



Analysis of the Role of School and Parent Partnerships on Children's Social Emotional Development (Case Study in PAUD Al-Hidayah Desa Bug-Bug Lombok Barat)

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Abstract: Children's social and emotional development is an important aspect that influences their well-being and future success. Children who have good social and emotional skills are able to interact well with others, manage their emotions healthily, and demonstrate positive behavior. In the context of early childhood education, such as in PAUD (Early Childhood Education), the role of partnership between schools and parents is very crucial in supporting this development. School and parent partnership refers to harmonious and sustainable collaboration between both parties in supporting the process of education and child development. Schools not only function as places for children to learn academically, but also as environments that support their social and emotional development. Teachers in PAUD have the responsibility to create a safe, supportive, and loving learning atmosphere. However, this role cannot be carried out effectively without the support of parents. When parents are actively involved in their children's education, they not only help children (Zhang et al., 2024) understand the importance of learning, but also provide the necessary emotional support. Good communication between parents and teachers helps create consistency between the home and school environments, which is important for children's emotional stability. Thus, the role of parents and schools in this partnership is not only important for the social emotional development of children, but also to build a strong foundation for their future success. Communities and governments also need to support this effort through policies and programs that facilitate collaboration between schools and families, ensuring that every child has the opportunity to grow and develop optimally. This study analyzes the role of school and parent partnerships in children's social emotional development. The purpose of this study is to determine the role of school and parent partnerships on children's social emotional development at PAUD AL-Hidayah, Bug-Bug Village, Lingsar District, West Lombok Regency. The population in the study was 50 PAUD children. Data collection techniques used observation methods, interview methods, documentation methods and questionnaire methods. The data analysis technique used in this study used the product moment correlation statistical technique.

Keywords: Partnership, Child Development, Social Emotional.

Introduction

Education and learning for children should ideally be carried out continuously, programmatically and continuously by all parties who have a major role in the success of education, namely parents, schools and communities. Most of the time students spend at school to get an education. Schools are obliged to provide proper education for their students and be able to develop the potential of each student. Schools as formal educational institutions are responsible for the achievement of educational goals for students. Education will not succeed well if parents do not take part in the success of educational goals, namely to form a complete human being. Parents are the primary educators, this role is determined by nature: meaning that parents cannot do otherwise, they must occupy that position under any circumstances. Children change teachers every year, but they have one parent throughout their growing years.

The relationship between parents and children also carries a special emotional significance, which can lead to children feeling loved and valued, or conversely feeling unloved and unappreciated. Parents are positioned as teachers of morality. (Indra Endang Mulyaningsih, 2016). So great is the role of schools and parents in education, it is imperative that school and parent partnerships are built well and effectively in order to achieve these educational goals. School-parent partnerships play a crucial role in supporting children's social-emotional development. Schools and parents are the two main environments that have the greatest influence on children. Through effective partnerships, they can create positive synergies to support children in developing the necessary social and emotional skills. This partnership can take the form of effective communication, parental involvement in school activities, and cooperation in developing and implementing programs that support children's social-emotional development (Ida Farida., 2018).

However, in practice, creating a harmonious partnership between schools and parents often faces various challenges. Differences in views, parents' busy schedules and lack of understanding of the importance of children's social-emotional development often become obstacles in building effective partnerships. Therefore, it is important to analyze the role of this partnership in depth to identify supporting and inhibiting factors and find solutions to optimize the roles of both parties.

Theory

A. School Partnerships and the Role of Parents

The school-parent partnership is part of the education tri-center. The term tripartite education comes from the term used by Ki Hajar Dewantara. The three centers of education are every human person who will always be and experience development in three educational environments. These three environments are also called the three centers of education. The three centers of education are the three centers responsible for the implementation of education, namely in the family, school and community. Based on the Big Indonesian Dictionary, partnership comes from the word partner which means friend, companion, work partner, or partner (Dessy Anwar, 2015). If schools want good results from the education of their students, then schools must establish good partnerships between schools and parents. With this partnership, parents will be able to gain knowledge and experience from teachers in terms of educating their children, on the other hand, teachers can also get information from parents about children's lives and children's characteristics. Similarly, parents can find out about their children's difficulties at school. According to (Hewi et al., 2019), a number of strategies and programs can be used to build communication to improve parent-teacher partnership relationships. The School and Parent Partnership Program is an initiative designed to increase parental involvement in their children's education (Indra Endang Mulyaningsih, 2016). The program aims to create a harmonious collaboration between schools and parents to achieve better educational outcomes.

