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The Role of Teacher Training and Parental Support in Developing Kindergarten Children's Potential: A Quantitative Study at Korwilcam Kersana Brebes

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A B S T R A C T

The development of children's potential in early childhood education is influenced by educational and family factors. Research on the simultaneous contribution of teacher training and parental support to kindergarten children's development remains limited, particularly in schools under Korwilcam Satpendik Kersana, Brebes Regency, indicating a significant research gap. This study aimed to analyze the influence of both variables on children's potential development. A quantitative survey was employed involving 85 respondents selected through proportional random sampling. Data were collected using validated questionnaires measuring teacher training, parental support, and children's potential development across cognitive, social, and emotional indicators, with reliability confirmed through Cronbach's Alpha. Multiple regression analysis was applied. The results showed that teacher training significantly affected children's potential development ($\beta = 0.421$; $p = 0.003$), while parental support demonstrated a stronger effect ($\beta = 0.467$; $p = 0.001$). Simultaneously, both variables explained 68.4% of the variance ($R^2 = 0.684$). These findings confirm that effective teacher training combined with active parental involvement plays a crucial role in optimizing children's developmental potential, providing empirical evidence for early childhood education policy.

1. Introduction

Early childhood education plays a strategic role in optimizing children's growth and development during the golden age period. Kindergarten education is not only oriented toward academic readiness, but also focuses on the development of cognitive, social, emotional, language, and motor aspects of children. The success of children's potential development is strongly influenced by various educational components, particularly the quality of teachers and the involvement of parents in

the learning process. In many educational institutions, limitations in teacher competence and the low intensity of parental support remain major challenges in achieving optimal learning outcomes for young children. Therefore, strengthening teacher professionalism through training programs and increasing parental participation are important efforts in supporting the quality of early childhood education.

Teacher training is considered an essential factor in improving teachers' pedagogical competence, classroom management skills, and ability to create meaningful learning experiences for children. Teachers who participate in continuous professional development programs tend to demonstrate better instructional performance and more adaptive learning strategies. Previous studies reported that teacher competence significantly influences the quality of learning implementation and student development outcomes (Darmawati et al., 2025; Hikmah et al., 2025). In the context of early childhood education, teacher training also contributes to improving teachers' creativity in designing child-centered learning activities that stimulate children's curiosity and independence. Effective teacher development programs can encourage teachers to implement innovative learning approaches and improve classroom interaction quality. Teachers who continuously improve their professional competence are more capable of creating meaningful learning environments that support children's developmental needs holistically.

Besides teacher competence, parental support is another important factor influencing children's development. Parents are the first educators who directly shape children's learning habits, emotional security, and social behavior. Active parental involvement in educational activities can increase children's learning motivation, confidence, and developmental achievement. Studies indicated that collaboration between schools and families positively affects children's academic and social outcomes (Saputra & Hafidz, 2025; Samiha & Fauzi, 2025). In kindergarten education, parental support may include assisting children's learning at home, maintaining communication with teachers, and participating in school programs. However, differences in parents' educational background, occupation, and awareness often influence the level of parental participation in supporting children's education. Children who receive consistent educational support from parents generally demonstrate stronger emotional stability, better communication abilities, and higher enthusiasm during classroom activities.

Several previous studies have examined factors affecting educational quality and child development from different perspectives. Research conducted by Nurohman et al. (2025) demonstrated that leadership, motivation, and work discipline significantly influence teacher performance in elementary schools. Another study by Rini and Lestari (2025) emphasized the importance of strengthening teacher professionalism through competency development programs. Studies highlighted that family participation contributes positively to children's character formation and learning success (Ayuni & Ritonga, 2025; Saputra & Hafidz, 2025). Although many studies have discussed teacher competence and parental involvement separately, research specifically examining the simultaneous influence of teacher training and

parental support on kindergarten children's potential development remains limited, particularly in schools under the Korwilcam Satpendik of Kersana District, Brebes Regency. This research gap indicates the need for empirical studies that investigate the combined contribution of both variables in supporting children's holistic development within early childhood education institutions.

