Parenting Skills as The Closest Teacher to Early Childhood at Home

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ABSTRACT: Parents play an important role in the development of their children. This research reflects the role of parents in developing children. Through four stages of identification, screening, eligibility, and acceptable results, this method uses a systematic literature review using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) method. The findings from the fourteen articles examined show that parenting skills play an important role in a child's growth and development from birth to death. The determining factor in the development of physical, motoric, moral, language, social-emotional, and life skills aspects is the role of both parents as important teachers for children from birth to adulthood. Parents can also use a variety of parenting strategies and skills, many of which they have learned throughout their lives and passed on to their children, to help their children grow.

Keywords: Role of Parents, Child Development, first education for children

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1 INTRODUCTION

The family is a gathering for training that impacts the social improvement of kids, in this manner youngsters' schooling can't be isolated from their families on the grounds that the family is the primary spot when youngsters proclaim themselves as friendly creatures in collaborating with their gatherings (Sri Asri, 2018). Children's pre-academic skills, including emergent literacy and numeracy skills, are essential ingredients of school readiness (Jeon et al., 2020) . If parents and teachers treat them harshly, then children will be printed with a tough personality, and they will most likely practice it in bullying situations. Children are unique individuals, in their advancement requires unique consideration regarding the streamlining and development and improvement of youngsters. According to Sugiyanto (2015) Children are developing individuals where they really need special attention from their parents. In order to narrow the gap in children's academic readiness for school, it is necessary to explore the factors that affect the development of children's early academic skills (Xia, 2023).

The development of a child means increasing the abilities and skills of the body in a regular pattern, both morphologically and functionally which becomes increasingly complex because of the development interaction. In the process of development there is differentiation of cells, tissues, organs to the level of organ systems, so that each can fulfill its function in running life (Syahailatua & Kartini, 2020). Furthermore, children of different age groups have different developmental needs. There is some evidence that specific parenting dimensions have differential effects on children's academic performance across developmental stages. For example, Xia (2023) found that authoritative parenting has a stronger positive effect on 6–9years old children's reading score, while permissive parenting has a stronger positive effect on 10–15years old adolescents' reading performance.

A person's development is a gradual, systematic, and never-ending change from birth to death. These changes are lived by every individual, especially from birth to reaching maturity or maturity. Systematic means that development is in a normal sense clear in sequence (Sabani, 2019). Studies regarding parenting style have primarily focused on primary and secondary school students (Xie et al., 2022), and research sampling preschool children has mostly focused on the effect of parenting styles on children's emotional and social development (Lin et al., 2022). Individual variations in emotional tendencies may serve as an implicit underlying factor influencing the diverse externalizing behaviors observed in children. However, the factors that shape children's ability to regulate their emotions are intricate and multifaceted. Parenting styles within the familial context exert a substantial direct or indirect impact on children's emotional and mental well-being, receiving considerable attention in the field of child growth and development both domestically and internationally (Ong et al., 2018; Feng et al., 2021; Fan et al., 2022).

Can know that in early childhood there are at least six aspects of development that must be developed in a balanced manner. The six parts of advancement are strict and virtues, workmanship, mental, social-profound, language, and physical-engine values in youth.

To develop these six aspects of development, educators and parents need guidelines or guidelines (Wiresti & Na'imah, 2020). Consequently, parenting styles not only directly affect children's emotional well-being but also exhibit lasting effects on their psychological characteristics and the development of peer relationships. The development of self-control and peer interactions has been shown to be significantly influenced by family factors, particularly parenting styles and behaviors (Wang et al., 2019; Ahmetoglu et al., 2022).

Disorders of growth and development pose serious threats to both developed and developing nations worldwide. Development should be visible from weight, level, and head boundary, while improvement should be visible from engine, social and close to home abilities, language abilities and mental capacities. Basically, every child will go through the growth and development process according to his age, but it is influenced by many factors. Children are the nation's future generation and deserving of attention. Each youngster has the privilege to accomplish ideal mental, social, and close to home create meant, in this manner, offspring of excellent are expected for a prosperous future (Hapsari et al., 2019). It is the obligation of guardians to instruct their youngsters (Irma et al., 2019). In his study, getting parents' contribution to children's education requires collaborative efforts with various program efforts and training that are tailored to consider the requirements of parents including economic welfare factors, family structure factors, family progress stage variables, and good example factors, so one might say that the family assumes a significant part in the school pattern of youngsters. Given the limited research in the Context of Parenting Skills, the contribution of different parenting dimensions to children's developmental skills at home requires further empirical research. The purpose of this study is to find out the basis for obtaining and building a theoretical foundation related to the context raised, as well as the frame of mind in the research to be carried out.

