



Kindergarten Teachers' Responses to Career Parents Seen from the Social Emotional Aspects of Children Aged 5-6 Years

Anna Habibah^{1✉}, Yuli Kurniawati Sugiyo Pranoto²
^{1,2} Universitas Negeri Semarang, Indonesia

ABSTRACT:

This study aims to investigate the response of kindergarten teachers to career parents from the social-emotional perspective of 5-6 year old children. The respondents to the study were six kindergarten teachers in Semarang City. The research method used in the study is a type of qualitative approach with a case study research design, data collection using interview measurement instruments, observation and documentation. Data analysis was carried out by data reduction and triangulation to validate the research results. The results of the study show that career parents have an impact on children's social-emotional behavior. Positive Impact Children with career parents tend to be independent, adaptive, have good social interaction, and quickly adapt to a new environment. As a negative impact, children often experience a lack of affection, difficulty in managing emotions, and lack of self-regulation. The implications of this study include the need to increase cooperation between teachers and parents to create communication of children's needs, parents provide quality time and choose caregivers who are competent in the field of children, in order to optimize child development.

Artikel History

Submission : July 02, 2024

Received : October 31, 2024

Accepted : November 01, 2024

Keywords:

Early Childhood Teachers, Career Parents, Social-Emotional

Doi:

<https://doi.org/10.21009/jpud.v18i2.49450>

Creative Commons Attribution 4.0 International License.



1. Introduction

Early childhood education is an education that aims to help children's overall growth and development by developing all aspects of their personality (Risnawati, 2020). Education at an early age is very important because currently a person's intelligence and basic traits are formed (Silahuddin, 2017). Early childhood education aims to support the growth and development of children in the development of all aspects of personality. Social-emotional development in children is one of the most important aspects of development, which involves children's ability to interact with others and manage their own emotions effectively and efficiently (Suyadi & Sutrisno, 2018).

A child's social-emotional development is an aspect that includes the child's behavior in his environment. In other words, the discussion of children's social development must be associated with children's emotional development (Age & Hamzanwadi, 2020). Children's social-emotional development is a component of development that must be fully paid attention to by teachers and parents, because this occurs in early childhood. A child's social-emotional development begins with individual egoism, namely self-understanding and self-control, then moves gradually to interactions with others. At an early age, children's social-emotional skills must be taught so that they are able to put themselves in any situation and condition (Nurjannah, 2017).

A child's social development can be defined as the level of interaction a child has with others, including parents, siblings, friends, and society as a whole. Children's social development is focused on the ability of children to interact effectively and efficiently with their environment in building optimal social skills (Yanti Lubis, 2019). Social-emotional development aims to help children develop confidence, social skills, and the ability to manage their own emotions. Social-emotional development in children is focused on developing children's ability to interact with others, build and maintain relationships, and manage emotions effectively and efficiently (Wahyuni, 2019). According to Elias in (Talvio et al., 2016) in early childhood, children learn that situations can affect their emotions, as indicated by their facial expressions. The child's emotions can affect his behavior and social interactions with others.

Children's education not only includes materials, but also includes building children to become moral individuals in the family and society. Social-emotional development in children plays an important role in preparing children to follow the optimal learning process (Purwandari et al., 2022). Poor social-emotional development can affect a child's ability to adapt to learning and face the next stage of education. On the other hand, good social-emotional development can allow children to interact with their peers in a more effective way and help children develop social skills. This allows children to develop a sense of sympathy and empathy, so that they can help friends who are struggling, feel sad when their friends are sick, and develop other social skills (Priyanti et al., 2021).

According to research from (P. I. Lestari & Prima, 2020) said that the educational process that parents give to children affects the formation of children's character, because parents are the first and main educators for children. According to Hornby in (Daflora & Jaya, 2019) proves that parental participation is very effective in improving children's learning development and behavior change. Parents have three types of significant involvement in the child's education process, namely involvement in the school environment, involvement in the out-of-school environment, and involvement in the home environment, all of which play an important role in developing children's abilities. Thus, parents are involved in their child's education wherever they are, so that they have an accurate understanding of their child's development and growth (Khotimah & Zulkarnaen, 2023). According to the perspective of an internal psychologist (Alfita, 2015) explained that parents have an important role in developing children's social-emotional skills, by helping children recognize and feel their own emotions. Psychologists explain in (Sasmita, 2023) that some mistakes in the development of social-emotional aspects in early childhood can occur if parents do not provide the right guidance and direction.

The role of parents in parenting has a significant impact on the development of children's character and moral formation. Parents help children develop social-emotional skills and act as role models (Listia Fitriyani, 2015). However, in the modern era, many parents have busy work schedules, so they have difficulty spending time with their children. In this situation, parents often entrust their children to caregivers, so children tend to have more intense interactions with caregivers compared to their own parents (Zumrudiyah, 2014). Data from the Central Statistics Agency (BPS) of Semarang City in 2022-2023 explains that the percentage of parents who work in Semarang City is around 70% of the total working population. The busyness of parents working or doing business outside the city, can be one of the factors that hinder active participation and cause them not to have enough time to provide direct guidance to children (Habsah et al., 2021).

With the response of kindergarten teachers to career parents, it is able to build a good intensity of communication between teachers and parents, so that parents reform their parenting. Then it contributes around

32.8% to the control of children's social-emotional behavior (Maulinda et al., 2020). Research on teacher responses has significant implications, because teachers play a central role in the educational process, as well as playing a role in developing adab and moral values in children (Prasetyo et al., 2019). In kindergarten education, teachers help develop children's social-emotional skills by providing various stimulations, creating a conducive environment, giving praise, providing opportunities to express feelings, providing choices, encouraging children to be independent, appreciating children's ideas, and teaching children to solve problems (Septiriani & Yulsyofriend, 2020).

