



The Correlation between Maternal Beliefs about Children's Play and Children's Play Preferences Based on Maternal Educational Background in Jember Regency

Marisa Prima Putri^{1✉}, Yuli Kurniawati Sugiyo Pranoto², Liftiah Liftiah³

^{1,2,3} Universitas Negeri Semarang, Semarang, Indonesia

ABSTRACT:

The beliefs of parents, especially mothers, play an important role in shaping children's play and learning experiences in early childhood. Play is not only a recreational activity, but also a key tool in supporting children's cognitive, social, and emotional development. This study aimed to analyze the relationship between mothers' beliefs on the importance of play, children's play preferences, and mothers' education level as a control variable. The study was conducted on 125 mothers with children aged 5-6 years in Jember district, with 49% boys and 51% girls. Data were collected through an online questionnaire and analyzed using the partial correlation test. The results showed that the relationship between mothers' beliefs and children's play preferences was very weak and insignificant ($r = 0.073$; $p = 0.422$). Maternal education was significantly associated with maternal beliefs ($r = 0.207$; $p = 0.021$), but did not show a significant relationship with children's play preferences ($r = 0.076$; $p = 0.401$). When maternal education was controlled, the association between maternal beliefs and child play preferences remained very weak and insignificant ($r = 0.058$; $p = 0.520$). This finding suggests that maternal education is not the dominant factor determining either children's beliefs or play preferences. Therefore, intervention programs should not only target increasing mothers' knowledge, but also include fostering actual

Artikel History

Submission : July 18, 2025

Received : August 12, 2025

Accepted : April 30, 2025

Keywords:

Maternal Beliefs, Children's Play Preferences, Maternal Educational Background, Children's Play

Doi:

<https://doi.org/10.21009/jpud.v19i2.58780>

Creative Commons Attribution 4.0 International License.



CONTACT Corresponding; Marisa Prima Putri, Universitas Negeri Semarang, Semarang, Indonesia
Email: marisaprimaputri@students.unnes.ac.id

1. Introduction

Early childhood development is a critical phase that determines the quality of life of children in the future. During this time, children not only experience physical growth, but also rapid cognitive, social, emotional, and motor development (Sofyan, 2018; Syafnita et al., 2023; Tameon, 2018). One of the important activities in optimizing children's development is play. Play is not only a fun activity for children, but also an effective learning medium to develop various skills and abilities that children have (An et al., 2021). Through play, children can explore their environment, develop creativity, learn to interact with others, and build an understanding of the world around them (Hapidin, Meilanie, et al., 2020; Hayati & Putro, 2021; Holis, 2016).

Children's play preferences are children's choices or tendencies towards certain types of games or activities that children like or enjoy. These preferences are influenced by a variety of factors, including the child's age, personal interests, previous experiences, and the environment and culture around the child. (Fuady, 2022; Rani, 2014). Children's play preferences are also influenced by the family environment and parents' educational background (Ateş, 2021; Fidesrinur & Riza, 2020). Parents' beliefs regarding the benefits and purpose of play can play an important role in determining the type of play chosen for the child. Previous research conducted by Finegan 1991, there were 4 types of games, namely Active and adventure, Athletic, Rough and Tumble, and Quiet. Active and adventure games are mostly favored and played by boys and girls. Athletic, Rough and Tumble game types are more dominantly played by boys. While the type of Quiet game is dominantly played by girls (Finegan et al., 1991).

Play has a variety of benefits for child development. Some of the benefits of play for early childhood are reducing children's fear of certain situations (Anggaraeni, 2017; Khadijah & Armanila, 2017), developing creativity

(Dewi & Yufiarti, 2021; Hayati & Putro, 2021; Rohmah, 2016; Suryana & Desmila, 2022) , and improving social skills (Ismail, 2016; Lubis, 2019; Wiseman et al., 2018) and speaking skills (Lovita & Ismet, 2021) , 2018) and speaking skills (Lovita & Ismet, 2021) . In addition, play also helps children in the development of children's motor, cognitive, and social abilities (Aisyah et al., 2024; Ersta Kusumaningtyas, 2016; Gmitrova et al., 2009; Hidayah et al., 2022; Saracho, 1994; Serbin & Connor, 1979; Tameon, 2018) . Play can also be a means to teach children about cooperation, communication, and problem solving (Ariawan et al., 2019; Bay, 2020; Hapidin, Gunarti, et al., 2020; Hayati & Putro, 2021) .

Nowadays, children are faced with various challenges in choosing the type of children's play. One of them is the use of play types of technological devices such as cellphones, tablets and digital games (Bento & Dias, 2017; Isikoglu Erdogan et al., 2018; Muliani et al., 2024; Nur Istiana Makarau, 2022) . About 71.3% of school-age children already have devices or use devices for a long duration of time in a day, and 55% of them play online or offline games (KPAI, 2020) . Children are more interested in the type of play using devices that offer instant entertainment so that they lose interest in doing other types of play (Andayani et al., 2023; Domitila et al., 2021; Nabela & Rianto, 2020) .

