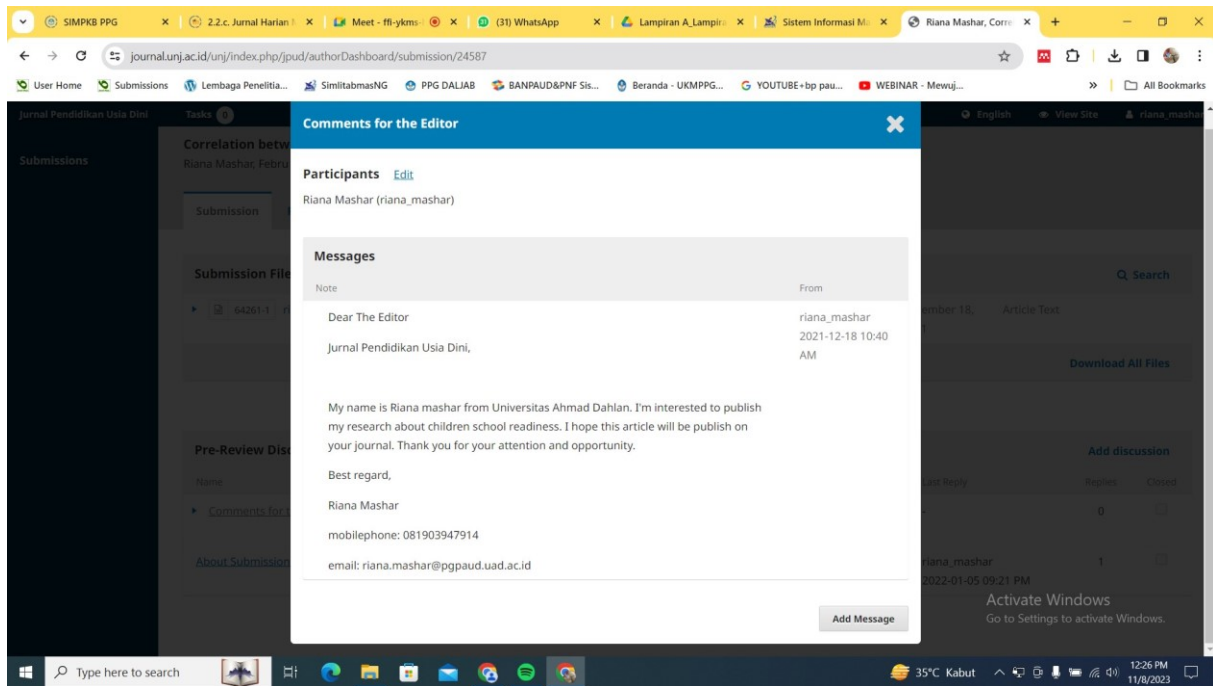


PROSES REVIEW ARTIKEL JPAUD UNJ SINTA 2

1. Submit Artikel ke web, JPUD tanggal 18 Desember 2021, dengan artikel sebagai berikut:



Parenting Skills, Emotional Quotient, Intelligence Quotient, and Children School Readiness

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ABSTRACT: School readiness is critical for academic achievement at first grade. However, parents often only focus on cognitive readiness without give much attention on child emotional and parental factors that influence school readiness. This study aims to identify correlation between parenting skills, emotional quotient (EQ), intellingence (IQ), and children school readiness. This study focus on parental factors and internal factors. The research subjects were parents and students from 21 kindergartens in Magelang ($n=165$) chosen through simple random sampling. The data was collected through online questionnaire for parents, Raven Intelligence Scale, EQ Scale and school readiness test for children. The obtained data was analyzed through regression analysis technique. The results show that emotional quotient has the strongest significant correlation with school readiness. Intelligence also have correlation with children school readiness. However, there was no significant correlation between parenting skills and children school readiness. Based on sex, there were no significant difference of school readiness between boys and girls. Findings of this study imply that school readiness need to increase by developing child emotional quotient as important as cognitive intelligence.

Keywords: children school readiness, EQ, IQ, parenting skills.

