

TEACHERS' AND PARENTS' INVOLVEMENT AS DETERMINANTS OF EARLY CHILDHOOD SOCIO-EMOTIONAL DEVELOPMENT

Ratna Aprilia Ningsih¹, Mushab Al Umairi², Fitri Ayu Fatmawati³

^{1,2,3} Universitas Muhammadiyah Gresik, Jawa Timur, Indonesia.

ABSTRAK

Social emotional development in early childhood is a crucial factor that determines how well children can adapt, interact, manage their feelings, and build positive relationships with their surroundings. This study was conducted with the aim of describing the dual roles played by teachers and parents in supporting the socio-emotional progress of young children at TK Islam Bakti 1 YPBWI Gresik. The research adopted a qualitative descriptive approach. The data collection techniques used included observation and documentation. The primary informants in this research were the teachers and guardians (parents) of students at TK Islam Bakti 1 who are between 4 and 5 years old. The results obtained from this research indicate a clear division of roles. Teacher's Role: Teachers act as mentors (or guides), facilitators, and role models who are responsible for providing a supportive learning environment—specifically one that is comfortable, safe, and stimulating for the child's development. Parent's Role: Parents focus on parenting patterns (or styles), providing support, and maintaining effective communication within the family environment. It is concluded that a solid collaboration (or partnership) between teachers and parents significantly enhances the children's abilities in socializing, regulating emotions, and understanding and adhering to the norms or rules that apply in their surroundings.

Kata Kunci: social-emotional development, the roles of teachers and parents, early childhood children.

ABSTRACT

Perkembangan sosial emosional di masa kanak-kanak awal adalah faktor krusial yang menentukan seberapa baik anak-anak dapat beradaptasi, berinteraksi, mengelola perasaan mereka, dan membina hubungan positif dengan lingkungan sekitar. Studi ini dilaksanakan dengan tujuan untuk menggambarkan peran ganda yang dimainkan oleh guru dan orang tua dalam mendukung kemajuan sosial-emosional anak-anak usia dini di TK Islam Bakti 1 YPBWI Gresik. Penelitian ini mengadopsi pendekatan deskriptif kualitatif. Teknik pengumpulan data yang digunakan meliputi observasi dan dokumentasi. Informan utama dalam penelitian ini adalah guru dan wali murid dari peserta didik di TK Islam Bakti 1 yang berusia 4 hingga 5 tahun. Hasil yang diperoleh dari penelitian ini menunjukkan adanya pembagian peran yang jelas. Peran Guru: Guru bertindak sebagai pembimbing, fasilitator, dan teladan (panutan) yang bertanggung jawab untuk menyediakan suasana belajar yang suportif yakni nyaman, aman, dan merangsang (stimulatif) bagi perkembangan anak. Peran Orang Tua: Orang tua berfokus pada pola pengasuhan, pemberian dukungan, dan pemeliharaan komunikasi yang efektif di dalam lingkungan keluarga. Disimpulkan bahwa kerja sama (kolaborasi) yang solid antara guru dan orang tua secara signifikan meningkatkan kemampuan anak-anak dalam bersosialisasi, mengatur emosi, dan memahami serta mematuhi norma atau aturan yang berlaku di sekitar mereka.

Keywords: Perkembangan sosial emosional, Peran guru dan orang tua, Anak usia dini

A. Introduction

Early childhood is a crucial foundation phase, during which children undergo fundamental growth that determines their future development. During this period, known as the “golden age,” children experience rapid development in various aspects, such as physical, linguistic, cognitive, social, and emotional. In particular, social-emotional development has a significant impact on children's success in life,



Ratnaaprilia210@gmail.com



Universitas Muhammadiyah Gresik
Jl. Sumatera No.101 61121 Gresik Jawa Timur

as it encompasses their ability to recognize, understand, and manage their feelings, build positive interpersonal relationships, and adapt to environmental rules. Thus, social-emotional competence serves as the main foundation for character building and preparing children to enter a broader social environment, including the transition to primary education.

During this “golden age” period, young children begin to actively recognize themselves, understand emotions, develop social skills, and form the basis of behavior that will continue into adulthood. Therefore, their social-emotional development cannot be formed instantly; instead, it requires appropriate stimulation from both the family and school environments.¹ Children learn most effectively through real experiences and direct interaction with adults and peers. Thus, providing a safe, comfortable, and supportive environment is very important because it can foster children's self-confidence, independence, and ability to control their emotions. In essence, early childhood is the most sensitive and receptive period for absorbing various stimuli from their environment.

