

## The Role of Parents in Learning To Improve The Quality of Early Childhood Education in Kindergarten *Buah Hati* of Tebo Regency, Jambi Province

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### ABSTRACT

This study explores the role of parents in early childhood learning, focusing on their role as motivators, facilitators, and role models. The research uses a descriptive analysis and qualitative approach, observing events related to parents' role in learning. The study concludes that parents play a crucial role in supporting children's overall development, providing emotional support, and praise. They also act as facilitators, providing facilities and infrastructure that support the child's learning process, such as books, stationery, and other learning materials. Parents can create a pleasant learning atmosphere at home, such as providing comfortable study rooms and helping children complete assignments. They can also actively participate in activities like collecting used media and loose parts for children's learning media. Parents also serve as role models, demonstrating good behavior in social interactions, respecting others, and having good moral values. These attitudes and behaviors serve as real examples for children in everyday life. Parents can also be brought to school as resource persons to provide inspiration for children's future lives. Involving parents in the learning process can significantly improve the quality of education.

**Keywords:** *Role Of Parents, Early Childhood, Motivator, Facilitator, Role Model*

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### INTRODUCTION

Early Childhood Education (PAUD) is a very fundamental thing, because the development of children in the future will be determined by various meaningful stimulations given from an early age. The beginning of a child's life is the most appropriate time to provide educational stimulation and encouragement so that children can develop optimally. And to develop several aspects, the role of several parties that support the development of the child is needed, namely the PAUD institution itself, parents and family and the community.

In maximizing the potential of children, the role of parents is very important. Parents are the first and foremost teachers in the family environment, parents must know that children have extraordinary potential when they are born. The fact that child

development accelerates during this period underlines the importance of early childhood education. This period is the perfect opportunity to build the foundations of character education that is appropriate to one's circumstances. To achieve this, maximum effort is needed from parents to educate children in all aspects of their lives and increase the role of parents as teachers in the family. The role of parents also has an impact on children's innovation.

Parents are considered to have an important role in improving children's learning progress at school. In addition to their financial responsibility for their children's education, parents are also expected to participate in providing active support for the learning process at school. In addition to learning activities that occur in the school environment, children also need motivation and encouragement from parents at home. Therefore, parents need to be actively involved in providing motivation to their children to learn.

In essence, early childhood education requires parental guidance, and early childhood education institutions still need parental guidance in educating their students. Early childhood education requires a lot of stimulation and special direction so that these children become great people. Being a parent helps educators in providing teaching at home so that they can provide examples given in school so that one day they can continue to further education, children will understand it and will not be left behind.

The role of parents in children's education First, Motivator where parents play a role in providing a sense of security, and raising the spirit of learning. Second, as a facilitator where parents play a role in providing a study room, stationery and textbooks, tutoring. Third, as a *Role Model* where parents can provide good examples/examples, such as washing hands before and after doing activities, throwing garbage in its place.

Parental involvement in children's education is a crucial aspect that can affect the overall quality of education. Parents have an important role in supporting and improving children's learning process both at home and at school. However, in reality, parental involvement is often still limited to participation in school activities and financial contributions through contributions. There are still many parents who are not actively involved in their children's learning process at home or contributing to improving the quality of education at school.

Parents, communities, and the government are responsible for providing education for their children. According to Law Number 20 of 2003 concerning the National Education System of the Republic of Indonesia, Chapter XV, Article 56 states that education is organized in three main settings—school, family, and community (Bariyah, 2019). Democracy depends on community participation, and the involvement of parents and the community in education as well. Parents and schools must work together continuously. Parental involvement in early childhood education is very important for child development. According to Wiguna & Sunariyadi (2021; Wiguna & Ekaningtyas, 2021), parental contributions are expected to improve children's learning abilities and have an impact on their development in the future. Parental participation not only allows children to develop in one aspect, but also allows children to develop as a whole.

This problem of parental involvement can be seen from several perspectives. First, many parents only act as spectators in school activities. Their presence in these activities is important, but not enough to have a significant impact on improving the quality of education. Deeper and more continuous participation is needed, such as helping children complete homework, providing a conducive learning environment, and actively communicating with teachers about their children's development.

Second, financial involvement of parents in the form of school fees is also often considered as the only form of contribution needed. Although financial support is important for the continuity of various school activities, the role of parents should not stop there. Parents need to understand that the greatest investment they can give is attention, time, and emotional support that can increase children's learning motivation and help them overcome various difficulties in the learning process.

