

THE IMPACT OF PARENTAL GUIDANCE DURING CLASS HOURS ON SOCIAL-EMOTIONAL DEVELOPMENT (A CASE STUDY OF 4-5 YEAR OLD CHILDREN AT RA JEMBATAN KEMBAR, LEMBAR DISTRICT)

Elda Susi Saputri

Student, Faculty of Tarbiyah and Teacher Training, Mataram State Islamic University, Indonesia

Corresponding Author Email: eldasusisaputri_23@gmail.com

ABSTRACTS	ARTICLE INFO
<p>This research was motivated by the researcher's concern regarding the impact of parental support during study hours on social-emotional development. This study employed a qualitative approach with a descriptive approach. Primary data sources included principals, teachers, parents, and children as supporting data. Secondary data sources included documentation such as observation notes and interviews, as well as photographs related to parental support during study hours on social-emotional development. Data analysis techniques used included data collection, data reduction, data presentation, and conclusion drawing and verification. Based on the research results shows that the form of parental assistance during study hours for social emotional development includes: (1) Providing learning facilities, (2) Providing motivation, (3) Monitoring the use of study time, (4) Recognizing and overcoming children's difficulties in learning. The teacher's solutions to address parents who accompany children during study hours include: First, Teachers as Informants are the first source of information at school, both academic and general information. Second, Teachers as Motivators are an important role in their interactions with students. Third, Teachers as Facilitators where teachers must provide possible facilities such as how teachers make a comfortable classroom, provide learning facilities. The indicators of social emotional development include: Self-awareness, Sense of responsibility for oneself and others, and Social behavior. The impact of parental guidance during study hours can affect the child's social and emotional development indicators.</p>	<p>Article History: <i>Received: October 13th 2025</i> <i>Revised: October 23th 2025</i> <i>Published: October 2025</i></p> <hr/> <p>Keywords: <i>Parental Guidance and Social-Emotional Development</i></p>

INTRODUCTION

Parental guidance is the support provided by parents to their children in the process of developing their independence, especially during the learning process at school. Parental guidance is formed from education on how parents can educate their children to become independent at school without having to accompany them until after school.

Parental supervision during early childhood learning hours is provided for one month.

This supervision is a normal practice for every parent at the beginning of the learning period. This is within reasonable limits, as children do need to adapt to new environments and unfamiliar friends. However, it is often found that children remain dependent on their parents during learning hours. This is not to be taken lightly. If this occurs for too long, it can impact social and emotional development, particularly the child's mental development. This can lead to memory impairments and difficulty adapting to new environments, thus disrupting the learning process. Parents often focus solely on improving their children's physical health, thus neglecting their educational development. Early childhood education is essential for fostering mental readiness, spiritual development, social, emotional, moral, and religious development.

Hurlock suggests that one factor contributing to overprotective behavior is parents constantly thinking negatively about something, which instills greater fear in the child. Permissive-Indulgent parenting is a parenting style in which parents are very attached to their children but don't pay much attention or teach them. Therefore, parents allow their children to do whatever they want, leading them to always expect to get what they want.

Early childhood has six developmental aspects, including religious and moral values, cognitive, physical motor skills, language, art, and social-emotional. One aspect explored in this research is the social-emotional aspect, as it significantly influences the mental well-being of early childhood. Social and emotional are two words with different meanings, but they are inseparable because they are interrelated.

Optimizing children's social and emotional development can be done by encouraging them to get to know themselves and their surroundings. This introduction process can be done by teaching children to interact with their families to help them develop their own concepts, or by providing opportunities for children to play with their peers. Parents can then build or develop these aspects in several ways, such as teaching them how to pray, interact with others, how to learn, cooperate, and so on. The more frequently social skills are practiced, the better they will be. Therefore, parents should frequently engage their children in games that can develop their social and emotional well-being. This is where the role of parents in child development is crucial, as they have a significant influence and determine a child's future personality when children are under six years old. This period is the right time to lay the foundation for child development because it is during this period that the foundation of a child's personality is formed, known as the "golden age."

