

## *The Role of Parents Develops Child's Social Emotional Skills*

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**Abstract.** This paper discusses the issue of children's education in families, especially the role of parents in the education of children in the city of Medan. The purpose of this study was to determine the role of parents as social emotional skills coach to help children develop social emotional skills. The sample of this research is 102 children and parents of kindergarten children in Medan City which determined by using area random sampling technique. Social emotional skills data of children were collected using Social Emotional Skills Inventory (SESI) and parental role data as social emotional skill coach were collected using questionnaires. Data were analyzed with descriptive statistics to calculate average score, standard deviation and percentage. The results of the analysis show that, (1) the average achievement of the social emotional skills of the children is in moderate to moderate category, and (2) the role of the parent giving social stimulant is in the low category and in general the parents acting as social emotional skill coach tend to repressive style to the igniter.

**Keywords:** social emotional skills, kindergarten children, parent role, coach

### **1. Introduction**

Some experts agree that one's success in learning, working and including solving life problems is determined not only by intellectual ability or thinking skills. One's success is largely determined by social emotional skills or abilities (Goleman, 1996; Gootman, 1997). In learning, the social emotional aspect becomes the determinant of individual success (Durlak, 2011). Higher socio-emotional skills at an early age become an important factor of success at the age of 25 (Jones, Greenberg, & Crowley, 2015).

The success of the child has the maximum social emotional skills determined by many factors, including the parent's role (Brock, 2001). Some Philosophers argue that parents have a very big role (Yus, 2011). Indeed, parents as first and foremost educators will respond to the child's social emotional behavior. The way parents deal with these children's social emotional reactions indicates parents as social emotional coaches of children. (Gootman, 1997).

Some research results indicate that there is a tendency that parents prefer the intellectual development of children rather than social emotional development (Anita, 2004). Most parents prefer the children to learn to read, write and count rather than to be polite, responsible for themselves, clean living, and others (Gunawan, 2003).

Social-emotional developments include the experience, expression, and management of children's emotions and the ability to build positive and beneficial relationships with others (Cohen et al.,

2005). Social emotional development as the ability to form relationships with peers and adults around the child, experience organizing and expressing emotions socially and culturally, as well as exploring the environment and learning by all in the context of family, community and culture (Yates et al, 2008).

Experts agree that the child's social-emotional development aims to know how he or she is, how to relate to others peers and older people, how to take responsibility for themselves and others and to behave in solving problems. Social and emotional development includes the experience, expression, emotional management of children and the ability to build positive and beneficial relationships with others (Cohen et al., 2005).

Social emotional skills identified for school success include: 1) getting along with others (parents, teachers and peers), 2) following directions, 3) identifying and regulating one's emotions and behaviors, 4) thinking of appropriate solutions to conflict, 5) persisting on task, 6) engaging in social conversations and cooperative play, 7) true goodness of others and others (Dr. Smith in Carrie Shrier, 2014). The social emotional capabilities of five-year-olds can also be seen from the ability of managing behavior, making social connections, and tolerating frustration with peers (Herald-Myers, Guttentag, Halle, Hair, Burchinal, Anderson, Swank, Smith, & Landry, 2006; Konold & Pianta, 2005).

The achievement of social emotional skills is determined by experience in interacting. Parents (father and mother) help in achieving maximum social emotional development. The role of parent's helps the child is described in a parenting concept that has been interpreted in several ways. Among other things, parenting is the effort of mother, father, someone who will guide in a new life, a guard, as well as a patron (Brooks, 2001). Caring involves a variety of activities aimed at enabling children to develop optimally and survive well. Among the activities of parents, there is activity that is based on the role of parents as a social emotional coach (Gootman, 1997).

The role of a social emotional skills coach needs to be done to help the child develop social emotional skills. Social emotional skills training includes mentoring when children experience emotional events, especially unpleasant events such as feeling alienated from their friends, fear, or experiencing trauma. Activities as a social emotional skills training include parenting so that the child can appreciate himself and feel valued as an individual, know the feeling of being loved, and get a chance to make choices and to know the risks. The training aims to enable children to have a stable and consistent ability to interact with their environment, to create a sense of security, and to create an optimistic sense of the new things that children will meet, and to learn to have social responsibility as part of the group and the environment.

The way parents respond to children's social emotional behaviors is identified in 4 styles, namely (1) mentor, (2) repellent, (3) ignorant, and (4) Laissez-faire (Gootman, 1997). Guidance styles will allow children to learn to trust feelings that arise, manage emotions and solve problems in interacting. The repellent style will give the child experience to deny all the feelings that arise in interacting. The style of abandoners will make children learn that feelings are not right or wrong and they will have difficulty managing emotions while interacting. The Laissez-faire style will search for the feelings that arise and generally the child has difficulty controlling himself and concentrating on interacting. The role of social emotional skills coach consists of the components of recognition, acceptance, assessment, and social emotional behavioral treatment faced by children.

