



## Parenting Education for Early Childhood Social-Emotional Development

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### Abstract

Social-emotional development is a process that includes changes in individuals with other people, changes in emotions, and personality changes. One of the potentials and abilities of children that need to be developed by educators and parents is the potential social-emotional abilities of children. Harmonious interaction will facilitate the child's socialization process. So the family is the most critical institution in child development. This research uses case study research with descriptive qualitative research methods involving teachers, parents, and children. Data was collected through observation, interviews, and documentation. This research was conducted at Qurrota A'yun Kindergarten, East Betung Bay. The sample was shown to parents who have early childhood and attend Qurrota A'yun Kindergarten in East Betung Bay. Then the data that has been collected is analyzed and presented in narrative form so that the desired conclusions can be drawn. The results showed that the role of family education in children's social-emotional development at Qurrota A'yun Kindergarten in Teluk Betung Timur plays a good role. This is due to the exemplary education carried out by parents/family in words, deeds, attitudes, and behavior that can help children know feelings of pleasure, sadness, anger and fear. Optimally in teaching to get along or socialize with others helps children make friends, play and work together with others.

**Keywords:** *Family Education, Social Emotional Development, Early Childhood*



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## INTRODUCTION

Early childhood is a child who is in a unique growth and development process. Early childhood is often called preschool children who have a sensitive period in their development, and there is the maturation of physical and psychological functions that are ready to respond to stimuli from their environment (Ety and Arsyad, 2022). This period is the most appropriate time to lay the first and primary foundation for developing various emotional, spiritual, self-concept, and independence potentials and abilities. Early childhood education is for children who are in the age range of 0-6 years, as described in Law No. 20 of 2003 concerning the National Education System Article 1, paragraph 14 states that early childhood education (PAUD) is "a coaching effort proposed to children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education". According to Ki Hajar Dewantara, education is a demand in the life of growing children, namely demanding all the natural forces that exist in these children so that they as human beings and as members of society can achieve the highest safety and happiness (Magta, 2013).

Thus it can be understood that at this age it is the right time to provide educational stimuli in the growth and development of children, because at this time it is very decisive in the formation of one's character and personality. The potential that exists in early childhood must be handled specifically because this potential must be fostered in early childhood or can be called the formation period, which can determine the personality and behavior of the child. Bronfen Brenner states that children's early development is influenced by several social and cultural contexts including family, educational settings, society, and the wider community. The family is an environment that is very close to the child (Ferdian Utama, 2017). The family has a large role and function in supporting optimal child development. In Islamic education, it is also recommended that every parent should educate and provide the best education for children and the generation after them (Ramli, 2022). This is in line with the opinion expressed by Harlock, which states that positive parental attitudes will positively and positively impact children's behavior (B. Hurlock, 2010).

But on the contrary, if parents' attitude is lacking, giving an indifferent attitude to children, children will tend to be irresponsible and behave poorly. And Kusuman, Sutadji & Tuwoso stated that parental support is a form of the parental role in improving the achievement of students' educational competencies. Parents' involvement in children's education is needed to meet the needs of children's learning environment facilities and parents' participation in children's learning programs at school. Parents' involvement in children's education at school is very helpful for teachers in providing the right stimulus for children's development. As stated by White & Coleman, parental involvement is an activity carried out by parents and teachers at school in order to create a better school atmosphere and improve the behavior and attitudes of parents and teachers (Aqidatul, 2020).

From the theories put forward by these experts, it can be concluded that family education has a very large role in the growth and development of children. The role of the family in education can assist in providing adequate facilities and

assist in providing stimulus to children, with strong academic support and involvement from family members will provide insight and experience in parenting, so that they can carry out their duties as parents (Kushendar & Mayra, 2021). So it can be concluded from the above opinion that this social-emotional development is related to the relationship or relationship of children with the people around them, this shows that humans are naturally social creatures who show interest in social relations. Emotion is a person's psychological state conveyed through expression or action. Emotions are also often interpreted as a person's mood or feelings that can be seen from facial expressions, words, writings, and actions. Emotional intelligence is an intelligence that must be possessed by someone and must be well developed because someone who has emotional intelligence is able to place and control their emotions. Therefore, emotional intelligence must be stimulated from an early age (Maria and Eka, 2018).

