Journal of Childhood Education
ISSN 2723-6471

Vol. 1, No. 2, September 2026, pp. 107-117

The Role Of Parents In Developing Adaptive Skills In Early Childhood

Syifa Aina[1,*], Dewi Ayu Lestari[2]

[1]*Universitas Prima Nusantara Bukittinggi*

[2]*Universitas Prima Nusantara Bukittinggi*

(Received: July 3, 2026; Revised: July 7, 2026; Accepted: August 20, 2026; Available online: September 30, 2026)

Abstract

Adaptive skills are important abilities that need to be developed from early childhood because they are related to children's ability to adapt to their environment, carry out daily activities, communicate, socialize, and manage their behavior and emotions. The family, particularly parents, plays an important role in providing stimulation and experiences that support the development of children's adaptive skills. This article aims to discuss the role of parents in developing adaptive skills in early childhood. The method used was a literature review by examining various relevant scientific journal articles concerning children's adaptive behavior, parenting styles, parental involvement, self-regulation, and parent-child interaction. The results of the review indicate that children's adaptive skills can develop through responsive parenting, providing children with opportunities to carry out activities independently, habituation in daily life, positive communication, and parental involvement in children's learning and play activities. Parenting styles also need to be adjusted to children's developmental characteristics and needs. Therefore, parents do not only play a role in meeting children's physical needs, but also serve as primary companions in building independence, social skills, communication, self-regulation, and children's ability to cope with various situations.

Keywords: parents, adaptive skills, adaptive behavior, early childhood, parenting.

1. Introduction

Early childhood is a very important developmental period because various basic abilities begin to develop rapidly. At this stage, children need not only stimulation for physical and cognitive development, but also experiences that can help them adapt to their environment and carry out daily life activities. One of the abilities that needs attention is adaptive skills. Adaptive skills are related to an individual's ability to use the skills needed to live daily life and interact with the environment.

Adaptive behavior in early childhood can be seen through various simple activities, such as the ability to communicate, carry out daily activities, socialize with others, and use motor skills. Surganingsih et al. (2024) examined four main aspects of children's adaptive behavior, namely communication skills, daily living skills, socialization skills, and motor skills. The study showed that parenting styles are related to the development of various aspects of children's adaptive behavior.

DOI: https://doi.org/10.35730/z4072d11

Vol. 1, No. 2, September 2026, pp. 107-117

Adaptive skills do not develop automatically, but require appropriate and consistent stimulation. One of the most influential environments for child development is the family. Parents are the people who interact with children most frequently and therefore have extensive opportunities to provide experiences, examples, guidance, and habituation. Balqis (2021) explained that adaptive behavior is influenced by various factors, including physical condition, personality, education, environment, religion, and culture. The role of parents becomes increasingly important because children's experiences at home can shape habits that they later bring into school and community environments. Parents can help children learn to deal with new situations by giving them opportunities to try, make simple decisions, complete tasks according to their abilities, and interact with others.

In addition to adaptive skills directly, the development of self-regulation is also related to children's ability to adapt. A study by Anandiva and Hendrawan (2024) involving 441 parents of children aged 48–72 months showed that parenting self-efficacy was associated with children's self-regulation, with children's executive function serving as one of the mediators. Parent-child interaction is also an important part of children's development. Soydan, Mutlu, and Akış (2024) showed that parent-child interaction is one of the factors associated with the development of self-regulation skills in preschool children. Based on this description, the role of parents in developing adaptive skills in early childhood is important to examine. This article discusses the definition of adaptive skills, forms of adaptive skills in early childhood, the role of parents, strategies that parents can use, and factors that need to be considered in developing children's adaptive skills.

2. Literature Review (bold, 11 pt) <before 10; after 11>

2.1 Definition of Early Childhood

Early childhood refers to children in the early stage of life who have very rapid developmental characteristics. During this period, various aspects of children's development begin to form and develop through experiences gained from the family, school, and community environments. These developmental aspects include religious and moral values, physical-motor development, cognitive development, language, social-emotional development, and art. Each developmental aspect is interconnected and needs appropriate stimulation according to children's needs and characteristics. Early childhood is often described as an important period for establishing the foundations of children's abilities. Experiences gained during this period can influence how children learn, interact, manage emotions, and adapt to their environment at later developmental stages. Therefore, children need a safe and comfortable environment that provides opportunities to learn through activities appropriate to their developmental stage.

