

# **Sinergi Orang Tua Dan Guru Dalam Proses Pembelajaran Anak Usia 4-5 Tahun**

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## **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis peran pola asuh orang tua dan guru dalam mendukung proses pembelajaran anak usia 4–5 tahun. Usia dini merupakan tahap krusial dalam perkembangan anak, di mana peran lingkungan, khususnya orang tua dan guru, sangat berpengaruh terhadap pembentukan karakter, kemandirian, serta kemampuan kognitif anak. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi di salah satu lembaga PAUD. Fokus penelitian diarahkan pada bagaimana pola asuh yang diterapkan di rumah berdampak pada sikap anak dalam kegiatan belajar, serta bagaimana guru memfasilitasi perkembangan anak melalui strategi pembelajaran yang sesuai dengan tahapan usianya. Hasil penelitian menunjukkan bahwa pola asuh orang tua, baik otoritatif, permisif, maupun otoriter, memberikan pengaruh yang berbeda terhadap motivasi belajar, kemandirian, dan interaksi sosial anak di sekolah. Anak yang mendapat pola asuh otoritatif cenderung lebih percaya diri, kooperatif, dan antusias mengikuti kegiatan belajar, sementara pola asuh permisif atau otoriter sering kali berdampak pada rendahnya kedisiplinan dan kurangnya motivasi belajar. Di sisi lain, guru berperan penting dalam membentuk kebiasaan belajar, menanamkan kedisiplinan, serta menciptakan suasana kelas yang kondusif dan menyenangkan. Sinergi yang terjalin antara pola asuh orang tua di rumah dan strategi pengajaran guru di sekolah terbukti mampu meningkatkan kualitas pembelajaran anak usia dini. Oleh karena itu, kolaborasi antara keluarga dan sekolah perlu terus ditingkatkan melalui komunikasi yang efektif, keterlibatan aktif orang tua, serta konsistensi dalam memberikan stimulasi yang positif bagi anak. Dengan demikian, perkembangan anak dapat didukung secara optimal dan berkelanjutan.

**Kata kunci:** pola asuh, guru, anak usia dini, pembelajaran, kolaborasi.

# **Synergy between Parents and Teachers in the Learning Process of Children Aged 4-5 Years**

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## **ABSTRACT**

*This research aims to describe and analyze the roles of parenting styles by parents and teachers in supporting the learning process of children aged 4-5 years. Early childhood is a crucial stage in a child's development, where the role of the environment, particularly parents and teachers, significantly influences the formation of character, independence, and cognitive abilities of the child. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation at one early childhood education institution. The research focus is directed at how the parenting style applied at home impacts the child's attitude in learning activities, as well as how teachers facilitate child development through learning strategies that are appropriate for their age stage. The results show that parenting styles, whether authoritative, permissive, or authoritarian, have different effects on children's motivation to learn, independence, and social interactions at school. Children who receive authoritative parenting tend to be more confident, cooperative, and enthusiastic in participating in learning activities, while permissive or authoritarian parenting styles often result in low discipline and a lack of motivation to learn. On the other hand, teachers play a crucial role in shaping learning habits, instilling discipline, and creating a conducive and enjoyable classroom atmosphere. The synergy created between parental guidance at home and teaching strategies at school has been proven to enhance the quality of early childhood education. Therefore, collaboration between families and schools needs to be continually improved through effective communication, active parental involvement, and consistency in providing positive stimulation for children. As a result, children's development can be optimally and sustainably supported.*

**Keywords:** *parenting, teachers, early childhood, learning, collabora*

