2025 ANNUAL INTERNATIONAL INTERDISCIPLINARY CONFERENCE AND RESEARCH EXPO (AIICARE)
Vol.2, No.1, 2025: December: 76-98

The Role of Generation Y Parents in Children's Education in Surakarta City

Taufiqul Mu'in*[1] Juz'an[2]
[1,2]Universitas Islam Negeri Salatiga
*Corresponding Author: taufiqulmuin@gmail.com

Submission Track:
Received: 01-10-2025, Final Revision: 27-12-2025, Available Online: 30-12-2025
Copyright © 2025 Authors

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

ABSTRACT
Education is the process of acquiring both academic and non-academic knowledge. The most accessible source of education comes from the immediate environment where individuals grow and develop—the family, particularly the parents. The education provided to children is influenced by the progression of time. In the past, technology was not as advanced as it is today. Based on historical experience, general trends, and birth years, children can be categorized into three generations: Generation X, individuals born between 1930–1980; Generation Y, individuals born between 1980–1995; and Generation Z, individuals born between 1995–2010. The difference in birth periods indicates significant differences in the roles parents play in educating their children. For instance, Generation Z has been far more exposed to technology than Generations X and Y, which inevitably influences how parents educate their children. Therefore, this study aims to answer two main research questions: (1) What is the role of Generation Y parents in their children's education in Surakarta City? Moreover, (2) What factors influence the role of Generation Y in their children's education? Generation Y is selected because it represents a transitional generation that has experienced both traditional environments and technological exposure. The research employs a quantitative approach using correlation statistical methods, with data collected through questionnaires. The findings show that Generation Y plays a significant role in providing both academic and non-academic education to their children. Two key factors influence this role: (1) parenting styles and educational experiences from their own upbringing, and (2) socioeconomic conditions.

Keywords*: education, generation Y, parenting role*

2025 ANNUAL INTERNATIONAL INTERDISCIPLINARY CONFERENCE AND RESEARCH EXPO (AIICARE)
Vol.2, No.1, 2025: December: 76-98

INTRODUCTION

Education has a broad meaning and can be defined as the process of achieving physical and spiritual maturity, resulting from interaction with nature and one's environment from birth until death (Nurkholis, 2010). From this definition, it is evident that sources of education may come from various places; however, individuals primarily acquire education and knowledge from those closest to them. This aligns with Tobler's First Law of Geography, which states that everything is related to everything else, but things that are closer together have stronger relationships (Tobler, 1970). From birth, parents are the closest environment capable of exerting the most significant educational influence on children.

As time progresses, the form of education parents provide to their children naturally evolves, shaped by the emergence of new values and social habits within society. Parents must be adaptive and dynamic to perform their educational roles effectively. Based on historical experiences, general trends, and birth years, generations can be grouped as follows: Generation X (1930–1980), Generation Y (1980–1995), and Generation Z (1995–2010). These birth period differences signify varying parental roles in children's education. For example, Generation Z has been far more exposed to technology compared to Generations X and Y, which has inevitably affected parental approaches to education.

Existing studies show that Generation Y is a relatively underexplored research subject. However, in the context of improving human resource quality, examining parental roles in children's education is crucial. Given the dynamic nature of modern society, parenting patterns, educational strategies, and ways of thinking must evolve accordingly. Therefore, to fill this research gap, this study titled *"The Role of Generation Y Parents in Children's Education in Surakarta City"* was conducted.

In addition to contributing to the body of knowledge on parental involvement in education, this study also seeks to assess the *outcomes* or long-term impacts of the education experienced by Generation Y. The effects of education can only be meaningfully evaluated

10–20 years after being imparted. By examining how Generation Y parents experienced education from their own parents and how they now educate their children, the study provides valuable insights for future parenting practices.

Accordingly, this research seeks to answer two key questions:

1. What is the role of Generation Y parents in the education of their children in Surakarta City?
2. What factors influence Generation Y's role in their children's education?

When viewed through the generational classification of children—Generation X (1930–1980), Generation Y (1980–1995), and Generation Z (1995–2010)—it can be inferred that most children of Generation Y parents belong to Generation Z. The societal and technological developments from Generation X to Y were substantial, especially in terms of digital progress. Among the key factors influencing parenting is one's childhood experience. If a parent's upbringing differs significantly from current conditions, it may result in a parenting mismatch, leading to suboptimal educational outcomes.

