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The Role of Parents in Developing Cognitive Intelligence of Elementary School-Age Children

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Abstract: This qualitative research with case study method aims to describe the crucial role of parents in developing cognitive intelligence of elementary school-age children. Focusing on SDN 1 Pojok, Tawangharjo Sub-district, Grobogan Regency, this research involved parents and teachers of grades 1-3 as the main subjects. Through interviews, observations and documentation, this study revealed three main roles of parents: motivator, facilitator and collaborator. As motivators, parents encourage their children's enthusiasm for learning. As facilitators, they provide the environment and resources that support the learning process. Furthermore, as collaborators, parents work closely with teachers to monitor children's development on an ongoing basis. The results of this study confirm that the active role of parents is key in optimizing cognitive development of primary school-age children. By being motivators, facilitators and collaborators, parents create a positive synergy that encourages children to reach their full potential. This study not only provides a comprehensive picture of the role of parents but also offers recommendations for parents and schools to improve the quality of education for primary school-age children. With a better understanding of their respective roles, parents and teachers can work together effectively to support children's holistic cognitive development.

Keywords: cognitive development, parents, primary school-age children, motivation, collaborator

1. Introduction

Education is an irreplaceable foundation in building a child's future. The quality of education they receive will be a major determinant in shaping their character, knowledge and skills that they will carry into adulthood. Among the various aspects of education, the development of cognitive intelligence of elementary school-age children plays a crucial role. Cognitive intelligence refers to a child's ability to think, understand, remember, analyze and solve problems. This ability is the basis for children's success in various fields, both academic and non-academic. Children with good cognitive intelligence tend to absorb information more easily, adapt to new environments, and develop creativity. Quality education will provide the right stimulation for the development of children's cognitive intelligence. Through interactive learning methods, relevant materials and a supportive environment, children will be encouraged to continue learning and developing their potential. Investing in the education of primary school-age children is a long-term investment that will provide multiple benefits in the future. Cognitive intelligence refers to a child's ability to think critically, solve problems, understand abstract concepts, and absorb information from their surroundings (Khotimah & Agustini, 2023). Optimal cognitive development at the elementary school age stage will be a very valuable provision for children to achieve success at the next level of education.

Parents have a very important role in developing cognitive intelligence of primary school-age children. As the first and main educators for their children, parents have a huge influence in shaping children's mindset, behavior and cognitive abilities. The role of parents in children's education cannot be replaced by anyone, including teachers at school (Ramandhini et al., 2023). This is in line with the view that parents are the first madrasah or school for their children (Nasution et al., 2023). Therefore, the active involvement of parents in their children's education is crucial.

Parents' involvement in their children's education can be realized in various ways. Parents can act as motivators by providing support, encouragement and praise to their children in the learning process (Sahara et al., 2023). In addition, parents can also act as facilitators by providing adequate learning facilities, such as books, stationery, and a conducive learning environment at home (Khotimah & Agustini, 2023). Parents can also act as collaborators with the school by establishing good communication with teachers, participating in school activities, and providing constructive input related to children's education (Amelia et al., 2023).

Previous studies have consistently shown a positive correlation between parental involvement in children's education and academic achievement. These studies reveal that children who receive active support, motivation and guidance from their parents tend to have higher motivation to learn, stronger self-confidence and the ability to cope with learning challenges more effectively. Parental support can take many forms, from providing a conducive learning environment at home, to helping children with schoolwork, to discussing the subject matter being studied. Parents who are actively involved in their children's education also tend to be more responsive to their children's learning needs, provide constructive feedback and create a fun learning atmosphere.

The positive impact of parental involvement is not just limited to academic achievement. Children who receive support from their parents also tend to have better social and emotional skills. They are better able to establish healthy relationships with peers, manage their emotions well, and develop effective communication skills. These skills are critical to a child's future success, both in personal and professional life. In addition, parental involvement in children's education can also help strengthen the bond between parents and children. Through intensive and quality interactions, parents can better understand their children's interests, talents and needs. This will make it easier for parents to provide the right support according to the child's characteristics.

