

The Parental Parenting on The Educational Development of Elementary School Children

Pola Asuh Orang Tua Terhadap Perkembangan Pendidikan Anak Sekolah Dasar

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ABSTRACT

This study aims to find out and analyze the parental parenting on the development of children's education at the elementary school level. This research uses a descriptive qualitative approach with a literature study design that aims to examine and understand in depth the role of parental parenting in maximizing the development of children's education. Research data is obtained through tracing and documentation of relevant literature sources, such as books, scientific journals, research articles, and official reports, without involving the location of field research. All data collected were analyzed using content analysis techniques by identifying, classifying, and synthesizing main themes and findings from various sources, resulting in a comprehensive and critical understanding of the influence of parental parenting on children's educational development. The results of this study show that parental parenting has a very significant influence on the educational development of elementary school-age children. The family as the first educational environment plays an important role in shaping children's learning readiness, motivation, discipline, and cognitive and psychosocial development. Democratic parenting has proven to be the most effective because it is able to balance affection, supervision, and responsibility, thereby creating a safe, supportive, and conducive environment for children's growth and development. Parental support, example, and active involvement in children's education contribute directly to increased motivation and learning success, which confirms that improving the quality of children's education cannot depend solely on school, but must involve the role of parents optimally and sustainably.

Key words : Parenting, Parents, Educational Development, Elementary School Children

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menganalisis pola asuh orang tua terhadap perkembangan pendidikan anak pada jenjang sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi literatur yang bertujuan untuk mengkaji dan memahami secara mendalam peran pola asuh orang tua dalam memaksimalkan perkembangan pendidikan anak. Data penelitian diperoleh melalui penelusuran dan dokumentasi sumber pustaka yang relevan, seperti buku, jurnal ilmiah, artikel penelitian, dan laporan resmi, tanpa melibatkan lokasi penelitian lapangan. Seluruh data yang terkumpul dianalisis menggunakan teknik analisis isi (content analysis) dengan mengidentifikasi,

mengklasifikasikan, serta mensintesis tema dan temuan utama dari berbagai sumber, sehingga menghasilkan pemahaman yang komprehensif dan kritis mengenai pengaruh pola asuh orang tua terhadap perkembangan pendidikan anak. Hasil penelitian ini menunjukkan bahwa bahwa pola asuh orang tua memiliki pengaruh yang sangat signifikan terhadap perkembangan pendidikan anak usia sekolah dasar. Keluarga sebagai lingkungan pendidikan pertama berperan penting dalam membentuk kesiapan belajar, motivasi, disiplin, serta perkembangan kognitif dan psikososial anak. Pola asuh demokratis terbukti paling efektif karena mampu menyeimbangkan kasih sayang, pengawasan, dan pemberian tanggung jawab, sehingga menciptakan lingkungan yang aman, suportif, dan kondusif bagi tumbuh kembang anak. Dukungan, keteladanan, dan keterlibatan aktif orang tua dalam pendidikan anak berkontribusi langsung terhadap peningkatan motivasi dan keberhasilan belajar, yang menegaskan bahwa peningkatan kualitas pendidikan anak tidak dapat hanya bergantung pada sekolah, tetapi harus melibatkan peran orang tua secara optimal dan berkelanjutan.

Kata Kunci : *Pola Asuh, Orang Tua, Perkembangan Pendidikan, Anak Sekolah Dasar*

INRODUCTION

Education is a fundamental aspect of human life that plays an important role in shaping the quality of human resources from an early age (Ubaidillah et al., 2023). Through education, children are directed to develop intellectual, emotional, and social potential in a balanced manner (Komari & Aslan, 2025). In this process, the family becomes the first educational environment that provides the basis for the formation of children's learning attitudes, habits, and values. Kia & Murniarti, (2020) explained that parenting is a form of parental interaction in guiding, directing, and educating children in daily life, which directly affects the development of children's education.

Before children get to know formal education at school, the family is the main place where the initial education process takes place. Parents play the role of the first and foremost educator who lays the foundation of a child's learning personality and attitude (Anisa, 2023). Kurnianingsih et al., (2022) emphasized that the success of children's education is greatly influenced by the quality of parental involvement in accompanying and guiding children from an early age. Therefore, parental parenting is an important factor that determines children's readiness to participate in learning at school.

The urgency of this research arises from the increasing attention to the low motivation and learning achievement of elementary school students which are not always caused by school factors. Many problems in children's learning are rooted in the family environment, especially parenting that does not support the development of children's education. Septiani et al., (2021) stated that family is one of the dominant factors that affect the enthusiasm and motivation of elementary school-age students. This condition shows that parental involvement is an important issue that needs to be studied scientifically.