The aspect of social-emotional development in early childhood is an inseparable aspect because this aspect is an important aspect of child development. The existence of an emotion is a form of communication or as a basis for the display of expression in children used by children in socializing in the surrounding environment. With children showing these emotions, children can show feelings of joy, sadness, hatred, fear, anger, and so on. So the author focuses on the problem formulated, namely How is the Role of Family Education in Early Childhood Social Emotional Development.

## **METHODOLOGY**

The type of research used in this research is case study research. This type of case study research uses observation and interviews as a reference for the author. Observations and interviews are conducted to obtain information from trusted sources. While the approach used is a descriptive qualitative approach, namely an approach that is carried out to describe a symptom, event, or event that occurs today. Where the author collects pictures of events and events that occur and makes them the focus of research to be described as they are. Denzin and Lincoln revealed that qualitative research uses natural settings intending to interpret phenomena that occur and is carried out by involving various existing methods (Rijal, 2021).

Based on the explanation above, the author can conclude that research with the type of case study research using a descriptive qualitative approach used in this study aims to understand the phenomenon of the role of family education in early childhood social-emotional development. In this study, the instruments used by the author were observation sheets, and interviews. The data sources were obtained from several parents of students and teachers from Qurrota A'yun Kindergarten, East Betung Bay. In order to make the research more focused so that it is easy to process, the observation sheet contains indicators of children's socio-emotional development, as well as parents' educational efforts in developing children's socio-emotional.

## RESULTS AND DISCUSSION

Based on the results of the research that the authors conducted in the field about the role of family education in the social-emotional development of children in Qurrota A "yun Kindergarten, East Betung Bay obtained from the results of interviews confirmed how important family education is in the development of social-emotional in Qurrota A "yun Kindergarten, East Betung Bay, explained based on the research that the authors conducted by emphasizing the indicators of social emotional development according to Salovey and Mayer quoted from the book Nugraha and Yani (2014) on social-emotional development which includes empathy, affiliation aspects, aspects of developing positive habits, and self-management: empathy, aspects of affiliation, aspects of developing positive habits, and self-management.

Based on the results of the above research, it emphasizes the critical role of the family or parents in helping the growth and development of children at Qurrota A "yun Kindergarten, East Betung Bay, therefore education carried out by families, especially parents, is very influential. From the results obtained from interviews and also seen from the child's social emotional development obtained from the teacher that the role of education from the family in the social-emotional development of children at Qurrota A "yun Kindergarten Teluk Betung Timur turns out to be able to produce children's social-emotional development quite well following the indicators of social-emotional development.

Families have a significant role in teaching empathy to children. In connection with the role of family education in children's social-emotional development, researchers conducted interviews. They gave questionnaires to several parents of B1 children attending Qurrota A "yun Kindergarten in East Betung Bay who said they provided examples, examples, direction and guidance to teach children to have a sense of empathy or concern for others. This is in accordance with the opinion of Daniel Goleman that, the ability to empathize is the ability to know the feelings of others. And to develop children's empathy, parents must carry out their role, namely as role models for their children both in language and style of speech and behavior. Because empathy is the root of care and compassion in every emotional relationship of a person in his efforts to adjust his emotions to the emotions of others, parents must teach children such as how to appreciate and respect others, and teach about helping (Goleman, 2015).

The role of the family in directing, encouraging and motivating children to be skilled in communicating and working together can stimulate language intelligence in children by sharing frequently with children. The existence of affiliation education awakens children's strength to socialize. Therefore, families need to work together in order to stimulate children's language intelligence which will help children easily interact with others, easily get along and also children will easily express their emotions in words. Many parents still pay great attention to good and prestigious schools to shape their children into children who are smart, intelligent and have character. But in reality, parents' expectations are far from reality. Parents can influence the formation of their children's habits in both good and bad ways.

This was also revealed in research conducted by Nonik Dwi Kristiowati and Irliana Faiqotul Himmah with the title The Role of Family Education on the Development of Children's Religious Moral Values in Integrated Islamic Paud

Ananda Jember Regency, that the results of the study showed the interpretation value between the role of family education roles on the development of children's moral values is classified as having a good relationship. The sufficient connection between the role of family education on the development of children's moral values is because when the family provides education it can affect the moral development of children (Kristiowati and Irliana, 2020).

