

PARENTING PRACTICES OF EARLY CHILDHOOD EDUCATION TEACHERS IN DEVELOPING EARLY CHILDHOOD COMMUNICATION AND CRITICAL THINKING SKILLS: CASE STUDIES

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Abstract

This study aimed to analyze the implementation and strategies of parenting practices of Early Childhood Education (PAUD) teachers to develop the communicative skills and critical thinking of early children aged 5-6 years. This study employed qualitative method with a case study. Three kindergartens (TK) whose grade or accreditation is "A" and located in Jambi Province were involved as the sites of this study. Teachers, the principles and children aged 5-6 years were chosen as the participants of the study. The findings revealed that the implementation of parenting practices of PAUD teachers in developing the communicative and critical thinking skills of children aged 5-6 years referred to the lesson plan. Moreover, it was also found that the play time in two PAUD lasted for 60 minutes and another for 20 minutes, the teachers asserted that they did not really remember the learning theory of early childhood as the learning only referred to the lesson plan made in advance. Two PAUD assessed their students based on what those students had done, and another put an indicator derived from the basic competence. The materials designs and teachers' competence in performing the learning process focused more on developing the communicative skill than the critical thinking. Almost all indicators of teachers' treatment aimed to improve the communicative skill of children were achieved; however, two of four indicators aimed at improving the critical thinking were not made well by the teachers. The next researchers whose interests and passion deal with this similar issue might observe and investigate the correlation between the parenting practices of PAUD teacher and parents to develop and improve the early children's skills.

Keywords: critical communication and thinking skills, early childhood, parenting practices

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INTRODUCTION

Early Childhood Education Teachers (PAUD) are educators in PAUD units who are professionals and tasked with planning, implementing learning, and assessing learning outcomes, as well as providing guidance, training, care and protection. PAUD teachers are expected to have competencies that develop as a whole including pedagogic, personality, social and professional competencies as stated in Permendikbud No.137 in 2014 concerning PAUD National Standards. However, not all PAUD teachers can demonstrate that they are able to carry out their tasks professionally in accordance with the national mandate on the role of PAUD teachers.

Being a successful teacher is not easy; one of the skills that should be possessed is the ability to be able to work together. Fulton and Myers (2014) suggested that most people who work with children have not been taught cooperative skills. Most teachers judge by combining certain assumptions that are sometimes not critically examined by those involved, this is a problem that teachers often face today, and of course it will affect the success of a teacher's parenting practices in educating.

In this case, parenting practices are the implementation of adult care for young children, and the treatment or habits of teachers when developing all aspects of children's abilities or skills. Parenting practices have a large impact on the overall development of children's intelligence. In the theory of constructivism, Piaget (2009) divides the development of children's intelligence into four stages; 1) the sensorimotor stage (from birth to two years), 2) the pre-operational stage (two to seven years), 3) the concrete operational stage (seven to eleven

years), and 4) formal operational stages (eleven to sixteen years) which means that children aged five to six years in early childhood education institutions (PAUD) are also in the pre-operational stage.

The development of skills in children requires stimulation through activities provided to children. Parenting practices are expected to develop children's critical thinking and communication skills that are inseparable from the dimensions of their world social skills. Based on the findings of Takahashi, Okada, Hoshino, and Anme (2015), the dimensions of social skills revealed that the parenting practices variable showed interrelated contributions in the development of children's social skills. Specifically, cooperation and assertiveness are seen when there is cognitive and emotional involvement, self-control when there is social stimulation, by avoiding restrictions and punishment. The involvement of teachers in care becomes very important in the development of children in early childhood education. Teachers are always involved in every activity of children, especially those related to overall activities managed in the institution.

