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The Effects of Parental Guidance and Learning Facilities Provision on Shibori Batik-Making Skills among Kindergarten Pupils

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Abstract

This study examines the effects of parental guidance and learning facilities provision on the Shibori batik-making skills of kindergarten pupils at TK Wanita Kosgoro, Mappakasunggu District, Takalar Regency, Indonesia. The study responds to the need for stronger empirical evidence on how family support and learning resources shape young children's practical art skills in early childhood education. A quantitative ex post facto design was employed with total sampling, involving 54 parents of pupils as respondents. Data were collected using structured questionnaires and observation-based indicators of Shibori batik-making skills. Instrument validity was examined using Pearson product-moment correlations, reliability was assessed through Cronbach's alpha, and hypotheses were tested with multiple linear regression using SPSS 26. The results show that parental guidance has a positive and significant effect on Shibori batik-making skills (B = 0.574, beta = 0.558, t = 5.301, p < 0.001). Learning facilities provision also has a positive and significant effect (B = 0.355, beta = 0.313, t = 2.975, p = 0.004). Simultaneously, both predictors explain 59.8% of the variance in pupils' Shibori batik-making skills, F(2, 51) = 37.931, p < 0.001. The findings indicate that early childhood art-skill development is strengthened when home guidance and adequate learning facilities operate together. The study contributes context-specific evidence for improving school-family collaboration and resource provision in creative learning activities at the kindergarten level.

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Keywords: Parental Guidance; Learning Facilities; Shibori Batik; Early Childhood Education; Kindergarten Skills.

INTRODUCTION

Early childhood education is a strategic stage for developing foundational cognitive, socio-emotional, motor, language, moral, and artistic capacities. In this period, children learn most effectively through direct experience, play, imitation, and guided exploration. Creative art activities therefore become more than decorative classroom tasks; they provide concrete opportunities for children to express ideas, coordinate fine motor movements, combine colors, follow procedures, and produce meaningful work. Within Indonesian early childhood education, batik-based learning also carries cultural value because it introduces children to heritage, pattern-making, and local identity through age-appropriate practice.

Shibori batik-making is a relevant creative activity for kindergarten pupils because it allows children to explore motif design, color composition, folding or tying procedures, neatness, and product usefulness. Unlike abstract instruction, Shibori provides visible results that children can recognize as their own work. Such activities are consistent with developmentally appropriate practice because children construct understanding through hands-on experience and social interaction. The quality of children's performance, however, rarely depends only on the classroom activity itself. It is shaped by support around the child, especially parental guidance and the availability of learning facilities.

Parental guidance represents a form of family involvement that occurs through encouragement, communication with teachers, learning assistance at home, support for school programs, and provision of a conducive learning atmosphere. Recent family-involvement scholarship emphasizes that parental participation in early childhood education is multidimensional, covering home-based involvement, school-based involvement, and home-school communication (Otero-Mayer et al., 2026; Fantuzzo et al., 2013). In the Indonesian early childhood context, the Directorate of Early Childhood Education also positions parents as partners of schools in supporting children's development (Direktorat Pendidikan Anak Usia Dini, 2021).

Learning facilities and infrastructure are equally important because creative skills require tools, materials, and spaces that allow children to practice. In Shibori batik-making, pupils need learning materials such as cloth, coloring tools, drawing or printing equipment, and a comfortable learning environment. Educational facilities include the equipment, materials, and furniture directly used in learning, while infrastructure refers to basic supporting conditions that indirectly

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enable learning activities (Barnawi & Arifin, 2012; Bafadal, 2014). When such facilities are limited, children's opportunities to practice and refine creative skills are also constrained.

Preliminary observations at TK Wanita Kosgoro in Mappakasunggu District indicated that parental guidance and learning facilities were not yet optimal. Some pupils still required considerable assistance in expressing motifs, combining colors, and completing Shibori products independently. Home learning facilities, such as study desks, drawing tools, crayons, and relevant learning materials, were also unevenly available. These conditions created a practical and empirical problem: to what extent do parental guidance and facilities provision predict children's Shibori batik-making skills?

