



# Co-Parenting Management; Shaping Early Childhood Cultural and Language Adaptation

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## Abstract

Problems of communication and interaction between preschoolers, unwittingly have an important role in having a high ability to respect culture and language. Children's development is not only influenced by the quantity of time spent with parents, but parents must pay attention and understand the parenting style used when interacting with children. The purpose of this study was to determine the parenting style of parents in shaping the cultural and language adaptations of early childhood. This study used a qualitative approach with a type of field research. The data collection techniques used were observation guidelines and interviews with the principal, homeroom teacher for classes A1 and B1, and two parents at Ummi Sundari Sidomukti Kindergarten, Kraksaan. The data analysis technique used the Miles and Huberman Interactive Model with data reduction activities, presenting data, and drawing conclusions. The results showed that Co-Parenting management in shaping the adaptation of Ummi Sundari Sidomukti Kindergarten children to culture and language was pursued by 2 educational concepts namely guided by local and national languages and internalization of tolerance. This research demonstrated parenting styles in managing positive values in children's affective and psychomotor aspects.

**Keywords :** *co-parenting management; language adaptation; early childhood*

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## Introduction

Indonesia is a nation that has a wide diversity of ethnicities, races, cultures, languages, philosophies and religions. The basis of the Indonesian state Pancasila essentially upholds freedom of religion. Along with Islam, other religions have an impact on many political, economic, cultural and educational issues (Sodik, 2020). Basically, parents' actions in nurturing children's potential can be used to observe cultural values. Components of physical, cognitive, verbal, motor, moral, discipline, social-emotional, self-concept, creative, and religious values are some of this potential (Musi et al., 2017). The cultural aspect is that one of them has moral values which are good and bad standards determined for individuals against socio-cultural values in which individuals are social members. So that cultural values with moral behavior

are needed for the realization of a peaceful life full of order, order and harmony (Darihastining et al., 2021).

Children aged 3 to 6 years are children in the pre-school period . Preschoolers have their own characteristics in terms of growth and development. Growth and development of children can be influenced by internal factors and external factors (Bawono, 2017). Internal factors include race or ethnicity, family, age, gender, genetics, and chromosomal abnormalities. External factors are divided into three, namely prenatal factors, childbirth, and postpartum. One of the postnatal external factors that affect the growth and development of children is the role and parenting style of parents (Prahesti et al., 2019).

The values upheld by the family have a significant influence on the way parents raise their children. Even though parenting is a shared work in eastern countries like Indonesia, the wife or mother tends to have a bigger role in raising children. Gross motor, fine motor, social independence, and language development are some of the skills that preschoolers are developing. Language development, including the ability to react to sound, obey commands, and speak voluntarily (Nofita Anggraini, 2020). Competence that the child must have is intercultural communication where children as communicators are able to convey messages in interactions with other people who have different cultural and linguistic backgrounds (Nacikit, 2020).

According to Desmirasari & Oktavia (2022), communication between people from different cultures, regardless of racial, ethnic, or socioeconomic differences, is referred to as intercultural communication. Meanwhile, culture itself is a way of life that develops, is shared by a population, or is passed down from one generation to the next. Need special abilities to overcome cultural differences or *cultural gaps* in new environment, namely by adaptation. Cultural and language adaptation is a process in which somebody learns and understand the rules and customs of the new culture.

Children between the ages of 3 and 6 also experience the pre-operational stage, which refers to the time when children can pretend, use symbols in small gestures, and act out their desires and experiences (Bukhalenkova et al., 2021). Language development occurs in a social environment, which includes interaction with parents and the parenting approach used. Parental interactions and responses are very important for the linguistic and cultural development of children (Zain, 2020). It includes all the techniques used by parents so that children more easily achieve adaptability to the surrounding culture and language. Children who receive cultural and linguistic examples that are not strong from the family, who do not have enough communication partners and lack opportunities to interact will have low cultural and language skills (Seo, 2021).

The role and upbringing of parents is one of the external factors that influence the development of culture and language in preschool children. This is because the problems of communication and interaction between preschoolers and their parents unknowingly play an important role so that children have high respect for culture and language (Dai & Li, 2022). Efstratopoulou et al. (2022) states that child development is not only influenced by the quantity of time spent by parents with children, but parents must pay attention to and understand the style used when interacting with children and how parents discipline children, hereinafter referred to as parenting style.