The results of previous research show that, with the teacher's response, it can increase parents' awareness of the importance of their role in educating children. Teachers can provide relevant information and guidance to help parents develop their children's skills and abilities (Afnida & Suparno, 2020). There are certainly positive and negative responses about career parents. Therefore, this study on teachers' responses to career parents from the perspective of children's social-emotional, to analyze and can help understand how teachers interact with parents and how these interactions affect the social-emotional development of 5-6-year-old children who have career parents. The results of this study can be used to improve the quality of education and increase the awareness of teachers and parents about their role in developing children's social-emotional.

2. Method

This study uses a qualitative approach with a case study research design (Assyakurrohim et al., 2023). The purpose of this case study is to capture and examine in depth a phenomenon or event. In this case study, it was carried out in three kindergartens, and the researcher interviewed 6 respondents, namely kindergarten B teachers, who came from kindergartens in Semarang City, the research was conducted in July 2024. The interview process was conducted face-to-face with the respondents, then the questions were delivered orally, and during the interview process a voice recording was made. The triangulation technique is used by researchers to test the veracity of the research and improve understanding of what has been discovered. The researcher obtained data from several sources using triangulation techniques, namely various data collection methods. During the research process, the researcher tried to test the suitability of the data obtained from the results of observations and interviews with several sources obtained (Hadi, 2010).

The purpose of this study is to determine the response of kindergarten teachers to career parents from the social-emotional perspective of children. In the process of collecting data sources, researchers collect data sources in the form of primary data. Primary data is specifically used to answer research questions because the types and sources of data for this research are obtained directly from the first source, both individuals and groups, without using intermediaries (R. Septianingsih, D. Safitri, 2023). Then about the need for data, namely about the social-emotional of children whose parents have careers according to the views of kindergarten teachers. After the data was collected, to identify, and produce a theme that matched the respondents' expressions, the researcher copied the results of the interview from the results of the voice recording to the writing. The data analysis used, known as the Miles and Huberman data analysis method, is carried out interactively and continuously until the data acquisition process becomes saturated. Choosing this method provides significant advantages through a systematic approach, flexibility of analysis, focus on context, and the use of data visualization techniques that support a deep understanding of social phenomena and this model is designed to increase effectiveness in processing and analyzing qualitative data. Data analysis includes collection, reduction, presentation, verification, and conclusion (Rijali, 2019).

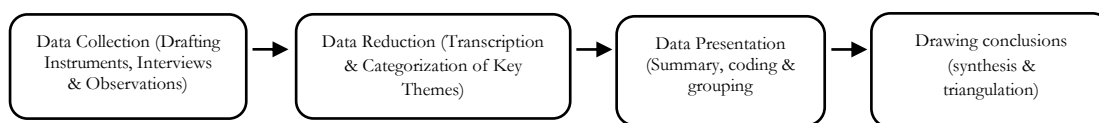


Figure 1. Milles and Huberman data analysis

3. Result And Discussion

From some of the results of research on Kindergarten Teachers' Responses to Career Parents Seen from the Social Emotional Perspective of Children Aged 5-6 Years, through interviews, observations and documentation, there are several research results that the author describes in the following results:

3.1. Result

3.1.1. Early childhood education teachers' responses to career parents

3.1.1.1. Cognitive aspects

Cognitive understanding is based on the knowledge, thoughts, and information it has about something rational. Interviews with a number of informants showed that children with working parents tended to be independent and able to take responsibility, but it depended on who the caregiver was entrusted by the parent to keep the child at school and at home while the parent was working. The result of the teacher's response is that most career parents have high hopes for the kindergarten, so that their children can learn and socialize optimally even without the presence of parents. There are also parents who want their children after finishing kindergarten and continuing in elementary school, to be able to write and read. There is little cognitive aspect of the parent who understands that his presence is also indispensable to the child.

3.1.1.2. Conative aspects

The conative aspect is readiness that indicates an attitude or behavior towards a particular object. The observable response of the subject shows a conative component. Based on the analysis of kindergarten teachers about the conative perception of parents who have a career towards their children's social-emotional behavior, it can be concluded that children whose parents are busy with work tend to lack affection, as follows is the following interview excerpt:

"Children raised by busy parents tend to lack affection".

This is due to the lack of emotional support that parents have to provide to their children. Kindergarten teacher subjects also expressed their hope that working parents would pay more attention and make time for their families, as shown in the following interview excerpt:

"Working parents can pay more attention and provide quality time for their families, especially when they are at home or by holding activities together every weekend".

3.1.1.3. Affective aspects

Based on interviews with teachers, working parents have both positive and negative influences on children's social-emotional behavior and their interactions at school. The positive side is that it helps children become more independent, while the negative side is that children tend to be selfish. The teacher always wants to communicate every development that is shown, even the strange things that are done by the child. According to kindergarten teachers that communication between teachers and parents is easy over the phone, but it is difficult to arrange a meeting schedule, as the following interview excerpt:

"Communication between teachers and parents can be done easily through mobile phones, but it is difficult to arrange meeting schedules".

This happens continuously due to the difficulty of managing the schedule of career parents and the density of work. So that communication was only done through mobile phones.

