

PARENT COACH: THE UTILIZATION OF THE SCORE MODEL FOR CHILDREN'S COGNITIVE, AFFECTIVE, AND CONATIVE DEVELOPMENT

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Abstract:

Communication that does not run smoothly will cause miscommunication. In family communication that is carried out between parents and children, if miscommunication is not immediately resolved, there will be communication congestion. One way to solve this problem is through coaching. In this case, parents become a coach for their children, called a "parent coach," using the SCORE model. This study aims to improve communication skills for parents and strengthen children's cognitive, affective, and communicative abilities. This study uses a qualitative research method with a case study approach. The results show that through communication based on family coaching and utilizing the score model, parents have good questioning skills so as to produce an optimal performance as parents and provide opportunities for children to provide feedback to parents. And parents are trained to be good listeners. With a series of actions taken by parents through coaching sessions, parents can find out the values of life that are considered "valuable" for children.

Keywords: Communication, Parent Coach, SCORE Model.

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INTRODUCTION

The process of delivering messages from the sender as a communicator to the receiver as the recipient of the message is performed through communication activities. The message is expected to be well received by the communicant, so understanding the message is critical. The way of conveying and the receiver's understanding cannot be overlooked. This means that message packaging is required to achieve communication goals, namely that the message's recipient understands the content of the message conveyed. Interaction is the result of mutual understanding between the message's sender and recipient.

Different methods of communication are used within the family. If there is a conflict or miscommunication within the family, each family has its own method for improving communication. Every family, however, should continue to learn and take the time to hone the subtlety of character, respect for elders, and gathering by doing simple joint activities at home. This is an effort to improve communication and avoid or minimize miscommunication in the family.

If there has been a miscommunication in the family, finding a way out as soon as possible is best. One approach is to conduct coaching communication between parents and their children, which is known as a parent coach. It is not just finding a way out for children but also improving

and strengthening the child's cognitive, affective, and conative abilities so that the child's character can develop more fully.

Communication competence between parents must also be improved if the coaching is carried out in an effort to maximize coaching activities. The communication that is built aims to understand each other between parents and children so that parents can treat children uniquely. Thus the packaging of educational content provided to children through appropriate communication media will produce the quality of children needed as family members, community members, and citizens and become a professional in a specific field.

It should no longer be difficult for parents to communicate effectively and intensely with their children because technology aids in the creation of good communication for both. However, in this digital age, social media provides children with additional options for expressing their feeling, which should be kept private. Such matters are only discussed with their parents or with God. As a result, it is a challenge for parents to reclaim their khitan as the people whom children should most trust.

Coaching activities done by parents to their children using the SCORE model are one of the efforts to build parent-child interpersonal communication competence and restore the khitan as parents. It is hoped that children will remember this experience as one that will impact their social lives. This developed habit has the potential to become a good habit. It is hoped that this coaching activity will become an educational pattern for children on how to build appropriate communication skills to prepare them to face society and other challenges because a strong family is one that is willing to learn how to overcome problems as part of caring for one another.

There are several ways to improve children's and parents' communication skills, including learning to do coaching activities using the SCORE model. This approach with the Coaching method will facilitate children in the desired condition through a conversation between parents and children. "SCORE" stands for Symptom (S), Causes (C), Outcomes (O), Resources (R), and Effects (E).

Coaching. Coaching is a method or style of communication that is becoming more popular as a result of globalization and is influenced by individualism in the modern world in order to maximize one's self-potential on both a personal and professional level. It is a unique conversation because it facilitates goals, discusses core issues, identifies resources, generates change, achieves goals, and actualizes potential. According to Kennedy (2009), there are several types of coaching, including life coaching (for personal achievement), business coaching (for improving business effectiveness), private coaching (agreement with a coach based on the client's interests, goals, and objectives), health coaching (for health and disease management), sports coaching (focus on improving performance techniques), and Relation Coaching (improving relationship success) and others.

Parent Coach. For parents, coaching is a relatively new science. It is a specialty in responding to parents' desire and needs to support and manage their children's behavior and development (Forehand et al., 2013; Sanders et al., 2014; Shepard & Dickstein, 2009). Coaching assists parents in their growth and provides children with direction and development. Parents who are raising children can learn about their child's current development and the goals the child wants to achieve and become "collaborators" in order to find ways to optimize the child's growth and development. Most importantly, coaching conversations with children increase interaction with them.

