

The Contribution of Parenting to the Social-Emotional Development of 4-5-Year-Old Children at Aisyiyah Pucangan Kartasura Kindergarten

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Abstract

Purpose: This study analyzes how different parental parenting styles—authoritarian, permissive, and democratic—contribute to the social-emotional development of 4–5-year-old children at Aisyiyah Pucangan Kartasura Kindergarten, with a focus on skills such as empathy, cooperation, and emotional regulation.

Methodology: Using a descriptive qualitative approach, data were collected through classroom and home observations, semi-structured interviews with teachers and parents, and documentation of parent–teacher communications. Participants included kindergarten teachers and Group A children along with their parents, ensuring a comprehensive view of both home and school influences on child development.

Results: The findings indicate that democratic parenting most effectively supports children’s social-emotional growth, fostering empathy, cooperative behaviors, and self-regulation. Although many parents reported practicing a democratic style, observations revealed occasional tendencies toward permissiveness or authoritarianism—either pampering or pressuring children during activities. Active parental involvement at home and in school events emerged as a critical factor in enhancing social-emotional skills. Additionally, teacher-designed play activities proved effective in stimulating critical thinking and creativity.

Applications/Originality/Value: By highlighting the interplay between parenting styles and structured school activities, this research underscores the importance of consistent, collaborative partnerships between parents and teachers. Its insights advocate for improved communication channels and joint training programs to ensure cohesive, supportive environments that optimize children’s social-emotional and cognitive development.

Introduction

Education for children aged 0–6 years is the foundation for the next education. In childhood, they go through a lot of events. Development at an early age will have an impact on the carrying capacity of children in the future. Developmental achievement at each stage of a child's age has different targets. According to Permendikbud No. 137 of 2014 concerning Standards for Child Development Achievement Levels (STPPA), developmental aspects in early childhood consist of cognitive or intellectual, language, religious moral values, art, physical, motor, and social-emotional. All of these aspects have different achievement standards at each age stage and take place continuously, achievements at the previous age will affect the age after that. Stimulation in all aspects of child development needs to be carried out because it is one of the basic needs to support children's growth and development. Stimulation can be done every day effectively and efficiently by both families and teachers to stimulate all sensory systems in children using various media as a means of learning with the principle that the main activity of children is playing while learning (Mahyumi Rantina, Hasmalena, 2021).

One of the strategies used by education units to improve the results of education implementation to assess the success of students is to improve the quality of education in the unit (Ananda, R., & Fadhilaturrehmi, 2018). A system for defining character values, character education involves knowledge, information, or the desire and action to live based on those principles. Components that have an important role in the formation of children's character are parents or families, educational forums and the community (Rahmawati, D., & Muhroji, 2022).

The PAUD curriculum is a set of plans about early childhood learning goals ranging from 0-6 years old that intend to grow and develop children's potentials optimally. In the PAUD curriculum, there is also management that aims to effectively and efficiently manage the set of learning that must be mastered by students. So that the PAUD curriculum can be managed effectively and efficiently (Ndeot, 2019). The government through the Ministry of Education has established an agency that fosters and develops children's potential from an early age, namely the Directorate General of Early Childhood Education-DIKMAS which functions to develop early childhood education programs through Child Care Centers (TPA), Play Groups (KB), and Similar Early Childhood Education Units. This is as mandated in Law of the

Republic of Indonesia Number 20 of 2003 concerning the national education system. Education is a process of human self-development that not only aims to increase intelligence, but also to form the quality of religiosity and skills that can provide benefits to the nation and state (Suhelayanti, 2020).

Parenting is important to guide and educate children because children experience a process of development and growth. In order for children's growth and development to run as well as possible, children need to be nurtured and guided by their parents. Parents are the first school for children, because children get education from their parents. Parents have a responsibility for the formation of quality children (Dwi Noviatul Zahra, 2018).

Social development is the ability of individuals to communicate effectively with others, both verbally and non-verbally, depending on the situation and circumstances. Social skills in this case include skills in how to Children can share, communicate and cooperate with others. A person with social skills can express emotions, both positive and negative, in a relationship without having to hurt others (Fitriah M. Mouth, 2017). Developing social skills at an early age helps children learn to think logically, make good decisions, and understand themselves and others. Children are better prepared to face difficulties in life. Emotional intelligence helps children cope with anger, get along, and accept differences. To become a child who is cognitively intelligent, mental, emotional, and has noble character in the future. A child's social skills are a very important emotional intelligence. Through relationship development, verbal communication, and body language, social skills help children interact with the world around them. With the right set of social skills, children can make friends, share with classmates, and work together in a social environment. Better social skills also improve mental health and cognitive abilities (Beam, C. R., et al,2020).

