

# Parenting Role: Parents' Education Level and Children's Life Skill Development

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## ABSTRACT

This study aims to determine the relationship of parents' level of education with the development of life skills of early childhood during the Covid-19 pandemic in Indonesia. The population in this study were parents of young children affected by the Covid-19 pandemic on the island of Java. The sample is 100 parents of early childhood children in Indonesia affected by the Covid-19 pandemic. The method used is quantitative with bivariate correlation analysis. The sampling technique used in this study is the cluster sampling technique. The data collection technique in this study is an online questionnaire with a closed instrument type and uses a Likert scale. The normality test results show that the data of the two variables are normally distributed with  $\text{Sig} > \alpha$  ( $0,200 > 0,05$ ). The results of the bivariate correlation analysis are the significance value of 0.097 ( $\text{Sig} < 0,05$ ) with the Pearson correlation coefficient number showing a result of 0.937 and there is no negative sign which means the correlation is not inversely proportional, if the level of parental education is high then the life skill of the child is also high early. The hypothesis  $H_a$  is accepted and  $H_o$  is rejected, namely, the variable level of parental education correlates with the variable Life Skill development of early childhood during the Covid-19 pandemic in Indonesia.

**Keywords:** Parental education level, life skills development

## 1. INTRODUCTION

Education level is the ownership of a formal education that a person has as an indicator of participating in an organized education unit. Education level is the length of education for a person based on a person's ability and opportunity to join an educational unit. Parents' education level is the level of formal education based on the diploma obtained by the parents. Parents' education is an important factor in children's development because, with good education, parents can receive all information from outside, especially about the role of good parents, maintaining children's health, children's education. By having an adult personality as a result of education, someone will have abilities that are not the same as the abilities of others [1].

The abilities possessed by parents will be a guide for him to act in overcoming problems that occur in his daily life. Parents who have a higher level of education will try to provide the best education for their children. A person already has a high level of knowledge, has academic and professional

abilities that can apply technology, arts, and so on. Likewise at the secondary and elementary school levels as the level of education that is below it. So it can be assumed that the level of education that parents go through varies, this is due to many factors and the availability of the system adopted by national education in Indonesia. The formal education level consists of primary education, secondary education, and higher education.

Parents who attend primary and secondary school education will have different ways of awareness of the importance of education, one of which is the development of early childhood life skills as well as parents who are educated in tertiary institutions. Parents who have a high level of education certainly know education and child development [2]. Parents who have a higher education level will certainly provide motivation, support, and good education to their children so that the expected educational goals can be achieved and the six aspects of child development can develop optimally by the achievement standards of child development [3]. The level of parental education can influence the role of parents in the development of early childhood life skills. This

is because the education that parents have will determine how parents guide, direct, and educate their children[4].

Principles of early childhood learning are oriented towards the development of life skills. Because all the potential for intelligence possessed by children will be more meaningful if it can be applied in everyday life known as life skills. Life Skills Education is education that helps students develop learning abilities or how to learn, eliminates inappropriate thought patterns and habits, realizes, and is grateful for their potential to be developed and practiced. Life skills in early childhood are education that provides personal skills, social skills, intellectual skills, and vocational skills to try or live independently[3]. The four components of skills are very important to be applied from an early age with the role and guidance of parents, especially during the Covid-19 pandemic which emphasizes more on this.

Early childhood online learning can be carried out by providing meaningful learning experiences for children [5], without being burdened with demands to complete all curriculum achievements for class advancement and graduation, learning from home can focus on life skills education, learning activities, and tasks from home can vary according to interests and the respective conditions, including considering gaps in access or learning facilities at home and evidence or products of home learning activities given qualitative feedback, without being required to provide a score or quantitative score. In carrying out online learning, early childhood certainly really needs the role of parents both in fulfilling facilities and in terms of educating and accompanying children.

