



The Influence of Parental Involvement and Work on Early Childhood Language Development

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Received; 16 January 2025, Accepted; 10 March 2025, Published; 06 April 2025

Abstract

In contemporary society, the advancement of entertainment media and digital technology has become an integral aspect of individuals' lives, encompassing early childhood experiences. Children are progressively exposed to diverse forms of digital entertainment, ranging from television to mobile applications, which directly or indirectly influence their language development. This study aims to analyze the influence of parental involvement and work on early childhood language development. The research method used is quantitative with a survey approach. The research sample consisted of 45 parents of children aged 5-6 years who attended PAUD MELATI 01 Warakas, Tanjung Priok, North Jakarta. Instruments include a parent engagement questionnaire with Cronbach's Alpha reliability of 0.941, a parent work questionnaire ($\alpha = 0.81$), and a child language development instrument based on the National Standards for Early Childhood Education. The results of the double linear regression analysis showed that parental involvement had a significant effect on children's language development ($p < 0.05$), while parental work did not have a significant effect. Simultaneously, the combination of parental involvement and work explained 50.1% of the variability of children's language development. This can conclude that to emphasize the importance of active parental involvement in supporting early childhood language skills.

Keywords: Parental Involvement, Parental Work, Language Development, Early Childhood



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INTRODUCTION

In this modern era, the development of entertainment media and digital technology has become an inseparable part of people's lives, including early childhood life. Children are increasingly exposed to various forms of digital entertainment, from television to mobile applications, which directly or indirectly affect their language development (Kurniawati, 2022). However, in the midst of these advances, attention to the role of the family environment, especially parental involvement, remains a key factor in the formation of children's language skills. Unfortunately, parents' increasingly dynamic work patterns and high job demands often limit the time for direct interaction with children, potentially hindering the stimulation of language development (Ma et al., 2023; Paujiah et al., 2022; Rosmayanti, 2024; Putri et al., 2023).

Language development in early childhood is one of the crucial aspects in children's growth and development that has an impact on their communication, learning, and social interaction skills in the future. In Indonesia, many early childhood children face language development delays that are affected by the lack of parental involvement, especially in families with jobs that require long working hours (Alias & Ramly, 2021; Sunderajan & Kanhere, 2019). Children from these families often lack optimal language stimulation, which is important to support their literacy and numeracy skills later in life (Lorettha & Dirgayunita, 2022).

Parental involvement has proven to be one of the protective factors in supporting children's development, especially in families from low socioeconomic groups (Pitsia & Kent, 2023). However, in Indonesia, socio-economic challenges and unequal access to education exacerbate this situation. Data show that children in urban areas tend to have better language development compared to children in rural areas, who generally have limited access to early childhood education (Agyekum et al., 2023). In addition, the work of parents in the informal sector often limits their involvement in children's education (Evianto et al., 2023; Nopiyanti & Husin, 2021).

Previous research has examined the relationship between socio-economic status and child development (Endrika et al., 2020; Garvis et al., 2021; Yuswati & Setiawati, 2022), but few specifically address how parental work moderates the relationship between parental involvement and early childhood language development. Most studies focus more on parental involvement in children's general language development without considering the dynamics of their work (Lestari & Handayani, 2023; Oktaviani et al., 2021; Siron et al., 2020). This creates a research gap, especially in the local context in Indonesia, that needs to be bridged.

This study aims to explore the influence of parental involvement and their work on early childhood language development. This research is expected to provide relevant new insights to support the development of early childhood education policies. The findings of this study can be the basis for the development of effective family-based intervention programs, especially to support families who work in the informal sector and have limited time. Thus, this research can contribute to the improvement of early childhood language skills and the reduction of socio-economic disparities in children's education in Indonesia.

METHOD

This study uses a quantitative approach with a survey method to analyze the influence of parental involvement and work on early childhood language development. The sample was taken using the saturated sample method, with participants consisting of 45 parents of children aged 5-6 years who attend PAUD MELATI 01 Warakas, Tanjung Priok, North Jakarta. The research instruments include three types. First, the parent engagement instrument developed by Purwandari et al. (2020) that explores the Parenting and Learning at home with a reliability of Cronbach's Alpha of 0.94. Second, the parental work instrument developed by Agustina et al. (2022) explore the aspects of Job Type, Working Time, Income/Income, Job Stability, and Involvement in Children's Education with a Cronbach's Alpha reliability of 0.81. Third, children's language development instruments based on the National Standards for Early Childhood Education for 5–6 years old that explore Language Comprehension, Language Expression, and Literacy.

Data collection was carried out through a questionnaire filled out by parents. Data analysis involves a double linear regression test to analyze the simultaneous and partial influence between independent and dependent variables with a significance level of $p\text{-value} < 0.05$.