Disturbances in cultural and language development were experienced by Al-Hasanah Kindergarten. Al-Hasanah Kindergarten represents a condition most frequently encountered in preschool children. Disorders of cultural and language development often appear in the behavior of children who cry excessively, difficulty in understanding, speech confusion, speech delay, to be reluctant to accept other people in their activities. So that the role of parents is one of the external factors that influence the development of culture and language in preschool children.

In such a child's development, there needs to be parental collaboration so that children can adapt well, both in terms of culture and language, departing from their home

environment. So, the actions taken by Ummi Sundari Sidomukti Kindergarten are implementing cultural and language adaptation based on Co-Parenting. Collaboration of parents (Co-Parenting) namely actualizing the role and parenting of parents through analysis of needs, problems, to formulate a solution related to physical growth and development of children's abilities. *Collaborative parenting* is a concept that bridges parents and children to work together in identifying problems, discussing various possible solutions, agreeing on solutions, and evaluating results. However, that does not mean that the contribution and parenting style of parents to child development is an undeniable authority. The form of children's adaptation ability to be able to have skills in culture and language is evidence of the efforts of parenting parents. So, with this it is felt important to put forward a collaborative parenting strategy that is correct for early childhood.

As research from Mulqiah et al. (2017), showed findings in the form of 44 mothers at TKIT (*Taman Kanak-Kanak Islam Terpadu*) Al Farabi Yogyakarta in 2013 with democratic parenting patterns of 40 mothers (90.9%), while authoritarian parenting styles were 4 mothers (9.1%). As many as 34 children (77.3%) had appropriate language development, 10 children (22.7%) had doubtful language development. There is a relationship between parenting style and language development of preschoolers (3-6 years old) ( $p=0.032$ ). Parenting style is one of the factors that influence children's language development; this is due to communication and interaction between children and parents has an important role so that children have language skills that are appropriate to the stages of the child's age.

Another study by Nofita Anggraini (2020) states that the role of parents in improving children's language development includes (1) introducing good and correct greetings when communicating in the family, (2) practicing pronouncing short or simple sentences, when children accept; asking, asking other people, (3) inviting children to get to know the objects around them, (4) inviting children to talk, (5) reading stories or storytelling, (6) applying democratic parenting. These previous findings are evidence that the role and parenting style of parents are influential factors in the development of children's adaptation to the surrounding environment.

In order to answer the problems that occur, this research will be a finding with different characteristics from the previous studies above. This research is a solution to the phenomenon experienced by parents at Ummi Sundari Sidomukti Kindergarten who still find it difficult to care for the cultural and language adaptation needs of early childhood. This research is a novelty that emphasizes parental collaboration, while on the other hand there is a teacher's parenting style at school. Not only that, this study also describes active and participatory patterns of communication and interaction between parents and children.

This picture is something that is rarely found nowadays, that children who are already in a school environment with teachers who become educators, make the role and contribution of parents shrink and start to be indifferent to the main tasks of parents. The study presented will examine parenting management to shape early childhood adaptation in terms of culture and language, so that children can have a good social and moral spirit from an early age. So, the purpose of this research is to find out how parenting management shapes early childhood adaptation at Ummi Sundari Sidomukti Kindergarten.

## Methodology

This study uses a qualitative approach with a type of field research. The aim is to explore and explore social objects, in this case, the objects in the scope of education as a whole and thoroughly so as to produce an organized scientific study. This research focuses on cultural and language adaptation based on Co-Parenting in early childhood at Ummi Sundari Kindergarten at KH. Abdurrahman Wahid Street in Sidomukti, Kraksaan, Probolinggo. The data collection technique for this study used 2 instruments, namely observation guidelines and interview guidelines. The sources in this study amounted to 5 The informants consisted of school principals, class A1 and B1 homeroom teachers and 2 Ummi Sundari Sidomukti

Kindergarten guardians. This research was conducted for 2 months from January to February 2023. After the data had been collected, the data analysis technique used the Miles and Huberman interactive model. The flow of analytical procedures began with reducing data findings into several main data points that were relevant to the research, presenting the reduced data in writing, and drawing conclusions from the presentation of the data so that the findings can be verified with the research facts. While the data validation technique used source triangulation.