In the context of early childhood social-emotional development, parents and teachers play two very important roles. In the family environment, parents serve as the first and primary educators who bear the great responsibility of laying the foundation for their children's social-emotional development. Because the family is the first social environment that children recognize, parenting patterns and the quality of interactions between parents and children will greatly influence children's social-emotional competence in the future.² Meanwhile, teachers in early childhood education institutions have a strategic role as educators tasked with providing guidance, stimulation, and appropriate learning experiences at school. The role of teachers goes beyond simply delivering material; they also serve as role models in terms of communication and behavior.³

Effective collaboration between teachers and parents is essential, especially in consistently enforcing rules, assigning tasks, and reinforcing positive behavior.⁴

¹ Amir Mahmud and Mukhammad Wahyudi, “Metode Edukatif Gaming Pada Model Pembelajaran Blended Learning Untuk Meningkatkan Hasil Belajar Siswa,” *WALADI* 2, no. 1 (2024): 1-25.

² Septi Lastri Siregar, “Peran Orang Tua Dalam Mengembangkan Kemampuan Sosial Emosioal Anak Usia Dini,” *Edukids: Jurnal Pertumbuhan, Perkembangan, Dan Pendidikan Anak Usia Dini* 18, no. 1 (2021): 28-38.

³ Baiyyi Natul Masrifah, Amir Mahmud, and Zaini Tamin AR, “Penggunaan Media Kreasi Puzzle Tubol Dalam Mengembangkan Kemampuan Kognitif Anak Usia Dini,” *JOURNAL OF EARLY CHILDHOOD EDUCATION STUDIES* 2, no. 2 (2022): 478-508.

⁴ Mushab Al Umairi, Rr Agustien Lilawati, and Universitas Muhammadiyah Gresik, “Pemberian Penguatan Terhadap Sosial Emosional Anak Usia Dini Dalam Perspektif Islam Di Era Society 5 . 0” (n.d.): 101-115.

Furthermore, the development of children's emotional and social aspects can be achieved through various activities, such as playing, teaching independence, teaching religious values, and open and honest communication. The continuity of roles between teachers and parents creates an ideal learning ecosystem for children's social-emotional development.⁵ When rules and expectations enforced at school (such as waiting in line, sharing toys, or completing assignments) are reinforced consistently at home through similar parenting patterns, children receive clear and consistent messages. This helps children develop internalized rules and self-discipline without confusion.

Early childhood education institutions, specifically TK Islam Bakti 1 YPBWI Gresik, have the primary responsibility of providing educational services that effectively support children's optimal social-emotional development. Creating a comfortable, safe, and stimulating school environment is a key factor in making children feel accepted, valued, and able to express themselves well. However, the success of shaping children's character and social-emotional competencies cannot be solely attributed to educational institutions. This requires close synergy between teachers and parents so that the stimulation provided at school is in line with the parenting patterns applied at home.

Although collaboration between teachers and parents is very important, the reality on the ground still shows several obstacles, such as a lack of communication between the two parties, differences in parenting styles at home, and a lack of understanding of how crucial children's social-emotional development is. These problems have the potential to negatively impact children's development, which can manifest in the form of irritability, difficulty adapting, lack of self-confidence, or inability to cooperate with peers. Given the vital role of these two main environments (school and home), research on the role of teachers and parents in supporting the social-emotional development of early childhood is highly relevant and urgent.

B. Research Methodology

This study adopts a qualitative approach with a case study research design.⁶ This choice of methodology is based on the need to gain an in-depth understanding

⁵ Mohammad Adnan, "Pola Asuh Orang Tua Dalam Pembentukan Akhlak Anak Dalam Pendidikan Islam," *CENDEKIA: Jurnal Studi Keislaman* 4, no. 1 (2018): 66-81.

⁶ John W Cresswell, "Penelitian Kualitatif Dan Desain Riset: Memilih Diantara Lima Pendekatan," *Yogyakarta: Pustaka Pelajar* (2015).

of the role of teachers and parents in influencing the social-emotional development of early childhood students at TK Islam Bakti 1 YPBWI Gresik. The qualitative approach allows researchers to gain a comprehensive and contextual understanding of the participants' experiences, which in turn will produce a complete picture of how teachers and parents provide support. Meanwhile, a case study is considered appropriate because the focus of this study is on students in the specific environment of TK Islam Bakti 1 YPBWI Gresik.