Although prior studies have discussed parental involvement, school facilities, creativity, and batik activities separately, empirical work that models parental guidance and facilities provision together in relation to Shibori batik-making skills among kindergarten pupils remains limited. This study addresses that gap by testing the partial and simultaneous effects of parental guidance and learning facilities provision on pupils' Shibori batik-making skills at TK Wanita Kosgoro, Takalar Regency. The study is expected to provide empirical guidance for teachers, parents, and school managers in strengthening creative learning in early childhood education.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Early childhood learning is grounded in the view that children actively construct knowledge through experience, interaction, and repeated practice. Piaget's developmental perspective places kindergarten-age children largely in the pre-operational stage, where symbolic play, imitation, concrete exploration, and visible representations support learning. In art-based activities, this means that children need opportunities to manipulate materials directly, explore patterns, and see the consequences of their choices. Jamaris (2006) explains that children's creative thinking can be observed through fluency, flexibility, and originality. These dimensions are closely related to the ability to generate ideas, vary responses, and produce original artwork.

Social learning theory also helps explain why parental guidance matters. Children learn not only from formal instruction but also from observation, encouragement, modeling, and reinforcement in their immediate environment (Bandura, 1977). Parents influence children's attitudes toward learning by giving attention, supporting school activities, communicating with teachers, preparing materials, and appreciating the child's work. Epstein (2011) similarly argues that school, family, and community partnerships strengthen children's learning when responsibilities are shared. In this study, parental guidance refers to parental involvement in

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children's learning, support during learning, support for school programs, communication with teachers, and cooperation with other stakeholders.

Learning facilities provision is conceptually linked to the material conditions that allow learning tasks to occur. Creative practice is difficult to develop when pupils lack relevant tools, safe materials, adequate space, or a comfortable learning environment. Barnawi and Arifin (2012) define educational facilities as equipment, materials, and furniture directly used in the learning process. Bafadal (2014) further explains that educational facilities can be classified based on durability, mobility, and relation to teaching and learning activities. In Shibori batik-making, facilities include writing and drawing tools, color media, printing or folding materials, learning space, lighting, and cleanliness.

Art and craft activities contribute to children's creativity because they offer opportunities to imagine, manipulate materials, and transform ideas into products. Damayanti (2018) notes that batik activities can support children's artistic creativity, while Rizi et al. (2011) show that structured group play can support creativity development among young children. Shibori batik-making is especially suitable for early childhood settings because it can be simplified into safe, concrete, and playful procedures. Children can observe color absorption, design patterns, and evaluate their products visually.

Based on these arguments, three hypotheses were formulated. H1: parental guidance has a positive and significant effect on pupils' Shibori batik-making skills. H2: learning facilities provision has a positive and significant effect on pupils' Shibori batik-making skills. H3: parental guidance and learning facilities provision simultaneously have a positive and significant effect on pupils' Shibori batik-making skills.

METHODS

This study used a quantitative ex post facto design. The design was selected because the study examined naturally occurring conditions of parental guidance and facilities provision without manipulating the independent variables. The research was conducted at TK Wanita Kosgoro, Mappakasunggu District, Takalar Regency, South Sulawesi, Indonesia, during the 2025/2026 academic year.

The population consisted of parents of pupils at TK Wanita Kosgoro. Because the population was limited and accessible, the study applied total sampling, also known as saturated sampling. All 54 parents were included as respondents. This census approach reduced sampling exclusion and allowed the analysis to represent the full parent population available in the school

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context.

The study involved two independent variables and one dependent variable. Parental guidance (X1) was measured through five indicators: parental involvement in children's learning, support during learning, support for school programs, communication and cooperation with teachers, and collaboration with other parties supporting school programs. Learning facilities provision (X2) was measured through five indicators: availability of stationery and books, drawing and printing tools, proper study desk and chair, access to media and technology, comfortable learning space, and adequate lighting and cleanliness. Shibori batik-making skills (Y) were measured through six indicators: motif and design, batik-making technique, color composition, neatness and cleanliness, product quality, and practical usefulness.

