

# Parenting's Impact on School Readiness: Community Human Development Perspectives

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## Parenting's Impact on School Readiness: Community Human Development Perspectives

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### Abstract

Humanity's phase-to-phase development requires careful attention and human management, making a managerial perspective vital for community growth and transformation. This paper aims to determine how managerial elements within families influence children's school readiness from an early age. The study examines two structures: analyzing the effect of variables on parenting style within a family setting (substructure) and the influence of parenting style on school readiness from a managerial perspective. Three variables impacting children's educational upbringing are identified: parents' managerial perception, family socioeconomic status, and family involvement in kindergarten programs. The research focuses on parents with kindergarten-aged children, sampling 379 families in City X, Indonesia. Data is collected through questionnaires and school readiness tests. Analysis reveals that parents' managerial perception positively influences parenting style, socioeconomic status, and family involvement in kindergarten management. A management-focused parenting style directly impacts children's school readiness.

**Keywords:** *family involvement; humanity development; managerial perspective; parenting style; school readiness*

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### Introduction

Management is a field that aims to assist communities in organizing themselves. In other words, it is a cross-cutting discipline that should be introduced early in human growth and societal development. In Indonesia, a proper managerial system for the education sector is believed to ensure better early childhood growth and development services by providing a framework for proper family care.

This can be observed in the increased access to early childhood education, with a growing number of children benefiting from early childhood education services in educational institutions. The rise in public awareness about education indicates the increasing recognition of its importance as an investment in the future. Presently, various educational services for early childhood are oriented toward children's development, employing various learning strategies appropriate to their growth.

1

Family care conditions continue to evolve due to changes in social conditions, culture, economics, and technology, gradually eroding traditional family functions. Social changes have brought about the emancipation of women, gender equality, and increased social mobility. The demand for work in the economy has led to more women participating in the public sector and greater family mobility. Consequently, there has been a shift from the extended family model, which was predominant in the past, towards nuclear families. With this change, the role of extended families in supporting children has shifted to become more dominant within nuclear families.

The issue is the impact of increasing demands on early childhood education institutions on families. These institutions are expected to provide educational services that align with parents' expectations, even though the time spent in early childhood education is often much less than that spent in the family and home environment. Parents of kindergarten-aged children aged five to six expect their children to acquire reading, writing, and counting skills, creating a significant challenge for early childhood education institutions. On the one hand, these institutions follow developmentally appropriate practices, emphasizing optimized development, but on the other hand, they cannot ignore the desire to meet parents' expectations.

However, excessive parental expectations do not necessarily significantly impact children's school readiness. In Indonesia, many students repeat a grade at the beginning of higher grades, which incurs a significant cost for the government. Boys seem more vulnerable to grade repetition in primary education than girls.

Preparing a child for the next education level is not solely the responsibility of educational institutions, especially kindergartens; parents and families play a more dominant role. Although children spend an average of approximately 858 hours (16.79%) in kindergarten per year and around 4,252 hours (83.21%) in the family and home environment (including an average sleep time of 10 hours), parents often entrust early childhood education for children aged five to six to kindergarten institutions.

Parenting in families is influenced by various factors that can be independent or interconnected. Factors influencing child upbringing include parents' perception of their child's education, family socioeconomic status, and family involvement in early childhood education programs. Additionally, studies have examined the relationship between parenting and children's school readiness.

## Theoretical Review

### Management and School Readiness

The term "school readiness" or "learning readiness" links two main concepts: physical readiness and psychological readiness. Gessel (1925) believed that a child is ready for school when they have reached the appropriate age and have acquired the essential skills expected for their age group. Bruner (1966), originally a follower of this theory, developed a new perspective called the "new perspective." He emphasized the significance of cognitive development during early childhood, as proposed by Piaget, and stressed the importance of educational stimulation to optimize development during this period, aligned with the child's acquired skills.

From a psychological perspective, Umek et al. (2008) believe that school readiness is closely related to a child's readiness to learn, which involves harmonizing cognitive skills with readiness for formal education. This readiness for learning in formal education is usually acquired by children aged four to five years when they gain the knowledge and experience needed for learning through their daily activities.