TK Islam Bakti 1 YPBWI Gresik is an early childhood education institution that implements an Islamic values-based curriculum and pays special attention to social-emotional development, with a strong commitment to actively involving parents in the educational process. This research was conducted through collaboration between teachers and researchers. The research subjects included teachers, parents, and 12 students from group A1. This study lasted for one month in the 2025/2026 academic year at TK Islam Bakti 1 YPBWI Gresik. Data was collected using observation and documentation methods and was divided into two types: a) Primary Data, obtained from in-depth interviews with teachers, direct observation of children's social-emotional development and interactions, as well as interactions between teachers and parents; and b) Secondary Data, obtained from documentation of various student activities.

The data collection techniques in this study involved two main methods. First, in-depth interviews were conducted with representatives of teachers and guardians of students, aiming to explore their understanding of the social-emotional development of early childhood. The interview guidelines covered the learning methods used to support this development, as well as ways of establishing communication and cooperation with parents. Second, observations were conducted to observe various activities, including the learning process in the classroom, interactions between teachers and children, and the social-emotional behavior of children while playing, learning in groups, and during daily routine activities. In addition, observations were also directed at activities involving parents, such as parent-teacher meetings, parenting activities, and their involvement in school events. In the observations, researchers used specific guidelines to record how teachers facilitated social interactions, teachers' responses to conflicts between children, and how interactions between parents, children, and teachers took place.⁷

⁷ Miles dan Huberman, "Analisis Data Kualitatif," *Jakarta: UI Pres, TT* (1992).

Data analysis in this study was conducted using thematic analysis techniques, which consisted of three main stages. The first stage was Data Collection, in which all data obtained from interviews, observations, and documentation were collected and sorted according to their relevance to the research objectives. The next stage was Data Coding, which was the process of coding data containing specific information about the roles of teachers and parents in children's social-emotional development. Finally, the third stage is Data Presentation, in which the findings are presented in the form of a narrative that explains in detail the roles of teachers and parents in supporting children's social-emotional development.

C. Results

The results of research focusing on the role of teachers and parents in the social-emotional development of early childhood at Bakti 1 Islamic Kindergarten, Kebungson Village, Gresik District, provide comprehensive findings on the contributions of both parties. Based on data collected through classroom observations, in-depth interviews with teachers and parents, and documentation of student development, it was concluded that children who received consistent social-emotional stimulation, both at school and at home, showed better emotional regulation and social adaptation compared to children who received only limited or inconsistent stimulation.

Based on interviews with teachers at TK Islam Bakti 1 YPBWI Gresik regarding their strategies for stimulating children's social-emotional development at school, the teachers explained that the main focus is on building positive relationships with children. The goal is for children to feel safe and comfortable when expressing their feelings. Teachers also demonstrate healthy emotional attitudes, such as managing children's tantrums through effective communication. In addition, social stimulation is encouraged through regular group activities to foster cooperation and positive interactions among peers.

An interview with one of the parents of a student revealed the strategies used by parents to stimulate their children's social-emotional development at home. The parents stated that they strive to be positive role models for their children, always showing affection and teaching the concept of empathy. In addition, they ensure that their children have opportunities for meaningful play, praise them for every achievement, and consistently involve fathers in play, jokes, and daily interactions.

Observation Results Table

No	Aspects of Development	Number of children able	Presentase
1	Interacting with peers	10 children	85 %
2	Following classroom rules	9 children	75 %
3	Controlling emotions	9 children	77 %
4	Empathy and sharing	10 children	80 %

Teachers at Bakti 1 Islamic Kindergarten in Gresik implement a child-centered learning approach, which includes various methods such as role-playing activities, emotional management exercises, small group discussions, and structured daily routines. Observations show significant positive results in children's social-emotional development: 85% of children are able to interact with their peers, 75% successfully follow classroom rules, 77% can control their emotions when faced with situations that do not meet their expectations, and 80% are able to show empathy and share. In general, there has been an improvement in children's ability to wait their turn, share, and express their needs verbally.

