


## Parental Supervision In The Social Development Of Early Childhood In Kencana Mekar Kindergarten Bahbutong

Putri Dirgahayu Pasaribu<sup>1</sup>, Alfin Siregar<sup>2</sup>, Tiara Putri Mahisani<sup>3</sup>, Suci Permata Hati<sup>4</sup>,  
Wahyuni Dazura<sup>5</sup>

Program Studi Bimbingan konseling pendidikan Islam, Universitas Islam Negeri Sumatera Utara

Article Info	ABSTRACT
<p><b>Keywords:</b> Parenting Patterns, Child Development, early childhood, Kindergarten Golden Blossom Bahbutong.</p>	<p>This study aims to examine the influence of parental support on the social development of early childhood in Kencana Blossom Bahbutong Kindergarten. Parental support is one of the important factors in developing children's social skills, such as interacting with peers, recognizing emotions, and resolving conflicts. Using a descriptive qualitative method, data were collected through observations both at school and at home, interviews related to parental guidance, and documentation with participants consisting of 25 parents, 3 teachers, and the principal. The theories used are Erikson's social development theory, Epstein's parental involvement, and Bandura's social learning theory. The results of the study showed that intensive parental guidance has a positive impact on children's social interaction, adaptation, and cooperation skills in the school environment. Children who are actively assisted by parents have more developed social skills compared to children who receive less assistance. These findings reinforce the importance of parental involvement in early childhood education to support children's social development. Children who receive substantial assistance from parents show superior social skills compared to children who receive minimal support. These results demonstrate the important role of parents in actively assisting early childhood to ensure optimal social growth.</p>
<p>This is an open access article under the <a href="#">CC BY-NC</a> license</p> 	<p><b>Corresponding Author:</b> Putri Dirgahayu Pasaribu Program Studi Bimbingan konseling pendidikan Islam, Universitas Islam Negeri Sumatera Utara <a href="mailto:putridirgahayupuput@gmail.com">putridirgahayupuput@gmail.com</a></p>

### INTRODUCTION

Development social child age early is aspect important and become runway ability child in interact with environment surrounding area. At the stage this, child start Study recognize emotions, weaving connection social, as well as develop ability communicate and work The same with other people. Childhood age early at the age of 0 to with 6 years called as the golden age development child. Formation personality and skills social Children are greatly influenced by their environment especially his parents.

Parent play role central in give support sustainable to children in life everyday. Help the covers aspect like give support emotional, teaching method interact with Friend peers, and help child understand social norms. In education child age early, parental involvement No just accompany his child at home, but also participates active in activity learning and development

social children at school. Continuous and full parental support love Darling can give significant impact to development social child. Research show that the child who gets support intensive from his parents tend own skills more social good, like more capable adapt with situation new, have ability good communication, as well as capable manage emotions and finishing conflict with more effective.

Research by Santrock (2018) shows that children who get attention and support active from parents own ability interact more good. Parental guidance help child build sense of trust self, which makes it easier they in to weave connection with Friend peers. This is also based on a study conducted by Maccoby & Martin (2015) which emphasized that pattern foster marked participatory with communication effective and caring to need social child relate close with skills social more children high. Parenting patterns This push child For Study empathize, work same, and appreciate difference essential skills in development social child age early.

Kindergarten Golden Blossom Bahbutong is institution education that focuses on development social child age early. However educator Still Lots face challenge in to form personality social children, in particular role of parents in accompany his son Not yet reach optimal point. Therefore that, it is necessary existence study more carry on about impact parental guidance to development social children in the environment Golden Blossom Bahbutong For find effective strategies For increase parental involvement in support development social children. To what extent is the impact parental guidance to development social child age early in bahbutong. Research results This expected can give outlook to parents and educators about importance active take time out time together children, and find a more approach Good in support development social child optimally