To address this issue, there needs to be a collaborative effort between schools and parents. Schools can provide programs and training that help parents understand how best to support their children's education at home. In addition, open and effective communication between teachers and parents is essential to ensure that parents have the information they need to be actively involved in their children's education. In today's digital age, technology can also be an effective tool to increase parental involvement. Online communication platforms, learning apps, and other digital resources can make it easier for parents to monitor their children's progress and participate in learning activities remotely. Overall, active parental involvement in their children's education is key to improving the quality of education. With the right support, children can reach their full potential, both in academic and non-academic areas. Therefore, it is important for all parties involved to work together and create a supportive and inclusive learning environment for every child.

However, it is different from the author's findings in the field, where the role of parents in early childhood education requires holistic and comprehensive strategies and solutions from all related parties. The results of initial observations at Buah Hati Kindergarten, Sungai Bengkal Village, Tebo Ilir District, Tebo Regency can be concluded:

1. The results of the interview with some of the parents that I asked the reasons for their inability to attend were because of work, being busy, not reading the WA group and forgetting. The school program in parent involvement activities is still in the form of cooperation with the committee for art performances and celebrations of big days.
2. The results of interviews with parents of students showed that most parents did not fully understand the purpose of sending their children to early childhood education institutions. In their minds, school children are intended to become smart, able to count and read so that they can enter elementary school later.

Based on this thinking, the author considers it necessary to conduct further research on the role of parents in improving the quality of early childhood education, the researcher raised the title *The Role of Parents in Learning to Improve the Quality of Early Childhood Education in the Buah Hati Kindergarten, Tebo Regency, Jambi Province*. Parental involvement has a positive impact on child development, according to previous

research parents who are actively involved in the education process of their children at an early age have the ability to influence their children's attitudes, principles, and learning abilities. In addition, the presence of parents as companions at home provides emotional stability and self-confidence to children, which helps them excel in school.

## **METHOD**

This study uses descriptive analysis with a qualitative approach. Qualitative research utilizes descriptions in the form of written words or descriptions of individuals and observable behavior (Sugiyono, 2019) . According to Denzin and Lincoln (1987) in Lexy J. Moleong, qualitative research is research that uses a natural setting with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods. In qualitative research, the methods usually used are interviews, observations, and document utilization. (Moleong, 2010.) . The purpose of descriptive research is to produce an accurate picture of a group, describe the mechanism of a process or relationship, provide a complete picture either in verbal or numerical form, present basic information about a relationship, create a set of categories and classify research subjects.

Based on the statement, qualitative research in this paper aims to identify facts and provide explanations regarding the various realities expressed. Therefore, the author conducted direct observations of events in the field related to the role of parents and society in improving the quality of education.

The location of this research was carried out at the Buah Hati Kindergarten which is located at Jl. Fountain Rt.06 Rw.02 Sungai Bengkal Village, Tebo Ilir District, Tebo Regency, Jambi Province. This research was conducted at the Buah Hati Kindergarten located at Jl. Air Mancur Rt.06 Rw.02 Kelurahan Sungai Bengkal Kecamatan Tebo Ilir Kabupaten Tebo Province Jambi . With the number of students as many as 15 people. The research subjects were 15 parents.

This study aims to solve various problems so that valid data is needed and in accordance with the object of research. Primary data is data taken directly by researchers from the source, without any intermediaries. This primary data is obtained directly in the field at the time of the study. In the study there are two types of data, namely primary data and secondary data. Primary data is data taken directly by researchers from the source, without any intermediaries. This primary data is obtained directly in the field at the time the study was taking place in the form of information about the role of parents and the community in improving the quality of education at the Buah Hati Playgroup.

Secondary data is data that is taken indirectly from its source. Secondary data can be in the form of written documentation found in the field including the Annual Program and school development programs compiled by the Buah Hati Playgroup teachers .

