



## The Role of Parents in Supporting the Development of Early Childhood Potential: A Qualitative Exploration

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### Abstract

*Children are a gift given by God which is given as a mandate in carrying out tasks in the world to be useful and virtuous human beings. Parents are the first foundation for their children in teaching all education. Children's potential is a fundamental and main strength to be developed with good stimulus and directly given by parents from birth in a family environment. The importance of parents in understanding the potential development of their children in order to follow their children's interests and talents. Talent in children usually arises from hobbies they like, if parents support the development of the potential of children, these hobbies will become extraordinary talents. From the results of the author's research that at TPQ Al Amiin, the role of parents in developing the potential of early childhood is lacking because most parents there are still lacking in parenting education and several factors such as economic factors, egocentric factors and broken home factors which cause their children to become directionless.*

**Keywords:** Parent, potential development, early childhood

### Abstrak

Anak adalah sebuah karunia yang diberikan oleh Tuhan yang diberikan sebagai amanah dalam menjalankan tugas di dunia menjadi manusia yang bermanfaat dan berbudi pekerti yang baik. Orang tua pondasi pertama bagi anaknya dalam mengajarkan segala pendidikan. potensi anak adalah kekuatan yang mendasar dan utama untuk dikembangkan dengan stimulus yang baik dan secara langsung diberikan oleh orangtua sejak lahir di lingkungan Keluarga. Pentingnya orang tua dalam memahami perkembangan potensi pada anaknya Agar dapat mengikuti minat dan bakat anaknya. Bakat pada anak biasa muncul dari hobi yang dia sukai, jika orang tua mendukung perkembangan potensi anak, hobi tersebut akan menjadi bakat yang luar biasa. Dari hasil penelitian penulis bahwasanya di TPQ Al Amiin dalam peran orang tua mengembangkan potensi anak usia dini kurang karna kebanyakan orang tua disana masih kurang dalam pendidikan parenting serta beberapa faktor seperti faktor ekonomi, faktor Egoisentris dan faktor Broken Home yang menyebabkan anaknya menjadi tak ber arah.

**Kata Kunci:** Orang Tua, Perkembangan Potensi, Anak Usia Dini

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## INTRODUCTION

The pivotal role of parents in supporting the development of early childhood potential is a crucial aspect in establishing the foundation for a child's growth (Lubis &

Siregar, 2023; Nisak et al., 2022; Saleha et al., 2022; I. P. Sari et al., 2023). Research by Piaget (1964) underscores that the interaction between a child and their environment significantly influences their cognitive development. Parents, as primary agents in a child's environment, have a unique opportunity to shape experiences and stimuli that can stimulate the child's brain growth (Aisyah et al., 2021; Azzahra et al., 2021). Additionally, Vygotsky's theory (1978) highlights the importance of social interaction in a child's learning process (Muthmainnah, 2015). Parents not only function as caregivers but also as facilitators in building the child's social and cognitive abilities through positive and stimulating interactions (Laible et al., 2020).

The significance of parents' role in fostering the potential of early childhood has become a primary focus in establishing a robust foundation for a child's growth and learning (Sunartini, 2013). Recent research by Warmansyah et al., (2023) indicates that positive interactions between parents and children during the early years significantly influence the social and cognitive development of the child. This study emphasizes that parents actively engaged in shared activities with their children, such as reading together or playing, contribute significantly to the development of language skills and literacy in children (Ahmad, 2017).

Furthermore, the family environment plays a crucial role in shaping a child's character and values. According to a recent study by Artha et al., (2020), a child's mental resilience can be influenced by consistent emotional support from parents. Involving children in open dialogues and providing positive responses to their emotional expressions help create a strong emotional bond, which, in turn, supports the development of a child's psychological well-being. Therefore, parents' understanding of their role in creating an environment conducive to a child's development is crucial in determining the maximum potential of early childhood (Fahira et al., 2023; Jhoni Warmansyah, Yufiarti & Wuryani, 2020; Pratama & Ghofur, 2021; M. Sari et al., 2022).

During the early years, a child's development is heavily influenced by their day-to-day experiences at home. (Bustamante et al., 2017) Hence, parents bear the responsibility of creating an environment that supports the child's exploration and learning. The microenvironment, such as the family, significantly impacts a child's development. Therefore, parents need to understand the importance of providing appropriate stimuli, such as reading together, playing, and communicating with the child. Moreover, the emotional support given by parents also plays a key role in shaping the child's mental well-being (Corbin et al., 2019). Consequently, parents need to comprehend and respond to the child's emotional needs sensitively, create a secure attachment, and provide consistent support to help the child develop their potential optimally.