In the early life of a human being, at least within the first five years of life, a child will experience growth and development in all aspects of child development, including cognitive, motor, language and social and emotional. Specifically, emotional development is integrated into children's psychological development (Beaudoin,M.J.,etal,2022). Development.Emotional is complexly related to the growth of self-awareness and self-understanding in infancy and childhood. Over time, children will reveal their identity to their environment, as an object of people's attention expressed in the form of joy, smiles, and embarrassment (Dunlap, G., Wilson, K., Strain, P. S., & Lee, 2022).

Based on observations made at Aisyiyah Pucangan Kartasura Kindergarten, August 19, 2024, there are still several children whose social-emotional development has not yet developed. This can be seen from the results of research conducted by researchers at Aisyiyah Pucangan Kartasura Kindergarten. Based on observations and interviews with educators, there are parents who do not pay attention to their children and force their children to obey their parents' wishes. In addition to observing students in the school, the researcher also conducted interviews with classroom teachers and parents about the contribution of parents in raising children at home. From the results of the interview, many parents answered using a democratic parenting style, but in reality there are still parents who spoil their children and there are also those who force their children to participate in activities that are not liked by their children. From this description, the researcher is interested in conducting a study with the title "The Contribution of Parenting Styles to the Social-Emotional Development of Children Aged 4-5 Years at Aisyiyah Pucangan Kartasura Kindergarten.

Method

This research is a descriptive qualitative method research. This study aims to describe and analyze the learning process carried out by teachers to improve the Social Emotional Development of Children Aged 4-5 Years. The location of this research is at Aisyiyah Pucangan Kartasura Kindergarten which is located in Sanggrahan RT. 1 RW. 1 Pucangan Kartasura 57168. The subjects of the study were classroom teachers and accompanying teachers as well as group B children. The data analysis method uses the steps of data collection, data reduction, data display, verification and conclusion (Suggestion, 2017). The conclusions obtained are findings from teachers' efforts in increasing the independence of children aged 4-5 years. The research design is presented in figure 1.

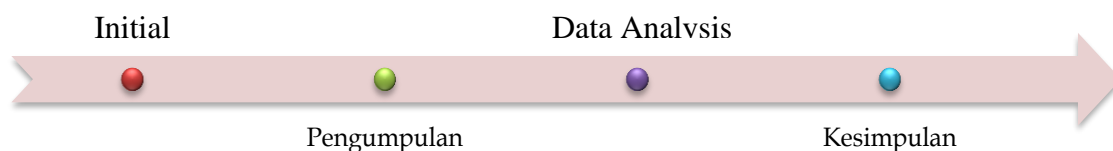


Figure 1. Research Flow

Results and Discussion

Social-emotional is an aspect that consists of two different words but their meanings cannot be separated. Social development is the ability of children to interact with people around them in order to be able to adjust to follow a pattern of social behavior (Mayer, 2017). In this case, children's socialization skills are obtained through experience and also opportunities to get along and adjust to the people around them. Not only limited to peers, but also to siblings, adults and even parents.

Parenting is the way parents treat, care for, and educate children in the family. This can affect how parents educate their children and build their personality. When a child is taken care of by both parents, namely father and mother, things are different in their development. Inconsistencies in the development of various aspects of the child will arise if only the father or mother acts. Fathers must learn more to understand the importance of caring for children at an early age. The cooperation of both parents is indispensable in the formation of a democratic parenting style (Shaleh, 2023). In a school environment, these children are usually more adaptable, have adequate social skills, and can collaborate with their peers and appreciate authority such as teachers. They show a self-motivated drive to learn and generally achieve higher academic outcomes. Understanding the relationship between parents and children in the framework of parenting is key to helping improve students' academic achievement (Sibawaih, i., & rahayu, 2017).

This study focuses on how the variation of parenting styles applied by parents in Aisyiyah Pucangan Kartasura Kindergarten affects the development of social-emotional skills of children aged 4-5 years. Different parenting styles will be identified and analyzed in relation to aspects of social-emotional skills such as empathy, cooperation, and emotional management. The development of students' social-emotional skills has not developed optimally, and children have not been able to express emotions in early childhood.

