PARENTING PATTERNS FOR ORPHANS IN DEVELOPING CREATIVITY AT THE YPI DARUSSALAM ORPHANAGE IN PANGEAN DISTRICT, KUANTAN SENGINGI REGENCY, RIAU PROVINCE

Zuhrika*[1], Firman[2], A. Muri Yusuf[3]

[1,2,3]FIP Guidance and Counseling, Padang State University, Padang, Indonesia

[1]* *zuhrikaika@gmail.com*

Abstract

Parenting patterns determine the formation of each child's creativity. Creativity is a general ability to create something new, as the ability to provide new ideas that can be applied in problem solving, or as the ability to see new relationships between elements that already exist. the methodology used is a qualitative approach. The results of the study show that parenting provides creativity facilities such as sewing and sewing materials such as kaen, and caregivers teach or train how to sew to foster children chosen by caregivers, namely high school children, then caregivers include foster children in sewing training, and if foster children have how to do the sewing.

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1. Introduction

Creativity is a general ability to create something new, as the ability to provide new ideas that can be applied in problem solving, or as the ability to see new relationships between elements that already exist.). Law No. 4 of 1979 concerning child welfare is contained in Article 2 paragraph (1), which reads as follows:

It is also stated that children have the right to welfare, care, upbringing, and guidance based on affection both within their families and in special care to grow and develop properly. The command to care for orphans is also found in Islam. Islam teaches to love them and forbids doing actions that can offend them.

Intellect is not a guarantee for all the truths that are coveted by the tools given by Allah swt. It is still not used by Muslims and even students of knowledge perfectly. Students and students use the sense of hearing more than the sense of sight according to (M. Quraish Shihab, 303-304). Islam advises all Muslims to always treat and protect orphans in a good way. Al-Qur'an verses related to orphanages are found in Q.S Al-Ma'un 1-2.

It means:

Do you know people who reject religion? So that is the one who rebukes the orphan. (Surah al-Ma'un:1-2) From the verse above, it can be understood that we as Muslims and as good counselor candidates should be able to look after, foster, and care for orphans while developing the talents and interests of these children and developing children's creativity.

To develop creativity in children, namely, being able to generate sensitivity to various problems and find steps to solve them, the ability to overcome problems that require thinking by using new tools, skills in working, finding new problems, flexible in thinking, find the means that make the impossible into something possible, simplify difficult situations, deal with various relations, generalizations, ordinary and extraordinary practicum, expand the network of thought and analysis, rebuild and organize forms new forms and jobs according to Aman Abdussalam Al-Khalili (2005: 71-72)

Based on initial observations made by the author at the YPI Darussalam Orphanage in Pangean District, Kuantan Sengingi Regency, Riau Province on Friday, October 17, 2021, at 15:00 based on the results of interviews with Mr. Suhaimi as the caretaker of the orphanage, namely the pattern of caregivers in developing creativity with foster children namely: Caregivers provide creativity facilities such as sewing and sewing materials such as kaen, and caregivers teach or train how to sew to foster children chosen by caregivers, namely high school students, then caregivers include foster children in sewing training, and if foster children are able to the way to sew, the foster children chosen by the caregivers provide knowledge gained from both caregivers and from training outside the orphanage, the foster children teach or apply their knowledge to younger siblings in the orphanage who have not been able to develop the sewing creativity.

In the orphanage, most caregivers discuss the development of religious creativity rather than sewing creativity, the religious creativity in the orphanage is: Read the Qur'an after maghrib prayers, take turns religious lectures, Tahfidz is held on holidays which coincide on Sundays alternately carried out by the caretaker of the orphanage. While the obstacles for caregivers to apply sewing creativity are: Foster children come home from school until 5 o'clock, the orphanage children must repeat lessons again and rest in the orphanage, after sunset the orphans must carry out religious development reading the Koran as a whole foster children and religious lectures alternately according to absence. Therefore, caregivers are constrained in developing creativity, namely sewing to foster children.

The experience of orphans gained during the care of the orphanage is expected to be a provision for them to be able to behave independently as a provision to replace the father's role in their family because after leaving the orphanage, the orphanage no longer has responsibility for the lives of its foster children except for the children. foster children who have special achievements in orphanages finance and facilitate them.

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Based on this, the authors are interested in conducting research with the title "Parenting patterns for orphans in developing creativity at the YPI Darussalam orphanage, Pangean, Kuantan Singingi Riau Province".

2. Method

This type of research is descriptive qualitative. According to Sugiono (2016:15) that descriptive qualitative research is a research method based on the philosophy of postpositivism which is usually used to examine natural objective conditions where the researcher acts as a key instrument.

The research was carried out at the Darussalam Islamic Education Foundation (YPI) Orphanage, Pangean District, Kuantan Sengingi Regency, Riau Province. : History of the Orphanage, Vision and Mission, Organizational Structure, Photo documents related to research.