The role of parents in shaping a child's character and personality is crucial, encompassing teaching language and social interaction. Cultural values, such as instilling appreciation for a child's creations without comparisons, are essential elements

(Ismandela et al., 2023; Nuha & Munawaroh, 2022; Safitri et al., 2023; Warmansyah, 2023). The family, as the primary institution in daily socialization processes, holds responsibilities for both formal and non-formal education, supporting a child's developmental potential (Shaffer, 2017). Parents aspire for their children to excel, considering various intelligences like musical, kinesthetic, existential, naturalistic, spiritual, linguistic, intrapersonal, interpersonal, and logical-mathematical (Khadijah & Amelia, 2020)a.

Parents play a vital role in aiding children's developmental processes and stimulating their inherent potentials. Early childhood, known as the Golden Age, witnesses rapid growth, making it crucial to provide suitable stimuli to unveil a child's hobbies (Aisyah et al., 2021). Effective development extends beyond materials, theories, and facilities; positive parental support is equally vital. Failure to understand a child's potential may lead to misdirected efforts, hindering the realization of their true capabilities (Rijkiani et al., 2022).

Understanding a child's potential in early childhood is imperative, given its formative nature. Parents need to offer appropriate stimulation tailored to their child's needs to facilitate holistic development (Sufa & Setiawan, 2018). A conducive family environment significantly influences a child's experience, allowing exploration and self-discovery. Identifying potential issues related to a child's development, such as difficulties adapting to social pressures, creative boredom, heightened sensitivity to criticism, feelings of rejection, and skepticism towards oneself, is essential (Susilawati, 2020).

Children with extraordinary talents possess unique characteristics, requiring tailored parenting approaches (Shaffer, 2017). Effective involvement of parents is crucial, as it determines the direction of a child's activities and the realization of their high potential (Aqila & Kamariah, 2019; Munir & Warmansyah, 2023). This study focuses on the pivotal role of parents in developing a child's potential, emphasizing the need for parents to comprehend and nurture their child's strengths and weaknesses. Unfortunately, many parents struggle to understand and support their child's developmental potential, resulting in undirected activities and underutilization of their true capabilities. Parental involvement is strategic and crucial for talented children, ensuring they receive the right guidance and support to flourish.

Parents, commonly referred to as fathers and mothers, hold distinct roles and functions within the family (Kiss et al., 2014). A good parent expresses love, listens to their child, provides assistance in times of difficulty, teaches rules and boundaries, praises positive behavior, avoids criticism by focusing on actions, remains consistent, sets a positive example, allocates time for their child, and imparts spiritual understanding. The mother serves as a source of love, emotional guidance, and personal relationship mentor, while the father is a figure of authority, an external link to society, a provider of security, a protector, and a rational educator (Setiowati & Warmansyah, 2023).

Parental responsibilities include nurturing and raising children, ensuring their well-being, protecting them from physical and spiritual harm, and educating them with useful knowledge and skills for independent living. Thus, parents play a critical role in meeting children's needs for nutritious food, motivation, guidance, learning facilities, and sufficient attention (Martsiswati & Suryono, 2014).

The family's significance in a child's life and development is evident, with positive potential development requiring active parental roles and the fulfillment of various child needs (Wahab, 2005)

In this study, we delve into the pivotal role of parents in cultivating children's potential within a family-centric framework. Acknowledging the diverse intelligences and unique characteristics of each child, we emphasize the importance of tailored parental strategies in fostering holistic development. As parents navigate the challenges of understanding and supporting their child's distinct abilities, we also highlight the significance of a conducive family environment. The ultimate goal of this research is to contribute insights that guide parents in actively engaging with and nurturing their children's potentials, fostering a well-rounded and fulfilled individual.

## **METHODS**

### **Research Type**

The research method employed in this study is qualitative research. Qualitative research is a research procedure that produces descriptions in the form of written or spoken words about people or observable behaviors. The qualitative method is chosen for several considerations as it is more adaptable and flexible when dealing with complex realities. This method presents the essence of the relationship between the researcher and respondents directly, and it is more sensitive, allowing for adaptation to various influences on the value patterns faced by the researcher.

