



## PAUD Teachers' Perceptions of Career Parents Given Children's Social Behavior at Kindergarten Siti Sulaechah 04 Semarang

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### Abstract

Social behavior can be obtained by children in the process of maturity and learning opportunities through various stimuli or stimuli from the surrounding environment. A healthy and good social environment system can help children to develop positive concepts in children and can support the socialization process to be optimal. The purpose of this study was to determine the perceptions of PAUD teachers towards career parents in terms of the social behavior of children at Kindergarten Siti Sulaechah 04 Semarang. This study used a descriptive qualitative approach with the subject being 8 teachers at TK Siti Sulaechah 04 Semarang. Data collection techniques through observation, interviews, and documentation. Data analysis techniques use the Miles and Huberman model through data reduction, data presentation, drawing conclusions, and verification.

The results of the study, which are based on teacher perceptions, show that social behavior that appears in children depends on their age characteristics. In the 3-4-year-old playgroup, the characters displayed at school are not much different from those at home. Kindergarten group A aged 4-5 years shows positive characteristics in themselves. Kindergarten B group aged 5-6 years children begin to form a friendship at school can respond to things outside, show enthusiasm when learning takes place, and start to be open with their teacher.

### How to cite

## INTRODUCTION

Education is an effort that is consciously structured, directed, and planned in the learning process to a learning atmosphere by involving the activeness of children to develop their potential, talents, and abilities according to the norms, values, and expectations of society (Dewantik et al., 2010). Law no. 20 of 2003 has described the goals and functions of national education, namely to prepare better and quality future generations of the nation through character building and developing abilities in each individual (Sujana, 2019).

Education should start from an early age both in families, schools, and communities, with good cooperative relations so that it can be used as a determinant in realizing quality education. One of the preschool education institutions, namely PAUD (Early Childhood Education) where in Law No. 20 of 2003 concerning the National Education System in Chapter 1, Article 1, Point 14 states that early childhood education is a coaching effort aimed at children from the birth up to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education.

The achievement of an educational goal and program depends heavily on the teacher's role in the learning process. Syaiful Djamarah argues that teachers and students are two individuals who are closely related and cannot be separated in the world of education (Heriyansyah, 2018). In addition, parents, family, teachers, and the community must also be able to create a comfortable and enjoyable environment so that children can optimally develop their potential (Latiana et al., 2016).

Parents are very close to the child, commonly called the nuclear family, which consists of the father, mother, and child. Parents are a figure as well as a place of education and first and foremost educators for children (Wahy, 2012) (Sofyan, 2019). In addition, parents are also responsible for the process of growth, development, education, and personality formation as well as being the first example for children through providing investment and commitment in children's lives as a form of responsibility and concern (Brooks, 2008: 23) in (Nawafilaty, 2020). In Law Number 20 of 2003 concerning the National Education System Article 7 Paragraph 1 states that "Parents have the right to participate in choosing educational units and obtain information about the development of their children".

However, in this modern era, life is developing very rapidly, with luxurious lifestyles, a culture that follows Western culture, sophisticated technology, and economic demands that cause inequality so that there are many phenomena related to working fathers or working mothers who are considered normal or familiar to the public. Career parents are parents who have a dual role, where apart from presenting themselves as a father and a housewife, they are also engaged in other jobs both inside and outside the home. However, parents still have to pay attention to children's development consistently such as supervising, accompanying, and fostering in every process of child development (Erzad, 2018).

Hidayat (2012: 178) in (Islamiyati, and Tria, 2016) reveal that the reason for career or work parents is to meet economic demands in fulfilling needs, both psychological needs, namely humans have their satisfaction if they can apply the knowledge they have. When in a family with a father and mother who are both careerists, of course, it affects the pattern of life, parenting patterns, patterns of family economic management, and patterns of socialization within the family (Januarti, 2010).

The impact that arises from parents preferring to have a career is the lack of time with children, the involvement of parents in parenting is not optimal, economic problems, namely the burden or responsibilities of work, and mothers who tend to have difficulty completing homework. Every parent certainly has a different parenting style, parenting should be adjusted to the age and stage of the child's development. The basic need of early childhood is to learn by exploring the surrounding environment through play activities (Aghniarrahmah et al., 2022).

