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THE ROLE OF PARENTS IN CHILDREN'S SCHOOL READINESS

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Abstract

The study aims to investigate the role of parents in supporting a child's preparation for primary school. The study uses a qualitative approach, data collection is carried out through observations and interviews as well as documentation studies of 50 parents living in the city of Bekasi. Data analysis in this study was carried out using Miles and Huberman's approach. The findings of this study suggest that parents play a role in preparing the child's physical factors such as health, hygiene and balance before entering primary school. Parents also play a role in providing cognitive support so that the child is ready to solve problems that will be encountered on a daily basis. In terms of language, parents have a role to play in providing a language rich environment, providing opportunities to speak and listen appropriately and involving children in activities that support language development. Emotional readiness includes the child's ability to manage their own emotions, have intrinsic motivation and be able to cope with stress or anxiety. It is important to remember that a child's readiness to learn can vary greatly from individual to individual. Each child has a different rate of development and may require appropriate approaches to facilitate their readiness to learn.

Keywords: Early Childhood; Role of Parents; School Readiness

Abstrak

Penelitian ini bertujuan untuk melihat sejauh mana peran orangtua dalam mendukung kesiapan belajar anak ke jenjang sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif, pengumpulan data dilakukan melalui observasi dan wawancara serta studi dokumentasi pada 50 orangtua yang berdomisili di kota Bekasi. Analisis data pada penelitian ini dilakukan menggunakan pendekatan dari Miles dan Huberman. Temuan hasil penelitian ini menunjukkan bahwa orangtua berperan dalam mempersiapkan faktor fisik anak meliputi Kesehatan, kebersihan keseimbangan tubuh sebelum memasuki jenjang sekolah dasar. Selanjutnya orangtua juga berperan memberikan dukungan kognitif agar anak siap dalam menghadapi proses pemecahan masalah yang akan ditemui sehari-hari. Pada aspek bahasa orangtua berperan memberikan lingkungan yang kaya akan bahasa, memberikan kesempatan berbicara dan mendengar yang cukup, serta melibatkan anak dalam kegiatan yang mendorong pengembangan bahasa. Sementara pada aspek sosial emosional Kesiapan emosional melibatkan kemampuan anak untuk mengelola emosi mereka sendiri, memiliki motivasi intrinsik, dan mampu mengatasi stres atau kecemasan. Penting untuk diingat bahwa kesiapan belajar anak dapat bervariasi secara signifikan antara individu. Setiap anak memiliki kecepatan perkembangan yang berbeda dan mungkin memerlukan pendekatan yang sesuai untuk memfasilitasi kesiapan mereka dalam belajar.

Kata Kunci: Anak Usia Dini; Kesiapan Belajar; Peran Orangtua

Introduction

A child's readiness to learn refers to the extent to which a child is ready to engage in the learning process and acquire new knowledge and skills (High and Committee on Early Childhood 2008; Howes et al. 2008; Katz 1991; Sumarni, Vianty, and Andika 2021). It encompasses a wide range of factors, including physical, cognitive, emotional and social aspects that affect a child's ability to learn effectively. Several theories can explain a child's readiness to learn. Here are some relevant theories in this context: Readiness theory was put forward by educational experts such as John Dewey and Jean Piaget.

Dewey (1950) argued that children are not ready to learn until they have reached a certain level of development (Dewey 2013). Piaget (2019) argues that children will be more successful in learning if the material taught is appropriate to their level of development (Agbenyega 2009). Cognitive readiness theory focuses on children's cognitive readiness to take in and process information. According to Fieldman (2004), children need to have adequate cognitive skills, such as abstract thinking, problem solving and language skills, before they can learn effectively.

With regard to cognitive development in early childhood, Piaget showed that the child plays an active role in the construction of knowledge (Parke and Gauvain 2009). In addition, the child was able to adapt to the new skills he already had (Bada and Olusegun 2015).

In the child's developmental stage of understanding, information or thought processes, an important point in intellectual development is the organization of processes and adaptation to schemes that are accessible to children (Eccles 1999).

Next is preparation from a social point of view. School preparation involves the preparation of various aspects, not only cognitive preparation, but also emotional and social aspects. The component of emotional social development is one of the important things that educators and parents should pay attention to in this aspect, which emphasises the importance of social readiness in learning (Keogh 2003). According to Pianta (2007), children should be able to interact with peers, follow rules and work in groups before they can learn well in a social environment (Pianta, Cox, and Snow 2007). The next thing to consider in the child's readiness to learn is the psychological readiness factor, which refers to the child's psychological readiness to learn. Factors such as motivation, interest and intrinsic drive are important in determining a child's readiness to learn. Children with high intrinsic motivation tend to be more psychologically prepared to learn.

