



Parental Patterns In Educating Early Childhood Emotional Development

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Abstract

This study aims to describe parenting patterns in educating the emotional development of early childhood at early childhood education Al-Amin Lubuk Alung and identify the role of the family and school environment in shaping children's social-emotional abilities. The research approach used is descriptive qualitative, with data collection techniques through observation, interviews, and documentation. The research subjects consisted of teachers, parents, and students at early childhood education Al-Amin. The results show that the emotional development of early childhood is strongly influenced by the parenting patterns applied by parents. Children who receive democratic parenting patterns show better abilities in recognizing and managing emotions, empathizing, and interacting socially positively. Meanwhile, children who are raised with an authoritarian pattern tend to have difficulties in controlling emotions and behave aggressively. The family and school environment play an important role in providing positive examples and habits to support children's social-emotional development. This study concludes that the synergy between appropriate parenting patterns, open communication within the family, and a supportive school environment is a key factor in shaping the emotional character of early childhood that is healthy and balanced.

INTRODUCTION

Early childhood is a group of individuals experiencing rapid growth and development, both physically and psychologically (Aditya et al., 2025). During this period, children possess unique characteristics and are sensitive to environmental stimuli. This period is also a golden opportunity to lay the foundation for the development of various aspects of their abilities, such as physical, cognitive, language, social-emotional, spiritual, and independence. Early childhood education, including kindergarten, plays a crucial role in optimizing all of this potential so that children can develop in a balanced manner (Affandi et al., 2022).

According to (Akromah et al., 2024), emotional development is the ability to control, process, and manage emotions in order to respond positively to any situation that stimulates the emergence of emotions. Meanwhile, Santrock in Fitness and Duffield in styles are influenced by parental

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styles. Children raised in a loving family environment and positive emotional expression tend to have good social and emotional skills. Therefore, children's emotions need to be developed from an early age to foster an awareness that they are the next generation and need optimal emotional and social preparation (Courtney & Nowakowski-Sims, 2019).

The family is the primary environment in which a child's personality develops (Dani et al., 2023). Parenting styles play a significant role in shaping a child's emotional development, as emphasized by that parenting styles influence a child's emotional and personality development. Good parenting styles will produce children with healthy emotional control, while inappropriate parenting styles can lead to emotional disorders such as low self-confidence, irritability, or difficulty socializing (Dhiu & Fono, 2022).

(Emiliana et al., 2021) classify parenting styles into three categories: authoritarian, democratic, and permissive. Authoritarian parenting emphasizes complete control without compromise; democratic parenting involves children in decision-making while still providing direction; while permissive parenting gives children excessive freedom without clear control (Faircloth, 2023). Each style has its own advantages and disadvantages, which impact a child's emotional development.

In today's modern era, parental attention to their child's emotional development often diminishes due to busy schedules and changing lifestyles. Many parents hand over parenting responsibilities to schools or caregivers, resulting in children losing emotional closeness with their parents. However, emotional attention is far more important than simply meeting physical needs. Children who lack warmth and affection at home tend to seek attention through negative behaviors outside the home. Based on the background of the problem above, which examines parenting patterns in educating early childhood development, the author identified the following problems in this study: high levels of emotionality in children, parents' lack of understanding of parenting patterns, parents' lack of understanding of their children's abilities, parents feeling their parenting pattern is the best for their children, a tendency for parents to assume that their children's choices are not the best for them, and parents' lack of guidance appropriate to their children's development. The author limited the research problem to the existing identification, namely: parenting patterns for early childhood children in order to develop their children's social and emotional development (Firdausi & Ulfa, 2022).

From the researcher's observations, some parents often worry about their children's development, which is not the same as other children. Parents impose rules and prohibitions on their children so that they can grow up to their parents' expectations. Therefore, parents are expected to implement intelligent and wise parenting patterns so that children receive optimal stimulation for their growth and development (Engkizar et al., 2022).

Based on these various studies, it can be concluded that parenting patterns have a significant influence on the emotional development of early childhood. Appropriate parenting not only shapes positive personalities but also forms the foundation for children's ability to adapt, manage emotions, and interact with their environment (Engkizar et al., 2021). Therefore, this study focuses on "Parental Parenting Patterns in Educating Early Childhood Emotional Development at Al-Amin Preschool," with the hope of providing parents with an understanding of how to implement parenting patterns that support optimal emotional development in children.

METHOD

This study employed a qualitative descriptive approach, aiming to provide an in-depth description of how parenting styles influence the emotional development of early childhood at the Al-Amin Preschool in Lubuk Alung. This approach was chosen to enable researchers to directly understand the behavior, attitudes, and methods of parenting and guiding children based on real-world conditions (Engkizar et al., 2024).

The collected data were then analyzed through the stages of data reduction, data presentation, and conclusion drawing. Data reduction was achieved by selecting and simplifying important information relevant to the research focus. The data were then presented in narrative form for easier understanding and interpretation (Yaya et al., 2019). The final stage was drawing conclusions, which was conducted by interpreting the data to identify patterns and meaning within the research findings. To ensure data validity, researchers used triangulation of sources and methods, comparing the results of interviews, observations, and documentation to ensure the information obtained was more valid and reliable (Latifah, 2020).