Based on initial observations made by researchers at Siti Sulaechah 04 Semarang Kindergarten which has a strategic location, namely in the center of Semarang City which is surrounded by office buildings, service agencies, hotels, malls tourist attractions. It was obtained that the percentage of parents in TK Siti Sulaechah 04 Semarang who had careers was  $\pm 90\%$  which included doctors, teachers, lecturers, civil servants, bank employees, office workers, entrepreneurs, lawyers, civil servants, police, police and so on.

The results of interviews with teachers said that children have more closeness to caregivers or other family members such as grandparents, siblings, babysitters, and even household assistants who often spend time together to accompany them in learning or playing. In addition,

establishing communication with career parents is very difficult and even the cooperation that is forged between teachers and parent experiences obstacles because career parents are busy with their work matters. If the teacher wants a meeting with parents, it must be adjusted to the free work schedule. But some parents can or easily establish cooperative relationships well. Often career parents fully trust caregivers or household assistants to accompany, guide and direct their children in terms of playing to learning.

Teachers feel the difference between children who are accompanied by parents and children who have career parents with full assistance from other people. Children tend to have a spoiled attitude, mood swings, or sudden mood swings, and children who are afraid of strangers. The parenting style given by parents and caregivers is of course different so children and caregivers tend to be less than optimal in the process of child development, due to the lack of knowledge of caregivers or babysitters. Where caregivers only obey or fulfill everything the child wants so they don't cry, it's different from parents who can control and provide what children need.

In addition, children with career parents tend to have dominating behaviors such as children who are less independent because all their needs and desires are always met or prepared by parents or babysitters so that children experience dependency in their activities. Therefore, it hurts the learning process and various children's activities. In terms of socializing, some children are shy, afraid, and even reluctant to communicate or play with peers because they feel like strangers to them. Preschool age is the right time for children to learn to socialize both in the school environment and the surrounding environment so that children have the readiness to face the next life.

Businesses and activities carried out by schools to build good relations with parents such as carrying out parenting activities, conveying information regarding school programs and learning activities through WhatsApp groups, conveying children's development via personal WhatsApp to those concerned, holding activities involving parents such as outbound activities, competition activities with parents, swimming, and picnics or family gatherings to enjoy being together with children.

The life of every family is certainly different with their respective characters. Likewise, like the problems that arise, how to overcome each problem and the reasons for a career also vary in each family. What kind of career is chosen, the mana-

gement and parenting patterns applied by career parents to their children certainly have a big influence on the child. However, parents who are preoccupied with careers tend to neglect their duties towards education and coaching for children in the family environment (Rachmawati, 2019). Almost every child is equipped with unlimited potential, but they still need love, protection, and parental guidance (Jam'ah, 2007).

## RESEARCH METHODS

This study uses a descriptive qualitative approach. Descriptive research is a study that describes or describes a phenomenon that occurs during the observation process, either artificial phenomena or natural phenomena in an objective descriptive manner. In qualitative research, researchers must go directly to make observations, and interviews based on data or assumptions in the field with related parties (Saniyyah, 2021). This research was conducted at TK Siti Sulaechah 04 Semarang Jl. Ahmad Yani No. 154, Karangkidul, Central Semarang District, Semarang City, Central Java 50241. The reason the authors chose the research location in that place was that there were problems related to children's social behavior and data was showing a percentage, namely 90% of parents had careers.

The data source of this research consists of primary data sources and secondary data. The primary data sources from this study were class teachers, accompanying teachers and school principals at TK Siti Sulaechah 04 Semarang. While secondary data is a data source that does not directly provide data to data collectors. Secondary data needed by researchers in this study is the child's personal data, field data records and documentation. In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, and collection techniques through observation (participant observation), in-depth interviews (in-depth interviews) and documentation (Raco, 2018).