Good parenting practices certainly involve effective communication between teacher and children. Hermanto (2012) states that effective teacher communication will have a positive impact on children's knowledge and development. The teacher has an important role in the process of assisting learning, where communication skills are not limited to the ability to speak and what is said, but rather how teachers can create good, fun, and beneficial communication for children. Morisson (2012) stated that in the application of Piaget's theory of constructivism, it was

found that children can compile their own knowledge and also work together with others. This requires physical and mental activities in building knowledge arranged step by step through active involvement of children with a variety of tools, in an activity that makes children have the ability to solve problems, and arrange knowledge through interesting and meaningful experiences. Cognitive development lasts a lifetime, and active learning is an important part of constructivism. Otherwise, physical activity contributes to the physical, social emotional, language and cognitive development of children.

Parenting practices undertaken by teachers in the implementation of learning largely determine what children obtained, this is because of the support (scaffolding) in the implementation of learning, and the strategies provided by the teacher as a major effect on a child's ability to develop his life skills. Parenting practices by teachers in institutions become the focus of research because in early childhood education the most visible is how a teacher provides support to children in providing stimulation to them to express their ideas, and solve simple problems faced by children while playing. For this reason, teacher parenting is needed to provide support, but this support is largely determined by the ability of teachers about the concepts of early childhood education in terms of learning, building strategies, and implementing them into learning activities to develop children's critical thinking and communication skills.

Researchers have been observing the learning process carried out in various early childhood education institutions in Jambi province and several districts in the provinces of Bengkulu and West Sumatra since 2015 as assessors of early childhood education and non-formal education. The observations found various displays of parenting practices of teachers and there are many weaknesses in developing early childhood skills, while most of the teachers have attended training related to early childhood learning. In addition, researchers also found weaknesses in the aspect of supervision of teacher performance in the classroom, this happened in almost all places that were the object of observation, including rarely found records of supervision of learning process and signature of the head of the unit on the learning implementation plan used by the teachers. This finding is certainly one of the factors that weak teachers' ability to implement parenting practices to develop children's skills in education units.

In the preliminary research, researchers conducted interviews with principals who previously also had the experience of being a kindergarten teacher, subsequently the three schools would become research sites; TK.1, TK.2 and TK.3, in which three selected schools have met eight national education standards. From the interviews, it was obtained that in practice implementation, there were still weaknesses, including for teachers who still did not ask for the principal's signature for the lesson plan (RPP) before being used in class, and sometimes the principal had to be asked first before the teacher gave this lesson plan, this indicates the lack of supervision of the implementation of the learning process. Due to the many weaknesses that researchers found in parenting practices by early childhood education teachers in the field, the researchers decided to choose a unit that has an "A" accredited status to see and analyze how the parenting practices of early childhood education teachers in developing children's skills, especially communication skill and critical thinking skill are done.

The scarcity of study on parenting practices, especially for early childhood education teachers in developing communication skill and critical thinking skill of young children causes researchers need to conduct in-depth research in this regard to see the habits or ways of teachers in preparing children who have skills what humans need when they grow up and welcome the 21st century.

No research has been found related to teacher parenting practices on the development of early childhood skills in previous studies, making this study very important to do. This research is expected to be able to uncover and analyze teachers' parenting practices in early childhood education, especially in institutions that receive more recognition from the public by having an "A" accreditation rating. By being accredited "A", it can be interpreted that its institution has fulfilled eight national education standards including the standard level of achievement of children development which means that the institution provides learning services based on age groups, content standards or curriculum which means that the institution has an operational curriculum, process standards which means that the teacher carries out the learning process based on the principles of early childhood learning, educator standards and educational staff which implies that the teachers already have the ability to develop all aspects of early childhood development in their institutions through good training and supervision from the unit head, infrastructure standards that are characterized by ownership of adequate and appropriate learning facilities and infrastructure, management standards that can be accounted for financing standards that are managed properly and carefully, and assessment standards that indicate that the teacher is doing an assessment of learning in accordance with established national standards. Based on the findings of related study, the researchers felt that research was needed regarding parenting practices of early childhood education teachers in developing communication skills and critical thinking skills of children. In this study specifically for children aged 5-6 years.