## 2. Research Methods

This study uses explanatory quantitative methods to see the role of parents as social emotional coach to help children develop social emotional skills of kindergarten children in Medan City and the achievement of children's social skills. The sample of the study was 102 people determined by using random sampling area technique. Data were collected using the social emotional skill inventory provided directly to the sample and questionnaires for the child's parents. To clarify the role of parents, data collection was continued by using focus group discussion (FGD) method involving 60 parents of children divided into six groups. Data were analyzed with descriptive statistics to calculate average score, standard deviation and percentage. Data sourced from special notes and FGD results were analyzed using qualitative methods to describe parental activity in performing its role as a social emotional skills coach.

## 3. Results and Discussion

### 3.1. Social Emotional Skills

The social emotional skills studied are the social emotional skill identified for school success as Dr. Smith in the article Carrie Shrier (2014). The result of data analysis shows that the indicator of developmental aspect of social emotional skill of child kindergarten that is recognized and shown in child behavior is a number of twenty indicators. Behavioral indicators that demonstrate the development of social emotional skills are presented in Table 1.

Table 1: Percentage of Social Emotional Skills Aspect Indicators  
(Indicators formulated based on Dr. Smith's concept in Carrie Shrier, 2014)

Aspects of Social Emotional Skills	Social Emotional Skills Indicator	Percentage (%)
Getting along with others (parents, teachers and peers)	1) Conducting activities with parents	100
	2) Conducting activities with teachers	95.01
	3) Conducting activities with peers	84.40
Following directions	4) Perform the instructions given	78.65
	5) Completed the task according to instructions	71.88
Identifying and regulating one's emotions and behavior	6) To Express the emotions that arise	78.65
	7) To know the emotions that arise	62.54
	8) To express the emotion that is felt	56.43
	9) To know the emotions that friends feel	50,26
	10) To switch the emotions of friends	40.20
Thinking of appropriate solutions to conflict	11) To controlling emotions while with friends	67.65
	12) Ask for help if you have trouble	84.23
Persisting on task	13) To completed the assigned task	81.80
	14) To collect assigned tasks	81.56
Engaging in social conversation and cooperative play	15) Conversation with peers when invited	100
	16) To take initiative to invite peers to talk	54.33
	17) To take part in the activities of playing together	65.17
Correctly interpreting other's behavior and emotions	18) To stating the name of a friend's perceived emotion from the behaviors seen as big	50.56
	19) To responding to behaviors that friends show	76.40
Feeling good about oneself and others	20) To expressing feelings of pleasure during activities	65.17
Average percentage of social skills behavior frequency		73.40

Table 1 show that the average child of kindergartens in Medan City has shown behavior according to social emotional skill indicator of 73.40%. Means, still as much as 26.15% social emotional skill behavior is not owned by the average child kindergarten Medan City. If this percentage of developmental achievement is associated with the categories that are arranged on the basis of the normal curve principle, i.e. - 1Sd to + 1Sd of 73.40%, the percentage of attainment of social emotional skills attitudes are in enough categories from three categories. There is one category above is enough, that is good. There are indicators that are easy for children and there are indicators that require more time and practice for children.

The results of the analysis on each indicator of social emotional skills indicate that there are four social emotional skills behaviors that most kindergarten children do not have, i.e. 'divert the emotions of friends' owned by 40, 20% child kindergarten,' expressing perceived emotion 'equal to 56.43%,' recognize friends' emotion 50.26%, 'express the name of the emotions felt by friend,' 'States the emotional name felt by friends of the viewed behavior' by 50.56%. These outcomes explain the theory of social emotional development, i.e. Child kindergarten (age 4-6 years) is in the development of sensitivity of individuality (Erik Erikson's Social Theory). The child is still in the experimental phase, trial and error learning and perfecting social emotional skills (Kostelnik, et al., 2006). In addition, this indicator is among a number of behaviors that children have difficulty in dealing with peers or others (Kristin Stanberry, accessed September 9, 2017). What's more when it comes to behaviors that show social emotional skills 'expressed the feelings of others (peers)'.

In childhood age of child kindergarten, children are studying independently. They want to do their own basic needs such as self-determination, toileting, eating and dressing and learning to maintain the attachment that keeps the child safe from the age of three, as well as distinguishing oneself as individuals (Feeney et al., 2006). This condition tends to make children try to do everything themselves and tend to reject the help of others. At the same time children tend to want to dominate their friends and they tend to play with children below them or with children who tend to follow the rules of the child. In addition, social economic status factors affect the social development outcomes of children (Dearing E, Berry D, Zaslow M, 2006; Wanless SB, McClelland MM, Tominey SL, 2011). Parents with disadvantaged economies lack the time to provide facilities or with their children in developing positive things on the child's social emotional skills (Dearing E, Berry D, Zaslow M, 2006; Bernier A, Carlson SM, Whipple N, 2010 ). The behavior of parents with socioeconomic status is less fortunate as the developer of social emotional skills, less responsive to the child's behavior and less facilitate the child in the development of social emotional skills (Evan GW, 2004). Social emotional skills can be intervened, such as by using REDI-Research-Based Developmentally Informed (Robert L. Nix, Karen L. Biermen, Celene E. Domitrovich and Sukhdeep Gill, 2013).