Another interesting finding revealed in this study is related to the pattern of communication between teachers and parents in supporting children's development. The interview results show that 70 percent of parents regularly communicate with teachers at least once every two weeks to discuss their children's progress. This communication is facilitated through various channels, such as face-to-face meetings, communication books, and the use of special instant messaging applications provided by the school. It was also found that parents who actively communicate with teachers tend to have children with better social-emotional development compared to parents who rarely interact.

Interviews with parents highlighted variations in the intensity of their involvement at home. Parents who actively provided guidance (for example, by discussing their children's feelings, encouraging them to share, and applying consistent parenting patterns) reported much more positive social-emotional development in their children. However, the study also found that some parents still face various obstacles, such as time constraints and a lack of understanding of the

importance of emotional stimulation, which has an impact on children's social-emotional development that appears to be less than optimal.

Further research data shows that parental involvement in various school activities has a positive impact on children's social-emotional development. It was found that 70 percent of parents actively participated in school events, such as parenting classes, child development consultation sessions, and parent-child activities. As a result, children whose parents were actively involved in these activities showed higher levels of self-confidence and better socialization skills.

D. Discussion

1. The Role of Teachers in Children's Social and Emotional Development

The role of teachers in this context is very prominent through their ability to build positive emotional relationships with children, while providing learning activities that facilitate balanced interaction. Specifically, teachers at Bakti 1 Islamic Kindergarten in Gresik adopt a child-centered learning approach, which provides opportunities for children to practice cooperation, waiting for their turn, obeying classroom rules, sharing, and resolving conflicts in a constructive manner. These findings are consistent with opinions that emphasize that teachers are not only responsible for academic achievement, but also play a vital role as role models for children's social-emotional development.⁸ Teachers who are communicative and consistent directly set an example of social behavior that children will then imitate.

Teachers play an important role in introducing children to various types of emotions, both positive and negative, while explaining their impact. This process of introducing emotions can be facilitated through children's interactions with their environment, including through activities such as role-playing, group discussions, storytelling, and various other activities that help children understand their feelings.⁹ In addition, teachers are also responsible for identifying children's social-emotional development issues early on and providing appropriate solutions. A learning approach that is responsive to the emotional needs of each child individually is key to building their emotional intelligence.

⁸ Shela Dian Damayanti et al., "An Analysis of Social-Emotional Development in the Early Childhood Education Process" 7, no. 2 (2024).

⁹ Aulina Fitriya and Indah Indriani, "Konsep Perkembangan Sosial Emosional Anak Usia Dini Di RA Tarbiyatussibyan Ploso Karangtengah Demak" 10, no. 1 (2022).

A positive emotional environment is essential for successful social-emotional development in children. Warm, responsive, and appreciative interactions from teachers will make children feel safe and accepted.¹⁰ In this case, teachers play a key role in creating a positive classroom atmosphere by establishing clear yet flexible rules and providing positive reinforcement. Children who feel safe and protected will find it easier to explore their environment, interact, and express their emotions in healthy and constructive ways. The role of teachers as creators of a positive emotional environment cannot be separated from the concept that psychological security is a basic prerequisite for all learning and exploration. When teachers interact warmly, responsively, and respectfully, they indirectly teach children that their feelings are valid and that the classroom environment is a safe place to try, fail, and try again without fear of judgment.

Because young children are still in the early stages of identifying emotions, they really need guidance to understand what they are feeling. Practices such as labeling emotions, teaching calming strategies, and showing how to express feelings appropriately have been proven effective in improving children's self-control. Children who receive direct guidance from teachers demonstrate better anger control, reduced aggressive behavior, and increased empathy towards their peers. Therefore, teachers' competence in understanding the stages of children's social-emotional development is a crucial prerequisite in designing learning activities that are truly in line with children's developmental characteristics.



Figure 1 (Playing with friends)

2. The Role of Parents in Social-Emotional Development

¹⁰ Position Statement, "Advancing Equity in Early Childhood Education # EquityinECE," no. April (2019).

As the first and primary educators in a child's life, the parenting style adopted by parents has a significant influence on the formation of a child's character and social-emotional abilities. A democratic parenting style, which emphasizes emotional warmth, two-way communication, and consistent boundaries, has been proven effective in promoting emotional maturity in children. Parents who are responsive, maintain two-way communication, and provide a supportive emotional environment tend to raise children with superior social development.¹¹ For example, simple routines such as discussing feelings, modeling self-control, and providing quality time together substantially contribute to the cultivation of empathy and emotional stability.