School readiness differs for each individual (Meisels, 1999, as cited in Dockett & Perry, 2009). It is often described as denoting the age or stage of development. Readiness is typically assessed through checklists evaluating the skills and knowledge possessed by

children before they start school (Dockett & Perry, 2009), including social and emotional aspects of readiness (Peth-Pierce, 2001). Each individual's preparedness is unique, accounting for achievement variations (Dockett & Perry, 2009).

Another perspective on school readiness is that it occurs because the environment influences the knowledge system present in children. This view is supported by Bronfenbrenner's Ecological System Theory, which defines the environment as a factor influencing everyone's lives, encompassing face-to-face interactions and responses with various systems (microsystems, mesosystems, exosystems, and macrosystems). Moreover, Bronfenbrenner (1979) acknowledges that human life changes over time (chronosystem).

From the theories mentioned above, it is believed that preschool children's school readiness skills and abilities to enter primary school education are acquired through interactions with their environment, driven by their biological readiness to absorb information from their surroundings. The National Education Goals Panel (1997), as cited in Dockett & Perry (2009), identifies three components of school readiness: the child's readiness for school (skills to participate in the classroom and learning experience), school readiness for children (how children respond to new entrants), and the readiness of families and communities to provide support and services for the child's readiness (encouraging family and societal involvement in learning activities). Based on this reasoning, the authors consider learning readiness as a variable analyzed due to the parenting education within the family.

### **Family, Parenting Managerial Style, and Children Raising**

The family is considered the most important primary group in society, formed by the union of men and women who come together to create and raise their children. It constitutes a social unit consisting of a husband, wife, and minor children, and this unit's characteristics are present across all human societies (Ahmadi, 1999). Poole (2005) also emphasizes that "family" expresses a bond paired with a specific commitment statement.

Goode (1995) suggested that families have undergone changes driven by social and cultural factors. Economic shifts, changes in production, the influence of individualism, the social emancipation of women, and deliberate birth control have all contributed to the transformation of families. Some changes identified by Goode include shifts in family function and unity, with certain roles being handed over to schools for educating children, particularly in modern societies where family size tends to be smaller.

As an educational function, the family plays a role in fostering children's skills. According to Dewantoro (1977), education begins within the family, with parents being the first teachers and leaders, providing guidance and setting examples for their children. Borkowski et al. (2001) suggested that parents also significantly impact children's health and well-being, starting from the moment of conception and throughout early childhood. During early childhood, when children cannot care for themselves, the family (parents) plays a crucial role in providing attention to all aspects of their development.

Parenting interactions are based on values, norms, and dimensions of early childhood development. According to Vassi et al. (2011), parents serve as role models and significantly influence the development of their children, along with the system of norms and values they exhibit. Authoritative parents tend to encourage children to be happy, creative, and cooperative, displaying a combination of affective responses and attentiveness to their children's needs, especially considering their developmental and social dimensions. Conversely, parents with authoritarian attitudes are less warm, responsive, and consistent, often resorting to more punishment.

## Parents' Managerial Perceptions and Children's Development into Human Capital

Morrison (1990) explains that perception is making sense of sensory experiences. It involves giving meaning to sensory input based on one's knowledge systems, values, culture, and needs. The main dimensions of a child's perception include their values, attitudes, knowledge about themselves, expectations, and lifestyle (Feinstein et al., 2008). In line with this, Epstein & Rogers, as cited in Stenberg (2008), define perception as a set of processes through which we recognize, organize, and understand sensory information from our environment. Stenberg (2008) further suggests that many psychological phenomena involve perception.

A child's perception can be categorized as social perception, meaning the perception of human objects affected by the context of life, including social, cultural, and other value systems. Sarwono (2010) suggests that various factors influence social perception, and these factors are not fixed but constantly changing. Therefore, different individuals or groups may have different perceptions. Differences in social perceptions can be attributed to attention, mental set, needs, value systems, personality types, and psychiatric disorders. These differences lead to different interpretations and assessments of objects.