The impact of child support during school hours significantly impacts child development. This is because parents use permissive parenting, which tends to provide excessive affection (spoiling children) and anxiety. This results in children feeling tied down and lacking the opportunity to learn like typical 4-5 year olds, ultimately hindering their social and emotional development.

Based on observations conducted by researchers at the Jembatan Kembar Kindergarten (RA) in Lembar District in March 2023, researchers found several problems: some children consistently request parental support during school hours. This impacts children's independence, disrupts their concentration, and negatively impacts teachers' self-confidence due to the constant involvement of parents.

This is reinforced by the results of an interview conducted by the researcher with a

teacher at the Jembatan Kembar Kindergarten (RA) in Lembar District. It is true that some children at the Jembatan Kembar Kindergarten still receive support during class time. This is a problem and is considered a complex issue for teachers here. Some children still cry when their parents aren't present during class time, and teachers become less confident in teaching due to parents' involvement in the learning process. Occasional support during class time is indeed necessary for children because it can have both positive and negative impacts on their social and emotional development. The positive impacts include increased study time, increased social interaction with friends, and improved communication with parents.

Based on the above description, the researcher was very interested in exploring this information in more detail, leading to a study entitled "The Impact of Parental Support During Class Time on Social and Emotional Development (A Case Study of 4-5 Year Old Children at the Jembatan Kembar Kindergarten in Lembar District)."

RESEARCH METHOD

The researcher used a qualitative approach. Bogdan and Tylor argue that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. The type of research used in this study is a case study. A case study is a type of research that focuses on a specific case or problem for careful observation. Therefore, in this study, the researcher will thoroughly investigate the case of why at the Jembatan Kembar Kindergarten (RA) there are still children being accompanied during school hours. It can be concluded that a qualitative case study approach is the process of collecting information in the form of written or spoken words that does not require calculations or statistical analysis. This research approach is the researcher's strategy for obtaining valid data according to the characteristics of the field. The data source in this study is the subject from which the data is obtained. Data sources in this study are divided into two sources: primary data sources and secondary data sources.

RESEARCH RESULTS AND DISCUSSION

The forms of support provided at the Jembatan Kembar Kindergarten (RA Jembatan Kembar) in learning (providing learning facilities, providing motivation, monitoring the use of study time, identifying and addressing children's learning difficulties) include:

1. Providing Learning Facilities

Based on observations at the Jembatan Kembar Kindergarten in Lembar District, parents provided learning facilities such as stationery, magazines, picture books, crayons, and other learning media, which were useful for facilitating children's learning. During the learning process, parents taught their children using the provided learning facilities so they could complete the assignments given by the teacher. Some children were accompanied by their parents during their learning.

The observations described above were further reinforced by interviews with Mrs. Rohani, who asked her how parents and teachers provided learning facilities during the learning process. Mrs. Rohani stated: "Yes, as a parent, I certainly have a strong desire to support my children in the learning process, so that they can easily pursue knowledge. Therefore, I provide learning facilities that are not available at school. I

always support school activities such as practicals and other activities." Mrs. Tutiana also explained something similar. She explained: "Yes, that's true. As a parent, I always provide learning facilities for my children. That's my support as a parent in supporting my children's learning activities, because this makes learning easier for them."

Mrs. Fitri then added: "Schools don't provide all learning facilities for children, so parents must provide learning facilities that may not be provided at school, so the learning process runs smoothly and all planned activities at school can be completed."

This aligns with research findings that learning facilities are equipment and supplies directly used and support the educational process, particularly in teaching and learning, such as buildings, classrooms, books, libraries, laboratories, desks, chairs, and other teaching tools and media.

Based on the data presented above and expert opinions, it can be concluded that teachers and parents at RA Jembatan Kembar, Lembar District, provide learning facilities to support the learning process at school. Parents consistently provide learning facilities that are not provided at school.

2. Providing Motivation

Based on observations conducted by researchers at the Jembatan Kembar Kindergarten (RA) in Lembar District, researchers found that parents provide motivation to their children to foster their enthusiasm for learning.

