

Mindful Parenting Based on Development Brain Children in PAUD Fortune

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Abstract. The success of attitudes, behavior, affection for parents can be formed through the development of a child's brain. This is because parents always give love and good parenting. In order to improve the ability to speak, think, motor, creative, noble innovation at the age of 0-6 years in PAUD, must be supported by communication early. These mindful aspects of parenting must be supported by parents, teachers, a healthy environmental culture and the cultivation of moral values. The components supporting the attitude of noble children, are parents, and the learning environment in PAUD. All components have their respective roles. Thus all potentials and resources must function so that they are useful in mindful parenting based on children's brain development. The existence of parents, teachers, and PAUD environment as a foundation in shaping attitudes and affection when the child's brain development is needed. Besides mindful parenting monitoring and evaluation needs the participation of all parties and can be strengthened in realizing attitudes, actions, behavior, or the basic foundation of parents giving education to children with full love and awareness in every act, behaving well actions must be based on the child's brain development.

Keywords: *mindful parenting, children, development, brain*

INTRODUCTION

Entering the current era of 4.0, that parents' attention to children is very serious and critical. Because at an early age Early childhood education is very important to prepare children for success in the future. The future success of children is not only determined by intellectual intelligence but also supported by other spiritual intelligence. In essence, family education is the first and foremost education in children. education is an effort to humanize humans, meaning that education can shape someone on certain changes so that they can face all challenges in their lives. Simply put, education is able to direct someone from not knowing to knowing, from being stupid to being smart. Changes that occur because education is not only focused on cognitive aspects or aspects of knowledge, but more importantly on the change and formation of a good personality. If an education is organized to form a personality that is not good then the education can be said to fail. On the contrary, education is said to be successful if it is able to produce intelligent and good personality people. So that in this case education is the main element that must be developed to support the progress of the nation.

According to Dita, D. 2014 state that early childhood is a critical and sensitive period that greatly determines future human growth and development by getting examples and examples from both parents. At this time it is the beginning that determines the attitudes, values, and behavior patterns of a person in the future because at this age, children experience a crisis forming the basics of personality given by both parents. If at this time the child gets the right education from the parents, then the basics of strong personality will be formed, then the function of the parents goes well. Conversely, if you get the wrong education, you will form a bad personality base. So it is very important to lay the foundations of a good personality at an early age that will give color when a child becomes an adult. However, if this golden opportunity is missed, the development and growth of the child will not be optimal because

when the child enters school age and starts entering school, the child begins to supervise and trust the actions around him so that the personality formed is observed.

Law No. 20 of 2003 article 1 point 14 explains that Early Childhood Education has the meaning as an effort directed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness in entering further education. The implementation of Early Childhood Education in Indonesia relies on five main services, namely: Kindergarten (Kindergarten, KB (Playgroup, TPA (Child Care Park), SPS (Similar Early Childhood Education Unit, and Family-Based Early Childhood Education (PBK).

Parents have not given or given less examples and attention to children. Parents have not yet introduced examples of religious education for their children. Children lack familiarity with ethics in everyday relationships. Family lifestyles are more directed towards the attitude of individualism that is a concern in this scientific journal. Not all parents understand the concept of child brain development and multiple intelligence. Parents have not facilitated the needs of children to develop brain intelligence potential. Children lack confidence in the environment. Children are not used to being critical. Children do not know the local culture that does not support children's brain development. Parents lack positive habits at home.

From various observations that have been carried out by researchers and combined with theories from experts, it turns out that many children have high brain intelligence, but experience failures in the fields of academics, career, and social life. Conversely, many are successful in the future, even though they only have an average level of intelligence. This happens because IQ tests only measure a small part of human ability. The IQ factor is believed to only contribute 20% to future success. The rest is determined by one's ability to overcome various life problems (Mashar, 2015).

Based on the above facts, the development of various intelligences in children is a necessity so that the growth of children is as expected. Various intelligences possessed by children are termed multiple intelligences which are positively correlated with academic, social, and mental success. The development of multiple intelligence in early childhood is carried out in the family environment because the family is closest to the child and at the most time the child is with the family. In this case, the role of parents has a great influence on the development of the child's personality.