Hence, the theoretical framework of this study can be illustrated as follows:

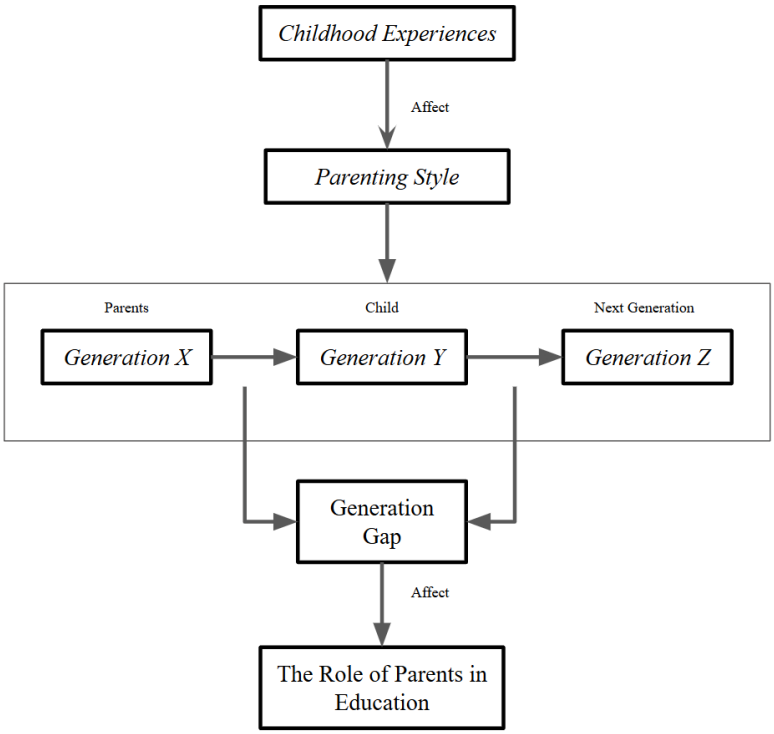


Figure 1. Intergenerational Relationship (Source: Author's Analysis, 2023)

Several previous studies have examined similar issues. For instance, Zhang (2022) highlighted how parenting styles significantly influence children's educational achievement. The study revealed that an *authoritative* parenting style—where parents actively monitor schoolwork and extracurricular activities—tends to enhance academic success. It also emphasized that parenting practices are influenced by culture, socioeconomic status, and gender.

Arsyad et al. (2019), in a case study conducted in Bintan Regency, found that parents play multiple vital roles in their children's education, including providing formal and informal education and instilling positive values from an early age through adulthood. One essential value emphasized was religious education, which serves as a moral foundation for future life.

Meanwhile, Novindra et al. (2017) investigated whether differences in parents'educational backgrounds affected their roles in early childhood education. Their findings indicated that regardless of the parents' educational level—elementary, middle, high school, or university—all showed meaningful involvement in their children's education. Interestingly, the higher the parents' education level, the greater their involvement tended to be.

Ruli (2020) identified three primary parental roles in children's education: (1) religious education, such as encouraging prayer and worship; (2) social education, which includes teaching politeness, empathy, and fairness; and (3) moral education, which instills honesty and patience. The study concluded that warm and positive parent-child relationships foster healthy emotional and behavioral development, as children tend to model their parents' attitudes and habits.

LITERATURE REVIEW

The role of parents in providing education to their children is closely related to the nature of the relationship and attitudes parents exhibit toward them (Basuni, 2019). This attitude is often referred to as a *parenting style*. The effects of parental attitudes can be either positive or negative, depending on how consistently those attitudes are applied. Because parenting styles are typically stable and enduring, they significantly influence the formation of a child's personality.

Parenting practices vary widely among families. According to Hurlock, Hardy, and Heyes (as cited in Mahmud et al., 2013:150–151), parenting styles can generally be categorized into three types: authoritarian, democratic (authoritative), and permissive.

The authoritarian parenting style demands strict obedience from children to parental authority. This type of parenting often involves physical punishment, strong control, limited communication, and a lack of appreciation for the child's achievements. As a result, children raised under authoritarian conditions may develop rebellious, closed, and uninitiative personalities.

In contrast, the democratic (authoritative) parenting style provides children with opportunities to express opinions. Rules are established through mutual agreement between parents and children, offering an appropriate balance of control and autonomy. This type of parenting tends to foster independence while maintaining the child's ability to build healthy relationships with others. It is widely recognized as a style that nurtures balanced personality development.