Data collection was carried out by researchers to obtain the desired data information, in this case researchers applied several methods, In this study the author in obtaining initial data used direct observation techniques to determine the role of Parents and the Community in improving the quality of early childhood education at Buah Hati Kindergarten, Sungai Bengkal Village, Tebo Ilir District, Tebo Regency . Interviews were

conducted with research subjects, namely the principal, teachers, parents of students and the community at Buah Hati Kindergarten, Sungai Bengkal Village, Tebo Ilir District, Tebo Regency . The data obtained through documentation is data about structure organization school and data children . Research instruments are used by researchers but their function is limited to supporting the researcher's task as the main instrument. Therefore, researchers absolutely participate and interact in research (Hasdiana, 2018) .

<b>Variables</b>	<b>Sub Variables</b>	<b>Indicator</b>	<b>Source</b>
<b>Quality of education</b>	The Role of Parents in Learning	<ol style="list-style-type: none"> <li>1. As a Motivator <ul style="list-style-type: none"> <li>• Understanding the goals of early childhood education</li> <li>• The role of parents in providing support in the learning process</li> </ul> </li> <li>2. As a Facilitator <ul style="list-style-type: none"> <li>• Parental involvement in school activities</li> <li>• The role of parents in facilitating learning at school/home</li> </ul> </li> <li>3. As <i>a Role Model</i> <ul style="list-style-type: none"> <li>• The role of parents as <i>role models</i> in the learning process (Positive Attitude)</li> </ul> </li> </ol>	Observation and Interview

The data analysis process begins by reviewing all available data from various sources, namely from interviews, observations that have been written in field notes, personal documentation, resume documents, images, photos, and so on. After being read, studied and reviewed, the next step is to conduct data reduction which is done by abstracting. Abstraction is an effort to make a summary of the core, processes and statements that need to be maintained so that they remain in it. The next step A is to arrange it in units. The units are then categorized in the next step . The final stage of this data analysis is to conduct a data validity check . After completing this stage, now begins the data interpretation stage in processing the interim results into substantive theories using several specific methods. (Moleong, 2010) .

## **FINDING AND DISCUSSION RESULT**

Based on the results of the observations conducted by the researcher, there were findings such as Interview results showed that most parents could not attend meetings because they were busy, work, forgot, or did not read information in the *WhatsApp group* . In addition, school programs that involve parents only involve them in art performances and celebrations of big days, so that parental involvement has not been fully integrated

into the child's learning process. Furthermore, there is a lack of parental understanding of the goals of early childhood education. From the interview, it was seen that most parents did not fully understand the goals of early childhood education.

The majority of parents of Buah Hati Kindergarten students in Sungai Bengkal Village, Tebo Ilir District, Tebo Regency are traders, and some are laborers, farmers and employees. This majority of their jobs are what make many of them often absent from meetings or gatherings at school. It can be concluded that the findings in the field related to the role of parents in early childhood learning at Buah Hati Kindergarten, Batang Hari Regency, Jambi Province are as follows:

### **1. The Role of Parents as Motivators**

#### **a) Lack of Understanding of the Objectives of Early Childhood Education (ECD)**

From the interview results, it appears that most parents do not fully understand the main objectives of ECD education. The majority of parents focus on end results such as numeracy and reading skills so that children are ready to enter elementary school. This shows that the motivation given by parents is more academic and may not yet cover aspects of social, emotional, and creativity development that are important for ECD.

#### **b) Limited Involvement Due to Busyness**

Some parents admitted that they could not attend school activities due to work, busyness, or lack of attention to school communication (such as not reading information in *WhatsApp groups* ). This shows that direct motivational encouragement from parents to children in joint activities at school is still low, due to limited time and parental attention to children's education outside the academic scope.

### **2. The Role of Parents as Facilitators**

#### **a) Parental Involvement Limited to Major School Activities**

Findings from interviews indicate that parental involvement in schools is limited to participation in major activities such as art performances or celebrations of big days, not in daily learning activities. This indicates that parents have not played a role as active facilitators in supporting children's learning environment outside of ceremonial activities.

#### **b) Parental Limitations in Facilitating Learning at Home**

With parents' focus still predominantly on basic academic skills, it is likely that facilities and support at home (such as playing that supports fine motor skills or socio-emotional skills) are not yet optimal. Parental learning support is more directed at academic achievement, while facilitation for other aspects of early childhood development has not received much attention.

### **3. The Role of Parents as *Role Models***

#### **a) Lack of Awareness of the Importance of Parents' Role as *Role Models* in the Learning Process**

From the interview results, it is seen that some parents have the understanding that the success of children at an early age is solely related to academic

intelligence. Thus, other aspects, such as examples of positive behavior from parents related to learning discipline, ethics, and perseverance, may not have been optimally realized.