METHOD

This research is a phenomenological descriptive study that aims to describe broadly about the problems of parents in giving affection and special attention to children or family education environment: (1) The study was conducted in Fortuna Early Childhood Education in Dompu Regency. Teachers, parents, and stake-holders are the subjects of research in this educational institution, because as far as the knowledge of researchers has not done research on mind-based parenting brain development So the focus of the research is how parents try to give affection to children so that the child's brain development becomes good when they are 0-6 years old; (2) what is the solution that must be done by parents in improving children's brain development through children's language development in Early Childhood Education in daily communication.

Data collection techniques used in this study are in-depth interviews by revealing questions to get answers from informants directly (emik). The research instrument is an interview guide. This interview guide can change at any time when the researcher is in the research location. To

determine the validity of the data, the data inspection criteria are needed in the form of criteria for the degree of trust. This is done to maintain the credibility of the results of the research conducted later. Validation used to maintain data credibility is triangulation. Data analysis was carried out through three stimulating activity lines. Sardiman. (2007) the three lines are 1) data reduction, namely the process of selecting, focusing, paying attention to simplification, abstracting, and transformation of crude data that arises from written records in the field; 2). presentation of data, namely the presentation of structured information that is likely to give conclusions or be verified in this activity, and the researcher will look for the meaning of writing, objects, record sequences, and patterns from the beginning of data collection.

RESULTS AND DISCUSSION

Form of Mindful Parenting Based on Children's Development

Data obtained through interviews using interview guides to informants showed that the forms of problems faced by children towards the behavior of parents and teachers can be classified into five categories: first; comes from parents who do not listen with heart and empathy to children, second, parents do not judge children, thirdly, parents cannot regulate emotions themselves; fourth, parents are unwise and fair to children; and fifth, parents are not grateful for children. The results of clarification and the findings that emerged from the informants' answers can be described as follows.

Parents Who Don't Listen With Heart and Empathy Child's Feelings

Parents must be sure that the child, has a great desire to be heard what the child wants. Children will also listen to the moral message of parents, so that children understand and practice directly with close friends while hanging out. As parents, a gentle personality to children will answer, how great heart feelings and empathy for children towards parents. Because every parent believes, life will feel more pleasant and peaceful if more and more people are taking care of children with patience practicing this heart and empathy for all children. Parents never know their feelings. Maybe at that time the child does not show any expression, but who knows what the child feels in the heart. And who knows whether this statement will make children then become big heads to the conditions, if there are parents who are patient or full of patience and understand the wishes of children today, (Nurbiana dkk, D. 2007).

The results of this study indicate that the demands of parents to Early Childhood education institutions must be able to read, write, and count, (CALISTUNG) that is what parents want. Parents who do not understand the heart and empathy for children and children's brain development, Zaenab, (2019). In terms of the perfection of brain development of children when they are 0 to 6 years old, they range from 85 parents and 10 years of age increase to 90 percent, and when heading towards the perfect number a 19 year old child develops a child's brain to 100 percent.

New born babies have around 100 billion brain cells. The brain will continue to develop when the awareness of parenting will be better. At the age of 6 months, the baby's brain reaches half the weight of its mature weight, at the age of 8 the brain has reached 90% by weight of the little one's brain. So actually the child's brain continues to grow and develop until the age of 8 years spades. The above opinion means that the child's brain growth is only up to 5 years old. The brain is the central nervous system in vertebrates as well as many other invertebrates. The

human brain is a central structure that has a volume of about 1,350 cc and consists of 100 million nerve cells or neutrons. Brain functions to regulate and coordinate most movements, behaviors, and also homeostatic bodily functions such as heart rate, body fluid balance, blood pressure, and body temperature. The human brain has a responsibility for regulating the entire body and mind of the human being. The brain and nerve cells inside it are believed to affect human cognition. Knowledge of the brain can influence the development of cognitive psychology. The brain is responsible for functions such as emotions, recognition, memory motor learning, and all other forms of learning.

Overall, the brain in humans is divided into four parts of the brain, including the following.