The results of data analysis achievement of children's social emotional skills of kindergarten show that the average count 48.05. The number is slightly lower than the ideal average of 50.00. Based on the results of the analysis can be stated that the average tendency of social emotional skills achievement is at the average level to less. The distribution of data scores of social emotional skills trends is presented in Table 2. Complete data of developmental outcomes is presented in Table 2.

Table 2: Frequency Distribution of Social Emotional Skills Scores of Kindergarten Children

Interval Class	Frequency	Percentage
1 – 10	1	1
11 – 20	2	2
21 – 30	6	6
31 – 40	23	22
41 – 50	28	27
51 – 60	21	21
61 – 70	13	13
71 – 80	8	8
Total	102	100

The result of social emotional skills achievement analysis based on social emotional skills achievement classification of Medan Kindergarten children based on normal curve principle shows that the achievement of social emotional development of child kindergarten is in the range tends to 'start developing' until 'with expectation', that is as much as 47,06% children of Kindergarten are at achievement begin to grow and equal to 35,30% is in progress growth as expected. There are several factors that influence the development of social emotional skills. Cultural factors affect children's growing understanding of the meaning of emotions, the developing knowledge of which situations lead to which emotional outcomes, and their learning about which emotions are appropriate to display in which situations (Thompson and Goodvin, 2005). Cultures vary in terms of what one is expected to feel, and when, where, and with whom one may express different feelings" (Cheah and Rubin, 2003).

Table 3: Distribution of Frequency of Social Emotional Skills of Kindergarten Children

Achievement	Frequency	
	Absolute	Relative
BSH	36	35,30
MB	48	47,06
BB	18	17,64
Jumlah	102	100

Note: BSH = develops as expected, MB = starts to grow, and BB = undeveloped

The Differences in the achievement of social emotional skills may occur due to various factors. The most frequently studied factors are family factors, such as how the family responds to the child's daily behavior in developing social emotional skills. In addition, biological factors are also widely studied by experts as factors affecting social emotional development.

### 3.2. The Role of Parents as an Social Emotional Skills Coach

The results of social stimulant analysis based on the role of parents as social emotional coaches of children show that the role of parents spread on four styles. The results of the analysis are presented in Table 4.

Table 4: The Distribution of Average Scores of Parent Roles Based on Style as Coach Social Emotional Skills

Averages Scores	Social Emotional Skills Coach Stylize			
	Pengabai	Penolak	Laissez-faire	Pembimbing
Ideal	12,5	11,5	5,0	11,5
Count	11,0	11,7	3,9	2,6

From Table 4 it is known that the average score of three parental styles as a coach of the social emotional skills of children is below the ideal average. There is one style that shows the average score slightly above the average count, i.e. the repulsion style. This means that the quality of the parent role plays the role of the coach not entirely based on a particular style. To see the trend of people styles put forward the data in Table 5.

Table 5: Frequency Distribution Based on the Parent's Style as a Coach of Social Emotional Skills

Frequency	Social Emotional Skills Coach Style				Total
	Pengabai	Penolak	Laissez-faire	Pembimbing	
<b>Absolute</b>	12	80	5	5	102
<b>Persentase</b>	12	78	5	5	100

When viewed the frequency of the tendency of the style played by parents in training the social emotional skills of children, it is known that most parents tend to style repellent (78%). A total of 5% of parents are styled mentors in acting as a social emotional coach of children. The role of parents in helping children develop themselves is expected to be styled as a mentor. This style is characterized by a quality interaction between children and parents. The quality of interaction between parents will determine the success of the child in adjustment with teachers in ECE-Kindergarten (Robert & Sheri, 1997).

Percentage of parents who styled tutors need to be improved because the formation and improvement of behavior in the decline of problematic behavior of children is largely determined by the involvement of parents in child self-development. Parental involvement as a significant predictor of school preparedness for children (Lau, Li, and Rao, 2011; Majzub and Rashid, 2012). Parental involvement can occur by performing various activities. Among these are the Festival out Of the Box that was produced and presented by the Queensland Performing Arts Center (QPAC) to enrich the 3-year-old and their communities (Tayler, at. al., 2006).

#### 4. Conclusion

Based on the results of the analysis and discussion can be raised the conclusions of the results of this study as follows.

*The First*, the social emotional skills of Kindergarten children in Medan City have not been maximally developed, and generally develop in enough categories. This achievement needs to be improved

*The Second*, the role of parents in helping children develop social emotional skills generally tends to be a repellent style to the abandoners.

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