

The Role Of Parents And Teachers In Developing Early Childhood Social Emotions

Andyni Rizka Surya Amallya¹, Yes Matheos Lasarus Malaikosa², Jazilah Rohmatika³

^{1,2} Early Childhood Education Teacher Education, Universitas Negeri Surabaya, Indonesia

³ Early Childhood Education Teacher Education, UIN Sunan Ampel Surabaya, Indonesia

Corresponding Author: andyni.21030@mhs.unesa.ac.id

ABSTRACT

This study aims to describe the roles of parents and teachers and their strategies in developing the social-emotional skills of children aged 5-6 years, as well as the social-emotional development of children. The subjects of this study are parents and teachers, with the object of study being the social-emotional skills of children aged 5-6 years who have a certain level of development, the roles of parents and teachers, and the strategies implemented by teachers and schools. The research method used is a qualitative approach through case studies. Data collection techniques include observation, interviews, and documentation. Data analysis techniques include data reduction, data presentation, and drawing conclusions. The results of the study indicate that children aged 5-6 years at TK Kemala Bhayangkari 1 Surabaya have relatively good development, as well as the role of parents and teachers in accompanying children in their growth and development process. The conclusion is that children demonstrate good results, marked by their ability to socialize and manage emotions positively. The collaboration between parents and teachers through effective communication also supports the optimization of children's social-emotional development in early childhood.

Keywords: The role of parents, the role of teachers, social emotional

INTRODUCTION

Developing social and emotional skills in early childhood is crucial, as these competencies form the foundation of children's future character, relationships, and self-regulation abilities. While previous studies have emphasized the importance of parental involvement and the teacher's role in supporting early childhood development, much of the literature remains general and does not specifically examine how parents and teachers interact collaboratively within a particular school context to support children's social-emotional learning (SEL). This gap highlights the need for research that explores the *mechanisms* of parental and teacher involvement in fostering SEL, especially in Indonesian early childhood settings where collaboration practices vary widely.

TK Kemala Bhayangkari 1 Surabaya provides a unique context because the school demonstrates consistent developmental progress among students and maintains a supportive learning environment. However, despite indications of positive outcomes, there is limited research that analyzes in detail how parental engagement and teacher strategies contribute to children's social-emotional competencies at this institution. Understanding this interaction is essential, given the increasing need for effective SEL practices in early childhood education.

Social-emotional learning in schools helps children develop themselves because they are trained to learn independently, be confident, help one another, be willing to apologize and admit when they have made a mistake, respect their peers, and engage in other activities taught by teachers during classroom learning in accordance with the

developmental stage of young children. Children have different characteristics from adults. They tend to be active, have a strong sense of self, possess unique individual traits, are curious, and enjoy using their imagination. Therefore, children require guidance to develop their potential. One aspect of development related to emotional control and socialization is emotional and social development (Ningrum et al., 2019).

Social-emotional learning (SEL) supports children's ability to recognize and manage emotions, interact positively with others, and make responsible decisions (Zins & Elias, 2006). SEL encompasses five essential competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Kurnia et al., 2023). Although these competencies are widely acknowledged, empirical evidence describing how these SEL components are nurtured jointly by parents and teachers in real-world classroom and home interactions remains limited, representing another research gap.

Parents play a crucial role as children's first educators (Rahmadhani & Maulidiyah, 2023), while teachers serve as facilitators and role models within the school environment. Prior studies highlight the significance of cooperation between parents and teachers in shaping children's behavior and emotional regulation. However, there is still insufficient exploration of how these roles complement each other in everyday practice, particularly in relation to specific SEL indicators.

The roles of parents and teachers are interrelated in supporting and helping children's growth and development from an early age. Therefore, parents and teachers play an important role in early childhood so that children can develop their abilities through appropriate and suitable approaches. Therefore, conscious efforts are needed to pay attention to stimulating children appropriately and properly. Early childhood education is highly important and begins in the home environment or within family education, which can be further developed in the school environment (Misnan et al., 2021). This is because parents and teachers are the key parties involved in nurturing children's growth and development. Good cooperation between parents and teachers, supported by the surrounding environment, will also bring harmony to personality education both at home and at school (Bela et al., 2023).

Social-emotional development is an important aspect of early childhood development because it forms the basis for character building and self-control in children. Character building encompasses three aspects: understanding the difference between good and bad, love, and the ability to do good deeds (Ruswanti et al., 2024). Children's social-emotional development is marked by their ability to adapt to their surroundings and form friendships that involve thoughts, feelings, and behavior, so it needs to be considered because it will affect children in the future (Aurora et al., 2024). Given these gaps, this study aims to examine how parents and teachers contribute to the development of children's social-emotional skills within a specific school setting, as well as the forms of collaboration that support children's growth. The findings are expected to offer practical insights and contribute to the growing body of knowledge on SEL implementation in early childhood education in Indonesia.

METHOD

This study employed an inductive qualitative approach using a case study design. The research was conducted at TK Kemala Bhayangkari 1 Surabaya. The subjects consisted of two teachers from Group B and the parents of two children, MSB and RS. These subjects were selected through purposive sampling based on their direct

involvement in the children's daily learning activities and their relevance to the focus of the study on social-emotional development.

