

Project Based Self-Regulated Learning as a Parenting Model to Increase the Attitude of Responsibility of Children Age 5-6 Years

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Project Based Self-Regulated Learning as a Parenting Model to Increase the Attitude of Responsibility of Children Age 5-6 Years

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Abstract

Stimulating the attitude of responsibility to the child, should the child be given tasks that the child should accomplish. The treatment that can be given to children is by using the concept of learning model project based learning. In addition, the child is also able to regulate or control himself. So the children know and work on their duties. This is called self-regulated learning, the child is able to choose decisions and self-control, self-initiated initiatives that include goal setting and setting efforts to achieve objectives, management of time, and set Physical and social environments. This research was done to find how the project based learning role when associated with self-regulated learning in the attitude of responsibilities of children age 5-6 years. This research method uses experimental research by testing the use of project-based self-regulated learning models on the child's responsibility. Based on the test results done then it is derived that the model of project based self-regulated learning can significantly improve the attitude of children's responsibility. The attitude of responsibility will change significantly when the treatment is repeatedly done to children.

Keywords

project based self-regulated
learning parenting model;
increase attitude



I. Introduction

Attitudes can be positioned as a result of an evaluation of the object of attitudes expressed into cognitive, affective (emotional) processes and behaviors. Attitudes consist of cognitive components (ideas that are generally related to speech and study), behaviors (tends to affect appropriate and inappropriate responses) and emotions (causing consistent responses). Responsibility for early childhood education is the realm of the value of emotional social intelligence. Social Development (Alexander: 2017, 220) is the acquisition of the ability to behave according to those around him. Social development is the process of learning to adapt to the norms of groups and customs, learning to cooperate, interconnected and feel united with the people around him.

The attitude of responsibility is crucial to be taught and developed since early childhood with the record of responsibility it must be within the limits of the child's ability. Stimulating the attitude of responsibility to the child should be given tasks that the child should accomplish. With the responsibilities that children get, the child will think and behave according to the situation. The treatment that can be given to children is by using the concept of learning model project based learning. In this, learning is given the opportunity to be personally responsible. A responsible attitude that can be done by early childhood is to look after the goods, return the goods to their original place, work on the tasks that the educators have ordered, do the tasks to completion, and appreciate the time. The specifications of the emotional social development in children age 5-6 the children who know the manner in accordance with the social value of the

local culture and understand the rules and discipline so that the child will be expected to be responsible.

The child's ability to be responsible includes teaching guidance or encouragement done by adults with the aim of helping the child learn to live as a social creature and achieve optimal growth of flowers. In addition, the child is also able to regulate or control himself. So the children know and work on his duties. This is called self-regulated learning, the child is able to choose decisions and self-control, self-initiated initiatives that include goal setting and setting efforts to achieve objectives, management of time, and settings of physical and social environments.

In the implementation of the learning activities, the teacher only plays a role to increase the motivation of the child in selecting and doing alternative ways and situations in accordance with his condition. It takes guidance by parents and teachers to stimulate the child's ability to be responsible (Chen: 2015, 857). Based on this, it takes a reference model the implementation of parenting collaboration between parents and teachers in school. In this development study, project based learning models will be collaborated with self-regulated learning models.

13

II. Review of Literature

2.1 Project Based Learning Model

The learning model has syntax that is the stage in implementing the model in whatever activities need to be done by lecturers and students or students, starting the initial learning activities until the end of the activity (Sitepu, 2019).

Project based learning model is a learning model that uses projects (activities) as the core of learning. In this activity, the child conducts exploration, assessment, interpretation, and synthesis of information to obtain various learning outcomes (knowledge, skills, and attitudes) (Chen, Li, and Wang: 2017, 326). The form of judgment can be either test or non-test. We recommend that assessments made for this project-based learning model focus more on the child's ability to manage their activities in the completion of selected projects and their design, relevance or suitability of the project with the learning topics that are being studied up to the originality of the project that the child is in the line.

The implementation of learning by using the Project Based Learning model has benefits that can be achieved through the implementation of a project based learning model (Johnson, McHugh, Eagle, and Spires: 2019.4).