3.2.1. The response of early childhood education teachers to career parents to career parents is seen from the social-emotional aspect of children

The Ability to manage emotions

Children with career parents, based on observations and interviews conducted by the authors, are mostly less able to manage their emotions. So the teacher conducts treatment, where the child is introduced to various emotional triggers that can affect their mental and emotional state. Children not only learn to identify their emotions but also find better ways to communicate them to others. By understanding what can cause certain feelings, such as anger or anxiety, children will be better prepared and able to deal with challenging situations around them. This knowledge allows them to respond more effectively when faced with conflict or stress, as well as helps them develop healthy coping strategies. According to the subject, kindergarten teachers agreed that there was no difference in treatment for children whose parents had careers and children whose parents did not have careers. All are treated equally, except for those with special needs.

Social interaction

The observation results show that good cooperation skills in early childhood are very important as a basic capital to interact with others, with this various tasks and activities can be completed more quickly and easily. It will also equip children with the ability to build healthy and productive social relationships throughout their lives. Kindergarten teachers stated that children from families with both working parents are often more adaptive in social interactions. They are quicker to adapt and get along with their peers because they are used to not having their parents present, as shown in the following interview excerpt:

"Children adapt faster to new environments and more easily get along with their peers because they are used to facing situations without their parents directly. For example, these children may be more active in group activities at school because they are used to interacting with caregivers or peers when their parents are not around."

During the interview, the teacher also added a note that not all children whose parents have careers, they have the same traits, they have their own personalities. Because there are indeed some children who are not able to interact with others.

Empathy

Empathy is a very important ability for children to learn to understand the feelings of others and show concern for them. The development of this empathy is not only important for building healthy and respectful relationships, but it also contributes to the overall social and emotional development of the child (Muali & Fatmawati, 2022). According to the teacher's observations, children's empathetic behavior is mostly good and this attitude appears during the learning process and outside of learning, where the child has positive habits such as saying the word help, sorry, and thank you, the child wants to greet and answer greetings or questions, visit and pray for friends who are sick. However, there are still children who are selfish and stupid, so they need understanding, habituation, and real examples. Kindergarten subjects to increase children's empathy, schools conduct visits to orphanages. There children are given an understanding of the importance of being grateful for what they have, learning to give alms or sharing and learning what it is to empathize with others.

Confidence

In the situation of career parents, children often have to learn independently and adapt to the environment without the direct presence of parents. Based on the results of interviews with kindergarten teachers, it was stated that:

"Children whose parents have confident careers tend to be more courageous in interacting with peers and taking part in group activities, although they may feel anxious or hesitant at first".

Children can more easily adapt to their environment, participate in social activities, and achieve their goals. Although some children whose parents have careers are less confident, more have quite high self-confidence. Therefore, it is very important for parents to provide adequate emotional support and create an adequate environment for children to explore feelings and social skills, even though busy work is often time-consuming. In this case, teachers at school provide care, for example, such as getting children used to telling stories, having class discussions, playing in groups, and teachers giving awards and praise for what children have done.

Independence

Children learn to do things independently, such as making small decisions and completing tasks without adult help. According to the results of interviews with teachers, children of career parents tend to always want to be close to people who make them feel comfortable, such as parents or caregivers, so that children become fussy or cry when left behind. Kindergarten teachers state that children with career parents are more independent, but it depends on who the caregiver is, as the following interview excerpt:

"Children with working parents tend to be independent and able to take responsibility, but it depends on who the caregiver is entrusted by the parent to keep the child at school and at home while the parent works".

Self-regulation

Self-regulation is an important ability to help children manage emotions, behaviors, and social interactions effectively. Children who have parents who have careers tend to show difficulties in self-control and are less able to control their emotions, so they often feel the need to always be accompanied and assisted in completing various activities. As a result, these children may become more fussy and less manageable. Of course, the teacher has the treatment as described by the subject, as the following interview excerpt:

"In self-control, children need to validate their feelings such as when they are angry, sad and disappointed. Then the teacher relieves the feeling of anger, for example by taking a breath and then giving understanding so that the children understand what they are feeling".

Self-acceptance

Children's self-acceptance in a social-emotional context refers to a child's ability to accept and value themselves, including their strengths and weaknesses. This process is crucial to a child's psychological and social development, and can be influenced by a variety of factors, including support from the surrounding environment. Early childhood self-acceptance can be significantly affected by situations in which their parents are busy working. The kindergarten teachers stated, Neighborhood interaction provides support for children who are busy working by their parents to meet their needs, as the following interview excerpt:

"Interaction with peers and teachers can provide additional support for the child to understand and accept themselves such as, the child is able to realize that his parents are busy working therefore to meet their needs even to buy toys".

4. Discussion

This study aims to find out more about the Response of Kindergarten Teachers to Career Parents Seen from the Socio-Emotional Perspective of Children Aged 5-6 Years, in Semarang City. This research emerged because in modern times like today, many parents work or have careers outside the city. As a result, the frequency of meetings between children and parents is very small. This certainly has a big impact on the social-emotional of children whose parents have careers. In line with previous research by (Nofitasari & Mukminin, 2022), it has underlined the need for research not only on social aspects but also on the emotional aspects of children whose parents have careers. Working or career parents have little time to interact with their children. This situation certainly has an impact on the social-emotional development of children whose parents have careers. In recent decades, research has highlighted how important internal and external factors are in the process of child development. However, there is still not enough research specifically investigating how parents' career status affects early childhood social-emotional behavior. Therefore, this research is designed to fill this opportunity and make a significant contribution to academic discourse related to it. Interviews with a number of informants showed that working parents can have both positive and negative influences on children's social-emotional behavior and their interactions at school. The discussion of the results earlier, for further explanation is explained as follows.