Parent coach based on Interpersonal Communication (KAP). Building personal knowledge with each other and creating meaning can be accomplished through interpersonal communication, which Buber (1970) defines as a selective, systemic, unique, and transactional communication process that allows people to reflect and build knowledge with each other and create meaning.

Therefore, communication between parents and children is classified as interpersonal communication because what is built is personal knowledge to create meaning between them.

Interpersonal communication examines the communication process through the lens of personal communication. Personal communication forms a personal communication pattern between individuals and other individuals, in this case (Devito, 2013). In other words, interpersonal communication is an intersubjective relationship that determines the parent coach's success in strengthening the quality of virtues that every child should have, namely cognitive, affective, and conative abilities.

The tradition of sociopsychological communication. The sociopsychological tradition focuses on the message, emphasizing how individuals plan message strategies, how the message is processed by the message's recipient and the message's effect on the individual. This research also describes information systems in individuals, with an emphasis on input (input) in the form of information and output. To produce something, the sociopsychological tradition always involves cognitive processes. Coaching communication between parents and children is similar. Parents expect their children to change in order for them to have a more positive attitude, find value, and be able to use resources as fuel to achieve their goals (outcomes). Individual approaches (parents to children) are used in coaching communication, which is a characteristic of the sociopsychological tradition.

The sociopsychological tradition strongly influences communication science theory, specifically on how to view or think about communicators as individuals. Theories in the sociopsychological tradition focus on how communicators organize messages. This cognitive research and theory explain how humans combine information and plan messages with conformity. The psychological explanation is very important in the sociopsychological tradition because this tradition holds that each individual has a universal mechanism that directs his every action. The SCORE model is found in the Symptom (S) component of psychological explanations for the current condition. Children must explain the true situation, and parents must try to understand and accept the psychology of their children.

Elaboration Likelihood Model (ELM). John Cacioppo and Richard E Petty (Jhon & Foss, 2016) became the originators of this theory. This theory explains how persuasive communicators process messages. This theory explains the difference between the two cognitive levels, namely the Central Route and the Peripheral Route, by describing their positions as opinions (arguments). The Central Route requires the recipient to think critically about what is said in the persuasive message, and the arguments are carefully examined. The Peripheral Route, the process of messages received by the message's recipient, receives less attention. Parents serve as coaches in parent coach, attempting to keep their children on the central route. Therefore, parents need to have qualified coaching skills.

Cognitive Theory. According to John and Foss (2016), cognition is an activity that refers to mental activity. One of the cognitive activities is paying attention and planning. Cognitive theory is a critical window into the communication process. As a result, both the creation and comprehension of the message must occur in the mind. This theory attempts to explain fundamental mental processes such as the nature of attention, perception, understanding, memory, and responsible production. Being a parent coach using the SCORE model as a tool necessitates cognitive theory-developed communication skills. When conducting coaching activities, there is a structure and process. According to cognitive theory, knowledge is built by individuals through a process of continuous or continuous interaction with the environment (Gredler & Bell, 1991). The interaction process is carried out by parents with qualified coaching skills that will be able to increase the child's Cognitive, Affective, and Conative abilities.

Diffusion of Innovation Theory. This theory discusses the study of innovation, which includes the concept of diffusion of innovation as well as the speed with which a social system accepts new ideas. Evert Rogers developed three major concepts in the Division of Innovation (DOI), namely diffusion, innovation, and adoption (1983). Using the SCORE model as a tool, the parent coach instructional system design attempts to present a learning system that parents can easily learn. This design can be used in the family to improve communication between parents and children. The design includes procedures, steps, design, learning process preparation, controlling, planning, and how reality exists in a social system. It is necessary to make an effort to spread and socialize parent coaching using the SCORE model so that there is a diffusion of social system innovation in the formation of healthier families through community media channels such as social media, related communities, schools, seminars, and others.

SCORE Model. According to Robert Dilts in the Encyclopedia of Systemic NLP and NLP New Coding, the SCORE Model, which debuted in 1987, was intuitively recognized as an effective method. This is because the score model aims to map problems and design solutions for each problem encountered. There are five components to the problem-solving process, which are as follows:

1. Symptom: A sign that tells that a problem has occurred.
2. Causes : a pre-existing condition that causes symptoms, the intent behind behavior that can cause problems or obstacles at this time.
3. Outcomes : A result to be achieved or desired.
4. Researchers : A quality, ability, or reserve, as well as assistance in overcoming a problem (The event can occur in the past or present).
5. Effect : Systemic long-term results.

