

The Role of Parents in Early Childhood Emotional Development Strategies

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Abstract

The role of parents is crucial in the emotional development of early childhood, which is an important foundation for their social and psychological development in the future. This article aims to explore strategies for developing children's emotions that can be applied by parents in the family environment. This community service activity was carried out through a series of training and mentoring for parents, which included an understanding of children's emotional development, effective communication techniques, and the application of positive emotional stimulation methods. Data were obtained through observation, interviews, and evaluation of parent participation during the program. The results of the community service showed that active involvement of parents in strategies such as giving appreciation, validating emotions, and establishing positive routines can improve children's emotional stability. In addition, a collaborative approach between parents and facilitators also encouraged the creation of a supportive environment for early childhood. Thus, the role of parents in the development of children's emotions not only affects family relationships but is also a key factor in shaping children's emotionally healthy characters.

Keywords: Role of Parents, Emotional Development, Early Childhood, Parenting Strategies, Family Training



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INTRODUCTION

Emotional development in early childhood is a fundamental aspect that influences their ability to interact socially, manage feelings, and shape character in the future. During this period, children experience rapid development in cognitive, social, and emotional aspects. The family environment, especially the role of parents, plays a central role in this process. Parents function as primary educators who provide examples, guide, and provide a supportive environment for children. According to research conducted by Agustin Ningrum (2015), parents have an important role in shaping children's social and emotional patterns through daily interactions and role models. Active involvement of parents in play activities can improve children's emotional well-being, develop social skills, and provide enjoyable learning experiences (Nadiatulfath and Kurniati.2024). In this context, early childhood emotional development strategies that involve the role of parents are very important. This effort not only involves providing formal education, but also includes character building through loving interactions, providing good examples, and creating a safe and supportive environment for children. The role of parents in the social-emotional development of early childhood includes several aspects, including as educators, guides, supervisors, facilitators, and friends. As educators, parents provide education through habituation and role models to foster children's self-confidence and mutual respect. As guides, parents guide children in social interactions, such as getting them used to sharing food with friends, playing together, and lending toys. As supervisors, parents supervise children while playing to ensure their safety and comfort. As facilitators, parents provide play facilities at home to support children's social-emotional

development. As friends, parents participate in children's play activities, such as role-playing, to develop their social and emotional skills.

Parents have a very large role in developing the emotional intelligence of early childhood. Parents as primary educators are obliged to create a good environment during the educational process Chusnul Muali and Sulis Fatmawati (2023). In an effort to improve children's emotional intelligence, parents can apply several strategies, including getting used to interacting with children, developing self-confidence, building empathy, providing good role models, and controlling children's emotions. These strategies can help children manage their emotions more effectively, which is important for their emotional development throughout life. Based on this explanation, this article will discuss the role of parents in early childhood emotional development strategies, with a focus on the importance of parental involvement in this process and its impact on children's social and emotional development.

RESEARCH METHODS

The methods used in implementing this community service are (a) The lecture method is the right method to provide information delivery techniques in guidance and counseling services. The lecture method was chosen to provide an explanation related to the Role of Parents in Early Childhood Emotional Development Strategies. This lecture method also explains the basic concept of children's emotions at an early age, choices in accompanying regulations in children and the role of parents and teachers in developing children's emotions.; (b) The question and answer method is a method of delivering services that allows for direct communication, namely two-way traffic because at the same time there is a dialogue between the material provider and the participants. Participants ask questions, the presenter answers or the presenter asks, the participants answer. In this communication, there is a direct reciprocal relationship between the presenter and the participants; (c) The practice method is an effective method to clarify understanding. In this Community Service activity, when the event is about to start, parents will enter the prepared place, then follow the flow of the MC, after that the parents listen, understand and digest what has been explained by the two presenters.

RESEARCH RESULTS AND DISCUSSION

Community service activities were carried out at KB and TPA Muadz Bin Jabal located at Jln. Nyi Pembayun No. 23, Prenggan, Kec. Kotagede, Yogyakarta City on Saturday, November 9, 2024. The activity began by preparing the event and making a rundown of the event. The following is the schedule of events:

Tabel 1. Rundown kegiatan pengabdian pada masyarakat "Peran Orang Tua dan Strategi Pengembangan Emosi Anak Usia Dini"

Time	Activity	Information
08.30-09.00	Registation	Team
09.00-09.15	Opening	MC
09.15-09.30	Welcoming	Kepala Sekolah KB, TPA Muadz Bin Jabal
09.30-11.00	Provision of materials and discussion	Narasumber
11.00-11.15	Closing	MC

This community service activity was attended by 62 parents/guardians of KB, TPA Muadz Bin Jabal students. The community service activity ran smoothly and solemnly, this was proven by the enthusiasm of the participants. The enthusiasm of the participants was proven by the activeness of the participants during the question and answer session with the resource person.

The first material presented was about "Understanding Emotions and Recognizing Types of Emotions in Early Childhood", the delivery of this material aims to provide parents with an understanding of the types of emotions experienced by their children at home. This is expected to help parents in responding to children when they display certain types of emotions. The speaker explained the concept of emotion from a theoretical and empirical perspective. In between the presentation of the material, the resource person also invited parents to share their experiences at home with their children. In this session, various unique stories emerged from the parents and further enlivened the atmosphere of the community service activity.