In the developmental process, children need not only academic abilities or knowledge, but also abilities to manage everyday life. Children need to learn to carry out simple activities independently, communicate with others, follow rules, cooperate, manage emotions, and adapt when facing new environments or situations. These abilities are related to children's adaptive skills.

2.2 Definition of Adaptive Skills in Early Childhood

Adaptive skills are an individual's ability to use various skills needed to carry out daily life and adapt to environmental demands. In early childhood, adaptive skills can be seen through simple behaviors performed in daily life. Adaptive skills are not only related to children's ability to follow rules, but also include their ability to carry out daily activities, communicate, socialize, use motor skills, and regulate their behavior and emotions. Thus, adaptive skills are an important part of supporting children's independence and readiness to face social environments.

Surganingsih et al. (2024) discussed several aspects of children's adaptive behavior, namely communication skills, daily living skills, socialization skills, and motor skills. These aspects show that adaptive skills have a broad scope and are directly related to children's daily activities. Communication skills, for example, can be seen when children are able to express their wishes, needs, feelings, or opinions to others. Daily living skills can be seen when children are able to eat, dress, tidy up toys, wash their hands, or perform other simple activities according to their

Vol. 1, No. 2, September 2026, pp. 107-117

developmental stage. Meanwhile, socialization skills can be seen when children are able to play with friends, share, wait for their turn, and follow simple rules.

2.3 Aspects of Children's Adaptive Skills

Children's adaptive skills in early childhood can be observed through several interrelated aspects.

a. Children's Communication Skills
Language development stimulation in children aged 3–4 years plays an important role in shaping their communication and social skills. One medium that can be used to support this stimulation is educational viewing, such as the web series “Bing Bunny.” Through simple stories and everyday situations, Bing Bunny provides explicit and implicit language stimulation for children (Abidah & Wiranti, 2025).
Communication is one of the important abilities in children's lives. Children need to be able to express their needs, wishes, feelings, and thoughts to others. Communication skills also help children build relationships with parents, teachers, and peers. Parents can develop children's communication skills through simple activities such as talking with them, reading storybooks, asking about their activities, and giving them opportunities to tell about their experiences.

b. Daily Living Skills
Daily living skills are children's abilities to carry out activities related to their own needs. Examples include eating independently, putting on shoes, washing hands, tidying up toys, putting belongings in their proper places, and maintaining personal hygiene. These activities can serve as a means of developing children's independence. Parents should not always take over children's tasks when children are still able to try to do them independently.

c. Social Skills
Active parental involvement in supporting children's emotional learning can also strengthen their ability to manage emotions. Through open and in-depth communication about emotions, parents can help children identify, understand, and manage their feelings appropriately so that children can develop important emotional regulation skills for daily life (Nadiatulfath & Kurniati, 2024).
Social skills are related to children's ability to connect and interact with other people. Children need to learn to share, cooperate, follow rules, wait for their turn, respect others, and resolve simple conflicts.

d. Motor Skills
Motor skills are also part of adaptive behavior because children use motor abilities to perform various daily activities. For example, children use their hands to eat, draw, get dressed, pick up objects, or tidy up toys. Motor skills that develop appropriately for age help children become more independent in performing various activities.

e. Self-Regulation
Self-regulation is related to children's ability to control their attention, emotions, and behavior. Young children are still learning to control themselves and therefore need guidance from adults. Self-regulation can be seen when children are able to wait their turn, follow game rules, control their desires, express emotions appropriately, and calm down after experiencing disappointment.

