

# The Role of Parents in Encouraging Self-Directed Learning in Preschool Children (A Comparative Study between Traditional Families and Modern Families)

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## ARTICLE INFO

### Article history:

Accepted on March 07, 2024  
Revised on March 21, 2024  
Published on June 10, 2024  
Available online on June 30, 2024

### Kata Kunci:

keluarga, merdeka belajar, orangtua

### Keywords:

family, free learning, parents



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E-ISSN: 2477-0515

How to Cite (APA Style): Pratama, S., Abdillah, Atirah, N., F. (2024). The Role of Parents in Encouraging Self-Directed Learning in Preschool Children (A Comparative Study between Traditional Families and Modern Families). *Jurnal Nalar Pendidikan*, 12 (1). 58-66.

## ABSTRAK

Penelitian ini menjelaskan terkait peran orang tua dalam melaksanakan konsep "Merdeka Belajar" pada anak-anak yang belum menempuh pendidikan di Kota Makassar, dengan fokus pada perbandingan antara keluarga tradisional dan keluarga modern. Penelitian ini menganalisis bagaimana keluarga tradisional dan keluarga modern berperan dalam memberikan dukungan dan fasilitasi kepada anak-anak prasekolah untuk belajar secara mandiri. Metode penelitian ini melibatkan survei, wawancara, dan observasi terhadap keluarga-keluarga yang mewakili kedua kelompok keluarga tersebut. Hasil penelitian menggambarkan perbedaan signifikan dalam pendekatan dan praktik orang tua dari keluarga tradisional dan keluarga modern terhadap konsep "Merdeka Belajar." Terdapat perbedaan pendekatan antara keluarga dengan pola tradisional dan modern dalam mendukung konsep merdeka belajar bagi anak usia prasekolah. Keluarga tradisional cenderung menggunakan metode yang lebih konvensional, seperti membacakan cerita, menyediakan waktu khusus untuk belajar, dan menunjukkan kesabaran ketika anak belum menguasai materi. Sementara itu, keluarga modern lebih banyak memanfaatkan media digital dalam proses belajar anak. Meskipun demikian, baik keluarga tradisional maupun modern sama-sama berupaya untuk menstimulasi rasa ingin tahu anak, memberikan apresiasi, menciptakan lingkungan belajar yang menarik, serta menghadapi tantangan seperti anak yang mudah bosan dan sulit berkonsentrasi. Perbedaan lainnya terletak pada pengintegrasian aktivitas belajar dengan kegiatan sehari-hari yang cenderung dilakukan oleh keluarga tradisional, sedangkan keluarga modern lebih memanfaatkan teknologi dalam proses belajar anak. Sehingga dapat disimpulkan bahwa terdapat perbedaan cara orang tua dapat berperan dalam mendorong kemerdekaan belajar pada anak-anak prasekolah dikota Makassar.

## ABSTRACT

This research explains the role of parents in implementing the concept of "Merdeka Belajar" for children who have not yet pursued education in Makassar City, focusing on comparing traditional families and modern families. This research analyzes how traditional and modern families support and facilitate preschool children to learn independently. The research method involved surveys, interviews and observations of families representing both groups. The results illustrate significant differences in the approaches and practices of parents from traditional families and modern families towards the concept of "Independent Learning." There is a difference in approach between traditional and modern families supporting independent learning for preschool-age children. Traditional families tend to use more conventional methods, such as reading stories, providing particular time for learning, and showing patience when children have not mastered the material. Meanwhile, modern families utilize more digital media in the learning process. However, traditional and modern families try to stimulate children's curiosity, show appreciation, and create an exciting learning environment. Both face challenges, such as easily bored children with difficulty concentrating. Another difference lies in integrating learning activities with daily activities, which traditional families tend to do, while modern families utilize technology more in the learning process. There are differences in how parents can play a role in encouraging learning independence in preschool children in Makassar city.

## INTRODUCTION

Preschool children are those aged between 3 and 6 years old. At this age, children are in a crucial stage of development. They are in the process of exploring and learning about the world around them with great curiosity. Preschoolers have unique characteristics, such as abundant energy, extraordinary imagination, and a high curiosity about everything in their environment. They learn through play, exploration, and interaction with people around them. Children at this age also can absorb new information quickly, like a sponge soaking up water. In the learning process, preschoolers tend to be more easily engaged and motivated by activities involving movement, colourful visuals, music, and games. They learn actively, concretely, and enjoyably. Therefore, a creative, interactive, and curiosity-supporting learning environment is crucial to foster optimal development at this stage of age.