4.1. Early childhood education teachers' responses to career parents

4.1.1. Cognitive aspects

Cognitive understanding is based on the knowledge, thoughts, and information it has about something rational (Marinda, 2020). Interviews with a number of informants showed that children with working parents tended to be independent and able to take responsibility, but it depended on who the caregiver was entrusted by the parents to keep the child at school and at home while the parents were working (Nafisah et al., 2022). Parents prefer to entrust their children to be cared for by a caregiver or entrusted to a daycare. In research (Nurlita et al., 2020) stated that parents believe that PAUD helps children learn to socialize, helps children learn to read and write, and helps children prepare to enter elementary school. So, parental knowledge, perspective, and experience greatly influence the cognitive aspects of parents. If parents don't know much about early childhood education, they will have a bad perception of early childhood education (Azizah et al., 2019).

4.1.2. Conative aspects

The conative aspect is readiness that indicates an attitude or behavior towards a particular object. The observable response of the subject shows a conative component. Based on the analysis of kindergarten teachers about the conative perception of parents who have a career towards the social-emotional behavior of their children, it can be concluded that children whose parents are busy with work tend to lack affection. This case is caused by the lack of emotional support that parents have to provide to their children. In this case, it is a negative influence of career parents. The subject of kindergarten teachers also expressed their hope that working parents would pay more attention and give time to their families. According to (Azwar S, 2011) the conative aspect includes a person's attitude, motivation, behavior, or activity according to their perception of a certain situation. The conative aspect shows how the object of the attitude faced is related to a person's behavior and tendencies (Syamaun, 2019). Related to this suggestion, the kindergarten principal has conveyed to parents during the student parent meeting at the school.

4.1.3. Affective aspects

Feelings of pleasure and displeasure are part of an individual's emotional experience that is influenced by various aspects (Chofifah et al., 2020). Based on interviews with teachers, working parents have both positive and

negative influences on children's social-emotional behavior and their interactions at school. The positive side is that it helps children become more independent, while the negative side is that children tend to be selfish. According to kindergarten teachers, communication between teachers and parents is easy over the phone, but it is difficult to arrange meeting schedules. In this context, the opinion of some teachers suggests that the affective aspect involves the subjective feelings of the individual towards the object being observed, including a supportive or unsupportive attitude towards the object. This emphasizes the importance of emotional understanding in the interaction between parents, children, and teachers in the context of early childhood education (Syamsul Hadi, 2013).

4.2. The response of early childhood education teachers to career parents to career parents is seen from the social-emotional aspect of children

4.2.1. The Ability to manage emotions

The ability to manage emotions is one of the important aspects in children's psychological development. Children learn to recognize, express, and manage their emotions, both positive and negative. This includes the ability to express feelings such as happy, angry, or anxious in the right way (P. P. Sari & Mulyadi, 2020). Children with career parents, based on observations made by the author, are largely less able to manage their emotions. So the teacher conducts treatment, where the child is introduced to various emotional triggers that can affect their mental and emotional state. Children not only learn to identify their emotions but also find better ways to communicate them to others. By understanding what can cause certain feelings, such as anger or anxiety, children will be better prepared and able to deal with challenging situations around them. This knowledge allows them to respond more effectively when faced with conflict or stress, as well as helps them develop healthy coping strategies (Rofi'ah et al., 2022). According to the subject, kindergarten teachers agreed that there was no difference in treatment for children whose parents had careers and children whose parents did not have careers. All are treated equally, except for those with special needs.

Field observations show the negative impact that children with career parents are largely less able to manage their emotions. Therefore, teachers need to carry out interventions that introduce children to various emotional triggers that can affect their mental and emotional state (Wulandari & Hermiati, 2019) It is not only about identifying emotions but also finding better ways to communicate them to others. By understanding what can cause certain feelings such as anger or anxiety, children will be better prepared to deal with challenging situations around them. Respondents agreed that there was no different treatment for children from families with working parents compared to those who did not. The results of the observation show that good cooperation between parents and teachers is very important as the basic capital of children's social interaction. This cooperation allows various jobs and activities to be completed faster and more efficiently. Children from families with both working parents are often more adaptive in social interactions (Nadia et al., 2023). For example, they may be more active in group activities at school because they are used to interacting with caregivers or peers when parents are not around.

4.2.2. Social interaction

In this phase, children learn various important skills related to how to communicate, share, and work together in groups (Wijayanti, 2018). The observation results show that good cooperation skills in early childhood are very important as a basic capital to interact with others, with this various tasks and activities can be completed more quickly and easily. It will also equip children with the ability to build healthy and productive social relationships throughout their lives. Kindergarten teachers stated that children from families with both working parents are often more adaptive in social interactions. They are quicker to adapt and get along with their peers because they are used to not having their parents present. According to Hurlock (1978:250), social development is the acquisition of the ability to behave in accordance with the social demands that exist in society. Positive social interaction and good cooperation are important foundations for children's social development as well as their success in adapting to the social environment around them.

4.2.3. Empathy

The development of this empathy is not only important for building healthy and respectful relationships, but it also contributes to the overall social and emotional development of the child (Muali & Fatmawati, 2022). According to the teacher's observations, children's empathetic behavior is mostly good and this attitude appears during the learning process and outside of learning, where the child has positive habits such as saying the word help, sorry, and thank you, the child wants to greet and answer greetings or questions, visit and pray for friends who are sick. However, there are still children who are selfish and stupid, so they need understanding, habituation, and real examples. Kindergarten subjects to increase children's empathy, schools conduct visits to orphanages. There children are given an understanding of the importance of being grateful for what they have, learning to give alms or sharing and learning what it is to empathize with others. (Nurfazrina & Muslihin, 2020) states that empathy is an

attitude that needs to be developed by children from an early age. Because with the advancement of science and technology, it will affect the attitude of care and empathy in children. In addition, empathy is an attitude of social concern that grows through interaction with others who need each other (Nugraha et al., 2017). As in the theory of constructivism, Lev Vygotsky emphasized the importance of social interaction in learning. In situations where parents are busy, teachers must create a collaborative and supportive classroom environment. By leveraging interactions between students and supporting discussions about emotions, teachers can help children understand their own feelings as well as those of their peers. This can also create a sense of mutual understanding and empathy among students (Supardan, 2016).