2.4 Factors Affecting Children's Adaptive Skills

Personality, individual characteristics, and physical condition have a major influence on the development of the adjustment process. In addition, to maximize psychological functioning, a normally and healthily developing nervous system is needed. A normal and healthy nervous system strongly influences the adjustment process. Physical health

Vol. 1, No. 2, September 2026, pp. 107-117

also greatly affects the adjustment process; poor physical condition can cause feelings of inferiority, low self-confidence, or even self-blame, which can negatively affect the adjustment process (Balqis, 2018).
Children's adaptive skills are not influenced by a single factor. Their development is influenced by various conditions originating from within the child and from the environment. Balqis (2021) explained that factors that can influence adaptive behavior include physical condition, personality, education, environment, religion, and culture. This indicates that the development of adaptive behavior needs to be viewed comprehensively. The family is an important factor because it is the first environment known to children. Habits established at home can become the foundation for children's behavior in other environments. In addition, the school environment also has an influence. Teachers can provide children with opportunities to interact, cooperate, follow rules, complete tasks, and adapt to the school environment.

2.5 The Role of Parents in Early Childhood Development

Because parents are figures whom children imitate and regard as role models in character formation, the role of parents in children's education greatly determines their independence. Parents can teach children not to depend on others so that independence can develop. Three roles of parents include acting as guides, building good communication with children through advice, giving children opportunities to do household tasks independently, and giving sincere praise when children do something well (Khotimah & Zulkarnaen, 2023).

Parents play a very important role in children's development because the family is the first and closest environment for children. Parents are the people who interact with children most frequently in daily life. Their role is not limited to meeting children's physical needs, such as food, clothing, and housing, but also includes providing affection, protection, education, stimulation, and guidance. Through everyday interactions, parents can help children learn about rules, responsibility, independence, communication, and social relationships.

2.6 Parenting Styles and Children's Adaptive Skills

Parenting style refers to the way parents provide attention, rules, guidance, control, and support to children. Parenting practices within the family can provide different experiences for children's development. In general, parenting styles are often categorized as democratic, authoritarian, permissive, and neglectful. Each parenting style has different characteristics in terms of the freedom and control given to children. Democratic parenting gives children opportunities to express opinions while maintaining clear rules and boundaries. This type of parenting can give children opportunities to learn to make simple decisions and understand the consequences of their behavior. Meanwhile, overly harsh parenting may give children fewer opportunities to make their own decisions. Conversely, parenting that provides too much freedom without clear rules may cause children to have difficulty understanding behavioral boundaries.

2.7 Responsive Parenting in Developing Adaptive Skills

Religious parenting in Islam serves as a comprehensive process of educating children, encompassing mental, moral, and spiritual aspects. Because children are a trust for which parents are accountable, parents have an obligation to guide, educate, and habituate children to behaviors consistent with Islamic teachings. This parenting practice not only instills faith and noble character, but also adapts to local cultural and social values so that children grow into responsible individuals with good character who can interact positively in society (Qomariah & Rohinah, 2025).
Responsive parenting is a form of parenting in which parents are able to understand children's needs and provide appropriate responses. In responsive parenting, parents do not merely give commands to children, but also try to understand their feelings and needs.

Vol. 1, No. 2, September 2026, pp. 107-117

For example, when a child cries because they do not receive a desired toy, parents can help the child understand the feeling by saying that the child feels disappointed. After the child becomes calmer, parents can explain why the child's wish cannot yet be fulfilled. This approach can help children learn to recognize emotions and gradually develop their ability to regulate them.

Responsive parenting can also be practiced by giving attention when children try to do something. When children experience difficulties, parents can provide sufficient assistance without immediately completing the task for them.

2.8 Parenting Self-Efficacy and Children's Self-Regulation

Parenting self-efficacy is parents' belief in their own ability to carry out parenting responsibilities. Parents who have positive confidence in their parenting abilities may feel more confident in providing stimulation and dealing with various child behaviors. Anandiva and Hendrawan (2024) studied 441 parents of children aged 48–72 months. The results showed a relationship between parenting self-efficacy and children's self-regulation, with children's executive function serving as one of the mediators. These findings indicate that parents' ability to carry out parenting is associated with children's ability to develop self-regulation. Self-regulation is an important part of adaptive skills because children need to control their behavior and emotions when facing various situations. Therefore, parents need knowledge and confidence to provide developmentally appropriate parenting.

2.9 Parent-Child Interaction

Parent-child interaction is a process of communication and reciprocal relationships that occurs in daily life. Interaction can take place when parents play with children, talk, eat together, read books, do household chores, or accompany children while learning. Positive interaction gives children opportunities to learn to communicate, understand other people's feelings, follow rules, solve problems, and develop social skills.

