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The Influence of Parents' Perceptions About Early Childhood Education on the Support of Sending Their Children to Early Childhood Education Institutions

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ABSTRACT

This study aims to determine the effect of parents' perceptions about early childhood education on the support of sending their children to an early childhood education institution in Cikasungka Village. This research uses a quantitative survey research method and the sample of this research is 90 parents who send their children to Early Childhood Education institutions in Cikasungka Village in the academic year 2019/2020. Data collection techniques using a closed questionnaire. The data analysis technique used is a simple regression analysis using the SPSS software program. The results of this study indicate that there is an influence between the Parents' Perceptions of Early Childhood Education Against Schooling Support Children in Early Childhood Education Institutions in Cikasungka Village with the magnitude of influence (R square) of 0.121 or 12.1 percent while 87.9 percent of support for sending children to school in early childhood education institutions is influenced by other variables.

Keywords: *Perception, Early Childhood Education, Support.*

1. INTRODUCTION

Education is one of the efforts in improving and developing a quality generation for the nation's successors. To prepare a quality gold generation for the future, education is one of the important things to give from an early age.

Education needs to start early because it has a very decisive role because at an early age various aspects of child growth and development begin and are ongoing which will be the basis and determinants for further child development. Success in carrying out developmental tasks at a time will determine their success in the next developmental period [1].

Early Childhood Education (ECE) is a coaching effort aimed at children aged 0-6 years, which is carried out through the provision of educational stimuli aimed at helping to develop various aspects of both physical and child development and spiritually to have the readiness to enter further education [2].

Education is an important thing in life, especially education that begins at an early age. This is because an early age is a golden age. The period in which all growth and development occur so that children's education must be considered so that children can grow and develop optimally. The family can be used as the first education because in the family the child first knows and gets education and guidance. So parents are very influential in children's education and a better future so that children can be successful in achieving their goals later.

In this case, parents are responsible for providing proper education to their children at home, in the family, the environment, and at

school. The responsibility of parents to provide education to children can include sending children to a school institution. This responsibility is in the form of support in sending their children to an educational institution. The support provided can be in the form of choosing schools that can provide facilities and can facilitate the learning process and child development.

Given the importance of education from an early age, participation to start education from an early age in Indonesia is still low. According to education and cultural statistics and data from the Ministry of Education and Culture, the early childhood education participation rate data for the 2017/2018 school year shows that early childhood education student participation is the lowest compared to higher education levels even though the early childhood education participation rate data has increased every year.

The number of early childhoods who received education in the 2017/2018 school year reached 14,286,756 children from the total number of children aged 3-6 years totaling 19,234,500 children [3], that means there were still around more than 5 million Indonesian children have not been served with educational needs from an early age.

Many factors that influence participation in early childhood education are still low. Based on research thesis entitled "Factors that Cause Parents Did Not Send Their Children to

School in PAUD Fajar Sumber Baru Village Seputih Subdistrict, Central Lampung Regency", it was mentioned that the factors that caused parents to not send their children to school their children in PAUD FAJAR are: (1) The level of parental education in which there are still many parents with low education so that many do not transportation conditions that are less supportive so that it affects parents not sending their children to PAUD FAJAR [4].

Also, to increase children's participation to get education from an early age, parents need awareness about the importance of early childhood education itself. The same in the case of providing early childhood education, it requires the participation of parents and the community. Based on research entitled "Parents' Perceptions About Early Childhood Education (ECE) in Kenagarian Timur Kambang Lengayang District, it is said that the level of parents' knowledge about education will affect the provision of education to children [5]. If parental education is high then knowledge of the importance of providing education to children is also high, including the provision of education to early childhood, bearing in mind that at that age the child experiences a golden period of development so that it should not be missed in vain. Likewise, if parents' knowledge about education is low, then it is probable that the provision of education to their children will also be low, even they do not know of the golden period experienced by their children so that they skip it without giving stimulus that will be able to develop the golden period of the child. High or low parental knowledge about education also affects the views or perceptions of parents about education.

The low level of community participation in involving their children in education from an early age is also influenced by different perceptions. Perception in the narrow sense is the vision, how a person sees things, while in a broad sense is a view or understanding, namely how someone views or interprets something [6]. Parents have different views about Early Childhood Education. This certainly will be a boost for parents why they send their children to early childhood education institutions

Every community/parent has different perceptions about education, especially early childhood education, both in the learning process, learning methods, learning environment and stages of learning.