Parenting refers to the strategies and methods that parents use in educating and raising their children. There are four types of parenting, namely authoritarian, permissive, democratic, and non-involved (Baumrind, 1966). Each of these parenting styles has different characteristics and impacts on children's development. Authoritarian parenting is a strict and rule-based parenting, in which parents expect obedience without giving room for discussion. Permissive is a more relaxed parenting style with fewer rules and supervision. Democratic is a balanced parenting style between demands and responses, where parents communicate openly with their children.

Social-emotional development includes children's ability to manage emotions, interact with others, and build positive relationships. (Goleman, 2018). These skills include self-recognition, self-regulation, motivation, empathy, and social skills. Social-emotional skills are important for a child's academic success and psychological well-being. Research shows that parenting has a significant influence on the development of children's social-emotional skills. Democratic parenting, for example, tends to support the development of these skills because it provides a safe and supportive environment for children to express themselves and learn from social interactions. There are several types of parenting that are applied by parents such as: parents implement authoritarian parenting that basically children tend to show lower social skills, because they may feel less appreciated and lack confidence, parents apply permissive parenting which is basically children may lack self-control skills due to excessive freedom and parents apply democratic parenting which is basically Children tend to have good social-emotional skills because they get balanced support and guidance.

Parenting is the first education for children (Putri, 2022). This implies that parents are the first teachers in providing knowledge to children. Knowledge that is material and knowledge that is a direction to the norms of behavior that apply in society. Childhood is very easily influenced by the surrounding environment, because children have imitation characteristics. Through imitation, they learn about new things. The imitation process carried out by children needs to be accompanied by the role of parents, in order to anticipate unexpected behaviors, namely behaviors that deviate from the social norms that apply around the child.

Parenting consists of two words, namely pattern and parenting. According to the Great Indonesian Dictionary that "pattern is a model, system, or way of working", Foster is "maintaining, caring for, educating, guiding, helping, training, and so on". Meanwhile, according to Nasution and Nurhalijah, "Parents are everyone who is responsible for a family or household task which in daily life is referred to as father and mother." Gunarsa stated that "Parenting is nothing but a method or way chosen by educators in educating their children which includes how educators treat their students" (Sari, 2018). So what is meant by educators is parents, especially fathers and mothers or guardians. Parenting itself has a definition of how parents treat children, educate, guide, and discipline and protect children in achieving the process of adulthood, to efforts to form norms expected by society in general.

Research Context at Aisyiyah Pucangan Kartasura Kindergarten which is an early childhood education institution. Focusing on 4-5-year-olds is important because at this age, children are in an important stage of development in terms of social and emotional matters. The implementation of this research was carried out at Aisyiyah Pucangan Kindergarten in the 2023/2024 even semester academic year. The implementation of this research was on children aged 4-5 years. This research is to conduct observations, interviews and documentation. The results of observation were the contribution of parental parenting to the social-emotional development of children aged 4-5 years at Aisyiyah Pucangan Kartasura Kindergarten. Through interviews, in-depth observation, it was found that 75% of parents felt an increase in their involvement in educating their children with the parenting style used applied to early childhood. children's school life.

This increase, which involves more active participation in school activities and more open communication with teachers and principals, was identified as factors that have a positive impact on children's learning achievement. Therefore, it can be concluded that the parental assistance program on the applied parenting style not only provides benefits at the level of participation, but also positively affects the dynamics of the relationship between parents, children, and schools. Thus, the results of field findings show that the Contribution of Parenting to the Social-Emotional Development of Children Aged 4-5 Years at Aisyiyah Pucangan Kartasura Kindergarten has succeeded in achieving the goal of increasing parental contribution in having a positive impact on children's learning progress and children's ability to manage social-emotional

by preparing a game that can stimulate children's thinking to think more critically to new discoveries or with children conducting experimental activities at home accompanied by parents.

Based on the results of pre-research observations, Aisyiyah Kindergarten as an early childhood education institution, tries to provide educational services that are appropriate to the age and level of development designated to become a group of children who are not and abilities. But in reality, there are still many problems in the implementation of the program. The fundamental problem faced by Aisyiyah Pucangan Kindergarten teachers is the lack of children's social-emotional skills in interacting with their peers, children do not want to play and share with their friends. For example, in playing blocks, children are still scrambling and fighting when other children are playing blocks, there are those who want one of the shapes of blocks, but the child who holds the beginning of the block does not want to give the block he is holding. So that the child cries and screams to get the teacher's attention, after the teacher comes to him the child is able to express an emotion that he feels when playing with blocks with his friend to the teacher and asks for a solution so that he can use the shape of the block that the child wants.