B. Children's Social Emotional Development

According to Indra Endang Mulyaningsih, (2016) development is a series of progressive changes that occur as a result of a qualitative process of maturation and experience. According to (Noor Syam, 2015) children are social creatures they need socialization with their peers. They will be very happy if asked to work together in making plans and completing their work. They collectively encourage each other, children build self-concept through social interactions at school. He will build satisfaction through self-esteem when given the opportunity to work with his friends.

According to Tahar, (2015) that social relationships can be observed in children's failure to be bound in special activities / failing to interact with other individuals (anoccupied behavior) for example they may walk around the room or be silent, sitting, while looking at the room, There are five forms of play activities including: Solitary play (playing alone or the child is engrossed in the toy that is held and carried alone, as well as with other children there is no communication even though one room), Onlooker behavior (looking but not involved or seeing other children in the same game but not making a social approach), Parallel play (playing side by side, they don't talk much to each other), Associative play (play together, can share objects and talk a little with other children), Cooperative play (actively coordinate in the game, exchange toys, take certain roles and maintain ongoing interactions, for example in playing "house-house" children share many roles such as the role of mother, father and child.

Slameto (2017) argues that social development is a person's ability to behave, behave in interacting with social elements in society, this is greatly influenced by the personal nature of extroverted individuals who easily understand others and introverts who are difficult to get along with, advice on dealing with emotions is by keeping yourself busy, developing a sense of humor, even laughing at yourself, or crying to help release emotions.

According to (Uno, 2014) social development is a process of social formation (social self), namely personal in cultural families, nations, and countries, from an early age children are taught to have a social personal soul so that they can coexist with other people and the environment from the smallest community life groups to the international level social world. Motivation will arise if there is a "motive". The motive can be in the form of certain ideals, hopes or desires. This can be instilled through reading or telling stories of great people of the world who achieved their success brilliantly, or as often as possible participating in children's competitions and giving prizes if they win (Rusman., 2014).

The conclusion is that social development is the level of children's interactions with other people, ranging from parents, siblings, playmates, to society at large, while emotional development is an overflow of feelings when children interact with others, Social emotional development is the sensitivity of children to understand the feelings of others, when interacting in everyday life, in the environment where they live, with whom, what to do and how to behave that takes place continuously so that they successfully adjust to what is expected by others around them.

C. Components of Social Emotional Skill Development

The components of developing social emotional skills in education and proper care with guidelines consisting of three components, Desmita, (2014) in the Learning Program Guidebook for Stimulating Children's Social Skills for Kindergarten educators) namely:

1) Emphaty

Empathy is the mental state of a person who can feel the same state as others feel, full of understanding, tolerance, and a sense of caring. According to Djamarah, (2018) humans are social creatures (homosocio- politicon) who will not be able to live alone and need other people, in their social life they are required to develop the ability to adjust. Developing empathy and care, the main material for stimulating children so that their social emotional aspects develop well is to instill empathy and care.

2) Affiliate

Affiliation is a feeling of care, understanding and tolerance that relates to what another person is feeling (empathy). It is also called conflict resolution or resolution. Affiliation

is applied by training and familiarizing children to be able to resolve conflicts or problems they face, repeatedly and giving children the freedom to solve their own problems (Indra Endang Mulyaningsih, 2016).

3) Developing Positive Habits.

How to develop positive habits, among others, by learning manners, training and habituation, having social responsibility, namely the same sense of responsibility that is carried out with friends, independence or the process of instilling good social values and being accepted towards the ability to educate themselves (Djamarah, 2018). Optimism is the result of positive thinking habits or the tendency to look at everything from the good side and conditions and expect optimal results. To be able to teach optimism to children, an educator must first distinguish between optimism and pessimism (Desmita., 2014).

D. Stages of Social Emotional Development Skills

Bandura (in Desmita, 2014: 211) proposes a social learning theory about the development of a child's self starting from the process of observation, understanding and learning from the social environment, which fosters the ability to self-evaluate (Self Evaluation) / the ability to understand, evaluate and assess the advantages and disadvantages of self-regulation (Self Regulation) / the ability to take directed actions according to the desires, expectations and goals to be achieved in his life. According to (Ida Farida., 2018) the socialization experienced by a person is divided into the following stages; Preparatory Stage, which is the stage of getting to know the social world, including gaining an understanding of self, Imitation Stage (Play Stage), Ready to Act Stage (Game Stage), Collective Norm Acceptance Stage (Generalized Stage) and Stages of children's social behavior. This is the task of parents and society who want to create a peaceful, safe, and peaceful living environment, giving good examples of how to socialize, as well as providing opportunities for children to mingle in their environment.

