

Analysis Of Parental Support For The Learning Development Of Kindergarten A Students At Al-Azkaya Paud Kb

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Abstract

Early childhood education is a very important initial stage in the child development process. Parental support is one of the important factors in helping children obtain optimal learning experiences from an early age. Based on initial observations at PAUD KB Al-Azkiya, it was found that the level of parental support for children's learning development still varies. Some parents are very active in accompanying their children, but some are less involved due to work busyness, lack of understanding of the importance of learning assistance, or other factors. This research is important to analyze in depth the forms of parental support and the obstacles faced in supporting students' learning development. This study aims to determine the forms of parental support for the learning development of TK A students at PAUD KB Al-Adzkiya, and determine the obstacles faced by parents in supporting the learning development. This research uses a qualitative approach with descriptive research type. The research subjects were 5 TK A students, the class teacher, and the principal. Data were collected through participatory observation, in-depth interviews with teachers, principals, and parents/guardians, and documentation studies. Data analysis used the Miles and Huberman model. The forms of parental support include emotional support, instrumental support, informational support, reward support, and involvement in school activities. The obstacles faced by parents include time constraints due to work busyness, lack of parental understanding, limited family economic conditions, lack of communication, and the influence of gadgets and social media.

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1. INTRODUCTION

Early childhood education is a crucial early stage in a child's development. During this period, children experience rapid growth and development, encompassing cognitive, language, social-emotional, moral, and motor skills. A child's learning success is influenced not only by teachers and the school environment, but also by parental support at home. Parental support is a crucial factor in helping children achieve optimal learning experiences from an early age.

Parents are a child's first and foremost educators. In everyday life, parents play a crucial role in guiding, motivating, accompanying, and providing a conducive learning environment for their children. Parental support can take the form of attention to their child's learning activities, motivation, provision of learning facilities, assistance while the child is studying at home, and good communication with teachers. This support significantly impacts a child's enthusiasm for learning and development. This aligns with Slameto's opinion that the family is the first and foremost educational institution, and the way parents educate their children significantly influences their learning (Slameto, 2010:60).

In reality, the level of parental support for children's learning development varies. Some parents are very active in supporting their children, while others are less involved due to busy work schedules, a lack of understanding of the importance of learning support, or other factors. This difference in support can impact children's learning development in early childhood education institutions. Children who receive good attention and support from their parents tend to be better prepared to participate in learning activities, more confident, and more enthusiastic about learning, while children who receive less support often show delays in participating in activities, lack focus, or lack independence.

Based on the results of an initial interview conducted by researchers with one of the teachers at the Al-Adzkiya Preschool, information was obtained that parental involvement in supporting children's learning development varies. Some parents have provided good attention, such as accompanying their children to study at home, asking about their children's activities at school, and maintaining communication with teachers. However, there are still some parents who are less active in accompanying their children due to being busy with work, resulting in less monitoring of their children's learning activities at home. The teacher also stated that this condition affects children's readiness and learning development when participating in learning activities at school.

Furthermore, based on an initial interview with one of the parents, it was discovered that homeschooling is not always optimally supported every day. This is due to time constraints, household chores, and a lack of parental understanding of how to support children's learning at an early age. Nevertheless, the parents recognized that parental support is crucial for helping children be more enthusiastic about learning and develop optimally.

Several previous studies have examined the role of parental support in early childhood education. Nurhasanah and Fauziah (2022) found that parental support for early childhood development is generally dominated by the provision of facilities and basic needs, while Purnomo and Ningsih (2020) focused on parental assistance during home-based learning in the COVID-19 pandemic, highlighting time constraints as the main obstacle. Similarly, Habibah and Mufarochah (2021) examined parental motivation through loose-parts-based learning media, and Annisa and Eliza (2021) examined parental roles in supporting children's early literacy. However, these studies were largely conducted in urban settings or focused on a single form of support, and have not comprehensively examined the various forms of parental support together with the obstacles parents face within a rural, resource-limited early childhood education institution such as PAUD KB Al-Adzkiya. This gap indicates the need for research that maps both the forms of parental support and the barriers to that support concurrently, within the distinct socio-economic and cultural context of a rural community. The novelty of this research therefore lies in its integrated examination of the forms of parental support and the obstacles parents encounter in a rural PAUD setting, an aspect that has not been extensively addressed in prior research.

As an early childhood education institution, Al-Adzkiya Preschool (PAUD KB Al-Adzkiya) plays a crucial role in helping optimize children's development. However, successful learning at school requires strong collaboration between teachers and parents. Therefore, in-depth and comprehensive research is needed to determine the forms of parental support for the learning development of Kindergarten A students at Al-Adzkiya Preschool (PAUD KB Al-Adzkiya) and the obstacles parents face in providing such support in the 2025/2026 academic year.