How parents and children interact will depend on how the child perceives them. Cooper, as cited in Papalia et al. (2010), explains that parents of gifted kids typically foster a learning-friendly environment. This study holds that a child's perception can affect how parents educate their children within the context of the family.

## Socioeconomic Status and Family Management

Soekanto (1990) asserts that the term "socioeconomic status" refers to a person's position within the social structure of society. It describes a person's position or status within a specific social pattern, or the position of a family within a specific social pattern. The thinking of Krech et al. (1962), who explain that status refers to a person's position within a hierarchy of groups or communities, is consistent with this idea.

Parental education, employment status and position, and income are the three main variables that are typically used to determine socioeconomic status, according to Bornstein & Bradley (2003). These components can be used singly or in combination to form a seamless whole.

Social status, which can be either static or dynamic, is used to describe a group's standing within society in the family context. According to Bornstein & Bradley (2003), three key indicators—parental education, income, and employment status—should be used to determine socioeconomic status. Entwisle & Astone (1994), as well as Hauser (1994), as cited in Bornstein & Bradley (2003), highlight that socioeconomic status can be measured using income, maternal education, household conditions, and family structure.

Several studies have shown that socioeconomic status influences family life. Based on this, the study considers socioeconomic status as a variable expected to affect parenting and upbringing within the family.

## Family Relations with Institutions from a Managerial Perspective and Human Growth

Essa (2003) discusses that family involvement in educational institution programs is a systemic concept that can take various forms. It may involve parents and other family members receiving information passively. Alternatively, it could refer to parents or family members actively participating as volunteers in educational institutions or even being involved in policymaking and decision-making processes related to the institution's programs.

Essa (2003) identifies three strategies for the role of parents in educational institutions: 1) the family as a source of learning, where family members contribute their interests and skills to support the institution's programs, and some may even volunteer as teachers; 2) family members participating in the classroom as learners; and 3) family members involved as policy-makers, contributing to decision-making regarding the programs to be implemented. Parental involvement in the classroom is more commonly observed in daycare settings.

Berger (1991) suggests various ways of involving parents in educational institutions, including 1) parents serving as educators for their children; 2) parents participating as observers in the classroom; 3) temporary parent volunteers; 4) parents as a source of volunteers and labor; and 5) parents being involved in policymaking within the school.

Epstein (2018) and Brewer (2013) emphasize the importance of involving parents in educational institutions for several reasons: 1) parents and teachers share many goals and needs in parenting; 2) parental involvement should not be limited to their children's current education but should continue to the next education level; 3) programs in educational institutions should involve the whole family; 4) such programs make the teacher's tasks easier; and 5) the programs evolve.

Family involvement in educational institutions is crucial to enhancing educational outcomes and creating a collaborative environment between parents, teachers, and the institution.

## Hypothesis

Based on the above theoretical framework, the research hypotheses are formulated as follows:

- 1) Parental perception of the child influences the upbringing and education of children in the family.
- 2) Family socioeconomic status influences the upbringing and education of children in the family.
- 3) Family involvement in kindergarten programs influences the upbringing and education of children in the family.
- 4) Parenting and educating children in the family influence the school readiness of kindergarten children.

The hypotheses propose relationships between different factors, such as parental perception, socioeconomic status, family involvement in programs, and parenting styles, with their influence on the upbringing and education of children in the family, ultimately impacting the school readiness of kindergarten children.

## Research Methodology

This study was conducted in Bandung Regency, West Java Province. The study utilized a survey method with a causal approach, and path analysis (path analysis) was employed for data analysis. Path analysis was used to analyze the relationships between variables, studying the interplay of five variables: (1) the perception of the child (X1), (2) family socioeconomic status (X2), (3) family involvement in kindergarten programs (X3), (4) parenting and educating children in the family (X4), and (5) school readiness of kindergarten children (Y).

The relationships between the variables are depicted in Figure 1 below, illustrating the interconnectedness and influence of each variable on one another.