This finding reinforces the view that the family is the primary environment for shaping children's social-emotional abilities, particularly through warm and accepting emotional closeness.¹² It is emphasized that a loving and warm parenting style, while still enforcing consistent boundaries and rules, has a significant impact on facilitating positive social-emotional development in young children. Success lies not in material things, but in the quality of emotional relationships. Relationships characterized by closeness, warmth, and unconditional acceptance are the psychological foundation that allows children to feel safe to explore and express themselves.

Parental involvement in their children's education must go beyond merely fulfilling their physical needs; it must also include quality emotional presence. This is in line with the view that parental economic and mental instability will have a significant impact on children's social and emotional development.¹³ Therefore, positive interactions between parents and children are necessary—such as listening with empathy, responding sensitively to children's emotional needs, and creating a supportive home environment—all of which greatly contribute to optimal social-emotional development.

Several literature studies show that children who receive consistent emotional support, are facilitated in open communication, and are raised in a democratic manner (which balances affection, boundaries, and freedom of expression) exhibit superior social-emotional abilities, including emotional

¹¹ Tuti Istianti et al., "Jurnal Pendidikan Progresif The Role of Parents in Improving the Social Emotional Development of Early Childhood : A Systematic Literature Review" 13, no. 3 (2023): 1074-1088.

¹² Khalida Ziah et al., "1 , 2 1,2" 5, no. 2 (2024): 143-150.

¹³ Larissa H Ribas et al., "The Role of Parental Stress on Emotional and Behavioral Problems in Offspring : A Systematic Review With," *Jornal de Pediatria* 100, no. 6 (2024): 565-585.

regulation, cooperation, empathy, and self-confidence.¹⁴ The active presence of fathers and mothers, not only as caregivers but also as “conversation partners” and companions, has a significant impact on children's personality and social-emotional development.¹⁵ Given that children spend most of their time at home, the role of parents in determining their social-emotional development is central. Research data shows that parenting styles greatly influence the development of social behavior and emotional management; specifically, parents who are responsive, provide consistent affection, and engage in two-way communication tend to have children with better social skills.



Figure 2 (Parent-child communication)

3. Collaboration between Teachers and Parents

Synergy between teachers and parents is very important because it creates consistency in efforts to support children's social-emotional development. Intensive communication, whether through regular meetings, communication books, or digital platforms, enables effective information exchange regarding children's development in both environments (school and home). This close collaboration serves to ensure that the values and learning strategies applied at school can be reinforced and aligned through parenting practices at home.

Parenting programs and home visits have proven to be effective strategies for improving parents' understanding of child development stages and the stimulation techniques that should be applied. In addition, direct parental involvement in various school activities also plays an important role in strengthening the emotional bond between children, teachers, and parents themselves. The implementation of parenting programs and home visits not only

¹⁴ Onih Ratningsih et al., “FATHER PARENTING ROLE IN THE CHILD ’ S SOCIAL -EMOTIONAL DEVELOPMENT” 10, no. 2252 (2021): 47-53.

¹⁵ Perkembangan Sosial and Anak Usia, “No Title” 10, no. September (2025).

serves as a means of transferring knowledge from school to parents, but also as a bridge that integrates practices at home and school. When parents understand the stages of child development (for example, why 4-year-olds find it difficult to share), they will be able to respond to their children's behavior with empathy and appropriate stimulation techniques, rather than just punishment..

Close collaboration between teachers and parents is very important, because teachers need information about the child's condition at home in order to adjust their learning strategies, while parents need feedback from teachers about their child's behavior at school. The existing literature confirms that this collaboration plays a major role in strengthening children's social-emotional development programs.¹⁶ Therefore, good interaction between teachers and parents is crucial in supporting the overall development of children. This study specifically found that regular communication through media such as communication books, brief daily conversations, or messaging helps both parties gain a more comprehensive understanding of the child's needs.

In addition to the contributions of teachers and parents, this study also found that the school environment plays an important role in creating conditions conducive to children's social-emotional development. TK Islam Bakti 1 Gresik has facilitated this by providing a variety of activities such as cooperative play, learning centers, and religious activities designed to reinforce social values, including helping others, sharing, and mutual respect. These structured activities, such as communal prayers, food sharing sessions, or group games, provide real opportunities for children to practice their social skills. From the perspective of social learning theory, direct experiences in group contexts such as these are fundamental to the process of forming social norms and emotional control skills in children.