LITERATURE REVIEWS

Parenting practices

Optimal practices for students in the early childhood education unit require teacher expertise in conducting parenting practices in order to achieve the objectives of early childhood education itself. Direct involvement between teachers and children in school will certainly affect the child's behavior. Runions, Vitaro, Cross, and Boivin (2014) found the effect of teacher and child intensity on aggression conflicts in children. However, by using the right strategy as Strand (2000), he suggests that the way adults respond to their children with a social approach in the reinforcement process, indirectly has a greater positive role than reinforcement for behaviors with direct reinforcement. This does not only occur in care of the teacher but also in parenting by parents. Children faced by teachers in early childhood education have different family backgrounds, this makes teachers should be able to adjust the parenting practices that are given to children. Williford, Calkins, and Keane (2007) revealed that a single parent will affect a child's external behavior which is predicted to occur at the initial status resulting in parental stress. This means that there will be different behavior of children who get perfect care from their parents compared to children who only have single parents. In case of children with a single parent, if they get care in an inappropriate way from the teacher, they will worsen their feelings. Another major effect that affects children development is having second care, teachers in early childhood education institutions; because this is related to how children from their teachers receive parenting practices.

Parenting practices conducted by teachers in early childhood education institutions are greatly affected by the provisions and rules that apply to these institutions. Teachers carry out learning by paying attention to the provisions applied in the institution. In addition, smooth implementation of parenting practices is also determined by parenting style, educational experience, and teacher understanding of the developmental stage of the children being accompanied. In the implementation of learning that involves parenting practices, early childhood education teachers are not only required to make plans to implement learning but also they should have the ability to implement these plans into the implementation of the learning process not only contextually

but also display attitudes that will affect capacity building and child characters. Implementation of appropriate parenting practices is expected to develop skills that can be mastered by children from an early age optimally. Children developing skills are affected by their individual characteristics, which may differ from one another. However, in getting optimal development findings, the teachers should understand the stages of children development in order to provide stimulus with appropriate parenting practices. In addition, children development will also be affected teacher's ways to provide a foothold in the learning process.

Related Studies

Several studies that are quite relevant to this research include research were conducted by Sumargi, Sofronoff, and Morawska (2013), Runions et al. (2014), as well as research conducted by Aizikovitsh-Udi, and Cheng (2015). In a study conducted by Sumargi et al. (2013), they have shown that the quality of care received by children has an impact on its overall development, including social and emotional development. It was found that parental factors to increase emotional risk and behavior problems of children included less warm relationships and positive relationships with parents. Overall, the majority of parents (84%) reported a low number of children's emotional and behavioral problems. About 6% of parents report that their children displayed emotional and behavioral problems a good part of time during the past 4 weeks. No significant relationship was found between elderly housing status and the child's emotional level and behavior problems, $v_2(2, n = 250) = 3.51, p = 0.173$. However, 5% ($n = 9$) of parents in Indonesia and 11% ($n = 7$) of parents in Australia reported that their children were in a high range of emotional and behavioral problems.

Runions et al. (2014) also conducted a study to examine whether teacher-children relationships are involved in the physical development of parental aggression against children in early school age, parental warmth, harsh control, and psychological control. The findings of this study indicated that the quality of teacher-children relationships has play different roles in children's adaptation to school and their well-being. The latest research findings showed that the quality of teacher-children relationships has an important and potentially causal role. This study specifically aimed to provide a clearer picture of whether teacher-children relationships increase understanding of the unfolding of the development of physical aggression in the early years of school, after taking into account the effect of parents. This means that the treatment received by the child will result in further child development. Other research, which is related to the development of critical thinking is a study conducted by Aizikovitsh-Udi and Cheng (2015) which aimed to examine how teaching strategies oriented to the development of higher-order thinking skills affected students' critical thinking abilities. From this study, it was found that one of the basic elements of good critical thinking is the development of dispositions. More specifically, with respect to the main focus of this study, the idea of disposition as a tendency to see and interact with experience in a certain way indicates that individual initiation in this way of thinking should begin at the earliest possible age.