Data were collected through observations, semi-structured interviews, and documentation. Observations focused on children's social-emotional behaviors during classroom and school activities, while interviews were conducted with teachers and parents to obtain deeper insights into their roles and collaborative practices. Documentation such as school programs and activity records supported the primary data.

Data analysis followed Miles and Huberman's interactive model, which includes data collection, data reduction, data display, and conclusion drawing. To ensure data validity, triangulation of sources and methods was applied by comparing observation results, interview data, and documentation. Member checking was also conducted to confirm the accuracy of the findings with participants

RESULT AND DISCUSSION

Result

The findings of this study show variations in the social-emotional development of children aged 5–6 years, with two focal participants MSB and RS demonstrating more advanced competencies based on the Social Emotional Learning (SEL) framework. Through observations, interviews, and documentation, it was evident that daily school routines such as lining up, participating in question-and-answer sessions, and singing the national anthem provided meaningful contexts for children to practice emotional regulation, cooperation, discipline, and responsibility. For instance, MSB consistently reminded his peers to line up properly without being instructed, and teachers confirmed that he often took initiative in maintaining classroom order. RS also displayed confidence and emotional expressiveness by actively responding to questions and participating enthusiastically during learning activities.



Figure 1. Asking and answering questions before starting lessons



Figure 2. Singing the national anthem

Among all students aged 5-6 years, there are children who are most socially and emotionally developed. Ananda MSB and RS show good social and emotional development in accordance with the dimensions of social emotional learning (SEL). Both are able to demonstrate development in accordance with existing indicators, such as recognizing and expressing their feelings, as well as acknowledging their abilities and limitations. The children are also able to control themselves in various situations and manage their emotions well when with their friends or in their environment, such as at

school and at home. The children are able to show focus in learning by paying attention when the teaching and learning process begins, as well as doing the tasks given to them seriously and responsibly. In addition, the children also have discipline and are able to apply ways to solve the difficulties they are facing.

In terms of social awareness, MSB and RS are accustomed to showing empathy towards others through the attention they give, demonstrating respect, and both also comply with existing rules and discipline during activities. In terms of social skills, MSB and RS are able to cooperate and communicate well with others they encounter, such as teachers and peers, and are able to resolve conflicts constructively. They are also capable of making responsible decisions, courageously acknowledging mistakes, and pointing out when something is wrong. Social-emotional development in children is shaped through the collaborative efforts of a supportive school environment and positive parenting from parents, so the roles of parents and teachers contribute positively to children's growth and development.

Table 1. MSB and RS social-emotional development

Indicators	MSB	RS
Self-awareness		
1. Recognizing and expressing one's feelings	a) Shows happiness when doing activities b) Expressive and open in conveying feelings.	Shows gratitude and happiness after eating and when playing
2. Recognizing and expressing one's feelings	a) Shows happiness when doing activities b) Expressive and open in conveying feelings.	Able to ask for help when feeling difficulties, demonstrating recognition of their limitations
Self-control		
1. Controlling oneself and managing emotions	Able to remain calm and compromise when faced with a situation, then choose another solution	a) Accept reprimands and advice graciously b) Behave according to the rules
2. Demonstrating focus and discipline	a) Focus on completing tasks b) Tidy up learning or play tools used without being reminded	a) Pay attention to teachers b) Obey instructions when studying or playing
3. Overcoming difficulties	Resolve minor conflicts by offering solutions	Communicate difficulties and seek help politely
Social awareness		
1. Having empathy	Help and invite friends who are alone to join in the game	Comforting a friend who is crying because they were accidentally hit by a toy
2. Respecting and obeying rules	Listen to friends when they talk and be orderly in activities	Obeying the rules by wearing a neat uniform, arriving on time, and participating in activities in an orderly manner
Social skills		
1. Work together and communicate well	Active in group work and communicates using polite language	Discussing while playing together and expressing desires appropriately
2. Resolve issues constructively	Able to give advice when minor conflicts arise during play	Encouraging friends to make peace and offering solutions during conflicts

Responsible decision-making		
1. Making responsible decisions	Can choose to finish tasks before playing and act independently	Choosing to finish a puzzle or game even though friends have moved on to play something else
2. Having the courage to admit and point out mistakes	a) Dares to apologize after accidentally dropping something b) Admonishes friends to speak kindly and respect others	a) Having the courage to apologize and admit to accidentally making a mistake b) Admonishing friends to speak politely and kindly

The table summarizes several behaviors exhibited by children that reflect their social-emotional development. The behaviors observed in children are adjusted based on social-emotional learning (SEL) indicators, namely self-awareness, self-control, social awareness, social skills, and responsible decision-making.

MSB and RS parents play a very important role in supporting their children's social and emotional development at home. Although parents have different backgrounds, they still provide the best role for their children. For example, MSB parents are working parents but still participate and involve themselves in accompanying their children in their growth and development process, such as through advice, habit formation, and interactions built together with their children. Similarly, RS parents, who are stay-at-home mothers, demonstrate closeness in their caregiving. Both parents actively build emotional closeness and foster positive relationships with their children through appropriate educational approaches, thereby providing optimal support for the development of their children's social-emotional skills within the home environment.