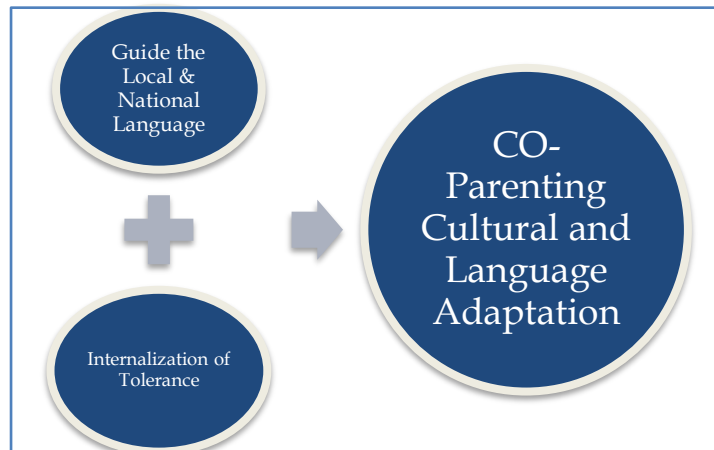
## Results and Discussion

According to Ruseti et al. (2021) what meant by cultural acculturation was a protracted process in which people learn about and interact with their environment in order to feel comfortable in a new context. The development of children's language is currently a priority that parents need to pay attention to, especially in terms of the application of learning that cannot be separated from the parenting approach used by parents, which of course will have an impact and influence on children's cultural and language development (Brantasari, 2022). Darwis Hude explained that parents become informal transformation media for children in the future. Jamilah said that early childhood development is very much influenced by the environment, especially the educational and family environment so that the parenting styles of parents are also very diverse (Tarmizi & Sulastri, 2020). In the family, the role of parents and siblings is influential in shaping the child's personality. Parenting style from good parents will also give birth to good behavior for children (Nurlaeni & Juniarti, 2019).

Collaborative Parenting (Co-Parenting) emphasizes communication, negotiation, compromise and an inclusive approach (Sari et al., 2022). For family decision making, *collaborative parenting* bridges parents and children to work together in identifying problems, discussing various possible solutions, agreeing on solutions, and evaluating results (Musu et al., 2017). It sounds complicated, but it can be done easily by parents if they really care about the needs and development of their children. All activities and behavior of parents can involve Co-Parenting in their implementation. Bottom line, people parent and child become one partner (Pebriana, 2017).

Ummi Sundari Sidomukti Kindergarten is one of the pre-school educational institutions for children in the 5-7 year age range. So, the contribution of parents is also very necessary in the golden age of this child. Children will tend to explore their feelings, emotions, language, behavior, and thoughts. This pre-school education is aimed at getting children used to socializing with various kinds of cultural and linguistic diversity. Mrs. Mawaddah as the principal of the Ummi Sundari Sidomukti Kindergarten explained that in terms of the main purpose of education, the kindergarten included in PAUD is to develop children's potential so that they are ready to enter the next level of education. However, prior to this pre-school education, children's informal education had already been taken with their parents at home. It was undeniable that children's cultural and language abilities were formed on the contribution of parenting styles to children.

So practically, Ummi Sundari Sidomukti Kindergarten made a policy by conducting seminars with the theme "Parenting Seminar: Between Children, Education, Cultural and Language Adaptation" for all parents of students of Ummi Sundari Sidomukti Kindergarten for the 2022/2023 school year. This seminar is the school's mission to involve and invite parents to actively collaborate on the development and adaptation of children to culture and language. This seminar was held for two days in November 2022. More than 40 parents of students participated in the seminar with a series of activities that ran smoothly and were full of wisdom by holding talks with the parents. This parenting seminar discussed the role and collaboration of parents in shaping children's cultural and language adaptations in the home and school environment with several processes in children's lives, including using local and national languages, as well as the internalization of tolerance.



**Figure 1 : Co-Parenting Management in shaping early childhood cultural and language adaptation**



**Figure 2 : Documentation of the parenting seminar at Ummi Sundari Sidomukti Kindergarten**

To find out in more detail about the Co-Parenting-based cultural and language adaptation process implemented by the student's guardian, the following is an explanation.

