

The Relationship Between Parental Roles in Preparing Children for School and Preschool Children's Adaptation Ability

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Abstrak

Memasuki pendidikan formal merupakan tahap transisi penting dalam perkembangan anak usia prasekolah yang menuntut kemampuan adaptasi secara sosial, emosional, kognitif, dan perilaku. Peran orang tua menjadi salah satu faktor penting dalam mendukung transisi tersebut melalui stimulasi awal, dukungan emosional, pendampingan, serta pengalaman belajar sebelum anak memasuki lingkungan sekolah. Penelitian ini bertujuan untuk mengetahui hubungan antara peran orang tua dalam mempersiapkan anak masuk sekolah dengan kemampuan adaptasi anak usia prasekolah di TK Islam Shiraathal Jannah, Jakarta. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel terdiri atas 22 orang tua yang dipilih menggunakan teknik sampling jenuh karena seluruh anggota populasi dijadikan responden. Data dikumpulkan melalui kuesioner dan didukung observasi terstruktur di lingkungan sekolah. Analisis data dilakukan menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, uji linearitas, dan korelasi Pearson Product Moment dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa peran orang tua berada pada kategori sangat tinggi dengan nilai rata-rata 85,55, sedangkan kemampuan adaptasi anak berada pada kategori sedang dengan nilai rata-rata 52,82. Uji korelasi menunjukkan adanya hubungan positif dan signifikan antara peran orang tua dan kemampuan adaptasi anak usia prasekolah ($r = 0,557$; $p = 0,007$; 95% CI = 0,18–0,79). Temuan ini menunjukkan bahwa semakin baik peran orang tua dalam mempersiapkan anak masuk sekolah, semakin baik pula kemampuan adaptasi anak. Namun, karena penelitian menggunakan desain korelasional, hasilnya tidak dapat dimaknai sebagai hubungan sebab-akibat. Temuan ini menegaskan pentingnya kolaborasi orang tua dan sekolah dalam mendukung adaptasi anak selama transisi menuju pendidikan formal.

Kata Kunci: Anak Usia Prasekolah, Kemampuan Adaptasi, Peran Orang Tua

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Abstract

Entering formal education is an important transition in preschool children's development that requires social, emotional, cognitive, and behavioral adaptation. Parents play an important role in supporting this transition through early stimulation, emotional support, guidance, and learning experiences before children enter the school environment. This study aimed to examine the relationship between parental roles in preparing children for school and the adaptation ability of preschool children at TK Islam Shiraathal Jannah, Jakarta. The study employed a quantitative approach with a correlational design. The sample consisted of 22 parents selected through total sampling because all members of the population were included as respondents. Data were collected using questionnaires and supported by structured observations in the school environment. Data analysis involved descriptive statistics, the Shapiro-Wilk normality test, linearity testing, and Pearson Product-Moment correlation using SPSS version 25. The results showed that parental roles were categorized as very high, with a mean score of 85.55, while children's adaptation ability was categorized as moderate, with a mean score of 52.82. Correlation analysis revealed a positive and significant relationship between parental roles and preschool children's adaptation ability ($r = 0.557$, $p = 0.007$, 95% CI = 0.18–0.79). These findings indicate that stronger parental roles in preparing children for school are associated with better adaptation ability. However, because the study used a correlational design, the findings should not be interpreted as evidence of a causal relationship. The findings highlight the importance of collaboration between parents and schools in supporting children's adaptation during the transition to formal education.

Keywords: Adaptation Ability, Parental Role, Preschool Children

INTRODUCTION

The transition from the family environment to school is an important developmental stage for preschool children. During this period, children encounter a new environment that requires them to interact with teachers and peers, comply with school rules, and participate in more structured learning activities. Masten (2018) conceptualizes adaptation as the process through which individuals respond to environmental change by developing the capacity to adjust positively. Hurlock (2019) further explains that adaptation is reflected in children's ability to regulate emotions, establish social relationships, and display behavior that is appropriate to environmental demands. Adaptation is therefore an important indicator of children's social-emotional development as they enter formal education (Denham et al., 2012).