The information gained from this study can be used to develop training programs for parents, teachers, and other school personnel. These programs can provide a better understanding of the important role parents play in developing children's cognitive intelligence and provide practical guidance on effective ways to do so (Sell et al., 2024). In addition, the results of this study can also serve as a basis for formulating education policies that are more responsive to the needs of primary school-age children. By actively involving parents in the education process, we can create a more conducive learning environment that supports children's optimal cognitive development (Donin et al., 2024). Overall, this research is expected to make a meaningful contribution to the world of education in Indonesia. By understanding and optimizing the role of parents in developing children's cognitive intelligence, we can open the door to a smarter, more creative young generation ready to face future challenges (Russell et al., 2024).

This research also has the potential to contribute to a broader understanding of the role of parents in child development, beyond the specific context of cognitive intelligence. By examining the various ways parents interact with and support their children, this study can provide valuable insights into the dynamics of parent-child relationships and their impact on various aspects of child development, including social, emotional, and physical well-being (Sipahutar et al., 2024). Furthermore, this research can also contribute to the development of more effective parenting programs and resources. By identifying the specific strategies and practices that parents use to support their children's cognitive development, we can develop targeted interventions that empower parents to become more effective educators and caregivers for their children.

Although academic literature has extensively discussed the role of parents in children's education in general, research that specifically explores the role of parents in developing cognitive intelligence of primary school-age children is still relatively limited. This is a gap that needs to be filled, given the importance of parents' role in shaping children's cognitive foundations in the early stages of their development. This research seeks to fill this gap by conducting an in-depth case study at SDN 1 Pojok, Tawangharjo sub-district, Grobogan district. The focus of this research is to comprehensively understand how parents in this school environment play a role in developing their children's cognitive intelligence. This research is expected to provide a clearer picture of the strategies, approaches and practices used by parents in supporting their children's cognitive development, both at home and in their interactions with schools.

This research uses a qualitative approach with a case study method. Data will be collected through in-depth interviews with parents, teachers, and principals, participant observation in the school and home environment, and analysis of related documents. Data triangulation will be used to ensure the validity and reliability of the research results. The results of this study are expected to make a significant contribution to improving the quality of education for primary school-age children in Indonesia. By deeply understanding the role of parents in developing children's cognitive intelligence, we can formulate more effective intervention strategies to improve the overall quality of education.

The information gained from this study can be used to develop training programs for parents, teachers and other school personnel. These programs can provide a better understanding of the important role parents play in developing children's cognitive intelligence and provide practical guidance on effective ways to do so. In addition, the results of this study can also serve as a basis for formulating education policies that are more responsive to the needs of primary school-age children. By actively involving parents in the education process, we can create a more conducive learning environment that supports children's optimal cognitive development. Overall, this research is expected to make a meaningful contribution to the world of education in Indonesia. By understanding and optimizing the role of parents in developing children's cognitive intelligence, we can open the door to a smarter, more creative young generation ready to face future challenges.

2. Methodology

This qualitative research with a case study approach will explore in depth the role of parents in developing cognitive intelligence of primary school-age children at SDN 1 Pojok. The research subjects were purposively selected based on criteria relevant to the research focus, namely parents of primary school-aged children at SDN 1 Pojok and teachers of

grades 1-3 at the school (Deodora Siten, 2023). The selection of subjects was based on the assumption that parents and teachers have a significant role in children's cognitive development.

This study adopted a triangulation approach of data collection techniques to obtain rich and comprehensive information. One of the main techniques used was in-depth interviews with parents and teachers. These interviews are semi-structured, where the researcher has prepared a list of key questions as a guide, but still provides space for respondents to freely express their experiences, views and practices related to the development of children's cognitive intelligence. Thus, it is expected to reveal more in-depth and authentic information, which cannot be obtained only through closed questions. The interview questions will explore information about strategies, methods and activities carried out by parents in stimulating children's cognitive development, both at home and in the school environment (Siswanto et al., 2023).