Big brain (Cerebrum)

The big brain is the biggest part of the brain. The big brain is the part that distinguishes the difference between the human brain and the animal brain. The existence of a large brain can make humans to think, speak, remember, control their minds, and speak. A person's intelligence is measured based on the ability of the cerebrum. The large brain is divided into several parts that compile it, including: 1) Frontal lobe is a part of the cerebrum located at the front of the cerebrum. The frontal lobe is closely related to human behavior, such as the ability to move, speak, and so on. 2) The parietal lobe is the part of the cerebrum located in the middle. The parietal lobe is closely related to the sensory processes of the body in the form of palpation, pressure, touch, and so on. 3) Occipital lobe is the part of the cerebrum located at the back. The occipital lobe is related to vision. 4) The temporal lobe is the part of the cerebrum located next to the left and right of the brain. The temporal lobe is closely related to humans so that humans can speak and differentiate the different types of languages used.

Small brain (Cerebellum)

The small brain is the part of the brain that is located under the occipital lobe in the cerebrum, precisely in the back of the head, and is associated with the upper neck. Small brain (*Cerebellum*) closely related to various kinds of human movement functions, such as controlling the movement of coordination between muscles, controlling human movement, regulating body balance, and to regulate body posture and position. In the absence of the cerebellum, the movement becomes uncoordinated so it cannot use its muscles to carry out various activities.

Brain stem (Brainstem)

Brain stem is located in the upper neck and extends to the spinal cord. The brain stem or Brainstem regulates basic human functions, such as the process of heart rate, regulates the breathing process, the work process of the kidneys, and other important things. Therefore, in the medical world it is known as brain stem death which is a condition of brain stem injury or brain injury that can cause the person to die biologically. Brainstem is divided into several parts including: 1) Middle brain which is part of the brain stem which becomes a link between the cerebrum and the cerebellum. Midbrain function in the process of human vision. 2) The Oblongata Medulla is the starting point of the nerves leading to the spine which will then be forwarded throughout the body. Medulla oblongata has a relationship with various automatic control functions in human organs. 3) Pons are part of the brainstem which is located below the

medulla oblongata and functions to regulate and pass on all information to other parts of the brain, (Kabat-Zinn, J. 1990).

Parents Don't Judge Children,

Clarification of answers from informants stating that parents who judge children can be described as follows; parents should have patience with the child's condition, let alone give a very strong statement. The difficulty of parents in instilling positive behaviors as an example of being honest, friendly, religious, brave, confident, love the country, communication and creative is still very difficult.

According to Masitoh. 2005 state that parents have more experience than children, the best knowledge for children is parents always have patient parenting. Not that a child must follow what parents say, but both must respect each other. Today many children feel judged by their parents, because they are wrong. In this case parents always emphasize their children by blaming what their children have done, of course without knowing why a child does this. Parents should listen to the reasons why the child does not help the work of the parent, rather than directly judging the child. That in no way helps the child's awareness pattern to think clearly, instead the child will be depressed by the situation. Then the child will be angry, angry with his parents or even angry with himself. A child needs to be heard, cared for, or appreciated. Because when a child makes a mistake, then the one who knows is parents, parents should not be angry first at the child, and always remind the child that what they did was wrong, arguments are not good at hearing by parents especially when the child's brain development ongoing. Parents are more able to maintain their emotions and even if a child makes a mistake, parents should not judge children in extreme ways.

The results of the second data analysis findings are that children must be raised with full awareness, not in extreme ways, only to make the adult children lead to the brink of destruction. But what is needed by children is nurturing awareness during brain growth. A positive attitude from parents who are fair to their children is a very noble wait for children. Parents have nurturing guilty awareness, parents scold children in public, parents always instruct children to keep secrets, parents always do not pay attention to the age limit of judging children.

Parents always want to win themselves, can never manage their emotions when dealing with children, even if they make mistakes not their children. But many parents always intervene when studying children in Early Childhood Education. Sometimes parents always pinch children in the learning process when children are not active in the learning process in class. So parenting parents' awareness is still far from saying every day compared to very extreme actions on their children.

Damanjajal. 2007 state that revealed the term development of emotional regulation means the preparation, implementation, assessment, and refinement in an activity that is in the child's mind, with etymological development more than perfect (about person, mind, knowledge), development means process, method, action develop.