Children's play preferences are influenced by several factors. Factors such as parental beliefs, especially maternal beliefs. Mothers' beliefs in children's play activities can also influence how children play and the types of games chosen so that they can shape the mother's parenting patterns and interactions with children during play activities (Roopnarine, 2012) . Mothers have a significant influence on the way and quality of children's play. Mothers' beliefs about the benefits of play, appropriate types of play, and the frequency and context of play strongly influence children's play experiences (Han & Choi, 2017; Roopnarine, 2012) . Maternal beliefs are influenced by various factors, such as maternal knowledge about child development, cultural values, personal experiences, and information from the surrounding environment or media (Çocukların et al., 2019; Indrawati et al., 2022; Nur & Malli, 2022) . In addition, mothers' beliefs about their children's play preferences can be influenced by various aspects, including their level of education. Maternal education may influence mothers' views on the importance of play in child development and the types of play that are considered appropriate and beneficial.

Previous studies have shown that parental beliefs about playing significantly impact children's development (Fogle & Mendez, 2006; Fung & Chung, 2024; Hyun et al., 2021; Lin & Li, 2019). Hyun (2021) stated that parents hold diverse views regarding children's play. Some parents believe that play benefits children's language, social, and emotional development. In addition, while some view play as an important activity, others are concerned that excessive play may hinder children's academic preparedness. These perspectives are influenced by the parents' cultural backgrounds such as Chinese parents who tend to emphasize academics and discipline, and American parents who value play and exploration. Fung (2024) stated that parental beliefs about play influence children's ability to engage in social interactions. This ability can reduce reticent behaviors and increase social play, thereby contributing to the development of children's social competence. Parents believe that playing is an important way of learning and tend to engage in children's play activities and provide more opportunities for children to play freely and creatively (Metaferia et al., 2020; Parmar et al., 2004). Maternal beliefs can influence the types of play children choose, the duration of play, and even the quality of parent-child interactions during play (Fung & Chung, 2024).

In addition to maternal beliefs, maternal education level is also an important factor to consider in children's play preferences. Previous studies explored the relationship between parents' beliefs about play and children's play preferences in terms of mothers' income and there is still a gap in the literature on how other factors are related. In addition, most of the previous studies were conducted in Western countries (LaForett & Mendez, 2016; Muhonen et al., 2019; Okechukwu et al., 2022; Zhang et al., 2021) , so the findings may not be fully applicable in different cultural contexts, such as in Indonesia. Therefore, this study aims to fill this gap by exploring the relationship between mothers' beliefs and children's play preferences, as well as looking at how mothers' education level influences the relationship.

It is important to understand mothers' beliefs regarding children's play preferences. In a previous study conducted by Fogle & Mendez 2006, there were two factors that influenced mothers' beliefs in children's play activities, namely play support and academic focus. Play support is in the form of positive parental support and beliefs given to children when children play, while academic focus is the emphasis on academic skills such as learning numbers or letters, and the belief that play does not have a major role in facilitating the development of children's academic skills.

Based on initial observations made by researchers in the city of Jember, researchers found that children aged 5-6 years have access to play freely according to the child's wishes, although some parents want academic skills to be prioritized while in kindergarten (Novianta, 2019) . Maternal beliefs that play has benefits can support children's play activities (Hayati & Putro, 2021) . There is limited knowledge of mothers about the types of play that children like, safety and educational games for children and mothers' beliefs about children's play preferences in Jember. This study aims to understand how mothers' beliefs relate to supporting children's play preferences that are effective and beneficial for children. By identifying existing beliefs and the factors that influence them, strategies can be developed to improve mothers' understanding of the important role of play in children's development. In addition, the results of this study can serve as a basis for designing educational and support programs for mothers aimed at improving the quality of parenting at home and creating an environment that supports optimal child growth and development.

This study is expected to make a significant contribution to the understanding of the factors that influence children's play preferences, especially in children aged 5-6 years. By understanding the role of mothers' beliefs and education level in shaping children's play preferences, it is hoped that more effective interventions can be developed to support children's development through play activities. In addition, the findings of this study can serve as a basis for the development of parenting programs that aim to increase parents' awareness of the importance of play for children's development.

In a broader context, this research is also relevant to global efforts to improve the quality of early childhood education. Play has been recognized as an important component of the early childhood education curriculum in many countries, and understanding the factors that influence children's play preferences can help educators and policymakers design programs that are better suited to children's needs. As such, this research not only has theoretical implications, but also practical applications that can contribute to improving the quality of life of children in Indonesia and around the world.

Overall, the background of this study is based on the importance of understanding the factors that influence children's play preferences, particularly the role of maternal beliefs and maternal education level. By exploring the relationship between mothers' beliefs in children's play and children's play preferences, as well as looking at how mothers' education level influences the relationship, this study is expected to provide valuable new insights for researchers, educators, parents and policy makers in an effort to support children's development through play activities.

2. Method

This study used a quantitative approach with a correlational design. This design was chosen because it is suitable for testing the relationship between two or more variables without manipulating these variables directly. The main focus of the study was to determine the extent to which mothers' beliefs about the importance of play for children relate to early childhood play preferences, especially in the 5-6 years age range. In addition, this study also considered the mother's level of education as a control variable that could potentially influence the relationship between the independent and dependent variables. Thus, the analysis used not only looks at the direct relationship between mothers' beliefs and children's play preferences, but also tests whether the relationship remains significant after the effect of maternal education is statistically controlled.