2.2 Self-Regulated Learning

Self-regulation is concerned with processes where learning moves and supports behaviors, cognition, and affects that are systematically oriented towards achieving learning objectives. Self-regulated learning refers to every learning process that takes place from the thoughts, feelings, strategies, and behaviors produced by the child addressed to the achievement of the learning objectives (Duncan, Schmitt, Burke and McClelland: 2018, 295). Self-regulated learners not only need to have cognition (knowledge to build upon), and knowledge and monitoring learning strategy, but they must also be motivated using their strategy to build understanding to learning materials. Personal ability that allows children to become independent learning and to develop a core of excitement (Resiliency) is much related to achievement.

2 Understanding the 1 concept of self-regulation is important in developing the ability of learning achievement. Self-regulated learning is a self-initiated initiative that includes goal setting and setting efforts to achieve goals, time management, and physical and social environment settings (Pears, Kim, Healey, Yoerger and Fisher: 2015, 228; Vernon-Feagens, Willoughby and Garrett-Peters: 2016, 433). In the implementation of learning activities, the teacher only plays a role to increase the motivation of the child in selecting and doing alternative ways and situations in the conditions of the learning implementation. Metacogically, self-regulated learner plans, organizes, directs, self-monitors, and evaluates themselves to the different levels of what they are learning.

Self-regulation of Learning is an activity to monitor and control the learning of self-study. The study arrangement has several components, such as motivation, belief of origin (epistemic) of learning, metacognition, learning strategy, and previous knowledge (Prior knowledge) (Timmons, Pelletier and Corter: 2016, 261). There are self-regulation components being the five essential components grouped into two categories, namely: 1) information acquisition process, which includes preparedness (receiving and following road information and monitoring); 2) Transformation process the ability to choose (selectivity), connect (connectivity), and plan (planning).

2.3 Parenting

Parenting is a way to teach children proper interaction and relationship patterns, or how to best be taken by parents in educating the child as a manifestation of the sense of responsibility to the child (Black, Walker, Fernald, Anders 8, DiGirolama, Lu and Devercelli: 2017, 81). Parenting is a parent's effort to be made to the arrangement 8 of social environment, cultural environment, psychological atmosphere as well as behaviors displayed at the time of meeting with children.

Parenting takes place in a social context that provides support for parents. Parenting is how to educate parents on children. Parenting concerns all the behaviors of everyday parents either directly related to the child or not, which can be captured or seen by his children (Britto, Lye, Proulx, Yousafzai, DKK: 2017, 98). It is with the hope that what is given to the child (caregiving) will positively impact his life especially for religion, self, nation, and also his country. It can also be interpreted as a task related to directing the child to become self-reliant in their adult life, physically and psychologically.

2.4 Attitude Responsibilities

Attitudes can be positioned as a result of an evaluation of the object of attitudes expressed into cognitive, affective (emotional) processes and behaviors. Attitudes consist of cognitive components (ideas that are generally related to speech and study), behaviors (tends to affect appropriate and inappropriate responses) and emotions (causing consistent responses). Based on the above, it can be concluded that the attitude is a positive reinforcement as well as a negative reinforcement given to a person who then gives a tendency to approach or stay away from what someone wants.

Responsibility is the human consciousness of intentional or accidental conduct or actions. In addition, according to (Popenoe: 2017, 61) responsible behavior is the result of praise and 4 courage towards growth into adulthood, as well as to acts that demonstrate self-reliance. The responsibility of the person's attitude and behavior to carry out his duties and obligations should be done to oneself, society, the Environment (nature, social, and culture), the state and the Almighty God. Increasing the responsibility of the child is done by giving assignments and

giving the child confidence that the child can do it. In addition, the child can appreciate the time. For example, the child kept his promise when he went and had to go home at the appointed hour. Likewise, when the child leaves school on time and when doing the child's assignment, it is timely. When the child does the appropriate desires, the parent or educator must provide a positive strengthening of praise. Given the compliment the child will understand that a parent or educator likes it if he or she does what he wants. Therefore the child will tend to repeat the behavior that is liked by parents or educators. The attitude of the child's responsibilities can be started from the simple. From keeping your own belongings, tidy up the bedroom and then tidy up the game tools you have used.

Educators and parents need to be examples, because children learn from what the children see around especially the family. In addition, children also need to be given reinforcement by parents and educators to motivate children to be more accountable to their own behavior. Children begin to learn responsibility at the age of two (Nurmalitasari: 2015:105). Learning responsibilities by children can start from activities that children do daily. Children learn to spruce up the game, hang the bag in place, set the shoes in place and the child assists the parent's duty by dividing the task (Brown and Gibbons: 2018, 140). Through the work of children's daily tasks will be accustomed to responsible for their own needs and environment.