2 THEORETICAL STUDY

The hypothesis articles in this study comprise of the job of guardians and kid advancement. Coming up next is a more itemized clarification of the two hypothesis articles.

2.1 *Parenting Skills*

Various examinations stressed the significance of family (particularly guardians and their ways of behaving, as the critical components in family) in the turn of events and transformation of youngsters and youths (Jackson et al., 2011; Lee & Sun, 2018). Parent kid relationship enormously impacts a singular's turn of events and transformation (Popov & Ilesanmi, 2015). Accordingly, top notch parent-youngster relationship assumes a significant defensive part in the wellbeing and prosperity of kids and teenagers. A few examinations have shown that standard end-kid relationship was adversely connected with different assimilating (e.g., loneliness and despondency) and externalizing (e.g.,

hostility, indiscipline, and habit-forming behaviors) issues in youths (Vieira et al., 2016). Parent-youngster relationship is created and affected by different inside and outer elements of family (Popov & Ilesanmi, 2015) it was likewise observed to be a significant interceding component impacting people's development and variation (Niu et al., 2019; Popov & Ilesanmi, 2015; Smetana & Rote, 2019; Vieira et al., 2016).

In light of the inquiry why grown-up youngsters would be supposed to help their folks, the writing gives various clarifications, for example, charitableness in view of family transport (Cheal, 1988), moral obligation (Finch, 1989), or then again friendly trade (Ganong & Coleman, 2006). For the most part, two primary viewpoints can be recognized from these reasonings (Ganong & Coleman, 2006; Stein et al., 1998). According to the principal point of view, the standard to help family is unqualified as in it depends on assumptions encompassing connection itself. At the end of the day, individuals think children ought to help their folks for the sole explanation that they are family, no matter what the guardians' current and past way of behaving. According to the subsequent point of view, the standard to help family depends on standards of correspondence (Houdt et al., 2018). This suggests a restrictive standard; individuals think kids have the commitment to help their folks since they anticipate that they should have a past filled with consistent trades of, for instance, backing and fondness (for example guardians have upheld their kids and youngsters ought to respond that help).

These two methodologies are not incongruent but instead corresponding. For instance, individuals could see a child to have commitments towards his uninvolved dad, simply because he is his dad (unrestricted standard). Simultaneously, assuming the child ceases from supporting his dad, individuals could take a milder position in passing judgment on him, considering that the dad did practically nothing to merit his child's help (restrictive standard). In the accompanying segment, the two methodologies will act as a system to determine speculations on standardizing obligations in various parent kid connections parent. In accordance with this thought, standards to sup-port step-guardians have been viewed as more vulnerable than standards to help organic guardians (Coleman et al., 2005; Ganong & Coleman, 2006; Rossi and Rossi, 1990).

2.2 *Child Development*

Theories from formative psychology (Bigler & Liben, 2007; Cvencek & Meltzoff, 2015; Martin & Ruble, 2004) what's more, social brain research (Wood & Eagly, 2012; Fiske et al., 2002; Wood & Eagly, 2012) give a structure to understanding how orientation science generalizations create. Generalizations about gatherings structure in view of individuals' immediate perceptions of gathering individuals, like through friendly communications, and backhanded perceptions, like through broad communications (Bigler & Liben, 2007; Koenig & Eagly, 2014). Since orientation is an especially striking social character, youngsters effectively scan their environment for signals to what exercises are viewed as suitable for young men and young ladies (Arthur, et al., 2008; Martin & Ruble, 2004). Kids might underline impartial appropriations with respect to

need and legitimacy at a previous age since rivalry is many times essential to accomplishment in these societies. On the other hand, youngsters from collectivist societies might be less centered around individual assets because of an emphasis on bunch objectives (Triandis, 2001). At present, little is known about the formative time course for coordinating an individualistic or collectivist mentality into social direction. The current undertaking promotion dresses this hole in our insight by analyzing age-related changes in decency favor fences in kids matured 4-11 across the world.