This self-management is essential for children because this self-management is an action that makes children responsible for all their own actions. Parents must teach children to be able to manage themselves, aiming to make children more independent, able to control, organize and direct all their potential both physically, mentally and spiritually. It is also revealed in research conducted by Jaja Suteja and Yusriah that parenting patterns given to children will influence children's social-emotional development. There are three parenting patterns applied by parents in educating children, namely democratic, authoritarian and permissive. From the results of this study, the recommended parenting pattern for parents is more democratic parenting, because democratic parenting is a way of educating children, where parents determine the rules but by paying attention to the circumstances and needs of the child (Suteja, 2017).

Based on the analysis of the research data above which is descriptive qualitative in nature, in this discussion the author describes the research results from interviews as well as questionnaires that the author has conducted, from the role of family education in children's social-emotional development at Qurrota A "yun Kindergarten, Teluk Betung Timur, in order to obtain an objective decision, besides that the author also uses observation and documentation as supporting methods to complement the data that the author has obtained through the documentation method. Parents have really done their role in children's education by giving examples, being a real role model for children, also habituating children. By modeling to children how to have empathy, and teaching to empathize, such as caring for people who are in trouble, helping people who need help, and also being willing to share with others. Doing habituation will make children without being asked will do it by themselves.

Parents have also carried out their role as mentors, such as in terms of manners, children are guided and taught to respect their elders, guided to have good manners such as when visiting say greetings first, shaking hands when going out and entering the house, ask permission when going to do something, and also teach to speak properly with parents, teachers, playmates, and other adults. The role of supervisor and controller has also been carried out for their children, such as controlling children's emotions to always be patient, calm and persuade children when they are crying or angry. And also has carried out its role as a facilitator, by providing the facilities needed, supporting facilities and infrastructure for children, and other needed needs. Therefore, it can be concluded that the role of family/parental education in the social-emotional development of early childhood is to provide guidance, and advice, as well as examples when doing activities at home, while relaxing, and also while outside the home. Being a good example, educating and providing good habituation by doing positive things.

From the education provided by the family/parents, it will make it easier for children to interact with other people, easy to get along and socialize, and also children easily adapt to new environments. In accordance with the theory put

forward by Ihsan Dacholfany and Uswatun Hasanah which explains that the role of parents is as role models or exemplars, as mentors, as supervisors and controllers, and as facilitators. The encouragement made by parents/family, then helps children to be able to develop their social-emotional. The role of parents or families in applying educational methods carried out for children at Qurrota A 'yun Kindergarten in Teluk Betung Timur has been quite successful.

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## CONCLUSION

Every parent expects their children to grow and develop well. To realize this, parents or families must be able to foster and guide, provide examples as well as be good role models for their children, especially children who are in a period of growth and development, namely ages 0-6 years. Children at that time have begun to be able to accept and respond to phenomena that exist outside themselves. The author concludes that the role of parents in providing education in children's social and emotional development has provided good efforts. These efforts are in accordance with the indicators, namely:

1. The role of family education in children's social-emotional development through empathy education is through giving good examples. This is because children are easily able to follow the behavior of the people around them. Providing simple examples, teaching, coaching, and nurturing makes it easier for children to express their feelings, express empathy, and also care for others. Parents can also introduce various emotions so that children can understand every emotion they will release.
2. The role of family education in children's social-emotional development through the aspect of affiliation is to cooperate, do habituation gathering, and tell stories about the daily life that has been lived. Because basically the social needs that each individual has in the process of grouping, and also the urge to always develop and maintain social relationships with others. Parents playing a role in helping and guiding children in making friends and socializing, cooperating and communicating with others, will make and help children become social beings.
3. The aspects of developing positive habits from family education for children's social-emotional development are being a good role model, teaching good speech, and also directing and advising children to do good things in accordance with the norms and rules that apply in society.
4. Family education in children's social and emotional development through self-management is carried out by providing self-control exercises according to the child's age level, parents must also give full trust to children, and be a good example for children. Stimulating children in self-management must be as early as possible because it will affect the quality of life of children.

Children who have had good cell control since childhood are more likely to avoid bad influences. Because they are able to control themselves.

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