Preliminary observations conducted in several kindergartens under the Korwilcam Satpendik of Kersana District indicated that some teachers had not participated in professional training programs regularly, particularly training related to innovative learning strategies and child-centered instruction. In addition, parental participation in school programs and learning activities was still relatively low in several schools. Some parents rarely attended school meetings, communicated minimally with teachers, and provided limited assistance for children's learning activities at home. These conditions affected the implementation of learning activities and reduced the effectiveness of developmental stimulation provided to children. As a result, several children showed differences in cognitive responsiveness, social interaction, learning motivation, and emotional confidence during classroom activities. This phenomenon demonstrates that teacher professionalism and parental involvement remain important issues requiring further investigation in the context of kindergarten education.

Current educational developments emphasize the importance of collaborative educational ecosystems involving teachers, parents, and schools in supporting children's holistic development. Teacher professionalism cannot develop optimally without institutional support and sustainable training programs. Likewise, children's educational success is difficult to achieve without active parental engagement. Therefore, identifying the contribution of teacher training and parental support is essential for improving educational quality and developing effective educational policies in early childhood education institutions. Unlike previous studies that examined teacher training or parental support in isolation, the present study offers a novel contribution by empirically investigating their simultaneous and combined influence on kindergarten children's potential development within the specific context of Korwilcam Satpendik Kersana, Brebes Regency, thus providing contextually grounded evidence for local educational policy. Based on the background above, this study aims to analyze the role of teacher training and parental support toward the success of developing kindergarten children's potential in schools under the Korwilcam Satpendik of Kersana District, Brebes Regency.

2. Methodology

This study employed a quantitative research approach using a survey method to analyze the influence of teacher training and parental support on the development of kindergarten children's potential in schools under the Korwilcam Satpendik of Kersana District, Brebes Regency (Creswell, 2018). The quantitative approach was selected because this study aimed to measure the relationship and contribution of independent variables toward the dependent variable objectively through statistical analysis. The research was conducted from January to March 2026 in several

kindergartens located within the Korwilcam Satpendik of Kersana District. The population consisted of kindergarten teachers and parents whose children were enrolled in the selected schools. The sample was determined using proportional random sampling techniques to ensure proportional representation from each school. A total of 85 respondents participated in this study, consisting of teachers and parents involved in children's learning activities and school programs.

Instrument

The instruments used in this research were questionnaires developed based on indicators related to teacher training, parental support, and children's potential development. The teacher training questionnaire measured participation in professional development programs, instructional innovation, classroom management, and pedagogical competence. The parental support questionnaire included indicators such as parental involvement in school activities, communication with teachers, learning assistance at home, and emotional support for children. Meanwhile, the children's potential development instrument measured cognitive, social, emotional, and communication aspects observed during learning activities. All questionnaire items used a five-point Likert scale ranging from strongly disagree to strongly agree. Before data collection, the instruments were validated through expert judgment and tested for reliability using Cronbach's Alpha coefficients to ensure consistency and validity of the research instruments. The validity test results confirmed that all items in each questionnaire were valid, with Pearson correlation coefficients exceeding the critical r-value ($r > 0.213$, $df = 83$, $\alpha = 0.05$). The reliability test results indicated that all instruments met the acceptable reliability threshold, with Cronbach's Alpha values of 0.847 for the teacher training questionnaire, 0.831 for the parental support questionnaire, and 0.862 for the children's potential development questionnaire. These values indicate strong internal consistency and confirm that the instruments were reliable for use in data collection.

Data Collection

Data collection was conducted through direct distribution of questionnaires to teachers and parents in selected kindergartens. The researcher coordinated with school principals to obtain permission and arrange the schedule for data collection activities. Respondents were informed about the purpose of the research and were asked to complete the questionnaires honestly based on their experiences and observations. In addition to questionnaire distribution, preliminary observations were also conducted to identify actual conditions related to teacher participation in training programs and parental involvement in educational activities. The collected data were checked and organized systematically before being analyzed statistically.

Data Analysis

The data analysis process employed descriptive statistics and multiple regression analysis using SPSS software. Descriptive statistics were used to describe respondent characteristics and research variable tendencies, including mean scores,

percentages, and standard deviations. Multiple regression analysis was applied to determine the influence of teacher training and parental support on the development of children's potential (Sugiyono, 2019). Before conducting regression analysis, prerequisite tests consisting of normality, multicollinearity, and heteroscedasticity tests were performed to ensure that the data met statistical assumptions. Hypothesis testing was conducted using t-tests to examine partial effects and F-tests to analyze simultaneous effects of independent variables on the dependent variable. The coefficient of determination was also calculated to determine the magnitude of the contribution of teacher training and parental support toward the development of kindergarten children's potential.