The population in this study is all mothers with children aged 5-6 years who live in the Jember Regency area. This region was chosen because it has diverse geographical and socioeconomic characteristics, so it is considered representative to see variations in parents' beliefs about the importance of play and children's play preferences. The sampling technique was conducted by cluster area sampling, which divides the Jember District into several clusters based on sub-districts and socioeconomic conditions, and then randomly selects several clusters to be used as data collection locations (Creswell & Creswell, 2018). This technique was chosen because it is effective in reaching a large number of respondents spread over a wide area.

The determination of the sample size was carried out using the latest version of the G*Power application, with the parameters of the significance level (α) of 0.05, power ($1-\beta$) of 0.85, and medium category effect size (0.25). Based on the results of these calculations, a minimum sample size of 110 respondents was obtained. However, to anticipate the possibility of missing data or incomplete filling, the researcher distributed the questionnaire to more respondents and managed to collect data from 125 mothers online. Data collection was done through the Google Forms platform, which was shared through WhatsApp groups of parents in several kindergartens in the study area. Before filling out the questionnaire, respondents were given an explanation of the purpose, benefits and procedures of the study, and were given a guarantee of data confidentiality and freedom to participate voluntarily.

The characteristics of the respondents that were collected showed that the observed children consisted of 64 girls and 61 boys, with a breakdown of 5 years old as many as 44 children and 6 years old as many as 81 children. The mother's education level as a control variable consisted of: SMA (60.8%), SMP (14.4%), D4/S1 (13.6%), SD (6.4%), and D1/D2/D3 (4.8%). Additional demographic data, such as maternal age and occupation, were also collected to enrich the context of the analysis.

The instruments used in this study consisted of two measuring instruments that had been tested for validity and reliability. First, to measure mothers' beliefs about the importance of play, The Parent Play Beliefs Scale (PPBS) developed by Fogle and Mendez (2006) was used. This instrument consists of 30 items that reflect mothers' perceptions of the important role play plays in children's development, physically, socially and emotionally. The scale used is a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Second, to measure children's play preferences, the Play Activity Questionnaire (PQ) instrument developed by Finegan et al. (1991), which contains 20 play activity items, such as physical play (e.g. running, jumping), creative play (painting, building blocks), and social play (role-playing, interacting with peers). Respondents were asked to rate the frequency of their child's involvement

in each type of play using a 7-point Likert scale, ranging from 1 (never) to 7 (very often). In addition, demographic data of mothers and children were collected for data description and testing of control variables.

The data collected were then analyzed using the Statistical Package for the Social Sciences (SPSS) version 25 program. The stages of analysis began with validity and reliability testing of the PPBS and PQ instruments to ensure that the measurement tools were suitable for use in the context of Indonesian respondents. Next, descriptive analysis was conducted to describe the characteristics of the sample, both in terms of demographics and average scores on the research variables. The main analysis was conducted using the partial correlation test, which aims to determine the strength and direction of the relationship between mothers' belief in the importance of play (independent variable) and children's play preferences (dependent variable), controlling for the influence of mothers' education level (control variable). The analysis was conducted in two stages, first without including control variables, and second by including control variables, to see the consistency of the relationship between variables in more depth.

3. Result

Based on the research findings, from 125 respondents of mothers who had children aged 5-6 years in Jember Regency. The following data was obtained.

3.1. Respondent Characteristics

Table 1. Respondent Characteristics

Respondent Characteristics		F	%	Mean	SD
Children Age	5 years old	44	35,2	1,65	,480
	6 years old	81	64,8		
Children Gender	Boy	61	48,8	1,51	,502
	Girl	64	51,2		
Maternal Age	21-26	17	13,6	2,68	1,075
	27-32	42	33,6		
	33-38	35	28		
	39-44	26	20,8		
	45-50	5	4		
Maternal Educational Background	Elementary school	8	6,4	3,05	,999
	Junior High school	18	14,4		
	Senior High School	76	60,8		
	Diploma	6	4,8		
	Bachelor's Degree	17	13,6		

Based on the results of table 3.1, the characteristics of respondents were obtained: children age got results (M = 1.65, SD = .480), children gender got results (M = 1.51, SD = .502), maternal age got results (M = 2.68, SD = 1.075), maternal educational background got results (M = 3.05, SD = .999).

3.2 The Correlation Between Maternal Beliefs About Children's Play and Children's Play Preferences

The answer to the first research question, which explores the relationship between maternal beliefs about children's play and children's play preferences among 5–6-year-old children, is presented as follows

Table 2. Correlation Between Maternal Beliefs About Children's Play and Children's Play Preferences

		<i>Maternal Beliefs</i>	<i>Children's Play Preferences</i>
<i>Maternal Beliefs</i>	Pearson Correlation	1,000	,073
	Sig. (2-tailed)		,422
	N		125
<i>Children's Play Preferences</i>	Pearson Correlation	,073	1,000
	Sig. (2-tailed)	,422	
	N	125	

There is a Partial correlation (zero-order correlation) between Maternal Beliefs and Children's Play Preferences.

The correlation between Maternal Belief and Play Preference was 0.073 with a significance of 0.422. This showed that the correlation was very weak and there was no significance between maternal belief in children's play and children's play preference ($r = 0,073$, $p = 0,422$).