Multiple Intelligences which in Indonesian are translated as multiple intelligences or analytic domains consist of music intelligence, logical, and naturalistic intelligence used by children in analyzing data and knowledge in brain development. These three characteristics of intelligence are referred to as analytic intelligence because even though they can have a social or introspective component, they can be used to analyze and combine data into existing schemes. Analytical intelligence in its nature is a natural anesthetic process. The latter domain is an introspective domain consisting of existential, interpersonal, and visual intelligence. This

intelligence clearly has an affective component. These three intelligences are classified as introspective domains because they require the involvement of children to see things deeper than just looking, but must be able to make emotional connections between what they learn and past experiences. In addition, students must also have confidence in the changes that occur in new awareness-raising learning. Introspective intelligence can be achieved through natural affective processes multiple intelligence. The originator of intelligence theory by Gardner (1983) is a humanistic psychologist who is a professor of education at *Graduate School of Education*, with a book called *Frames of Mind: The Theory of Multiple Intelligences* his theory about *Multiple Intelligences* published in 1993. Gardner defines Intelligence as the ability to solve problems and produce products in a variety of settings and in real situations. The theory of Multiple Intelligences aims to transform schools so that later schools can accommodate each child with a variety of unique mindset (Singer, M. 2004).

Parents Are Not Wise And Fair In Children

According to Creswell J.D, K. R. (2007) states that parents, stop learning to compare a child with his brother, or with another friend. If parents behave like that the child will grudge parents to old age, if treated in extreme ways. Children will feel devastated when they see less parenting or see the attitude of parents like that. However, parents often cram children with teachings about empathy, but parents never understand by nurturing self-awareness, as parents have enough empathy for their own children, or children around the environment.

From parenting awareness to children's brain development which among them can be understood by parents as follows.

- To protect the wealth of brain development of children in Tembalae Fortuna in Dompu District
- To protect the absorptive power of a child's brain and others that almost affect the child's brain development
- To develop character and culture of achievement through activities of habituation of positive attitudes and behaviors in educational units starting from the level of PAUD to higher education.
- To communicate in raising awareness of efforts to increase partnerships between families, educational units, and the community (Tri Center of Education) to build an educational ecosystem that leads to the creation of a comfortable, safe and enjoyable learning environment for children.
- To increase the target, it is expected that active participation will have an optimal understanding of why and how to strengthen partnerships between families, family units, educational units, and the community through communication in care, especially in Early Childhood education units.

In policy and justice need to have Intelligence can be defined as a general mental ability to learn and apply knowledge in manipulating the environment, as well as the ability to think abstractly. Another definition also explains that intelligence is the ability to adapt to new environments or changes in the environment, the capacity of knowledge and the ability to obtain it, the capacity to provide reasons and abstract thinking, the ability to understand relationships, evaluate and assess, and the ability to produce productive thoughts and original.

Fred, E. 1989 state that explained that Multiple Intelligences or often known as plural intelligence various skills or talents possessed by students to solve various problems in learning. Multiple Intelligences are often translated as multiple intelligences or plural intelligence. Based on the description above, then what is meant by Multiple Intelligences (plural intelligence) is

intelligence that can be explored in the child. Howard Gardner, a psychologist and education expert from Harvard University, USA, formulated a theory called Multiple Intelligences (multiple intelligence) can be described as follows: (1) Language intelligence (linguistic intelligences), (2) Kinesthetic intelligence (bodily kinesthetic intelligences), (3) Music intelligence (musical intelligences), (4) Intrapersonal intelligence (intrapersonal intelligences), (5) Interpersonal intelligence (interpersonal intelligences), (6) Mathematical logical intelligence (logic mathematic intelligences), (7) Visual intelligence, Spatial intelligence (spatial intelligences), (8) Natural intelligence (9), 9) Existence-spiritual intelligence (Spiritual-existential intelligences).

Parents Not Compassion (Affection) To Children

Parents have less time to assist children in nurturing awareness of children's brain development. Strengthening and affection and brain plasticity are more precisely interpreted as changes in the neural pathway and synapse with regard to changes in properties, environment, nerve processes, thought processes, and emotions, and changes that occur due to physical injury. This understanding is just like the definition proposed by Zaenab (2016) that there are several supporting indicators in mindful parenting as follows; (1) Love Unfortunately, (2) there are still parents who consider the child's ability to be an irreversible destiny. While children's brain development is very different. The development of myths surrounding the child's brain development. Beliefs that develop in parents about children's brain development. Beliefs that develop in parents and society that the brain has limitations developing with age. Optimal at the age of the first 5 years. Then there will be a slowdown.