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ABSTRAK: Penelitian ini bertujuan untuk mengidentifikasi korelasi antara keterampilan pengasuhan, kecerdasan emosi, kecerdasan, dan kesiapan sekolah pada anak usia dini. Terdapat banyak faktor yang mempengaruhi kesiapan sekolah. Penelitian ini fokus pada faktor internal dari dalam diri anak berupa kecerdasan emosi, IQ, serta faktor eksternal berupa keterampilan pengasuhan orang tua. Subjek penelitian terdiri dari siswa taman kanak-kanak sejumlah 244 siswa yang diperoleh dari 21 Taman Kanak-kanak yang berada di wilayah Kota dan Kabupaten Magelang. Teknik pemilihan sampel dilakukan dengan teknik *simple random sampling*. Pengumpulan data dilakukan menggunakan skala keterampilan pengasuhan secara online, skala EQ untuk anak, tes kecerdasan seri Raven (SPM), dan tes kesiapan belajar. Analisis data dilakukan dengan menggunakan teknik analisis regresi berganda. Hasil analisis data menunjukkan bahwa kecerdasan emosi terbukti memiliki tingkat korelasi dengan signifikansi yang paling tinggi terhadap kesiapan belajar anak. Kecerdasan kognitif berkorelasi pula terhadap kesiapan belajar, namun dalam penelitian ini keterampilan pengasuhan tidak menunjukkan korelasi yang signifikan.

Kata Kunci: *EQ, IQ, kesiapan sekolah anak, keterampilan pengasuhan.*

1 INTRODUCTION

Children aged five to seven years old are expected to have readiness to learn (Crnic, Keith Lamberty, 1994; Edwards et al., 2008; Sudarsih, 2011). Readiness to learn is needed when children enter the formal school age. In addition to learning readiness, children's school readiness also involves a set of both emotional, behavioral, and cognitive skills that are needed to learn, work and function optimally in school (Pagani & Messier, 2012). Several studies on school readiness conclude that there are several important components that play a role, namely cognitive and non-cognitive components (Janus et al., 2011; Janus & Offord, 2007). Some studies on school readiness conclude that there are several important components that play a role, namely social-emotional competence, self-regulation, learning ability (King, Humphreys, dan Gotlib, 2019); physically well being and motor development, social and emotional development, approaches to learning, language development, dan general knowledge and cognition (Shaari & Ahmad, 2016; Pamela, 2014; Joyner & Theodore, 2005). The results of these studies have previously been proven by (Coolahan, Kathleen, Mendez, Julia, Fantuzzo, John; McDermott, 2020) which emphasize the existence of interconnections between social, emotional, and cognitive domains in the learning and teaching process. School readiness is also influenced by how the parenting factors for children in the early days of life (Lucy S. King, 1 Kathryn L. Humphreys, 2020). Parent have critical role on this school readiness. Every developmental aspect include cognitive, emotional, social, and behavior can develop optimally when parent stimulate appropriately (Edwards et al., 2008).

Children who are academically forced before their maturity is ready will show a decrease in academic potential in the future (Cohen, J, 2006). Some of the results of previous studies indicate that drop-out rate are highest in grade 1 (Arnold et al., 2008). In Indonesia, the drop-out rate in children in primary school still shows a high number of 10.268 million (Inggried & Akuntoro, 2011). There are 1,12% from 1,29 million students at 1–3 who drop-out during pandemic (Anonim, 2021).

These condition need to be prepared by the parents and pre-school teachers. But in reality, parents and teachers often only focus on preparing academically or cognitive aspects. Emphasis on academic readiness often leads to neglect of preparedness in terms of social, physical, and independence of children. Reseachers are interested in examining how internal factor in children both cognitive abilities or IQ, emotional intelligence, and external factors in the form of interaction between children and parents influence children's readiness. Researcher also interested to observing whether there were differences in learning readiness between the boys and girls.