SCORE Mode. One of the great benefits of the SCORE Model is that coaches (parents) can make changes to it. Typically, the child will describe the symptoms or events that caused the problem, followed by his desired outcome (outcome) from the problem. Furthermore, as coaches, parents will step into resources owned both externally and internally. As coaches, parents will request to see the events that occurred, which will lead to discovering these resources. The child's resources make him aware of something he has and can help him solve the problem (previously, he did not realize that the resource was already owned). Finally, the child can gain insight by mentioning the causes (symptoms) of the event, contributing to the problems encountered, and finding their own way out. If the SCORE Model is explored and can be explored through physical signs, it will be very influential (gestures). This helps physically connect children into the frame of mind for each component of the model, allowing parents to access information more freely at each stage. The Dancing SCORE format, developed by Judith DeLozier, extends this principle even further into the kinesthetic realm, inviting parents as coaches to adopt distinct postures and movements at each stage by repeatedly moving through a sequence of postures from problem to the solution so that the child begins to internalize the direction of change 'in the muscle'.

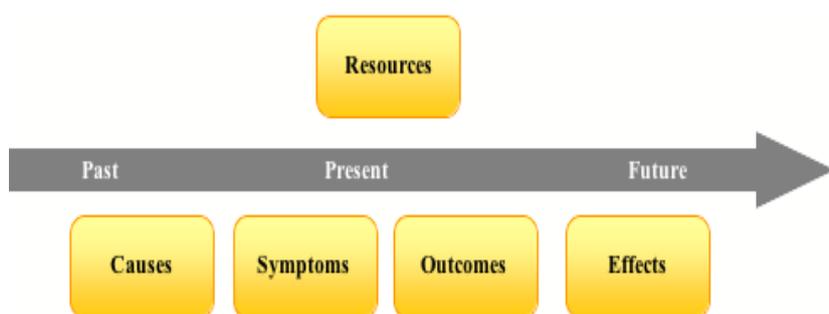


Figure 1. SCORE Model

From the phenomena described above, the researcher intends to reveal how the use of the "SCORE" model can help improve the quality of the relationship between parents and children and enhance positive parenting for child development. So researcher conducted a study entitled "Parent Coach: The Utilization Of The Score Model For Children's Cognitive, Affective, And Conative Development".

METHODS

This is a qualitative study that employed an in-depth interview approach. Interviews were conducted with three informants, who were thought to be able to provide information to participants in the active category from family coaching training, could communicate well, were thought to master and understand the data, and had an understanding of and knowledge of the object to be studied. Informants included professional family coaches certified by the International Neuro Semantic Foundation and two parents who have attended parent coach training and used the SCORE model in parent coach activities. Secondary data is also required by researchers in order to complete the findings of this study. Secondary data was gathered from training documentation/recordings, supporting books, modules, power point materials, and focus group discussions (FGDs) led by participants, journals, articles, and other valid literature studies. Furthermore, the researchers became a participant in observation.

The researchers studied and analyzed all data collected through interviews, documentation, literature studies, workshops, training, and reading sources before performing data reduction, which was accomplished by making abstractions. The conclusion drawing/verification presented was a credible conclusion. The outcomes of data collection and interviews about family coaching-based communication using the SCORE model by parents acting as parent coaches were then evaluated, and the results were applicable recommendations. The researchers used Authenticity and Triangulation techniques to test the validity of the data collected. Triangulation was performed using interview data. The researchers examined the truth with available empirical data to examine the subject's answers (other data sources). The subject's responses were cross-checked with existing documents here. The authors performed triangulation by testing the validity by requesting an explanation from a third party to ensure everything described in the discussion and results was correct. To bolster this, the researchers enlisted the help of an Indonesian Coaching Master who was also a Psychology student and two-parent coaches who had routinely carried out coaching activities for their sons and daughters using the SCORE model.

RESULT AND DISCUSSION

Being a parent coach helps parents get to know and understand their children better. Parents can adjust to their children's growth and development so that their self-development can increase because they are more familiar with personal qualities as parents and can see children from various perspectives. The questioning technique focuses on coaching activities rather than telling or consulting. A SCORE model-based parent coach aims to improve family communication quality (competence) between parents as communicators and children as communicants, or vice versa. According to informant 1, this is one of the parents' efforts to improve their children's cognitive, affective, and conative abilities. *"Asking questions makes children feel valued; they want to be heard, to have a role, and to express themselves. They perceive themselves as individuals who are heard, valued, and free to be themselves. So, for parents, asking does not necessitate a great deal of knowledge. Because there is a*

thinking process, this questioning skill can also improve parent's performance (duties as parents to improve children's cognitive)."