Soydan, Mutlu, and Akış (2024) showed that parent-child interaction is associated with the development of children's self-regulation skills during the preschool period. This strengthens the importance of the quality of parent-child interaction in supporting children's development. Therefore, parents should not focus only on the amount of time spent with children, but also on the quality of the interactions. Time spent talking, playing, reading, and listening to children can provide important opportunities for developmental stimulation.

2.10 The Role of Parents in Developing Children's Independence

A child is considered independent when they can take care of themselves without assistance from others. For example, they can put away books after studying and use the bathroom independently. Parenting style, gender, and birth order are several variables that influence children's independence. Children should be taught to be independent even when their parents are busy working, by developing confidence to move forward, the ability to make decisions and take initiative in solving problems, belief in their ability to complete tasks, and responsibility for their own actions (Maghfiroh et al., 2024).

Independence is one of the abilities closely related to adaptive behavior. Children need to learn to carry out various activities according to their abilities and developmental stage. Parents can develop independence through simple activities. For example, asking children to tidy up toys after playing, put dirty clothes in the proper place, take eating utensils themselves, put on shoes, or choose the clothes they will wear. When providing opportunities for independence, parents still need to supervise. If children experience difficulties, parents can provide instructions or

Vol. 1, No. 2, September 2026, pp. 107-117

assistance without taking over the entire activity. Independence developed gradually can help children feel confident in their abilities. Children also learn that mistakes are part of the learning process.

2.11 The Role of Parents in Developing Children's Social Skills

The application of responsive parenting has a positive impact on the development of children's emotional regulation. Children show improved abilities to recognize, express, and control their emotions according to social contexts. Teachers play an active role in providing examples, accompanying children when they face emotional difficulties, and directing children to use more adaptive strategies, such as expressing feelings with words or sharing with friends. Although there are still challenges, including limited facilities, differences in children's characteristics, and inconsistency in parenting practices at home, responsive parenting is understood as a parenting approach that focuses on sensitivity and attention to children's needs, and its implementation contributes significantly to the development of emotional regulation in early childhood. Thus, responsive parenting can be regarded as an important approach in both family and early childhood education contexts because it provides a strong foundation for emotional intelligence, social skills, and children's psychological health in the future (Destantria et al., n.d.).

Social skills are an important part of adaptive skills because children interact with various people in everyday life. Parents can develop social skills through play and interaction with family members and peers. Parents can teach children to share, ask permission, say thank you, apologize, wait their turn, and respect others. When children experience conflicts with friends, parents should not always solve the problem immediately. Children can be given opportunities to describe what happened and try to find solutions with parental assistance. In this way, children learn to solve problems and understand other people's perspectives.

2.12 The Role of Parents in Developing Adaptive Skills through Play

Role-playing learning has a significant positive impact on children's adaptive behavior, as reflected in their ability to adapt, social skills, and critical thinking. In terms of adaptability, children are able to adjust to new environments quickly and comfortably, manage emotions well, and complete simple tasks independently. In terms of social skills, children can communicate clearly and effectively, demonstrate politeness, and build and maintain positive relationships with peers (Megawati Fika, 2025).

Play is a very important activity in early childhood. Through play, children can gain direct experience and learn in enjoyable ways. Games can be used to develop various aspects of adaptive skills. Group games can train cooperation and communication. Role-playing can help children understand social situations.

2.13 Habituation as an Effort to Develop Adaptive Skills

The habituation method is very effective for developing independence in early childhood because it is carried out repeatedly every day, which can help children develop independence. The habituation method includes three activities, such as routine activities, which are carried out every day during the learning process so that children remember what they do; therefore, routine activities help children become accustomed to carrying out activities independently (Damayanti et al., 2025).

Habituation is one strategy that parents can use to develop adaptive skills. Children need activities to be repeated so that they can understand and master a habit. Examples include getting children used to washing their hands before eating, tidying up toys, saying greetings, throwing trash in the proper place, brushing their teeth, and preparing simple belongings. Habituation should be carried out consistently and adjusted to children's abilities. Parents should provide an example first and then give children opportunities to do it themselves.