**b) There is No Comprehensive Understanding of the Impact of Parental Attitudes on Children's Learning Attitudes**

Reasons such as "busy" or "not reading *WA groups* " indicate that some parents may not realize how their commitment affects their children's learning patterns. In fact, when children see parents who are involved, it will provide a positive example that can be followed, such as enthusiasm, discipline, and enthusiasm in learning activities. Thus, interventions that can be considered include educational programs for parents regarding the importance of involvement in the early childhood learning process as a whole, not limited to academic results, as well as strengthening communication between schools and parents to increase their awareness and involvement in child development.

Based on the results of the researcher's interview with student A's parents at their home on Tuesday, July 9, 2024, who rarely attend meetings at school, the following is his statement:

*"Yes. My mother often forgets, sometimes I don't read messages in the school's WhatsApp group. Sometimes I also help harvest oil palms when there's a meeting invitation at school. I just go along with it, mother, whatever the meeting results are."*

Followed by the question, according to the mother, is it important for our children to go to kindergarten?

*"It's important, Mom. Children can get to know friends, learn, and take part in competitions at school."*

The next question is related to the next meeting invitation that will be held at the school, will you attend? Here is the explanation:

*"God willing, I will come, Mother, if I come far in advance and you will remind me again, because you know, Mother is getting old and forgets a lot."*



**Figure 1. Documentation of Parent A's Interview**

Next, an interview with parents of student B at school on Tuesday, July 16, 2024 regarding the extent of their understanding of their purpose of sending their children to kindergarten. The following are the results of the interview:

*"I send my child to school so that he will be smart, so that he can read and count well. If I were the one teaching him at home, my child would just get angry, Mom."*

Continued with questions related to why he rarely attends meetings at school, here is his statement:

*"Forget it, Mom. I work as a shop keeper, Mom. If I take a day off, my salary will be deducted from Mom. If we hold a meeting in the morning, the contributions will be in the end, the important thing is that I can attend and pay, Mom."*

Mother asked if the meeting was held in the afternoon, evening or night, could she attend?

*"Mother B smiled and said, ah....you can have a meeting at night. It's your rest time."*



**Figure 2. Documentation of Parent B's Interview**

The following is an interview with Parent D on Wednesday, July 24, 2024 at school regarding how important the role of parents in schools is for improving the quality of early childhood education. The following are the results of the interview:

*"Mom seemed confused about what to answer. " Mom continued her question, why did you send your child to this kindergarten? There are many kindergartens, why did you choose to send your child to this Buah Hati Kindergarten?"*

*" I see many mothers who win when Buah Hati Kindergarten participates in competitions. Then the children are polite, mother. Then the mothers are friendly, that's the reason I send my child to Buah Hati Kindergarten, mother."*



**Figure 3. Documentation of Interview with Parent D**

Followed by an in-depth interview on July 29, 2024 regarding the role of parents in early childhood learning as motivators, facilitators and *role models* at Buah Hati Kindergarten, Tebo Regency, Jambi Province. Based on the findings, the focus of this study is as follows:

- a. Lack of understanding of the goals of early childhood education is a major obstacle in the role of parents as motivators, facilitators, and *role models*.
- b. Parents' focus on academic aspects leads to the neglect of other aspects that are important in early childhood development, such as character development and social-emotional skills.
- c. The lack of parental involvement in daily activities at school and at home has an impact on limited parental support in the child's learning process.

**Theme 1: Lack of Understanding of Early Childhood Education Goals**

- **Parent A** : *"I think children go to school just to learn to read, write and count. The important thing is that they are smart in class, so that when they enter elementary school it won't be difficult."*
- **Parent B** : *"I just hope my child can read quickly, so that when he goes to elementary school he won't be left behind."*
- **Parent C** : *"I don't really know the specific goals of early childhood education, what's important is that children have the academic provisions to continue to elementary school."*
- **Parent D** : *"I want my child to be able to count and read in PAUD, because now elementary school children are required to be able to do these basic things."*
- **Parent E** : *"I think PAUD is like elementary school, children must be taught to read and write quickly."*

**Theme 2: Parents' Focus on Academic Aspects and Neglect of Other Aspects**

- **Parent F** : *"In my opinion, academic grades are the most important. If a child is good at math and language, that's good enough."*