### **Research Setting and Participants**

This study is conducted in the Rejo Agung region, where the primary informants are parents working in various sectors such as farming, entrepreneurship, and overseas employment (TKI - Tenaga Kerja Indonesia). Rejo Agung, with its diverse economic activities, provides a rich context for understanding the experiences and perspectives of individuals engaged in agriculture, entrepreneurship, and working abroad.

### **Selection of Participants**

The main informants for this research are chosen based on their roles as parents actively involved in the fields of farming, entrepreneurship, and overseas employment. The inclusion of participants from these diverse backgrounds aims to capture a comprehensive view of the community in Rejo Agung and gain insights into the challenges and opportunities faced by individuals in different economic sectors.

### **Interview Process**

In-depth interviews are conducted with the selected informants to delve deeply into their experiences, perceptions, and challenges. The guided interview approach involves face-to-face interactions, allowing the researcher to explore the nuances of their daily lives, decision-making processes, and the impact of their occupations on family life. The interviews are designed to be open-ended, enabling participants to share their narratives in a natural and unrestrained manner.

### **Observational Aspects**

Observations in the Rejo Agung region involve systematic and thorough examination of the day-to-day activities in the farming community, entrepreneurial ventures, and the effects of overseas employment. This observational component provides a contextual understanding of the participants' lives, their interactions within the community, and the broader socio-economic landscape.

### **Documentary Analysis**

Documentation, including letters, records, and photographs from the Rejo Agung region, is analyzed to supplement the information gathered through interviews and observations. This historical and contextual data contribute to a more comprehensive understanding of the community's dynamics, changes over time, and the impact of various economic activities.

### **Data Analysis**

The collected data undergoes a rigorous analysis process, including data reduction, where the information is condensed and organized. Subsequently, data presentation involves conveying the findings in a coherent and meaningful manner. Finally, conclusions are drawn based on the analyzed data, providing insights into the relationships between the researcher and respondents, as well as unveiling new perspectives on the experiences of parents engaged in farming, entrepreneurship, and overseas employment in the Rejo Agung region.

## **RESULTS AND DISCUSSION**

### **Description of Parents' Work and Daily Activities**

At TPQ AL-Amin, with a student body of 108 from diverse economic backgrounds, parents primarily engage in occupations such as farming, entrepreneurship, and overseas employment (TKI), with the majority having completed junior high school education. The demanding nature of their work, whether as traders or laborers, results in limited time for parental attention to children. Daily routines centered around work often hinder parents from adequately meeting their children's needs, and economic constraints prevent some from providing essential educational resources. Consequently, a prevailing perception among parents is that schools, including supplementary institutions like TPQ, adequately supply all learning materials, diminishing parental involvement in preparing materials and reinforcing lessons taught by educators..

This study focuses on three Al-Furqon class students at TPQ, comprising 11 individuals, to examine parental profiles, particularly their occupations and daily

interactions. These students exhibit limited engagement with their parents, marked by a lack of openness and communication within the family. Consequently, parents may be unaware of their children's learning difficulties and potential, as they are absorbed in work and seldom inquire about their child's challenges. Parental involvement, advice, and motivation are minimal, with some downplaying the importance of academic subjects, considering basic reading and writing skills sufficient. The study underscores the crucial role of parents in recognizing and nurturing their children's potential for personal development and success (Suriati, 2015).

**Description of Parents' Role in Supporting Their Children's Potential.** This research aims to uncover the forms of participation and support provided by parents from TPQ Al-Amin to their children. As we all know, parental motivation and support play a crucial role in the development of a child's potential. Parents are the most important support system in their child's life; children need love and time with their families. However, issues such as broken homes or economic problems in the family environment can sometimes hinder this support. Regarding parents' responses to support and their potential for their children:

*"I have supported my child's learning potential by providing facilities, money, and fulfilling all his requests. However, I may have neglected to pay attention to my child's development because I work for him. I know he is learning, can recite the Quran, and read." (Mrs. Sri).*

According to Mrs. Sri, a guardian of student A, fulfilling all of a child's financial needs is indeed crucial in daily life, but the role and support of parents are equally important. When a child feels neglected or ignored, parents seem indifferent and unwilling to understand their child's difficulties. This can lead the child to distance themselves from their parents, hindering the discovery of their potential. In addition to the opinion of guardian A, the author also interviewed one of the parents of student B about their response to the potential and support they provided as parents:

*"I am the type of parent who pays very close attention to my child, from studying to eating, and whatever he does, I always make the decisions. I once wanted to participate in a Quranic recitation competition, which motivated me to guide my child to become a reciter. However, sometimes I am disappointed because my child occasionally refuses extracurricular schedules for recitation and prefers calligraphy, even though I really want my child to recite and have a beautiful voice when reciting the Quran." (Mrs. SPI)*

According to Mrs. SPI, they, as parents, are very concerned about their child, from studying to choosing work activities desired by their parents. Student B feels restricted; here, the child cannot explore what they want to do. The child cannot pursue their hobbies because their parents choose the activities. However, at that time, the child did not like and did not have skills in what their parents asked them to do. It is essential to emphasize that parents should not force their child's desires, as it can make the child lazy in learning and complicate the development of their potential. Let the child choose what they want under the supervision of their parents.

*"Well, if it were me, I would just support it. Whatever my child wants, I will do and fulfill. I don't want to make my child sad by limiting what he wants. Moreover, in my position as a single parent working for my child, I have tried to approach my child, but he stays away because he thinks his parents are mean and strict. Maybe because I have argued in front of my child, and now I feel*



*resigned to the TPQ educator to take responsibility for educating my child."*  
(Mrs. AM)

Unconsciously, broken homes are a significant factor in the development of potential and support for children. Parents serve as the primary support system in a child's development, and a child needs leisure time for themselves. If parents do not try to approach their child, the child will distance themselves from their parents. Especially when parents are seen negatively by their child due to their behavior, which should have been resolved privately without involving the child. The child becomes lazy and even scared and worried if they stay at home with their parents for too long.

From the interview results, the lack of support for children's potential is mainly due to significant internal factors, including three factors: Economic Factors, Egoistic Factors, and Broken Home Factors. These problems are common in household life and significantly affect the early development of a child's potential. A child needs the primary role of parents, which is sometimes unrealized due to internal problems. Economic issues can lead to neglect of the child and distance the parents from them. Egoistic parents demand that their child follow what they want, making the child lazy in the development process. Finally, the problem of a broken home, where parents have individual problems with their partners without hiding it and even being witnessed by the child, can traumatize the child in closeness with their parents.

Being an educator is challenging, especially being a parent who is the initial educator from the child's birth. Parents function as the foundation for forming religious norms and moral behavior (Atabik, 2018). Parents have a significant impact on the potential development of a child. Parents must provide a good and enjoyable learning environment for the child to develop their abilities to achieve their learning goals (Zahrudin, 2019). Parents are the first to observe all the child's behavior and understand the crucial role of parents in shaping a child's character towards perfection (Jeli, 2018). However, the three aforementioned problems cause parents to neglect their duties as good parents in guiding, motivating, and facilitating their child's learning process.

According to the behavioral theory, human behavior is more influenced by the environment because the environment has a significant impact on a child (Isnainia, 2020). A child can learn a lot from their environment, and parents should guide their child to follow the developmental chart of their potential. The potential of early childhood is not yet clear (Amaliyah & Rahmat, 2021). Therefore, a child's potential will develop well if supported by their parents. Potential in a child does not necessarily have to be intellectual or academic; it can also be a variety of things. Many potentials can be assisted by parents for development so that the child has the foundation to develop their potential. Thus, parents play a crucial role.

Developing a child's interests and talents aims to enable the child to learn or later work in a field of interest that matches their abilities and talents. Thus, the child can develop their potential for learning and working optimally with enthusiasm. Parents undoubtedly want their child to be creative and agile in everything, and everyone inherently has the potential for creativity. The problem lies in how much this potential can be honed in the child and their parents so that the child can grow up with their

potential. As parents who want their child to be creative, parents must understand how to develop and enhance their child's creativity, interests, and talents.

## CONCLUSION

The pivotal role of parents in fostering the early development of a child's potential cannot be overstated. Establishing open communication within the household lays the foundation for positive interaction with children. It is imperative for parents to carefully select caregivers, recognizing the enduring impact of these relationships on a child's growth, as emphasized by Bowlby. The importance of continuous parental education is underscored, as being the enduring teacher for their child requires ongoing knowledge and skills. In nurturing a child's potential, parents must prioritize effective communication, create an optimal environment, and consistently seek to enhance their parenting knowledge for the holistic development of their child.

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