3.3 The Correlation Between Maternal Beliefs About Children's Play and Children's Play Preferences Based on Maternal Educational Background

The answer to the second research question, which explores the relationship between maternal beliefs about children's play and children's play preferences based on maternal educational background among 5–6-year-old children, is presented as follows

Table 3. Correlation Between Maternal Beliefs About Children's Play and Children's Play Preferences Based on Maternal Educational Background

		<i>Maternal Beliefs</i>	<i>Children's Play Preferences</i>
<i>Maternal Educational Background</i>	<i>Maternal Beliefs</i>	Pearson Correlation	1,000
		Sig. (2-tailed)	,058
		N	125
<i>Children's Play Preferences</i>	<i>Children's Play Preferences</i>	Pearson Correlation	,058
		Sig. (2-tailed)	,052
		N	125

The correlation between Maternal Beliefs and Children's Play Preferences after Controlling for Maternal Education Background.

The partial correlation between Maternal Beliefs and Play Preferences, controlling for Maternal Educational background, was 0.058 with a significance of 0.520. This meant that when maternal educational background was controlled, maternal beliefs had a low correlation with children's play preferences. Thus, maternal educational background was not a controlling variable influencing this correlation.

4. Discussion

The results showed that there was a **very weak and insignificant relationship** between **maternal beliefs** and **children's play preferences**, both before and after controlling for **maternal education**. In other words, although a mother's belief that play has important benefits does not directly influence her child's choice of play activation. This finding suggests that there are other factors beyond maternal beliefs and maternal education level that are more dominant in shaping how children choose or like their play activities. Mothers who value play activities

were found to be more involved in their children's play activities. Mothers who value play activities were found to be more involved in their children's play activities. However, this involvement did not necessarily lead to specific preferences for certain forms of play.

In addition, the Indonesian socio-cultural context, which emphasizes academics from an early age even though mothers are aware of the benefits of play for children. Play activities have benefits for child development including improving child and parent relationships (Gmitrova et al., 2009; Herentina & Yusiana, 2012) . However, some mothers admitted to not being involved in their children's play activities despite knowing the benefits of play for children's development (Babuc, 2015) . Our findings reinforce this context and suggest that beliefs alone are not enough to drive real behavior change. Therefore, interventions to improve children's play preferences should not simply strengthen mothers' beliefs, but should also include training and practical support related to parental involvement in play.

The majority of respondents in this study had a high school education (**60.8%**), which reflects the average education level in Indonesia (Vidi Sukmayadi & Azizul Halim Yahya, 2020) . This level of education allows for insights into child development through play to be lacking among some mothers in Jember. This relatively low level of maternal education indicates that knowledge about play stimulation as a means of holistic child development is still limited. Therefore, maternal education is not the main variable that directly determines children's play preferences in Jember. This means that the mother's education level alone is not enough to be the main indicator in explaining how children choose their play activities. This study focused on maternal education (maternal age group, income and ethnicity were not reported in this study). Future research could investigate the SES, neighborhood, and age of mothers in Jember and their impact on children's play activities.

Previous studies such as Fogle 2006 and Stipek 1992 found that parents with higher levels of education tended to have positive and supportive beliefs about their children's play activities. This is based on parents' knowledge of the benefits of play for children. Parents consider that through play children learn and develop skills that children have so that they become new skills and knowledge. Play is beneficial for children's development, one of which is the social aspect (Fogle & Mendez, 2006; Stipek et al., 1992) . Through play, children recognize and learn about diversity in the environment around them. In addition, parents with a high level of education tend to be involved in children's play activities such as reading storybooks. In contrast, parents with low educational backgrounds tend to yell, blame, and let children make their own decisions without parental assistance (Murtiningsih, 2013) . However, in the context of this study, the results obtained show that the **mother's education level has not been the main determining factor**, possibly because of the low educational variables of the respondents, or because of other social and economic factors that were not studied further.

On the other hand, the **role of fathers in child care and play was also not examined in this** study, another finding based on the study of **Waters et al. (2022)**, that fathers' participation in play activities contributes greatly to children's development. In the context of Indonesian society, which still holds stereotypical gender roles, fathers are often considered to only be in charge of earning a living, while childcare is placed entirely on the mother. This can affect the dynamics of play support within the family as a whole (Fidesrinur & Riza, 2020; Hyun-myung & Hye-Jin, 2021; Waters et al., 2022) . This imbalance may affect how support for children's play preferences is shaped at home. Therefore, future studies are strongly recommended to explicitly include the role of fathers to obtain a more complete and representative picture of family interactions. Therefore, future research should consider the contribution of fathers to provide a more complete and representative picture of family interactions in the context of play.

Interestingly, mothers with a majority of high school education were more supportive of their children in play activities (play support) compared to the academic focus indicator. The play support indicator is higher than the academic support indicator, which includes play support, fun during play, and improving children's abilities through play. In addition, in the children's play preference variable, the **active and adventure** indicator is in the high category. This indicates that children are naturally drawn to play that involves physical activity, challenge and bravery. This suggests that children tend to prefer games that are physical, challenging and provide room for exploration. Therefore, the support of parents, especially mothers, should be directed towards **creating a safe and character-appropriate play environment for children (Colliver, 2016; Devi, 2016; Pirpir et al., 2009; Rani, 2014)**.

In the current digital era, a challenge in supporting children's play preferences is the shift in family lifestyles due to the digital era. the use of devices and social media by parents and children can shift traditional play preferences (Isikoglu Erdogan et al., 2018; Pratiwi & Bachri, 2023) . Mothers with high school education may be more exposed to information about the benefits of internet play, but also face challenges such as excessive screen time for children (Agustina et al., 2019; Andayani et al., 2023; Nabela & Rianto, 2020) . This discussion can be addressed in future research, it is important to make today's parenting programs regarding education in the form of digital parenting training and screen time management very relevant to be integrated in future family parenting programs.