In the study of Sumargi et al. (2013) Runions et al. (2014) and Aizikovitsh-Udi and Cheng (2015) showed the effect of parenting practices on overall development, including social and emotional development, physical aggression of children, and students' critical thinking skills. In these previous studies, similarities with current study is equally discussing about the effect of parenting on child development. Whereas, there are also differences. This study focused on the parenting practices of the teacher, and the content of child development discussed was about developing communication and critical thinking skills of young children, especially for 5-6 years. This makes researchers more confident

to conduct this study because there are no topics that are exactly the same as the research conducted by previous researchers. In other words, from previous studies, there have not been found any research that links to parenting practices conducted by teachers in developing communication and critical thinking skills of children, especially in children aged 5-6 years. Based on this study, it is necessary to conduct research relating to parenting practices by early childhood education teachers in developing communication and critical thinking skills of children aged 5-6 years.

RESEARCH METHODS

In this study, we employed a qualitative study with a case study approach (Muazza et al., 2019; Situmorang, 2019; Sofwan et al., 2019) as it configures to answer the research questions. The setting for this study was in three kindergartens (TK) whose grade or accreditation is "A" and located in Jambi Province The criteria for selecting these school included access to Early Childhood Education (PAUD) teachers to develop the communicative and critical thinking skills of early children aged 5-6 years. Purposeful sampling with a convenience-case strategy commonly used as a sampling method in qualitative studies was applied in selecting participants in this study. Creswell (2007) wrote, "Convenience cases, which represent sites or individuals from which researchers can access and easily collect data" (p. 126). In this method, we specified some common criteria for all participants in order to select a group of participants to share their accounts. Three headmaster and three teachers in three Kindergartens were selected as participants in this study. They were considered typical cases and the best potential sources of data for the current study in order to get their narratives on the use of parenting practices in developing communication and critical thinking skills of children aged 5-6 years. In this case study, the major data gathering method involves primarily in-depth interviews with participants (Creswell, 2007; Mukminin et al., 2017; Rosmiati et al., 2019). The purpose of interview is to describe the meaning of a phenomenon that several individuals share (Marshall & Rossman, 2006). The form of in-depth semi-structured interviews was used to gather the data and it is a common method of collecting information in qualitative study. In reporting the findings of the study, verbatim from interview transcripts was quoted to strengthen the basis of arguments. In serving qualitative data, we transcribed the interview data individually and then analyzed them by using the constant comparative method developed by Glaser and Strauss (1967 as cited in Mukminin, Sari, Haryanto, Habibi, Hidayat, 2019). All the transcripts among those participants were analyzed and compared to search similarities and differences. We read and reread the transcripts line-by-line in order to find regularities and emerging themes and sub-themes among the data. In other words, to visually displaying information regarding the data extracted, we used Miles and Huberman's (1994) strategy to analyze the data called within-case and cross-case display analysis.

FINDINGS

Implementation of Parenting Practices in developing communication and critical thinking skills of children aged 5-6 years in Early Childhood Education

Finding from observation showed that three schools were the sites of study conducted early activities in the morning. On the first day of study in PAUD.1 which focused on the group TK B aged 5-6 years, in the morning seen children in white clothes playing in the front yard, with some using outdoor educational toys, and some others make their own activities, both in groups, or some choose to play alone. After carrying out free play activities, at 07.30 a.m., children then lined up in the front yard of the school according to the group, accompanied by their respective class teachers. When lining up, the children and the teacher do joint activities such as praying, reading pledges,

singing and delivering their wishes by the teacher. Next, led by the teacher, children walk marching to their class in a lane and walk while holding their friend's shoulders and singing. In front of the class, children line up with two lanes, girls' lane and boys' lane. The teacher stands in front of the line and invites children to count in two languages, Indonesian and English, then asks various questions that are answered jointly by the children, such as: "What day is today?", "What day yesterday? ", " Two days ago what day? ", " Tomorrow what day? ", " Two days what day again? ". The same thing happened in the next meeting. From the fact, it can be concluded that parenting practices of teachers for morning activities have become routine in its institution every morning.