The Merdeka Belajar (Freedom to Learn) program allows students to choose their learning based on their interests and characters, aiming to motivate students to master competencies that will help them achieve their aspirations (Siregar et al., 2020). Merdeka Belajar is an educational concept that emphasizes the importance of independent learning for students. This approach allows students to control their learning process, choosing what they want and how to learn it. However, some educators still use conservative teaching methods. The basic principles of the Merdeka Belajar curriculum provide freedom to educators in determining and organizing learning materials to be varied and tailored to the needs of learners. Project-based learning approaches to develop soft skills based on the characteristics of Pancasila learners are also a focus. Implementing the latest curriculum (Merdeka Belajar Curriculum), which involves parents as learning resources for students, is believed to enhance students' learning enthusiasm, strengthen accountability and community ownership, and increase knowledge about the applied learning system.

The Merdeka Curriculum plays a vital role in the world of education as it is closely related to the teaching process within an educational system and determines the standards for the qualifications of graduates from an educational institution. The curriculum encompasses plans and learning activities within the school environment, classrooms, regions, and national levels (Rahmadhani et al., 2022). The transition from the 2013 Curriculum to the concept of the Merdeka Belajar Curriculum is influenced by the constantly changing times, where technology is advancing rapidly, requiring students' learning and thinking methods to adapt to the developments of nature and time. This condition is also influenced by the fact that some schools still face challenges integrating information technology into learning to maximize the desired learning outcomes. This is due to limited teacher competencies, facilities, and infrastructure.

According to Triwardhani et al. (2020), parental participation in various activities at home and school positively benefits parents, children, and educational institutions. Parental involvement in the education of preschool-aged children is considered highly significant as it can positively impact children's development (Triwardhani et al., 2020). Parents who actively interact with teachers and support their children's learning programs will positively impact their children's behaviour in the school environment (Yanti, Evi, 2022). The current situation indicates that many parents still believe that the primary responsibility for their children's success lies with the teacher. There still needs to be a greater understanding in society regarding the role of parents as potential sources of learning for children in the school environment. Yulias Sumarlan et al. (2023) explain that through home learning assistance, the Merdeka Belajar Program can provide knowledge gained through empowerment activities that are not limited by space and time. Previous research conducted by these researchers only highlighted the role of parents in supporting the learning process at home without deeply discussing the role of parents as the "first school" for children (Bhoke et al., 2023).

The main differences in this study compared to previous research are: 1) This study primarily explores the concept of Merdeka Belajar (Freedom to Learn) in preschool children. Previous research has primarily focused on implementing Merdeka Belajar at the elementary, secondary, or tertiary education levels. 2) This study offers a new perspective by comparing the role of parents in supporting Merdeka Belajar between traditional and modern families. Most previous studies did not differentiate between family backgrounds when examining the role of parents. 3) This study comprehensively examines the role of parents, not limited to specific aspects. It explores various indicators such as stimulating curiosity, involvement in the learning process, provision of facilities, opportunities for exploration, and constraints faced. Thus, this research offers a new perspective in examining the role of parents in fostering Merdeka Belajar in preschool children. The research problem formulation for this study is as follows:

1. How does the role of parents in supporting Merdeka Belajar compare to that of modern and traditional families?
2. What factors influence parents' role in traditional and modern families in Makassar City?

**RESEARCH METHOD**

The research method applied in this study is a mixed-method approach, which integrates both quantitative and qualitative aspects in the research process. The mixed-method approach combines quantitative and qualitative methods in one study (Masrisal, 2011). The framework used is the convergent parallel mixed-method type. The research method used is based on certain philosophical foundations, utilizing both quantitative calculation approaches and qualitative approaches and combining both approaches in one study. Quantitative data are obtained through surveys with questionnaires, while qualitative data are collected through in-depth interviews and observations in both family groups. These two approaches are integrated to obtain complete, valid, consistent, and objective data.

By combining these two types of data, this research can provide a more comprehensive and in-depth overview of the researched topic and reveal the differences and similarities between traditional and modern families in supporting Merdeka Belajar in preschool children. This study's total number of samples is 24 families, selected using random sampling techniques, including the table 1. total Sample.

**Table 1.** Sample Research

Family	Sample Size
Modern Families	12 Families
Traditional Families	12 Families
Total	24 Families

This research is in Makassar, specifically in the Rappocini District, Ballaparang Village. This location is considered representative for gathering the required data because the population is balanced between modern and traditional families. According to initial observations conducted in this location, there are also many preschool-aged children. Determining the data collection method begins with examining informant data, concluding that the data collection method will combine questionnaire surveys, observations, interviews, documents, and discussions in the form of FGD (Focus Group Discussions). In this design, quantitative and qualitative data are collected, and analysis of both types of data is conducted separately. Then, the results of the quantitative and qualitative analyses are combined to conclude.