Children's adaptation ability is influenced by both internal and external factors, one of the most important of which is the family environment. As children's first educational setting, the family plays a central role in developing school readiness through cognitive stimulation, emotional support, and positive social interaction (Epstein, 2019). Sun and Wang (2022) reported that a high-quality home learning environment can support children's cognitive development and enhance their readiness for school. Irawati and Kasingku (2024) described parents' roles as educators, motivators, facilitators, and role models in children's daily lives. Consistent with this perspective, Epstein (2019) emphasized that active parental involvement in children's education contributes to their readiness to encounter a new learning environment.

Morrison (2018) explains that school readiness is a complex phenomenon that is determined not only by academic ability but also by children's social, emotional, and independence-related development, all of which are shaped through early learning experiences and enable children to participate actively in formal education. Children who receive adequate preparation from their parents tend to demonstrate better social adaptation, more effective self-regulation, and clearer learning motivation. Garvis et al. (2022) likewise emphasized that partnerships between families and educational institutions are important for supporting children's successful transition into school.

Previous studies have shown that parental involvement is associated with children's school readiness and adaptation. Ridha et al. (2024) found that parental involvement through communication, learning assistance, and collaboration with schools was related to children's readiness for formal education. These findings are supported by Wahyuningsih (2018) and Widyaningsih et al. (2025), who reported positive relationships between parental roles and adaptation ability among preschool children. Han and Hock (2023) further showed that parental involvement, when supported by perceived social support, was associated with children's school readiness. Liu et al. (2025) also found that parental involvement was positively associated with early childhood development, although this association varied according to family demographic characteristics. In addition, Powell et al. (2019) reported that positive parent-school relationships were associated with children's academic and social-emotional development, while the meta-analysis by Smith et al. (2020) demonstrated that family-school partnership interventions had positive effects on learning and social-emotional adjustment.

Despite these findings, most previous studies have examined parental involvement in general in relation to school readiness or parenting practices, rather than specifically investigating how parents' roles during the preparation stage before school entry are associated with preschool children's adaptation as a measurable construct. Research conducted in Islamic early childhood education settings, such as TK Islam Shiraathal Jannah, also remains limited. This context is important because parenting and educational support in Islamic institutions may involve distinctive values and practices that shape both parental involvement and children's adaptation. Accordingly, the present study offers a more specific focus on the relationship between parental roles in preparing children for school and preschool children's adaptation ability, while also providing empirical evidence from an Islamic early childhood education setting that remains

underrepresented in the literature. The findings are expected to enrich understanding of family-related factors associated with children's successful transition to formal schooling.

Research on school readiness has also indicated that parental involvement is associated with children's preparedness for learning through the development of self-regulation and self-efficacy (Puccioni & Baker, 2019; Xiangyu et al., 2024). Efastri and Suharni (2020) likewise reported that children's school readiness is influenced by parental support in establishing learning habits from an early age. Collectively, these findings reinforce the importance of examining parental involvement in relation to preschool children's adaptation ability.

Based on this background, this study aimed to examine the relationship between parental roles in preparing children for school and the adaptation ability of preschool children at TK Islam Shiraathal Jannah. The findings are expected to inform parents and schools in strengthening collaboration to support children's successful adaptation during the transition to formal education..

This study employed a quantitative correlational design to examine the relationship between parental roles in preparing children for school as the independent variable (X) and preschool children's adaptation ability as the dependent variable (Y). The study was conducted at TK Islam Shiraathal Jannah, Jakarta, during the 2025/2026 academic year. The population consisted of all 22 parents of preschool children enrolled at the school. Because the population was relatively small, total sampling was used, and all members of the population were included as participants. This approach was selected to provide a comprehensive representation of the study population.

Data on parental roles and children's adaptation ability were obtained from the same source, namely parents or guardians who served as the study respondents. The questionnaire administered to each respondent consisted of two sections: one measuring parental roles in preparing children for school (variable X) and another measuring parents' perceptions of their children's adaptation ability (variable Y). Consequently, the scores for both variables were naturally paired, producing 22 paired observations. A questionnaire was used because it enables efficient data collection from all respondents and is appropriate for quantitative research (Taherdoost, 2016). In addition, structured observations were conducted by the researcher together with classroom teachers to obtain direct information about children's adaptive behavior in the school environment and to provide a cross-check of the questionnaire results (Mahmud et al., 2023).