The permissive parenting style differs from both previous types. Permissive parents tend to allow their children to make their own choices freely. Bee and Boyd describe this style as characterized by high tolerance, minimal enforcement of rules, and few consequences for misbehavior. Such permissiveness can lead to limited parent–child communication and may result in children who lack achievement orientation, responsibility, and adaptability within society (Lutvita in Suharsono et al., 2009).

Parenting styles are not formed spontaneously; multiple underlying factors influence them. Maccoby and McLoby (as cited in Madyawati, 2016:39–41) identified several key determinants of parenting behavior, including socioeconomic factors, religious background, parental personality, and the number of children in the household.

The socioeconomic factor reflects the privileges and resources parents can provide for their children's development. Li and Qiu (2018) found that the higher the family's socioeconomic status, the greater the children's academic achievement tends to be. The religious background of parents also shapes their parenting approach, influencing whether religious teachings are embedded in their parenting practices.

The personality of the parents—which is often a reflection of the parenting style they themselves experienced in childhood—affects how they interact with and educate their children. Lastly, the number of children plays a role: parents with a single child tend to provide more focused attention compared to those with multiple children, who must divide their time and attention among several offspring.

RESEARCH METHOD

This research was conducted in Surakarta City, one of the cities located in Central Java Province. The study took place between March and July 2023, following several procedural stages.

A deductive quantitative approach was employed in this research. The deductive approach was chosen because studies on parenting have been widely conducted, yet the dynamics of time and generational shifts continue to shape differences in parenting patterns. Therefore, this study applies a deductive framework by bringing established theories and concepts of parenting into a new context to be empirically tested through quantitative methods.

The quantitative method was selected because parenting itself is inherently subjective — what parents teach may be interpreted differently by their children. Thus, to establish generalizations and minimize respondents' subjectivity, the quantitative method was considered most appropriate.

The data used in this study were primary data, serving to answer both research questions. These data were collected directly from respondents through questionnaires and interviews involving individuals categorized as Generation Y in Surakarta City.

Several analytical methods were applied in this research, namely descriptive analysis and correlation analysis.

1. **Descriptive Statistical Analysis**

Descriptive statistics provide information about the characteristics of each variable. The measures used include mode and median, where mode represents the most frequently occurring value, and median represents the middle value. Data processing and statistical analysis were conducted using the software IBM SPSS Statistics 25.

2. **Correlation Analysis**

Correlation analysis was used to determine the relationship between variables. It provides information on whether relationships exist between variables and, if so, whether those relationships are positive or negative.

- A positive correlation indicates that when Variable A increases, Variable B also increases.
- A negative correlation indicates that when Variable A increases, Variable B decreases.

These methods collectively allowed the researcher to measure not only the strength of the relationship between parenting styles and educational roles but also how socioeconomic factors and past parenting experiences influence Generation Y's approach to educating their children.

ANALYSIS AND DISCUSSION

The results of the correlation analysis conducted using SPSS, derived from the first research question, aimed to identify the relationship between the type of education provided and the parenting styles applied. The relationships were visualized in the figure below, where thick lines indicate strong correlations and thin lines indicate weaker ones.

The description of this visualization can be summarized as follows: there is a strong and positive relationship between the level of parental intervention and each type of education provided. This means that as parental intervention increases in one area of education, it tends to increase in others as well. Specifically, the correlation between religious education intervention and the democratic parenting style is strong and positive, indicating that the greater the emphasis on religious education, the more likely parents are to adopt a democratic parenting style. Conversely, the more democratic the parenting style, the greater the emphasis parents place on religious education.

In contrast, the relationship between parenting styles and other forms of education—academic and moral—is relatively weaker. However, given the high correlation values among the types of education, there appears to be an indirect relationship between academic and moral education through religious education.