During a pandemic, early childhood learning is carried out from home without going to school with parental assistance. Learning emphasizes the aspect of life skills. However, just a few parents understand the importance of developing life skills, resulting in a lack of supervision and development of children's interests and talents. This can result in children being unable to recognize themselves, not being independent, lack of intellectual and creativity of children [6]. Especially if parents have a low level of education who are not aware of the importance and ways of developing life skills education, it can become a separate obstacle for children in developing their life skills [7]. If parents have a higher education level, the parents will likely have a high [8] level of knowledge so that parents can develop their children's life skills in various creative ways by relating the current pandemic situation.

Parents play an important role in developing children's Life Skills. Especially during the Covid-19 pandemic, where parents have a lot of time at home with their children. Parents are the primary and first educators for children in developing life skills. Parents who have a higher level of education have an open mind about the importance of developing early childhood life skills, therefore it can be assumed that the level of parental education influences the development of early childhood life skills [9].

**2. RESEARCH METHOD**

This research uses a quantitative approach to this type of survey [10]. This study has two variables, namely the

dependent variable Life Skill Development and the independent variable Parents' Education Level. The population in this study were parents of early childhood affected by the Covid-19 pandemic on the island of Java. The sample is 100 parents of early childhood in Indonesia affected by the Covid-19 pandemic. The sampling technique used in this study is the cluster sampling technique.

The technique of collecting data is by distributing a questionnaire about children life skill with a closed questionnaire type and using a Likert scale through online surveys with answers including Strongly Agree (SA), Agree (A), Doubt (D), Disagree (Ds), Strongly Disagree (SD). To provide scoring, answers are given a score or weight where favorable (SA) items are given a score of 5, (A) a score of 4, (D) a score of 3, (Ds) a score of 2, (SD) a score of 1 and vice versa for unfavorable items. Test the validity and reliability of the instrument using the product-moment formula to calculate validity and Cronbach Alpha to calculate reliability [11].

The analysis technique in this research is data analysis using bivariate correlation analysis. with the normality test and hypothesis as a prerequisite test. The normality test used the Kolmogorov-Smirnov. The rule used is if the value of sig > 0.05 then the distribution is normal, conversely, if the distribution is sig value ≤ 0.05, the distribution is not normal. While testing the hypothesis using simple correlation analysis. Data analysis in this study used the Statistical Package for the Social Sciences (SPSS) program with type 25.00.

**3. RESULTS**

Based on the results that have been collected, the following research results were obtained:

**3.1 General Data**

General data includes the characteristics of respondents based on gender, age, education, and occupation.

**Table 1.** Frequency Distribution by Gender

Gender	Frequency	%
Female	83	82,2
Male	17	16,8
Total	100	100,0

Based on the results of the study in table 1 shows that more than 50% of respondents from 100 parents of early childhood affected by Covid-19 in Indonesia are female, namely 83 respondents (82.2%) and 17 male respondents (16.8 %).

**Table 2.** Frequency Distribution by Age of the Respondent

Age	Frequency	%
≤ 20 Yo	2	2,0
21 Yo – 25 Yo	9	8,9
26 Yo – 30 Yo	16	15,8
31 Yo – 35 Yo	25	24,8
≥ 36 Yo	48	47,5
Total	100	99,0

Based on the results of the research in table 2 that respondents from 100 parents of early childhood affected by Covid-19 in Indonesia are  $\geq 36$  years old with 48 respondents (47.5%), 31 years - 35 years 25 respondents (24.8%), 26 years to 30 years 16 respondents (15.8%), 21 years - 25 years 9 frequency (8.9%) and  $\leq$  IDR 20 years 2 respondents (2.0%).

**Table 3.** Frequency Distribution Based on the Respondent Education Level

Education Level	Frequency	%
Primary	1	2,7
Junior High School	8	13,0
Senior High School	37	44,0
Bachelor Degree	46	34,0
Master	6	3,7
Doctorate	2	2,7
Total	100	100,0

Based on the results of research in table 3, respondents from 100 parents of early childhood affected by Covid-19 in Indonesia had 37 respondents (44.0%) with high school education (44.0%), 46 respondents (34.9%), 8 junior high school respondents (13, 0%), Primary 1 respondent (2.7%), Master as many as 6 respondents (3.7) and Doctorate 2 respondents (2.7%).