Based on previous research about the factors causing parents not to send their children to early childhood education institutions as well as the problems outlined above, made the researchers finally decide to research the Effects of Parents' Perceptions on Early Childhood Education (ECE) towards Supporting Schooling Children in ECE Institutions in the Cikasungka Village to find out whether there is an influence of parents' perceptions about early childhood education to support sending their children to early childhood education institutions in the Cikasungka Village.

2. THEORETICAL REVIEW

2.1 Schooling Child Support

Support is encouragement or motivation from someone, thus motivation is a condition found in a person that drives him to do certain activities to achieve a goal [7].

Support can be given from one person to another, in social life humans cannot live alone so each individual needs help or support from others. Support can come from parents, family, peers, or the social environment. This support can be in the form of providing something to meet the needs of others.

Taylor explained that parental support is one form of social support in the form of assistance that can be provided to other families in the form of goods, services, information, and advice, which makes recipients of support will feel loved, valued, and feel comfortable [8].

understand the development of education so that it affects the parenting. (2) Parents' interests are inversely proportional to the economic situation and children's will. (3) Economic levels that still low affect parents to send their children to early childhood education institutions. (4) Community environment and Parental support for their children's education involves two main things namely moral support and material support [9].

1. Moral Support

Moral support from parents for their children's education can be in the form of attention to the fulfillment of psychological needs which include love, example, guidance and direction, encouragement, instill confidence. With the attention of parents in the form of fulfilling these psychic needs, it is expected to be able to encourage children's learning to achieve an ideal or achievement.

2. Material Support

In addition to moral support from parents for the continuity of their children's education, there is also support from parents in the form of material support. Where this material support is in the form of meeting physical needs, namely the cost of education, learning facilities, tools, and learning needs books. To meet physical needs is certainly related to the socioeconomic status of the family or income within the family itself.

2.2 Parents' Perceptions about ECE

Perception is essentially a cognitive process experienced by everyone in understanding information about their environment, both through vision, hearing, appreciation, feeling, and smell [10]. Everything that is obtained in the environment, whether seen, heard, lived, felt, and smelled will be processed as information to act.

Perception is an observation about objects, events or relationships obtained by concluding information and interpreting messages. Rachmat also added that perception gives meaning to the sensory stimulus (sensory stimulus) [11]

Everyone tends to see the same object or event in different ways. These differences can be influenced by many factors, including knowledge, experience, and point of view. Perception also links to a person's perspective of a particular object or event in different ways by using their sense devices, then trying to interpret them into information that can be understood.

There are 2 factors influence one's perception, namely as follows:

1. Internal factors: namely in the form of feelings, attitudes, and personality of individuals, prejudices, desires or hopes, attention (focus), learning processes, physical conditions, psychiatric disorders, values, and needs as well as interests and motivation.
2. External factors: in the form of family background, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, new things and familiar or unfamiliar objects [12].

Based on some of the definitions explained above, it can be concluded that perception is someone's observation of an object, event, or relationship with the environment received through the five senses into information, through which the person can distinguish, classify, and focus an object, event or relationship experienced or observed. Someone's perception is influenced by 2 factors, the first is internal factors which include feelings, attitudes and personality, desires or expectations, attention, and learning processes, the second is external factors, including family background, information obtained, knowledge, and matters. the

novelty of an object. Therefore, the perception of each person can be different, according to what is received by the five senses and internal or external factors that influence it. The object or event perceived this time is Early Childhood Education, both about the meaning, purpose, function, benefits, or principle of ECE.

2.3 Early Childhood Education (ECE)

Early Childhood Education is a coaching effort aimed at children aged 0-6 years, which is carried out through the provision of educational stimuli aimed at helping to develop various aspects of both physical and child development and spiritually to have the readiness to enter further education [13]. It was also further stated that early childhood education could be carried out in formal channels (kindergarten / Raudhathul Athfal), non-formal channels (Child Care Parks, Play Groups, and other forms of equal), and on informal channels (through family or environmental education).

The goals of early childhood education are generally the same as the goals of education in general. Education aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible [14].

Education for young children is very important. Many functions can be taken from this educational process. Among them is to develop all abilities owned by children following the stages of development, introduce children to the world around them, introduce rules, and instill discipline in children, provide opportunities for children to enjoy their playtime [15].

3. RESEARCH METHODS

The research method used in this study is a quantitative method with a survey approach. Quantitative research is explained which begins with a theoretical framework, the thoughts of experts to solving problems to obtain justification for a study. Research that uses the pattern of deductive-inductive reasoning, namely the pattern of reasoning that departs from a theoretical framework, expert ideas or understanding of research, then developed into a series of problems or possibilities and the solution is to obtain justification (verification) in the form of empirical data support in the field [16]. Called quantitative research methods because research data in the form of numbers and analysis using statistics.