The same thing happened in PAUD.2, which was observed on March. Activities began with children carrying out free play activities, and then the children gathered and marched according to their respective groups, and performed other activities such as reading habit of short prayers, singing, vowing, and the delivering of hope by the teacher. Furthermore, after marching children in TK.B enter directly into the classroom and make a circle with the teacher. The third place of study was PAUD.3 in TK B group which also implemented the same activities as the other two PAUDs. Observations were made on March 27 and April 3. Starting with the children who came, and immediately put the bag and shoes in the space provided. As long as children play freely in the yard, some play with their friends in groups, there are also children who prefer to observe their friends playing or playing alone. After children gather and make groups in a row, then they are invited to make a habit of reading short prayers, reading vows, and singing. Next, they enter their respective classes, but the core activities of learning have not yet begun. Children who have entered the classroom ask their class teachers for permission to learn iqra 'in different rooms until 8:40 a.m. before they begin activities in their classrooms. The series of observations in the morning illustrated that learning had begun since children came to school, starting with the teacher making a foothold on the play environment followed by welcoming children while communicating with them as a form of developing children's communication and critical thinking skills. Then, children carried out a journal morning; they play freely as a form of activity in developing gross motor and fine motor skills.

Initial Identification

In terms of initial identification, what the teacher does when children first enter school at the beginning of the school year is the first question addressed to participants. Regarding to this, they stated,

When new children enter the school year, usually student introduction, class introduction, then they are grouped and enter their respective classes (G.1)

At first, children get acquainted with the school orientation environment (G.2)

At the beginning of the year, give a daily assessment. What is judged by its behavior, how to communicate from the start and many others (G.3)

Early identification of children's abilities is done at the beginning of the year when they first enter the classroom. I recorded (in personal notes) getting to know them. So, we can know where the talent is (G.4)

From the findings of the interview, it can be inferred that the teacher actually did an initial identification of their children who just entered the new school year, but rather to recognize them in general to be able to provide appropriate learning, but the teacher has not thought to record the findings obtained from observing children and making it as the basis for recognizing children's initial abilities specifically and as the basis for making

learning plans. For detecting related to initial communication skills, the teacher does simple things, as conveyed by participants. The teacher does not record in writing the identification children's initial abilities because of her ignorance.

The findings of interviews from three teachers as participants obtained answers that identifying the initial ability of young children related to aspects of its development was carried out when the children were familiar with the school orientation environment. Whereas, other teacher noted that identifying the initial ability of young children related to aspects of its development was carried out when a new child entered the school year, usually with orientation activities or student orientation periods, class introduction and when they were grouped and entered their respective classes. After being asked by the researcher, the teacher begins to realize about the importance of a teacher having a record of children's early abilities. A teacher said that the initial identification of children's ability is carried out at the beginning of the year when they first enter the classroom to find out their talents.

Communication and Critical Thinking

Regarding teacher knowledge about communication skills, the following interview findings between researchers and principals expressed,

Communication skills are the way a teacher faces ... maybe when a teacher communicates with children, how is the teacher ... the attitude of the teacher in dealing with children ... the way of speaking, the speech should not be too loud because the teacher is innocent and emulated, especially the language in children (K.1)

Communication skills are ... how children can answer, can speak, can convey the contents of their heart, the situation to the other person, the impression of the teacher or friend, and maybe from learning ... how to communicate to capture learning ... (K.3).