2 THEORITICAL STUDY

Children school readiness at preschool stage is a predictor for the success of children in the next stage (Pagani & Fitzpatrick, 2014). This is in accordance with the development theory which state that child

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development goes through predictable stages. There are internal and external factors that effect children's school readiness. External or environmental factors involve social-economic status, learning environment at home, and children's involvement in quality preschool programs (Arnold et al., 2008). The role of parents as the first provider of stimulating for children at home plays an important role in shaping children's school readiness (Shan et al., 2019). Parents have an important role in development of personality, education and children psychological. The three main role of parents that influence children's school readiness are parents expectations of school success, cognitive stimulation that children receive while at home, and positif interactions between children and parents (Lunenburg, 2011). Based on neuro-science study developed by Shonkoff, J. P., & Phillips (2000) it was proven that the initial interactions of children with the caregiver will effect children's neuro-chemicals. A more diverse environment in the parenting process will increase the complexity and enlarge the structure of the brain. This effects the cognitive, emotional dan social development of children.

In addition to external factors, there are several internal factors that originate from the children that influence the school readiness, namely age-based, cognitive, socio-emotional (Blankson et al., 2017; Dawson, Courtney; Huitt, 2011), dan physical readiness. Age are still the main measure for entering the formal schools. It is closely related to child's maturity in psychical dan other aspects. the social and emotional factors play an important role in academic success (McLanahan et al., 2005). Children that exhibit poor aggression and self-adjustment behaviors tend to have a higher risk of experiencing dropouts and consequences in later childhood and adolescence (Raver & Knitze, 2002)

3 METHOD

Participants

This reseach is a quantitative study with a correlational design. The independent variable consist of parenting skill, IQ and EQ of children. The dependent variable is children's learning readiness. The population in the study were group B kindergartens in Magelang. The subjects were chosen by simple random sampling. This study was including 244 kindergarden students and parents from 21 kindergartens in Magelang, Central Java, Indonesia. Cleaning data result have shown that only 165 students and parents data that can analysis. 90 participans were boys and 75 were girls.

Instruments

School readiness, IQ, and EQ are measured at school. School readiness scale in this study emphasizes academic readiness measured by developing cognitive aspects and general knowledge. IQ measurements use the Raven scale CPM series, while children's emotional intelegence in this study was measured based on children's emotional knowledge, emotional expression, and emotional regulatory ability. The EQ scale used is emotional intelegence scale developed by Novianti Retno Utami (2017). The four demensions of parenting skill, namely warmth, involvement, discipline, and responsiveness are develop in the parenting skill scale given to the parents online through google drive. The validity and reliability test of each instrument has met the result of the item analysis test according to what has been determined. The validity testing is done by using the product moment correlational formula from pearson which is prossed with the help of SPSS version 23 for windows. The reliability test was carried out by the Cronbach's Alpha statistical test. The parents skill quetionnaire shows the reliability of 0.912. The school readiness test shows the results of r table calculation ranging from 0.740 – 0.935.

Hypothesis testing using multiple regression to determine the correlation between variables simultaneously between independent variables (parenting skill, IQ, and EQ) and the dependent variable is children's school readiness.

4 RESULT AND DISCUSSION

4.1 *Result*

Subjects are obtained from 21 kindergartens and early childhood education in Magelang, which were originally 244 children, but based on the result of cleaning data, the complete data that can be analyzed both emotional intelligence, cognitive intelligence, parenting skill of parents, as well as school readiness is only 165. Based on origin of the kindergarten and early childhood education, the subject of this reseach is distributed as presented in the table 4.1 below:

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Table 4.1 School Distribution and Sex of the Subject

Sex	Statistical Description		Standard Deviation
	Total	Mean	
Boys	90	59,73	10,176
Girls	75	60,65	10,025
Total Subject	165		

One of the requirements in using multiple regression analysis is the fulfillment of normality, homogeneity, and linearity test. In this study to test the normality reseacher using normality test with the One-Sample Kolmogorov-Smirnov Test technique with the help of Software SPSS 16 software program for Windows. Based on the test, obtained a significance value of $0,115 > p 0,05$. Thus it can be concluded that the data is normally distributed. The second prerequisite test is the homogeneity test. The error variance of the school readiness score in the study subjects produced a value of $F = 9,015$ with significance level $0,289$. Thus significance test $> p=0,05$, so it can be concluded that school readiness score has an equivalent error variance or can be declared homogeneous. The third prerequisite test is the liniarity test by calculating the F count compared to F Table. Based on the results of liniarity test obtained F count of $6,318$ with F table of 14.564 . thus $F \text{ count} < F \text{ table}$ so it can be conclude that the reseach data is linear.