Data were collected through questionnaires and observation. The questionnaire used a five-point Likert scale. The observation rubric was used to describe pupils' Shibori batik-making skills based on the six skill indicators. Validity testing used Pearson product-moment correlations by comparing item-total correlations with the critical value. Reliability testing used Cronbach's alpha, with a threshold above 0.60 indicating acceptable reliability. Data analysis used descriptive statistics, classical assumption tests, and multiple linear regression with SPSS 26. The regression model was specified as $Y = a + b1X1 + b2X2 + e$, where Y is Shibori batik-making skill, X1 is parental guidance, and X2 is learning facilities provision.

Table 1. Operational variables and instrument quality

Variable	Indicators	Items	Validity range	Cronbach's alpha	Decision
Parental guidance (X1)	Learning involvement; learning support; school-program support; communication with teachers; stakeholder collaboration	5	0.671-0.874	0.875	Valid and reliable
Learning facilities	Stationery/books; drawing/printing	5	0.502-0.811	0.793	Valid and reliable

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provision (X2)	tools; desk/chair; media access; comfortable, clean, and well-lit learning space				
Shibori batik-making skills (Y)	Motif/design; technique; color; neatness; product quality; usefulness	6	0.338-0.874	0.734	Valid and reliable

Source: Primary data processed from the thesis dataset using SPSS 26 (2026).

RESULTS

The instrument tests showed that all items were valid and reliable. The parental guidance items had item-total correlations ranging from 0.671 to 0.874 and Cronbach's alpha of 0.875. The learning facilities provision items had item-total correlations ranging from 0.502 to 0.811 and Cronbach's alpha of 0.793. The Shibori batik-making skill items had item-total correlations ranging from 0.338 to 0.874 and Cronbach's alpha of 0.734. These results indicate that the instruments were adequate for further regression analysis.

The classical assumption tests supported the use of multiple regression. The normal probability plot indicated that residuals were distributed around the diagonal line, suggesting normality. Multicollinearity was not detected because both independent variables had tolerance values of 0.711 and VIF values of 1.407. The scatterplot of residuals showed no clear pattern, indicating that heteroskedasticity was not a serious issue in the model.

Table 2. Multiple regression results

Predictor	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
Constant	3.859	1.837	-	2.101	0.041	-	-
Parental guidance (X1)	0.574	0.108	0.558	5.301	0.000	0.711	1.407
Learning facilities provision	0.355	0.119	0.313	2.975	0.004	0.711	1.407

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(X2)							

Dependent variable: Shibori batik-making skills. R = 0.773; R Square = 0.598; Adjusted R Square = 0.582; Std. Error = 2.69374; Durbin-Watson = 1.430.
ANOVA result: F(2, 51) = 37.931, Sig. = 0.000; Regression Sum of Squares = 550.469; Residual Sum of Squares = 370.068; Total Sum of Squares = 920.537.

The regression equation was Y = 3.859 + 0.574X1 + 0.355X2. The constant value of 3.859 indicates the predicted score of Shibori batik-making skills when parental guidance and learning facilities provision are held constant at zero. The coefficient for parental guidance was 0.574, meaning that each one-unit increase in parental guidance was associated with an increase of 0.574 units in Shibori batik-making skills, assuming the other variable remained constant. The coefficient for learning facilities provision was 0.355, meaning that each one-unit increase in facilities provision was associated with an increase of 0.355 units in Shibori batik-making skills, assuming the other variable remained constant.

The partial test showed that parental guidance significantly predicted Shibori batik-making skills ($t = 5.301$, $p < 0.001$), supporting H1. Learning facilities provision also significantly predicted Shibori batik-making skills ($t = 2.975$, $p = 0.004$), supporting H2. The simultaneous test showed that parental guidance and facilities provision jointly had a significant effect on Shibori batik-making skills, $F(2, 51) = 37.931$, $p < 0.001$, supporting H3. The R Square value of 0.598 indicates that 59.8% of the variance in Shibori batik-making skills was explained by parental guidance and facilities provision, while the remaining 40.2% was associated with factors outside the model.