An inspiration for equity is available very early on. Kids anticipate reasonableness from others (Dunfield et al., 2013), furthermore, mirror this assumption in their own ways of behaving by 15 months old enough (Schmidt & Sommerville, 2011). By age 3, kids support standards of balance in outsider asset assignment errands where they don't remain to acquire in assets (Smith et al., 2013). When requested to circulate assets between two mysterious beneficiaries in a distributive equity game, small kids favor equivalent dispersions when no other data about the beneficiaries is accessible (Malti et al., 2016). In any event, when beneficiaries are portrayed as contributing distinctively to a joint errand, small kids favor balance in dispersions, in which the two accomplices get similar measure of assets, contrasted with value in disseminations, in which beneficiaries are given more re-sources when they offer more exertion (Baumard et al., 2012). In circumstances where kids can't appropriate similarly, some will try and discard additional assets to keep away from lopsided dispersions (Shaw et al., 2012). Equity seems, by all accounts, to be inseparable from decency in youth.

As youngsters age, they incorporate accepted practices into more nuanced originations of fairness. Indeed, even preschool-matured youngsters have been displayed to think about merit commitments in asset designation choices (Kanngiesser & Warneken, 2012), what's more, by age 6, kids take factors past uniformity in their conclusions of reasonableness, like deservingness (Almås et al., 2010; Damon, 1977). Value alludes to such dispersions considering deservingness as opposed to correspondence, which favors indistinguishable distributions. More established kids reward beneficiaries who offer more work towards a joint objective (Kienbaum & Wilkening, 2009). Profound and material need likewise influence more seasoned kids' sharing ways of behaving, bringing about a propensity to distribute more assets to burdened beneficiaries (Chernyak & Kushnir, 2013; Paulus, 2014). In a variation of the distributive equity game, kids give more toys to beneficiaries characterized with signs of low-riches, like more modest homes, contrasted with prompts of high abundance (Shutts et al., 2016). Kids additionally favor beneficiaries who have recently imparted to other people (House et al., 2013) or on the other hand who have comparable in-bunch status (Benozio & Diesendruck, 2015). In circumstances of disparity between two beneficiaries, 7-8-year-old kids passed judgment on equivalent appropriations less emphatically than evenhanded disseminations (Rizzo et al., 2016). Controlling the attributes of beneficiaries in distributive equity games makes it possible to distinguishes comprehension youngsters might interpret decency and how their figuring out shifts over the course of growing up and youth.

3 METHOD

The identification, screening, feasibility, and results received phases of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) method are utilized in this study's systematic literature review. Writing search is finished by getting to online electronic information bases from PubMed and Google Scholar. Toward the start of the pursuit with a data set utilizing consideration measures, in particular diaries and articles that look at the Job of Guardians intending to Understudy Improvement. Then use the exclusion criteria by looking at the publication time with a range of 2018 - 2023. In the final stage, an assessment is carried out by deleting journals that have the same title and author, incomplete texts and verifying the results of the study.
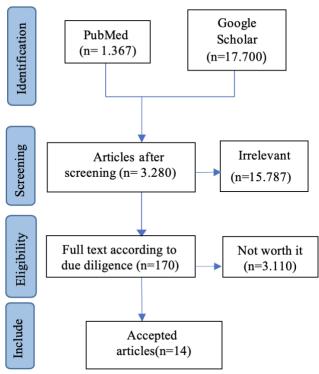

Figure 1. *Flow of systematic review* with PRISMA method

4 RESULT AND DISCUSSION

4.1 *Result*

From the results of literature search with systematic literature review obtained 19. 067 journals and articles with keywords parental roles and child development. Then using exclusion criteria by looking at the time of publication and suitability of the study, 3,280 literatures were obtained. The specifications of the search selection process as illustrated in Figure 1. PRISMA flow chart depicting the article selection process.