6 **III. Research Method**

This research is a quantitative study with an experimental approach that aimed to see how project based self-regulated as a parenting model affects the child's responsibility attitude. This study was conducted on 50 children aged 5 to 6 years. In this study data collection techniques was by observing the tests performed by the child. The Data was quantitative and in time series. Analysis of the data used was a quantitative test to see changes in the development of children from each treatment given.

IV. Result and Discussion

This research is done by eight times treatment with the data type in time series to see the attitude of responsibility by seeing aspects in appreciating the time, doing the task given, keeping his possessions, and placing the goods according to its place. Before committing to treatment, researchers gave socialization about the use of learning model development with the Learning Guide Implementation manual and child responsibility Attitude Assessment book. This was done so that teachers can understand the implementation of learning by using the handbook and the Assessment book provided, so that the implementation can be achieved well.

Implementation of learning with models that had been developed. The implementation of the teacher was based on the handbook. Learning activities were conducted in the classroom. For first treatment it's done at the beginning of learning activities. The first implementation of this treatment was that the children were given an introduction and explanation about the concept of responsible for the goods that children had. Those children were invited to attach a sticker based on the teacher's order, if it had finished the activity according to the symbol on the learning tool on the model that had been developed.

4.1 Ability to Value Time

The following results in the data of the ability to have time in the child presented with the data time series to see an increase in the attitude of responsibility to the ability to respect time:

Table 1. Graphic Data of ability to value time

TreatmentData	Interval	Category
1	2,72 – 3,26	Good
2	3,24 – 3,75	Very Good
3	3,26 – 3,76	Very Good
4	3,27 – 3,78	Very Good
5	3,30 – 3,80	Very Good
6	3,32 – 3,81	Very Good
7	3,34 – 3,81	Very Good
8	3,35 – 3,82	Very Good

The treatment given at the first meeting resulted in a minimum value of children's ability was 2.72. The minimum value of each treatment would increase, as well as the highest value gained by children in learning using models that had been developed.

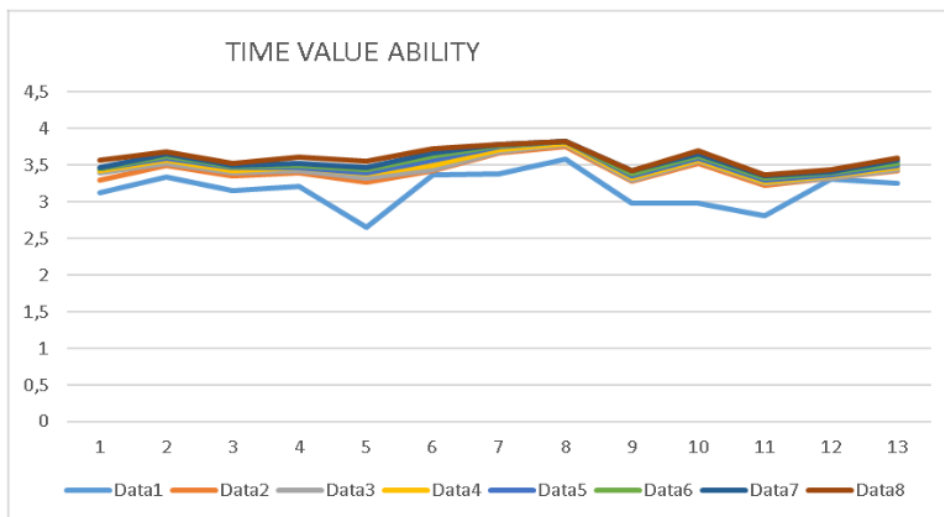


Figure 1. Graphic Data Treatment 1-8 the ability in valuing time

Figure 1 was the result of the treatment model that had been developed to improve the ability to value time on the attitude of responsibility that was done by the time of treatment 1/8. Only a few samples of children had been scoring above 3 and there were many children under the category of good. Based on this, the treatment carried out at the next stages showed improvement in the achievement of children's ability, with the improvement of the graphic from treatment two to the eighth. Children's ability gained improvement in each treatment given.