DISCUSSION

The findings show that parental guidance is the strongest predictor of Shibori batik-making skills in this model. The standardized beta value for parental guidance (beta = 0.558) is higher than the standardized beta value for facilities provision (beta = 0.313), indicating that family support has a larger statistical contribution. This finding is theoretically consistent with social learning theory, which explains that children acquire behaviors, attitudes, and skills through observation, modeling, and reinforcement (Bandura, 1977). When parents encourage children, communicate with teachers, and support school programs, children receive consistent learning cues between home and school.

The result also aligns with the ecological view of child development. Bronfenbrenner (1979) emphasizes that child development occurs within interconnected systems, especially the

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relationship between the family and school. In the present study, parental guidance may strengthen pupils' confidence, persistence, and readiness to engage in batik-making tasks. Children who receive guidance at home are more likely to understand that school activities are valued by their family, which can improve motivation and task commitment during creative learning.

Learning facilities provision also has a positive and significant effect on pupils' Shibori batik-making skills. This result confirms that creative skills require material support. Shibori activities involve tools, color media, cloth or similar materials, adequate space, and clean conditions. Without these supports, pupils may find it difficult to practice repeatedly, experiment with patterns, and complete products neatly. The finding is consistent with the view that educational facilities directly support teaching and learning activities (Barnawi & Arifin, 2012; Bafadal, 2014).

The simultaneous effect of parental guidance and facilities provision is practically important. The R Square value of 0.598 shows that the two predictors jointly explain more than half of the variance in Shibori batik-making skills. This result suggests that creative learning in kindergarten should not be treated merely as a classroom technique. It requires a learning ecosystem in which teachers design meaningful activities, parents reinforce learning attitudes and participation, and schools ensure that materials and spaces are adequate. In a context where pupils' average Shibori batik-making skill was still described as fairly good, improvement efforts should target both family involvement and resource provision.

The findings also carry cultural and pedagogical significance. Batik-based activities can introduce children to Indonesian cultural heritage while developing creativity and fine motor coordination. Shibori batik-making gives children opportunities to design motifs, choose colors, and produce tangible work. These activities can strengthen originality, flexibility, and confidence when they are supported by adults and adequate materials. Therefore, schools should avoid reducing art learning to occasional ceremonial activities. A more systematic program is needed, supported by parent-school communication and sufficient learning facilities.

CONCLUSION

This study concludes that parental guidance has a positive and significant effect on Shibori batik-making skills among pupils at TK Wanita Kosgoro, Mappakasunggu District, Takalar Regency. Learning facilities provision also has a positive and significant effect on pupils' Shibori batik-making skills. Simultaneously, both variables significantly explain pupils' skill development, with an R

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Square value of 0.598.

The study implies that improvement in early childhood creative learning should be implemented through integrated action. Parents need to provide learning encouragement, communicate with teachers, support school programs, and provide a conducive learning environment at home. Schools need to ensure the availability of safe, attractive, and adequate materials for batik-based activities. Teachers need to design Shibori activities that allow children to express ideas, explore colors, practice techniques, and produce original work independently.

The study is limited by its single-school setting, cross-sectional design, and reliance on questionnaire and observation data. Future research should involve larger samples, multiple early childhood institutions, experimental or quasi-experimental designs, and richer observational documentation of children's creative processes. Further studies may also include teacher competence, peer interaction, learning motivation, and home socioeconomic conditions as additional predictors of children's art-skill development.

FUTURE DIRECTIONS

Future research should develop a standardized assessment rubric for Shibori batik-making skills in early childhood education. Such a rubric may include motif originality, procedural independence, color harmony, neatness, product completeness, and children's verbal explanation of their work. Longitudinal studies are also needed to examine whether sustained parent-school collaboration and recurring batik practice improve creativity, confidence, and fine motor development over time.

For practice, TK Wanita Kosgoro and similar institutions should establish a parent-supported creative learning program. The program can include parent orientation on how to support art learning at home, periodic sharing of children's artwork, and school-based facility planning for safe and affordable batik materials. This would move creative learning from isolated classroom activity into a collaborative educational culture.

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