Data collection techniques in this study were observation, interviews and documentation. This observation was made at Siti Sulaechah Kindergarten 04 Semarang about the social behavior of children who have career parents. With observation, researchers can capture things that participants might not disclose in the interview process (Raco, 2018). Researchers conducted direct interviews with related parties, namely teachers at TK Siti Sulaechah 04 Semarang, namely 8 teachers consisting of 1 school principal, 2 Kindergarten B teachers, 2 teachers and 1 accompa-

nying teacher of Kindergarten A and 1 teacher and 1 PG (Play Group) accompanying teacher. In the interview process, researchers not only ask questions but gain an understanding of one's life experiences (Raco, 2018). In carrying out this research, researchers used media in the form of cellphone cameras to document various important events related to research both when observing, interviewing and others. The results of the documentation are in the form of pictures as a source of supporting data to obtain concrete evidence in the research process (Saniyyah, 2021).

Data analysis in this study uses an interactive model of analysis (Interactive Model of Analysis), this model is a Miles & Huberman concept. Interactive model data analysis consists of: data reduction, data presentation, drawing conclusions and verification (Sugiyono, 2016). Validity checking uses source triangulation which is used to test the credibility of data that combines various data collection techniques and existing data sources.

## RESULTS AND DISCUSSION

### 1. Perceptions of PAUD teachers toward career parents

#### a. Cognitive Aspect

Cognitive is an understanding that is composed on the basis of knowledge, thoughts, and information it has on a certain object that is rational and reasonable. From the results of interviews with several informants, it was found that children with career parents tended to be more independent, able to be responsible but dependent on caregivers entrusted by their parents to replace looking after them at school and home when their parents were working.

Research by Trianingsih (2019) shows that as many as 35% of parents think the function of PAUD is for children to learn to socialize, 45% for children to learn to read and write 20% of PAUD functions to prepare for entering elementary school. Based on research, 85% of parents know the purpose of PAUD and 15% do not know the purpose of PAUD. So the cognitive aspects of parents are strongly influenced by the knowledge, views, and experiences of parents. If parents' knowledge is lacking about PAUD, it will result in a wrong perception of PAUD (Addarsy et al., 2018).

#### b. Affective Aspect

The affective aspect is formed from feelings of pleasure, displeasure, and is related to certain cultural values or value systems. Based

on several teachers' opinions regarding the perception of career parents' affection for children's social behavior, it can be concluded that there are positive and negative impacts of career parents on children and teachers at

school. The positive impact is that the child becomes independent, the negative is that the child tends to be selfish and for teachers the parents of students are easy to contact and easy to communicate via cellphone but it is difficult to arrange a meeting schedule.

In this discussion, what are the perceptions of parents about PAUD about impressions or feelings (affective aspects). According to Walgito, this affective aspect concerns the impression or feeling of an individual in interpreting a stimulus until the stimulus is realized. The affective aspect is a feeling that concerns the subjective emotional aspects of the individual toward the object of perception, containing feelings of taking sides, supporting or not supporting the object being perceived (Ramita, 2020).

#### c. Conative Aspect

The conative aspect is a readiness that describes an attitude, behavior, or action towards a certain object. The conative component can be seen through the subject's response in the form of observable actions or deeds. Based on some of the teachers' opinions regarding the conative perceptions of career parents on children's social behavior, it can be concluded that there are children who have career parents who tend to experience a lack of affection because there is no optimal support. All teachers hope that parents who work can continue to give full attention when at home or hold family time every weekend.

The conative aspect concerns how parents provide motivation, attitude, or behavior towards PAUD institutions. According to Walgito, the conative aspect concerns motivation, attitudes, behavior, or individual activities according to their perception of an object or certain circumstances. The conative aspect shows how the behavior and behavioral tendencies that exist within the individual are related to the attitude object faced (Lestari & Prima, 2020)

### 2. PAUD teacher's perception of career parents in terms of children's social behavior

#### a. Cooperation

Cooperation is an important thing because we are social beings who need the presence and help of others. Overall cooperation with children is good when in the learning process where children are more independent in doing things,

want to take turns, quickly adapt to the environment. But it still needs daily habituation because sometimes a selfish attitude appears, does not want to mingle, is not interested in cooperation and chooses to play alone.