In the final stage, an assessment is carried out by deleting diaries that have similar title and creator, inadequate texts and checking research results, for example, test ampleness, expectation of predisposition, examination gatherings, and the suitability of measurable

tests from the writing list. The author obtained 14 literature with full text and in accordance with the established criteria, consisting of 7 literature in Indonesian and 7 English literature.

Table 1. Synthesis of relevant information taken from articles

No	Researcher Name (Year)	Research Title (Country of Origin)	Result
1	Albanese et al., (2019)	The role of parental self-efficacy in parent and child well-being: A systematic review of associated outcomes	These findings fill in the gaps in the existing body of literature and provide an up-to-date and comprehensive understanding of the role that PSE plays in the welfare of parents and children. They additionally reiterate the clinical pertinence of PSE.
2	Zhang et al., (2022)	Parental Psychological Control and Children's Prosocial Behavior: The Mediating Role of Social Anxiety and the Moderating Role of Socioeconomic Status	This study found a negative correlation between parental psychological control and children's prosocial behavior. The more psychological control the children have, the fewer prosocial behaviors they exhibit.
3	Aydin et al., (2021)	Parents' and teachers' views of the promotion of healthy eating in Australian primary schools	According to the findings of this study, teachers and parents believed that several facilitators contributed to the promotion of healthy eating among children. Food and nutrition education (FNE) programs, schools' community-based nature, teacher role models, and schools' authority over children were among these.
4	Xie et al., (2019)	Parents' phubbing increases Adolescents' Mobile phone addiction: Roles of parent-child attachment, deviant peers, and gender	Adolescent mobile phone addiction was found to be positively correlated with parental phubbing.
5	Berthelot et al., (2019)	The protective role of mentalizing: Reflective functioning as a mediator between child maltreatment, psychopathology, and parental attitude in expecting parents	Reflective functioning was found to (a) independently predict participants' perceptions of parental competence and psychological investment in the unborn child and (b) partially mediate the association between childhood maltreatment and psychological symptoms during pregnancy, according to structural equation modeling.
6	Davis-Kean et al., (2021)	The Role of Parent Educational Attainment in Parenting and Children's Development	We propose that parent educational attainment provides a foundation that supports children's academic success indirectly through parents' beliefs about and expectations for their children as well as the cognitive stimulation that parents provide both inside and outside the home.
7	Procentese et al., (2019)	Families and Social Media Use: The Role of Parents' Perceptions about Social Media Impact on Family Systems in the Relationship between Family Collective	shows how important it can be for parents' positive judgments about the impact of online entertainment on friendly collaborations and connections within their family structure to encourage good family working and open communication.

		Efficacy and Open Communication	
8	Lilawati (2020)	*Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi* [The Role of Parents in Supporting Learning Activities at Home during the Pandemic]	Mentoring is one way that parents can help their children study at home during the educational pandemic, and parents at RA Scholar Team Surabaya encourage their children to take part in learning activities at PAUD.
9	Wahidin (2019)	*Peran Orang Tua Dalam Menumbuhkan Motivasi Belajar Pada Anak Sekolah Dasar* [The Role of Parents in Fostering Learning Motivation in Elementary School Children]	Parents as guardians must continue to focus on the child's self-development as a determinant of training treatment according to the period or age level and thinking ability of the child.
10	Jatiningsih et al., (2021)	*Peran Orang Tua Dalam Pemenuhan Hak Pendidikan Anak Pada Masa Belajar Dari Rumah* [The Role of Parents in Fulfilling Children's Educational Rights When Learning from Home]	Parents play an important role in ensuring that their children's educational rights are upheld by accompanying them on their educational journey, providing learning resources, and providing them with motivation. Gender roles are greatly influenced by patriarchy in society.
11	Andhika (2021)	*Peran Orang Tua Sebagai Sumber Pendidikan Karakter Bagi Anak Usia Dini* [The Role of Parents as a Source of Character Education for Early Childhood]	The task as a parent in influencing a child's personality today is not only carried by the mother. The role of the father in the development of a child's personality is very large. Fathers are still required to take part in maintaining their children's interactions, such as playing, talking to them and making jokes.
12	Fikriyah et al., (2022)	*Peran Orang Tua Terhadap Pembentukan Karakter Anak Dalam Menyikapi Bullying* [The Role of Parents in Forming Children's Character in Responding to Bullying]	Children must be taught by parents not to be afraid, to be confident, to choose friends to hang out with, and even given the authority to defend themselves or even respond to bullying.
13	Ratiwi & Sumarni (2020)	*Peran Orang Tua dalam Pendampingan Pembelajaran Daring Terhadap Perkembangan Kognitif* [The Role of Parents in Assisting Online Learning on Cognitive Development]	Since parents are always expected to help their children in learning-related activities, establishing open lines of communication is essential to creating a welcoming environment.
14	Ruli (2020)	*Tugas Dan Peran Orang Tua Dalam*	Children's development is influenced by their relationship with their parents. Young people who