Asking for coaching activities performed by parents provides great convenience for parents in determining what their children want. Parents who are less skilled at giving advice or who lack knowledge in this area will find it easier to do so. *"In fact, asking is easier because many parents want to give advice but are afraid of their lack of knowledge and ability to do so. However, asking does not require a great deal of knowledge. For example, suppose a parent wants to know their children's interests rather than introducing various fields. In that case, the mother should ask, "What are your interests, son?" to pay attention, and by asking, parents develop because they hear from their children. The cognitive is developed."*

In parent coaching, using the SCORE model, parents will try to ask about the problem or the child's desire to achieve a goal. It is hoped that rigging with simple complexities will be discovered, and the problem will be solved using the resources available to the child. Perhaps the child's difficulties were not discovered then, but it did provide an opportunity for parents and children to begin asking other people (to look for things that became challenges). *"It is possible that the answer will not be found, but this provides an opportunity for parents and children to ask other people. For example, what profession do you want to pursue when you finish high school or college? The child responded, "I do not understand either, but I like..." (IT, for example). By asking such questions, the mother can realize that this is something that needs to be sought together."*

Parent Coach as a basis for communication skills between communicators and communicants. Being a parent coach trains parents to become reliable communicators because parents are educated to understand the steps and how the child's brain works through the SCORE model arrangement that systematically follows the sequences of thinking. As a result, it is critical for parents to understand these systems in order to be reliable communicators for their children. The expertise of parents is the skill of listening well, making the child's atmosphere more conducive, and being a mirror for the child, as stated by Informant 1. *"Parents are referred to as experts in this context because of their role. It is not because they (the parents) elevate themselves above the child but because they are experts in being a mirror. Experts become friends so that the child feels at ease talking to them. Their expertise includes being an expert in listening, asking questions, making the child comfortable, and providing support to children."*

Being a dependable communicator for children is inextricably linked to the ability to build rapport. Parents must understand the level of urgency of the relationship so that asking questions does not feel like an interrogation and provides comfort to the child. *"The urgency is that if there is no sense of comfort and rapport, questions from parents will feel like an interrogation and may even become destructive. However, if the parents have awakened a sense of comfort, this question will feel supported. For example, if we ask the child, "What profession do you want to be when you grow up?" The child may think, "Wow, my parents are concerned, aren't they?" That is why a sense of security is created. There is a sense of urgency."*

Parent coach in the process of character building. When the child is asked about his or her options, the process of character development begins. Decisions involve more than just right and wrong but also courage. Furthermore, children must be more independent because the world is in their hands in this digital era. We can make connections even without a meeting so that the characters we meet in person differ from those in the virtual world. Parents participate in the coaching process. This can help shape children's character, beliefs, and actions for the better, resulting in good character. It is hoped that this can be done repeatedly and consistently without coercion. The character and trust formed through this coaching have also received serious attention because instilling trust in children is the main thing so that the coaching process runs smoothly, as said by coach Sam. *"A good character is being formed. Of course, the child must trust the coach (in this case, the parents) so that the child does not simply hit and run but will meet with the same*

person again tomorrow and possibly continue the discussion, and he requires trust. This is where the parent's urgency to build rapport, a sense of comfort, and relationships, an attitude of trustworthiness and dependability comes into play. Trust is common sense."

Cognitive Ability. Parents can help improve their children's cognitive abilities in numerous ways, including coaching using the SCORE model, which allows parents and children to gain knowledge and improve it through coaching activities. Parents' attitudes must be appropriate. The main key is to respect and appreciate children. Being respectful does not imply sarcasm. This is what Coach Sam had to say about attitude. *"Parents must have the attitude of giving, asking respectfully, not cynically, but asking with respect and curiosity. For example, I am curious, do you enjoy doing that? What is the story behind that? Mama wants to know what makes you so happy to do those things because you appear enthusiastic about them. This gives the impression that the SCORE model is in SYMPTOM, which the parents and child want to know. What happened, why could it have happened that way (in causes), and what caused it? This is called ATTITUDE."*

This is in line with what was conveyed by the second informant that parents are not allowed to make judgments. Children must feel that they are loved and appreciated, emphasize openness, and ask curiously. *"The attitude required is the willingness to share knowledge with children. As a result, the knowledge that must be possessed is about coaching itself, such as building rapport, framing during coaching sessions, informing the duration of coaching, and informing during the coaching process, where parents as coaches will continue to explore by asking and the child must respond, so that it will end in a conclusion"*.