Although another study in Jember showed parents were more supportive of academic focus at the age of 5-6 years (Novianta, 2019) . However, this study shows that mothers support children's play activities at the age of 5-6 years, although not significantly. This is an indication that there is a shift in perception regarding the importance of play at an early age, although it is not yet fully reflected in practice. Interestingly, mothers with high school

education considered play activities important for their children. Although some children spend more time on academic activities than play (Ardelean et al., 2021), this study concluded that mothers rated play as a desirable activity for children but achievement pressure remains paramount (Ibrahim Abd el-Fattah Marzouk et al., 2021; Lin et al., 2019).

Finally, it is important to consider that the physical environment and availability of play facilities play an important role in shaping children's play preferences. While maternal education was not a determining factor in this study, the physical environment and the availability of play facilities around the home can influence children's play preferences. For example, children in urban areas with limited access to open spaces engage in more passive play, while children in rural areas are more physically active (Markevych et al., 2014; Sulaiman & Ibrahim, 2019; Tuline Gülgönen & Yolanda Corona, 2015). This variable can be explored in future research to provide a more holistic picture. Such physical environment variables need to be taken into consideration in future research to obtain a complete picture of the determinants of children's play preferences in Indonesia.

5. Conclusion

Based on the results of the study and the description above, it can be concluded that there is a low and insignificant relationship between maternal beliefs and play preferences of children aged 5-6 years in Jember. However, in the parental belief variable, the *play* support indicator is higher than the *academic support* indicator, although it is not significant. This is due to the mother's knowledge and the condition of the educational environment in Jember on academic ability is more dominant than play support in children aged 5-6 years. Controlling for maternal education, there was a very weak and insignificant relationship between mothers' beliefs and children's play preferences at age 5-6 years. This factor is due to the majority of mothers' education which is still high school education.

6. Acknowledgement

The author would like to express his deepest appreciation and gratitude to the relevant parties, supervisors, and colleagues who have provided input, support, and motivation during the process of writing this article. Without the help of various parties, this research would not have been carried out properly.

7. References

- Agustina, M., Aini, I., Zaina, L., & Anwar, S. (2019). Pembentukan Pertahanan Diri Anak Dalam Penggunaan Gadget: Strategi Ibu Di Era Digital Untuk Membentuk Anak Yang Handal. *Jurnal Pendidikan Agama Islam*, 5(2), 66–72.
- Aisyah, S., Tatminingsih, S., Chandrawati, T., & Novita, D. (2024). Stimulating Strategy High-order Thinking Skills in Early Childhood Education by Utilizing Traditional Games. *JPUD - Jurnal Pendidikan Usia Dini*, 18(1), 64–80. <https://doi.org/10.21009/jpud.181.05>
- An, M.-Y., Yoon, S., & Yun, B. (2021). The Correlation and Influence between Mother's Play Beliefs on Child's Playfulness and Happiness. *International Journal of Innovative Technology and Exploring Engineering*, 10(10), 31–41. <https://doi.org/10.35940/ijitee.j9404.08101021>
- Andayani, A., Prabowo, S., & Ghozali, M. I. Al. (2023). The Effect of Parenting and Gadget Use Habits on Children's Social Character in Elementary School. *International Journal of Social Science Research and Review*, 6(6), 145–153. <https://doi.org/10.47814/ijssrr.v6i6.1155>
- Anggaraeni, M. A. (2017). Penerapan Bermain untuk Membangun rasa Percaya Diri Anak Usia Dini. *Journal Of Early Childhood and Inclusive Education*, 1(1), 1–8.
- Ardelean, A., Smith, K., & Russell, W. (2021). The Case for Play in Schools: A review of the literature. *Outdoor Play and Learning*.
- Ariawan, V. A. N., Agustin, E. D., & Rahman. (2019). Bermain Sebagai Sarana Mengembangkan Keterampilan Menyimak Anak Usia Dini. (*JAPRA*) *Jurnal Pendidikan Raudhatul Athfal (JAPRA)*, 2(1), 25–36. <https://doi.org/10.15575/japra.v2i1.5310>
- Ateş, A. (2021). The Relationship Between Parental Involvement in Education and Academic Achievement: A Meta-analysis Study. *Peğem Eğitim ve Öğretim Dergisi*, 11(3), 50–66. <https://doi.org/10.14527/pegegog.2021.00>
- Babuc, Z. T. (2015). Exploring Parental Perceptions and Preferences About Play: A Case Study in Erzurum. *Procedia - Social and Behavioral Sciences*, 197, 2417–2424. <https://doi.org/10.1016/j.sbspro.2015.07.304>
- Bay, D. N. (2020). Examining The Plays That Preschool Children Prefer and The Characteristics Shaping Them Using Draw and Tell Technique. *The European Journal of Educational Sciences*, 7(2), 91–115. <https://doi.org/10.19044/ejes.v7no2a7>
- Bento, G., & Dias, G. (2017). The importance of outdoor play for young children's healthy development. *Porto Biomedical Journal*, 30(20), 1–4. <https://doi.org/10.1016/j.pbj.2017.03.003>