	Mendidk Anak [Duties and Roles of Parents in Educating Children]	feel a warm relationship with their parents, feel that they are loved and protected and seek good care, will mostly easily recognize, and follow their parents' tendencies and tend to behave kindly.

4.2 *Discussion*

4.2.1 *Parenting Skills as The Closest Teacher for Early Childhood*

The understanding of etymology holds that the person who has given birth and is responsible for children both their own and adopted children is referred to as a parent. Adoptive parents are intended to be considered "parents" because they share the same daily responsibilities as parents. The parents in this instance, namely the husband and wife, are the primary figures in the family when it comes to various matters pertaining to all indicators of life, both externally and internally. There is nobody who is (Wahidin, 2019).

Guardians have the primary obligation during the time spent development and improvement of their youngsters. That way parents become the first source of children to learn because basically children have the urge to imitate a job, both from parents and from others (Taubah, 2016). However, a 2016 systematic review found that only 49% of referred parents completed these programs and 25% did not start them (Chacko et al., 2016). Engagement with parenting skills programs is best understood as a process involving several stages before families receive adequate exposure to acquire the skills to address children's behavior problems. The CAPE (Connect, Attend, Participate, Enact) model by Piotrowska et al., (2027) identifies 4 stages of parenting skills program engagement: i) connect: initial registration with a program; ii) attend: physical presence at sessions; iii) participate: interaction with session activities and content; and iv) enact: change in parenting style (Piotrowska et al., 2017). A range of initiatives to improve engagement with parenting skills programs has been designed, including resource-intensive approaches, such as motivational interviews or offering parenting skills programs via virtual mechanisms (Florean et al., 2020).

The deciding element of a youngster's physical and mental improvement is the job of the two guardians as the as a matter of some importance instructors for kids brought into the world to adulthood. During the time spent information arrangement, through different nurturing techniques sent by guardians, it is vital. Personality, character, cultural values, religious and moral values, as well as basic skills, are all influenced by family education (Andhika, 2021). Guardians play a significant part in the arrangement of kids' personality. Parents are inspirational figures, role models of a child (Fardiansyah, 2022). This is in line with what was said by Maifani (2016) states that "The role of a mother is as the first madrasah for the child, while the father is as a consultant". As the saying goes "The fruit falls not far from the tree", this indicates that how the child's character is formed through the relationship between father and mother (parents) who each have a role in educating children. Or in other words, the child reflects the parents.

Guardians at first assume a part in directing essential perspectives and abilities, for example, strict schooling to comply with rules, and for good adjustment (Juniarti & Nurlaeni, 2017). However, its function has expanded to include academic education as well. Prabhawani (2016) states that the execution of training is the obligation of guardians and the encompassing local area, not just the obligation of instructive foundations. The nuclear family of guardians and kids has supplanted guardians as individuals from a bigger family. Parents play an important role, have a great deal of influence over their children's education, and they are responsible for their children's education, care, and guidance until they reach certain developmental milestones that prepare them for social life.