In addition to in-depth interviews with parents, teachers and principals, this research will be enriched by participatory observation. This method allows researchers to go directly and observe naturally the interaction between parents and children in the home environment, as well as the dynamics between teachers and students at school. This participatory observation will provide a more real and detailed picture of how cognitive development strategies are applied in everyday life. Researchers can see directly how parents interact with children while learning, playing, or doing other activities.

Similarly, researchers can observe how teachers design learning activities that stimulate students' cognitive abilities. In addition to observation, documentation in the form of photos, videos, or field notes will also be used to complement the data obtained. This documentation will be visual evidence that reinforces the results of observations and interviews, thus providing a more comprehensive picture of the role of parents and teachers in developing children's cognitive intelligence. By combining interviews, participatory observation and documentation, this research is expected to produce rich and in-depth data, which in turn can make a significant contribution to improving the quality of education for primary school-age children in Indonesia.

Data validity will be tested using source and technique triangulation. Source triangulation is done by comparing data obtained from parents, teachers, and documentation (Lenggu, 2023). Technical triangulation is done by comparing data obtained from interviews and observations. If there are differences in data, the researcher will conduct discussions with respondents to seek clarification and deeper understanding.

The data that has been collected will be analyzed qualitatively using thematic analysis techniques. Thematic analysis is a data analysis method that focuses on identifying, analyzing, and reporting themes that emerge from the data. Themes are patterns of meaning that are relevant to the research questions and appear repeatedly in the data. Thematic analysis was conducted with the following steps: (1) data transcription, (2) data coding, (3) theme development, and (4) reporting of analysis results.

3. Results

The results show that parents at SDN 1 Pojok have a very diverse role in developing their children's cognitive intelligence. This role is not only limited to providing learning facilities, but also includes other broader and deeper aspects. Parents act as the main motivator in encouraging their children's enthusiasm for learning. They not only give praise and gifts as a form of appreciation for their children's achievements, but also provide consistent moral support (Sahara et al., 2023). This support encourages children to keep trying and improve their cognitive abilities. In addition, parents also actively encourage children to have high curiosity, ask questions, and find out about new things around them. Thus, parents not only motivate children to learn, but also foster a love of learning in children.

Parents not only act as providers of learning facilities, but also as facilitators who help children develop their cognitive abilities optimally. They provide various relevant learning resources, such as books, stationery, educational games, and internet access (Khotimah & Agustini, 2023). Parents also create a conducive learning atmosphere at home by providing sufficient time and space for children to learn, and limiting distractions that can hinder the learning process. In addition, parents also play a role in guiding children in managing study time and developing effective learning strategies.

Parents at SDN 1 Pojok also play an active role as collaborators with the school. They establish good communication with teachers to monitor their children's learning progress (Amelia et al., 2023). This communication is not only limited to knowing children's grades or learning outcomes, but also includes discussions about effective learning strategies, learning difficulties faced by children, and children's potential and interests that need to be developed. Parents also participate in school activities, such as parent-teacher meetings, extracurricular activities and other activities that aim to improve the quality of their children's education. Parents' involvement in these school activities not only provides support for their children but also strengthens the relationship between parents, teachers and schools.

Parents are the first and foremost educators of their children. From birth, children learn from their parents about how to interact with the world, how to behave, and how to understand the values that are important in life. Parents have a very important role in shaping children's character and behavior, which will affect them throughout life. Through daily interactions, parents teach their children moral values, ethics, and social norms. They provide role models on how to be honest, responsible, respect others, and appreciate differences. Children learn by observing and imitating their parents' behavior, so it is important for parents to be good role models for their children.