Maryatun identified the importance of school readiness factors in preparing children before they enter formal education (Maryatun 2017). School preparation begins with early childhood education. Early childhood education institutions are a construction effort that starts from the age of 3-6 years, starting with stimulation to support growth and development so that children are ready for school in further education. Every child is already stimulated with various stimuli, even their small

brain will absorb various knowledge and the child will be stimulated when entering the PAUD institution.

The child grows and develops in the upbringing of the family and community around them. The child builds knowledge and skills from the support they receive from their family and the support services provided to them. This context is taken into account when assessing the child's readiness for school (Miclea and Mihalca 2007). Socio-cultural, ecological, psychoanalytic and socio-cognitive theories assess the child through the context in which he or she is situated. These theories emphasise the influence of the characteristic environment of parents and families on the child's cognitive, linguistic, social and emotional development. Bronfenbrenner's ecological theory (1986) emphasises the influence of families in shaping child development. The pattern of care provided by the family supports children's success in school and shapes their school experiences (Pianta 2002). Children who receive optimal stimulation from their parents have better social skills (Pianta et al. 2007). Physical, cognitive, linguistic and socio-cultural skills are among the factors that support children's success in school (Claessens and Engel 2013; Davies et al. 2016; Duncan et al. 2007; Kull and Coley 2015). The quality of parent-child communication and support also influences the child's success in school (Rimm-Kaufman et al. 2003). In particular, early childcare, support with learning materials, cognitive stimulation, motivation and socio-emotional skills (Pianta et al. 2007).

Method

Qualitative descriptive research is a type of research that aims to describe or understand a particular phenomenon in detail and depth. The method focuses on the search for meaning, perspectives, experiences and social contexts involving the research participants.

There are several steps in this research (1) Identifying research topics: Researchers select research topics that are relevant to the research objectives, taking into account the availability of resources and accessibility; (2) Research design: Researchers design a research approach that is appropriate to the research objectives and questions posed. This includes the choice of data collection methods, research participants and the analytical techniques to be used; (3) Selection of research participants: Researchers select participants who have experience, knowledge or relevance to the research topic. Participants are selected taking into account diversity, representativeness and relevance to the research; (4) Data collection: Data collection methods in qualitative research may include in-depth interviews, participant observation, documentary studies, or data collection from secondary sources. Researchers are actively involved in data collection to gain in-depth insight and understanding of the phenomena under study; (5) Data analysis: Once data collection is complete, researchers transcribe the interview or recorded material and analyse the data using qualitative approaches such as thematic analysis, narrative analysis or

interpretive analysis. This process involves identifying patterns, themes or categories that emerge from the collected data; (6) Interpretation and findings: Researchers interpret the data that has been analysed and identify relevant research findings. These findings are then used to answer research questions and develop a deeper understanding of the phenomena under study. The study involved 50 parents who would be enrolling their children in the 2023/2024 primary school year in the city of Bekasi.

Results and Discussion

The role of parents in preparing physical factors

Physical health, energy and balance play an important role in learning readiness. Poor health or certain physical problems can affect a child's ability to concentrate and learn effectively. The family environment plays an important role in preparing a child for school. Parents should have regular check-ups with their child's doctor. This medical examination will ensure that the child is free from diseases, has a complete immunisation status and receives advice on how to maintain optimal health (Mariyati, Affandi, and Afandi 2020). Ensure that the child has a proper and balanced diet. Provide foods that are rich in nutrients such as fruits, vegetables, cereals, protein and milk. Make sure your child eats nutritious foods and avoid foods high in sugar and saturated fats.

Parents can also encourage their children to take part in regular physical and sports activities. Physical activity helps to improve a child's fitness and stamina, as well as developing their muscles and motor coordination. Give your child time to play outdoors and do their favourite sports such as swimming, cycling or playing football. Parents also need to make sure their children get enough sleep each night. Regular sleep patterns and adequate sleep time will help your child feel fresh, energetic and ready for school. Adjust your child's sleep schedule to include the amount of sleep recommended for his or her age and developmental stage.

Teach your child to practice good hygiene by washing their hands regularly, especially before eating and after using the toilet. Teach them other habits such as covering their mouth with their elbow when sneezing or coughing, using a disposable tissues and keeping their teeth clean with routine brushing. Parents also need to talk to their children about the importance of staying safe at school, whether it's playing outside or interacting with peers. Discuss safety rules, such as avoiding hard physical contact, wearing safety equipment when cycling, and following school rules.