The observations described above were further reinforced by interviews conducted by researchers with Mrs. Rohani. She explained: "Yes, as a parent, I provide motivation to my children because it is very important to foster a child's passion for learning. I provide motivation by advising them to always study diligently and getting them into the habit of always completing their responsibilities, such as consistently completing assigned tasks." This was confirmed by Mrs. Tutiana. She explained: "It's true that providing motivation to children has a significant impact on their enthusiasm for learning. As a parent, I provide motivation by giving rewards when my children are willing to learn." Mrs. Fitri also added: "I provide motivation not only by advising my children, but also by encouraging them to learn, such as always supporting my children in completing the assignments given by their teachers."

Efforts to foster students' learning motivation can also be achieved by creating engaging learning materials. Motivation is closely related to students' emotions, interests, and needs. Intrinsic motivation, which refers to students' curiosity, desire to experiment, and independence, can serve as a foundation for educators to determine extrinsic motivation patterns, thereby achieving effective learning objectives. Therefore, students' intellectual-emotional involvement in the educational interaction process is essential. Teachers are expected to manage motivation by implementing student activities, namely learning by doing.

From the observations, interviews, and expert opinions mentioned above, researchers can conclude that, according to parents at the Jembatan Kembar Kindergarten, providing motivation to children can foster enthusiasm for learning, encourage them to be active in learning, and complete assigned tasks.

3. Monitoring the Use of Study Time

Observations indicate that the process of monitoring the use of study time at the Jembatan Kembar RA has been implemented through teachers and parents supervising children's learning activities. Not only do teachers supervise children's use of study time, but parents are also involved in monitoring their children's use of study time, such as encouraging their children to study like their peers and encouraging them to be enthusiastic about learning.

This statement is supported by the results of an interview the researcher conducted with Ms. Tutiana. The researcher asked her how teachers monitor the use of study time. She explained: "As a parent, I try to provide supervision during lessons, because without my supervision, Farizi doesn't want to study like his other classmates." Ms. Fitri then added: "As a parent, I want to be unsupervised, but my child isn't used to being unsupervised. I want to see my child develop an independent personality. But it takes time; perhaps in the future, my child will be ready to be unsupervised during study time." In line with M. Fahmi Arifin's opinion, managing a child's study time means allocating the available time to their learning needs, leaving enough time for play, relaxation, and other family tasks. Parents' responsibility is also to monitor the use of study time, as this supervision will help them know whether their children are using their study time effectively and effectively.

Based on the data presented and expert opinions above, it can be concluded that monitoring children's study time significantly impacts the independence of children who are still under parental supervision. Parental involvement in supervising children's study time is essential when children are at home. However, some parents also accompany them during study time at the Jembatan Kembar Kindergarten (RA) in Lembar District.

4. Recognizing and Addressing Children's Learning Difficulties

The observations were further reinforced by an interview with Mrs. Fitri regarding how to recognize and address children's learning difficulties.

She stated: "Yes, it's true that as a parent, I often help my children who are having learning difficulties. For example, if my child can't write, I teach them." Mrs. Rohani added: "Yes, as a parent, I often encourage my children to continue working on the assignments given by their teachers. My children can be like their peers who are enthusiastic about learning." This is in line with Mulyono Abdurrahman's opinion that difficulties or impairments in understanding and using listening, speaking, reading, and writing skills, both in subject matter such as reading and writing, as well as in other skills such as listening, speaking, and thinking, are present. Children who experience learning difficulties face obstacles in achieving optimal learning outcomes. Based on the data presented and expert opinions above, researchers can conclude that some children at the Jembatan Kembar Kindergarten (RA) have difficulty learning without parental supervision. Therefore, teachers and parents must recognize and find solutions to address these learning difficulties. For example, children who refuse to learn without parental supervision must find ways to address these issues.

The Impact of Parental Assistance on Social and Emotional Development

1. Self-Awareness

Based on observations at the Jembatan Kembar Kindergarten, researchers found that Nazila, a child named Nazila, demonstrates self-awareness in repeating simple sentences. Researchers often observed Nazila expressing "thank you," "please," and "excuse me." However, Nazila lacks self-confidence when unaccompanied by her parents during class time.