RESULTS AND DISCUSSION

Based on observations and interviews conducted at the Al-Amin Early Childhood Education Center in Lubuk Alung, it was found that some children still display excessive emotions, especially during activities involving gross motor skills. This condition indicates that children's emotional development has not fully aligned with educators' expectations. During the learning process, some children still struggle to understand their own and others' feelings, share, cooperate, and follow established rules (Lestari et al., 2024).

Researchers have found that environmental factors, both family and school, play a crucial role in shaping children's socio-emotional development (Masrura et al., 2024). Early childhood learns to recognize and manage emotions through social interactions in their immediate environment. This aligns with Goleman's (2000) opinion, which states that children's emotional intelligence is developed through consistent practice in a supportive environment, particularly through the role models of parents and teachers (Maulinda et al., 2020).

Observations of 10 students revealed that three children exhibited prominent emotional responses, demonstrated through behaviors such as irritability, difficulty sharing, and frequent disagreements with friends. Meanwhile, the other seven children demonstrated improved social-emotional development, such as the ability to cooperate, communicate politely, and demonstrate empathy towards peers (Rufaedah, 2020).

Children's Social Development Observations indicated that children were beginning to learn to interact with peers, work collaboratively in small groups, and strive to understand social rules and norms at school. Vygotsky's theory (1978) (Megawati & Maulana, 2024) emphasizes that children's social development is influenced by social interactions with adults and peers. Children learn through social activities involving cooperation and communication, so a conducive social environment can accelerate their emotional maturity (Tohar & Lestari, 2025). Children's Emotional Development, From interviews and observations, children at Al-Amin Preschool are beginning to learn to recognize various emotions, such as anger, sadness, fear, and happiness, and are striving to express them appropriately. Children also begin to understand the feelings of others (empathy), although this is not yet stable. This aligns with Hurlock's (2011) opinion in (Muryadi & Matulesy, 2018) which explains that emotional development in early childhood is characterized

by a child's increasing ability to recognize their own and others' emotions and their ability to control emotional reactions. The Role of the Family and School Environment, Both family and school play a significant role in helping children develop positive emotional behavior. A loving environment, open communication, and exemplary behavior will shape children into emotionally stable individuals. According to Bronfenbrenner (1989) in (Nomaguchi & Milkie, 2020), the family is the closest microsocial system that most influences a child's personality and emotional development.

An interview with a parent, Mrs. Ria (June 14, 2025), stated:

"Before implementing a parenting style for emotional development, parents need to provide the necessary preparation and strategies by creating a safe environment for children to express their feelings, helping children recognize and manage emotions in healthy ways, building open communication, and teaching empathy and social skills for interacting with their peers."

This statement indicates that parents recognize the importance of parenting styles in fostering children's emotional development. Based on the researcher's observations, some parents have implemented positive approaches, such as providing support and open communication. However, some parents still use authoritarian parenting styles, especially when disciplining their children. For example, some use physical or verbal punishment to ensure children comply.

Aditya et al., (2025), authoritarian parenting is characterized by high control and low communication between parents and children. This parenting style can lead to fear, low self-esteem, and difficulty in managing emotions in children. Conversely, democratic parenting, characterized by open dialogue and affection, will help children understand boundaries without losing self-confidence. In a follow-up interview (July 14, 2025), Mrs. Ria added:

"The challenge for parents in emotional education lies in managing their own emotions. Parents need to understand and acknowledge their children's emotions to help them manage them effectively, including dealing with tantrums or anger."

This statement emphasizes the importance of parental emotional competence in raising children. Bandura's (1986) theory on social learning (Sutisna, 2020) also supports this: children learn through observation and imitation of behavior. parents. Therefore, if parents are able to control their emotions and set a positive example, children will learn to imitate and internalize these attitudes.

Overall, the research results show that the parenting styles implemented at Al-Amin Early Childhood Education Center have a significant impact on the social-emotional development of early childhood. Positive parenting styles and a supportive environment will help children grow into emotionally stable individuals, able to interact well, and empathize with others. Conversely, harsh or unresponsive parenting styles can hinder a child's emotional development (Rohayani et al., 2023).

CONCLUSION

Research at Al-Amin Preschool, Lubuk Alung, shows that early childhood social-emotional development is strongly influenced by parenting styles and the surrounding environment. Children who receive democratic parenting styles characterized by open communication, affection, and consistent guidance demonstrate better emotional management, cooperation, and empathy with peers. Conversely, children raised with authoritarian styles tend to exhibit excessive

emotions, are difficult to manage, and are less able to adapt within groups.

Furthermore, the school and family environments play a crucial synergistic role in shaping children's emotional behavior. The family is the primary place for children to learn to control and express their emotions, while schools reinforce social skills through positive interactions and habits.

Thus, it can be concluded that the success of early childhood emotional development is largely determined by appropriate parenting styles, warm communication between parents and children, and the support of a positive and consistent educational environment.

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