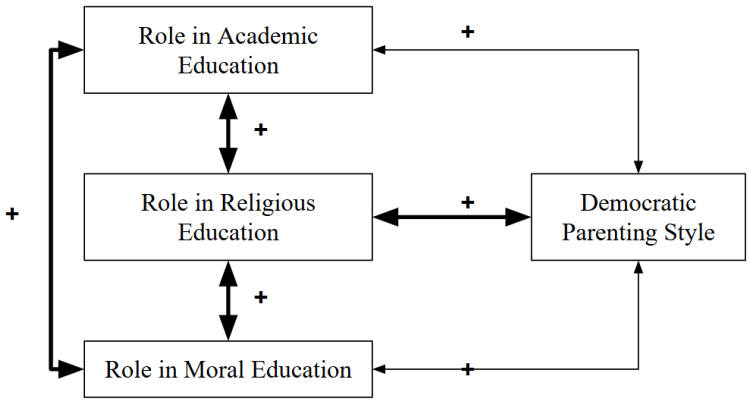


Figure 2. Relationship Between Parental Roles in Education and Parenting Styles (Source: Author, 2023)

When visualized conceptually, the relationship between Generation Y parents' current educational practices and the experiences they received from their own parents can be represented as follows:

There exists a close, positive relationship between the education Generation Y parents provide to their children and the parenting style they apply, both of which are influenced by the educational experiences they had as children. In other words, the greater the parental involvement that Generation Y experienced from their own parents, the greater their own involvement in educating their children. Similarly, the more democratic the parenting style their parents applied, the more likely Generation Y parents are to adopt a democratic style themselves.

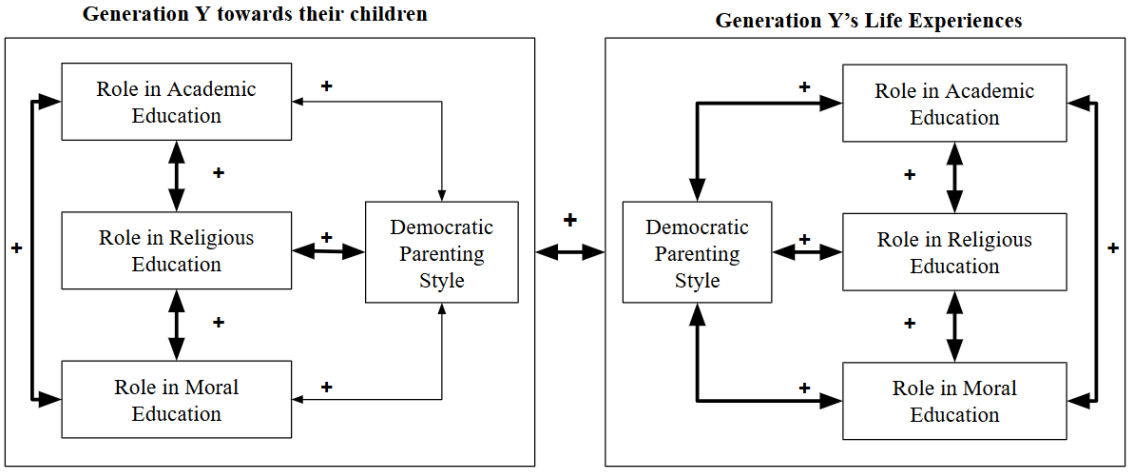


Figure 3. Correlation Between Parenting Styles Across Generations (Source: Author, 2023)

Although some correlations were relatively weak, the analysis revealed that academic education has a positive correlation with both income and parents' educational level. In other words, higher income levels and educational backgrounds among Generation Y parents correspond to greater involvement in their children's academic education. Likewise, religious education was also positively correlated with income and education, suggesting that more educated and economically stable parents are more engaged in their children's religious learning.

Meanwhile, moral education showed a negative correlation with the number of children. This means that the more children a Generation Y family has, the less intensive their involvement in moral education tends to be. The relationship between education types and Generation Y's socioeconomic profiles can be visualized as follows:

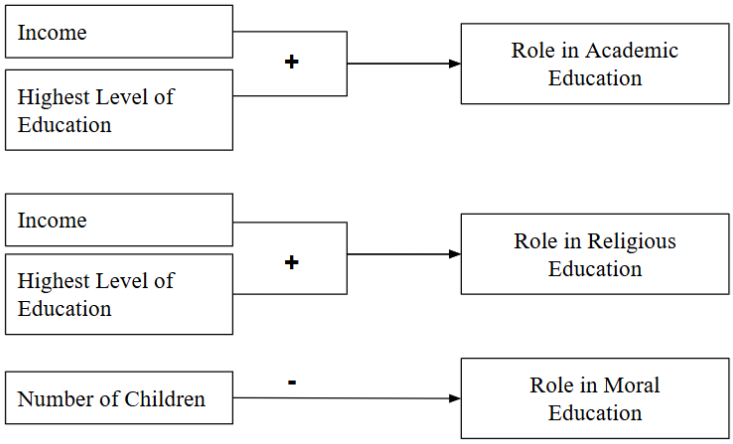


Figure 4. Correlation Between Parenting Patterns and Generation Y Profiles (Source: Author, 2023)

The analysis also demonstrated that the parenting style applied by Generation Y is positively correlated with the parents' level of education as well as that of their own parents. The higher the educational level of Generation Y parents and their parents, the greater the tendency to adopt a democratic parenting style. Furthermore, the education of Generation Y parents is positively correlated with their parents' education levels—indicating that educational level tends to be intergenerational. Consequently, parental education in Generation X significantly influences the parenting approaches of Generation Y.