Where research with quantitative methods with a survey approach has a characteristic that is data collected using a questionnaire or questionnaire given to respondents. A questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered [17].

The instrument validity test uses the Product Moment Correlation formula, while the instrument reliability test uses the Cronbach Alpha formula. The data analysis technique used is a simple linear regression analysis, where the calculation is assisted by the SPSS program. To meet the requirements of meeting the regression test, it is necessary to test the analysis requirements which include the normality test and the linearity test. Test requirements analysis is carried out to give an idea of the extent to which requirements have been met following the planned data analysis technique.

4. RESULTS AND DISCUSSION

4.1 Characteristics of Respondents

The study was conducted on 90 respondents in the Cikasungka Village, with details of the characteristics of respondents in this study dominated by women with 72 respondents and 18 respondents for men. The last education of respondents in the Cikasungka Village was dominated by respondents with the last high school education level equivalent. The economic level of respondents in the Cikasungka village is dominated by respondents with low economic levels, where the categorization at the economic level is based on the Regency Minimum Wage (*Upah Minimum Kabupaten/ UMK*) in Tangerang Regency which is IDR.3,841,389, if respondents with an income below the UMK are categorized with low-level respondents, if the respondent's income is equivalent to UMK, then it is categorized as a respondent with an average economic level, and if the respondent's income is above the UMK, then it is categorized as a respondent with an economic category above average or high. Determination of UMK magnitude based on Banten Governor Decree Number 561 / Kep.318-Huk / 2018 concerning Determination of Regency / City Minimum Wages in Banten Province in 2019.

The results of the calculation of respondent characteristics can be seen in the tables below:

	Frequency	Percent
Females	72	80,0
Males	18	20,0
Total	90	100,0

Tables of Respondents' Gender

	Frequency	Percent
Elementary School	14	15,6
Junior High School	16	17,8
Senior Highschool	41	45,6
Diploma	6	6,7
Bachelor	13	14,4
Total	90	100,0

Respondent's Latest Education Table

	Frequency	Percent
Low	67	74,4
Average	23	25,6
High	0	0
Total	90	100,0

Respondent Economic Level Table

4.2 Description of Research Result Data

The data description of the results of the study was used to see the level of parental perceptions about ECE and support for sending children to ECE institutions in the Cikasungka Village.

The following is a recapitulation table of intervals and categories of parental perceptions about ECE as well as support for sending children to ECE institutions in Cikasungka Village.

Interval	Frequency	Percentage (%)	Category
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79-87	3	3,3	Very low
88-96	27	30,0	Low
97-105	46	51,1	Average
106-114	11	12,2	High
115-123	3	3,3	Very high
Total	90	100,0	

Table of recapitulation tables for intervals and categories of parental perceptions about ECE in Cikasingka Village

Interval	Frequency	Percentage (%)	Category
71-78	5	5,6	Very low
79-87	37	41,1	Low
88-95	35	38,9	Average
96,103	10	11,1	High
103-111	3	3,3	Very high
Total	90	100,0	

Recapitulation table of intervals and support categories for sending children to early childhood education institutions in Cikasingka Village.

From this table, it is known that parents' perceptions about ECE in Cikasingka Kelurahan are in the medium category and support for sending their children to ECE institutions in Cikasingka Kelurahan is in a low category.

4.3 Discussion

The results of data analysis conducted by researchers showed several things that can be concluded, namely from 90 respondents who are parents who have children who attend ECE in Cikasingka Village which are divided into 5 categories, namely very low, low, medium, high, and very high, showing the level of parental perception variable about ECE (X) is in the medium category, with the highest number of respondents, amounting to 46 respondents at an interval of 97.00-105.00. While the results for the variable level of support for sending their children to ECE institutions (Y) are in a low category, with the most number of respondents, amounting to 37 respondents with an interval of 79.00-87.00.

The level of parental perceptions about ECE in Cikasingka Kelurahan can be said to be quite good because parental perceptions about ECE are in the medium category which is strengthened from the results of the calculation of respondent characteristics where the last education of parents in the Cikasingka Kelurahan is dominated by not too low graduates namely graduates from High Schools, as many as 41 respondents or 45.6%. The level of education affects the level of knowledge and learning process of a person, where the knowledge possessed and the learning process also affects one's perception of an object or event. This is in line with what was stated by Miftah Thoaha that 2 factors influence perception, namely internal and external factors, where the internal factors are the learning process of the individual itself, and the external factors are the knowledge of the individual itself.