Vol. 1, No. 2, September 2026, pp. 107-117

2.14 The Relationship between the Family Environment and Children's Adaptive Skills

The family environment plays an important role in the growth and development of children with intellectual disabilities. Appropriate parenting can support better growth and development because the family is the first environment to receive the child. Parenting is an interaction between children and parents (Anil Masyayih & Siswati, 2022).

The family environment provides children's first experience in learning to relate to other people. The way parents communicate, establish rules, resolve conflicts, and provide opportunities to children can affect their development. A family that provides security and support can help children feel confident in trying various activities. Conversely, an environment that overly restricts children can reduce opportunities for exploration and independent learning. Therefore, the family environment needs to support children in developing according to their abilities and developmental stage.

2.15 Parent-Teacher Collaboration in Developing Adaptive Skills

The development of adaptive skills is not solely the responsibility of parents. Early childhood teachers also play a role in helping children develop these skills in the school environment. Cooperation between parents and teachers is needed so that children's development can be monitored more comprehensively. Parents can provide information about children's habits at home, while teachers can provide information about children's behavior at school. If certain difficulties arise, parents and teachers can jointly determine appropriate strategies. For example, if a child still has difficulty performing activities independently at school, teachers and parents can apply the same habituation practices at home. Through such collaboration, the stimulation received by children becomes more consistent between home and school environments.

2.16 Strategies for Parents to Develop Children's Adaptive Skills

Based on theoretical studies and previous research, several strategies can be used by parents to develop adaptive skills in early childhood: providing children with opportunities to perform activities independently; building positive communication with children; providing simple, clear, and consistent rules; modeling good behavior; praising children's efforts; helping children recognize and manage their emotions; habituating children to daily activities; providing opportunities for children to play and socialize; giving children opportunities to try new things gradually; not helping too quickly when children are still able to try; providing stimulation through play activities; and maintaining communication with teachers regarding children's development. These strategies can be applied flexibly according to children's age, characteristics, and needs. The main goal is not to make children able to do everything independently, but to help them develop gradually so that they can use their skills in daily life.

3. Methodology

3.1 Research Design

This study used a qualitative approach with a literature review design. This design was used to examine the role of parents in developing adaptive skills in early childhood through the collection and analysis of various scientific articles relevant to the research topic. The review focused on parental roles, parenting styles, parental involvement, and the development of adaptive skills in early childhood, including communication skills, daily living skills, socialization skills, motor skills, and self-regulation.

Vol. 1, No. 2, September 2026, pp. 107-117

Research data were obtained from relevant scientific journal articles published within the last five years. The articles used were selected based on their relevance to the topic and research objectives. The articles were then analyzed by identifying important information, comparing research findings, grouping findings by theme, and synthesizing findings from previous studies to obtain a more comprehensive understanding of the role of parents in developing adaptive skills in early childhood.

3.2 Population and Sample

The population in this study consisted of all scientific articles or research journals discussing parental roles, parenting styles, parental involvement, and adaptive skills in early childhood that were relevant to the research topic. The research sample consisted of selected scientific articles from the population based on predetermined criteria. The sample consisted of journal articles published within the last five years, relevant to the topic of the role of parents in developing adaptive skills in early childhood, and providing information on the development of communication skills, daily living skills, socialization, motor skills, and children's self-regulation.

3.3 Research Instrument

The research instrument used in this study was a documentation sheet. The documentation sheet was used to collect and record information from various literature sources relevant to the topic of the role of parents in developing adaptive skills in early childhood.

The data collected included article identity, publication year, research objectives, research methods, research subjects, forms of parenting or parental roles, aspects of children's adaptive skills, research findings, and research conclusions. Data sources were obtained from scientific journals published within the last five years and related to early childhood development, parenting styles, children's adaptive skills, and self-regulation.

The documentation instrument was used to facilitate the researcher in grouping, comparing, and analyzing findings from previous studies so that a clearer picture could be obtained regarding the role of parents in developing adaptive skills in early childhood.