Based on the findings, the principal believes that communication skills are related to how children can talk, can answer what their teacher asks. As for the teacher's knowledge related to critical thinking skills, the following interview findings revealed,

If critical thinking skills are ... how children can find the meaning when their teacher give a learning, they catch up quickly, and questions can arise as well as their feelings, it refers to knowledge, then they write by themselves (K.3).

As for the teacher's knowledge about the relationship of communication skills with critical thinking skills the following interview findings showed,

if children cannot express their ideas, it will automatically not be able to understand what is conveyed, so they tend to probably not respond or be quiet, what is meant by the conveyer may not be connected to them, 'uncritical' (G.2)

The findings noted that there is a relationship between children's communication skills with the development of critical thinking in early childhood. The teacher believes that a smart child or an intelligent child has good communication and critical thinking skills.

Learning Implementation

The implementation of other learning is related to how the teacher prepares her learning by first making or compiling a learning program with a daily learning implementation plan. For instance, what teachers do in designing children's learning were explained in the following interview findings,

The daily learning implementation plan (RPPH) prepares learning based on the themes we have designed, in today's RPPH,

the theme is about communication tools of electronic media sub-themes (G.1)

We usually make the daily working plan (RKH) to prepare a few days earlier, for example, for this week's activities, the RKH must be ready on Saturday, printed and already signed, even the equipment is on the table and already prepared, because we are the center, so children who are mobile, so for a week it does not change because mobile children find different children (G.4)

The findings revealed that the activities undertaken to design learning began with making a semester/ annual program that contain the basic competencies to be achieved, themes, sub themes and time allocation used, then reduced to the weekly learning implementation plan (RPPM). Then, it contains themes, sub themes, materials, and activity plans as well as detailed in the daily learning implementation plan (RPPH) in accordance with the curriculum used. The methods used during the study are various things such as question and answer, drama, lecture. Moreover, the findings of the interviews related to activities that need to be prepared by the teacher to improve communication and critical thinking skills of children in the classroom were expressed in the following interview findings,

Play the role of the children such making phone calls (G.1)

Through props, like a telephone, I carry a telephone ... this telephone ... telephone pictures, that's it is in accordance with the theme is Mother ... The definitive media here is the beam because the center of the block is definitely the beam (G.3)

From the findings of the interview, G.1 argues that the activities prepared to improve communication skills and critical thinking of children in the classroom are role playing, children who make phone calls. If outside of the classroom, the children like to play slides. Whereas G.3 comments that activities prepared to improve children's critical thinking and communication skills in the classroom are through teaching aids using block media. Where the center beam sees objects provided such as TV, or other communication devices. It can be concluded that activities prepared to improve children's critical thinking and communication skills in the classroom can be carried out by various activities, both through activities in the beam center by looking at objects provided such as TV, telephone or other communication devices, and can be with other activities such as sticking, playing roles because these activities make children hooked to ask questions and think, also with the introduction of tools and signs to make children learn to follow the rules.

Student Assessment

Another function of the teacher is to provide an assessment of children's development, and not all teachers can make an assessment easily based on the principle of assessment. There are some assessments that are considered difficult by the teacher, as the following interview,

The most difficult to assess is their emotions because not every day their emotions are the same because they change (G.1)

Usually in languages ... (G.2)

It feels to these children, the development of the attitude because sometimes it changes ..., they come angry.... they screamed as hard as they came, they came lazy.... and they rolled around (G.3)

Based on the findings of interviews that the principle of the most difficult assessments carried out by G1 is about assessing children's emotions. G.2 says that the difficult assessment is in children's language. While G.3 said that what difficult to assess is children's attitude, because attitudes can change with each child. There are several ways commonly used by each teacher for assessment. The findings of interviews related to how to assess

the development of children's communication were described as follows,

When in learning, it usually provokes them to be able to respond, and inplaying they can also communicate with their friends in the classroom through the daily assessment (G.2)

In accordance with our questions ... sometimes they get can answer it, one or two questions studying time, conversation time, playing time beam, can we see with this (G.3)

They asked a lot, in my opinion it is a communication skill (G.4)

Based on the findings of interviews, assessing the development of children's communication skills in learning, usually by way of provoking them to be able to respond, for example when they are playing, children can communicate with their friends, in the classroom assessment through daily assessment, with observation techniques. There are also teachers who assess by how many children ask, but unfortunately most teachers do not write it down, just remembering that this "child" asks a lot.