4.2.4. Confidence

In the situation of career parents, children often have to learn independently and adapt to the environment without the direct presence of parents. This process helps them build a high sense of self-confidence, as they learn to manage emotions and take initiative in various social situations even though they don't always get the full attention of their parents (D. R. Sari & Rasyidah, 2020). Children whose parents have confident careers tend to be more courageous in interacting with peers and taking part in group activities, although they may feel anxious or hesitant at first. They can more easily adapt to their environment, participate in social activities, and achieve their goals. Although some children whose parents have a career lack confidence, more have quite high confidence (Rahman, 2013). Therefore, it is very important for parents to provide adequate emotional support and create an adequate environment for children to explore feelings and social skills, even though busy work is often time-consuming. In this case, teachers at school provide care, for example, such as getting children used to telling stories, having class discussions, playing in groups, and teachers giving awards and praise for what children have done.

Interviews with a number of informants showed that working parents can have both positive and negative influences on children's social-emotional behavior and their interactions at school. For example, the positive influence is that children with working parents tend to be independent and responsible. However, this largely depends on who the caregiver is entrusted by the parents to take care of the child at school and at home while the parents work. While at school, teachers stimulate children to learn various important skills related to communication, sharing, and cooperation in groups (Wijayanti, 2018). There are children who lack mastery of social issues, so teachers will communicate with their parents. Although communication between teachers and career parents can be done easily through mobile phones or online chat apps, it is often difficult to set up a proper meeting schedule to promote effective interaction. The importance of emotional understanding in the interaction between parents, children, and teachers in the context of early childhood education (Syamsul Hadi, 2013). Children must learn to recognize, express, and manage their emotions, both positive and negative, in order to adjust to the changing situation around them.

4.2.5. Independence

Children learn to do things independently, such as making small decisions and completing tasks without adult help. This is an important part of social-emotional development, because through this process children can improve their ability to manage themselves and face challenges with more confidence (S. Lestari & Fathiyah, 2023). As a result of interviews with teachers, children of career parents tend to always want to be close to people who make them feel comfortable, such as parents or caregivers, so that children become fussy or cry when left behind. Therefore, teachers can provide understanding and motivation to children to dare to do various things on their own (Kurniawati & Nafisah, 2022). Kindergarten teachers state that children with career parents are more independent, but it depends on who the caregiver is. According to (Luqman Tri, 2016) states that social behavior in children is the result of the environment in which the individual is located. Family, peers, school environment, and surrounding community environment shape and support the arrangement of behavior in children (Latifah, 2020). In situations where parents are busy working, educators must have problem-solving to develop children's independence, such as giving simple tasks that must be completed by themselves, inviting children to play and interact with peers, and providing positive reinforcement or praise when children succeed in doing something independently.

4.2.6. Self-regulation

The ability to control behavior and emotions in a variety of different situations is essential for a child's social-emotional development, as these skills not only contribute to positive social interactions, but also help children in overcoming the challenges they face on a daily basis (Robbiyah et al., 2018). In this developmental process, children learn to wait patiently for their turn, follow predetermined rules, and avoid impulsive reactions that can harm themselves and others (Siti Sholichah & Ayuningrum, 2021). Children who have parents who have careers tend to show difficulties in self-control and are less able to control their emotions, so they often feel the need to always be accompanied and assisted in completing various activities. As a result, these children may become more fussy and less manageable. In self-control, children need to validate their feelings such as when they are angry, sad and disappointed. Then the teacher relieves the feeling of anger, for example by taking a breath and then giving

understanding so that the children understand what they are feeling. According to Montessori, children at this age are in a sensitive phase, where they are very receptive to stimuli from their environment (Aghnaita, 2017).

4.2.7. Self-acceptance

This process is very important for children's psychological and social development, and can be influenced by a variety of factors, including support from the surrounding environment (Wahyuseptiana, 2020). Early childhood self-acceptance can be significantly affected by situations in which their parents are busy working. Children who see their parents trying and working can learn about responsibility, although they can also make children feel lonely if there is not enough emotional support (Bening & Diana, 2022). The kindergarten teachers stated, The interaction of the surrounding environment provides support for children who are busy working by their parents to meet their needs. The process of providing understanding to children will gradually be embedded in the child's brain, so that the child will accept this situation (Maulinda et al., 2020). Children who have a good understanding of themselves tend to have better self-acceptance. Career parents have a significant impact on early childhood self-acceptance. According to research (Fatmawati & Sholikin, 2019) for parents to create a balance between quality work and time with their children to support their personal development optimally.

The implications of these findings are particularly important in the social-emotional development of early childhood whose parents have careers. Success in stimulating the social-emotional aspects of children depends on the child's interaction with the surrounding environment. However, the challenge of parental readiness in terms of educating children is a big challenge. Teachers also participate in the stimulation process for children who lack affection, time and attention from career parents (Rofi'ah et al., 2022). Future research can compare the development of children with parents who have careers with children whose parents are not working. It can also be added that respondents are not only teachers, but also parents can be interviewed.