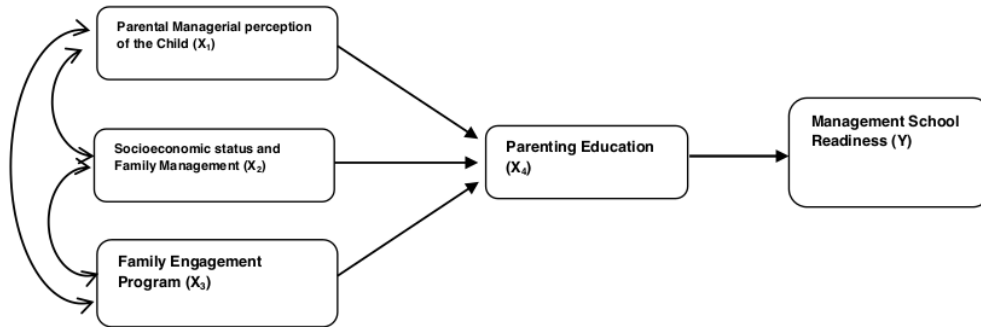


Figure 1. Relationship between the Research Variables

The instrument used in this study comprises two categories: 3 questionnaire delivered to parents and school readiness tests administered to children. The unit of data analysis is the family.

The sample size consisted of 379 families and was determined using a multistage random sampling approach. The process involved selecting random locations based on the characteristics of urban and rural districts, followed by selecting one kindergarten from each region, including urban and rural areas. The sample families were chosen randomly from a list of children attending the selected kindergartens.

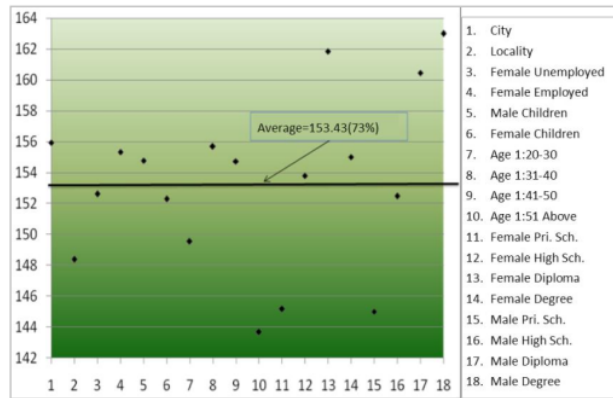
Data was collected using the instruments designed to gather information from parents through the questionnaire and to assess school readiness through tests. The school readiness tests were adopted from a test developed by a Guidance and Counseling Services Unit of the Indonesia University of Education team.

## Results

### Description of Data Research

Table 1. Summary of Descriptive Statistics

Nr.	Variables	Min. Score	Max. Score	Mean	Modus	Median	Deviation Standard
1.	Y	92.00	262.00	198.40	203.00	235.00	32.94
2.	X <sub>1</sub>	113.00	213.00	153.43	153.00	152.00	14.55
3.	X <sub>2</sub>	21.00	63.00	41.75	42.00	42.00	8.74
4.	X <sub>3</sub>	62.00	130.00	95.78	96.00	109.00	12.42
5.	X <sub>4</sub>	124.00	233.00	173.86	175.00	174.00	17.95

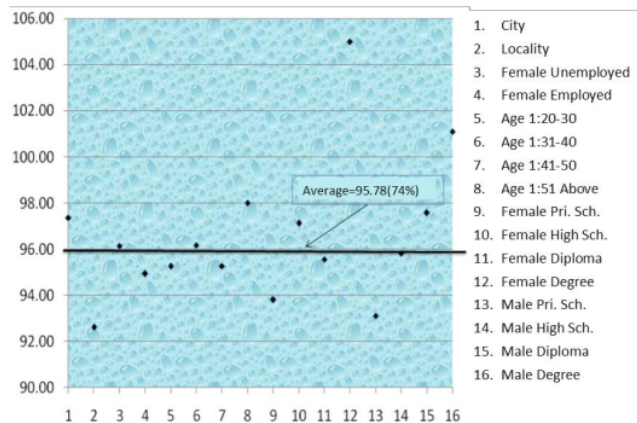


**Figure 2. The variable of Parent Perception About Children Seen From Various Categories**

In the variable of perception of the child, there are observed differences in the mean positions of the groups when compared with the overall average. The groups that are relatively far above the average are the urban community groups. A visual representation of the average ratio of public perception with the group average can be seen in Figure 2.