3. Results and Discussion

Implementation of Teacher Training and Parental Support During the Research

Before collecting the research data, observations were conducted in kindergartens under the Korwilcam Satpendik of Kersana District to identify the implementation of teacher training activities and parental involvement programs. Teacher training referred to professional development activities that had been attended by teachers during the academic year, including workshops, seminars, instructional strategy training, classroom management training, and child-centered learning programs. Teachers who participated in these activities were expected to improve their pedagogical competence, instructional creativity, and ability to provide developmentally appropriate learning experiences for children.

Parental support was implemented through various forms of involvement, including participation in school meetings, communication with teachers regarding children's learning progress, assistance with learning activities at home, and emotional support provided to children. Schools encouraged parents to actively participate in educational activities to create consistency between learning experiences at school and home environments. The study did not involve experimental treatment; rather, it examined existing conditions related to teacher training participation and parental support practices. Data were then collected through questionnaires distributed to teachers and parents to measure the extent of teacher training participation, parental support, and children's potential development across cognitive, social, emotional, and communication dimensions.

The results of this study describe the influence of teacher training and parental support on the development of kindergarten children's potential in schools under the Korwilcam Satpendik of Kersana District, Brebes Regency. Before conducting hypothesis testing, descriptive statistical analysis was carried out to identify the general tendencies of each research variable. The findings indicated that teacher training participation and parental support were categorized at high levels. Most respondents stated that teachers had participated in several professional development activities, while parents were relatively active in supporting children's learning activities both at school and at home. Previous studies also emphasized that educational quality improvement is closely related to continuous professional

development and collaborative educational support systems (Darmawati et al., 2025; Hikmah et al., 2025; Rini & Lestari, 2025). The descriptive statistical results are presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean	Standard Deviation	Category
Teacher Training	82.45	6.32	High
Parental Support	80.27	5.88	High
Children's Potential Development	84.13	6.05	High

Table 1 shows that the mean score of children's potential development (M = 84.13, SD = 6.05) was higher than the average scores of teacher training (M = 82.45, SD = 6.32) and parental support (M = 80.27, SD = 5.88). This finding indicates that the developmental outcomes of children in the observed kindergartens were generally categorized positively, though the spread of scores across respondents suggests variability in both teacher competence development and parental involvement across schools. Teachers who participated more frequently in professional training programs tended to implement more innovative and interactive learning approaches, particularly in creating child-centered activities aligned with cognitive and social developmental indicators such as problem-solving tasks, collaborative play, and language stimulation exercises.

Similarly, parents who maintained active communication with teachers and assisted children's learning activities at home contributed positively toward children's emotional readiness, as reflected in indicators such as emotional regulation, social confidence, and classroom participation frequency. These conditions contributed positively to children's confidence, communication ability, and learning enthusiasm during classroom interaction. Similar findings were reported in studies on innovative and technology-assisted learning approaches, which demonstrated that interactive learning environments positively affect students' engagement and developmental outcomes (Khusnunnisa & Andriani, 2025; Jannah et al., 2025; Syahrir et al., 2025).

Before testing the research hypotheses, prerequisite tests consisting of normality, multicollinearity, and heteroscedasticity tests were conducted. The analysis results showed that all data met the statistical assumptions required for multiple regression analysis. The normality test indicated that the data distribution was normal, while the multicollinearity test demonstrated that the independent variables did not have high correlations with one another. Furthermore, the heteroscedasticity test showed that the residual variance was distributed evenly. Therefore, the regression model used in this study was considered appropriate for examining the influence of teacher training and parental support on children's potential development. The results of the multiple regression analysis are presented in Table 2. The analysis aimed to determine the partial influence of teacher training (X1) and parental support (X2) on the development of kindergarten children's potential (Y). The regression equation obtained was $Y = a + 0.421X1 + 0.467X2$, indicating that both independent variables positively predict children's developmental outcomes.