4.2.2 *The Guardian's Duty is to Act as A Source of Character Education for Children*

From conception through infancy, childhood, adolescence, and adulthood, individuals undergo a process of quantitative and qualitative change known as development. Improvement can likewise be deciphered as a course of progress in people or organic entities, both physical (physical) and clairvoyant (profound) towards the degree of development or development that happens methodically, progressively, and consistently (Latifa, 2017). In addition, the development of pragmatic skills is related to the other areas of language (e.g., semantics and syntax) as well as social and cognitive development (Scott-phillips, 2016; Hofmann & Müller, 2021). Language development and hence the pragmatic area have a close relationship to the social interaction as a dynamic factor (Yang et al., 2021),(Morgan et al., 2021). since social interaction gives children opportunities to learn from their environment, practice the new language forms, and improve their linguistic and communicative skills (Tocaimaza-Hatch & Santo, 2020). investigated a sample of 4,332 Australian children and found that socioeconomically disadvantaged regions, family background and children's individual factors had significant influences on their receptive vocabulary comprehension in the growth model. A similar study was also undertaken in Australia by Spilt and Harrison (2015), who believed that close teacher-child relationships and frequent peer interactions were essential for children to develop language skills in their early years. In the United States (Hartman et al., 2016).

Child development is a time of forming the foundation for personality and skills that will decide the kid's next life experience. Experience and education for children are the most determining factors in the development of the child itself. Borrowing the term "tabula rasa" proposed by John Locke, children are clean and sensitive to stimuli that come from the environment. This is in accordance with a term that analogizes children as sponges, which can absorb all forms of information around them. The soul of a child according to Locke when born is like a piece of paper that is still blank, meaning that the content and pattern of the paper depends on how we write it (Talango, 2020).

This development will be more optimal if the environment around the house can stimulate well. Currently, not many guardians focus on the motor development of their kids. Parents do not yet understand that gross motor skills need to be trained in every

activity that children do. As a result, guardians should have the option to notice their youngsters' improvement since the beginning. The development of children's motor skills will be better optimized to prevent developmental delays if parents are able to control every child's activities so that they can move freely (Salwiah & Asmuddin, 2022).

The consequences of the writing audit from 14 diaries show that the aftereffects of the exploration examination (Albanese et al., 2019). PSE is a key factor affecting the well-being of parents and children. Armed with complete and up-to-date references from extant work linking This review builds avenues to advance research in this area for the benefit of future generations of parents and children by linking PSE to important outcomes for children and parents, as well as critiques of current weaknesses and recommendations for employment. The study was analyzed by the authors in the interim (Aydin et al., 2021). Parents and teachers identify primary schools as good places to encourage healthy eating habits and food skills development and practice. They acknowledge the school's strengths in establishing a healthy food environment, serving as a role model, and promoting healthy eating through FNE programs. In any case, a portion of the discoveries propose that schools need help and change to survive obstacles like limited educator knowledge, time constraints, and financial constraints. Schools' inconsistencies and the need for mandatory policies or audits of the implementation of school health policies are highlighted by a few guardians' and instructors' reactions of unfortunate school food environments. The discoveries have suggestions for wellbeing policymakers as they create and embrace procedures to lay out wellbeing advancing grade schools.

The third evaluation of the research carried out by Fikriyah et al., (2022) Where guardians play a significant part in the development of youngsters' personality. Parents are the most important educators for children because they serve as role models for their children. *Al Ummu Madrosatul Ula*, or "Mother's first school," is a preschool for children. So, the way the old man educates the child shapes the child. There are numerous ways that guardians can do in forming youngsters' personality, for example, by setting models, becoming accustomed to beneficial things, conveying, and including kids in home exercises. so that the character that parents instill in their children from a young age will make them stronger, more confident, and better able to handle themselves in their surroundings. While research Andhika (2021) argues that conditions in the family affect a child's character education, a non-violent family atmosphere is one of the most effective solutions, The job of guardians as a wellspring of character schooling, parents should help their children develop good character by making them feel at ease, calm, and happy when they are at home. There are numerous roles that parents can play in shaping their children's attitudes and actions.

5 CONCLUSION

In conclusion, from the discussion above, parents should pay attention to their children's characters naturally interested in fun activities in providing stimulation to children. In this scenario, communication indirectly serves as an important method and

medium to ensure that the child's learning experience is enjoyable. In general, parenting skills in early childhood education must continue to be evaluated, especially parents who always accompany the growth and development of children. These parenting skills can improve a child's life by making it more fun, interesting, communicative, and dramatic.

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