- **Parent G** : *"I don't really think about social or emotional skills, because the main thing is academic achievement, so that I can be successful in school."*
- **Parent H** : *"So far I have focused on my child's reading and writing skills. When it comes to playing or character, I think that's the school's business."*
- **Parent I** : *"For me, the important thing is that children can learn and become smart, character can be formed over time."*
- **Parent J** : *"I leave character education to the teachers at school. At home, I put more emphasis on learning related to academics."*

### **Theme 3: Lack of Parental Involvement in Daily Activities at School and at Home**

- **Parent K** : *"Honestly, I rarely participate in school activities because I'm busy with work. Sometimes I only find out about an event after it's finished because I don't have time to read the information."*
- **Parent L** : *"My time is limited, so sometimes I can't attend school events or accompany my child at home."*
- **Parent M** : *"I often forget to check the information in the WA group, so sometimes I miss out on school activities."*
- **Parent N** : *"Involvement in school activities is a bit difficult, because I am busy working. I hope teachers play a bigger role in guiding children."*
- **Parent O** : *"For big activities, I try to come. But for the children's daily activities at home, I haven't been able to participate much due to time constraints."*

The form of parental participation in learning to improve the quality of education at Buah Hati Kindergarten can be described as follows:

#### **1. The role of parents in learning (as a motivator).**

The importance of the role of parents to encourage children to study in Kindergarten. So that children can receive emotional support, support, and praise from their parents. For example, parents should appreciate and encourage children to achieve, such as recognizing colors, numbers, or letters. Parents can also encourage their children by creating a pleasant home environment and supporting their interest in learning. For example, they can give children time to read stories or invite them to talk about what they learn in school. Inviting children to be diligent in giving alms/sharing.

In line with Theory Theory Ecology from Urie Bronfenbrenner (1979) is very relevant in context role parent in education child age early . Bronfenbrenner stated that development child influenced by various environment or interconnected system related , including family , school , and community . Parents as part from microsystem own influence direct And big to development child . Involvement active parent in education child age early , like support activity study at home And communicate with educators , can strengthen development child optimally . ( Hilmi & Razali, 2021) .



**Figure 4. Documentation of the Role of Parents as Motivators**

## **2. The role of parents in learning (as a facilitator).**

Parents act as facilitators, meaning they are responsible for providing facilities and infrastructure that support the child's learning process, such as books, stationery, and other learning materials that are in accordance with the Kindergarten curriculum. Parents can also play a role in creating a pleasant learning atmosphere at home, such as providing a comfortable study room, helping children complete assignments, and being actively involved in activities such as playing a role in collecting used media and loose parts that can be used as children's learning media both at school and at home.

In line with theory development cognitive from Jean Piaget (1896-1980) provides outlook about How children Study And understand world around they . On stage preoperational ( age 2-7 years ), children age early start develop ability think symbolic , but Still limited in logic . Parents can support the learning process This with provide environment rich in experience learning that involves activity structured play And interaction with adults . ( Sansena , 2022) .



**Figure 5. Documentation of the Role of Parents as Facilitators**

### 3. The role of parents in learning (as a role model )

This means that parents serve as role models for their children. The attitudes and behaviors of parents in everyday life greatly influence the formation of children's character. If parents show a positive attitude towards education, such as being diligent in reading, being responsible, being on time, and respecting each other, children tend to imitate them. Parents can also demonstrate good behavior in social interactions, respecting others, and having good moral values. These attitudes and behaviors will be real examples for children in everyday life. Parents can also be brought to school as resource persons to provide inspiration for children's lives in the future. Involving parents in the learning process.

In line with the Theory Study Bandura Social According to Albert Bandura (1977), children Study through observation , imitation , and modeling . Parents play a role as the main model in behavior child . With give good examples , such as habit positive learning , desire know , and attitude value education , parents can influence child For adopt behavior similar in life everyday . ( Boiliu , 2022) .