The brain's ability to make these changes has given children new insight into how to develop themselves in parenting parents' awareness. From this finding it was concluded that every parent has the ability to nurture awareness to improve the level of his knowledge, nature, attitudes, and habits. So that the understanding that every child is destined as is, rich, poor, stupid, smart, lazy, diligent, deft, slow, irrelevant (Mathinson. 1988).

Based on the five clarifications of the current warm method of mindful parenting, it can be understood that the form of mindfulness in research according to researchers is an attitude, an act of behavior, or parenting parents' awareness in a loving way love and high awareness in every act or action. This is consistent with the findings of this study stated by researchers that every day parents with the form of mindfulness with their parents still give full love to children.

Parenting Mindful Efforts in The Development of Children's Brain in Fortuna ECD

The findings in the formulation of the second problem obtained the following findings. As for some mindful parenting efforts, which include the following.

- To enjoy togetherness with children second by second, and also understand what children think and feel.
- To give full and full attention to wisdom and openness to children and no longer be too reactive about what happens beyond people's predictions. Parents will realize that this is normal for their age. The best way for parents to do is to take the child to clean up the food he spilled. This will stimulate a sense of responsibility when doing something.
- Bringing closer and emphasizing to the educator so that they don't forget, here means whether with mindful parenting children have functions that previously have no purpose until finally have more value or replace old functions with new functions that are needed to improve the brain development of good and true children .
- To protect children directly by hearing, and improving physical development of the brain as well as directly from various kinds of internal and external factors.

According to Garmer, dkk (2005) the nine types of intelligences above are present in every child, only levels that are not always the same. For certain people an intelligence is more prominent than other intelligences. Intelligences are not abilities that cannot change throughout life. Intelligence can be developed and improved adequately so that it can function for the owner. This is where educators have a big contribution to help develop children's intelligence.

According Frobel (1987), this theory of multiple intelligences influences learning orientation. According to this theory, students will more easily understand the lesson if the material presented is in accordance with prominent intelligence in students. Therefore, this theory needs to be understood by teachers to enrich their competencies in order to facilitate educational attainment.

Skinner B, G. N. 1979 state that uses the wheel of multiple intelligence domains to visualize non-permanent relationships between various intelligences (multiple intelligences) which are grouped into three regions or domains, namely the interactive domain, analytic domain, and introspective domain. Interactive domain consists of verbal, interpersonal, and kinesthetic intelligence. Children usually use this intelligence to express themselves and explore their environment. The inclusion of the characteristics of each of these three intelligences is an interactive domain because even though the intelligence can be stimulated through passive activities, they usually invite and encourage interactions to achieve understanding. Interactive intelligence is obtained through social process processes that are built scientifically.

Based on the above explanation, what is meant by multiple intelligences in this study is an ability to be both physically and mentally possessed by each person consisting of more than one that can be developed through various activities. The development of plural intelligence in this research is a process, method, or deed to develop children's intelligence or ability which consists of several intelligences called plural intelligence through children's brain development in Fortuna Early Childhood Education. Multiple intelligences consist of nine types of intelligence that have their own characteristics.

CONCLUSIONS

The form of parenting awareness faced by children in early childhood education in Fortuna is that parents want to improve the form of nurturing parenting and always care about the child's brain development. Both from how to see the heart and empathy of children, from judging children, from regulating emotions, from ways that are not wise, and compassion (affection) will all be repaired gradually so that the child's brain development becomes perfect and normal in accordance with the child's brain development.

This form will be combined between one and the other both from an emotional attitude, honest, wise will be a stimulus and rotation of the child and parents through parenting awareness related vertically and horizontally will combine between emotions and compassion will become more perfect.

SUGGESTION

Regarding the form of mindful parenting, it is recommended that parents, teachers and early childhood education institutions, to finalize parenting awareness through mindful parenting attitudes or affection to children according to their age level. And it is expected to always do coaching to mentally prepare parents in facing the child's brain development. Suggestions for teachers to avoid reading and writing habits of early childhood education institutions, because the brain power of children is not physically ready, to write, read and count. Because early

childhood education institutions are playing while learning, the child's attitude that needs to be proud of by parents and teachers is the courage of children to get along with peers when they meet with their peers.

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