Other examples of games that involve children's social-emotional development in colorful chain games, completing learning worksheets with children being creative with tasks given by the teacher, playing loose parts of pebbles to hone cognitive skills, especially critical thinking and problem solving, tasting using banana fronds and blank paper here children can hone their emotions in creativity with the thoughts of each child, and color mixing games that are useful in honing social emotions to explore thinking and understanding, improving science literacy skills, fostering the ability to express what happens in color mixing training. Teachers at PAUD Indonesia believe in the important role of play for children's development. Through play, children can explore ideas, experiment, use new understandings. Playing can be done alone or in groups, calm and reflective and contains active and interesting elements. Play is understood as a way to stimulate children's development by presenting cultural diversity and a strong pedagogical learning environment for children in the classroom (Edwards, 2017).

Then, it is also known that there are still children with low social emotional skills in terms of social emotional skills such as not wanting to help friends when doing activities so that children tend to be individualistic even though children are in group activities. Likewise, there are still children who do not want to cooperate with friends, which is shown by the fact that children refuse to play together, snatch toys and want to master the toys, for example, when children are engrossed in playing blocks, suddenly a child comes and grabs without telling his friend to borrow it. When children are invited to play by applying rules, for example, there are children who are still playing and do not apply the rules of the game by playing around, do not want to wait for their turn, children when invited to play have not been able to show enthusiasm in activities, still often say they can't before trying. Easily emotional or angry, for example, when children play together, there are children who suddenly shout and get angry because they are approached by friends, children do not want to be left behind by their parents when they are at school, and in terms of interaction there are still children who are reluctant to talk to their friends in carrying out activities, there is not an optimal stimulus given by the teacher so that children want to play together and lend their block games and be given understanding to children.

In the title of the research "Contribution of Parenting to the Social-Emotional Development of 4-5 Year-Old Children at Aisyiyah Pucangan Kartasura Kindergarten" there is a sample of research that I conducted as a researcher with the aim of solving problems in the context of the Contribution of Parental Parenting to the Social-Emotional Development of 4-5 Year-Old Children at Aisyiyah Pucangan Kartasura Kindergarten. Thus the discovery of 2 different case studies, each highlighting different challenges and successes in implementing innovative pedagogy.

Case Study 1 Alejandro : a Student with a High Interest in Technology

Alejandro is a student of Aisyiyah Pucangan Kartasura Kindergarten Group A1 who is very interested in technology. He easily operates various digital devices and has a high imagination. Although Alejandro has a high interest, he often finds himself bored with learning that is too theoretical. He prefers to learn through hands-on practice and experimentation. Teachers implement project-based learning by utilizing technology. Alejandro was tasked with designing a Lego and a block to perform a simple imaginative thought that could help his friends learn to interact and communicate, honing his cognitive ability to solve a problem in the project-based learning. With the guidance of the teacher, Alejandro managed to create a simple but effective building from Lego and block games. He feels very satisfied with his work and is more motivated to learn to hone his skills, and hone himself in controlling his emotions in playing with friends, and being able to solve problems faced in the process.

Case Study 2 Aqil : a Student with Slow Learning Ability and Difficult to Control His Emotions

Aqil is a student of Aisyiyah Pucangan Kartasura Kindergarten Group A1 who has difficulties in understanding abstract concepts. He takes longer to complete his assignments, still likes to compete with his peers in terms of playing in and out of the classroom. Aqil often feels insecure and lacks confidence in his abilities. He has difficulty following lessons in class and still likes to run and cry if his will is not immediately obeyed by the class teacher. Teachers use an individualized learning approach with the help of educational games that have interactive education to children in honing their skills. This educational game tool allows Aqil to learn at his own pace and get instant feedback. Thanks to the use of

educational games that have educational benefits, Aqil began to understand concepts that were previously difficult for her. He becomes more confident and active in participating in learning.