The parental-role instrument was developed based on Epstein's Parental Involvement Theory (2019), as adapted with reference to Smith et al. (2020). It covered three main dimensions: cognitive stimulation, emotional support, and family social interaction. The initial instrument comprised 40 items rated on a four-point Likert scale (Strongly Appropriate, Appropriate, Inappropriate, and Strongly Inappropriate). The adaptation-ability instrument was developed based on Erikson's psychosocial development framework as formulated by Mustafa (2025) and covered four dimensions: cognitive, emotional, social, and behavioral adaptation. The initial version contained 36 items using the same four-point response scale. Structured observation was used as supporting data to describe children's adaptation in the school setting.

Before data collection, both instruments were pilot-tested with 37 respondents at POS PAUD Bougenville who had characteristics similar to those of the study participants. Item validity was tested using Pearson's Product-Moment correlation. An item was considered valid when the calculated correlation coefficient exceeded the critical value of 0.325 at the 5% significance level. The pilot test showed that 25 of the 40 parental-role items and 19 of the 36 adaptation-ability items were valid; invalid items were removed from the final instruments. Reliability was assessed using Cronbach's alpha, yielding coefficients of 0.702 for the parental-role instrument and 0.708 for the adaptation-ability instrument. Based on the reliability interpretation criteria used by Sugiyono (2017), both coefficients fall within the 0.60-0.79 range and indicate adequate reliability for research use.

Data were analyzed using IBM SPSS Statistics version 25. Descriptive statistics were first used to summarize parental roles and children's adaptation ability based on mean scores,

percentages, and category distributions. Score categories were determined from the instruments' ideal scores by calculating the score range ($R = \text{ideal maximum score} - \text{ideal minimum score}$) and dividing it into five intervals ($I = R/5$): very low, low, moderate, high, and very high, according to the number of valid items in each instrument (Sugiyono, 2019). Prior to hypothesis testing, the assumptions of normality and linearity were examined. Shapiro-Wilk tests indicated that the parental-role scores ($W = 0.956$, $df = 22$, $p = 0.410$) and adaptation-ability scores ($W = 0.950$, $df = 22$, $p = 0.316$) were normally distributed. The linearity test produced a nonsignificant Deviation from Linearity value ($p = 0.817$), indicating that the relationship between the variables was adequately linear, while the Linearity component was significant ($p = 0.038$). Because these assumptions were satisfied, the hypothesis was tested using Pearson's Product-Moment correlation at a 5% significance level ($\alpha = 0.05$). A relationship was considered statistically significant when $p < 0.05$.

RESULTS AND DISCUSSION

Results

The study involved 22 parents of preschool children at TK Islam Shiraathal Jannah. Descriptive analysis was conducted to summarize each variable, followed by Pearson's Product-Moment correlation to examine the relationship between parental roles in preparing children for school and preschool children's adaptation ability.

Table 1. Descriptive Statistics of the Study Variables

Variable	N	Minimum	Maximum	Mean	Category
Parental Roles	22	72	92	85.55	Very High
Adaptation Ability	22	47	62	52.82	Moderate

Source: Data processed using SPSS 25

The categories in Table 1 were determined from the ideal score ranges of the instruments, with each range divided into five categories using $I = R/5$ and adjusted to the number of valid items in each instrument. For the parental-role variable (25 valid items; four-point Likert scale), scores from 85 to 100 were classified as very high. For adaptation ability (19 valid items; four-point Likert scale), scores from 43 to 54 were classified as moderate (Sugiyono, 2019). As shown in Table 1, parental roles in preparing children for school were in the very high category ($M = 85.55$). Specifically, 12 respondents (54.5%) were categorized as very high and 10 (45.5%) as high, with no respondents in the moderate, low, or very low categories. These results indicate that most parents reported providing strong support through learning stimulation, emotional support, and positive interaction as preparation for formal schooling. Children's adaptation ability was in the moderate category ($M = 52.82$). Specifically, 16 children (72.7%) were in the moderate category and 6 (27.3%) were in the high category, with no children in the very high, low, or very low categories. This suggests that the children were generally able to adjust to the school environment but still required strengthening in several areas of adaptation.