**RESULTS AND DISCUSSION**

**1. Comparison of Parental Roles in Encouraging the concept of Merdeka Belajar (Freedom to Learn) in Preschool Children of Traditional and Modern Families in Makassar City**

The data for this research were obtained from two groups of families: modern families and traditional families. This study provides a comprehensive overview of the role of parents in supporting Merdeka Belajar in preschool children, as well as the differences and similarities between traditional and modern families in this regard. The study includes indicators which can be seen in the following table:

**Table 2.** Research Indicators

No	Research Indicators
1	Providing support and praise when the child explores new things
2	Forms of praise given to the child: a) Praising with words ; b) Hugging the child ; c) Promising rewards
3	Reading stories or telling tales to the child to enhance language and literacy skills
4	Introducing various types of toys or games that promote exploration and active learning
5	Providing opportunities for the child to take initiative in determining their learning activities
6	Parental involvement in learning activities with the child at home
7	Setting specific times for learning together with the child at home
8	Parental response when the child does not understand something being taught: a. Not scolding the child b. Scolding the child

The following table summarizes the key findings regarding the role of parents in encouraging the concept of Merdeka Belajar (Freedom to Learn) among preschool children in Makassar City, comparing traditional families and modern families based on the established research indicators related to modern and traditional families.

**Table 3.** Result Research

Questions	Answers	Modern Families		Traditional Families	
		Frequency	Percentage	Frequency	Percentage
Giving support and praise when preschoolers explore new things	Yes	12	100%	12	100%
	Words	7	58.30%	7	58.30%
Forms of praise to provide	Hugging a child	4	33.30%	3	25%
	Promise a reward	1	8.30%	0	0%
Reading stories or telling tales to preschoolers	Yes	9	75%	4	33.30%
	Sometimes	3	25%	7	58.30%
	No	0	0%	1	8.30%
Introducing toys/games that promote exploration and active learning	Yes	12	100%	12	100%
Giving preschoolers opportunities to take initiative in determining learning activities	Yes	12	100%	12	100%
Parent involvement in learning activities with preschoolers at home	Yes	12	100%	12	100%
Having specific times for learning together with preschoolers at home	Yes	9	75%	4	33.30%
	Unclear	2	16.70%	7	58.30%
	No	1	8.30%	1	8.30%
Scolding preschoolers when they do not know something being taught	No	10	83.30%	4	33.30%
	Unclear	2	16.70%	7	58.30%
	Yes	0	0%	1	8.30%

Based on the descriptive analysis and the results table above, several conclusions can be drawn as follows:

1. Both modern and traditional families provide support and praise to preschool children when they explore new things or try something different. However, the forms of praise differ slightly. Modern families are more likely to give praise by hugging the child or promising rewards, while traditional families tend to use verbal praise more frequently.
2. In terms of reading stories or telling tales to preschool children as part of developing language and literacy skills, modern families tend to do this more frequently than traditional families.
3. Both modern and traditional families introduce various types of toys or games to preschool children to promote exploration and active learning.
4. Both groups of families also provide opportunities for preschool children to take the initiative in determining their learning activities and are involved in learning activities with preschool children at home.
5. In terms of setting specific times to learn with preschool children at home, modern families are more consistent in providing dedicated time than traditional families.
6. In response to preschool children not understanding something being taught, modern families tend to be more patient and refrain from scolding the child. In contrast, traditional families may be more prone to scolding or providing unclear responses.

Overall, there are several differences in the practices of supporting Merdeka Belajar (Freedom to Learn) among preschool children between traditional and modern families, especially in terms of reading stories, providing dedicated learning time, and responding when a child does not understand something being taught. However, both groups of families equally strive to provide support, appreciation, and opportunities for children to explore and learn actively.