2. LIBRARY STUDY

A. Parental Support

Parental support encompasses all forms of assistance, attention, guidance, motivation, and provision of facilities provided to children to support their learning and development. In early childhood education, parental support is crucial because the family is the first environment a child encounters. From the family, children begin to learn to speak, behave, interact, and develop basic habits of daily life.

According to Hardiyanti, Santoso, and Ratno (2021: 22), parental involvement in education is a crucial component for children's success because the family is the first place children gain learning and development experiences. Parental support through attention, guidance, motivation, and involvement in learning activities can foster the development of children's abilities and positive attitudes toward learning.

Parental support can be classified into several types. First, emotional support, including attention, affection, encouragement, praise, and a sense of security. Second, instrumental support, including the provision of learning facilities and necessities such as stationery and books. Third, informational support, including direction, guidance, advice, and assistance when a child experiences learning difficulties. Fourth, reward support, including praise and appreciation for a child's efforts. According to Rahmawati and Latipah (2021: 58), these four forms of support are essential in the education and development of early childhood.

B. Student Learning Development

Student learning development is a gradual process of change and improvement in a child's abilities as a result of the learning experiences and stimulation they receive. According to Ulfah (2021: 17), early childhood development is the integrated development of various aspects of a child's development, including religious and moral values, physical motor skills, cognitive skills, language skills, social and emotional skills, and the arts.

Every child has different stages and rates of development. Early childhood learning emphasizes activities that are fun, concrete, and relevant to everyday life. Children understand things more easily through play, seeing, imitating, touching, and experiencing directly than through abstract explanations (Khadijah, 2020: 13).

3. RESEARCH METHODS

This study employed a qualitative research method with a descriptive approach. According to Fadli (2021: 35), qualitative research is conducted in natural settings with the goal of in-depth understanding of social phenomena from the perspectives of participants. The descriptive approach was used because this study aimed to describe in detail the forms of parental support and their constraints.

The research was conducted at the Al-Azkiya Early Childhood Education (PAUD KB) in Sigar Penjalin Village, Tanjung District, North Lombok Regency for eight days (June 13-20, 2026). The research subjects consisted of 5 Kindergarten A students (Hasim Ashari, Padlan Arkhan Pratama, Muhammad Arif Rahmatullah, Muhammad Miftahul 'Ulum, and Melina Al Mahira), 5 parents/guardians of students, the class teacher (Mrs. Hilyani, S.Pd), and the principal.

The data collection technique uses three main methods: (1) Participant observation (complete participant) to analyze student development in class, (2) In-depth semi-structured interviews with the principal, teachers, and parents, (3) Documentation in the form of RPPH, activity photos, and child development notes. The collected data are analyzed using the interactive model of Miles and Huberman (2014) which includes data collection, data condensation, data display, and conclusion drawing. Data validity testing is carried out through extended observation, increased persistence, technical triangulation, source triangulation, and time triangulation.

4. RESEARCH RESULTS

A. Forms of Parental Support for Student Learning Development

Based on observations and interviews, parental support for the learning development of Kindergarten A students at the Al-Adzkiya Preschool and Kindergarten (PAUD KB Al-Adzkiya) varies widely. This support encompasses five main aspects:

1. Emotional Support

Emotional support is a fundamental form of support in the form of attention, affection, motivation, and a sense of security. Ibu Ayu, Padlan's parent, said: "I always encourage Padlan every morning before going to school... I also always hug him before entering class so he feels safe and comfortable." Ibu Juriah expressed similar sentiments,

regularly asking about her child's activities at school and praising him when he shares stories. Observations show that children who receive full attention appear more confident, active, dare to ask questions, and interact in class.

2. Instrumental Support

Instrumental support is provided in the form of learning facilities. All parents have provided basic equipment, although the extent of this varies depending on economic circumstances. Mrs. Marianti stated: "We provide stationery and drawing books for Rahmat. We also often buy stickers and colored paper..." Observations show that adequate facilities make children more prepared to participate in school activities without anxiety.

3. Informational Support

Guidance and direction while children are learning at home are a form of informational support. Mrs. Rosita often invites her child to read storybooks together to help them recognize letter and word shapes. Mrs. Dewi and her husband take turns guiding Melina's studies and discussions. The homeroom teacher notes that children who are guided at home tend to grasp the material more quickly and are more independent in completing assignments in class.

4. Award Support

Praise and appreciation are very effective in motivating young children. Mother Juriah gives small prizes such as stickers if her child reaches the target of memorizing letters. Verbal praise such as "How smart your child is!" is also routinely given. This has been proven to increase children's self-confidence and encourage them never to give up when facing difficulties.

5. Involvement in School Activities

Parental involvement in school meetings and regular communication with teachers is crucial. However, attendance rates vary. Observations of parent-teacher meetings revealed that four out of five parents attended. The principal emphasized that children of parents who are actively involved in school tend to be more enthusiastic and motivated.