Parents coach their children to improve their cognitive abilities using the SCORE model as a tool related to value. When values do not align with what parents teach, parents must step in to correct the situation, as demonstrated by the third informant as follows: *"The most fundamental way to improve a child's cognitive abilities is to ask what the significance of the choice/action taken is. The attitude that must be adopted is one of early detection of what is important to the child himself. When the things they value do not align with the values we hold, it is our role to conduct coaching by asking various questions to incorporate these values, with pacing-pacing- pacing, leading."*

Parents may have the knowledge but not know what the child will convey. Even if they have the knowledge, parents are not permitted to exhibit attitudes such as teaching; instead, as Mr. Sam describes below, they must support them. *"The knowledge of the mother or father should not be used to teach the child, but rather to assist the child. "As far as I know, people usually get enthusiastic for a reason, and later on, I want to support your passion and spirit." As a result, this knowledge is beneficial."*

Coaching can improve children's cognitive abilities because it requires them to think and seek answers to questions posed by parents as coaches. On the other hand, parents must arm themselves with the values that will be communicated, as stated by informant 3: *"The knowledge that parents must have is, of course, what values they want to instill in their children. Because his mind will be trained to find information in order to answer our questions, the Coaching process will automatically improve the child's cognitive abilities."*

The third informant added that belief is crucial in shaping children's cognition, presenting compassion, openness, and curiosity. Is there anything that parents should strive for in the coaching process? Mr. Artie explained: *"The belief that we as parents will not pass judgment on the object (child) must be held. Then parents must demonstrate compassion. Children need to know they are loved. The third characteristic is openness. Parents should emphasize the importance of openness. There is also a requirement for curiosity. Parents must remain curious about what they want to achieve and expect from their children."*

Parents must recognize that telling is an ineffective method of communicating with children. With this understanding, parents must alter their communication with parent coaches so children are encouraged to think, as conveyed by the second informant below: *"Parents have their own way*

of determining what their children truly desire. When this is conveyed in a telling manner, many children believe that the message is only good for their parents and not for them. When we change that way (with Parent Coaching), we communicate by taking things from them and putting them into them. Many parents believe that telling is the same as education. However, not all parental messages conveyed solely in a telling manner will be accepted by their children. When the method is changed to coaching, the child is also encouraged to think. For example, when we want our children to study, we can ask them questions like, "What are you studying tonight?" and "Is studying important to you?" They will consider the essence of learning. When we want our children to develop, continue, and learn, there must also be a sense that they must develop and continue to learn."

Improvement of Affective Abilities. Affective assessment is an evaluation of one's ability in terms of self-attitude and social values. Affective refers to emotions and attitudes, trust, and enthusiasm. To understand a child's emotions, parents must recognize and name specific emotions to the child. This is where emotional intelligence will emerge. When parents do not recognize the emotion, it is as if it is a command, so the child must be able to tell the difference between telling and commanding, as coach Sam explained. "When we talk about anger, for example, "Why did you look angry yesterday? Your face looks really annoyed; what is wrong?" Son: Oh, that's normal. Father: So you think it's normal? Have you ever been happy? When did you first notice it? So, what do you think about that atmosphere when you wake up? Son: When I feel it, I usually spend the entire day unenthusiasm. Father: Okay, so, you said it was fine, and now you are saying you were not excited, so what exactly made you wake up not excited? Son: When I wake up, my body does not feel good, Grandpa, so my body stays that way...I feel I'm in a bad mood."

Improvement of Conative Abilities. Conative refers to things that are personal to a person. Others, specifically the character in everyday life, can see this. It is made up of interests, attitudes, self-concepts, and values. Conative is the physical manifestation of cognition and affection. Informant 1 exemplifies the interest referred to in coaching using the SCORE model as one that is not always related to work and goals but one that can create value: "Let's say the child does something at home, such as cleaning the bed and washing the dishes, as well as participating in some activities and sharing and helping. (INTEREST), For example, the child takes the initiative to assist the mother (Value – empathic). Then notice that his parents are sick, so the child is silent. This is also a form of value. It is not a professional interest but rather an interest in demonstrating empathy, so... I believe the SCORE model discussion will be beneficial, as they will understand that if this is the symptom, then this is the cause. Cause and effect are always useful in determining whether or not something is related (causality). I think this causality helps with SCORE. Usually, they see this as a command "I was told to do this without knowing; what does this mean? What does this have to do with my life?"

