



The Role of Parents in Early Childhood Social Emotional Development

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ABSTRACT

Early childhood education is the initial stage in a child's development. Development that starts from the family environment and involves the role of parents, also focuses on developing social emotional skills. The role of parents in children's emotional development is needed, because parents can accompany and develop children's intelligence as much as possible. The aim of this research is to describe the role of parents in the social emotions of early childhood and the factors that influence children's emotions. This research method is qualitative descriptive research. The type of research is Literature Study (Literature Study). The results of this research show that the role of parents in developing the social-emotional abilities of early childhood is as first and foremost educators as capital and as friends for children. The second result shows that the factors that influence children's emotions include maturity factors, conflict factors and learning environment factors.

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INTRODUCTION

Early childhood is a child aged 0-6 years, who has unique and distinctive characteristics. Early childhood is a child who has a certain age limit of minute characteristics with civilised in a process of rapid development and fundamental to the child's life where to come (Syahrul, S., & Nurhafizah, 2021). Family, community environment also affects children's education because children's development depends on association and also from the environment. Parents need to consider which environment they live in because it will also affect the development of children. Parents are a component of the family and consist of a mother and father who are the result of a legal marriage, where parents have the responsibility of caring for, educating, leading, and fostering children to reach the stage of development so that children are ready to enter community life (Ruli, 2020).

Most parents consider their involvement in children's education, especially early childhood education, to be limited to bearing costs, providing infrastructure and various other material needs. However, the question is whether this is sufficient. In the context of education, parental involvement must encompass a broader scope than mere financing.

Based on Law Number 137 of 2014 concerning national standards for Early Childhood Education (ECD), the achievement levels of children's social emotional development are: 1). Self-awareness, children can show their ability to adjust to situations, show caution to unfamiliar people, recognise their own feelings and manage them reasonably; 2). A sense of responsibility for oneself and others; 3). Prosocial behaviour, children can play with peers, know their friends' feelings and respond reasonably, and can share with their friends.

Data from (Islamiyah, 2019) that children's social development can be influenced by various factors both from within the child and from outside such as family and play environment. The family environment is the first environment for children, all behaviours that appear in children are the result of modelling behaviour from parents. Parents are older people or elders consisting of fathers, mothers, grandparents and grandmothers, parents have the obligation to care for and educate children. Social emotional development in early childhood has a long-term impact on future life. Children with good social-emotional development tend to have better relationships with others. Parents play an important role in helping children overcome challenges with their social-emotional development.

Lawrence E. Shapiro in (Suyadi, 2010), states that emotions are a condition of the human psyche. Because of its psychological nature, emotions can be studied through emotional outbursts such as sadness, joy, anxiety, hatred, and so on. Every child has different emotional conditions. According to Hawari quoted by Mahmudi in (Suyadi, 2010) these differences are influenced by the attitudes, methods, and personalities of parents in nurturing, caring for, and educating their children. However, in another perspective, these differences are more due to genetic factors, the environment, and the level of parental education.

The role of parents greatly influences children's development, especially in the aspect of children's social-emotional development. This is because parents are models for children. In childhood, it is classified as an imitation phase and parents are one of the objects that children will imitate more often. Thus, parents should be someone who can accept emotions that must be controlled. Thus children can form their social-emotional well (Muhelifah, 2012).

RESEARCH METHOD

This research uses qualitative research that aims to describe and narrate (Riyanto, 2001), the role of parents in developing early childhood emotional intelligence from various expert opinions. This research uses a literature study, which is carried out by collecting library data, reading and recording, and managing research data objectively, systematically, analytically and critically. The data collected and analysed are secondary data in the form of research results such as books, journals, articles, internet sites and others that are relevant.

RESULTS AND DISCUSSION

According to Kusnanto (in Kusumawati, 2011), Role is a set of behaviours expected by others for a person, according to his position in a system. Parents are the first and main people responsible for the survival and education of their children (Hasbullah, 2001).

As in the Ethological Attachment Theory written by John Bowlby (1951, 1958) describes how important the development of emotional relationships between children and parents. Children need other people (parents) to survive. Through closeness with parents a child can cry, spoil with parents, and show their feelings comfortably, can smile, and not be in a stressful condition. The presence of parents is needed to maintain these emotional feelings, so that children feel safe, comfortable in their activities. All behaviours, words, attitudes that parents do to their children in their daily lives become a reflection of their children's lives.

Based on research by Hardiningrum & Firdaus (2020) entitled 'The role of parents in stimulating children's social development shows that the role of parents, both father and mother, has a very close relationship with the formation of children's social personality. This can be seen from the behaviour shown by parents, which is largely influenced by the social emotional attitudes of fathers and mothers. In addition, the attitude of cooperation shown by parents also influences children's attitude of cooperation with their environment. Parents' socialisation pattern is also a guidance process for children's socialisation attitude with the environment. The positive personality shown by parents can also be an example for children to always be positive.

In the study, researchers found five roles of parents in developing children's social-emotional behaviour, namely the role of parents as educators, mentors, facilitators, and the role of parents as friends.

1. Parents' Role as Educators.

As educators, parents will provide their education through habituation and role models that can be imitated by children. Early childhood will learn through this habituation. The child will record in his brain what he sees, what he hears and what the parents do, so that later the child will imitate it. Therefore, it is important to carry out good habituation and exemplification to foster early childhood social-emotional.

For example, the success of students in increasing learning motivation is not only determined by teaching and learning activities at school, but also needs to be supported by conditions and parental treatment (parenting at home) that can form good learning habits (Ahmadi, 2004).