In addition to assessing communication skills, assessment of critical thinking skills is also one thing that should be assessed, while the findings of the interview were presented as follows,

It's about its critical thinking skills, through conversing, I can already assess, it already looks (G.1)

If the critical thinking skills during the conversation appear, for example, when we talk about the telephone, he said, "Ma'am. That phone was from the past, Ma'am, but how it comes now, Ma'am?" ... He has begun to know ... first this is the phone, now it's sophisticated huh? ", " Yes ma'am "(G.3)

If you think critically, you just found out the scientific time, that's all, it seems like just communication skills because they have a lot of vocabularies from home (G.4)

Based on the findings of the interview, it can be inferred that G.1 and G.3 state that, when communicating the actual critical thinking skills of children can also be assessed, in contrast to the opinions of G.4 which states that assessing critical thinking skills can be known when implementing scientific activities.

DISCUSSIONS

The implementation of Parenting Practices in developing communication and critical thinking skills of children aged 5-6 years in PAUD begins with the teacher's preparation in preparing the daily learning implementation plan, because teachers are required to prepare it. In interviews, it can be seen that the teacher designs daily activities. The teacher usually makes a plan of activities the day before, or has already been made directly at the beginning of the school year. If the activity will be carried out within this week, then the daily learning implementation plan should be prepared on the previous Saturday, printed and signed by the teacher, even the equipment has been prepared on the table. Teachers who do not teach by using a daily activity plan will lose their direction and learning objectives, it is feared that children will not be able to accept well what the teacher teaches. The preparation made by the teacher to design learning is based on themes that have been set at the beginning of the year. The theme is used as a guide in preparing learning plans for semesters, weekly and daily. All learning plans made are based on the early childhood education curriculum used in Indonesia, the 2013 PAUD curriculum with a scientific approach. In terms of communication skills, according to the teacher in this study that is the understanding of language and vocabulary. They state that sometimes the language and questions that children use are beyond adult reasoning. Children can interact with people they meet. If the communication is spoken very fluently and the language is organized, they have good communication skills. Children can express what they want in the form of ideas that

they want to express. Chen and Shire (2011) argue that communication is a basic human ability and experience. People communicate from birth through verbal and nonverbal behavior. This behavior has a variety of purposes, such as expressing emotions, sharing ideas, and showing needs. It is in line with the opinion of Galinsky (2010) that communicating is much more than just understanding language, speaking, reading and writing. It is a communication skill and is aware of how our communication will be understood by others. This skill is a teachers' skill lacking at this time possessed by them.

Specifically, indicators of verbal communication skills of children aged 5-6 years refer to the Regulation of the Minister of Education and Culture of Indonesia Number 137 in 2014 concerning National PAUD Standards. The regulation includes standards for achieving early childhood development described in the form of achievement indicators.

Related to critical thinking skills, it can also be seen when children tend to be able to give a response to what they heard and what they saw, as well as giving ideas, having a great curiosity about something they saw. This is in line with what stated by Florea and Hurlui (2015), critical thinking is learning to interact actively with information to bring pros and cons, evaluating to determine the truth, changing information and generating new ideas. In this study, the implementation of Parenting Practices in developing communication and critical thinking skills needs to be supported by appropriate learning methods. The methods used by the teacher in learning are question and answer, drama, lecturing, talking, learning while playing, and field trips. Play theory that the teacher knows is cognitive play theory according to Piaget. The model used is a center, there is a beam center and there is an art center. Vigotsky in his sociocultural theory states about the importance of the zone of proximal development, the area of development where children can be directed to interact with more competent partners. He believes that the process of learning and development is dynamic and interactive. Parenting practices such as joint learning, problem solving together, assistance, collaboration, and other forms of learning assistance are based on learning theory and Vigotsky's development (Morrison, 2012). For this reason, sufficient time is required, a minimum of 45 to 60 minutes for core activities or footing when playing to enable learning process that involves social interaction between children and teachers to enhance children's development.