Phenomena in the field show that there are still many elementary school students who have learning difficulties, lack discipline, and low motivation to learn. These problems are often related to suboptimal parenting styles, such as lack of learning assistance, lack of

communication, or parenting that is too permissive or too authoritarian. According to Santrock, (2002), inappropriate parenting can have a negative impact on children's cognitive and emotional development, including in the context of formal education.

Each family has a different parenting style, depending on the parent's educational, social, and economic background. Baumrind, (2013) classifies parental parenting into several types, such as authoritarian, permissive, and democratic, each of which has a different impact on child development. This difference in parenting style then affects the way children behave, learn, and adapt in the school environment.

Various previous studies have examined the relationship between parenting and child development, but most of them still focus on behavioral or psychological aspects of children. Research that specifically links parental parenting to the development of children's education at the primary school level, especially in the local context, is still relatively limited. Levitt et al., (2018) emphasizes the importance of contextual research to fill the gap between theory and practice in the field.

The results of the literature review show that democratic parenting tends to have a positive impact on children's motivation and learning achievement. Research by (Heliza et al., 2023) found that children raised with supportive parenting, open communication, and balanced supervision showed better learning attitudes. These findings reinforce the view that parental parenting plays a significant role in supporting children's educational success.

Based on initial observations at the research site, it was still found that elementary school students did not receive learning assistance at home. Some parents tend to leave the educational process completely to the school, without active involvement in the child's learning development. According to Arikunto, (2010), understanding the real conditions in the field is very important so that research can provide a factual picture and relevant solutions to educational problems.

This research has strong relevance for improving the quality of basic education, especially in strengthening the synergy between schools and families. By understanding the influence of parental parenting on children's educational development, schools can design collaborative strategies with parents to support students' learning processes. Hamalik, (2003) emphasized that effective education requires harmonious cooperation between the school environment and the family.

Based on the situation analysis and theoretical study, the purpose of this study is to find out and analyze the influence of parental parenting on the development of children's education at the elementary school level. This research is expected to make an empirical contribution to the development of education, as well as a reference for parents, teachers, and policy makers in improving the quality of children's education through appropriate and sustainable parenting.

METHOD

The type of research used in this study is descriptive qualitative research with a literature study design. This research aims to study, understand, and describe various concepts, findings, and views of experts related to the role of parenting in maximizing children's educational development. According to (Zed, 2008), literature study is a research method that utilizes written sources as the main material to obtain data and information relevant to the topic of study.

The research approach used is a qualitative approach. This approach was chosen because the research does not aim to test hypotheses statistically, but rather to analyze the meaning, concepts, and tendencies of previous research results in depth. The qualitative approach allows researchers to critically interpret various literature sources to gain a comprehensive understanding of the influence of parental parenting on the development of children's education (Creswell & Creswell, 2017).

This research was not conducted at a specific field location, because it used a literature study. Therefore, the location of the research is non-field, which is carried out through searching for library sources from various scientific databases, such as national and international journals, reference books, and research reports relevant to the research topic. The entire research process is carried out online and/or through the library.

The data collection technique is carried out through literature documentation, which is collecting data from written sources in the form of books, scientific journals, research articles, proceedings, and official reports (Jailani, 2023) related to parental parenting and the development of children's education. The selection of sources is carried out selectively by considering the relevance of the topic, the credibility of the author, and the novelty of the publication so that the data used has adequate academic validity.

The data analysis technique used is content analysis (Ahmad, 2018). Data obtained from various literature sources are analyzed by identifying key themes, concepts, and findings relevant to the research focus. Furthermore, the data is classified, compared, and synthesized to obtain comprehensive conclusions about the role of parental parenting in maximizing children's educational development. This analysis is carried out systematically and critically so that the results of the research can make a theoretical and practical contribution.

RESULTS AND DISCUSSION

Based on the results of the literature review that has been conducted, it was found that parental parenting has a significant influence on the educational development of elementary school-age children. Almost all of the sources analyzed showed that children who received the right parenting tended to have better learning readiness, higher learning motivation, and more stable social and emotional abilities in participating in learning at school.

The results of the study show that the family is the first and main educational environment for children. The pattern of interaction that occurs in the family is the basis for the formation of children's learning attitudes, discipline, and educational values. These findings reinforce the view that a child's education cannot be completely left to the school, but rather requires the active involvement of parents in the child's daily life.

From various sources studied, it was found that differences in parental parenting styles cause real differences in the development of children's education. Children who are raised with supportive, caring, and consistent parenting show better academic and social development than children who are raised with less directed or extreme parenting.

The results of the study also show that authoritarian parenting tends to have a negative impact on children's educational development. Children who grow up in an environment of stress and strict control often show fear, lack of confidence, and passivity in learning activities. This condition has the potential to hinder the development of children's critical thinking skills and learning independence.