B. Obstacles Faced by Parents

In practice, parents face various obstacles in providing optimal support:

1. **Limited Time Due to Busy Work Schedules:** Most parents work as farm laborers, construction workers, traders, and fishermen, requiring them to leave early in the morning and return home late in the evening. Ibu Ayu said: "I work as a farm laborer, returning home late in the evening. Sometimes I'm very tired and don't have much time to accompany Padlan in studying."
2. **Lack of Understanding:** Many parents don't yet understand the concept of early childhood learning. They assume learning involves only rigid reading, writing, and arithmetic, not through play. Ibu Ayu admitted that she often tells her children to write, which quickly becomes boring because it doesn't involve play.
3. **Family Economic Condition:** Financial limitations force some parents to prioritize basic needs over buying expensive educational learning media, so they have to be creative in utilizing used goods.
4. **Lack of Communication with School:** Busy schedules cause some parents to rarely communicate with teachers, so that the child's development and difficulties at school are not properly monitored by the family.
5. **The Influence of Gadgets and social media:** Today's children are easily distracted by gadgets. Mrs. Juriah and Mrs. Ayu complained that their children often ask for their phones to watch YouTube or play games, which often overrides learning if not strictly regulated.

C. Discussion

The results of this study confirm the theories of Hardiyanti et al. (2021) and Rahmawati & Latipah (2021) that emotional, instrumental, informational, and reward support have a measurable positive impact on learning development. Children at the Al-Azkiya Preschool

who received intensive support demonstrated more optimal development in cognitive, language, and socio-emotional aspects. Conversely, external (economic, work hours) and internal (parental understanding) constraints were the main obstacles. Synergistic collaboration between schools (through parenting programs) and families is necessary to bridge these barriers.

When compared with the findings of Nurhasanah and Fauziah (2022), who reported that parental support in early childhood education tends to be dominated by instrumental assistance such as the provision of learning facilities, the findings of this study reveal a more balanced distribution across the five dimensions of support, with emotional and informational support emerging as equally prominent as instrumental support. This difference suggests that in the rural context of PAUD KB Al-Adzkiya, parents place relatively high value on emotional closeness and active guidance at home, not merely on the provision of physical facilities. Furthermore, unlike Purnomo and Ningsih (2020), who identified time constraints as the dominant barrier during pandemic-related home learning, this study found that the obstacles faced by parents are multidimensional, encompassing not only time constraints but also limited parental understanding, economic conditions, weak communication with schools, and the influence of gadgets. This indicates that, even under normal (non-pandemic) learning conditions, the barriers to parental support are more complex and interrelated than previously reported, reinforcing the need for a comprehensive, multi-pronged intervention that addresses these various barriers simultaneously rather than a single dominant factor. These findings both confirm and extend previous theories by showing that the composition and intensity of parental support and its obstacles are shaped by the specific socio-economic and geographic context of the community being studied.

This study also has several limitations that should be acknowledged. First, the research was limited to a single early childhood education institution, PAUD KB Al-Adzkiya, located in Sigar Penjalin Village, Tanjung District, North Lombok Regency, so the findings cannot be generalized to other regions with different socio-economic and cultural characteristics. Second, the relatively small number of informants, consisting of only 5 students, 5 parents/guardians, the class teacher, and the principal, over a short data collection period of eight days, limits the depth and variation of perspectives captured in this study. Future research is therefore recommended to involve a wider research location and a larger number of informants over a longer period of time to obtain more comprehensive and generalizable findings.

5. CONCLUSION

a. Conclusion

Based on data analysis, it was concluded that the form of parental support at the Al-Azkiya Early Childhood Education Center (PAUD KB Al-Azkiya) includes five dimensions: (1) Emotional support in the form of attention, affection, and motivation that fosters children's self-confidence; (2) Instrumental support through the provision of stationery, books, and educational learning media; (3) Informational support through active guidance at home; (4) Reward support in the form of verbal praise and small gifts for children's achievements; and (5) Active involvement in school activities. However, its implementation is hampered by various obstacles, such as busy work that limits the time for mentoring, low parental understanding of early childhood learning methods (learning through play), limited family economic conditions, lack of two-way communication with the school, and challenges from the high use of gadgets at home.

b. Suggestions

Parents are advised to consistently spend at least 15-30 minutes each day with their children in interactive play and learning, and to limit the amount of time they spend using gadgets. Teachers and schools are also advised to regularly organize parenting programs to educate parents about learning support methods appropriate to early childhood development.

Communication between schools and parents also needs to be intensified using various supporting media. Future researchers are advised to conduct longer-term (longitudinal) research involving a wider area to obtain more comprehensive generalizations.

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