Based on the interviews conducted with modern and traditional families using several indicators,

**Table 4.** The results of the interviews

No	Indicators	Results	
		Modern Families	Traditional Families
1	Stimulation of preschool children's curiosity at home	Parents try to stimulate children's curiosity by explaining, introducing new things, asking questions, and providing support/praise.	They also use media such as picture books, educational toys, writing tools, and technology to capture the child's attention.
2	The role of parents in encouraging preschool children to learn at home	Parents play a role by providing appreciation, accompanying the child, training focus, engaging in play-based learning, and creating a varied learning environment.	They also involve the child in daily activities such as cooking and cleaning.
3	Challenges in encouraging preschool children to learn at home	Adequate teaching time is also a challenge for some parents.	Common obstacles faced include children getting quickly bored, distracted by gadgets, needing help focusing and being reluctant to learn.
4	Activities done with preschool children at home	Typical activities include playing, storytelling, solving puzzles, and involving children in daily activities.	Everyday activities often include playing, colouring, singing, storytelling, solving puzzles, and teaching letters and numbers.
5	Facilitating a creative and supportive learning environment at home	Parents should facilitate by providing educational toys, picture books, writing tools, whiteboards, and digital media such as smart devices and ebooks.	They also provide space for children to explore and try new things.

Based on the analysis above, there is generally no significant difference between traditional and modern families in fostering self-directed learning in preschool children at home. Both family groups strive to stimulate children's curiosity, accompany the learning process, create an engaging learning environment, and face challenges such as quickly getting bored and difficulty focusing.

However, there are some slight differences in terms of:

1. Modern families use digital media and technology more frequently in their children's learning process, such as intelligent hafiz, ebooks, and audio/video media.
2. Traditional families integrate learning activities more with daily household activities, such as cooking, cleaning, and teaching children about religion/culture.
3. Some traditional families still rely on conventional media such as picture books, puzzles, and writing tools to facilitate their children's learning environment.

Overall, traditional and modern families alike make efforts and face challenges in fostering self-directed learning in preschool children at home, with slight differences in the media or approaches utilized.

**The Role of Parents in Fostering the Concept of Merdeka Belajar in Preschool Children**

Parents play a crucial role in supporting preschool children's learning at home. They can create a positive learning environment by providing a quiet and comfortable place for preschoolers to study, supporting children's habits, providing access to relevant learning materials, and boosting their enthusiasm for learning. Additionally, parents serve as good role models for their children, teaching them positive values and guiding them through learning challenges. With active involvement and clear roles in educating their children at home, parents can significantly contribute to their children's academic, emotional, and social development. This applies to modern and traditional families, who provide early education for preschoolers at home before formal education begins. The family environment and parents are the first places a child receives education. In this environment, the process of educating a child is carried out personally and specifically by parents to their children.

This is done by guiding children to learn at home or accompanying them in the learning process before and during school. Parents are the oldest and primary informal education institution experienced by



children, and they are a natural educational institution. The main task of parents is to guide and nurture their children so they can grow and develop optimally. As the first educators for their children in the home environment, parents need to understand and help solve their children's problems in their growth and development process. Parents must also organize play and learning time and methods for their preschool-age children and teach them to learn regularly (Hutubessy, 2022).

In understanding the role of parents in traditional and modern families, their roles at home as motivators, guides, and supervisors are examined:

#### **a. Parents as Motivators**

The role of parents as motivators in children's education is crucial in encouraging children to achieve good learning outcomes (Shafira & Asyiah, 2021). Parents serve as a source of extrinsic motivation that encourages children to learn, requiring regular attention and specific guidance from parents, especially for preschool-age children. This encouragement can take the form of attention, rewards, praise, and consequences given when children succeed in learning (Mulyadi et al., 2021). Parents need to continuously motivate their children to stay motivated in the learning process, especially at home, as a supporting factor in achieving good performance in school (Wahidin, 2019). To enhance children's motivation for learning, parents can make various efforts such as understanding their children's learning styles and patterns, providing rewards or sanctions according to their learning behaviour, and preparing the necessary resources and facilities to support their children's learning process (Nengsih & Dafit, 2022). This also applies to children who do not yet have formal learning obligations, such as preschoolers, where parents serve as motivators to encourage them to learn about the things around them as opportunities for learning in both traditional and modern families.

Research comparing traditional and modern families found that most parents stimulate their children's learning by providing writing tools and blank paper for activities like doodling and drawing. On the other hand, traditional parents encourage their children's learning by providing toys that can stimulate new knowledge, aiming to educate their children while playing and embedding educational elements within the play.

#### **b. Parents of guides**

The role of parents as guides is highly significant in directing and shaping children towards a moral, rational, and well-rounded life by the prevailing societal norms. As guides, parents are responsible for accompanying and directing their children in learning and providing support when children face challenges (Rothman et al., 2020). Parents have the responsibility to guide their children not only in terms of school facilities and expenses but also in providing understanding, encouragement, and assistance in overcoming difficulties faced by children in school. Therefore, the role of parents as guides is vital in shaping children's character, morality, and overall development towards a positive direction aligned with cherished values.