Researchers also found that a child named Farizi had self-awareness, including the ability to ask questions using correct sentences, such as asking about the learning process, asking when to go out to play, and when to go home.

Furthermore, researchers also found self-awareness in a child named Olin, who understood school rules such as not being allowed to eat in the classroom, not wearing shoes in class, and not leaving during class time. However, Olin was not yet accustomed to being unaccompanied during class time.

2. Sense of Responsibility for Oneself and Others

Based on observations, researchers found that Dita was able to attend school without her parents' supervision, as she had a responsibility to take care of herself. Researchers also found that Dita had an independent personality, as she was able to do all activities on her own. In contrast, researchers found that Olin was not yet able to learn independently, as she was still always accompanied by her parents.

Researchers also found that at the Twin Bridges Kindergarten, some children consistently expressed appreciation for their peers, for example, when a friend came forward to sing or performed a teacher's instructions. These children showed their appreciation by clapping.

Furthermore, researchers found that at the Twin Bridges Kindergarten, some children consistently shared and helped their peers. For example, Nazila always shared her lunch with her friends, and Farizi always helped friends who needed assistance.

3. Social Behavior

Based on observations at the Twin Bridges Kindergarten regarding social behavior, researchers found that some children exhibited social skills, such as mutual respect and assistance. However, some children lacked social skills due to a lack of self-confidence when interacting with their peers.

Furthermore, researchers found that some children exhibited empathy, such as Nazoya, who appreciated the work of her peers. Nazoya also never mocked or ridiculed her friends' work, even though her parents always helped her with her assignments.

CONCLUSION

Parental support during children's learning at the Jembatan Kembar Kindergarten significantly impacts children's social and emotional development. This support includes providing learning facilities, providing motivation, monitoring the use of learning time, and identifying and addressing children's learning difficulties. Teachers' solutions for addressing parents who accompany their children during study hours at RA Jembatan Kembar, Lembar District, include three solutions implemented by teachers during the learning process: First, teachers play a crucial role as informants, as their actions serve as examples, both during and

outside of the learning process. Second, teachers act as motivators, fostering children's enthusiasm by encouraging them to be more active in their learning. Third, teachers act as facilitators, providing enjoyable and enabling learning facilities, such as creating a comfortable classroom and providing adequate learning facilities, thus creating a pleasant learning environment for children.