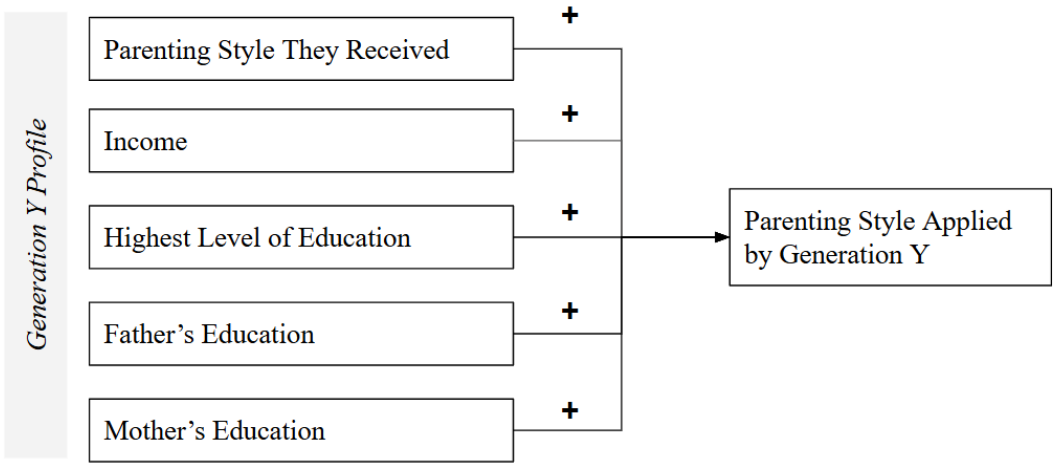


Figure 5. Correlation Between Parenting Styles, Profiles, and Experiences of Generation Y (Source: Author, 2023)

Discussion on Parental Roles in Education

The results of the questionnaire indicate that Generation Y parents play a substantial role in their children's education. Their involvement extends beyond formal (academic) education to include non-formal areas such as moral and religious education. This demonstrates that Generation Y parents place high importance on their children's holistic development.

However, upon closer examination, most respondents rated their level of intervention as "high," with fewer choosing "very high." This suggests that while parents perceive themselves as being actively involved, they acknowledge that their role could still be optimized further.

From the perspective of academic education, the responses revealed consistent involvement across all components: providing basic education at home, selecting schools, and determining extracurricular activities. This indicates that parents strive to optimize all

dimensions of academic support—ensuring that both the learning environment and post-school activities align with their expectations.

This finding is consistent with Freddy et al. (2021), who emphasize the importance of *self-regulated learning* in linking parental involvement and student achievement. Parents play a crucial role in shaping daily learning habits at home, influencing school choice, and guiding extracurricular participation.

Continuing from the previous section, the discussion of religious education shows that the distribution of responses among its components—education on obligatory prayers, Qur'an recitation, obligatory fasting, and voluntary fasting—was relatively even. However, only one respondent reported a very low level of intervention in obligatory fasting education, indicating that nearly all respondents made efforts to teach Qur'an recitation and other religious practices to their children.

When analyzed further, although the difference was not significant, the frequency of high intervention was slightly lower in voluntary religious education (e.g., sunnah fasting) than in obligatory religious education (e.g., obligatory fasting and prayer). This indicates that Generation Y parents place a stronger emphasis on the foundational religious obligations of Islam. This finding aligns with Ruli (2020), who states that one of the primary parental roles in early education is providing a strong foundation in religious practice.

The final component of educational intervention examined is moral education (*akhlaq*). As with the previous two forms of education, the distribution of responses showed that most respondents rated their intervention as "high" or "very high." This included teaching manners, encouraging helpfulness, fostering the habit of apologizing, and expressing gratitude.