Result

1. Data description

		Statistics		
		Parent Involvement	Parents' Work	Language Development
N	Valid	45	45	45
	Missing	0	0	0
Mean		171.4444	119.6889	87.6444
Std. Error of Mean		3.40848	2.12983	1.57415
Median		176.0000	120.0000	88.0000
Mode		200.00	120.00	100.00
Std. Deviation		22.86478	14.28735	10.55969
Variance		522.798	204.128	111.507
Range		106.00	62.00	49.00
Minimum		94.00	85.00	51.00
Maximum		200.00	147.00	100.00
Sum		7715.00	5386.00	3944.00

The table above shows that the number of research samples is 45 respondents. In the Parent involvement variable, this variable has an average of 171.44 with a standard deviation of 22.86, indicating a considerable variation between the data. The median value is 176, while the most frequently occurring value (mode) is 200. The data range is 106, with a minimum value of 94 and a maximum of 200. The total score of all respondents was 7715, indicating a fairly high level of accumulation of engagement within the sample population.

For the Parent Work variable. The average value of this variable was 119.69 with a standard deviation of 14.29, indicating a smaller variation compared to the parent involvement variable. The median and mode values are 120 each. The data range is 62, with a minimum value of 85 and a maximum of 147. The total score obtained from the respondents was 5386, describing the measurable level of employment in the context of the study.

For the Language Development variable, the average for the language development variable was 87.64 with a standard deviation of 10.56, which showed a smaller data spread compared to other variables. The median value is 88, while the mode is recorded at 100. The data range is 49, with a minimum value of 51 and a maximum of 100. The total score of all respondents was 3944, indicating a fairly good overall language development result.

2. Data Normality Test

One-Sample Kolmogorov-Smirnov Test

		Parent Involvement	Parents' Work	Language Development
N		45	45	45
Normal Parameters ^{a,b}	Mean	171.4444	119.6889	87.6444
	Std. Deviation	22.86478	14.28735	10.55969
	Absolute			
Most Extreme Differences	Positive	.118	.120	.121
	Negative	.106	.063	.121
		-.118	-.120	-.116
Test Statistic		.118	.120	.121
Asymp. Sig. (2-tailed)		.126c	.110c	.096c

The results of the normality test using the One-Sample Kolmogorov-Smirnov Test showed that the data from the three variables, namely parental involvement, parental work, and language development, had a normal distribution. Based on the table above, the statistical test value of parental involvement was 0.118 with a significance value (Asymp. Sig. 2-tailed) of 0.126. Since the p-value > 0.05, H0 is accepted, which means that the parent engagement data is normally distributed. Based on the table above, the statistical test value of Parental Work is 0.120 with a significance value (Asymp. Sig. 2-tailed) of 0.110. Since the p-value > 0.05, H0 is accepted, which means that the parent's work data is normally distributed. Based on the table above, the statistical test score of Language Development is 0.121 with a significance value (Asymp. Sig. 2-tailed) of 0.096. Since the p-value > 0.05, H0 is accepted, which means that the language development data is normally distributed. The results of this test show that the three variables in the study meet the assumption of normality, so that it can be used for further parametric statistical analysis.

3. HYPOTHESIS TEST

- a. Double linear equations and coefficient significance test of regression equations

Coefficientsa					
		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	
<i>Model</i>		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>
1	<i>(Constant)</i>	31.510	10.814		2.914
	Parent Involvement	.326	.057	.707	5.767
	Parents' Work	.002	.091	.002	.017

From the results of the above analysis, in column B we obtained Constant or $b_0 = 31,510$, regression coefficients $b_1 = 0.326$, and $b_2 = 0.002$. The resulting linear regression equation is, $Y = 31.510 + (0.326)X_1 + (0.002)X_2$. From the results of the analysis above, for the variable coefficient X_1 (Parental Involvement), namely t count = 5.767 and p -value = $0.000/2 = 0.000 < 0.05$, so H_0 is rejected. This means that Parent Involvement has a significant positive effect on children's language development. Meanwhile, for the X_2 variable (Parent's Occupation), namely t calculate = 0.017 and p -value = $0.987/2 = 0.493 > 0.05$, so H_0 is accepted. This means that the work of parents does not have a significant effect on children's language development.