There are five hypotheses proposed in this study. The reseach hypotheses are:

- There is influence of parenting skills, emotional intelligence, and cognitive intelligence on children's school readiness.
- There is influence of parenting skills on children's school readiness
- There is an influence of emotional intelligence on children's school readiness
- There is an influence of cognitive intelligence (IQ) on children's school readiness
- There are differents in school readiness in terms of the sex of the child

Based on these five hipoheses, the statistical analyzis used is distinguished by two type, namely using regression analysis test to determine the effect between variables and different tests to determine differences in school readiness based on sex.

To facilitate identification, the following are the results of descriptive analysis data score of the reseach results as follows:

Table 4.2 Descriptive Analysis Score of School Readiness study

Variable	Total	Mean	Standard Deviation
Parenting Skill	165	184,51	12,764
IQ	165	110,07	15,814
Emotional Intelligence	165	23,72	4,522
School Readiness	165	60,15	10,087

For the purposes of testing the following hypothesis, the results of regression analysis test are shown on the reseach subject:

Table 4.3 Summary of Results of School Readiness Score Regression Analysis

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Variabels	Correlation coefficient	Significance	Conclusion
Parenting Skill	-0,44	0,287	Not significant
IQ	0,215	0,003	Significant
Emotional intelligence	0,626	0,000	Significant

Based on table 4.3 it can be concluded the hypothesis that reads:

- a. There is influence of parenting skills, emotional intelligence, and cognitive intelligence on children's learning readiness is accepted, this is evidenced from the results of the analysis of the variance with score $F = 35,186$ with a significance level of $0,000 < p = 0,01$. Thus parenting skill, emotional intelligence, and cognitive intelligence jointly influence children's school readiness very significantly. Children who have higher parenting skills, emotional intelligence, and cognitive intelligence will have higher school readiness. Based on the r square obtained $R^2 = 0,396$. Thus, together, it can be concluded that parenting skills, emotional intelligence, and cognitive intelligence influence children's learning readiness as much as 39,6%. The remaining 60,4% is influenced by other factors.
- b. Second hypothesis reads, "there is influence of parenting skills on children's learning readiness" is not accepted. This is based on the coefficient correlation analysis result test with the value $r = -0,44$ which shows a significance value $p = 0,287 > p = 0,05$.
- c. Third hypothesis reads, "there is an influence of emotional intelligence on children's learning readiness" accepted. This is based on the analysis of the coefficient correlation test result with a value of $r = 0,626$ which shows significance value $p = 0,000 < p = 0,01$. Thus it can be concluded that emotional intelligence influence the school readiness, the better child's emotional intelligence the better the school readiness.
- d. Fourth hypothesis reads, "There is an influence of cognitive intelligence (IQ) on children's learning readiness" accepted. This is based on the analysis of the coefficient correlation test result with a value $r = 0,125$, which shows significant value $p = 0,003 < p = 0,01$. Thus it can be concluded that cognitive intelligence influence the school readiness, the better child's cognitive intelligence the better the school readiness.
- e. The fifth hypothesis reads, "There are differences in learning readiness in terms of the sex of the child" declared rejected. This is based on the calculation of different test which shows the t-test value = 0,264 with $p = 0,608, p > 0,05$. Thus it can be concluded that there is no significant difference in school readiness between male and female students.

4.2 Discussion

The purpose of this study was to determine the correlation or relationship between parenting skills, emotional intelligence, cognitive intelligence (IQ), and sex on children's school readiness. Overall there is a very significant relationship between parenting skills, emotional intelligence, and cognitive intelligence on children's school readiness. However, based on the different tests that have been done, it is known that gender difference do not indicate differences in school readiness. This is evidenced by the absence of a significant difference in school readiness scores for boys and girls.