Interestingly, in the component of teaching manners, none of the respondents selected "very low intervention." This indicates that—even at minimal levels—parents universally

recognize politeness as a fundamental aspect of moral education. This finding is again consistent with Ruli (2020), who notes that after religious education, the next most essential stage is social and moral education, which involves teaching courtesy, empathy, and social interaction within the community.

When the three types of parental roles—academic, religious, and moral—were compared, religious education emerged with the highest proportion of respondents reporting "high" and "very high" levels of intervention. This supports Ruli's (2020) assertion that the first and most substantial parental role lies in religious education, followed by social and moral education. This pattern also aligns with the life stage of most Generation Y parents, whose children are generally in late childhood or adolescence, a period in which religious and moral guidance are crucial.

Beyond analyzing each educational component, this study also examined the relationships among the three types of education. The correlation analysis revealed significant positive relationships among all three components—academic, religious, and moral. This means that when parents increase their involvement in one type of education, they tend to increase their involvement in the others as well.

This suggests that Generation Y parents view education holistically, integrating academic, moral, and religious aspects as interconnected elements of a child's development. They believe that these three dimensions should complement each other rather than exist in isolation. Conversely, parents who neglect one aspect of education tend to show lower involvement across the others, potentially leading to educational imbalance or inequality among children.

These findings highlight the importance of comprehensive education and underscore how parents' consistency across educational domains contributes to well-rounded child development. This interrelationship also provides a foundation for the next part of the

analysis, which explores parenting styles and how Generation Y parents deliver education within their families.

Parenting Style Analysis

The analysis results indicate that the dominant parenting style among Generation Y parents is the democratic (authoritative) style. This approach combines freedom with structured boundaries and mutual respect between parent and child. It reflects the characteristic traits of Generation Y, who are generally open-minded and receptive to feedback or criticism (Wijoyo et al., 2020).

Further correlation analysis demonstrated a significant positive relationship between the democratic parenting style and all three types of educational involvement (academic, religious, and moral). The more democratic the parenting approach, the higher the degree of educational intervention observed.

Among the three educational types, the strongest correlation was found between democratic parenting and religious education. This suggests that families applying democratic principles tend to prioritize religious instruction as a core element of their child's upbringing. The positive correlation between democratic parenting and educational involvement implies that authoritative parenting—balancing warmth, reasoning, and consistent expectations—is the most effective approach for promoting children's holistic development.

These findings reinforce earlier theories (Hurlock et al., in Mahmud et al., 2013) that democratic parenting fosters independence, responsibility, and social competence, while still maintaining respect for parental authority and moral values. For Generation Y parents, this style harmonizes well with their transitional identity between traditional upbringing and modern, technology-driven environments.

DISCUSSION

Two main categories of factors were identified as influencing Generation Y parents' roles in their children's education:

1. Past experiences, particularly the educational and parenting styles they received from their own parents (Generation X), and
2. Socioeconomic conditions, including income, educational attainment, and family size.

1. The Influence of Past Experiences

The statistical tests revealed a positive correlation between the education and parenting that Generation Y parents received during their upbringing and the way they now educate and parent their children. For all three types of education—academic, religious, and moral—there were strong correlations between what Generation Y received as children and what they now provide as parents.

This means that the more intensive the academic, religious, and moral education provided by Generation X parents, the greater the involvement of Generation Y parents in educating their own children.

When examined more specifically, religious education showed an even higher correlation with moral education received by Generation Y from their parents, rather than with religious education alone. This finding highlights the foundational importance of moral instruction in shaping long-term educational outcomes—not only for the direct recipients but also for subsequent generations.

This aligns with Al-Abrasyi (1970), who argued that moral education (*akhlaq*) is the cornerstone of Islamic education. The ultimate goal of education, according to him, is the attainment of noble character. Moral education produces individuals who are virtuous, patient, polite, and possess noble manners, making moral and religious education inseparable components of a holistic learning process.

Similarly, the strongest correlation for academic education was not with the academic education previously received by Generation Y, but with the moral education they experienced from their parents. This further supports the notion that good character forms the basis for other forms of education. Individuals who have developed strong moral foundations tend to be more receptive and disciplined learners.

As for moral education, its highest correlation was with the academic education that Generation Y received from their parents, indicating that moral development and intellectual growth are interdependent. A strong religious understanding and academic background together reinforce the development of good character.