In addition, parents also play an important role in providing emotional support to their children. They listen attentively to their children's complaints, provide encouragement and support when children face difficulties, and help their children find solutions to the problems they face. The love and attention provided by parents will help children feel loved, valued and secure, so that they can grow and develop optimally. Thus, the role of parents as the first educators for their children is crucial. Parents not only impart knowledge and skills to their children, but also shape their character and personality. Therefore, it is important for parents to realize how important their role is in their children's education and strive to be the best parents for their children.

Parents keep an eye on their children. Parents ensure that their children are safe and protected from harm. Parents also supervise their children's use of gadgets (Dzulfadhilah, 2023). Parental involvement in developing cognitive intelligence of primary school-age children is very important. By becoming motivators, facilitators and collaborators, parents can make a significant contribution in shaping the next generation of a smart, characterized and competitive nation.

4. Discussion

The results of this study are in line with previous studies that emphasize the crucial role of parents in developing children's cognitive intelligence. Amelia et al. (2023) in their research underlined that parents' active involvement in children's education has a positive correlation with children's academic achievement. Children who receive support and motivation from their parents tend to show higher motivation to learn, which in turn leads to better academic achievement. This confirms that parents, as the closest figures to children, have a huge influence in shaping children's motivation and enthusiasm for learning.

This research not only reveals the role of parents as motivators and supporters in developing children's cognitive intelligence, but also highlights their broader role as facilitators and active collaborators in the learning process. As facilitators, parents have a crucial responsibility to provide adequate learning facilities for their children. These facilities are not only limited to providing physical learning equipment such as books, stationery and internet access, but also include creating a conducive learning environment at home. A conducive learning environment is one that is calm, comfortable, organized, and supports children's learning activities optimally.

In creating a conducive learning environment, parents need to ensure several things. First, children should have a study space that is separate from distractions, such as the sound of television, loud music, or other play activities. A quiet and focused study space will help children concentrate and absorb information better. Secondly, parents need to ensure that children have easy access to relevant learning resources, such as textbooks, encyclopedias, or reliable online resources. In addition, parents also need to provide sufficient support in completing school assignments. This support can be in the form of help in understanding the subject matter, providing motivation and encouragement when children face difficulties, or simply being a good listener when children want to share their learning experiences.

Furthermore, parents' role as facilitators also includes providing rich and varied learning experiences. Parents can take their children to visit museums, libraries or other educational places. They can also invite children to do simple experiments at home, play educational games, or read books together. These experiences will broaden children's horizons, stimulate curiosity, and improve their cognitive abilities. In addition to being facilitators, parents also need to act as active collaborators with the school. This collaboration can be realized through open and regular communication with teachers, participation in school activities, and involvement in decision-making related to children's education.

Good communication between parents and teachers allows for an exchange of information about children's learning development, difficulties encountered, and the most effective learning strategies. Parents can provide feedback to teachers about their children's interests, talents and learning styles so that teachers can adjust their learning approaches accordingly. Participation in school activities, such as attending parent meetings, volunteering at school or joining extracurricular activities with your child, can also strengthen the relationship between parents, teachers and school. This will create a more positive and supportive learning environment for the child.

This is in line with research conducted by Sari et al. (2022) which showed that parental involvement in school can improve children's learning motivation and their learning outcomes. In addition, research by Faizah et al. (2021) also emphasizes the importance of good communication between parents and children in shaping children's manners, which is one of the important aspects in children's cognitive and social development.

By optimizing their role as facilitators and collaborators, parents can make a significant contribution to developing children's cognitive intelligence. They not only provide learning facilities and infrastructure, but also create a conducive learning environment, provide emotional support, and establish close cooperation with the school. Thus, children will have strong provisions to achieve success in the future.