However, this study also identified a number of challenges. Some parents face time constraints, which result in less than optimal involvement in school programs. In addition, differences in parenting styles between families lead to variations in children's social-emotional abilities. These challenges reinforce the finding that children's social-emotional abilities are greatly influenced by the consistency of parenting patterns, the quality of interaction time, and the

¹⁶ Damayanti et al., "An Analysis of Social-Emotional Development in the Early Childhood Education Process."

consistency of habits in the home environment.¹⁷ In particular, parents who actively communicate and interact with their children have been shown to have a positive impact on their children's social-emotional development.

This study also identified several challenges. One of them is the limited time available to some parents, which hinders their optimal involvement in school activities. In addition, it was found that some parents still apply a one-way communication pattern, which does not provide enough space for children to express their feelings. Another challenge identified is the difference in parenting styles between families, which can ultimately lead to variations in children's social-emotional abilities. These findings emphasize that the successful development of children's social and emotional character requires a comprehensive and integrated approach, involving the active participation of not only teachers but also parents.

The social-emotional development of young children is essentially the result of dynamic interactions between the home and school environments. The roles of teachers and parents are inseparable; on the one hand, teachers are responsible for providing a supportive learning environment, setting an example, and systematically teaching social-emotional skills. On the other hand, parents are tasked with reinforcing these skills through habit formation and responsive parenting at home. When both parties carry out their roles synergistically, children will demonstrate more optimal social-emotional development, as seen in their ability to cooperate, understand emotions, and exhibit prosocial behavior.¹⁸

The results of the study clearly show that the roles of teachers and parents contribute significantly to the social-emotional development of early childhood at Bakti 1 Islamic Kindergarten in Gresik. Collaboration between these two parties is the main determinant of whether or not this development is optimal, in line with literature that emphasizes that the relationship between education at home and at school is complementary.¹⁹ Furthermore, the findings of this study show that teachers act as social role models, facilitators of interaction, and creators

¹⁷ Istianti et al., "Jurnal Pendidikan Progresif The Role of Parents in Improving the Social Emotional Development of Early Childhood : A Systematic Literature Review."

¹⁸ Ziah et al., "1 , 2 1,2."

¹⁹ Courtney A Zulauf-mccurdy et al., "A Systematic Review of Interventions to Promote Parent-Teacher Relationships in Early Care and Education : Exploring the Social Process Between Parents and Teachers," no. December (2024): 1-14.

of a safe and supportive learning environment. On the other hand, parents act as primary educators at home, responsible for shaping emotional habits, interaction patterns, and social values that children then bring to the school environment.

he findings of this study also emphasize that consistency between educational patterns at school and at home is an important key factor. Children will find it easier to exhibit positive social behavior if the social-emotional learning strategies taught by teachers are reinforced and applied similarly in the home environment. For example, positive habits will form more quickly when parents also apply the same strategies as teachers when teaching children to use polite language to express their desires. Conversely, if there is inconsistency or differences in practices between school and home, children's social-emotional development is at risk of being hindered. On this basis, close communication and collaboration between teachers and parents is a central and integral aspect of supporting children's optimal development.



Figure 3 (Consultation on student development)

E. Conclusion

Early childhood social-emotional development is a crucial foundation that is achieved through dynamic interaction and consistent synergy between teachers and parents. This study confirms that both parties have significant and complementary contributions. Teachers serve as social role models, interaction facilitators, and creators of a safe and stimulating classroom environment, systematically teaching social-emotional skills through structured activities such as role-playing and discussions. On the other hand, parents act as primary educators who reinforce these skills through democratic parenting, affection, consistent boundaries, and two-way communication at home.

Key findings show that consistency between educational practices at school and parenting patterns at home is crucial; children who receive consistent

stimulation demonstrate better emotional regulation, empathy, and social skills. Conversely, lack of communication, differences in parenting styles, or limited parental time are major challenges that can hinder child development. Therefore, active collaboration, regular communication (through communication books or digital platforms), and programs such as parenting classes are central aspects to ensuring that children receive comprehensive, integrated, and continuous support, which is an absolute prerequisite for optimal character building and emotional intelligence.

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