**Table 4.** Frequency Distribution of Parents and Children Before the Pandemic

Before Pandemi	Frequency	%
$\leq 1$ hour	20	19,8
$\leq 1$ hour 30 minute	24	23,8
1 hour 30 minute - 2 hour	25	24,8
$> 2$ hour	29	28,7
Total	100	100,0

Based on the results of research in table 7, 29 respondents (39.7%) with children, 1 hour 30 minutes - 2 hours, 25 respondents from 100 parents of early childhood affected by Covid-19 in Indonesia. respondents (23.3%),  $\leq 1$  hour 30 minutes were 24 respondents (19.7%) and  $\leq 1$  hour 20 respondents (17.3%).

**Table 5.** Frequency Distribution of Parents and Children During the Pandemic

During Pandemi	Frequency	%
$\leq 1$ hour	8	7,9
$\leq 1$ hour 30 minute	12	11,9
1 hour 30 minute - 2 hour	15	14,9
$> 2$ hour	63	62,4
Total	100	100,0

Based on the research results in table 8, respondents from 100 parents of early childhood who are affected by Covid-19 in Indonesia show more than 50% of respondents have a time-

frequency of  $> 2$  hours as many as 63 respondents (62.4%), 1 hour 30 minutes - 2 hours were 15 respondents (15.3%),  $\leq 1$  hour was 8 respondents (11.7%) and  $\leq 1$  hour 30 minutes were 12 respondents (9.3%).

**3.2 Normality Test**

**Table 6.** Normality Test Result

Characteristic	Kolmogorov-Smirnov
Education Level	0,200
Life Skill Development	0,200

Based on the results of the research in the table in table 9, the variables of the role of parents and the development of children's life skills can be said to be normal if  $Sig > \alpha$ . Based on the results in table 6, it shows that the two variables have a significance value (0.200), which means  $Sig > \alpha$  so that the residual value is normally distributed

**3.3 Hypothesis Test**

- The hypothesis that the researchers obtained is as follows:
- Ha: There is a relationship between the level of education of parents and the development of children's life skills during the Covid-19 pandemic
- Ho: There is no relationship between the level of parental education and the development of children's life skills during the Covid-19 pandemic
- Ho:  $\rho = 0$ , 0 means there is no relationship
- Ha:  $\rho \neq 0$ , "not equal to zero" means greater or less (-) than zero means there is a relationship.

**Bivariate Correlation Analysis**

**Table 7.** Correlation Test Result

Characteristic	Education Level	Life skills Development
Pearson Correlation	1	,937*
Sig. (2-tailed)		,097
N	100	100
Pearson Correlation	,937*	1
Sig. (2-tailed)	,097	
N	100	100

Based on the results of the correlation test in the table above, it shows the significant results between the Parents Education Level variable and the children's Life Skill of 0.097, which means that the Parents' Role variable correlates with the Life Skill variable because of  $Sig. 0.097 < 0.05$  or it can be called a correlated variable. The table above also shows the results of the Pearson correlation coefficient of 0.937 and there is no negative sign, so the correlation between the

Parents' Education Level variable and Life Skill is not inversely related.

Based on the results of research that has been carried out by distributing online questionnaires to 100 respondents of early childhood parents affected by the Covid-19 pandemic in Indonesia, which has been calculated using bivariate correlation analysis, the level of parental education has a relationship with the development of early childhood life skills. The results of the Pearson correlation coefficient have no negative sign, so the correlation is directly proportional, if the role of parents is high, the development of early childhood life skills is also high, and vice versa.

A child's life skills are not innate but an ability that must be stimulated or developed. If parents do not have good education and knowledge of the importance of life skills, then developing children's life skills from an early age can certainly result in a lack of children's ability to take care of themselves (self-help), build self-image, increase self-knowledge (self-knowledge) and the ability to help others (social skills) as a form of concern and responsibility both as individual beings and as social beings.