- b. Double Regression Equation Significance Test

ANOVA					
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
1	<i>Regression</i>	2456.509	2	1228.254	21.057
	<i>Residual</i>	2449.802	42	58.329	
	<i>Total</i>	4906.311	44		

From the results of the ANOVA analysis above, it was obtained. The value of F calculates = 21,057 with p -value = 0.000. Since the p -value < 0.05 , H_0 is rejected. This shows that there is a significant linear influence between independent variables simultaneously on dependent variables. In other words, the combination of parental Engagement and Work in the regression model has a significant influence on children's language development.

c. Significance Test of coefficient of double correlation

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.708a	.501	.477	7.63732	.501	21.057	2

From the results of the analysis displayed in the Model Summary table, a double correlation coefficient (RY1.2) of 0.708 was obtained, the R Square value was 0.501, which means that 50.1% of the variability of the dependent variable can be explained by the independent variable in the model. The calculated F value of 21.057 with a p-value < 0.05 indicates that H0 is rejected, which means a significant double correlation coefficient. This shows that the independent variables together have a significant influence on the dependent variables. Thus, it can be seen that 50.1% of the variation in the dependent variable can be explained by independent variables simultaneously, while the rest is influenced by other factors outside the model.

d. Partial Correlation Coefficient Significance Test

1) Correlation between Parent Engagement and Language Development by controlling Parental Work

Correlations				
Control Variables			Language Development	Parent Involvement
Parents' Work	Language Development	Correlation	1.000	.665
		Significance (1-tailed)	.	.000
		df	0	42
	Parent Involvement	Correlation	.665	1.000
		Significance (1-tailed)	.000	.
		df	42	0

From the results of the analysis in the table above, it was obtained that $RY1.2 = 0.665$ and the P-Value = $0.00 < 0.05$ or H0 was accepted, thus the correlation coefficient between Language Development and Parental Involvement with controlling the parental work variable was not significant.

2) Correlation between Parental Work and Language Development by controlling for Parent Engagement

Correlations			Language Development	Parents' Work
<i>Control Variables</i>				
Parent Involvement	Language Development	Correlation	1.000	.003
		Significance (1-tailed)	.	.493
		df	0	42
	Parents' Work	Correlation	.003	1.000
		Significance (1-tailed)	.493	.003
		df	42	.493

From the results of the analysis in the table above, $R^2_{Y2.1} = 0.003$ was obtained. and its P-Value $= 0.493 > 0.05$, so H_0 is accepted thus the correlation coefficient between Language Development and Parental Occupation with controlling for parental involvement variables is significant.

Discussion

The results of the analysis showed that parental involvement had a significant positive influence on early childhood language development (p-value = 0.000, $t = 5.767$). This indicates that the higher the parental involvement, the better the child's language development. These findings are in line with research Supriyadi (2022) which emphasizes the importance of parental involvement in language stimulation through direct interaction. In addition, the theory of social development Vygotsky (1978) supports these results, emphasizing that social interaction, including communication between children and parents, is a major factor in language development.

The analysis showed that parental work had no significant influence on early childhood language development (p-value = 0.987). These findings suggest that although parents' work affects interaction time, this factor does not directly contribute to language development. Previously (Soetopo & Partasari, 2023) mentioned that although work can limit parental time, the quality of engagement is more important than the quantity of time. Research (Aladawiyah & Priyanti, 2021) also emphasized that the quality of parental interaction is more significant in supporting children's development than the work factor.

The regression test showed that the combination of parental involvement and work had a significant influence on language development (p-value < 0.05 , $F = 21.057$). The coefficient of determination ($R^2 = 0.501$) shows that 50.1% of the variability of children's language development can be explained by these two variables. These results support the ecological approach Bronfenbrenner (1979), where various environmental factors, including the role of parents, interact with each other in influencing children's development. Study Almaghfiroh et al., (2024) It shows that parental involvement in daily activities, such as reading

together and talking regularly, contributes significantly to children's language development. This interaction helps improve children's vocabulary and communication skills, which is an important basis in language development. In addition, research by Pradita et al. (2024). found that the socioeconomic status and employment of parents also had an impact on children's language skills. Children from families with better access to education and quality interaction with parents tend to have more optimal language development.

The correlation between parental involvement and language development remained significant even with the control variable of parental occupation ($p\text{-value} < 0.05$, $R = 0.665$). In contrast, the correlation between parental work and language development was not significant when parental involvement was controlled ($p\text{-value} > 0.05$, $R = 0.003$). These findings confirm that parental involvement is the dominant factor in supporting language development compared to parental work.

CONCLUSION AND RECOMMENDATION

This study shows that parental involvement has a significant influence on early childhood language development, while parental work does not have a direct influence. Simultaneously, the combination of parental involvement and work accounts to 50.1% of the variability of children's language development. These results confirm the importance of active parental involvement in activities such as speaking, reading, and playing with children to support their language skills, despite time constraints due to work.

Based on the findings of this study, it is recommended that parents prioritize active involvement in their children's early language development, regardless of their work commitments. Activities such as regular conversations, shared reading, and interactive play have been shown to significantly enhance language acquisition in early childhood. Educational institutions and policymakers should also support programs that empower and educate parents about the critical role they play in fostering language development, including strategies for integrating meaningful interactions into daily routines, even in the context of demanding work schedules.

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