To examine the relationship between the two variables, Pearson's Product-Moment correlation was performed, as presented in Table 2.

Table 2. Pearson Product-Moment Correlation Results

Variable	N	r	95% CI	Sig. (2-tailed)	Interpretation
Parental Roles and Preschool Children's Adaptation Ability	22	0.557	0.18-0.79	0.007	Significant

Source: Data processed using SPSS 25

The analysis yielded a correlation coefficient of $r = 0.557$ with $p = 0.007$ ($p < 0.05$), indicating a positive and statistically significant relationship between parental roles in preparing children for school and preschool children's adaptation ability. Based on Sugiyono's (2017) interpretation criteria (0.00-0.19 = very low, 0.20-0.39 = low, 0.40-0.59 = moderate, 0.60-0.79 = strong, and 0.80-1.00 = very strong), the coefficient of 0.557 represents a moderate relationship. Thus, stronger parental roles in preparing children for formal schooling were associated with better adaptation to the school environment, although the strength of the association was moderate.

Discussion

The findings show that the very high level of parental involvement was not accompanied by an equally high level of children's adaptation, which remained in the moderate category. This pattern suggests that children's adaptation is associated with multiple factors beyond parental involvement, including individual characteristics, the school environment, interactions with teachers, and peer relationships. The finding is consistent with Epstein (2019), who emphasized cognitive stimulation, emotional support, and family social interaction as important foundations for preparing children for school while recognizing that successful adaptation also depends on children's experiences within educational settings.

The finding is also consistent with Papalia and Martorell (2021), who explain that children's adaptive development emerges from interactions between individual characteristics and the environments in which they grow. Therefore, although parental roles are meaningfully associated with adaptation, the school environment remains important in supporting children's successful adjustment.

It is important to emphasize that this study used a correlational design. Accordingly, the results demonstrate an association between parental roles and children's adaptation ability but do not establish a causal relationship. In other words, the findings should not be interpreted as evidence that parental roles directly cause or independently determine children's adaptation; rather, the two variables were positively and significantly related within the study sample.

The present findings are in line with Ridha et al. (2024), who reported that parental involvement through effective communication and learning support at home was associated with children's readiness to enter formal education. They are also consistent with Widyaningsih et al. (2025), who identified a significant relationship between parental roles and adaptation ability among preschool children. The convergence of these findings reinforces the position of the family as children's first developmental environment and as an important context for social, emotional, and behavioral readiness before school entry.

The findings are further supported by Polat and Bayındır (2022), who found that parental involvement was related to school readiness through children's self-regulation skills. Similarly, Anjani and Mashudi (2024) reported that consistent parental involvement in early childhood education was associated with children's readiness to face the school environment.

Nevertheless, the correlation coefficient of 0.557 indicates only a moderate association. Children's adaptation ability is therefore likely to be related to other factors in addition to parental roles, such as child characteristics, previous learning experiences, the school environment, the quality of teacher-child interactions, and peer relationships. Supporting children's adaptation consequently requires synergy between parents and schools so that the transition to formal education can occur more effectively. A further limitation is the small, single-site sample of 22 respondents, which restricts the generalizability of the findings. Future studies should involve larger and more diverse samples and may examine additional child-, family-, and school-level factors using longitudinal or multivariate designs.

CONCLUSION

This study found a positive and statistically significant relationship between parental roles in preparing children for school and the adaptation ability of preschool children at TK Islam Shiraathal Jannah ($r = 0.557$, $p = 0.007$). Although parental roles were categorized as very high, children's adaptation ability was moderate, indicating that adaptation is also associated with factors beyond the family environment. Because the study was correlational, the findings should not be interpreted causally. The results underscore the importance of parents and schools working as partners to support children's readiness for the transition to formal education. Communication, appropriate learning support, emotional assistance, and coordinated school-family practices should therefore be strengthened to promote children's adaptation. Future research with larger samples and broader educational settings is recommended to improve generalizability and clarify the contribution of other factors associated with school adaptation.

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