- Çocukların, Algıları, annelerin ve okul öncesi öğretmenlerinin oyun, & Bulguları, T. ve N. (2019). Social Acceptance Of Children With And Without Special Needs In Inclusive Preschools: A Longitudinal Study. *Journal of Early Childhood Studies*, 3(1), 32–54. <https://doi.org/10.24130/eccd>
- Colliver, Y. (2016). Mothers' Perspectives On Learning Through Play In The Home. *Australasian Journal of Early Childhood*, 41(1), 4–12. <https://doi.org/10.1177/183693911604100102>
- Devi, A. (2016). Mother-child collective play at home context: an analysis from a cultural historical theoretical perspective. *AARE Conference*, 1–13.
- Dewi, M. S., & Yufiarti. (2021). Play-based Learning Activities for Creativity in Children's Dance Movements. *JPUD - Jurnal Pendidikan Usia Dini*, 15(1), 101–120. <https://doi.org/10.21009/jpud.151.06>
- Domitila, M. M., Wulandari, F., & Marhayani, D. A. (2021). Analisis Penggunaan Gawai Terhadap Interaksi Sosial Anak Sekolah Dasar Negeri Kota Singkawang. *Jurnal Ilmiah Potensia*, 6(2), 131–141.
- Ersta Kusumaningtyas, L. (2016). Bermain Dalam Rangka Mengembangkan Motorik Pada Anak Usia Dini. *Jurnal Ilmiah Pendidikan Prasekolah Dan Sekolah Awal*, 1(1), 47–56.
- Fidesrinur, & Riza, E. (2020). Parent's Involvement Through Play Materials Selection for Toddlers in Family Setting. *Advances in Social Science, Education and Humanities Research*, 503, 15–26. <https://doi.org/10.2991/assehr.k.201205.079>
- Finegan, J. A. K., Niccols, G. A., Zacher, J. E., & Hood, J. E. (1991). The Play Activity Questionnaire: A parent report measure of children's play preferences. *Archives of Sexual Behavior*, 20(4), 393–408. <https://doi.org/10.1007/BF01542619>
- Fogle, L. M., & Mendez, J. L. (2006). Assessing the play beliefs of African American mothers with preschool children. *Early Childhood Research Quarterly*, 21(4), 507–518. <https://doi.org/10.1016/j.ecresq.2006.08.002>
- Fuady, A. (2022). *Perkembangan Psikologis Anak: Panduan Praktis Pengasuan dan Pendidikan Anak Dari Sudut Pandang Psikologi*. PT Human Persona Indonesia.
- Fung, W. K., & Chung, K. K. H. (2024). Interrelationships Among Parental Play belief, Household Playfulness, School Play Behaviors, And Social Competence Of Kindergarten Children. *Journal of Leisure Research*, 55(4), 546–566. <https://doi.org/10.1080/00222216.2023.2297251>
- Gmitrova, V., Podhajecká, M., & Gmitrov, J. (2009). Children's Play Preferences: Implications For The Preschool Education. *Early Child Development and Care*, 179(3), 339–351. <https://doi.org/10.1080/03004430601101883>
- Han, J. H., & Choi, N. Y. (2017). The Effects of Mothers' Play Beliefs, Children's Gender and Home Play Frequency on Their Play Preferences. *Korean Journal of Child Studies*, 38(2), 219–232. <https://doi.org/10.5723/kjcs.2017.38.2.219>
- Hapidin, Gunarti, W., Pujianti, Y., & Siti Syarah, E. (2020). STEAM to R-SLAMET Modification: An Integrative Thematic Play Based Learning with R-SLAMETS Content in Early Childhood Education. *JPUD - Jurnal Pendidikan Usia Dini*, 14(2), 262–274. <https://doi.org/10.21009/jpud.142.05>
- Hapidin, Meilanie, R. S. M., & Syamsiatin, E. (2020). Multi Perspectives on Play Based Curriculum Quality Standards in the Center Learning Model. *JPUD - Jurnal Pendidikan Usia Dini*, 14(1), 15–31. <https://doi.org/10.21009/jpud.141.02>
- Hayati, S. N., & Putro, K. Z. (2021). Bermain dan Permainan Anak Usia Dini. *Pendidikan Islam Anak Usia Dini*, 4(1), 52–64.
- Herentina, T., & Yusiana, M. A. (2012). Peran Orang Tua Dalam Kegiatan Bermain Dalam Perkembangan Kognitif Anak Usia Prasekolah (5-6 tahun). *Jurnal STIKES*, 5(2), 191–202.
- Hidayah, A. Nur, Diana, D., & Setiawan, D. (2022). Kegiatan Bermain Peran Untuk Mengembangkan Sosial Emosional Anak Pada Kelompok Bermain Birrul Walidain Sragen. *Jurnal Pendidikan*, 31(1), 01–08. <https://doi.org/10.32585/jp.v31i1.1959>
- Holis, A. (2016). Belajar Melalui Bermain Untuk Pengembangan Kreativitas dan Kognitif Anak Usia Dini. *Jurnal Pendidikan Universitas Garut*, 9(1), 23–37. https://doi.org/10.1142/9789812773678_0145
- Hyun-myung, H., & Hye-jin, K. (2021). The Effect of Mothers' Play Participation with Young Children on Play Beliefs. *Global Creative Leader: Education & Learning*, 11(3), 145–165.
- Hyun, S., McWayne, C. M., & Mendez Smith, J. (2021). "I See Why They Play": Chinese Immigrant Parents And Their Beliefs About Young Children's Play. *Early Childhood Research Quarterly*, 56, 272–280. <https://doi.org/10.1016/j.ecresq.2021.03.014>
- Ibrahim Abd el-Fattah Marzouk, H., Sobhy Sorour, A., & Rashad Abo El-Seoud, A. (2021). Exploring Mothers' Beliefs about Preschool Children's Play. *Annals of R.S.C.B.*, 25(6), 2354–2360.
- Indrawati, E., Diana, & Setiawan, D. (2022). Pemahaman Orang Tua Tentang Konsep Merdeka Belajar Di PAUD. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 4(2), 441–450.
- Isikoglu Erdogan, N., Johnson, J. E., Dong, P. I., & Qiu, Z. (2018). Do Parents Prefer Digital Play? Examination of Parental Preferences and Beliefs in Four Nations. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-018-0901-2>
- Ismail, R. (2016). Increasing Student's Social Skill Through Playing Method. *Jurnal Pendidikan Anak Usia Dini*, 10(2), 315–326.