Some parents find it difficult to influence their children to discover their interests and talents. However, as conveyed by the second informant, children will have this awareness of the decisions they make with the help of a parent coach using the SCORE model. "Children will feel heard and accepted when they listen using coaching techniques and will be aware of what they need to do based on their thoughts and feelings. in a way that is as simple as simply listening, whether it is listening to their feelings and thoughts."

Exploring interests by asking parents to learn about their child's behavior is also high on the list of priorities for parents because knowing behavior is part of what gives parents references to explore their children's interests. Because when parents ask through coaching, a "belief" is formed for the child, as stated by the third informant as follows: "We have to explore it by asking. "What interests you?"; "What don't you like?" Their answers will not be separated from knowledge and time, which eventually forms a belief."

According to Mrs. Vibra, parents must understand and accept their children. If parents cannot accept, they must first learn to understand and then explore their self-concept by respecting

their children's choices. "We must assist in the exploration of our child's self-concept: what he wants; what the purpose of his wish is; what he has to achieve what he wants; and so on. We must first understand them and then learn to accept them. When we are unable to understand and accept a child's behavior or choice, we must return to the process of understanding and accepting it by reflecting on what factors might encourage the child to behave or make such a choice."

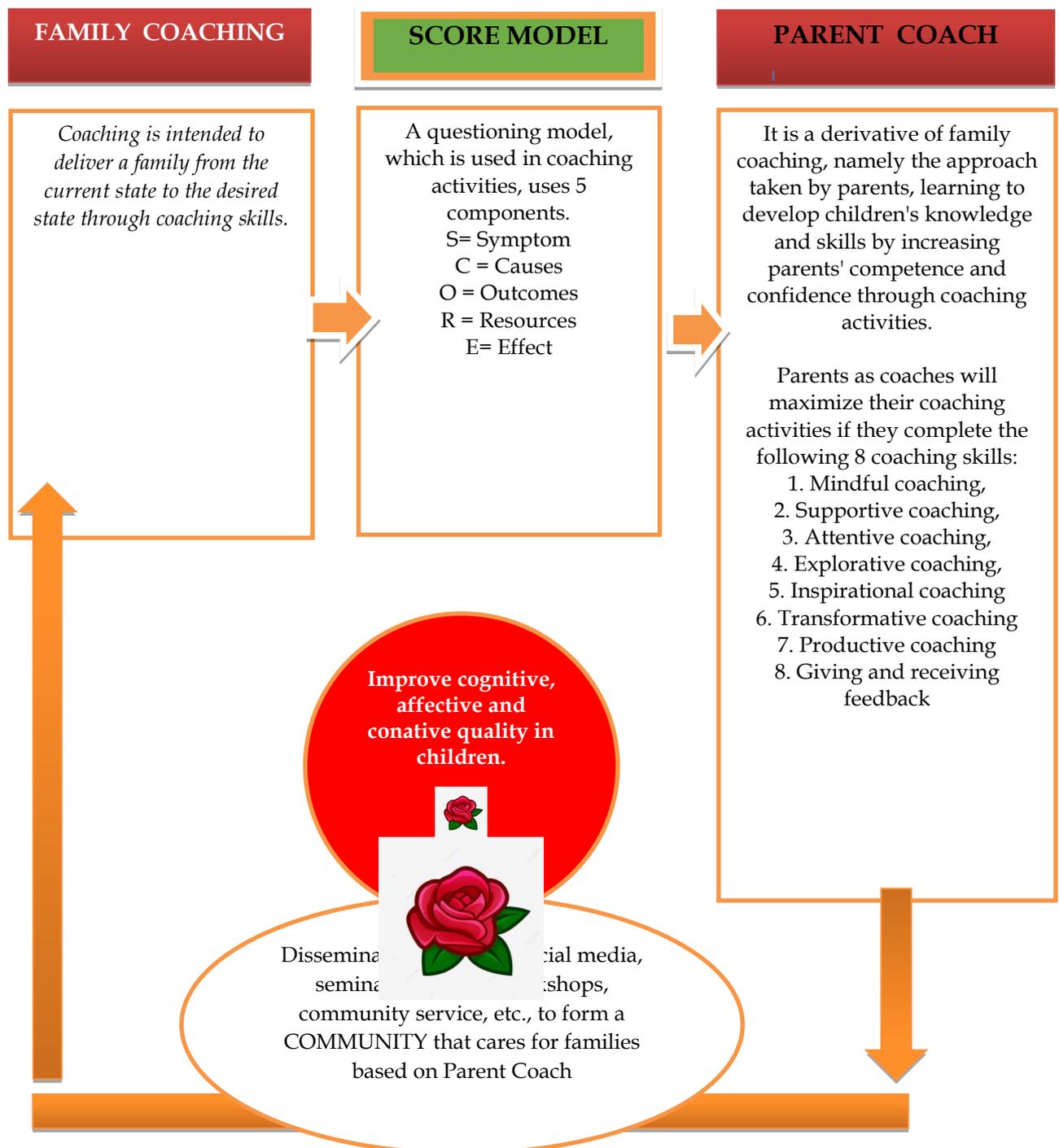


Figure 2. Design Of Instructional Score Model For Parent Coach In Social System

CONCLUSION

Family coach-based communication can be understood as true education in the family. Improving communication skills for parents and children aims to make parents more familiar with their children, where knowledge can be obtained through family coaching and learning communication. The designation is for both biological and non-biological parents (adoptive parents). Family communication coaches help families overcome poor communication (miscommunication) and create the life they desire. The coach's questions are an important part of the learning process in family-based communication training. In other words, asking questions helps to develop dialectical family coach-based communication skills. The questions are not just any old questions; they have been trained using the SCORE model. The answers to questions posed to children can stimulate or provide a stimulus to them. Good questioning skills will result in optimal parent performance. It is much easier for parents to find out what their children want if they ask; this is especially true for parents who are less skilled at giving advice or who may lack knowledge. When asked, perhaps the child's difficulties were not discovered at that time. But, at the very least, it allows parents and children to begin asking other people (to look for things that become challenges).