Method

This research uses a quantitative approach with a descriptive correlational research type. The quantitative approach is used to measure the relationship between the role of school and parent partnerships (variable X) on children's social emotional development (variable Y) objectively through numerical data obtained from a questionnaire. This type of correlational research aims to determine the extent of the relationship between the two variables (Sugiyono., 2014). This questionnaire uses a Likert scale with 4 alternative answers as follows: always given a score of 4, often given a score of 3, rarely given a score of 2, and never given a score of 1 (Sugiyono., 2014). Respondents were asked to answer each question by giving a check mark (✓) in one of the appropriate alternative answer columns. The research instrument was tested for validity using content validity through consultation with experts (expert judgment). To test the reliability of the questionnaire, the Cronbach Alpha reliability coefficient technique was used, with the results expected to meet high reliability criteria (value > 0.70) (Sugiyono., 2014). Using the Product Moment correlation formula to determine the relationship between variables X and Y:

$$r_{xy} = \frac{\sqrt{(\sum x^2)(\sum y^2)}}{\sqrt{(\sum x^2)(\sum y^2)}}$$

(Arikunto, 2014: 213).

Result and Discussion

Based on the results of data analysis, it is known that the r_{count} value is 0.996. Furthermore, this value is consulted with the value of r_{table} product moment in the table at a significance level of 5% with $N = 50$, then the value of r_{table} product moment is 0.248. This fact shows that the value of r_{count} product moment is greater than the value of r_{table} product moment or $0.996 > 0.248$. Thus the results of data analysis in this study are declared significant. Based on the significant test results above, the conclusion obtained in this study is "There is a Relationship between School Partnership and the Role of Parents on Children's Social Emotional Development at PAUD Al-Hidayah Bug-Bug Village, Lingsar District, West Lombok Regency" because r_{count} is greater than r_{table} at the 5% significance level with $N = 50$, namely 0.996 greater than 0.248 or $(0.996 > 0.248)$ so significant that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, thus the results of this study are declared significant.

Discussion

Based on the results of the product moment correlation analysis that the r_{xy} value is greater than the r -table value, this study is declared significant. The results of the study state that school and parent partnerships mean a collaborative relationship between schools and parents in educating children. Parents make schools their friends or partners in order to achieve educational goals, namely educating whole people. This opinion is also supported by the Ki Hajar Dewantara Education Center, which said that partnerships arise because people's orientation towards their groups, or in other words, common interests are a driving factor in the emergence of cooperation (Slameto., 2017). Partnerships between schools and parents arise because of their goals in educating their students. And this is what should indeed exist in education, because schools and parents cannot work alone.

The social emotional development of children is a person's ability to behave, behave in interacting with social elements in society, this is greatly influenced by the personal nature of individuals who are extroverts who easily understand others and introverts who have difficulty socializing, suggestions for dealing with emotions are by keeping yourself busy, developing a sense of humor, even laughing at yourself, or crying to help vent emotions (Indra Endang Mulyaningsih, 2016). This opinion is also supported by (Noor Syam, 2015) who argues that social development is a person's ability to behave, behave in interacting with social elements in society, this is greatly influenced by the personal nature of individuals who are extroverts who easily understand others and introverts who have difficulty socializing, suggestions for dealing with emotions are by keeping yourself busy, developing a sense of humor, even laughing at yourself, or crying to help vent emotions. So it can be concluded that the results of the data analysis above show that the calculated r value is greater than the r table value at a significance level of 5% with $N = 50$, namely $0.996 > 0.248$. So the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. means "There is a Relationship between School Partnership and the Role of Parents on the Social Emotional Development of Children in PAUD Al-Hidayah, Bug-Bug Village, Lingsar District, West Lombok Regency". Thus the results of the data analysis in this study were declared significant.



Conclusion

After conducting research and data analysis process as described above, the research results or r count are greater than r table, namely $(0.996 > 0.248)$ which means that the results of this study are "significant". So, the conclusion of this study is: There is a Relationship between School Partnership and the Role of Parents on the Social Emotional Development of Children in PAUD Al-Hidayah, Bug-Bug Village, Lingsar District, West Lombok Regency, so it can be concluded that the results of this study are "significant".

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