BIBLIOGRAPHY

- Ach Suryansyah Maulana Soleh *et. al.* (2023). “Implementasi Metode Karya Wisata Dalam Mengembangkan Aspek Kemampuan Sosial Emosional Anak Usia 4-5 Tahun”, *Bunga Rampai Usia Emas*, vol. 9, Nomor 1, Juni 2023, hlm. 48.
- Arsyad Ahmad. (2017). *Pendidikan Anak Usia Dini*. Bandung: Alfabeta
- Conny, R. (2017). *Mengembangkan Kecerdasan Sosial Emosional Anak Usia Dini Melalui Keteladanan. Bimbingan Konseling dan Dakwah Islam*, Vol. 14, Nomor 1, Juni 2017, hlm. 149.
- Dadan Suryana. (2016). *Pendidikan Anak Usia Dini Stimulasi Dan Aspek Perkembangan Anak*. Jakarta: Kencana.
- Dewi. (2017). *Guru Mata Tombak Pendidikan Second Edition*. Tasikmalaya: CV Jejak.
- Dindin Jamaluddin. (2010). *Metode Pendidikan Anak Teori dan Praktik*. Bandung: Pustaka Al-Fikriis.
- Imam Gunawan. (2013). *Metode Penelitian Kualitatif Teori & Praktik*. Jakarta: Bumi Aksara.
- Ina Maria dan Eka Rizki Amalia, (2018). *Perkembangan Aspek Sosial-Emosional dan Kegiatan Pembelajaran yang Sesuai untuk Anak Usia 4-6 Tahun*, (Skripsi, Institut Pesantren K.H. Abdul Chalim Mojokerto.
- Lutfi Hakim. (2020). *Pendampingan Orang Tua dalam Pembelajaran Daring*. Ilmu Pendidikan Islam, Vol. 18, Nomor 2, Desember 2020, hlm. 196.
- M. Fahmi Arifin. (2020). *Kesulitan Belajar Siswa Dan Penanganannya Pada Pembelajaran Matematika Sd/Mi, Inovasi Penelitian*, vol. 1, Nomor. 5, Oktober 2020. hlm. 992.
- Mahmud. (2011). *Metode Penelitian Pendidikan*. Bandung: Cv Pustaka Setia. hlm. 152.
- Muhamad Irham dan Novan Ardy Wiyani. (2017). *Psikologi Pendidikan: Teori dan Aplikasi dalam Proses Pembelajaran*. Jogjakarta: Ar-Ruzz Media. hlm.144.
- Muhammad Fadhilillah. (2012). *Desain Pembelajaran PAUD*. Yogyakarta: Ar-Ruzz Media. hlm. 35.
- Nana Syaodih. (2017). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Nova Ardy Wiyani. (2014). *Mengelola dan Mengembangkan Kecerdasan Sosial dan Emosi Anak Usia Dini*. Yogyakarta: AR-Ruzz Media. hlm. 29.
- Nova Mustika. (2020). *Analisis Dampak Pendampingan Orang Tua Pada Jam Belajar di Raudhatul Athfal Al-Amin Kecamatan Mandau*. Skripsi, FTK Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru. hlm. 46.
- Novi Mulyani. (2018). *Perkembangan Dasar Anak Usia Dini*. Yogyakarta: Gava Media.
- Pratidina Okta Nirmala, dkk. (2020). *Peran Orang Tua dalam Pendampingan Pembelajaran Daring*, Seminar Nasional Pendidikan IPS, Vol. 1, Nomor 1, Agustus 2020, hlm. 4.
- Qomaruddin.(2017). *Pendampingan Orang Tua Terhadap Pendidikan Anak. Studi Keislaman*, vol, 3, Nomor 1, Juni 2017, hlm. 90.

- Raco. (2010). *Metode Penelitian Kualitatif Jenis, Karakteristik, dan Keunggulannya*, Jakarta: PT GRASINDO. hlm. 5.
- Roseminingsih dan Lemijan Hadi Susarno. (2015). *Teori dan Praktek Pendidikan*. Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Universitas Surabaya. hlm. 146.
- Rudi Hartono. (2013). *Ragam Model Mengajar yang Mudah Diterima Murid*. Bandung: Diva Press. hlm.52.
- Salsabila karmilawati. (2022). *Pelibatan Orang Tua Dalam Upaya Mendampingi Anak Belajar di Rumah Pada Anak Usia 4-6 Tahun di Dusun Perempung Kecamatan Gerung Kabupaten Lombok Barat*. Skripsi. FTK Universitas Islam Negeri Mataram, Mataram. hlm. 35.
- Siam Mashi Qatur Yuroh. (2022). *Model Pendampingan Dalam Pembelajaran Anak Usia Dini Pada Masa Pandemi Covid-19 di TK Muslimat NU 14 Kota Malang*. Skripsi, PAI Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang. hlm. 48.
- Sri Widayati. (2019). *Peranan Guru Dalam Pembelajaran Bahasa*. *Elsa*, Vol. 17, Nomor 1, April 2019, hlm. 3.
- Sugiyono. (2013). *Metodelogi Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. hlm. 376.
- Suyadi. (2013). *Strategi Pembelajaran Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya. hlm. 121.
- Umar Hasyim. (2012). *Cara Mendidik Anak*. Surabaya: Bina Ilmu. hlm. 20.
- Zalina Purnawati. (2022). *Upaya Meningkatkan Perkembangan Sosial Emosional Anak Usia Dini Melalui Kegiatan Pembelajaran Akuantik di PAUD Al-Fathiyah Kelompok B Tahun 2019/2020*. Skripsi, Fakultas Tarbiah dan Keguruan, Universitas Islam Negeri Mataram, Mataram. hlm 22.