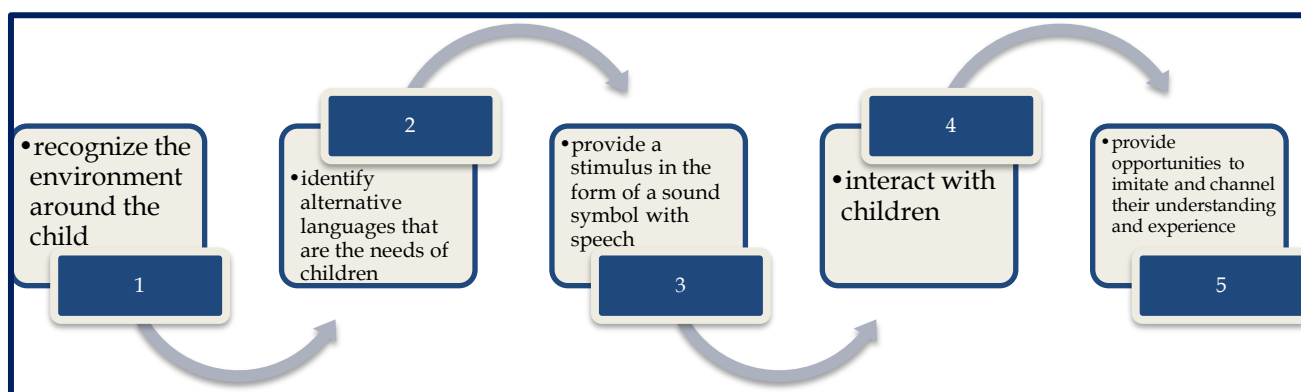
### **Guide the Local and National Languages**

Language is an identity that is used as a means of communication between individuals across various cultures. Indonesia consists of 17,000 islands and 718 local languages that surround it. Language facilitates communication activities and all our activities. Humans as creatures that cannot live alone cannot be separated from communication (Kurniadi et al., 2018). Previously, before the Indonesian language was determined to be the national language, the Indonesian people communicated in their own regional language which was passed down from generation to generation. Regional languages in Indonesia have characteristics that differ from one language to another. The vast Indonesian nation with many regional languages makes communication difficult in Indonesia between nations of different islands and cultures (Joyo, 2018).

The community cannot maintain the regional language massively only through awareness of the importance of the regional language as one of the factors. The formation of character in each family also needs to be strengthened. We don't force everyone to use the local language, outside the home, because the need to communicate is not enough to be represented

by just one language. But multilingual, so that the need for communication can be carried out properly. Thus, most Indonesian people use the mother figure as a language director for their children (Nacikit, 2020). Apart from that, the mother tongue also functions as a cultural language, an intra-ethnic unifying language, to strengthen familiarity and to know the history and evidence of ancestral heritage in the form of speech tools (Desmirasari & Oktavia, 2022).

In the context of community unity, the role and collaboration of the family environment in the adaptation of children's culture and language is formed by referring to the local language and the national language, namely Indonesian. That way, children can not only adapt to strengthen friendship with the people of their area, but can expand their friendship and friendship with various people with different cultures. The position of Co-Parenting in this case facilitates efforts to make the local language and national language a guide in communicating and interacting with their social environment.



**Figure 3 : The pattern of guiding language culture**

Mrs. DA as the teacher of class A1 Ummi Sundari Sidomukti Kindergarten explained as shown above, that children can be taught to adapt to culture and language at the same time by referring to the local language and national language in their sphere of life. The steps in the process of parental collaboration as stated according to the seminar study are (1) recognizing the environment around the child, (2) identifying alternative languages that are the needs of the child, (3) providing a stimulus in the form of a sound symbol system with speech that is easily accepted by the child, (4) establishing interaction with children through various terms, expressions or utterances, and (5) providing opportunities for children to imitate and channel their understanding and experience of the language they acquire.

Regional languages play an important role as identity, characteristics, communication tools, and instruments for centuries to thousands of years through spoken and written. Luckily for children who are born into families who get used to speaking the local language in their daily activities at home. The effective guardian of the local language is the family, because most of the families are still in the same clan. So, it is highly recommended for parents to get their children used to communicating in the local language. Never be afraid or worried that your child will stutter in Indonesian because they are accustomed to the regional language from a young age, because slowly the child will quickly learn Indonesian in a social environment, especially at school and in the community. This does not mean that children are left indifferent to the National language, but children can be taught to know Indonesian by introducing creative and innovative children's songs that stimulate their understanding of their sensitivity to Indonesian. Another way is to teach early reading to children, such as knowing the alphabet, nouns, animals, and others.