Parents' perceptions about ECE in Cikasingka Kelurahan are said to be in the medium category, meaning that parents in Cikasingka village have a good perception of ECE. Some things that need to be improved can be seen from the respondents' answers on the calculation results that still get the lowest score, namely in the sub-variable understanding of ECE for indicators of age 0-6 years, the benefits of ECE are seen from the indicators of playing opportunities for children and indicators of children's independence.

The perception of parents about ECE in Cikasingka Village is quite good where the perception of parents about ECE in Cikasingka Village is in the medium category, some things about ECE need to be improved so that parents finally have a good perception about ECE. This is due to the lack of knowledge and learning processes that are obtained because of the majority of respondents with a background in education from a senior high school or equivalent influence their perceptions of ECE. So it can be concluded that the level of parental perceptions about ECE which is in the category is being strengthened from the educational background of respondents who are dominated by high school graduates.

Then the result of the low level of support in sending children to ECE is strengthened from the calculation of respondents' characteristics, where the economic level of the respondents in this study is dominated by respondents with a moderate economic level with total income below the Tangerang Regency Minimum Wage (*Upah Minimum Kabupaten/ UMK*) per month and the number of respondents with a low economic level category of 67 respondents or 74.4% of all respondents. A person's economic level is also related to supporting in fulfilling his children's educational needs. This is in line with what has been stated by Hasbullah that there are 2 main things concerning the support of parents to their children's education, namely moral support in the form of psychological needs and material support in the form of physical needs, where to meet those needs related to status socioeconomic family or income within the family itself.

The data in this study were strengthened based on the results of data analysis using simple linear regression techniques resulting in a regression equation $Y = 56.017 + 0.328X$. From the regression equation above, it can be read "each increase of 1 score in the value of parental perceptions about ECE (X) will increase support for sending children to PAUD (Y) by 0.328 at an initial value of 56.017. Significance test results using the F test showed a calculated F value of 12.129 is greater than the F value of table 3.93, it can be concluded that the parents' perception of ECE (X) significantly influence the support of sending their children to ECE institutions (Y).

Based on the linearity test it is known that the value of Sig. Deviation From Linearity of $0.186 > 0.05$ and F count of 1.317 < F table of 1.62, it can be concluded that H_0 is rejected and H_a is accepted, meaning that the regression equation $Y = 56.017 + 0.328X$ is linear, which states that the relationship between parents' perception of ECE to support sending their children to ECE institutions is linear.

After linearity testing, the researchers conducted the R2 Test (determination test) to find out how much influence the perception of parents about ECE (X) on supporting children to send their children to ECE institutions (Y), the results ($r_{xy} = 0.348$) between parents' perceptions about ECE with the support of sending their children to ECE institutions, in other words, the greater the perception of parents about ECE, the tendency to increase their schooling support in ECE institutions.

R square value of 0.121. This value implies that the influence of parental perceptions about ECE (X) on the support of sending children to ECE institutions (Y) is 12.1% while 87.9% support for sending children to school is influenced by other variables not discussed in this study. Therefore, the results of the analysis of the data obtained show that the hypothesis in this study which states that "Parents' Perceptions about ECE affect the Schooling Children Support in ECE Institutions" has an influence, but the effect is only slightly at only 12.1%.

The results of this relevant research indicate that there is still a lack of parental perceptions about ECE where parental perceptions of ECE in Cikasingka are already good enough to be categorized at a

moderate level, but a lack of perception with several things that need to be raised again about ECE causes low support for sending children to school in ECE institutions as happened in the research conducted by researchers this time in the Kelurahan Cikasungka.

5. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

There is an influence on parents' perceptions about ECE to support sending their children to ECE institutions in the Cikasungka Village with a magnitude of R square (R^2) of 12.1%.

The results of this study provide information that parents' perceptions about ECE affect the support of sending their children to ECE institutions. Therefore, if the perception of parents is high, the support of sending their children to ECE institutions will also increase. Although not always the support of sending children to ECE institutions is influenced by parents' perceptions about ECE,

because the magnitude of the effect resulting from the calculation of R square is quite small at only 12.1%.

Therefore recommended for parents to be able to add insight into Early Childhood Education, specifically about the understanding of Early Childhood Education, the functions and benefits of ECE, so as not to be mistaken in understanding the meaning, function, and benefits of ECE through various readings and impressions on Early Childhood Education Early either through books, other electronic media or following the socialization held by the government.

Also for the government to be able to provide socialization about Early Childhood Education specifically about the understanding, function, and benefits of ECE so that people are not mistaken about the understanding, function, and benefits of ECE, not only in big cities but also into the villages. remote villages that have not yet been socialized the importance of Early Childhood Education.

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