The data collection techniques used are observation, interviews and documentation studies. Danim (2013:123) which defines observation as careful observation of the behavior of the subject, both in a formal and relaxed atmosphere. In qualitative research the data collected must be in-depth and sufficient according to the focus and objectives of the research, namely: data analysis at the initial level, data analysis at the time of data collection, final data analysis.

3. Result and Discussion

Understanding Parenting Patterns

The Big Indonesian Dictionary express and implied (2007:885) Pattern is defined as a fixed model, picture, system, way of working, form (structure). Parenting or nurturing is defined by keeping (caring for and educating), while nurturing comes from the word foster which gets the prefix "pe" and the suffix "an" which functions to form a verb. Toha (2006:110) defines parenting as a way of educating parents for their children, either directly or indirectly.

Parenting Goals and Functions

The purpose of parenting according to Hurlock in Psycho Islamic Smart Parenting (2009:44), is to educate children to be able to adapt to their social environment so that they can be accepted by the surrounding community. From the description above, the general aims of care in an orphanage are as follows:

a. Improving the welfare of "'less fortunate" children such as: orphans, orphans, orphans and the underprivileged

b. Alleviation of neglected children through sponsorship and assistance activities

c. Ensuring children's physical health by improving children's nutrition and health

d. Improve children's intellectual, emotional, social and moral competence and self-confidence

e. Provide life skills to children, so they can survive and interact with the community in the environment.

Types of Parenting

According to Hurlock in Toha (2006: 110), parenting is divided into three types, namely democratic parenting, authoritarian parenting, and permissive parenting.

a. Democratic Parenting

b. Authoritarian Parenting

c. Permissive Parenting

Parenting Characteristics

In each type of parenting, it must have certain characteristics, methods and characteristics, below will be described the characteristics and each parenting pattern (Musdalifah: 2007: 45-4)

a. Characteristics of Parenting in Democratic Parenting

b. Characteristics of Parenting in Authoritarian Parenting

c. Characteristics of Parenting in Permissive Parenting

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Types of Parenting

There are several types of parenting, according to Diaba Baumrind, quoted by Darijo, explaining the types of parenting styles as follows:

a. Authoritarian parenting is a parenting style in which parents limit their children and give punishment when children make mistakes that are not in accordance with the wishes of the parents. Authoritarian parents usually do not hesitate to give punishments that physically hurt their children, show anger to their children, enforce rules rigidly without explaining them. Children who are cared for by parents like this often look less happy, afraid to do something because they are afraid of being wrong, feel inferior, and have weak communication skills.

b. Democratic Parenting A style of parenting in which parents encourage children to be independent but parents still provide limits and control on children's actions. Authoritative parents usually give children the freedom to do anything but parents still provide guidance and direction. Parents who apply this parenting style usually show a warm nature in interacting with their children and provide great affection full. Children who are cared for by such parents will look mature, independent, cheerful, can control themselves, are achievement oriented, and can handle stress well.

c. Permissive parenting is a parenting style in which parents do not play a role in the child's life. Children are given the freedom to do anything without parental supervision. Parents neglect their core duty in taking care of their children, who only think about their interests. Children who are cared for by parents like this tend to commit violations, for example, violations at school such as truancy, immaturity, have low self-esteem and are alienated from the family.

d. Situational Parenting A style of parenting in which the parents are very involved, not too demanding and controlling. Parents with this kind of parenting let their children do what they want. Children who are cared for by parents like this will become immature, spoiled, commit

violations because they are less able to realize a rule, and have difficulty in having good relations with peers. According to Agoes Dariyo (2004: 97)

Factors Affecting Parenting

In addition to the role of the family in child care, there are other factors that influence parenting. According to Mussen quoted by Marcelina, there are several factors that influence parenting, namely:

a. Living environment One of the factors that influence parenting is the neighborhood. The difference between families living in big cities and families living in rural areas has different parenting styles. Families who live in big cities have big worries when their children leave the house, on the other hand families who live in villages do not have big worries with children leaving the house.

b. Sub-cultural culture Sub-culture is also included in the factors that influence parenting. In each culture, the parenting style applied is different, for example, when in one culture children are allowed to argue about the rules set by their parents, but this does not apply to all cultures.

c. Socio-economic status Families with different social status also apply different parenting styles.

Forms of Creativity

According to Boden's view, creativity can be born in several forms, but in general, creativity is born in three forms.

a. Creativity is born in combination. Creative people are combining the basic ingredients that already exist, be it ideas, ideas or products, so that then they give birth to new things

b. Creativity is born in the form of exploration. This form seeks to give birth to something new, from something that has not been seen before. Creative because you are able to explore new things

c. Finally, the transformation. Changing from an idea to a practical action, or from culture to structure, from structure to culture, from one

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phase to another. Creativity is born, because it is able to duplicate or transform thoughts into new ones and is able to explore new things.