Regarding parenting styles, there was also a significant positive correlation between the parenting style that Generation Y experienced and the one they now apply. Parents who were raised under a democratic style are more likely to adopt the same approach with their own children. The more democratic the parenting style, the higher the level of educational involvement—academic, moral, and religious—provided to their children.

Additionally, correlations among the different types of education provided by Generation X parents were also found to be high. This suggests that when one aspect of education (academic, moral, or religious) was emphasized, the others were likely emphasized as well.

From these findings, it can be concluded that education has a long-term and intergenerational impact. The education parents provide not only affects their own children directly but also shapes how those children will later educate the next generation. Education, therefore, operates as a continuous cycle of values, behaviors, and habits transmitted across generations.

2. The Influence of Socioeconomic Conditions

Beyond past experiences, the study also examined how socioeconomic conditions influence Generation Y's parenting and educational practices. Two main socioeconomic variables—income and educational attainment—were found to have significant correlations with both academic and religious education.

Higher income and education levels among Generation Y parents correspond to greater involvement in their children's academic and religious education. Although public education in Indonesia is often free, schooling still involves additional expenses (such as uniforms, books, and extracurricular fees). Families with higher income thus possess greater *privilege* and flexibility to access quality educational resources.

Similarly, parents with higher educational attainment demonstrate stronger awareness of the importance of education—primarily academic and religious instruction—for their children's future. This finding is consistent with Bhattacharya (2016), who found that parental education level, occupation, and academic support significantly influence children's academic achievement, particularly at the primary school level.

Interestingly, moral education differed from the other two types. It was not correlated with income or parental education level, but instead showed a negative correlation with the number of children. In families with more children, the degree of direct parental involvement in moral education tends to decrease. This may be due to limited time and divided attention among multiple children.

Nevertheless, the data indicate that economic conditions do not diminish Generation Y's commitment to moral education. Regardless of financial circumstances, parents consistently prioritize teaching good character and manners. However, the quality and intensity of this instruction may decline as family size increases, due to practical limitations of time and energy.

This finding reinforces the earlier conclusion that moral education serves as a foundation for all other educational forms. Previous results also showed that moral education received by Generation Y strongly influences their ability to transmit academic and religious education to their children.

3. Factors Affecting Parenting Styles

The analysis identified five variables significantly correlated with the parenting styles adopted by Generation Y parents:

1. The parenting style practiced by their own parents (intergenerational influence),
2. Income level,
3. Educational attainment of Generation Y parents,
4. Educational attainment of the father, and
5. Educational attainment of the mother.

All five factors showed positive correlations, meaning that higher income and education levels—both of Generation Y parents and their parents—were associated with more democratic parenting practices. This again emphasizes how economic privilege and education can shape not only educational opportunities but also parenting attitudes and behaviors.

These findings are consistent with Zhang (2022), who demonstrated a strong relationship between parenting style, children's education, and family socioeconomic conditions. Parents with higher educational attainment tend to secure better employment and higher income—factors that enable them to devote more time and emotional energy to their children's upbringing. Conversely, parents from lower socioeconomic backgrounds often allocate more time to work to meet basic needs, which may lead to more authoritarian or discipline-focused parenting patterns.

CONCLUSION

Based on the results of this study, it can be concluded that Generation Y parents play a substantial role in their children's education. Their involvement encompasses various dimensions—academic, religious, and moral education. Each of these components receives significant parental attention and intervention, and notably, they are positively correlated with one another. This means that when parental involvement increases in one aspect (e.g., academic education), it also tends to increase in the others (religious and moral education).

The dominant parenting style applied by Generation Y parents in delivering education to their children is the democratic (authoritative) style—a balanced approach that provides children with freedom within structured boundaries. This style emphasizes open communication, mutual respect, and shared responsibility between parents and children, making it particularly effective in fostering intellectual, emotional, and moral growth.

Furthermore, two significant factors were found to influence Generation Y's role in education:

1. Parenting styles and education received during their own upbringing, and
2. Socioeconomic conditions.

The first factor highlights the intergenerational continuity of education—the more comprehensive the education and parental involvement received by Generation Y during childhood, the more engaged they are in educating their own children. This includes academic, religious, and moral dimensions.

The second factor, socioeconomic conditions, comprises variables such as income, educational attainment, and family size, as well as the educational background of Generation Y's parents. The findings show that higher income and education levels lead to greater parental engagement in academic and religious education. Meanwhile, the number of

children inversely affects parental focus on moral education, as attention and resources must be distributed among more family members.