4.2 Ability to Perform Tasks

The following results of data ability to perform the task that has been given, which is presented with the data time series to see increased achievement of child responsibility attitude:

Table 2. Graphic Data of ability to perform tasks

TreatmentData	Interval	Category
1	3,173	Good
2	3,352	Good
3	3,43	Good
4	3,471	Good
5	3,525	Very Good
6	3,538	Very Good
7	3,567	Very Good
8	3,589	Very Good

Based on the results of the treatment provided by using a model that had been developed during the eight treatment, the value of graphicdata of ability to work on the children' task in accordance with table 2, namely:

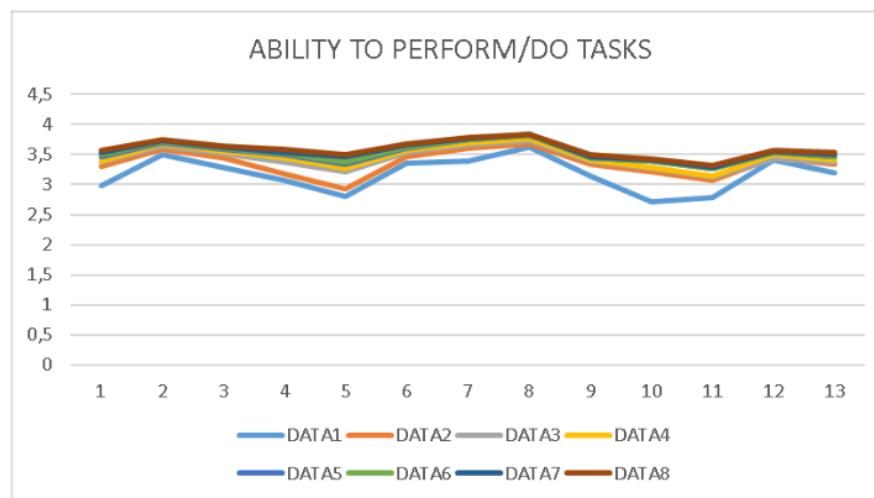


Figure 2. Graphic data in Time Series on the ability to perform task Treatment 1 until 8

Figure 2 was the result of learning the treatment model that had been developed to improve the responsibility of the ability to work on tasks that were done eight treatments. There had been many children who were in good category even there were samples that obtained an average rating of 3.5 for the first treatment. Based on this, the treatment that done at the next stage showed the improvement of quality of the ability to exemplify children, with the increase of the graph from treatment two to eight.

4.3 The Ability to Keep Personal Items

The following data WERE the ability to keep personal items of children presented with the time series data, to see the increasing value of the children's responsibilities:

Table 3. Graphic data ability to keep personal items

Treatment Data	Interval	Category
1	2,48 – 3,52	Good
2	3,13 – 3,55	Good
3	3,23 – 3,57	Good
4	3,24 – 3,58	Good
5	3,26 – 3,61	Very Good
6	3,30 – 3,73	Very Good
7	3,47 – 3,75	Very Good
8	3,48 – 3,77	Very Good

Based on the results of the treatment provided by using a model that had been developed during the eight treatments, the value of the graphic data to keep personal items ability according to the graph in table 3, namely:

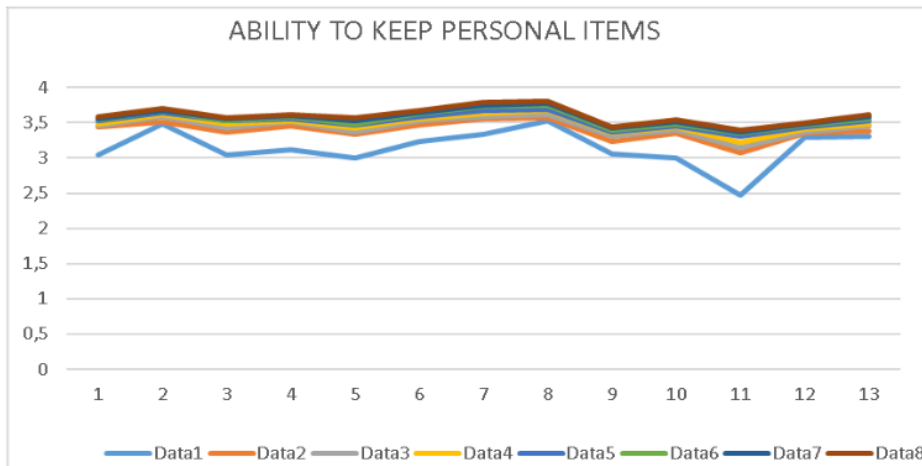


Figure 3. Graphic data in Time Series of the ability to keep personal items Treatment 1 until 8

Figure 3 was the result of learning the treatment model that had been developed to improve the ability to keep personal items on the attitude of responsibility that was done by the time of treatment. There were many Children who were in good category even there were samples that obtained an average rating of 3.5 for the first treatment. Based on this, the treatment done at the next stages showed the improvement in the quality of the ability to keep personal items of children, with the improvement of the graphic from treatment two to eight.