3.4 Data Collection Technique

The data collection technique used in this study was documentation. Data were obtained by collecting and reviewing various literature sources relevant to the topic of the role of parents in developing adaptive skills in early childhood. The main data sources were scientific journal articles published within the last five years and related to parenting styles, adaptive skills, early childhood development, and children's self-regulation.

The data collection process was carried out by searching for articles through scientific publication sources such as Google Scholar and relevant journal databases. The articles found were then selected based on the relevance of their titles, abstracts, publication years, and connection to the research focus. Articles that met the criteria were then read

Vol. 1, No. 2, September 2026, pp. 107-117

and analyzed to obtain information about parental roles, forms of parenting, aspects of children's adaptive skills, factors affecting adaptive skills, and findings from previous studies.

3.5 Data Analysis Technique

The data analysis technique used in this study was descriptive analysis. Data obtained through questionnaires and documentation were analyzed by grouping, processing, and interpreting the data according to the research objectives. The analysis was conducted to determine how parents contribute to the development of adaptive skills in early childhood. The collected data were then calculated based on percentages for each aspect of adaptive skills, namely communication skills, daily living skills, socialization, and motor skills. The results of the analysis were then presented in tables and descriptive explanations to make them easier to understand.

Data analysis was carried out through several stages: (1) data collection, (2) data examination and grouping, (3) data processing and calculation, (4) data presentation, and (5) drawing conclusions. The final results of the analysis were used to provide an overview of the role of parents in supporting the development of adaptive skills in early childhood.

4. Results and Discussion

4.1 Research Results

Based on a review of various literature concerning adaptive skills in early childhood, parenting styles, parent-child interaction, and self-regulation, it was found that parents play a very important role in helping children develop adaptive skills. Adaptive skills are not only related to children's ability to perform daily activities independently, but also include the ability to communicate, socialize, control behavior and emotions, and adapt to the environment. The review found that the development of children's adaptive skills is influenced by experiences gained in the family environment. The family is the first environment that provides children with opportunities to learn to carry out various activities independently. Through simple habits such as eating independently, tidying up toys, getting dressed, washing hands, expressing wishes, and following simple rules, children gradually learn to take responsibility for themselves.

One important finding of the literature review is the relationship between parenting styles and children's adaptive skills. Surganingsih et al. (2024) showed that parenting styles are related to children's adaptive behavior. Such adaptive behavior includes several aspects, namely communication, daily living skills, socialization, and motor skills. This indicates that the way parents provide guidance, direction, opportunities, and responses to children's needs can support the development of adaptive skills. In addition to parenting styles, children's adaptive skills are also influenced by various factors. Balqis (2021) explained that adaptive behavior can be influenced by physical condition, personality, education, environment, religion, and culture. Thus, the development of adaptive skills is not determined solely by children's individual abilities, but is also influenced by the environment in which children grow and the experiences provided by the family.

4.2 Discussion

Based on the review, parents are the first environment that plays a role in shaping children's adaptive skills. Through daily activities, parents can provide children with opportunities to learn independence, communicate, socialize, follow rules, and manage emotions. Appropriate parenting needs to provide a balance between affection, rules, guidance, and opportunities to try. Parents should neither overly restrict nor overly free children. Instead, children should be given opportunities to carry out activities according to their abilities, such as eating independently, tidying up toys, putting on shoes, and helping with simple household tasks.

Based on the review, parents are the first environment that plays a role in shaping children's adaptive skills. Through daily activities, parents can provide children with opportunities to learn independence, communicate, socialize, follow rules, and manage emotions. Appropriate parenting needs to provide a balance between affection, rules, guidance, and opportunities to try. Parents should neither overly restrict nor overly free children. Instead, children

Vol. 1, No. 2, September 2026, pp. 107-117

should be given opportunities to carry out activities according to their abilities, such as eating independently, tidying up toys, putting on shoes, and helping with simple household tasks.