Meanwhile, according to Soendari and Wisniarti (2010), when footing after playing or closing activities, the teacher should ensure that every child gets the opportunity to retell his playing experience, the teacher supports the child to recall his playing experience and tell each other about his playing experience, and the teacher can know the concepts that are awakened in children. In implementing parenting practices to develop communication and critical thinking, an assessment and evaluation process is needed. The way the teacher assesses children who have communication and critical thinking skills is when children ask lots of questions. Hence, if a lot of children ask questions fall into the category of communication skills, whereas for critical thinking skills, it is usually assessed during the scientific learning process.

In assessing children's development, teachers have not seen the stages of children development in measuring children's abilities or skills, such as using the stages of development of cutting, drawing, painting, role playing, and the stage of playing blocks (for the center of the beam). According to Khodijah and Wisniarti (2010), in the center teaching method, the evaluation method used is an evaluation obtained from direct observation of children's initiatives and actions in following daily activities on a regular basis, ranging from children coming to going home. The teacher can make conclusions about the stage of children

development by seeing their work according to the stage of development; they can be stated to be at a certain stage if the appearance is repeated. With the development of critical thinking skills, children learn about how to evaluate experiences they already have, make decisions (observe, conclude, set, produce alternatives, analyze, choose a solution, implement, evaluate), and become aware of the process think for yourself.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, two kindergartens (institutions) carried out core learning/ foothold when playing for \pm 60 minutes and one institution implemented it for \pm 20 minutes. The teachers stated that they did not really understand or remember about learning theories related to early childhood, learning took place merely following the flow of the planned learning plan. Parenting practices by the teacher support the development of communication skills more than the critical thinking skills of children. From the indicators of parenting practices, the teacher in developing communication skills found that they had done almost all indicators even though it was still not optimal on the indicators of communication skills displayed by children. Of the four indicators of parenting practices of teachers in developing critical thinking skills, two of them were not found as the findings reported in this study such as; a) teachers who encourage children to ask questions, when they don't know the answers, then they seek answers together, and, b) teachers encourage children to evaluate the reliability of information received from others. Of the fourteen indicators of critical thinking skills, three were not found in children's appearance such as; a) sorting, comparing, and describing objects based on size, length, capacity, and weight, b) showing interest in the tools commonly used to measure, and c) identify, describe, and compare the characteristics of objects.

As recommendations, principals as policy makers in the unit are advised to have a good, correct, and in-depth understanding of parenting practices in order to be able to supervise and guide teachers in order to achieve the vision, mission, and goals of the institution. They can choose and apply appropriate learning approaches with the ability of institutions (foundations, principals, and teachers). The teacher as the spearhead of the success of a learning in class/ group of children needs to remember, understand, and identify the stages of children's play to be able to identify and assess the actual stages of children development. For this reason, teachers need to get special education and training related to how parenting practices should be carried out in order to develop children's skills, especially communication and critical thinking skills, and understand deeply about the learning approach methods used in the education unit.

Further researchers are suggested to be able to conduct research related to this topic in quantitative method to see the achievement of indicators of communication and critical thinking of young children, to find out the relationship between parenting practices by teachers and parents on communication and critical thinking skills of children, to examine how parenting practices are implemented in developing other skills as part of the seven essential life skills such as focus and self-control skills, perspective taking, making connections, taking on challenges, self-directed and engaged learning, and to conduct further study focusing on the effect of parenting practices of working and non-working parents on the development of children's skills in early childhood education institutions.

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