Discussion

In early childhood, emotional development occurs rapidly, and they begin to recognize and express various types of basic emotions. Understanding these emotions is important for parents and educators to support children's social-emotional development. (1) Fear, a feeling of being threatened by something that is considered dangerous. Children can feel afraid due to previous unpleasant experiences or because of habituation and imitation from the surrounding environment. Expressions of fear emotions in children include panic, running, avoiding, covering the face, hiding, and crying; (2) Happiness is a positive feeling that arises when a child's desires are fulfilled or they are in a pleasant situation. Children who feel happy usually show expressions such as smiling, laughing, jumping for joy, or kissing objects or people they love; (3) Anger is a reaction to a situation that is considered unfair or when a child's desires are thwarted. Expressions of anger in children can include crying, screaming, hitting, throwing things, or rolling on the floor; (4) Sadness is a feeling that arises when a child experiences loss or disappointment. Children who feel sad may show expressions such as crying, having a gloomy face, sulking, or not wanting to eat; (5) Disgust is a feeling of dislike for something that is considered dirty or unpleasant. A child who feels disgusted may show expressions such as turning away from something that feels disgusting, wrinkling the nose, or wrinkling the upper lip; and (6) Surprise is a reaction to an unexpected event. A child who is surprised may show expressions such as raising eyebrows, widening their eyes, opening their mouth, or jumping back (Karisma, 2020).

The next material is "Getting to Know About Emotional Regulation". Emotional regulation refers to an individual's ability to monitor, assess, and change their emotional responses according to the situation at hand. This process involves managing the intensity and duration of emotions, as well as adjusting emotional expressions to suit social norms and personal goals. According to Gross (2003), emotional regulation is how individuals influence their emotions, when they feel them, and how they experience or express them. Emotional regulation skills are essential in everyday life, as they affect social interactions, decision-making, and overall psychological well-being. Individuals who are effective in emotional regulation tend to have better interpersonal relationships, are able to cope with stress more effectively, and show lower levels of anxiety. Conversely, difficulties in emotional regulation can contribute to mental health problems such as depression and anxiety (Affiatunnisa, 2024). The next material ends with "Understanding Parental Responses to Emotions Emerged by Children". One effective approach is to introduce basic emotions to children in a fun way, such as stories or shows. After that, parents can routinely invite children to talk about their feelings, for example by asking, "How do you feel today?" or "Are you happy, sad, or angry?". This approach helps children become more aware of their own feelings and improves their communication skills in expressing feelings. Parents can teach emotion management techniques, such as regulating breathing, counting, or moving to a quieter place when feeling angry. It is important for parents to understand that this ability cannot be formed in a short time, so patience and consistency in

its application are very necessary. Involving children in sensory and motor stimulation activities can also help them control their emotions. Children who lack sensory stimulation tend to overreact or are less sensitive to the situations around them, making it difficult to adjust and control their emotions (Pratiwi, 2024).

The material that has been presented in the community service activities, there are several things that are the subject of discussion, namely: (1) As educators, parents provide education through habituation and role models to foster self-confidence and mutual respect in children. For example, teaching manners such as saying hello, thank you, and excuse me, as well as respecting others. Children learn through observation and imitation, so parental behavior greatly influences their social-emotional development; (2) Parents act as guides by guiding children in social interactions, such as getting them used to sharing food, playing together, and lending toys to friends. This interaction not only develops the child's social emotional aspects but also their communication skills; (3) As supervisors, parents ensure that children play in a safe and comfortable environment. Although supervising from a distance, this supervision provides a sense of security for children and allows them to play independently; (4) Parents provide play facilities at home to support children's social-emotional development. For example, providing play equipment such as cooking utensils, various vegetables and fruits, and Lego games that can train children's creativity and social skills; (5) As friends, parents participate in children's play activities, such as role-playing and reading story books. This involvement helps children express their feelings and thoughts, and build closer relationships with their parents (Rianti, 2023). Active parental involvement in play activities can improve children's emotional well-being, develop social skills, and provide enjoyable learning experiences (Nadiatulfath, 2024).

CONCLUSION

This community service agenda highlights the importance of the role of parents in developing the emotions of early childhood. Through various strategies implemented, parents can provide optimal support for children's emotional development, which is an important foundation for their mental and social health in the future. Some conclusions that can be drawn from this activity are:

1. **The Importance of Parental Involvement:** Parents have a very vital role in creating a safe, loving environment that supports children's emotional development from an early age. The presence of parents who are active in interacting with children can strengthen emotional attachment and reduce the risk of emotional disorders later in life.
2. **Emotional Development Strategies:** Various strategies that can be implemented by parents, such as teaching emotional management, positive communication, and providing examples of good behavior, have proven to be very effective in helping children recognize and manage their feelings. The use of appropriate language and positive reinforcement also support this process.
3. **The Importance of Balance:** Parents also need to maintain a balance between providing affection and setting clear boundaries. This allows children to learn about the consequences of their actions, as well as understand the difference between acceptable and unacceptable behavior.
4. **Emotional Education at Home:** Home as the first environment for children should be a place that supports emotional education. Parents who understand their children's emotional needs can optimize their role in shaping their children's character and emotional intelligence.
5. **Collaboration with Other Parties:** In addition to parents, it is also important to collaborate with educators and the surrounding community in supporting children's

emotional development. That way, emotional development strategies can be more consistent and comprehensive.

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