From this understanding, it can be concluded that the forms of creativity of people who are creative in combining existing basic materials, be it ideas, ideas or products, give birth to new things, from something that has not been seen before.

Developing Children's Creativity

The 1945 Constitution mandates that the national goal is to educate the nation's life. One of the government's efforts to actualize the mandate of the 1945 Constitution is to formulate the SISDIKNAS Law Number 20 of 2003, article 1 point 14 which reads: "Early Childhood Education" (PAUD) is coaching for children aged 0-6 years which is carried out with educational stimulation. to help physical and spiritual growth so that children are ready for further education. Early age is a golden age where the speed of children's brain development reaches 80% of the total brain development. Therefore, education must be carried out from an early age through early childhood education so that an intelligent and quality generation is formed.

For this reason, a copy of the Regulation of the Minister of National Education of the Republic of Indonesia Number 58 of 2009 concerning Standards for Early Childhood Education mentions five areas of development for early childhood education, namely (1) the development of religion and morals, (2) the development of social emotional aspects. , (3) development of language aspects, (4) development of physical and cognitive aspects. One of the cognitive developments that must be developed is to increase children's creativity which can indirectly improve students' learning achievement at the next level of education.

Based on the foregoing, Yeni Rachmawati will explain the methods of developing children's creativity according to Yeni Rachmawati, among others.

a. Development of creativity through creating products (handiwork) The development of creativity in children through craft activities has important potential in various aspects of child development. Not only

creativity will be facilitated to develop properly, but also children's cognitive abilities. In this craft activity, each child will use his imagination and be free to express his creativity, so that we will get different results from one child to another.

b. Development Creativity through imagination is the ability is the ability to respond to or perform the fantasies they create. Most children under the age of seven do this. Today's child specialists know that imagination is one of the most effective things to develop children's intellectual, social, language, and especially creativity abilities.

c. The development of creativity through exploration can provide opportunities for children to see, understand, feel, and ultimately make something that catches their attention. This activity is carried out by observing the world around it according to the reality that exists directly.

d. The development of creativity through experiments (experiments) referred to in this case is not a complicated process that must be mastered by children as a way to understand the concept of something or children's mastery of the basic concepts of experimentation, but on how they can find out how or the process of something happening, and why something can happen and how they can find solutions to existing problems and in the end they can make something useful in these activities.

e. The development of creativity through projects is a learning method used by children to explore a learning topic that is observed by several children. Meanwhile, Moeslichatoen stated that the project method is one of the provision of learning experiences by exposing children to everyday problems that must be done in groups.

f. The development of creativity through music is a creative activity. Music appreciation in children is closely related to singing, musical instruments, and physical movement. Creative activities inthe field of

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music aims to strengthen and develop the knowledge and musical skills that have been obtained.

g. The development of creativity through language is the ability to communicate with other people. There are three main functions of language in children, namely imitating the speech of adults, imagining situations. And set the game. The function of this language activity can be carried out in children through storytelling activities, retelling stories that have been heard, various experiences, sociodrama or composing stories or poetry in accordance with the experience of developing creativity through the language of orphanage children according to Yeni Rachmawati and Euis Kurniati (2010: 52). From the methods of developing creativity, it can be concluded that the development of creativity in children through craft activities has important potential in various aspects of children's development, the ability to respond or carry out the fantasies they make and the language ability to communicate with others.

4. Conclusion

Development of creativity through creating products (handiwork) The development of creativity in children through craft activities has important potential in various aspects of child development. Development Creativity through imagination is the ability is the ability to respond to or perform the fantasies they create. Most children under the age of seven do this. The development of creativity through exploration can provide opportunities for children to see, understand, feel, and ultimately make something that catches their attention.

The development of creativity through experiments (experiments) referred to in this case is not a complicated process that must be mastered by children as a way to understand the concept of something or children's mastery of the basic concepts of experimentation, but on how they can find out how or the process of something happening, and why something can happen and how they can find

solutions to existing problems and in the end they can make something useful in these activities. The development of creativity through projects is a learning method used by children to explore a learning topic that is observed by several children. The development of creativity through music is a creative activity.

Music appreciation in children is closely related to singing, musical instruments, and physical movement. Creative activities in the field of music aim to strengthen and develop the knowledge and musical skills that have been obtained. The development of creativity through language is the ability to communicate with other people. There are three main functions of language in children, namely imitating the speech of adults, imagining situations. And set the game. The function of this language activity can be carried out in children through storytelling activities, retelling stories that have been heard, various experiences, sociodrama or composing stories or poetry in accordance with the experience of developing creativity through the language of orphanage children.

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