In addition, parents also need to act as collaborators with the school. This collaboration can be realized through good communication with teachers, participation in school activities, and involvement in decision-making related to children's education. Open communication between parents and teachers allows for the exchange of information about children's learning development, difficulties faced by children, and the most effective learning strategies for children. Participation in school activities, such as attending parent meetings, volunteering at school or joining extracurricular activities with your child, can also strengthen the relationship between parents, teachers and school. This will create a more positive and supportive learning environment for your child.

Parents' involvement in decision-making regarding their children's education is also very important. Parents can provide input on the curriculum, learning methods and other school activities. Thus, schools can design educational programs that are more in line with children's needs and interests. Collaboration between parents and teachers has a significant impact on children's cognitive development. When parents and teachers work together synergistically, they can create an optimal learning environment for children. Children will feel supported, motivated and have high confidence in learning. This will have a positive impact on their academic performance, as well as their cognitive and social-emotional development.

However, the research findings also reveal a gap in understanding among parents about the importance of their role in their children's education. Some parents still think that children's education is the sole responsibility of schools (Ramandhini et al., 2023). This view is certainly inaccurate, because parents have a very important role in creating a conducive learning environment at home and providing support and motivation to children so that they are enthusiastic about learning. This study not only reveals the importance of parents' role in developing children's cognitive intelligence, but also identifies several factors that may hinder parents' involvement in children's education. These factors include parents' level of education, parents' busy schedules and lack of knowledge on how to assist children in learning.

Parents' education level can influence their understanding of the importance of children's education and effective ways to support children's cognitive development. Parents with higher levels of education tend to have better access to educational information and resources, so they are better able to provide appropriate stimulation for their children. Parents' busy schedules are also a significant factor. Many parents work full-time or have other responsibilities outside the home, leaving them with limited time to interact with their children. This can be an obstacle in providing optimal learning support and assistance for children.

Parental involvement in children's education is a key factor in their academic success and holistic development. However, many parents face barriers in performing this role optimally. One of the main barriers is a lack of knowledge about how to assist children in learning. Many parents feel confused about how to motivate their children, help them understand the subject matter or create a conducive learning environment at home. Challenges faced by parents : Lack of Knowledge about Learning Strategies: Many parents do not have an adequate educational background or training on how to teach children. They may not know how to explain abstract concepts in a way that children can understand, or how to help children overcome certain learning difficulties. Time constraints: Parents are often busy working or taking care of the household and may not have enough time to spend with their children. They may find it difficult to balance work and family responsibilities with their child's need for learning support. Differences in Learning Styles: Every child has a unique learning style. Some children may learn more easily by looking at pictures or diagrams, while others prefer to learn by listening to explanations or doing hands-on activities. Parents need to understand their child's learning style and adjust the learning approach accordingly. Lack of Communication with Teachers: Good communication between parents and teachers is essential to ensure alignment between learning at home and at school. However, there are often communication barriers between parents and teachers, such as each party's busy schedule or different views on education.

Efforts to Increase Parental Involvement: Parent Education Programs: Governments, educational institutions and community organizations can organize parent education programs that provide information and training on effective ways to support children's learning. These programs can take the form of seminars, trainings, workshops or counseling on parenting. The materials presented can include learning strategies that are appropriate to the age and developmental level of the child, how to motivate the child, how to communicate effectively with the child, and how to create a conducive learning environment at home. Technology utilization: Technology can be an effective tool to increase parental involvement in children's education. Schools can utilize online platforms or mobile applications to share information about children's learning progress, provide assignments and learning materials, and facilitate communication between parents and teachers. Parents can also utilize online resources that provide information and tips on parenting and child education. Parent Involvement at School: Schools can involve parents in various school activities, such as volunteering in the classroom, accompanying children in extracurricular activities, or participating in decision-making regarding school policies. Parents' involvement in the school will give them the opportunity to better understand their child's learning process and build closer relationships with teachers and school staff. Family-based Approach: Schools can adopt a family-based approach that involves parents as partners in their children's education. This approach emphasizes the importance of communication and cooperation between parents, teachers and other school parties. Schools can hold regular meetings with parents to discuss their child's learning progress, provide feedback and plan appropriate learning strategies.