**Figure 6. Documentation of the Role of Parents as *Role Models***

The results of this observation were conducted to determine the extent of the role of parents in early childhood learning, especially in their three main roles as motivators, facilitators, and *role models* . Another purpose of this observation is to understand the dynamics of the relationship between parents and children in the educational environment and how this role impacts the quality of early childhood education. The results of the observation on August 14, 2024 in drawing activities at school, parents are expected to participate in attending school. Some parents seemed active in praising their children when they successfully completed assignments or showed good attitudes in learning. There were some parents who brought complete drawing equipment for their children ranging from pencils, crayons, tables, mats, drinks and food. When the time was up, there were 4 parents who were still helping their children color so that they were finished. However, most of them collected on time.

It can be concluded Based on the results of the observation, it was found that the role of parents as motivators, facilitators, and *role models* in early childhood learning greatly influences the quality of children's education. Children who receive support and

positive examples from their parents tend to be more active, confident, and able to follow lessons well. However, there are also some parents who still fail to do their job well, which is indicated by their children who lack enthusiasm, discipline, and desire to learn.

## **DISCUSSION**

The results of the study were developed based on the results of observations and interviews at Buah Hati Kindergarten, Tebo Regency, Jambi Province. Based on the interview results, it can be analyzed as follows:

**Theme 1 related to the lack of parental understanding of the goals of early childhood education (ECE )**, it can be concluded that basically, the goal of early childhood education is to develop all aspects of child development, including cognitive, social-emotional, physical, and character. However, from the statements of five parents of children, there appears to be a tendency for them to focus only on academic aspects, especially reading, writing, and arithmetic skills. The following are some points of analysis that emerged from the interviews:

### **1. Dominant Academic Orientation**

- The majority of parents stated that their main goal in sending their children to AUD is so that their children have basic academic skills, such as reading and arithmetic. This can be seen in the statements of Parents A, B, and D who believe that early childhood education mainly functions as preparation for entering elementary school.
- This over-focus on academic skills indicates a less comprehensive understanding of AUD. They tend to see PAUD as a place to acquire basic academic skills, while other aspects relevant to early childhood, such as social, motor, and creativity development, seem to be neglected.

### **2. Lack of Understanding of the Importance of Social-Emotional Development**

- None of the five parents mentioned social-emotional development or character aspects in the interviews. In fact, AUD education emphasizes the importance of developing social skills such as sharing, collaborating, and the ability to manage emotions and recognize feelings.
- Statements such as those made by Parents C and E show that the orientation of their children's education in PAUD is only for "academic provision" without understanding that AUD education also builds children's character and socio-emotional abilities so that they are able to adapt well in the elementary school environment.

### **3. Misunderstanding about the Purpose of PAUD as a Replacement for Elementary School**

- Some parents seem to view PAUD with the wrong perspective, assuming that children in PAUD must master skills that are actually more focused on basic education. For example, Parents D and E think that PAUD must teach reading, writing and arithmetic skills intensively. In fact, education in PAUD is more focused

on playing while learning activities that can stimulate various aspects of development.

- This misconception also shows that some parents expect immediate results (academic abilities) rather than a learning process that involves exploration, social interaction, and emotional development.

#### **4. Concerns about Children's Academic Readiness for Elementary School**

- Some parents, as expressed by Parent B, were concerned that their children would be “left behind” if they did not immediately master basic academic skills while in preschool. This concern suggests pressure to ensure that children are academically ready before entering elementary school, perhaps due to the perception that successful children are those who are able to read, write, and count early in formal education.
- While academic readiness is important, it actually encompasses broader capabilities, including social and emotional readiness, such as a child's ability to be independent, interact, and solve problems.

**Theme 2: Parents' Focus on Academic Aspects and Neglect of Other Aspects**, based on interviews conducted with five parents who pay more attention to the academic aspects of their early childhood, but pay less attention to the social, emotional, and character aspects.

##### **1. Overfocus on Academic Aspects as a Measure of Success**

- Most parents in this group stated that academic grades were the most important thing for their child's future success. Parents F and G, for example, explicitly mentioned that math, language, and academic achievement were the main indicators that they considered important.
- This view shows that parents tend to measure the success of early childhood education based on academic achievement, without considering that social, emotional, and character skills are also an important foundation for children's success later in life, especially in social adaptation in elementary school and everyday life.

##### **2. Neglect of Children's Social and Emotional Development**

- The statement from Parent G, who considered social and emotional skills less important than academic achievement, indicates that aspects of holistic development, such as social skills (the ability to interact, share, cooperate) and emotional skills (the ability to manage emotions, empathy), are not fully understood by some parents.
- In fact, social-emotional skills are very important at an early age, especially since children at this age learn through interactions with peers. By ignoring this aspect, children have the potential to face difficulties in adapting, cooperating, and managing their emotions when interacting in the school environment or larger social groups.