Table 2. Multiple Regression Analysis Results

Variable	Beta Coefficient	t-value	Significance
Teacher Training	0.421	3.145	0.003
Parental Support	0.467	3.526	0.001

Table 2 demonstrates that teacher training had a significant positive influence on children's potential development with a significance value of 0.003 and a Beta coefficient of 0.421. This Beta value indicates that every unit increase in teacher training quality was associated with a 0.421-unit improvement in children's potential development scores, controlling for parental support. In terms of developmental indicators, improved teacher training was associated with higher scores in children's cognitive responsiveness (ability to solve structured tasks), social competence (peer interaction frequency), and emotional expression (participation confidence in classroom discussions). This finding indicates that improvements in teacher competence through training programs contributed positively to children's cognitive, emotional, and social development. Teachers who participated in professional development activities tended to demonstrate better classroom management, more effective communication, and stronger abilities to design meaningful learning experiences for children. The findings support previous studies emphasizing that teacher professionalism significantly affects educational quality and student development outcomes (Darmawati et al., 2025; Hikmah et al., 2025; Nurohman et al., 2025). In the context of early childhood education, teacher competence is particularly important because children require interactive, supportive, and developmentally appropriate learning environments.

The significant influence of teacher training can be explained by the fact that professional development activities improve teachers' pedagogical understanding and instructional creativity. Teachers who actively participate in training programs are generally more adaptive in selecting learning strategies, utilizing educational media, and managing collaborative classroom activities. Studies on interactive learning media and augmented reality-based instructional development also highlighted that innovative pedagogical strategies encourage more active classroom participation and improve learning motivation (Khusnunnisa & Andriani, 2025; Sudarno et al., 2025; Oktama et al., 2026). These competencies create a more stimulating learning atmosphere that encourages children to explore ideas, communicate confidently, and interact positively with peers. Consequently, children become more active during storytelling sessions, group discussions, and classroom-based problem-solving activities. This pattern aligns with the concept of pedagogical content knowledge (PCK), which emphasizes that effective teaching requires the integration of subject matter knowledge and pedagogical strategies to facilitate meaningful learning experiences tailored to students' needs and developmental characteristics (Fukaya et al., 2025). This finding demonstrates that continuous teacher training contributes not only to instructional quality but also to children's holistic developmental outcomes.

The findings also revealed that parental support significantly influenced children's potential development with a significance value of 0.001 and a Beta coefficient of 0.467, making it the stronger predictor of the two variables. This result suggests

that children who received strong educational and emotional support from parents demonstrated better learning motivation, communication skills, and classroom interaction. The Beta coefficient of 0.467 reflects that parental support had a slightly stronger predictive effect than teacher training in this study, which may be attributed to the fact that children in kindergarten spend substantial time at home, where parental encouragement directly reinforces the developmental stimulation provided at school. Parents who actively communicated with teachers and participated in school activities were more capable of monitoring children's learning progress and providing developmental stimulation at home. These findings are consistent with previous studies highlighting the importance of family involvement in supporting children's educational success and character development (Saputra & Hafidz, 2025; Samiha & Fauzi, 2025). In kindergarten education, parental support becomes an important reinforcement because learning activities continue beyond the classroom environment.

The influence of parental support indicates that children's development is strongly affected by consistency between educational experiences at school and at home. Children who received emotional encouragement, learning assistance, and positive communication from parents tended to show stronger self-confidence and greater readiness to participate in classroom activities. This finding is consistent with Bronfenbrenner's ecological systems theory, which emphasizes that children's development is shaped by the interaction between multiple environments, particularly the microsystems of family and school. When these systems are aligned and mutually supportive, developmental outcomes are maximized. Previous studies on collaborative and student-centered learning also demonstrated that supportive learning environments significantly improve student engagement and communication skills (Mutmainnah et al., 2025; Wahyuni et al., 2025). Parental involvement also strengthens children's emotional security, enabling them to adapt more effectively to social interaction and collaborative learning situations. In contrast, limited parental involvement may reduce children's learning motivation and emotional responsiveness during educational activities. Therefore, collaboration between schools and families becomes an important element in supporting children's developmental success. The simultaneous effect of teacher training and parental support on children's potential development is presented in Table 3. The analysis results indicate that both variables collectively contributed significantly to the dependent variable

Table 3. Simultaneous Regression Analysis Results

Variable	F-value	Significance	R Square
Teacher Training and Parental Support	18.672	0.000	0.684