Based on these results it can be concluded that learning readiness is not only influenced by children cognitive capacity, but also strongly influenced by the child's emotional condition that can be observed from his emotional intelligence. In this study, emotional intelligence is even higher than cognitive intelligence. Some of the literature supporting these results is a study from Eisenberg and Fobes (in Raver & Knitze, 2002) that has identified that children's social and emotional skills are related to the academic performance of children in school. Children in early age will achieve success in their school transition if they can: (1) accurately identify the emotions of themselves and others, children who cannot do this, permanently shows hostility to others; (2) positive interaction with teacher and peers; (3) manage

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various feelings of anger, frustration, and distress in dealing various changes in emotional situations; (4) able to enjoy the academic learning process enthusiastically; (5) working attentively, independently, and cooperating with the classroom environment. The results of this study provide important information for teacher and parents to be able to pay attention to the emotional aspects seriously besides cognitive aspects in preparing children to enter formal school.

Based on a hypothesis test regarding the effect of parenting skills on learning readiness that is not proven, this result of this study is not in accordance with the results of previous studies (Pianta et al., 2009; Sari, 2019; Shan et al., 2019). The results of previous study indicate a relationship between parents role in the form of sensitivity and support of parents towards improving children's academic abilities, as well as their influence on decreasing mathematic anxiety in children. (Xiao Zhang; Bi Ying Hu; Lixin Ren; Meifang, 2019) research also found a positive relationship between authoritative parenting patterns for early childhood academic skill. However (Xing, X., & Wang, 2018) reseach shown that the higher the level of rigid discipline of children, the lower the ability of working memory and the inhibitory control of pre-school children in China. The other result from Oyserman et al. (2007) proven that parent involvement in school have impact to student academic achievement. There are many factors that influence parent role to child school readiness. In this pandemic situation, parent stress can impact to low parent involvement.

The results of this study have several limitations that need to be considered. Filling out the parenting skills questionnaire through online assisted google drive needs to be supported by direct observation of the interaction of children and parents. Online filling alone has a weakness where reseacher are not really able to control the seriousness of parents in fiiling out the questionnaire. In addition, the tendency of parents to experience bias of "making good" is also unavoidable. Direct observation of parenting skill will be able to overcome the weakness of the questionnaire method.

5 CONCLUSION

Emotional quotient (EQ) and Cognitive intelligence (IQ) are very influential on children's school readiness. In this study it was concluded that parenting skills have not shown a significant effect on school readiness, however this can be caused by the process of collecting data that still needs to be improved. Observation of parenting skills needs to be improved through more thorough data collection techniques. Parents also need to know that school readiness are not depent on children's sex. Parent have to give the same stimulation to their child both boys and girls.