- Khadijah, & Armanila. (2017). Bermain dan Permainan Anak Usia Dini. In *Pendidikan Islam Anak Usia Dini* (1st ed., Vol. 7, Issue 1). PERDANA PUBLISHING. <https://journal.uir.ac.id/index.php/generasiemas/article/view/6985>
- KPAI. (2020). Hasil Survei Pemenuhan Hak dan Perlindungan Anak pada Masa Pandemi COVID-19. In *Komisi Perlindungan Anak Indonesia*. Komisi Perlindungan Anak Indonesia (KPAI).
- LaForett, D. R., & Mendez, J. L. (2016). Play beliefs and responsive parenting among low-income mothers of preschoolers in the United States. *Early Child Development and Care*, 187(8). <https://doi.org/10.1080/03004430.2016.1169180>
- Lin, X., & Li, H. (2019). Chinese mothers' profile which values both play and academics predicts better developmental outcome in young children. *International Journal of Behavioral Development*, 43(1), 61–66. <https://doi.org/10.1177/0165025418767062>
- Lin, X., Li, H., & Yang, W. (2019). Bridging a Cultural Divide Between Play and Learning: Parental Ethnotheories of Young Children's Play and Their Instantiation in Contemporary China. *Early Education and Development*, 30(1), 82–97. <https://doi.org/10.1080/10409289.2018.1514846>
- Lovita, I., & Ismet, S. (2021). Studi Permainan Bisik Berantai Dalam Pengembangan Bahasa Anak Usia Dini. *JCE (Journal of Childhood Education)*, 5(1), 107–116. <https://doi.org/10.30736/jce.v5i1.501>
- Lubis, M. Y. (2019). Mengembangkan Sosial Emosional Anak Usia Dini Melalui Bermain. *Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 47–58. <https://doi.org/10.59059/tarim.v5i3.1340>
- Markevych, I., Tiesler, C. M. T., Fuertes, E., Romanos, M., Dadvand, P., Nieuwenhuijsen, M. J., Berdel, D., Koletzko, S., & Heinrich, J. (2014). Access to urban green spaces and behavioural problems in children: Results from the GINIplus and LISApplus studies. *Environment International*, 71, 29–35. <https://doi.org/10.1016/j.envint.2014.06.002>
- Metaferia, B. K., Futo, J., Drew, R., & Takacs, Z. K. (2020). Parents' Beliefs About Play and the Purpose of Preschool Education, Preschoolers' Home Activity and Executive Functions. *Frontiers in Psychology*, 11, 1–12. <https://doi.org/10.3389/fpsyg.2020.01104>
- Muhonen, H., von Suchodoletz, A., Doering, E., & Kärtner, J. (2019). Facilitators, teachers, observers, and play partners: Exploring how mothers describe their role in play activities across three communities. *Learning, Culture and Social Interaction*, 21, 223–233. <https://doi.org/10.1016/j.lcsi.2019.04.002>
- Muliani, A. St., Pranoto, Y. K. S., & Formen, A. (2024). Parents' Perceptions of Preschoolers' on the Use of Gadget : Measured by Digital Literacy and Socioeconomic Status. *JPUUD - Jurnal Pendidikan Usia Dini*, 18(2), 377–388. <https://doi.org/10.21009/jpuud.v18i2.49418>
- Murtiningsih, D. (2013). Peran Orangtua Dalam Kegiatan Bermain Anak Usia Dini (4-6 Tahun) Di Rumah. *Jurnal Pendidikan Luar Sekolah*, 9(2), 1–14.
- Nabela, H. R., & Rianto, P. (2020). The Use of New Media Technology in Families and Its Impact on Intimacy. *Asian Journal of Media and Communication*, 4(2), 87–98. <https://doi.org/10.20885/asjmc.vol4.iss2.art3>
- Novianta, E. N. indah mareta. (2019). Persepsi Orang Tua Terhadap Pentingnya Calistung Untuk Anak Usia 5-6 Tahun Di TK Kartika IX-35 jember. *Skrripsi*, 1–56.
- Nur, A., & Malli, R. (2022). Peran Orang Tua dalam Pembentukan Karakter Anak Usia Dini di Desa Bontoala Kecamatan Pallangga Kabupaten Gowa. *Islamic Journal: Pendidikan Agama Islam*, 1(1), 83–97.
- Nur Istiana Makarau, S. (2022). Peran Orang Tua dalam Mendampingi Kegiatan Bermain Gawai pada Anak. *Journal Golden Age*, 6(1), 32–40.
- Okechukwu, F. O., Nnodim, E. J., Dike, I. C., Onyekachi, C. C., & Ikejide, M. M. (2022). Relationship between Parents' Play Belief and Social Skill Development of School-Aged Children (6-12 Years) in Enugu East Local Government. *Journal of Family and Society Research*, 1(2), 50–62.
- Pirpir, D. A., Er, R. K., & Koçak, N. (2009). Comparison Of Attitudes Of Parents Having Children In Early Childhood Period Related To Play. *Procedia - Social and Behavioral Sciences*, 1, 933–938. <https://doi.org/10.1016/j.sbspro.2009.01.165>
- Pratiwi, I., & Bachri, S. (2023). Pengenalan Kembali Permainan Tradisional Untuk Mengalihkan Ketergantungan Anak Pada Gadget. *Jurnal Ekonomi, Bisnis Dan Pendidikan (JEBP)*, 3(7). <https://doi.org/10.17977/um066.v3.i7.2023.4>
- Rani, B. S. (2014). Play Preferences of Preschool Children at Home and School. *International Journal of Science and Research (IJSR) ISSN*, 3(11), 494–496.
- Rohmah, N. (2016). Bermain Dan Pemanfaatannya Dalam Perkembangan Anak Usia Dini. *Jurnal Tarbawi*, 13(2), 27–35.
- Roopnarine, J. L. (2012). Cultural Variations in Beliefs about Play, Parent-Child Play, and Children's Play: Meaning for Childhood Development. In *The Oxford Handbook of the Development of Play*. <https://doi.org/10.1093/oxfordhb/9780195393002.013.0003>
- Saracho, O. N. (1994). The Relationship Of Preschool Children's Cognitive Style To Their Play Preferences. *Early Child Development and Care*, 97(1), 21–33. <https://doi.org/10.1080/0300443940970103>
- Serbin, L. A., & Connor, J. M. (1979). Sex-typing Of Children's Play Preferences and Patterns Of Cognitive Performance. *Journal*