Positive social interaction and good cooperation are important foundations for children's social development as well as their success in adapting to the social environment around them (Syahrul & Nurhafizah, 2022). It can be concluded that children raised by busy parents tend to experience a lack of affection due to a lack of emotional support from parents. Respondents expressed the hope that working parents will pay more attention and provide quality time to their families. Parents should spend more time with their families when they are at home or by holding activities together every weekend. Thus, children can feel balanced and optimal affection, so that their social-emotional development can be achieved to the maximum.

5. Conclusion

Based on the results of the study entitled "Kindergarten Teachers' Responses to Career Parents Seen from the Social-Emotional Perspective of Children Aged 5-6 Years", which the author has conducted interviews with teachers, that career parents have a positive and negative influence on children's social-emotional behavior and their interactions at school. Positive Impact Children with career parents tend to be more independent, adaptive, and have good social interaction skills. They also adapt faster to new environments. As for the negative impact, these children also often experience a lack of affection, difficulty in managing emotions, and a lack of ability to regulate themselves. The quality of caregivers who replace the role of parents also greatly affects children's development. Good communication between parents and teachers is very important, so that parents understand what needs their children need to support their child's development based on teacher analysis. This study concludes that cooperation between parents, teachers, and caregivers is very important to support the social-emotional development of children with working parents. Comprehensive support can help children overcome challenges and reach their potential.

6. Acknowledgement

Thank you to all parties who played a role in this research process. Especially to the teachers of Kindergarten who has participated and also assisted researchers in conducting research and data collection, also thanked the supervisor who always helped in improving the learning instruments and design.

7. References

- Afnida, M., & Suparno, S. (2020). Literasi dalam Pendidikan Anak Usia Dini: Persepsi dan Praktik Guru di Prasekolah Aceh. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 971. <https://doi.org/10.31004/obsesi.v4i2.480>
- Age, J. G., & Hamzanwadi, U. (2020). Perilaku Sosial Emosional Anak Usia Dini. *Jurnal Golden Age*, 4(01), 181–190. <https://doi.org/10.29408/jga.v4i01.2233>
- Aghnaita, A. (2017). Perkembangan Fisik-Motorik Anak 4-5 Tahun Pada Permendikbud no. 137 Tahun 2014 (Kajian Konsep Perkembangan Anak). *Al-Athfal: Jurnal Pendidikan Anak*, 3(2), 219–234. <https://doi.org/10.14421/al-athfal.2017.32-09>
- Alfita, L. (2015). Hubungan Antara Kematangan Emosi Dengan Perilaku Prososial. *Angewandte Chemie International Edition*, 6(11), 951–952., 1(April).
- Assyakurrohman, D., Ikhran, D., Sirodj, R. A., & Afgani, M. W. (2023). *Jurnal Pendidikan Sains dan Komputer Metode Studi Kasus*