Regarding the socioeconomic status variable, there is variation in socioeconomic status among the groups. Some groups that are relatively far above the average are the urban community groups.

Similarly, there are variations among the groups in the family involvement in early childhood education programs. The city community groups, mothers aged 50 and over, mothers educated to a degree and diploma, and fathers educated on it, are relatively far above the average. On the other hand, the groups that have a mean below the average general perception are the elderly in rural areas, working mothers, mothers under 30 years of age, and parents (both mothers and fathers) with primary education (elementary/junior high) (see Figure 3).



**Figure 3. The variable of Family Involvement Seen From Various Categories**



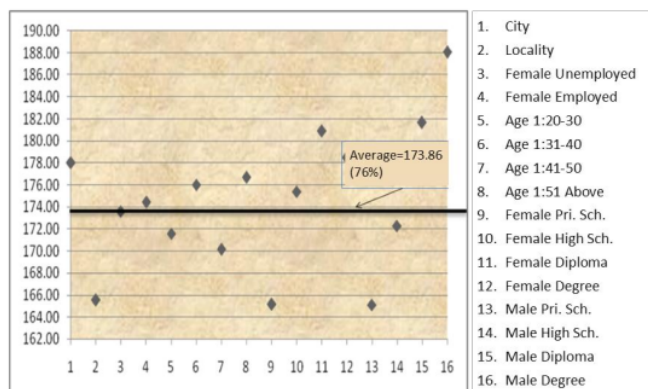


Figure 4. The Variable of Educational Parenting in Families

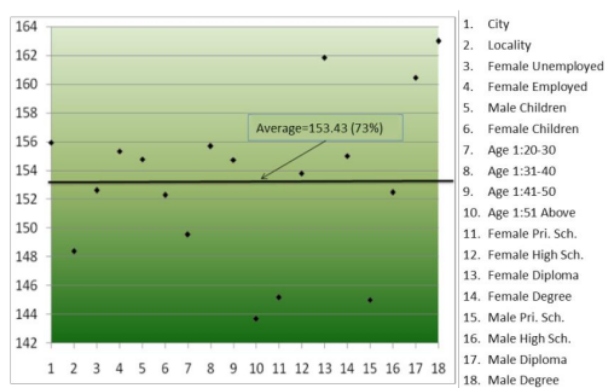


Figure 5. The variable of School Readiness Seen From Various Categories

Several groups are observed to be relatively far above the average in parenting and educating children in the family. These groups include the city community groups, women aged 30-40 years, women with high school education and above, and fathers with a diploma and above (See figure 4).

Regarding the school readiness variable of children, several groups are above the average, including the city community groups, working mothers, mothers aged 30-50 years, women with high school education and above, and fathers with a diploma and above. On the other hand, the groups that have a mean below the average general perception are the elderly in rural areas, mothers with age less than 30 years old and over 50 years, and parents (both mothers and fathers) with primary education (elementary/junior high) (see figure 5).

## Hypothesis Testing

### Analysis Testing Requirements

Path analysis was conducted in this research, and the data was derived from a normal distribution. The relationships among variables tested in the model were required to be linear. Tests for normality, linearity, and the significance of regression were performed to fulfil the analysis requirements.

For the normality test, the Lilliefors test with the prediction error approach was used for each pair of variables tested. The results showed that all data pairs of variables tested in the study came from a normally distributed population. This was evident from the magnitude of the  $L_{Count}$  values being less than the  $L_{Table}$  values at a significance level of 5%.

Based on these results, the use of path analysis was deemed appropriate. The overall testing results for the normality of distribution are presented in the table below.