By preparing your child's health and physical wellbeing before they start school, you can help to build a strong foundation for them to meet the learning challenges and enjoy the school experience. Stay involved in your child's health and consult a health professional if necessary.

The role of parents in preparing cognitive factors

Cognitive skills, including the ability to think, solve problems, speak and understand language, are essential in preparing for learning (Kalina and Powell 2009). Children with cognitive delays or learning difficulties may need additional support. Intellectual preparation of children before they start school is an important step in helping them develop the cognitive and academic skills needed to learn in school. Parents can provide activities that help children solve everyday problems with parental guidance and support. With assistance in every review of various books or when children get information from television or online media, it can avoid the emergence of misunderstandings in understanding the information received by children.

Encourage them to think creatively, try different approaches and take the initiative in finding solutions. Parents are also expected to support the child's interest in specific topics or areas that they enjoy. Give them access to books, learning materials or activities related to their interests so that they can continue to explore and develop knowledge in areas of interest.

Encourage them to ask questions about things that interest them and help them find answers through discussion, research or finding the right sources of information. Encourage their curiosity and help them develop the habit of seeking knowledge.

Parents' role in preparing language factors

The ability to speak a language is one of the most important things a child (Bruner 1985; Lenneberg 1962; Marsh and Langé 2000; Tabors 1997) should have in order to communicate with others. Language includes all forms of communication, whether it is expressed orally, in writing, through signs, body movements or facial expressions. Stimulating a child's language development requires the support of parents, in this case parents can spend time with the child to have light discussions about the things the child has already done today. Allow enough time to respond clearly to the child's curiosity. Provide a variety of appropriate reading materials for the child to read each day, and then discuss what the child knows about what they are reading.

When encouraging children to talk, parents should use rich and varied language. Explain new words, use complete sentences and include terms that fit the context. This will help children build their vocabulary and understand more complex language structures. Parents can also invite children to play games that use language, such as guessing, word games or connected stories. This not only improves children's language skills, but also makes learning fun and exciting. By creating a language-rich environment, providing ample opportunities for speaking and listening, and involving children in activities that promote language development, parents can help prepare their children for language before they start school. This provides a strong foundation for children to learn, communicate and interact well in the school environment.

Parents' role in preparing social and emotional factors

Emotional readiness includes a child's ability to manage their own emotions, have intrinsic motivation, and be able to cope with stress or anxiety. Children with emotional difficulties or behavioural problems may need special attention to help them feel safe and ready to learn. Parents are the first elements that introduce and shape the love for the child (Emerllahu 2001), thus creating the family environment where we live, laugh, play and stimulate the child's development.

The contemporary concept of the role of parents, by rejecting the so-called one-way influence of parents on the development of their children, replaces it with the intense interaction of three factors: children, parents and the wider social environment. This interaction occurs continuously as part of the processes and interactive influences that move from parent to child and vice versa, thus triggering various factors that can influence the development and education of the child, both positively and negatively. Parents play a very important role in the development and education of their children as a whole, because it is the parents themselves who must take care of the child's overall physical and intellectual development so that they are independent and ready to face the challenges of the society in which they grow up and develop. Parents are aware of the child's developmental tasks, but at the same time they need pedagogical information about their children's right to education (Hart and Brando 2018; Osler and Starkey 1998).

It is precisely for this reason that pedagogues, psychologists and other researchers focus on the role of parents in the overall development of their children, on their personality development in the family. It is said that what is called "child development climate" is more often seen from the perspective of three factors or dimensions that interact with each other, such as It consists mainly of the acquisition of experience, which is usually influenced by continuous learning. In this case, parents and the family as a whole play a role as direct leaders, while supporting the implementation of their children's education. Since this is one of the core factors of influence, it can be considered a fundamental factor that undoubtedly has a greater influence on the overall development and creation of the human personality.

It is important to remember that a child's readiness to learn can vary greatly from individual to individual. Each child has a different rate of development and may require appropriate approaches to facilitate their readiness to learn.

Conclusion

This study shows that parents play a role in preparing children's physical factors such as health, hygiene and balance before entering primary school. Parents also play a role in providing strategic support in thinking so that children are ready to solve problems that will be faced daily. Parental support can also be in the form of praise and rewards as well as instructions or solutions to problems faced by children. In terms of language, parents play a role in providing a language-rich environment, providing opportunities to speak and listen

appropriately, and involving children in activities that support language development. Emotional readiness includes a child's ability to manage their own emotions, have intrinsic motivation, and be able to cope with stress or anxiety. It is important to remember that a child's readiness to learn can vary greatly from one individual to another. Each child has a different level of development and may require an appropriate approach to facilitate their readiness to learn.

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