The beginning of the history of the Indonesian language was born at the youth oath on October 28, 1928 and then confirmed as the national language. Indonesian has developed into an identity and spearhead for the founding of the State of Indonesia. Indonesian is the language of unity. As contained in the youth oath, namely that we, the Indonesian people,

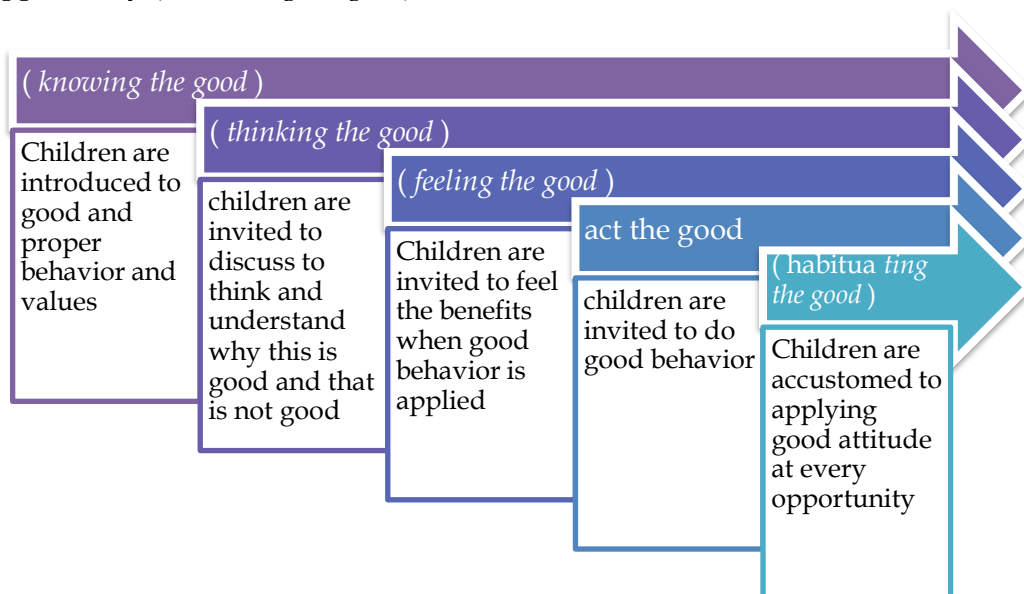
acknowledge that we share one Indonesian homeland, have one nation, namely the Indonesian nation, and uphold the language of unity, namely Indonesian. Indonesian is closely related to society because with this language it fosters an attitude of love for the nation, upholds the motherland, and there is no difference in terms of communication (Wahid et al., 2021).

With that as a citizen of Indonesia, you should learn the proper Indonesian language so as to create national unity and integrity. Language is something very essential in establishing communication. If you can't communicate well, it will be difficult for your child to get along with local people. By learning the local language, the environment around the child can be a place to get more information. The scope of children's learning will become wider. If children can use local and national languages for everyday conversation, then children can make more and more friends. Starting with simple conversations, the child's friendship network can be wider.

### Internalization of Tolerance

Tolerant behavior among others is a necessity that we cannot avoid. Because we live in the midst of various differences in religion, race, ethnicity and others. So it must be instilled that brotherhood must be valued in the form of mutual respect for differences (Rosi et al., 2022). Thus, we must focus more on the active involvement of the people in the reality of tolerance and every religious community can interact positively in a pluralistic environment. So that religious people are willing to accept the reality of different opinions about the truth they hold, can respect other people's faith in the religion they live, and are given the freedom to carry out what they embrace in the form of behavior so as not to be reproachful and hostile to them. (Ismaeel & Mulhim, 2019).

The government should pay more attention to efforts to inculcate the values of tolerance, especially through education. The level of education that is meant is not only at the higher education level, but will be maximized when it starts at an early age (Zain, 2020). In the implementation of planting tolerance towards children, There are 5 (five) steps that need to be considered in instilling a cultured attitude in children, namely (1) children are introduced to good behavior and values (*knowing the good*), (2) children are invited to discuss think and understand why this is good and that is not good (*thinking the good*), (3) children are invited to feel the benefits if the good behavior is applied (*feeling the good*), (4) children are invited to do good behavior (*acting the good*), and (5) children are accustomed to applying a good attitude at every opportunity (*habituating the good*).