On the other hand, permissive parenting was also found to have a less than optimal impact on children's educational development. Children who grow up with freedom without adequate supervision tend to have difficulty in self-regulation, lack discipline, and have low learning responsibilities. This has an impact on low learning consistency and academic achievement of children.

Democratic parenting emerged as the most dominant parenting style that had a positive impact on the development of children's education. Children who are democratically raised show a balance between independence and responsibility, have good motivation to learn, and are able to interact positively with the school environment and peers

The findings of this study are in line with the parenting theory put forward by Baumrind, (2013); Hurlock, (1968) which affirms that democratic parenting is the most ideal parenting style in supporting children's development as a whole, both from cognitive, emotional, social, and moral aspects. Democratic parenting is characterized by a balance between giving freedom to children and the application of rational supervision. Parents set clear and consistent rules, but still accompanied by explanations and open dialogue, so that children understand the reasons behind each rule applied. This approach helps children learn to be responsible, develop independence, and form discipline attitudes that come from self-awareness, not from fear of punishment.

In addition, democratic parenting creates a safe and supportive emotional environment for children. Children feel valued because their opinions and feelings are taken care of, so that they grow confidence and psychological security in undergoing the growth and development process. This condition encourages children to be more courageous in exploring, taking initiative, and facing challenges, including in the context of education. With proportionate

guidance and supervision, parents can still direct their children to develop according to applicable values and norms, while the freedom provided allows children to optimize their potential positively. This is what makes democratic parenting an important foundation for the success of children's development and education in a sustainable manner.

The results of this study strengthen the view of Djamarah, (2020) who stated that parental parenting is a form of educational practice that takes place in real life in daily family life. Through parenting, parents not only meet the basic needs of children, but also instill values, attitudes, and habits that are the foundation of children's personality development. The fulfillment of physical needs such as eating, drinking, health, and a sense of security provides a solid foundation for a child's growth, while the fulfillment of psychological needs such as affection, attention, and emotional support helps the child feel accepted and valued. This condition creates a family environment that is conducive to the growth of a positive attitude towards learning and education. When children's physical and psychological needs are met in a balanced manner, children will have better emotional and mental readiness to face the demands of formal education at school. Children become calmer, more confident, and able to manage emotions when interacting with teachers and peers. This readiness has an impact on children's ability to concentrate, receive subject matter, and adapt to school rules and routines. Thus, good parenting acts as a bridge between family education and formal education, allowing children to follow the learning process at school optimally and sustainably.

From the perspective of cognitive development, the findings of this study are in line with Jean Piaget's theory of cognitive development which states that elementary school-age children are at a concrete operational stage (Piaget, 1964). At this stage, children begin to be able to think logically, understand cause-and-effect relationships, and solve problems, but are still very dependent on real objects, situations, and experiences. Children are not fully able to think abstractly, so the learning process will be more effective if it is supported by an environment that provides hands-on experience, concrete examples, and opportunities to observe and try independently. Therefore, the role of the family environment is very important in providing cognitive stimulation that is appropriate to the child's developmental stage.

Democratic parenting provides optimal support for children's cognitive development at the concrete operational stage because parents encourage children to discuss, ask questions, and express opinions. Through open dialogue and giving real examples in daily life, children learn to connect the concepts they learn with the concrete experiences they experience. In addition, parents who apply democratic parenting tend to involve children in simple decision-making and daily problem-solving, so that children are trained to think logically and systematically. This condition helps children develop their cognitive abilities optimally and better prepares them to face the demands of formal learning at school.

In the context of psychosocial development, the results of this study are in line with Erik Erikson's theory about the stage of industry versus inferiority, which is experienced by children at elementary school age (Erikson, 1994). At this stage, children are in a phase where they try to demonstrate their abilities, skills, and achievements through various activities, including learning activities at school. Children really need recognition, support, and positive feedback from their immediate environment, especially from parents. If children get appreciation for their efforts and achievements, they will grow a sense of confidence and confidence that they are capable (sense of industry). On the other hand, a lack of support and recognition can lead to feelings of inferiority that negatively impact a child's psychosocial development and learning motivation.

Supportive and democratic parenting plays an important role in helping children get through this stage of development positively. Parents who provide encouragement, opportunities to try, and reasonable guidance allow children to learn from experience without fear of being overly blamed. Through this parenting style, children feel safe to express their abilities and take the initiative in learning, so that confidence and feelings of ability are formed. These positive psychosocial conditions have a direct impact on children's learning success, because children become more courageous to face academic challenges, diligent in completing assignments, and have higher motivation to achieve achievements in school.