Parent coaches provide feedback on parent-child communication skills because children's responses to parents can be used as feedback for parents to improve their communication skills and attitudes. As the foundation for communication skills between communicators and communicants, parents coach. Parents as communicators will be experts in listening, expert questions, expert comfort, and expert support for children, with the most important being experts as "mirrors" for children. When parents become reliable communicators for their children, the family's performance improves. As a result of coaching, parents are trained to become experts in assisting children to grow into strong human beings who have a positive self-concept so that every time they face challenges and obstacles that arise, the feeling of "I can do it" The parent coach's objective in the character-building process is to improve the child's self-esteem and personality. This is evident in children's daily lives in families because the average person spends a significant amount of time with his family. This coaching also paid close attention to the development of character and trust. The main goal is to instill parental trust in children. As a result, the parent coach is the originator of the first education, "Family always comes first." The time spent by parents coaching, monitoring, and monitoring their children's development demonstrates that parents play an important role in the family. Coaching can help to shape ethics and morality. Parents can discover the values of life that are considered "value" for children through a series of actions taken by parents through coaching sessions. It is critical for parents to be able to teach their children about ethics and morals. There is respect and mutual respect in it. Parents are excellent role models because all parents are essentially teachers. Children must trust the coach (in this case, the parents) for that trust to be established; this is where the urgency of parents to establish rapport, feel at ease, and build a relationship that can be trusted comes into play. It also means being strong at home (the strength comes from home).

Utilization of the SCORE Model (cognitive, affective, conative strengthening) by parents as parent coaches in improving communication skills between children and parents in the family regarding their children's future aspirations. The SCORE model in coaching activities can help children prepare for their ideals and the best future because coaching activities have a cognitive, affective, conative strengthening process for children carried out by parents as parent coaches, especially for children who do not have the readiness to prepare for their dreams-desire. This is

where parents can help their children understand these conditions. The SCORE model with questioning skills raises parental awareness to understand children’s decisions based on mutual agreement and instills responsibility for children’s decisions. When using the SCORE model, parents only ask questions rather than telling or instructing their children. In the SCORE Model, we need to know what children understand about their own goals, why their goals are so important to them, and how they will achieve them”. Therefore, the most fundamental way to improve a child’s cognitive abilities is to ask what the significance of the choices/actions taken is. The attitude that must be adopted is one of early detection of what is important to the child himself. When the things they value do not align with the values they hold, it is the role of parents to conduct coaching by asking various questions to incorporate these values, with pacing-pacing, leading.”