6 ACKNOWLEDGEMENT

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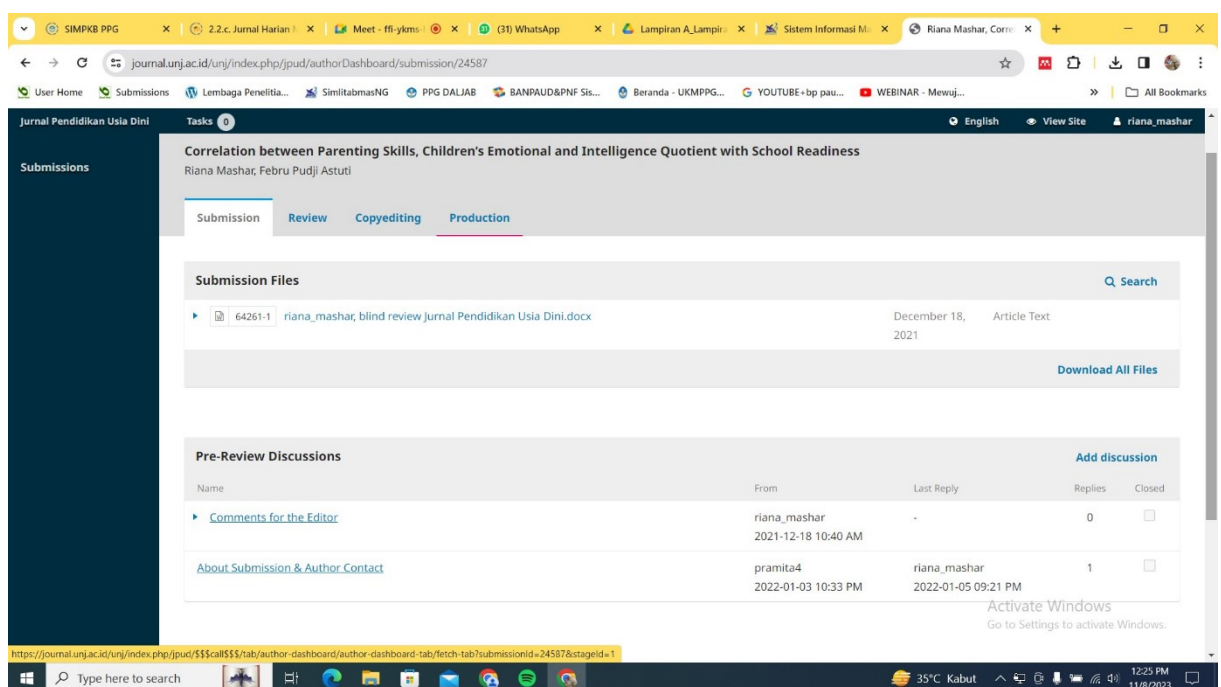
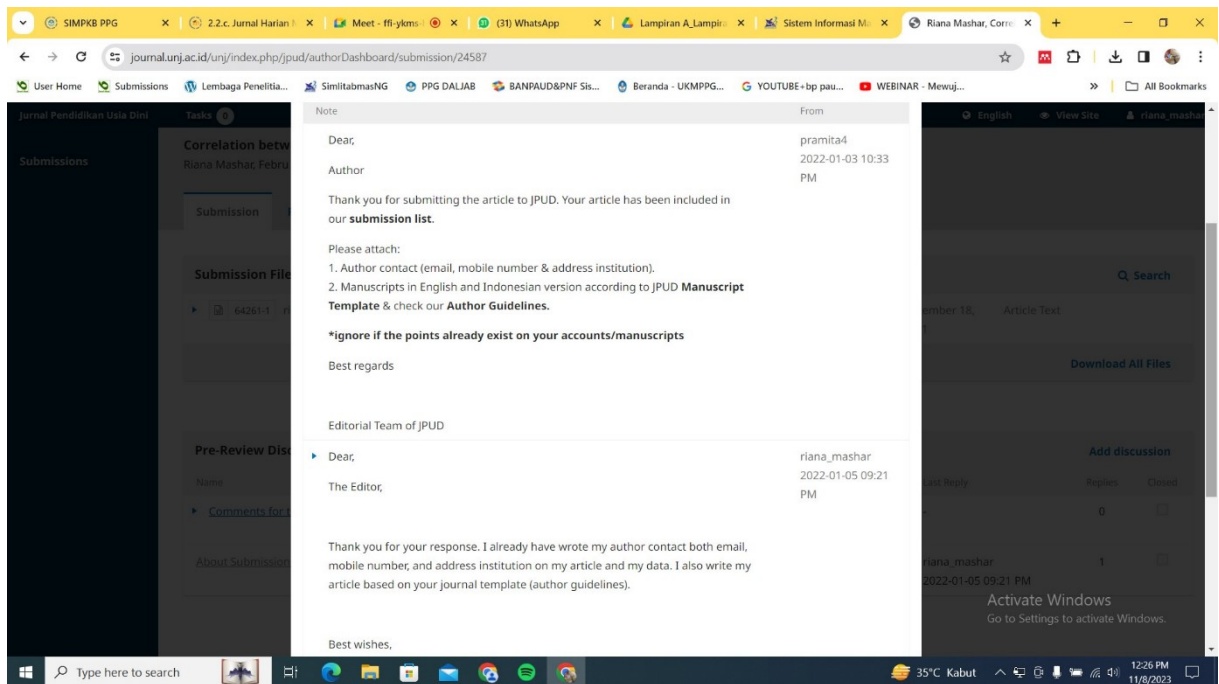
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