2. Parents' role as mentors.

Parents play a role in guiding their children when they are playing, parents will play a role in directing their play activities such as guiding children to be able to share in terms of food and toys so that other friends can also play together with them. The role as a mentor will provide guidance and good examples to children when interacting and cooperating with their friends, and make children believe in their own abilities when with their friends (Karisa, 2022). Parents must also be able to guide, foster, direct and instill good behaviour from an early age so that when they grow up they will get used to behaving well (Khairunnisa, F., & Fidesrinur, 2021).

3. Parents as facilitators

Parents as facilitators will play a role in facilitating children's activities such as providing play tools at home so that when children are not playing outside the home they can play in the house with the play tools that have been provided and support children's social emotional abilities, so that children will not feel bored when playing at home. Parents can also participate in role-playing with their children at home by choosing game tools that children like (Suyadi, 2010).

Children's social relationships that are well developed and healthy are expected to be able to make themselves appear in society with the best appearance they have as normal, intelligent, balanced and wise human beings. Gilbert Highest states that children's habits are largely formed by family education. From the time they wake up to the time they go to sleep again, children receive influence and education from the family environment (Gilbert Highet, 1961).

Parents should also know the factors that can affect the emotional development of early childhood. There is in the book (Khadijah, 2022). namely regarding the factors that affect early childhood emotions, the first is the Maturity Factor. This factor can be seen from the level of maturity to deal with inappropriate situations towards other people or surroundings. The second factor is the conflict factor. This factor can generally be overcome, but there are also those who experience problems in resolving conflicts. Children who cannot overcome what they face often experience disturbances. The third factor is the learning environment. This factor has a big influence on emotional development, especially in the environment closest to the child, namely the mother and caregiver.

Research conducted by Zakharova & Silakova shows that the parent-child relationship is a specialised family sub-system, which is the most important determinant of both. Children's mental and emotional development and socialisation processes. Other types of relationships that exist in kindergarten are also important in children's emotional development. The main characteristic of the parent-child relationship system is love, which determines credibility. Therefore, parents in playing a role must build a good communication process that can be understood by children.

Indicators of the Role of Parents According to Irawati Istadi, the home as an educational base will be achieved by completing educational facilities. Parents who realise the importance of their children's education. These needs can be in the form of fulfilling learning facilities. Irawati Istadi explains the indicators of the role of parents in shaping a conducive learning environment, among others:

- 1) Creating a learning culture at home.
- 2) Prioritising tasks that are directly related to learning at school.
- 3) Encouraging children to be active in various school activities and organisations, both curriculum and extracurricular.
- 4) Provide opportunities for children to develop ideas and activities that support learning.
- 5) Creating a democratic situation at home so that the exchange of opinions and thoughts as a means of learning and teaching.

The role of parents towards children is to provide a basis for education, attitudes, and skills. In social development, the role of parents is very large, apart from giving children trust and opportunities to socialise, parents can also provide reinforcement through providing stimulation or guidance for children's social development. according to (Istidaningsih et al., 2021) the role of parents is the duty or obligation of parents in carrying out the task of educating, caring

for, and guiding their children is a form of responsibility from parents. So it is very appropriate for parents to introduce children to the outside environment or social environment so that children's development can develop optimally, because what children learn early in life will have an impact on future life.

The factors that influence the role of parents on early childhood socio-emotional development are as follows:

a. Education

The limited ability and knowledge of parents in early childhood socio-emotional development due to the lay knowledge of parents will create conditions that are difficult to understand how to treat optimal child development itself. Lack of knowledge usually occurs due to the lack of education undertaken by parents, especially in matters related to socio-emotional development.

b. Economy

Economic factors are very much a consideration in various household activities. Parents tend to think about the economic stability of the family because they are responsible for fulfilling the various needs of the family. Parents are sometimes too focused on taking care of economic problems so they don't have much time to take care of child development.

c. Technology

The development of information technology greatly affects the lives of every human being including early childhood. Many cases where children experience gadget dependence are an example of the great influence of technological developments. The lack of information about socio-emotional development makes technology a reading material or reference for parents to explore and learn about ways to develop children's socio-emotional development optimally.

d. Interaction

The quality of interaction between parents and children is the main factor that directly affects children's socio-emotional development. As existing theories such as Erik Erikson's psychosocial theory clearly explain that the quality of the relationship between parents and children will affect children's psychosocial development.

From the results of this study, the authors can conclude that the role of parents in developing children's social-emotional development with various experts obtained, namely the role of parents greatly influences good behaviour and the achievement of child development with a conducive environmental atmosphere, it is necessary for children to have a positive and significant relationship to the role of parents on their social-emotional development. After

that the role of parents on children's emotional development is as educators, mentors, facilitators, and the role of parents as friends. The factors that can affect children's emotions are maturity factors, conflict factors and learning environment factors (Khadijah, 2022).

CONCLUSION

Based on the results of the discussion, it can be concluded that the role of parents in the social emotional development of children is one of the important developments to be developed early because it is related to the child's ability to communicate, interact, foster self-confidence, be responsible, and care about their friends. So the role of parents in children's social emotional development is very important as found in the study that the role of parents as educators, mentors, supervisors, facilitators and friends for children. The indicators contained in the findings of the role of parents are, creating a culture of learning at home, encouraging children to be active in activities and creating a democratic situation at home. There are also factors that influence early childhood emotions, namely maturity factors, conflict factors and learning environment factors.

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