

Kebon Dalem 2 Elementary School Semarang Parenting Styles Based on Parents' Educational Background

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Abstract

Child development is strongly influenced by their family as the first environment and first source of education for the child. The purpose of this study is to provide an overview of parenting style based on parents' educational background at SD Kebon Dalem 2. This study uses qualitative method with case study approach. The subject of this study are three pairs of parents of fourth grade students at SD Kebon Dalem 2. Data were collected through interviews, observations, and documentation method. The validity of the data was tested using the triangulation method. The result showed that parents with higher educational background (college graduates) and secondary educational background (junior and high school graduates) did not only apply one kind of parenting style. In terms of assisting academic and non-academic development, all parents apply democratic or authoritative parenting style. They supervise their children's academic development at school, as well as provide support for their talents and interests outside of school. However, in terms of building independence, responsibility, and regulating the use of gadget, parents who are college and high school graduates apply authoritarian parenting style, resulting in their children being responsible and independent. On the contrary, parents with junior high school graduates apply permissive parenting style, resulting in the child being less responsible, less independent, and tend to use the gadget excessively. This research is expected to be able to provide inputs for parents, teachers, and school and to determine whether counseling is needed or not to improve student's achievement.

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INTRODUCTION

There are several reports that underlined the irrefutable correlation between children's condition and their relation with family and school. These reports showed both positive and negative sides of it. Reports from *tribunnews.com* (2016) told a story of a boy named Emanuel Suri from the inland of Nusa Tenggara Timur. Despite being from the inland part of his region, Emanuel managed to compete against students from other 34 provinces and secure the 4th place in the art and speech competition (FLS2N 2016) in Manado, Sulawesi Tenggara. In a stark contrast with previous report, *tribunnews.com* (2019) also covered a story about a 13 year old girl from Batu Ampar, Kalimantan Barat, who was forced to leave school and have to give birth to a baby in a very young age. Both reports highlight how different dynamic between a child and their family and school leads to different outcome. Safe environment provided by family and school results in high achievements, while unsafe one results in dire situation for the child.

The important role of family has been emphasized by Ki Hajar Dewantara. Ki Hajar Dewantara stated that there are three centers of education that affect child development (Tri Pusat Pendidikan), that is family, school, and society. Tri Pusat Pendidikan are the correct means to shape children's character, especially in elementary school children (Machful et al., 2015). According to Ismaniar et al. (2018), all aspects of a child's basic development are first stimulated by family members.

The theory of cognitive development states that the development of children's knowledge can be achieved through interaction with other people in joint activities. One of children's cognitive abilities comes from social relations and is influenced by sociocultural background (Tappan et al., 1998).

Juwariyah et al. (2019) in their research stated that family is the first place for children to develop their knowledge. Adri et al. (2021) in their research on the role of parenting and achievement motivation revealed that 92% of

respondents of Batak Toba ethnic students in West Sumatra states that education is very important thing in their family and 59% of the respondents named their parents as their motivation to excel in pursuing education. Yuarna et al. (2020) found that there is significant correlation between parenting style and character in childhood ($t=11.744$, sig. $\alpha=0.00$). There is also significant correlation between playmates and the formation of attitudes in childhood ($t=9.090$, sig. $\alpha=0.00$). Research conducted by Nugroho et al. (2020) showed that motivation to learn and parent's socioeconomic status both have a significant correlation with student's achievement. Previous research by Novrinda et al. (2017) showed that parents' educational background determine how they manage to optimize their children's potential. In line with aforementioned research, Ismaniar, et al. (2018) highlight the importance of environmental print model based on family environment as one of the approaches to develop reading skills in early childhood, which requires certain level of parents' literacy.

Nooraeni, et al. (2017) explained the importance of both parents directly involved in educating their children in order to conform to the correct parenting style. Azzizah, et al. (2017) and Nurahman, et al. (2017) conducted two separate research that delves into the effects of parenting, school environment, and self-regulation on student's achievement. Garcia, et al. (2019) stated that the effect of parenting on children's socialization is not as varied as on achievement. In fact, it is stated that children of permissive parenting is just as bad or even worse at socializing as children of authoritarian parenting.

Based on the research above, the relevance with this research lies in the parents' role on children's development. Parents and family are said to be the first educational environment a child ever experienced, and it will later serve as a foundation while the child begin to learn from wider environment (Makhmudah, et al., 2018).

This research aims to obtain in-depth information about parenting styles based on

parents' educational background. This research is expected to be able to provide inputs for parents, teachers, and school and to determine whether counseling is needed or not to improve student's achievement.

The thing that still needs to be explored is that it's important to apply more than one type of parenting style.