It can be explained that parents who have a high level of education certainly have high knowledge and knowledge. Parents with higher education tend to be more open-minded than parents with low levels of education [12]. Parents who have a high level of education certainly understand or have the idea that the development of early childhood life skills is important so that parents provide direction, guidance, exemplary, and motivation to develop early childhood life skills. Parents with a high level of education certainly understand how to guide children to achieve their goals without making children feel depressed and even making children feel happy and like. Parents package the process of developing children's life skills with interesting things, such as games, singing, media, and of course related to early childhood life.

Parents want to set an example for their children. Indeed, children are excellent imitators, they easily imitate the behavior or words that they hear or see [13]. Parents who have different levels of education are likely to have different behaviors and abilities. For example, during a pandemic like this, children need to be diligent in washing their hands after playing, eating, entering the house, etc. Parents who have a higher education level can direct their children to wash their hands properly, and cleanly with 7 steps to wash their hands with soap and running water, but on the other hand, if the parents do not have knowledge and knowledge, it is possible that the child does not receive good, correct and clean handwashing guidance from the parents, but only "as long as the child washes hands".

Based on the results of the study, respondents from 100 parents of early childhood who were affected by Covid-19 in Indonesia had 37 respondents (44.0%) with high school education (44.0%), 46 respondents (34.9%), 8 respondents (13.0%), Primary 1 respondent (2.7%), Master as many as 6 respondents (3.7), and Doctorate 2 respondents (2.7%). So it can be concluded that the level of education of parents or

respondents is the undergraduate level where the undergraduate level is a higher level than the school level.

Work from home can make parents have a greater quantity of time with their children at home compared to the usual days before the pandemic. This is also evidenced by the increasing frequency of playing by parents of early childhood in Indonesia, namely > 2 hours as many as 29 respondents (39.7%) with children, 1 hour 30 minutes - 2 hours as many as 25 respondents (23.3%), ≤ 1 hour 30 minutes by 24 respondents (19.7%) and ≤ 1 hour 20 respondents (17.3%) at the time before the pandemic became > 2 hours as many as 63 respondents (62.4%), 1 hour 30 minutes - 2 hours of 15 respondents (15.3%), ≤ 1 hour by 8 respondents (11.7%) and ≤ 1 hour 30 minutes by 12 respondents (9.3%) during the Covid-19 pandemic. It can be concluded that the increase from before and after the Covid-19 pandemic was 22.7% with a duration of ≥ 2 hours. With this, it can be concluded that the average parent of 100 respondents has a high level of education, which is evidenced by the highest frequency at the undergraduate level with 73% having WFH status and experiencing an increase in playing time with children.

During the Covid-19 pandemic, early childhood learning online with teachers, more than 65% using the WhatsApp application. Parents with high knowledge and education certainly understand the use of technology for online learning. Conversely, if parents have a low level of education, the possibility of not understanding technology will certainly be confused and stressful. Early childhood certainly needs parents to link assignments from teachers to children. Early childhood in online learning certainly does not meet and interact with their friends, teachers, and other people, so the role of parents is very much needed in their development during the Covid-19 pandemic.

From the above discussion, it can be concluded that the level of parental education affects the survival of early childhood, both in fulfilling all children's needs as well as in developing life skills. So it cannot be denied that the variable level of parental education with the variable of developing life skills in early childhood has a relationship and is directly proportional.

#### **4. CONCLUSION**

Based on the research conducted, it can be concluded that the results of the normality test show that the data is normally distributed with  $(0.200 > 0.05)$  Sig >  $\alpha$ . The results showed that the frequency of the education level of the parents of 100 respondents was at the S1 education level. The results of the bivariate correlation analysis were 0.097 (Sig < 0.05) with the Pearson correlation coefficient which showed a result of 0.937 and there was no negative sign, which means that the correlation was not inversely related. If the parents' education level is high, early childhood life skills will also be high. The hypothesis  $H_a$  is accepted and  $H_o$  is rejected, namely, the variable level of parental education correlates with the variable of early childhood Life Skill development during the Covid-19 pandemic in Indonesia.

Also, this study can provide advice to parents to always develop knowledge so that they understand the importance of developing children's life skills from an early age [14].

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