- dalam Penelitian Kualitatif *Jurnal Pendidikan Sains dan Komputer*. 3(1), 1–9.
- Azizah, S. R., Arofah, N. D., & Sumitra, A. (2019). Optimalisasi Pendidikan Anak Usia Dini Berdasarkan Pembelajaran Yang Berbasis Perkembangan Otak. *Ceria (Cerdas Energik Responsif Inovatif Adaptif)*, 2(2), 29. <https://doi.org/10.22460/ceria.v2i2.p29-36>
- Azwar S. (2011). *Sikap Manusia Teori dan Pengukuran*. November, 51–63.
- Bening, T. P., & Diana, R. R. (2022). Pengasuhan Orang Tua dalam Mengembangkan Emosional Anak Usia Dini di Era Digital. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(1), 179. <https://doi.org/10.32884/ideas.v8i1.643>
- Chofifah, N., Paradise, M. R., & Azkia, M. (2020). *Analisis Perkembangan Emosi Anak Usia Dini*. 5(2), 77–90.
- Daflora, R., & Jaya, R. P. (2019). Analisis Pemahaman Orang Tua Siswa Akan Keterlibatannya Dalam PAUD. *Paudia : Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 8(2), 10–19. <https://doi.org/10.26877/paudia.v8i2.4606>
- Fatmawati, N. I., & Sholikun, A. (2019). Literasi Digital, Mendidik Anak Di Era Digital Bagi Orang Tua Milenial. *Jurnal Politik Dan Sosial Kemasyarakatan*, 11(2), 119–138.
- Habsoh, S., Nasrudin, E., & Rosadi, A. (2021). Pelaksanaan Bimbingan Belajar oleh Orang Tua dalam Perkembangan Moral Spiritual Anak di Raudhatul Athfal. *Jurnal El-Audi*, 2(1), 20–36. <https://doi.org/10.56223/elaudi.v2i1.23>
- Hadi, S. (2010). *Pemeriksaan Keabsahan*. 21–22.
- Khotimah, K., & Zulkarnaen, Z. (2023). Peran Orang Tua dalam Membentuk Kemandirian Anak Usia 4-5 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(1), 587–599. <https://doi.org/10.31004/obsesi.v7i1.3832>
- Kurniawati, Y., & Nafisah, A. D. (2022). Persepsi Anak Usia Dini Terhadap Guru Di Semarang. *Konservasi Pendidikan*, 1(7), 152.
- Latifah, A. (2020). Peran Lingkungan Dan Pola Asuh Orang Tua Terhadap Pembentukan Karakter Anak Usia Dini. (*Japra*) *Jurnal Pendidikan Raudhatul Athfal (Japra)*, 3(2), 101–112. <https://doi.org/10.15575/japra.v3i2.8785>
- Lestari, P. I., & Prima, E. (2020). Pelibatan Orang Tua Dalam Pendidikan Anak Usia Dini. *Seminar Ilmiah Nasional Teknologi ...*, November, 241–248. <https://jurnal.undhirabali.ac.id/index.php/sintesa/article/download/1258/2860>
- Lestari, S., & Fathiyah, K. N. (2023). Analisis Pembelajaran dalam Meningkatkan Kemandirian pada Anak Usia 5-6 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(1), 398–405. <https://doi.org/10.31004/obsesi.v7i1.3693>
- Listia Fitriyani. (2015). Peran Pola Asuh Orang Tua Dalam Mengembangkan Kecerdasan Emosi Anak. *Jurnal Lentera*, XVIII(1), 94–110. <http://staff.uny.ac.id/sites/default/files/artikel/EQ.pdf>
- Luqman Tri, F. A. (2016). Perilaku Sosial Anak Usia Dini Di Lingkungan Lokalisasi Guyangan (Studi Kasus pada Anak Usia 5-6 Tahun). *Jurnal PGPAUD Trunojoyo*, 3(1), 1–75.
- Marinda, L. (2020). Teori Perkembangan Kognitif Jean Piaget Dan Problematikanya Pada Anak Usia Sekolah Dasar. *An-Nisa' : Jurnal Kajian Perempuan Dan Keislaman*, 13(1), 116–152. <https://doi.org/10.35719/annisa.v13i1.26>
- Maulinda, R., Muslihin, H. Y., & Sumardi, S. (2020). Analisis Kemampuan Mengelola Emosi Anak Usia 5-6 Tahun (Literature Riview). *Jurnal Paud Agapedia*, 4(2), 300–313. <https://doi.org/10.17509/Jpa.V4i2.30448>
- Muali, C., & Fatmawati, S. (2022). Peran Orang Tua Meningkatkan Kecerdasan Emosional Anak ; Analisis Faktor Dan Strategi Dalam Perspektif Islam. 3(2), 85–100.
- Nadia, D. O., Suhaili, N., & Irdamurni. (2023). Peran Interaksi Sosial Dalam Perkembangan Emosional Anak Sekolah Dasar. *Jurnal Pendas*, 08(1), 2727–2738.
- Nafisah, A. D., Pranoto, Y. K. S., & Nuzulia, S. (2022). Pengaruh Keterlibatan Ayah Terhadap Perkembangan Kognitif Anak Usia Dini. *Prosiding Seminar Nasional Pascasarjana, 2022*, 23–29. <http://pps.unnes.ac.id/prodi/prosiding-pascasarjana-unnes/>
- Nofitasari, N., & Mukminin, A. (2022). *Early Childhood Education Papers PAUD Teachers ' Perceptions of Career Parents Given Children 's Social Behavior at Kindergarten Siti Sulaechab 04 Semarang*. 11(2), 96–103. <https://doi.org/10.15294/belia.v11i2.67630>
- Nugraha, D., Aprilia, S., & Veronicha, R. K. (2017). *Kemampuan empati anak usia dini*. 1(1), 30–39.
- Nurfazrina, S. A., & Muslihin, H. Y. (2020). *Analisis Kemampuan Empati Anak Usia 5-6 Tahun (Literature Review)*. 4(2), 285–299.
- Nurjannah, N. (2017). Mengembangkan Kecerdasan Sosial Emosional Anak Usia Dini Melalui Keteladanan. *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam*, 14(1), 50–61. <https://doi.org/10.14421/hisbah.2017.141-05>
- Nurlita, T. A., Sumardi, S., & Mulyadi, S. (2020). Latar Belakang Pendidikan Orang Tua Terhadap Perkembangan Sosial Anak Usia 5-6 Tahun. *Jurnal Paud Agapedia*, 4(1), 85–95. <https://doi.org/10.17509/jpa.v4i1.27200>
- Prasetyo, D., Marzuki, & Riyanti, D. (2019). *Pentingnya Pendidikan Karakter Melalui Keteladanan Guru*. 4(1), 19–32.
- Priyanti, N. Y., Guru, P., Anak, P., Dini, U., Panca, U., & Bekasi, S. (2021). *Upaya Meningkatkan Kemampuan Sosial Emosional Anak Melalui Permainan Ular Tangga Pada Kelompok B Di TK Al Khairiyah*. 5(20), 4135–4142.
- Purwandari, E., Handayani, N., Agusta, O. L., Maburria, A., & Haryanti, N. (2022). Peningkatan Kemampuan Sosial Emosional Anak Usia Dini (AUD) Melalui Metode Bercerita. *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 9(1), 47–55. <https://doi.org/10.21107/pgpaustrunojoyo.v9i1.11685>
- R. Septianingsih, D. Safitri, S. S. (2023). Media Audio Visual Dalam Konteks Pembelajaran Ips: Implikasinya Untuk Pendidikan Di Era Digital. *Cendekia Pendidikan*, 1(1), 1–13. <https://ejournal.warunayama.org/index.php/sindorocendekiapendidikan/article/view/769>
- Rahman, M. M. (2013). Kepercayaan Diri Pada Anak Usia Dini A . Pendahuluan Pendidikan anak usia dini telah banyak berkembang di masyarakat , baik yang ditumbuhkembangkan oleh instansi pemerintah maupun oleh masyarakat . Misalnya , Bina Keluarga Balita yang dikembangkan oleh BK. *Penelitian Pendidikan Islam*, 8(2), 1–16.
- Rijali, A. (2019). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81. <https://doi.org/10.18592/alhadharah.v17i33.2374>
- Risnawati, A. (2020). Pentingnya Pembelajaran Sains bagi Pendidikan Anak Usia Dini. *Prosiding Konferensi Integrasi Interkoneksi Islam Dan Sains*, 2, 513–515. <http://sunankalijaga.org/prosiding/index.php/kiiis/article/view/447>
- Robbiyah, R., Ekasari, D., & Witarsa, R. (2018). Pengaruh Pola Asuh Ibu terhadap Kecerdasan Sosial Anak Usia Dini di TK Kenanga Kabupaten Bandung Barat. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 2(1), 74.