### **3. Misunderstanding of the Responsibility of Character Education**

- Some parents (Parents H and J) stated that character education is the responsibility of the school. Meanwhile, at home, they focus more on activities that improve children's academic abilities. Parent J even emphasized that the task of character formation is entirely entrusted to the teacher.
- This shows that some parents have not realized the importance of their role as role models in shaping children's character. Early childhood learns through observation and imitation of the behavior of adults around them, especially parents. When parents prioritize academics and leave character education entirely to schools, the potential for developing strong and balanced characters can be hampered.

### **4. The view that character will form naturally**

- Parent I believes that character will be formed over time, so it does not need to be prioritized too much. This approach shows an inaccurate view of character development in early childhood.
- Research in early childhood development shows that basic character and values, such as honesty, perseverance, empathy, and discipline, are more easily formed early on when children have consistent role models. Without special attention to character development, children may grow up with good academic skills but have difficulty coping with emotional and social challenges.

**Theme 3: Lack of Parental Involvement in Daily Activities at School and at Home** , based on the results of interviews with five parents who showed limited involvement in early childhood learning activities.

#### **1. Time constraints and workload as the main obstacles**

- Most parents, as stated by Parents K, L, and N, admitted that being busy with work was an obstacle in participating in school activities or accompanying their children at home. This busyness often caused them to miss school activities or not have time to read information delivered through school communication groups, such as WhatsApp.
- These time constraints reflect the reality for many working parents, where commitments to meeting the family's economic needs often limit opportunities to be directly involved in children's educational activities, both at school and at home.

#### **2. Delays or Inconsistencies in School Information Communication**

- Parents K and M mentioned that they often missed information because they did not have time to read or forgot to check the school communication group. This shows that even though the school has provided communication media, access to information remains limited, especially for parents who have limited time to monitor messages regularly.
- This condition suggests that the form of communication between schools and parents may require additional, more effective approaches to ensure that all parents receive important information regarding school activities.

### 3. Transfer of Educational Responsibility to Teachers

- Parents N and O showed a tendency to shift their roles to teachers, with the hope that teachers can be more active in guiding their children. This indicates that some parents still consider that children's education, especially in terms of social and character development, is the primary responsibility of the school, while at home they focus more on academic activities.
- This shift in responsibility may be due to the assumption that educational institutions have more competent professionals in educating children. However, this attitude has the potential to reduce the contribution of parents in the process of educating children, which actually requires ongoing support from the home environment.

### 4. Limited Parental Involvement in Children's Daily Activities at Home

- The statement from Parent O, who admitted that he could only attend big events but had difficulty getting involved in daily activities, shows that parental involvement in children's routine activities at home is still minimal. In fact, simple activities at home, such as reading stories, playing, or discussing, can have a positive impact on children's cognitive, social, and emotional development.

Minimal involvement in daily activities at home means that children receive less direct guidance from their parents, which actually plays an important role in the formation of children's basic values and skills .

## CONCLUSION

The role of parents in improving the quality of early childhood education in particular needs to be improved through:

The role of parents as motivators is important to encourage children to learn, so that children can receive emotional support, support, and praise from their parents. For example, parents should appreciate and encourage children to achieve, such as recognizing colors, numbers, or letters. Parents can also encourage their children by creating a pleasant home environment and supporting their interest in learning. For example, they can give children time to read stories or invite them to talk about what they learn in school. Invite children to be diligent in giving alms/sharing.

The role of parents as facilitators means being responsible for providing facilities and infrastructure that support the child's learning process, such as books, stationery, and other learning materials that are in accordance with the Kindergarten curriculum. Parents can also play a role in creating a pleasant learning atmosphere at home, such as providing a comfortable study room, helping children complete assignments, and being actively involved in activities such as playing a role in collecting used media and loose parts that can be used as children's learning media both at school and at home.

The role of parents as *Role Models* in learning is that parents can also demonstrate good behavior in social interactions, respect others, and have good moral values. These attitudes and behaviors will be real examples for children in everyday life.

Parents can also be brought to school as resource persons to provide inspiration for children's lives in the future. Involving parents in the learning process.

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