The ability of early childhood cooperation is very important as capital for interacting with other people and various jobs can be completed quickly and easily. As for Hurlock (1978: 250) argues that social development is the acquisition of the ability to behave in accordance with social demands. "Socialization is the ability to behave in accordance with social norms, values or expectations" (Dewi et al., 2020).

#### **b. Competition**

Competition is a competitive feeling that wanting to be superior to its friends that arises when the learning process takes place. Children who have career parents tend to be more competitive because they are demanded and see the figures of their parents. Examples of competition when in the learning process such as wanting to complete activities correctly and quickly, and comparing the results with other friends. So that the teacher continues to provide support and always supervises the child.

#### **c. Generosity**

Generosity behavior in children who have career parents has appeared in learning activities and outside of learning, as seen from the activities of sharing, forgiving, doing good, being willing to give in, and willing to be patient. But the teacher must continue to provide the concept of sharing which is a form of affection and always involves children in various things, such as well as the importance of direct daily habituation. Luqman (2016) states that the forms of positive social behavior that develop in research subjects are cooperation, generosity, caring, and easy adaptation to new people (Saniyyah, 2021).

#### **d. The Desire For Social Acceptance**

Behaviors related to the desire for social acceptance are the feeling of wanting to be acknowledged, accepted by others and being able to adapt to the surrounding environment. The desire for social acceptance in children arises when playing. The desire for social acceptance in children with career parents is well seen in easy children to get along with, able to follow rules, adapt easily, and want to have friends. But there are still those who are engrossed in playing alone and always tell about themselves.

Hurlock (1978) stated that if the child's

desire to be accepted is strong, it encourages the child to adjust to social demands. The desire to be accepted by adults usually arises earlier than the desire to be accepted by peers (Maisyarah et al., 2019).

#### **e. Sympathy**

The child's sympathetic behavior is good, the child can show sympathy for his friends both in the learning process and outside of learning such as asking when he cries, sharing, praying for friends, giving advice, being willing to listen, helping, wanting to play together and not being picky with friends. But the teacher must continue to provide an understanding of good sympathy through daily habituation.

Hurlock (1978, p. 262) defines sympathy as the ability of a person to be able to position himself in another person's position and understand that person's experience. So, it can be concluded that the ability of sympathy is a person's ability to understand the conditions of other people and position himself in that situation (Riawan et al., 2022)

#### **f. Empathy**

The child's empathetic behavior is good and this attitude appears during the learning process and outside of learning, where the child has positive habits such as saying the words please, sorry, and thank you, the child wants to greet and answer greetings or questions, visits and prays for friends who are sick. But there are still children who are selfish and ignorant, so they need understanding, habituation, and real examples.

According to Fitri Wulandari S., et al. (2017) stated that empathy is an attitude that needs to be developed by children from an early age. Because with the advancement of science and technology, it will affect the attitude of caring and empathy for children. besides that empathy is a social caring attitude that grows through interaction with people who need each other (Nugraeny & Mukminin, 2019)

#### **g. Dependency**

Dependence is an excessive closeness relationship so that the child lacks initiative in acting, needs the help of others, and wants something continuously which usually appears in the learning process. Children who have career parents tend to be less able to control themselves, less independent, less attentive, want to always be accompanied and assisted in completing activities and children are often fussy.

According to Montessori, children at this

age are a sensitive period, because it is at this time that children will easily receive stimuli from their environment (Ahyani, 2018, p. 51). However, children who are not independent tend to find difficulties in adjusting to their surroundings so children become stiff, insecure, unable to complete their tasks, and always want to be helped (Rahayu Kusuma & Mukminin, 2020)

#### **h. Friendly Attitude**

The child-friendly attitude is good which tends to appear outside of learning where it can be seen from the attitude of the child who always smiles, wants to greet others, answers greetings, wants to share. Friendly attitudes toward children tend to depend on habituation from parents, so teachers continue to provide motivation and encouragement to children (Nurfazrina et al., 2020).