The research findings discovered that children who prefer playing over studying pose a challenge. The effectiveness of the timing to teach them, coupled with the insufficient educational facilities, necessitates the role of parents in guiding preschool children in educating them from an early age by introducing elements that align with their world yet contain basic knowledge. Parents can act as guides by engaging in various activities with their children, such as singing to introduce Arabic letters (Hijaiyah), the names of prophets, body parts, family members, and listening to recitations of the Quran, drawing together, introducing letters, and providing space for children to try new things and explore their environment.

#### **c. Parents as supervisors**

The role of parents as supervisors is crucial in their children's lives. As supervisors, parents are responsible for observing and monitoring their children's activities, thoughts, and behaviours (Ikromah et al., 2022). This role aims to ensure that children stay within the applicable rules and can grow into responsible and well-behaved individuals. Parental supervision also ensures that children use gadgets or electronic media wisely and within the established boundaries (Anwar, 2018). This indicates that parental supervision is not about limiting children's creativity but providing guidance so children can use technology positively and safely. With an active role as supervisors, parents can help protect children from potential dangers, steer them towards positive behaviour, and provide necessary guidance in facing environmental challenges. Based on research findings, one of the things parents do to teach children at home is to provide

educational toys such as smart hafiz, ebooks, and educational puzzles. This is done to prevent children from becoming addicted to technology, which can disrupt their development.

This finding is supported by previous research emphasizing parents' crucial role in accompanying their children's learning. The involvement and support parents provide to their children during the learning process at home have a significant and essential impact on the learning outcomes achieved by children (Ningrum, 2018). Implementing positive parenting styles by parents will also result in positive learning motivation in students (Trisna et al., 2013). The higher the learning motivation, the better the students' learning outcomes (Sahlén et al., 2020). Therefore, parental involvement plays a significant role in supporting the learning process. By providing positive guidance and motivation, parents can enhance their children's interest in learning and influence their development during learning at home. Based on the findings of this research, the role of parents is crucial in promoting the concept of "Merdeka Belajar" (independent learning) in preschool children so that they can have a strong foundation before entering the school environment, which their parents teach at home.

**2. Factors influencing the role of parents in traditional and modern families in Makassar City**

Through the mapping in the following table, it can be stated that the role of parents in encouraging independent learning in preschool children in Makassar City is influenced by various factors, including education, parenting approach, availability of resources, and use of technology. The difference between traditional and modern families lies mainly in the media and methods used to support children's learning process.

**Table 5.** Factors influencing the role of parents

No	Factors influencing the role of parents	Results
1	Parental Education	Parents with higher levels of education tend to better understand and implement the concept of Independent Learning by utilizing advanced technology and educational tools.
2	Parenting Approach	A non-coercive approach and verbal support are evident in both types of families, although the methods and media used may differ.
3	Resource Availability	Modern families have greater access to digital and technological resources, whereas traditional families rely on simple tools and everyday activities such as learning media.
4	Social and Economic Environment	Modern families may have better social and economic conditions, enabling them to provide more advanced learning tools.
5	Time and Attention Given	Both types of families strive to provide full attention, but modern families may rely more on technology to support the learning process.
6	Technology Usage	Modern families are more inclined to use technology as a learning aid, while traditional families use more conventional methods.

**CONCLUSION**

The difference between traditional and modern families in encouraging independent learning in preschool children is evident. Traditional families tend to engage more in storytelling, allocate specific study times, and exhibit more patience when children have not mastered the material. Meanwhile, modern families rely more on digital media in their children's learning process. Both groups equally strive to stimulate children's curiosity, show appreciation, create engaging learning environments, and address challenges such as quickly getting bored and having difficulty focusing. Traditional families tend to integrate learning activities into daily routines, while modern families leverage technology more. Generally, traditional and modern families have similar efforts and challenges in supporting preschool children's independent learning at home, with slight differences in media usage or approaches. Both play crucial roles in creating conducive learning environments for children's development. The role of parents is vital in supporting independent learning in children. Parents act as teachers, motivators, supervisors, facilitators,

and educators. They provide support to encourage children to voluntarily learn at home, supervise their children, and promote better education while setting positive examples. Challenges faced by parents in guiding preschool children include children's continuous desire to play, educational backgrounds influencing their ability to guide children, and difficulties in balancing time between children and parental responsibilities. To address these challenges, parents must allocate suitable time to guide preschool children at home when they show an interest in learning and highly prioritize their children's education. Factors influencing the role of parents in traditional and modern families in Makassar City include parental education, parenting approaches, resource availability, social and economic environments, time and attention given, and technology usage.

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