Teachers play a strategic role in guiding children to stimulate their social and emotional development through approaches and learning methods tailored to the needs of each child. Teachers are not only educators or instructors, but also serve as role models, facilitators, and mentors in every activity children engage in at school. Communication between teachers and children at school is conducted in a positive manner and tailored to the characteristics of each child. This is because every child has different abilities and characteristics. Additionally, teachers collaborate and establish effective communication with parents to optimize children's learning needs both at home and at school.

Teachers and schools also have learning strategies that are implemented through activities that can help develop children's social and emotional skills. These activities include training children to become leaders, group exercises, extracurricular, flag ceremonies, communal meals, commemorating important days, and learning conducted by teachers through play-based learning methods, such as incorporating social and emotional learning into the teaching and learning process.

Additionally, there are activities that involve parents as part of efforts to foster more collaborative communication and help children build closer interactions and cooperation with their parents. These activities include competitions with parents and community programs. The activities that have been planned and implemented are subsequently evaluated to assess how the activities or programs have been carried out.

Discussion

The social-emotional development of MSB and RS students is in line with the stages of social-emotional development based on social-emotional learning (SEL), which consists of five main competencies, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Social-emotional

learning (SEL), which is used as a framework in this study, has proven to be relevant and applicable in assessing children's social-emotional achievements.

From these core competencies, children are able to fulfill all five aspects. Children's social-emotional development is evident in their age-appropriate behavior. Children are able to recognize emotions and express them, interact well with others, and demonstrate empathy and concern. Children also have good listening skills, from the initial conditioning phase through to discussion activities (Wulandari et al., 2025). Children can demonstrate their attitudes when interacting with others, both at home and at school.

Reinforced by Erik Erikson's theory (Mokalu & Boangmanalu, 2021), at the stage of initiative vs guilt development aged 3-6 years. Where children begin to show their initiative in establishing relationships or social interactions while still needing support so that children do not feel guilty about their actions or feelings. At this stage, the role of teachers in supporting children's social-emotional development at school through play-based learning can be fostered through empathetic and emotionally safe communication. Additionally, according to Urie Bronfenbrenner's ecological theory of development (Fahrudi, 2021), human development is influenced by the environmental context, with a reciprocal relationship between the individual and the environment shaping the individual's behavior, through three environmental systems: the microsystem, exosystem, and macrosystem. The research findings align with these three systems, as the social-emotional development of MSB and RS is influenced by the roles of parents, close relatives, and the child's immediate to distant environment, which can support and impact the child's character development.

In this process, parents play a role in providing attention to their children so that they can grow and develop well (Susilawati, 2020). Active involvement of parents in the emotional and social life of children at home can be a strong foundation for the positive and mature development of children's personalities, both in the context of their personal and social lives in the future. Parental interaction and support are key to shaping children's ability to interact with their social environment.

MSB and RS parents tend to apply a democratic parenting style, which Hurlock (Sari et al., 2020) generally defines as a rational approach that gives children freedom to engage in activities accompanied by supervision and responsibility. Parents are warm, accept children's assertive behavior, and are open to discussion and negotiation. By providing guidance, parents support the process of optimizing development, including the social-emotional aspect (Jannah & Setyowati, 2021).

The role of teachers in schools is an important factor in the learning process. Having rules on how to communicate will help children better receive the messages conveyed, enabling them to understand their social and emotional learning. Teachers provide explanations through interaction with children using explanations that are easy for children to accept and understand. The learning process by teachers needs to prepare learning activities through fun and child-centered activities that allow children to learn while playing (Ningrum et al., 2020).

The implementation of program strategies carried out by teachers in classrooms and schools is in line with the provisions of the Indonesian Minister of Education, Culture, Research, and Technology Regulation No. 16 of 2022 concerning standards for early childhood education processes (Permendikbudristek, 2022), as per Article 4(2), which states that the learning process in early childhood education must be child-centered,

holistic and integrative, based on learning through play, and take into account the child's development.

During the learning process, the learning environment is interactive, inspiring, and enjoyable. Teachers can help children remember polite behavior by providing consistent examples and ensuring that children repeat them (Ainy, 2023). Teachers serve as role models by accompanying and facilitating during the learning process, in line with their role (Arsini et al., 2023) as educators, instructors, and managers. After programs or activities are implemented, teachers need to conduct evaluations as part of the continuous learning cycle.

CONCLUSION

This study shows that MSB and RS demonstrate social-emotional development aligned with early childhood expectations and the five SEL competencies. Their ability to express emotions, regulate behavior, show empathy, interact positively, and make responsible decisions reflects the combined influence of supportive parenting and child-centered teaching practices.

Theoretically, the findings reinforce SEL frameworks and support Erikson's and Bronfenbrenner's views that children's social-emotional growth emerges through interactions within their immediate environment. Practically, the study highlights the importance of consistent collaboration between parents and teachers in creating learning experiences that strengthen children's emotional awareness, social skills, and behavioral regulation. Strengthening home-school partnerships can further optimize social-emotional development during early childhood.

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