**Table 2. Summary Results of the Normality Test**

Nr.	Standard Error Regression	L <sub>Count</sub>	L <sub>Table</sub> ( $\alpha=0,05$ )	Level
1.	Regression X <sub>4</sub> over X <sub>1</sub>	0.0307	0.046	Normal
2.	Regression X <sub>4</sub> over X <sub>2</sub>	0.0458	0.046	Normal
3.	Regression X <sub>4</sub> over X <sub>3</sub>	0.0356	0.046	Normal
4.	Regression Y over X <sub>4</sub>	0.0316	0.046	Normal

### Calculation of Line Coefficient and Hypothesis Testing

After fulfilling the testing requirements for the analysis, the next step involved calculating and testing the path coefficients. The calculated results revealed that the relationships between all the variables were significant.

**Table 3. Matrix Coefficient of Correlation Between Variables**

Variable	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	Y
X <sub>1</sub>	1				
X <sub>2</sub>	0.445**	1			
X <sub>3</sub>	0.193**	0.153**	1		
X <sub>4</sub>	0.420**	0.463**	0.578**	1	
Y	0.248**	0.305**	0.304**	0.476**	1

Description: \*\* = correlation coefficient significant at 99% confidence level ( $\alpha = 0.001$ )

X1 = Perception of Parents about Children

X2 = Socioeconomic Status Family

X3 = Family Involvement Program Kindergarten

X4 = Parenting Educating Children in Families

Y = Kids in School Readiness Preschool

Furthermore, based on the results of the correlation coefficient calculations, matrix inversion was performed to calculate the path coefficients for the first substructure. The calculated path coefficients were significant for all variables, as indicated in Table 5 below. The test results demonstrated that all path coefficients in this study were significant, with p-values less than 0.05.

**Table 4. Line Coefficient for First Substructure**

Nr.	Line	Coefficient	t <sub>count</sub>	t <sub>table</sub>	Level
1.	p <sub>41</sub>	0.190	4.633	1.645	Significant
2.	p <sub>42</sub>	0.303	7.442	1.645	Significant
3.	p <sub>43</sub>	0.495	13.344	1.645	Significant

The combined influence of the three tested variables is considerable. Based on the calculations, the collective coefficient of the independent variables is 0.711, with an effect shared by 50.6%. The remaining influence of other variables on the variable parenting educating young children in the family is 49.44%, represented by the coefficient of 0.703. This additional influence is denoted as ( $\epsilon$ 1). Accordingly, the structural equation for the variable X4 is formulated as follows:  $X_4 = 0.190X_1 + 0.303X_2 + 0.495X_3 + 0.703\epsilon_1$ .

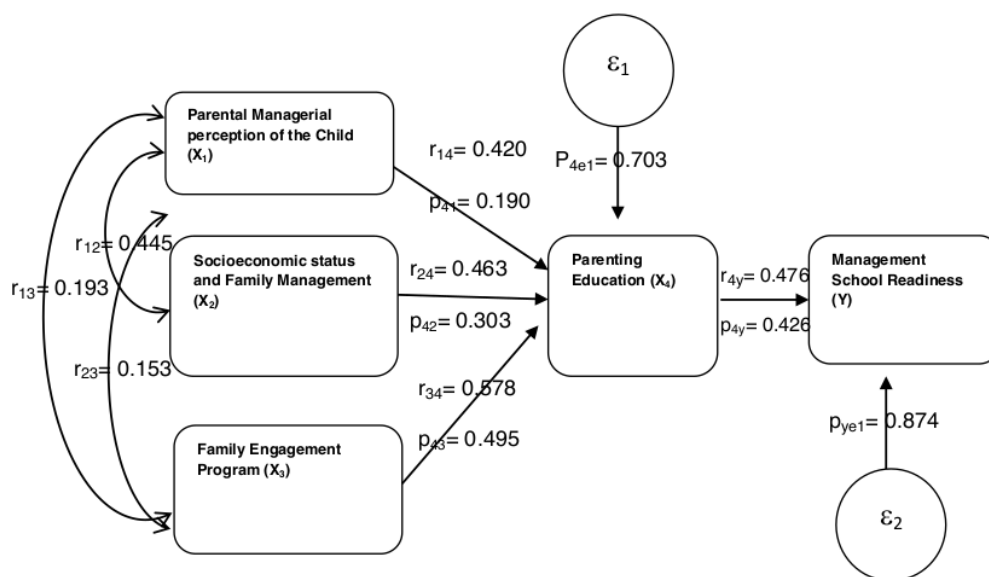
The process follows a similar approach to the second substructure as in the first, although only one exogenous variable is involved. Based on the test results, it is evident that the path from  $X_4$  to  $Y$  is 0.377. This value is significant, indicating that the effect of the variable parenting educating the family on school readiness is significant. Hence, the structural equation for the  $Y$  variable is formulated as  $Y = 0.426X_4 + 0.90e_2$ .