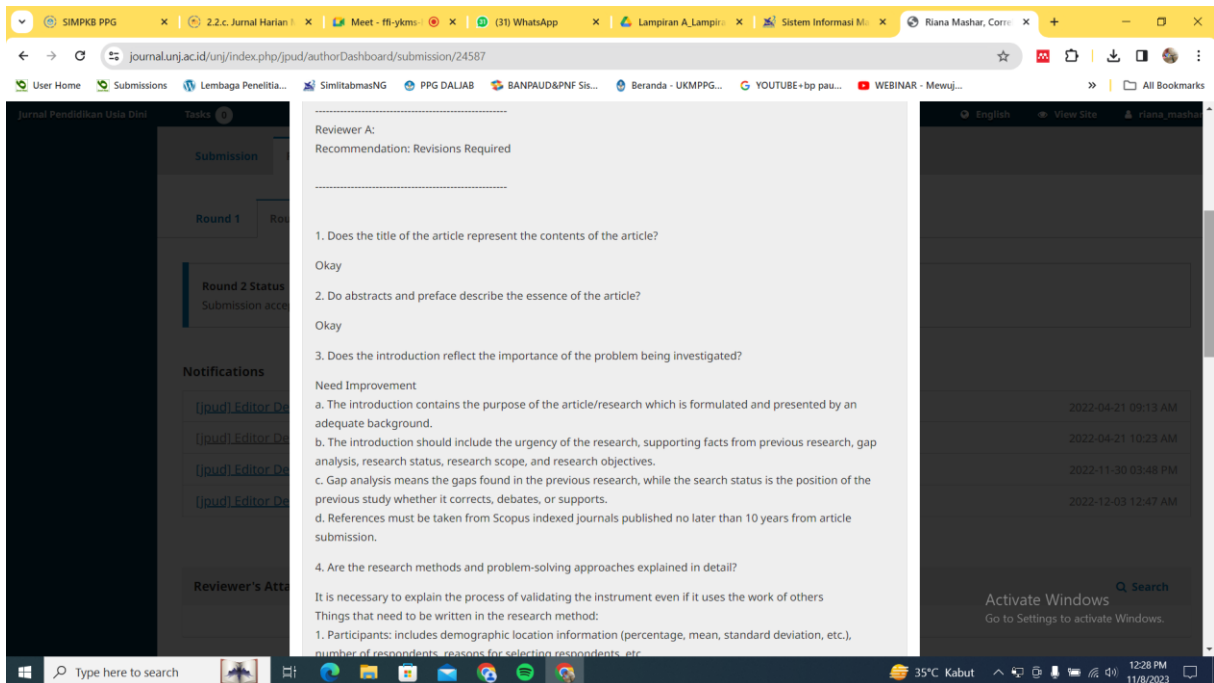
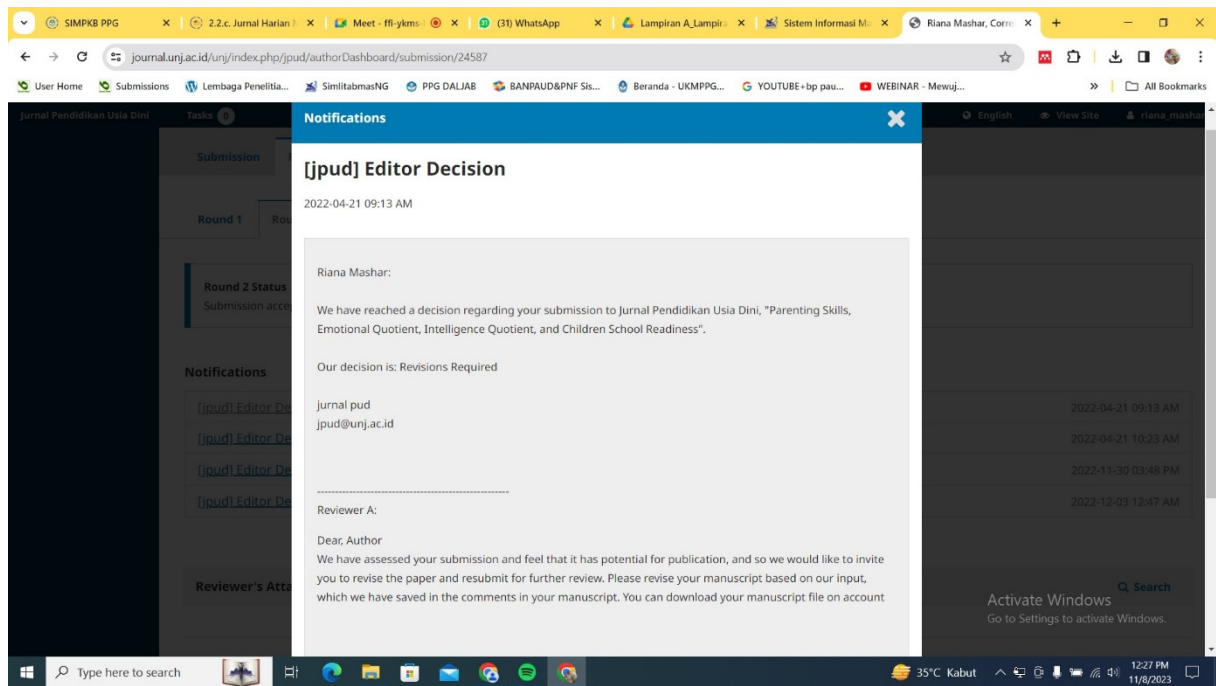
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2. PEMBERITAHUAN PROSES REVIEW DARI EDITOR