4.4 Ability to Place Goods/Things on Their Place

The following results data summarized the ability of children presented with the data time series, to see the increasing of the achievement of the ability to put goods/things on their place:

Table 4. Chart Data value ability to put goods/things on their place

Treatment Data	Interval	Category
1	2,71 – 3,52	Good
2	2,80 – 3,61	Good
3	3,12 – 3,61	Good
4	3,18 – 3,77	Good
5	3,23 – 3,78	Good
6	3,26 – 3,79	Very Good
7	3,32 – 3,81	Very Good
8	3,34 – 3,82	Very Good

Based on the results of the treatment provided by using a model that had been developed during the eight treatments, here was the value of graphic data of ability to place goods/things on their place in table 4, namely:

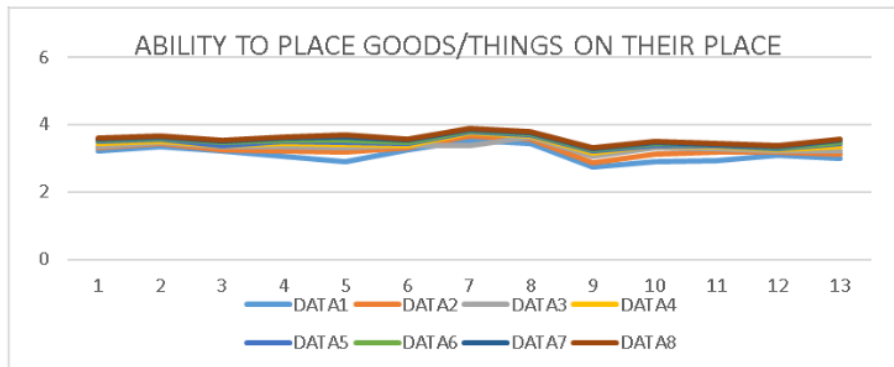


Figure 4. Detailed graphic data in Time Series of Ability to place goods/things on their place Treatment 1 until 8

Figure 4 was the result of learning the treatment model that had been developed to improve the ability to summarize the ability to understand the time of eight treatments. There were many Children who were in good category even there were samples that obtained an average rating of 3.6 for the first treatment.

The result of all the implementations of the learning model of project based self-regulated learning for the attitude of child responsibility there was increasing ability by implementing eight treatments. Here's a time series graphic of learning result by using an eight-time learning model:

Table 5. Improvement of ability based on Sub achievement in Treatment 1 until 8:

Improvement	Treatment 1 until 8	Category
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	Result value								
Valuing time	2,72- 3,26	3,24- 3,75	3,26- 3,76	3,27- 3,78	3,30- 3,80	3,32- 3,81	3,34- 3,81	3,35- 3,82	Very Good
Doing task	2,74- 3,60	2,88- 3,65	3,23- 3,75	3,24- 3,77	3,28- 3,78	3,28- 3,78	3,29- 3,78	3,3- 3,78	Very Good
Keeping personal items	2,48- 3,52	3,13- 3,55	3,23- 3,57	3,24- 3,58	3,26- 3,81	3,30- 3,73	3,47- 3,75	3,48- 3,77	Very Good
Placing things/goods on their own place	2,74- 3,52	2,78- 3,60	3,12- 3,60	3,18- 3,76	3,25- 3,77	3,26- 3,78	3,28- 3,79	3,29- 3,80	Very Good

When compared with the entire achievement, the ability to keep personal belongings required more stimulus for children. There were children who were still struggling to account for their belongings and placing the goods according to their place. So there were several times found children who had not regularly kept their shoes or learning tools and had not put back the toys in place. So it took a longer treatment and focus on learning so that the achievement of the ability to compare and explain to the children were more developed well.

7

V. Conclusion

Based on the test results done then it is derived that the model of project based self-regulated learning can significantly improve the attitude of children's responsibility. The attitude of responsibility will change significantly when the treatment is repeatedly done to children.

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