METHODS

This research used a qualitative method with case study approach. The subject of this research were three pairs of parents of fourth grade students at SD Kebon Dalem 2. The research implementation was divided into three stages, namely planning, data collection, and data validity test. Planning stage consist of collecting parents' demographic information (educational background, income level, and ethnicity) from Data Pokok Pendidikan database and examining the child's first semester report card. Data collection stage involved obtaining information through interviews, observation, and documentation. The interviews were conducted from April to June 2020 via offline or online (using Google Meet) due to the pandemic. Lastly, data validity test conducted with triangulation method, by comparing the data from parents' interview with data obtained from observation and documentation. The researcher conducted more interviews with homeroom teachers, observed the students in their classroom, and examined documentation from student's report card, to ensure the validity of the parents' interview data.

RESULTS AND DISCUSSION

The data obtained from interviews, observation, and documentation involving three pairs of parents, three students, and two homeroom teachers, are as follows.

Family of A

A is the eldest of two siblings. A's father is a high school graduate and now works as an entrepreneur (the owner of one of the largest tent

rental in Central Java). A's mother is a junior high-school graduate and is a housewife. According to the homeroom teacher, A have a fairly good academic ability. A's academic score is not always 90 or 100, but she rarely need remedial test or scored below the minimum standard (Kriteria Ketuntasan Minimum, later referred to as KKM). A also exhibit confidence when asked to perform in front of her class, either for poetry reading, storytelling, or performing a drama.

The assistance provided by A's parents at home includes (1) listens when A tells about her experience at school, (2) give A permission to use gadget until 10 p.m. (GMT+7), (3) A's father often works out of town so the responsibility of supervising A is mostly in the hands of A's mother, (4) A's mother sometimes have to reprimand A or giving physical punishment (such as ear pinching and 30 minutes time out) when A is acting out of line, namely picking on her sister and making her cry, (5) A and her sister are allowed to ask for gifts only on their birthdays, (6) A are given extra lessons outside of school and guitar lessons at Indonesian Music School according to A's needs and wishes, and (7) A's mother doesn't require A to help with basic house chores (such as helping with cooking, sweeping the floor, and collecting dirty laundry) because it is easier and faster when she does it all by herself.

In terms of attitude, A can get along well with their friends at school. However, A lacks of discipline and responsibility in completing his school work. A sometimes late for school and have to be reminded to submit her school work on time.

Family of B

B is an only child. B's father is a high school graduate and works as a police officer, while B's mother is a college graduate. According to his homeroom teacher, B is a smart student. B sometimes involved in verbal altercation with his classmates but never escalates to physical altercation.

The following are some interesting findings obtained through interview with B's

parents. (1) B is only allowed to play with gadget on weekend (Saturday and Sunday) and with limited duration. (2) B is only given extra lessons outside of school to prepare for exams or if they face difficulties in understanding certain subjects. (3) B's parents teach B to save for when he want some new item or toys, so that he get used to managing his own wants and needs. (4) B's parents don't want their child to only focus on academic matters, but to also have broad social experience, be resilient, and have many friends, as B's father often encourages them to go play with neighboring children. (5) B's parents will give punishment when B break the rules, such as delaying study time, delaying bath time, and/or not listening to their parents. B's parents also admitted that they do give some small physical punishment, such as hitting B's thigh lightly.

Family of C

C is the eldest of two siblings. C's father is a college graduate and works as a private sector employee, while C's mother also a college graduate and is a housewife. According to the homeroom teacher, C is a smart student. In terms of attitudes, C got involved in a fight with their classmates for several times in the past and even make their classmates cry with her words and actions.

The assistance provided by C's parents at home are as follows. (1) C is allowed to have her own gadget but it's use is controlled and limited. (2) C's parents often ask her to do house chores, such as washing the dishes, tidying up the dish rack, helping with cooking, and soaking the laundry, in order to practice responsibility and independence. (3) C's parents did not promise special reward when C achieve academic achievement. (4) C is given the opportunity to take English lessons, some extra lessons, and music lessons (violin and electone) according to her interests and needs. (5) C's parents usually scheduled some family time as a form of appreciation for their child's hard work at school, but this was also not promised.

Discussion

The Balance Between Academic and Non-Academic

The result shows that parents with higher education (college graduates) and secondary education (junior high school and high school graduates) both implements balance between academic and non-academic in their children's life. These parents emphasize the importance of academic achievement and providing extra lessons to boost their child's academic performance, while also giving their child an equal opportunity to pursue other skills according to the child's interests, such as music lessons.

Muna, et al. (2020) stated that parents with higher educational background tend to be more prepared in nurturing their children as they have more extensive knowledge acquired from reading scientific articles and more likely to keep up with current updates on child development and parenting.

Rs3: Our child took English lessons, extra lessons, and music lessons. It's all on the child's own wish, ma'am. As for the extra lessons, it's because the mother is already busy with the younger sibling so she can no longer accompany the eldest to study.