The School's Role in Increasing Parental Involvement including: Parenting workshops: Schools can organize parenting workshops that provide information and training on effective ways to support children's learning. These workshops can cover topics such as learning strategies, child motivation, effective communication, and behavior management. Parent-Child Cooking Class: This activity is not only fun, but also provides an opportunity for parents and children to learn together and strengthen emotional bonds. Parents can learn about nutrition and nutrition, while children can learn about science and math through cooking. Joint Sports Activities: Joint sports activities can improve the physical and mental health of parents and children, and strengthen the relationship between them. Schools can organize sports activities such as morning exercises, healthy walks, or sports matches between families. Open and Regular Communication: Schools need to establish open and regular communication with parents. Schools can send regular

newsletters or emails to provide information about school activities, children's learning progress, and parenting tips. Schools can also hold regular meetings with parents to discuss their children's learning progress and plan appropriate learning strategies.

By increasing parental involvement in children's education, we can create a smarter, more self-reliant young generation ready to face the challenges of the future. Parental involvement not only has a positive impact on children's academic performance, but also on their cognitive, social and emotional development. Therefore, it is important for all of us to work together to create an environment that supports parental involvement in children's education.

Increasing parents' awareness and understanding of the importance of their role in children's education is expected to encourage them to play a more active role in developing their children's cognitive intelligence. Parents who are actively involved in their children's education will have a significant positive impact on their children's cognitive, social and emotional development. They will be valuable partners for teachers and schools in creating a young generation that is smart, creative and ready to face future challenges.

4. Conclusion

This research firmly concludes that the active role of parents has a very significant impact in optimizing the cognitive development of primary school-age children. Parents not only act as providers of basic needs, but also as motivators, facilitators and collaborators in the learning process of children. This multifaceted role shows that parents have a great responsibility in shaping and honing children's cognitive abilities, from providing motivation and emotional support, providing adequate learning facilities, to establishing close cooperation with teachers at school.

The importance of parents' role in children's education, especially in developing cognitive intelligence, has been emphasized in various previous studies. Amelia et al. (2023) emphasized that parenting patterns applied by parents have a major impact on children's cognitive development. Parents who apply democratic parenting, where children are involved in decision-making and given responsible freedom, tend to have children with more optimal cognitive development.

In addition, this study also highlights the importance of collaboration between parents and teachers in developing children's cognitive intelligence. Open communication and good cooperation between parents and teachers can create a conducive learning environment for children, both at home and at school. Parents can provide information to teachers about children's interests, talents and learning styles, while teachers can provide feedback on children's development at school and advise on effective learning strategies. This collaboration will help children to develop their cognitive potential to the fullest.

However, this study also found that there are still some parents who do not fully understand the importance of their role in their children's education. Some parents still think that children's education is the sole responsibility of schools. In fact, the role of parents is crucial in creating a conducive learning environment at home, providing support and motivation to children, and establishing good communication with teachers. This lack of understanding can hinder children's optimal cognitive development.

Therefore, it is necessary to increase parents' awareness and understanding of the importance of their role in children's education, especially in developing cognitive intelligence. This effort can be done through various means, such as seminars, training or extension programs on parenting. By increasing parents' awareness and understanding, it is hoped that they can play a more active role in developing their children's cognitive potential.

This study also provides implications for educators and education policy makers. Educators need to actively involve parents in their children's learning process. This can be done by providing clear information to parents about their children's learning development, providing advice on how to assist children to learn at home and involving parents in school activities. Education policy makers also need to design programs that can increase parents' awareness and understanding of the importance of their role in children's education.

Overall, this study makes a significant contribution in understanding the role of parents in developing cognitive intelligence of primary school-age children. The results of this study can serve as a reference for parents, educators and education policy makers in designing and implementing programs aimed at improving the quality of education for primary school-age children.

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