In summary, the variables that significantly influence the variable parenting and educating children in the family are 1) The perception of the child, 2) Socioeconomic Status, and 3) the Family Involvement Program in kindergarten. Additionally, the variable parenting educating children in the family significantly affects children's school readiness. The overall influence of all exogenous variables on endogenous variables is summarized in the table below.

**Table 5. Summary of Test Effect**

Nr.	Line	Direct	Indirect			Total
			$X_1$	$X_2$	$X_3$	
1.	$p_{41}$	0.190	-	0.135	0.095	0.420
2.	$p_{42}$	0.303	0.135	-	0.076	0.514
3.	$p_{43}$	0.495	0.095	0.076	-	0.666
4.	$p_{y4}$	0.426	-	-	-	0.426

Schematically, the hypothesis testing results above can be presented in the figure shown below.



**Figure 6. Relationship between Research Variables of Testing Results**

### Discussion

Based on the data analysis of the influence of parental perception of the child, family socioeconomic status, family involvement in kindergarten programs, and parenting educating children in the family on the school readiness of kindergarten children, it has been demonstrated that all four research hypotheses are significant at a significance level above 95%. The variable with the most impact on parenting and educating children in the family is family involvement in kindergarten programs, accounting for 24.5%. In contrast, the variable

with the smallest influence on the upbringing of educating children in the family is the parental perception of the child, which amounts to 3.61%. The test results can be explained as follows.

Firstly, parenting and educating children in the family are significantly influenced by parental perception. This implies that the actions taken by parents towards their children are based on how they perceive, expect, and interpret their children's behaviors. This finding is in line with prior studies by Polat (2010) and Cooper, as cited in Papalia et al. (2010), who discovered that parental behaviors at home have a positive impact on the readiness of 5-6-year-old children for school, and Cooper, as cited in Papalia et al. (2010), who emphasized that parents who foster a conducive learning environment at home tend to have children who perform well academically.

Second, how a family raises and educates its children is influenced by its socioeconomic situation. This implies that parenting styles differ between social groups. This result is consistent with earlier studies, such as those by Barbarin et al. (2008), who discovered that a child's socioeconomic status has a significant influence on their level of success. The infrastructure and resources that are available to kids depend on their socioeconomic status, just as parental involvement in their kids' education can differ depending on the parents' educational backgrounds.

Thirdly, parental participation in kindergarten programs has a significant impact on child rearing and education. This implies that parental involvement in a child's education is crucial. This finding is in line with earlier studies by Tucker & Dyson (1976) and Dowling & Osborne (2018), which hypothesized that close relationships between families and schools promote children's general success and wellbeing.

Lastly, parenting and educating children in the family directly and significantly influence the school readiness of kindergarten children. This finding indicates that the school does not solely determine child's readiness for school but is heavily influenced by family interactions and support. This finding is consistent with the previous study by Cooper, as cited in Papalia et al. (2010), who emphasized the role of parents in creating a favorable learning environment for their children.

As the child ages, the responsibility for monitoring homework shifts from parent to child.

## Conclusion

Several conclusions can be drawn based on the data analysis and statistical calculations presented in the previous chapter. Firstly, parents' perceptions of their children significantly influence parenting practices. Different perceptions of the child lead to varying parenting styles within the family. Secondly, family socioeconomic status significantly affects parenting practices, potentially leading to more positive parenting behaviors. Thirdly, family involvement in kindergarten programs also significantly impacts parenting practices in the family, with parents who actively participate in such programs showing a tendency towards effective educational upbringing within the family. Lastly, educational parenting in the family directly influences the school readiness of kindergarten children.

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