As shown in Table 3, teacher training and parental support simultaneously contributed 68.4% (R Square = 0.684) toward the development of kindergarten children's potential, with an F-value of 18.672 (p = 0.000). This finding demonstrates that both variables play substantial roles in supporting children's cognitive, social, emotional, and communication development. The remaining 31.6% of variance was influenced by other factors outside the scope of this study. These factors potentially include school facilities and learning infrastructure, peer

interaction quality, school leadership support, individual children's characteristics such as temperament and prior developmental history, as well as broader socio-cultural environments. Additionally, factors such as parental educational background and socioeconomic status may moderate the relationship between parental support and children's developmental outcomes, as families with higher educational attainment may provide qualitatively different forms of support compared to families with limited formal education. The influence of school leadership, for instance, has been identified in previous studies as a significant determinant of educational quality through its role in supervising instructional processes and fostering collaborative school cultures (Ridiyawati et al., 2025; Yenita & Andriani, 2025). Similarly, the availability of adequate learning facilities and digital educational resources has been associated with improved student engagement and developmental stimulation (Hasibuan et al., 2025; Wahyuni et al., 2025). These external factors should be considered in future research to provide a more comprehensive understanding of the determinants of kindergarten children's potential development.

The findings of this study also showed that children from schools with higher teacher participation in training programs and stronger parental involvement demonstrated more active classroom interaction and higher learning enthusiasm. Teachers who continuously developed their professional competence tended to use creative learning media, child-centered instructional methods, and collaborative classroom activities. Research on augmented reality-based learning and interactive modules also revealed that innovative learning environments improve student engagement and participation in educational activities (Jannah et al., 2025; Hasibuan et al., 2025; Wahyuni et al., 2025). These strategies encouraged children to participate more confidently in discussions, storytelling activities, and group learning experiences. Similarly, children who received emotional encouragement and learning assistance from parents showed stronger motivation and greater readiness to engage in classroom tasks. These findings underscore the importance of creating a collaborative educational ecosystem that integrates professional teacher development with active parental engagement.

This study highlights the importance of creating a collaborative educational ecosystem involving schools, teachers, and families in supporting early childhood development. Teacher training programs should not only focus on improving pedagogical competence but also strengthen teachers' abilities to communicate and collaborate with parents. Schools should also encourage parental involvement through regular meetings, parenting programs, and home-learning collaboration activities. Such partnerships can create consistency between learning experiences at school and educational stimulation at home, thereby supporting children's holistic development more effectively. This collaborative approach aligns with recent studies emphasizing the importance of professional learning communities and innovative instructional practices in improving educational quality (Yenita & Andriani, 2025; Ridiyawati et al., 2025).

The findings of this study are relevant to current educational developments emphasizing collaborative and child-centered learning approaches. Previous studies

explained that educational quality improvement requires continuous teacher professional development and active stakeholder participation (Nurohman et al., 2025; Rini & Lestari, 2025). The present study extends these findings by demonstrating that teacher training and parental support simultaneously influence children's developmental success in kindergarten education. Furthermore, studies on interactive multimedia, augmented reality, and e-module development consistently showed that innovative learning environments positively influence students' motivation, creativity, and learning outcomes (Khusnunnisa & Andriani, 2025; Muti'ah et al., 2024; Wahyuni et al., 2025). Therefore, strengthening sustainable teacher development programs and increasing parental participation should become strategic priorities for educational institutions and policymakers in improving the quality of early childhood education.

4. Conclusion

This study aimed to analyze the role of teacher training and parental support in developing kindergarten children's potential in schools under the Korwilcam Satpendik of Kersana District, Brebes Regency. The findings confirm that both teacher training and parental support have significant positive influences on children's cognitive, social, emotional, and communication development. Teachers who actively participated in professional development programs demonstrated stronger abilities in planning and implementing child-centered learning activities, resulting in more stimulating and developmentally appropriate classroom environments. Meanwhile, parents who were actively involved in their children's education provided essential learning and emotional support that reinforced developmental outcomes beyond the school environment.

The study successfully demonstrated that the development of children's potential is influenced not only by the quality of educational practices implemented by teachers but also by the consistency of support provided within the family environment. Effective collaboration between schools and families creates a more supportive educational ecosystem that facilitates children's holistic development. Parental support emerged as the stronger predictor, underscoring the critical role of the home environment in shaping children's readiness and motivation to learn during the early childhood years.

The research objectives were achieved, confirming that teacher professionalism and parental involvement are key elements in promoting successful early childhood education. These findings have practical implications for educational policymakers and school administrators in designing sustainable teacher training programs and structured parental engagement initiatives. Future research is recommended to explore other factors that may influence children's development, including school leadership, learning facilities, socio-cultural conditions, and individual child characteristics, to obtain a broader understanding of factors contributing to children's developmental success in early childhood education settings.

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