them implement more effective and positive parenting strategies. Peer-to-peer psychoeducation programmes such as the one implemented in this study are also considered effective because they provide a space for parents to exchange experiences and support each other, which can increase acceptance of the material taught (Tully et al., 2017).

Pinquart and Gerke (2019) also explained that parenting training programmes designed to reduce permissive parenting can help improve self-esteem and positive development in children. With this intervention, parents can better understand the consequences of permissive parenting, such as a lack of boundaries and structure, so that they are encouraged to adopt more consistent and adaptive parenting. Overall, the results of this study suggest that psychoeducation on parenting is effective in improving parenting understanding and skills, supporting previous findings that appropriate parenting education can have a positive impact on parental behaviour and child well-being (Stewart-Brown & Schrader-McMillan, 2011).

In line with previous research if psychoeducation can increase the use of positive parenting methods and effective communication with their children.

Parenting psychoeducation also significantly improved parents' parenting skills and reduced parenting stress levels. Parenting psychoeducation helps parents improve the quality of their interactions with their children (Ningsih, et al, 2020; Rahmawati, et al, 2021; Setiawan, et al, 2022).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Overall, the psychoeducation process went smoothly. Community members and school leaders showed enthusiasm for the psychoeducation topics because of the need to increase understanding related to parenting. In addition, the school also needed to increase parents' concern for their children so that they do not neglect their education. The results of this psychoeducation showed an increase in community members' understanding of parenting and permissive parenting.

Based on the results of the '*How To Be A Good Parent*' psychoeducation programme, it shows that the programme is effective in increasing community members' understanding of parenting and permissive parenting. Of the 20 participants, 17 of them showed an increase in understanding after attending the programme. This result shows that the psychoeducation programme was successful in improving participants' understanding.

Recommendations

The advice that practitioners can give to community members, parents, and the school is as follows:

a) Community Members

Actively participate in activities aimed at increasing understanding of childcare and education. Continue to apply the psychoeducational material that has been obtained in everyday life. Continue to be a promoter in sharing the information and knowledge gained with other parents to expand the positive impact of this psychoeducation programme.

b) Parents of students

Parents should continue to raise awareness of their children's educational needs, both at home and at school. Actively utilise parent groups to share experiences and solutions to challenges in parenting and education, and consistently apply the parenting techniques and strategies learnt.

c) Schools

Actively support psychoeducation programmes through the modules provided the aim of improving parents' understanding of parenting. Routinely facilitate meetings between parents and teachers to discuss children's development and educational needs, and conduct regular evaluations and *follow-up* on the application of knowledge from psychoeducation programmes to ensure sustainability. By continuing these efforts, it is hoped that the understanding and quality of parenting and education can continue to improve and have a sustainable positive impact on children's development both at home and at school.

ADVANCED RESEARCH

This pre-experimental study has several limitations that need to be considered. Firstly, without a control group, it is difficult to ensure that the changes in the participants were entirely due to the psychoeducational intervention and not to other external factors. In addition, the small sample size from a specific population limits the generalisability of the results to a wider group with different backgrounds. The short duration of the intervention was also an obstacle, as measurements were only taken immediately after the intervention, which could not confirm the long-term sustainability of the effect. Lastly, the use of self-reports from participants is prone to social bias which may affect the accuracy of the data. Further research is recommended to use an experimental design with a control group, increase the sample size, and conduct follow-up measurements.

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