C's parents strongly believe that the key to their child's success is through good education. Therefore, C's parents provide extra lessons for her when they can no longer accompany them to study. C's parents also provide the opportunity for C to take music lessons to facilitate their interests. At school, C has shown a good academic achievement although it's not the highest in their class. However, C's homeroom teacher complains about their rather rude attitude towards their friends at school and that sometimes C's words and actions causes her friends to get angry or cry. This was corroborated by C's mother, as C exhibit same behavior at home towards their younger sibling. The mother reported that C and their younger sibling often got into fights at home. C rarely socialize with neighboring children, especially during the pandemic, where they mostly stay inside their home due to safety reasons. The lack of opportunity to interact with other children

during long period of time, such as this recent pandemic, might have cause frustration which led a child to be more irritable. Through play and joint activities, children can develop their interests and attitude towards others (Rogamelia, et al., 2022).

Rs2: So I have never doctrine this child, you have to eat, you have to do your homework, it has to be like this, it has to be like that. They had to choose, ma'am. If they don't want to eat that's up to them, but they'll be hungry. If they don't want to do homework, go ahead, but you'll get reprimanded by the teacher, or you'll get bad grades, and those grades are for yourself. So they learn to be responsible and knows the consequences.

B's parents do not offer extra lessons outside of school, because they believe that the school already provided sufficient knowledge for their children. Instead, they encouraged their children to spend their free time at home to socialize and hang out with friends, and to explore the surrounding environments a little bit further from home. According to Novrinda et al. (2017), children learn from experience, so parents need to help children to acquire their own experience and give them enough freedom to do activities that will help them grow without many restrictions.

Rs1: She usually sleep after school. There's English lessons, but it's only on Mondays and Wednesdays at 4.30 p.m. She recently took music lessons (guitar lessons) at SMI but have to stop due to corona. Those lessons are the child's own wishes.

A's father are high school graduates, while the mother are junior high graduates. They both realize that they have limited ability to help A learn English at home, so they enrolled A for an English lesson. A also shown interest in playing musical instrument, especially guitar, therefore their parents sign them up to a famous music school in Semarang. A don't always get the perfect grade of 100, but she rarely get below KKM. A's parents will enroll them for tutoring if A has difficulties in understanding subjects at school and if the mother was not able to help at home, which

causes a decrease in school grades. A's father emphasized the importance of having good social skill along with academic achievement in order to succeed. This is in line with the father's experience as an entrepreneur, which success mostly relies on his ability to connect with people.

From the discussion above, it can be concluded that parents with higher educational background (college graduates) and parents with secondary educational background (junior high school and high school graduates) both applies democratic or authoritative parenting. They give freedom for their child to pursue education in school and outside of school, while still keeping the child in line and helping them when they face difficulties (it is shown when the child's grades are below KKM). The parents trust their children to explore and determine what kind of lessons they want to take outside of school, according to their own needs and interests. A and C choose to take English and music lessons, while B choose to only take extra lessons if they have difficulties in understanding certain school subjects. Parents who apply democratic parenting are more likely to raise responsible and highly motivated children with positive self-concept, which in turn will have positive effect on the child's academic achievement (Soraya, et al., 2016).

Building Responsibility and Independence

Independence in children is defined as the ability to do things, such as daily activities related to oneself, on their own without having to depend entirely on others (Sa'diyah et al., 2017). Since children spent most of their times with family, it is clear that family plays an important role in shaping children's character including building independence (Lestari et al., 2019).

Rs1: I usually do everything (house chores) myself. Instead of having to feel bothered and angry I'd rather do it myself.

A's parents chose not to ask A to help with house chores, mainly because the mother thinks that A can't do it properly.

Rs3: Yes, there are chores for the children at home, such as soaking the laundry, helping me cook, and washing the dishes.

C's parents both have higher educational background and they apply authoritarian parenting style, especially in terms of making sure the child get used to help around the house. They determine the kind of chores C should do since they were in the 1st grade, and the chores get gradually more difficult as C got older. As the result C becomes a responsible and independent child both at home and at school. C was never late to complete their school assignments because they were used to completing chores at home as well. C's parents implement a "hidden curriculum" that help C to be responsible and independent through the habit of completing daily tasks at home.

B's parents who were high school and college graduates also apply authoritarian parenting style by implementing punishment if B did not comply, like throwing away the toys when B refuse to tidy them up after he was done playing. This punishment was intended to make B more responsible and independent. Indeed, B was proven to be responsible and independent at school. B rarely forget or late in submitting their school assignments. When given time to play, B was able to manage their time so that they can go home on time. B's parents didn't have to look for them to drag them home because B was always responsible with the free time given to him.