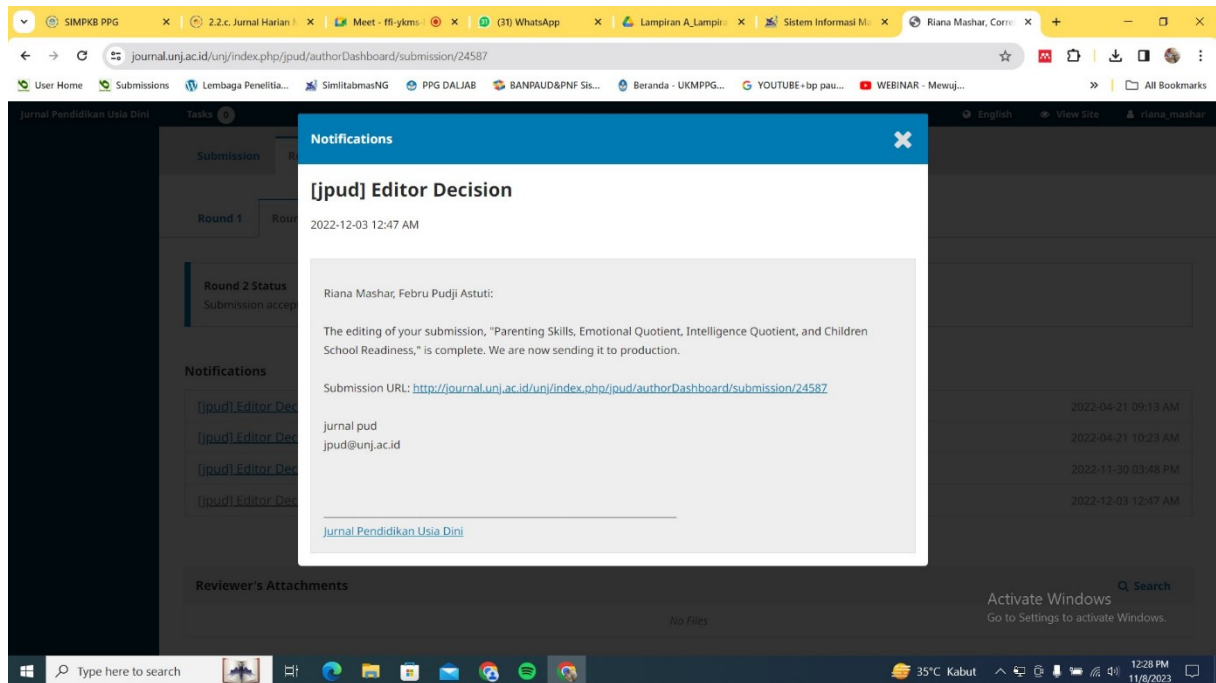
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3. PROSES REVIEW



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4. LETTER OF ACCEPTANCE



5. ARTIKEL PUBLISH



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