5. Discussion

The review results show that parents play an important role in developing adaptive skills in early childhood. Adaptive skills are not only related to children's independence in carrying out daily activities, but also include communication, socialization, emotional and behavioral control, and adaptation to the environment. These findings are consistent with Surganingsih et al. (2024), who showed that parenting styles are related to children's adaptive behavior, particularly in communication, daily living skills, socialization, and motor skills. This indicates that the way parents provide guidance, rules, attention, and opportunities to children can affect children's ability to adapt. In addition to parenting styles, the family environment is also an important factor in the development of adaptive skills. Balqis (2021) explained that adaptive behavior is influenced by various factors, such as physical condition, personality, education, environment, religion, and culture. Therefore, parents need to create an environment that provides a sense of security while also giving children opportunities to try and learn from experience.

5.1 Conclusion

Based on the literature review, it can be concluded that parents play an important role in developing adaptive skills in early childhood. Adaptive skills include communication, independence in daily life, socialization, motor skills, and the ability to regulate emotions and behavior. The development of children's adaptive skills is influenced by parenting styles, parent-child interaction, the family environment, and the opportunities given to children to learn and perform activities independently. Responsive parenting, positive communication, habituation, play activities, and good role modeling can help children develop the ability to adapt to their environment.

References

[1] Abidah, N., & Wiranti, D. A. (2025). Analisis Stimulasi Perkembangan Bahasa Anak Usia 3-4 Tahun Dalam Web Series “Bing Bunny.” *Jurnal Pendidikan Anak*, *14*(1), 39–47. https://doi.org/10.21831/jpa.v14i1.674

[2] Anil Masyayih, W., & Siswati, E. (2022). Hubungan Pola Asuh Orang Tua Dengan Perkembangan Sosial Anak Retardasi Mental Ringan Pada Anak Usia 7-9 Tahun Di Sdlb Bhakti Luhur Malang. *Prima Wiyata Health*, *3*(1), 41–53. https://doi.org/10.60050/pwh.v3i1.12

[3] Balqis, R. R. (2018). Faktor-faktor yang mempengaruhi perilaku faktor-faktor yang mempengaruhi perilaku. *Jurnal Bisnis Dan Ekonomi (JBE)*, *5*(2), 202–209. https://jurnal.d4k3.uniba-bpn.ac.id/index.php/identifikasi/article/view/566/345

[4] Damayanti, M., Elan, E., & Gandana, G. (2025). Metode Pembiasaan untuk Mengembangkan Karakter Kemandirian Anak Usia Dini. *JECIE (Journal of Early Childhood and Inclusive Education)*, *8*(2), 419–425. https://doi.org/10.31537/jecie.v8i2.1868

[5] Destantria, N. S., Yunita, lily, & Kumala, A. C. (n.d.). POLA ASUH RESPONSIF TERHADAP PERKEMBANGAN REGULASI EMOSI ANAK USIA DINI USIA 4-5 TAHUN DI RA YAHYA. *Jurnal Ilmiah Edukasi Dan Manajemen*, *1*(1), 63–68.

[6] Khotimah, K., & Zulkarnaen, Z. (2023). Peran Orang Tua dalam Membentuk Kemandirian Anak Usia 4-5 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *7*(1), 587–599. https://doi.org/10.31004/obsesi.v7i1.3832

[7] Maghfiroh, S., Islam, U., Sunan, N., & Surabaya, A. (2024). Peran Orang Tua Bekerja Terhadap Kemandirian Anak di TK Khadijah Wonorejo Rungkut Surabaya (Studi Kasus). *AL-HANIF: Jurnal Pendidikan Anak Dan Parenting*, *4*(2), 38–43. https://doi.org/10.30596/al-hanif.v4i2.21800

[8] Megawati Fika. (2025). *Academia Open (Acopen)*. *10*(1), 1–9. https://doi.org/10.21070/acopen.10.2025.12216

[9] Nadiatulfath, & Kurniati, E. (2024). Peran orang tua dalam mengelola emosi anak usia dini melalui bermain. *Jurnal Ceria (Cerdas Energik Responsif Inovatif Adaptif)*, *7*(4), 369–377.

[10] Qomariah, N. F., & Rohinah, R. (2025). Pola Asuh Keagamaan Responsif Orang Tua Mualaf dalam

Vol. 1, No. 2, September 2026, pp. 107-117

Pengembangan Nilai Religius Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *9*(6), 2741–2748. https://doi.org/10.31004/obsesi.v9i6.7549