Picture 4 : Steps to Cultivate a Cultured Attitude in Children

The context of the image above, in instilling tolerance in general for early childhood, first introduces good qualities to children by habituation, advice on incidental events and giving advice so that children know which traits are good to do and which traits are not good to be abandoned. Parents set a good example first, such as commenting by giving good positive sentences, so that children can also be good imitators. So the best way to teach tolerance is to practice tolerant behavior in front of children. Children will learn to observe the relationship between parents and other people. So if as parents respect and respect all people on a daily basis, children will follow. So, parents should get used to it from an early age by thinking about everyday words and actions before children practice them in their daily lives.

Developer a and adaptation aspect of attitude is personality formation not intellectual development. this theory initiated by Mc. Paul who gave birth to an affective learning strategy of consideration. This strategy aims to be able to make children feel concerned or sympathize with other people (Chistolini, 2017). As stated by Mrs. Hasanah as one of the student's guardians who stated that in the context of PAUD, children need to be accustomed to understanding the feelings of their friends, such as when a friend forgets to bring supplies. This will help them learn how to share with their friends. Thus, fostering or learning tolerance in essence helps children's ability to coexist peacefully with other people around them who have various differences. In this session, parents are encouraged to assist their children in formulating their own plan of action based on their decisions and considerations. Parents also do not give moral judgments on their children's decisions, but instead guide them to make decisions that are more mature in their own eyes.

The attitude of tolerance that parents do will put an influential message on the child that he also needs to treat people like what his parents did. Providing a good model can also be done by responding to negative comments about tolerance. For example, when mistakenly a family member or neighbor is making a joke that offends SARA (ethnicity, belief, race and intergroup) in front of a child, then immediately respond to the joke using assertive behavior. That way the child will learn to use phrases and choose the terms used, to oppose if they are in the same situation. However, if parents just smile, children will think that such actions are allowed.

Mrs. Lilis Suryani as the homeroom teacher for class B1 Ummi Sundari Sidomukti Kindergarten added, because it is required to work together, early childhood tends to be very unstable, so it is important for parents to prepare themselves before doing *collaborative parenting*. Such as: parents are willing and able to calm their emotions and be fully 'present' for their children. In addition, parents also want to listen to their children openly, and parents want to empathize with their children's frustrations and help children deal with negative emotions.

So the internalization of tolerance becomes very important for the continuity of the interaction of social friendships even in the realm of culture, language, or religion that is different from the child. Because early childhood is very happy to find friends and make friends (social). Therefore, cultivating tolerance towards children is important in the educational process at home. This is in line with the opinion of Minaz & Tas (2019) that the purpose of cultured adaptation through an attitude of tolerance in among children is a vehicle for training so that children can behave tolerantly verbally and actually towards the environment in surrounding. To see the development of cultural and language adaptation of Ummi Sundari Sidomukti Kindergarten students from the role of Co-Parenting, the percentage of competence is presented below.

The results of observations in January-February 2023 show that out of 65 students of Ummi Sundari Sidomukti Kindergarten, 96% have reached 63 students who have been able to adapt to the affective and psychomotor aspects (cultured) as well as the cognitive aspects (speaking) well in the surrounding environment. In essence, this makes Co-Parenting, making children co-parents in solving problems together. Such as (1) Parents

are more able to regulate themselves and transmit good things to their children. (2) Parents can get to know the child's character better by knowing his thoughts. (3) Avoiding "hostile" conditions between parents and children. (4) Train children to become effective problem solvers for themselves.

## Conclusion

In accordance with the description of the discussion above, that parenting management in forming the cultural and language adaptation abilities of early childhood was pursued by 2 educational concepts namely guiding local and national languages and internalizing tolerance. Of course, the integration between knowledge and experience that was felt by children will give birth to an adaptation value that can respect all forms of diversity, both cultural and linguistic. The implication of this research is to illustrate parenting patterns for children to learn language and culture as a way for one to appreciate diversity. This research also demonstrates parenting style in managing positive values in children's affective and psychomotor aspects.

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