of *Genetic Psychology*, 134(2), 315–316. <https://doi.org/10.1080/00221325.1979.10534065>

- Sofyan, H. (2018). *Perkembangan Anak Usia Dini dan Cara Praktis Peningkatannya*. CV. Infomedika.
- Stipek, D., Milburn, S., Clements, D., & Daniels, D. H. (1992). Parents' Beliefs About Appropriate Education For Young Children. *Journal of Applied Developmental Psychology*, 13(3), 293–310. [https://doi.org/10.1016/0193-3973\(92\)90034-F](https://doi.org/10.1016/0193-3973(92)90034-F)
- Sulaiman, N., & Ibrahim, F. I. (2019). Children in Urban Space: An Overview. *Environment-Behaviour Proceedings Journal*, 4(11), 9–13. <https://doi.org/10.21834/e-bpj.v4i11.1734>
- Suryana, D., & Desmila. (2022). Mengembangkan Kreativitas Anak melalui Kegiatan Bermain Balok. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 5(02), 143–153. <https://doi.org/10.31849/paud-lectura.v5i02.8632>
- Syafnita, T., Akip, M., Mukhlisin, Kardinus, W. N., Bhoki, H., Harahap, A. S., Indriani, N., Putri, J. E., Yeni, I., Djalaluddin, A. A., Adelita, D., Kusayang, T., Wahyu, R., & Toron, V. B. (2023). *Psikologi Perkembangan Anak Usia Dini*. PT. Literasi Nusantara Abadi Group.
- Tameon, S. M. (2018). Peran Bermain Bagi Perkembangan Kognitif dan Sosial Anak. *Ciencias: Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(1), 26–39.
- Tuline Gülgönen, & Yolanda Corona. (2015). Children's Perspectives on Their Urban Environment and Their Appropriation of Public Spaces in Mexico City. *Children, Youth and Environments*, 25(2), 208–228. <https://doi.org/10.7721/chilyoutenvi.25.2.0208>
- Vidi Sukmayadi, & Azizul Halim Yahya. (2020). Indonesian Education Landscape and the 21st Century Challenges. *Journal of Social Studies Education Research*, 11(4), 219–234.
- Waters, G. M., Tidswell, G. R., & Bryant, E. J. (2022). Mothers' and fathers' views on the importance of play for their children's development: Gender differences, academic activities, and the parental role. *British Journal of Educational Psychology*, 92(4), 1571–1581. <https://doi.org/10.1111/bjep.12520>
- Wiseman, N., Rossmann, C., Lee, J., & Harris, N. (2018). "It's Like You Are In The Jungle": Using The Draw-And-Tell Method To Explore Preschool Children's Play Preferences And Factors That Shape Their Active Play. *Health Promotion Journal of Australia*, 1–10. <https://doi.org/10.1002/hpja.209>
- Zhang, Y., Leung, S. K. Y., & Li, H. (2021). Parental play beliefs in the developing areas of china: A multiple case study. *Education Sciences*, 11(10), 3–15. <https://doi.org/10.3390/educsci11100625>