In this case, authoritarian parenting style in creating a habit of helping around the house does help children to be responsible and independent. Children becomes more capable of managing their time in order to complete various tasks and activities, both at home and at school.

On the other hand, A's parents who were junior high school and high school graduates, apply permissive parenting style. A was free from all the chores at home and also free to use their spare time playing with smartphone. Food and drinks are already available, no need to help prepare them. Dirty dishes and dirty laundry are already taken care of. As the result, A becomes

lazy and often times need to be reminded to complete his assignments, including school assignments. A haven't develop responsibility and independence yet. Umairoh et al. (2018) states that it will be difficult for children to be independent when they were spoiled or given too many restrictions. Hidayati et al. (2019) also states that independence can be developed through repeated and continuous practice since early age, namely like creating habits of helping around the house. Children who are responsible and independent are more resilient, and therefore will more likely to succeed in life.

Responsibility and independence forms discipline in children. Discipline learning behavior positively and significantly mediates the effect of parenting style towards children's academic achievement (Aulia et al., 2018).

Limiting the use of gadgets at home

These days gadgets have become necessity for everyone, including children. According to Statistik Pendidikan 2021 from Badan Pusat Statistik, the use of smartphones among students continues to increase in the last four years, especially during the pandemic where students have to engage in online learning. Therefore, parents must come up with a strategic plan so children could use gadgets proportionally to benefit their learning activities. However, technology was invented to make it easier for humans to carry out various tasks and activities (Marpaung et al., 2018). The positive effect of using gadgets for children including easy access to extensive knowledge (by utilizing search engines such as Google), easier and faster way to communicate with others, and playing various brain stimulating games (Sanniyah et al., 2021). On the other hands, the negative effect of using gadgets for children including reduced sleeping time, changed learning time, and increase in irritability (Sanniyah et al., 2021).

Rs1: In this pandemic they use smartphone all the time. After lessons using Google Meet with the teacher, they watch the phone. After finishing their school assignments, they continue to watch the phone. What can we

do? We don't have entertainment, we can't go out either, so the kids are glued to their phone all the time.

Rs2: On Saturdays and Sundays I allow them to play with smartphone within a limited time. But we prefer if they play outside, move a lot, hang out with their friends. Lots of friends, lots of helps. People succeed not only because they are academically smart, but because of the socialization factor as well.

Rs3: Smartphones is only for online learning purposes. So far, the apps installed on the child gadget are just WhatsApp and YouTube Kids. If they want to install a new apps or games it has to be with my permission. My email is connected to the child's gadget, so if they want to download something it'll require my email and password. It helps me to determine which one is good and which one is not good. The phone is also set to turn off at 9 p.m., ma'am. To avoid excessive using beyond the time limit.

From the excerpt above it can be concluded that B's and C's parents apply authoritarian parenting style, while A's parents apply permissive parenting style. Despite given the limit until 10 p.m., A did spend a very long time using the gadget. A is free to use smartphone after school until 10 p.m. and is also free to download and install any applications and games they want. A's mother states that A spend more time playing with gadget than studying. A's parents only know that A use the gadget to do school assignments, watch YouTube and TikTok. However, interview with A revealed that they not only do that but also play mobile games and watch movies on Netflix. The lack of communication and involvement of A's parents at home enables A to access less-educational and age-appropriate contents. Family must play the role of managing children's access to social media and internet in general, in order to maximize it's educational, entertainment, and communication purposes while preventing damage to the child's character (Amaruddin et al., 2020).

Despite being able to provide sufficient learning facility for their children, in this case

giving them a personal gadget, B's and C's parents maintain a restrictive regulation regarding the use of said gadget. They acknowledge the benefits of using gadget for many purposes, but also fully aware of the negative consequences if it was not limited. They created strict rules regarding the time limit and overall usage of the gadget, especially C's father who literally limits his child's access to Google Playstore. C's father emphasized that he didn't want his child to be exposed to violence and not age-appropriate contents. Syifa et al. (2019) states that negative effects of gadget are affecting children psychologically, especially their emotion regulation and morale. Therefore, parents need to apply authoritarian parenting style and create a clear boundary to prevent gadget addiction on children (Suherman et al., 2021)

CONCLUSION

Parents of SD Kebon Dalem 2 who applies democratic parenting style are able to guides their children's academic and non-academic development well, so their children can fully develop their talents and achievement. Parents with higher educational background (college graduates) and secondary educational background (high school graduates) apply authoritarian parenting style in terms of limiting the use of gadgets at home, so they are able to protect their children from the negative effects of excessive gadget use. Parents with higher educational background (college graduates) and secondary educational background (high school graduates) apply authoritarian parenting style in terms of creating habits of helping around the house are also able to help their children to become responsible and independent, both at home and at school.

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