<https://doi.org/10.31004/obsesi.v2i1.10>

- Rofi'ah, U. A., Hafni, N. D., & Mursyidah, L. (2022). Sosial Emosional Anak Usia 0-6 Tahun dan Stimulusnya Menurut Teori Perkembangan. *Az-Zabrah: Journal of Gender and Family Studies*, 3(1), 41–66. <https://doi.org/10.15575/azzahra.v3i1.11036>
- Sari, D. R., & Rasyidah, A. Z. (2020). Peran Orang Tua Pada Kemandirian Anak Usia Dini. *Early Childhood: Jurnal Pendidikan*, 3(1), 45–57. <https://doi.org/10.35568/earlychildhood.v3i1.441>
- Sari, P. P., & Mulyadi, S. (2020). Terhadap Perkembangan Emosional Anak Usia Dini. 4(1), 157–170.
- Sasmita, A. F. (2023). *Keluarga memiliki peran yang sangat penting dalam melaksanakan pengasuhan anak . Hal ini disebabkan karena anak dibesarkan oleh pendidikan yang didapatkan dari orang terdekatnya khususnya orang tua . Dimana orang tua berperan sebagai simbol tiruan atan ce. 04.*
- Septiriani, & Yulsofyfriend. (2020). Permainan Meniup Cat Poster dapat Meningkatkan Perkembangan Kreativitas Seni Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 4(2), 1091–1100.
- Silahuiddin, S. (2017). Urgensi Membangun Karakter Anak Sejak Usia Dini. *Bunayya: Jurnal Pendidikan Anak*, 3(2), 18. <https://doi.org/10.22373/bunayya.v3i2.1705>
- Siti Sholichah, A., & Ayuningrum, D. (2021). Efektifitas Kegiatan Kajian Parenting dalam Meningkatkan Kesadaran Orang Tua Terhadap Pengasuhan Anak Usia Dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 2(2), 1–9. <https://doi.org/10.37985/murhum.v2i2.41>
- Supardan, H. D. (2016). Teori dan Pratik pendekatan dalam pembelajaran. *Jurnal Edunomic*, 4 No.1(1), 1–15. https://d1wqtxts1xzle7.cloudfront.net/62239329/199-388-1-SM_120200301-68210-1pyss04-libre.pdf?1583059526=&response-content-disposition=inline%3B+filename%3DSM_1.pdf&Expires=1703979534&Signature=G6hSRVNHOUHn6MyWj8gWyXu8TCTaoZ0zFGafoSu4qAlgLbRy8kQyapC1vk5Av
- Suyadi, & Sutrisno. (2018). A genealogical study of Islamic education science at the faculty of Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. *Al-Jami'ah*, 56(1), 29–58. <https://doi.org/10.14421/ajis.2018.561.29-58>
- Syahurul, S., & Nurhafizah, N. (2022). Analisis Pola Asuh Demokratis terhadap Perkembangan Sosial dan Emosional Anak di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 5506–5518. <https://doi.org/10.31004/obsesi.v6i6.1717>
- Syamaun, S. (2019). 81 | Jurnal At-Taujih Bimbingan Dan Konseling Islam Vol. 2 No. 2 Juli - Desember 2019 (<http://jurnal.ar-raniry.ac.id/index.php/Taujih>). *Jurnal At-Taujih Bimbingan Dan Konseling Islam*, 2(2), 81–95.
- Syamsul Hadi, S. H. (2013). Pembelajaran Sosial Emosional Sebagai Dasar Pendidikan Karakter Anak Usia Dini. *Jurnal Teknodik*, 227–240. <https://doi.org/10.32550/teknodik.v0i0.104>
- Talvio, M., Berg, M., Litmanen, T., & Lonka, K. (2016). The Benefits of Teachers' Workshops on Their Social and Emotional Intelligence in Four Countries. *Creative Education*, 07(18), 2803–2819. <https://doi.org/10.4236/ce.2016.718260>
- Wahyuni, F. (2019). Pendidikan Anak Usia Dini (PAUD) Holistik Integratif. *Qalamuna*, 11(2), 61–72.
- Wahyuseptiana, Y. I. (2020). Pembentukan Konsep Penerimaan Diri pada Anak Usia Dini di Masa Pandemi Covid-19. *Buana Gender: Jurnal Studi Gender Dan Anak*, 5(2), 126–136. <https://doi.org/10.22515/bg.v5i2.2814>
- Wijayanti, R. (2018). Permainan Tradisional Sebagai Media Pengembangan Kemampuan Sosial Anak. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 5(1), 51–56. <https://doi.org/10.17509/cd.v5i1.10496>
- Wulandari, D., & Hermiati, D. (2019). Deteksi Dini Gangguan Mental dan Emosional pada Anak yang Mengalami Kecanduan Gadget. *Jurnal Keperawatan Silampari*, 3(1), 382–392. <https://doi.org/10.31539/jks.v3i1.843>
- Yanti Lubis. (2019). Mengembangkan Sosial Emosional Anak Usia Dini Melalui Bermain. *Generasi Emas*, 2(1), 47.
- Zumrudiyah, R. (2014). Pola Asuh Orang Tua Karir Dan Non Karir Dalam Penanaman Nilai-Nilai Pendidikan Islam. *Tesis, FIP, Universitas Islam Negeri Maulana Malik Ibrahim*. <http://etheses.uin-malang.ac.id>