Further Analysis of 2 Case Studies:

Case Study 1: Alejandro

Alejandro's case shows how important learning is that is tailored to students' interests and learning styles. By delivering challenging and relevant projects to Alejandro's technological interests, teachers are able to stimulate their creativity and motivation to learn. The use of technology such as Lego and blocks is not only as a play tool, but also as an effective learning medium. This technology allows students to explore their ideas concretely and build a deeper understanding. In addition to the cognitive aspect, the project given to Alejandro also helped develop his social skills, such as the ability to collaborate and communicate with his friends.

Case Study 2: Aqil

Aqil's individualized learning approach that is tailored to her learning pace is very effective in increasing her confidence. By getting instant feedback, Aqil is motivated to continue learning and trying. The use of interactive educational game tools provides a fun learning experience for Aqil. This tool helps Aqil understand abstract concepts in an easier and more interesting way. Aqil's case shows that students' emotions greatly affect the learning process. By creating a safe and comfortable learning environment, teachers can help students like Aqil to overcome their emotional difficulties and focus on learning.

Comparative Analysis between 2 case studies:

Both case studies show that innovative pedagogy can be applied to students with a variety of different characteristics and learning needs. Both Alejandro, who has a high interest in technology, and Aqil, who has learning difficulties, both benefit from a tailored learning approach. Teachers play the role of facilitators who are able to create a conducive learning environment and provide appropriate guidance for each student. In both cases, teachers successfully identified student needs and designed effective learning. The use of technology in learning is increasingly important, especially in the digital era like today. Technology can be a powerful tool to increase students' motivation to learn and enrich their learning experience.

Implications for educational practice with the importance of conducting comprehensive teacher assessments to understand the characteristics and learning needs of each student. Learning should be student-centered, by providing opportunities for students to actively engage in the learning process and explore their interests. Technology can be a very useful tool in learning, but its use must be tailored to the learning goals and needs of students. Collaboration with parents is essential to support student learning success. The conclusions in these 2 case studies provide a clear picture of how innovative pedagogy can be used to address the learning challenges faced by students. By implementing a flexible, personalized, and student-centered approach to learning, teachers can help all students reach their full potential. By making these improvements, the article will become more comprehensive and make a greater contribution to the development of education.

The results of observation in group A of Aisyiyah Pucangan Kindergarten, out of 17 students, there are still some children in the development of children's social-emotional skills are still low. Due to the lack of stimulus or methods used by classroom teachers, it is still monotonous and not varied by teachers in improving children's social-emotional skills. For example, teachers still use classical methods, more often using worksheets, without providing real practice about the concept of cooperation, sharing, obeying applicable rules so that children develop their social-emotional skills in the process of critical thinking through games that require practice to hone early childhood thinking skills.

Comparative Analysis between 2 case studies:



Figure 2. Playing with blocks

Here the child is still difficult to control social-emotional in playing blocks, children still like to fight and fight for blocks, if the block is taken by their friend, there is a response of the child who cries and it is difficult to express his emotional feelings. There are benefits contained in playing blocks, such as: Children can learn to negotiate, cooperate, and share with peers, Children can feel that there are others with similar thoughts and are invited to share, Children can learn to rely on themselves and improve focus, Children can show attention when friends fail to arrange blocks, and Children can appreciate the work of friends



Figure 3. Colorful chain meronce activity

In learning to connect with colorful chains here, children learn to socialize and interact with their peers, train children's concentration, stimulate children's creativity, train children's eye and finger coordination, and recognize the concept of color and children's harmony.

Conclusion

This study found that parental parenting has a significant role in supporting the social-emotional development of children aged 4-5 years at Aisyiyah Pucangan Kartasura Kindergarten. Children who are raised with a democratic pattern show better social-emotional development because they receive balanced support and guidance, allowing them to manage emotions, work together, and interact positively with their social environment. On the contrary, authoritarian or permissive parenting tends to hinder the development of children's social skills. The study also emphasized that cooperation between parents and teachers through open communication and active involvement in school activities supports the achievement of children's social and academic skills. Parental involvement not only improves the relationship between children, parents, and schools, but also helps children overcome social-emotional difficulties and become more independent. Although Aisyiyah Pucangan Kindergarten has provided educational services according to children's development, challenges are still found in helping some children adapt socially, such as learning to share or cooperate with friends. Concrete examples from research show that stimulation through educational games such as meronce, block play, or color mixing experiments can improve children's creativity, science literacy, and social-emotional skills. Overall, this study confirms that proper parenting and parent-teacher collaboration are essential in developing children's social-emotional skills optimally. This prepares the child for a better social and academic life in the future.

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