The use of explorative coaching in asking questions by parents to children about outcomes or symptoms will be able to find intention (goal, vision, target, need, want), meaning (value, belief, understanding), and perception (idea, plan, strategy, MonEv). [Monitoring & Evaluating and solutions (resources, steps, methods, methods) that a child does in mapping his goals. Parents ask children about specific outcomes or symptoms or resources that are measurable with numbers (Measurable), realistic, based on ability, will, and control (Achievable), in the same direction or in line with the child's Values, Beliefs, Understanding, and Ecology (Relevant), and clear when to begin and end (Timely). Children's knowledge increases as a result of exploratory coaching questions because they understand the attitudes, facts, knowledge, and beliefs that must be possessed. Where there is a cognitive component, the key is to be respectful of parents toward children. Parents are not permitted to pass judgment. Children must feel loved and appreciated, and openness and curiosity must be emphasized. Coaching can improve children's cognitive abilities because it requires them to think and seek answers to questions posed by their parents as coaches. However, parents must also arm themselves with values and avoid having a "special" agenda in advance. There is no agenda other than to listen. Confidence is something that is crucial for parents in shaping children's cognition; presenting compassion, openness and curiosity is something that parents must strive for in the coaching process.

Increased affective abilities related to children's aspirations will also occur when parents conduct coaching sessions with their children because parents can better recognize their children's emotions, and this is where emotional intelligence will be born. The child will be able to tell the difference between Felling and commands. The SCORE model will assist parents in assisting their children in recognizing feelings. So the question is, “What is your feeling?” What are the possible causes of this symptom? What is the price? What is the end result? What are the resources for (what he desires)?” When coaching, parents must recognize their child's psychology and be physically and mentally present, both in expression and body language. Parents must also understand their child's emotional limits in daily activities, such as interacting with family members, in order for this coaching session to be effective. Parents must allow their children to develop in accordance with their nature, age, and interests.

Conative is the physical manifestation of cognition and affection. Interests, attitudes, self-concept, and values all reflect this. The interests referred to in coaching using the SCORE model are interests that are not always related to work and goals but are interests that can create value. For example, the interest in helping his mother when she is in trouble {will result in value-Empathy}. Discussing using the SCORE model will help because it creates causality. The child is aware of his decision and can relate to his life by taking advantage of his decision. Parents must be able to accept and learn to understand their children so that their self-concept is more explored. When people are unable to understand and accept their child’s behavior/choice, parents must

begin the process of understanding and accepting it again by reflecting on what factors may have encouraged the child to behave/choose such a choice. When parents impose at the wrong time, the result is resistance. Parents can use the SCORE model to determine their children’s good goals, and through coaching, parents must be awakened to understand that decisions made by parents, rather than an agreement with the child, do not require the child to be responsible. The child is not responsible for that.

Implications and future research. The design of the parent coach instructional system through the SCORE model is a tool that can be learned and used to improve the quality of communication between parents and children in the family. The design of the parent coach instructional system as a tool, using the SCORE model, is a knowledge that is expected to help parents improve communication skills so that by mastering these skills, the quality of communication in the family can increase, and the family can be more harmonious. This instructional system’s design can be learned by any parent through training and used as a culture in shaping the way the family communicates. This coaching communication culture begins in the family, community, and even larger institutions, with the goal of making this a good habit for Indonesian families in the future. Mindful coaching, Supportive coaching, Attentive coaching, Explorative coaching, Inspirational coaching, Transformative coaching, Productive coaching, and Giving and receiving feedback are skills that must be mastered by parents in coaching by using the SCORE model. The goal of learning the skill is

1. Parents can train themselves to be focused and calm in coaching (Mindful coaching skills)
2. Parents can understand, calm, provide comfort, and awaken (Supportive coaching)
3. Children feel heard and understood by their parents. Parents can clarify this (Attentive coaching)
4. Coaching makes children find intention, meaning, perception and solution. (Explorative coaching)
5. Parents and children get a state (atmosphere) that can produce good energy (Inspirational coaching)
6. Children can make changes after the coaching session, both physically, in thinking, habits, productivity, vision, and so on (Transformative coaching)
7. Children can do an action plan after the coaching session is over until the child becomes more productive more efficient and gets added value (Productive Coaching)
8. Parents get information about feedback in achieving objectives or targets through the stimulus or response given by parents to children. Although not as knowledge, this information is useful for improving the skills of parents as coaches (Giving and receiving feedback).

The SCORE model-based parent coach improves communication quality, which can be used to improve children's cognitive, affective, and conative abilities. SCORE model-based parent coaches are used in accordance with the theory of innovation diffusion as part of a holistic character-building program (an important substance) because it assists parents in improving communication skills, which can eventually be present as a social system. This skill can be socialized in various ways to spread throughout the social system, such as through social media courses, seminars, workshops, communities, and so on.

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