The findings of this study support the view that children are excellent imitators, as stated by Talibandang & Langi, (2021), who emphasized that children's behavior and attitudes are formed through the process of imitating the closest figures, especially parents. In daily life, children indirectly observe how parents behave, communicate, solve problems, and view the importance of education. The example shown by parents, such as the habit of reading, accompanying children to learn, being disciplined, and showing responsibility, will be concrete examples that are easy for children to imitate and firmly embedded in their personality.

When parents are actively involved in children's education, either through learning assistance, positive communication, or the provision of moral support, children will internalize these attitudes as important values. This process of imitation not only forms good learning habits, but also contributes to the development of children's character and social intelligence, such as a sense of responsibility, empathy, and the ability to work together. Thus, parental involvement as role models in education has a strategic role in shaping children's positive attitudes towards learning and social life, which ultimately supports the success of children's education in a sustainable manner.

This study is in line with the findings of Kurnianingsih et al., (2022) and Septiani et al., (2021) which affirm that the family environment has a significant influence on the learning motivation of elementary school-age children. The family is the closest environment that most often interacts with children, so the pattern of relationships, attention, and support provided by

parents will greatly determine the child's attitude towards learning. Children who grow up in a family environment that cares about education tend to have a higher enthusiasm for learning because they feel cared for, appreciated, and supported in their learning process.

The involvement of parents in accompanying children to learn, providing moral encouragement, and creating a comfortable and conducive home atmosphere has been proven to be able to increase children's perseverance and learning consistency. Parents who actively monitor learning activities, give praise for children's efforts, and help when children have difficulties, will foster intrinsic motivation in children. This condition makes children more persistent in completing school assignments and do not give up easily when facing academic challenges. Thus, the role of the family, especially parents, is a key factor in shaping children's motivation to learn sustainably and supporting the success of education in schools.

The results of this study reinforce the findings of Handayani, (2021) who emphasized that the success of children's development cannot be separated from the synergy between families, schools, and communities. The three environments are interrelated and mutually influential systems in shaping children's personalities and educational development. The family is the first environment that instills basic values, such as discipline, responsibility, and attitude towards learning, which are further strengthened and developed through the process of formal education in schools and social interactions in the community.

As an early environment, the family has a strategic role in shaping the moral, social, and academic foundations of children before the child interacts more widely at school. The values and habits instilled by parents will affect the way children behave, learn, and adapt in a formal education environment. If the family, school, and community are able to establish harmonious cooperation, then children will get consistent support in their growth and development process. This synergy allows the creation of an environment that is conducive to optimal children's development, both in academic aspects and in the formation of character and social skills (Aulia et al., 2024).

Thus, it can be understood that the low development of children's education is not always caused by school factors alone, but is often rooted in improper parenting styles. Children who have good academic potential can still experience learning obstacles if they do not receive adequate attention, guidance, and support from the family environment. Lack of communication between parents and children, lack of learning assistance at home, and low parental involvement in children's educational activities can cause children to lose motivation, lack confidence, and difficulty developing their abilities optimally.

In addition, these conditions can cause a gap between children's abilities and learning outcomes achieved at school. Children may understand the subject matter, but are unable to show maximum learning performance due to the absence of reinforcement and direction at home. This shows that the role of parents is crucial in supporting the success of children's

education, especially at elementary school age who still need intensive assistance. Therefore, efforts to improve children's educational development need to involve the active role of parents as school partners in creating a consistent and sustainable learning environment.

Overall, the results of this study confirm that parental parenting has a very crucial role in the development of elementary school-age children's education. Democratic parenting that balances compassion, supervision, and responsibility has proven to be most effective in supporting children's cognitive, social, and emotional development. Therefore, improving the quality of children's education needs to be directed not only at school, but also at strengthening the role and awareness of parents as the main educators in the family.

CONCLUSION

Based on the results of literature studies and discussions that have been conducted, it can be concluded that parental parenting has a very significant influence on the educational development of elementary school-age children. The family as the first and main educational environment plays an important role in shaping children's learning attitudes, motivation, discipline, and cognitive and psychosocial readiness in participating in formal education at school. Differences in parenting styles applied by parents have been proven to cause significant differences in children's educational development, where authoritarian and permissive parenting tend to have less than optimal impacts, while democratic parenting makes the most dominant positive contribution to children's academic, social, and emotional development.

In addition, the findings of this study confirm that democratic parenting is the most ideal approach because it is able to balance between providing freedom, supervision, and guidance to children. This parenting style creates a family environment that is safe, supportive, and conducive to the growth of children's learning motivation, confidence, and thinking and socializing skills. By fulfilling physical and psychological needs in a balanced manner, children have better mental and emotional readiness to face the demands of learning at school. Therefore, improving the quality of children's education cannot only rely on the role of schools, but must be accompanied by strengthening the role of parents as the main educators in the family through the implementation of appropriate and sustainable parenting.

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