#### **i. Selflessness**

The attitude of selflessness in children is quite good, this attitude appears both during the learning process and outside of learning. Seen in children willing to share, help others, patiently wait their turn, playing together. However, there are still children who act selfishly, want to take precedence, and are selfish. So the need for understanding, giving responsibility to children along with the consequences, and getting used to queuing.

Maisyarah, et al (2017) stated that based on the results of interviews conducted with teachers, that factors to a large extent family members can affect children's discipline, these factors are found in the family environment (Maisyarah et al., 2019).

#### **j. Imitating**

Imitating behavior is the behavior of following what other people do, whereas early childhood is indeed the time to imitate various things that they see and hear, both positive and negative. Examples of imitating children's behavior include imitating other people's behavior, behavior, and speech styles, and some children imitate negative things through watching gadgets and adult songs.

Parents are expected to behave and behave well towards children so that it also has a good impact on children's behavior, especially in their social and emotional behavior. Children with their characteristics will imitate the attitudes and behavior of their parents so that it will have an impact on the behavior of other people in their environment (Haryani & Qalbi, 2021).

#### **k. Attachment**

Attachment behavior in children who have poor career parents can be seen outside of learning, such as children tend to always want to be close to someone they feel comfortable with, such as parents or caregivers, so children are fussy or cry when left. Therefore, teachers can provide understanding and motivation for children to dare to do various things on their own.

Luqman (2015) states that social behavior in children is the result of the product of the environment in which the individual is located. Family, peers, the school environment, and the surrounding community form and support the formation of behavior in children (Dewi et al., 2020).

### **CONCLUSION**

Based on the results of the study entitled "PAUD Teachers' Perceptions of Career Parents given Children's Social Behavior at Kindergarten Siti Sulaechah 04 Semarang" the conclusions are as follows:

#### **1. Playgroup, 3-4 years**

Perceptions of playgroup teachers towards children whose parents have balanced careers. Where children in playgroup characters are not much different from what is shown at school. Children who have career parents are the same as other children. In building partnerships, children who have career parents are the same as other children, that is, they tend to be selfish and don't want to give in. From the interview results it can also be concluded that not all children who have career parents tend to be alone because their parents work, but not a few children are active and play with their friends according to their developmental stage. They have also started to appreciate their friends and try to apologize to their friends who cry because of them. Children in play groups tend not to like sharing food, because they have not been able to ask their friends directly. They feel embarrassed so they have to tell the teacher or the person who brought them to eat something like their friend's.

#### **2. Kindergarten A, 4-5 years**

Based on the results of the interviews, it was found that kindergarten-aged children, 4-5 years old who had career parents, had positive characteristics in themselves, such as showing enthusiasm for playing games with their friends and showing a sense of wanting to be recognized and accepted. They are very happy when the te-



acher invites them to play, especially playing in nature with their friends Children also tend to be able to respond to messages from the teacher in the form of rules that apply in the game, although not a few children who are still joking do not pay attention to what the teacher conveys or do not understand. In addition, students have also begun to understand which belongs to their friends and which belongs to them, so the teacher teaches them not to take other people's rights and to respect other friends. Students have also begun to be able to show empathy to their crying friends. This can be seen when there are students who hug their friends when they cry because of the pranks of other friends.

### 3. Kindergarten B, 5-6 years

In Kindergarten B with an average age range of children that is 5-6 years. Some children have career parents at this age who prefer to be alone and are less active and some have excessive activity. Students at the age of 5-6 years have started to form friendships at school, students have also begun to be able to respond to things outside of themselves such as responding to their friends when they ask them to play. Students have also started not to cry as easily as they did in the playgroup. Students show enthusiasm every day when learning takes place. Students have also started to want to share food with their friends to taste each other's provisions that they brought and have a high sense of competition and can be open-minded when they experience defeat in playing games during learning. At the age of Kindergarten B, they often start to open up to their teachers, such as complaining about friends who are naughty or disturbing them, telling them about their activities at home, and telling them about the feelings they are currently experiencing.

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