Ultimately, this study underscores that education is a continuous and generational process. It is not formed in isolation at a single moment but emerges from a long-term transmission of values, experiences, and social conditions across generations.

RECOMMENDATIONS

Based on the findings, several recommendations are proposed:

1. For Government and Policymakers: Considering the strong influence of socioeconomic conditions on parental involvement, efforts to improve family welfare are crucial. Enhancing household economic stability can optimize the educational role of parents and ensure equal access to quality education for all children.
2. For Future Research: This study focuses solely on Generation Y parents' perspectives. Future studies are encouraged to adopt a comparative generational approach, including both Generation X (as the parents of Generation Y) and Generation Y (as current parents). This would allow for a more comprehensive understanding of how parenting patterns and educational values evolve across generations.
3. For Parents and Educators: The findings emphasize the effectiveness of democratic parenting in fostering children's holistic development. Parents are encouraged to maintain open communication, shared decision-making, and emotional support while instilling discipline and responsibility.

ACKNOWLEDGMENTS

The researchers would like to gratefully acknowledge the Rector of UIN Salatiga for their support and grant given in finishing this research.

REFERENCES

Al-Abrasyi, M. Athiyah. (1970). *Dasar-Dasar Pokok Pendidikan Islam*. Jakarta: Bulan Bintang.

Arsyad, S., Saliha, H., & Sulitiyas, U. (2019). *Peran Orang Tua Terhadap Pendidikan Anak (Studi Desa Mantang Besar Kabupaten Bintan).* Jurnal Masyarakat Maritim, 1(1), 7–17. https://doi.org/10.31629/jmm.v1i1.1658

Basuni, H. (2019). *Program Parenting dalam Meningkatkan Kedisiplinan Siswa.* Undergraduate Thesis, Universitas Islam Negeri Sunan Ampel, Surabaya.

Bhattacharya, D. (2016). *Effectiveness of Home-Related Factors on Learning Performance of Primary School Children in Contai Municipality.* International Journal of Research in Economics and Social Sciences, 6(1), 279–285.

Freddy, Lestari, S., & Prihartanti, N. (2021). *Self-Regulated Learning sebagai Mediator Keterlibatan Orang Tua dan Prestasi Akademik Siswa SMA.* Jurnal Psikologi Indonesia, 1–15.

Li, Z., & Qiu, Z. (2018). *How Does Family Background Affect Children's Educational Achievement? Evidence from Contemporary China. Journal of Chinese Sociology*, 5(1). https://doi.org/10.1186/s40711-018-0083-8

Madyawati, L. (2016). *Strategi Pengembangan Bahasa pada Anak.* Jakarta: Prenadamedia Grup.

Mahmud, H., Gunawan, Y., & Yulianingsih, Y. (2013). *Pendidikan Agama Islam dalam Keluarga.* Jakarta: Akademia Permata.

Novindra, K., Kurniah, N., & Yulidesni. (2017). *Peran Orang Tua dalam Pendidikan Anak Usia Dini Ditinjau dari Latar Belakang Pendidikan. Jurnal Potensia*, 2(1), 39–46. https://doi.org/10.19109/ra.v1i1.1526

Nurkholis. (2010). *Pendidikan dalam Upaya Memajukan Teknologi. Jurnal Kependidikan*, 1, 24–44.

Ruli, E. (2020). *Tugas dan Peran Orang Tua dalam Mendidik Anak. Jurnal Edukasi Nonformal*, 143–146.

Suharsono, J. T., et al. (2009). *Hubungan Pola Asuh Orang Tua terhadap Kemampuan Sosialisasi pada Anak Pra Sekolah di TK Pertiwi Purwokerto Utara.* Vol. 4(3), November 2009.

Tobler, W. (1970). *A Computer Movie Simulating Urban Growth in the Detroit Region. Economic Geography*, 234–240.

Wijoyo, H., Indrawan, I., Cahyono, Y., Handoko, A. L., & Santamoko, R. (2020). *Generasi Z & Revolusi Industri 4.0.* Pena Persada Redaksi.

Zhang, H. (2022). *The Factors, Effects, and Treatments of Parenting Styles on Young Adolescents' Academic Achievements.* Proceedings of the 2022 3rd International Conference on Mental Health, Education, and Human Development (MHEHD 2022), 670(Mhehd), 352–356. https://doi.org/10.2991/assehr.k.220704.065