## METHOD

Study This use method qualitative and descriptive. Approach qualitative chosen Because study This aiming For to obtain understanding deep about How influence Parental assistance at Kencana Kindergarten Blossom Bahbutong to development social child age early. Based on the data collected from various source, approach descriptive used For describe phenomenon parental guidance and its impact to competence social child. Participant in study This involving, Parents A total of 25 parents whose children registered at Kencana Kindergarten Blossom Bahbutong. old chosen by purposive sampling, namely active parents in accompany child them at home and at school. There are 3 teachers who teach at Kencana Kindergarten Blossom Bahbutong, with role they as observer development social children at school. And One head schools that have knowledge deep about policies and programs that support development social children at school. In the study this, method data collection involves implementation interview in a way direct with parents, teachers, and principals school. Analyze this data involving reference related theories with development social child age early and involvement parents, besides comparison findings with study previously. The credibility of the data in study This improved with do triangulation data sources, which include compare results interview with observations and documentation collected.

## RESULTS AND DISCUSSION

Study This aiming For investigate impact parental guidance to development social child age early in Kencana Kindergarten Blossom Bahbutong. For reach objective said, the data was collected through three method main : interview in-depth, observation class, and questionnaire. Participants in study This consists of from 25 parents children, 3 teachers, and 1 principal school. A total of 25 parents from children registered at Kencana Kindergarten Blossom Bahbutong participate in study This. Parents involved taken from various background behind education and work, reflecting diversity community. In addition, three teachers who teach at the kindergarten and the principal schools are also involved For get more perspective wide about development social child

Interview deep done with all parents, teachers, and principals school. Every interview in progress about 30 to 45 minutes, using guide the interview that has been arranged previously. There are 15 items questions focused on parents ' experiences and views about mentoring child, form support the emotions given, as well as challenges faced in accompany child. From the results interview, revealed that the majority of parents ( 80%) involve self in a way active in activity children, such as play and learn together.

They also stated that support emotional is aspect important in accompany children, where 75% of they try For always listen and understand feeling child. Observation done in class for 10 sessions, with every session in progress one hour. In observation this, researcher take notes interaction social child during activity learning and playing. Observation results show that children who get mentoring active from parents more capable interact with OK, shows trust self moment collaborate with Friend peers. Around 70% of children show ability good sharing and collaboration in group, signifies influence positive from the assistance they provide receive at home.

A total of 25 questionnaires open spread out to parents For complete the data obtained from Interview. Questionnaire This designed For dig information more carry on about frequency and type assistance provided. As a result, 90% of parents report do assistance at least once a week, with the most common activities is play (65%) and learn together (25%). Many parents also stated that they face challenge in arrange time between work and mentoring children, where 60% of they confess difficulty the. Collected data from interviews, observations, and questionnaires analyzed use technique analysis thematic. Analysis process This aiming For identify themes the key that appears from the data, so that can give better understanding in about How parental guidance contribute to the development social child age early.

Research result This show that parental guidance own significant impact to development social child age early in Kencana Kindergarten Blossom Bahbutong. With involving 25 parents, 3 teachers, and the principal school, research This give deep insight about parents way can contribute in a way positive in development social children them. Implications from study This can used as guidelines practical for parents, educators, and institutions education in effort increase quality education and development children. Research results confirm that interaction and support provided by parents is very important For development social child. Therefore that, parents recommended For more active involved in

activity daily children, both at home or at school. Activities like play, learn together, and give support emotional can help child develop skills social needs For interact with Friend same age.

### **Influence Parental Assistance in Development Child Social**

Parental assistance is aspect crucial in development social child age early. ( Yusuf Hadijaya et al., 2023) In the context of education child age early, parental guidance No only covers time spent together children, but also quality interaction, support in activity social, and participation in activity school. All element This play a role important in to form skills social children and influence How they interact with environment around.

Time spent by parents together child in a way direct influence development social child. When parents take time out time quality with children feel more noticed and appreciated. Activities like play together, talking, and doing activity daily together, giving chance for child For Study communicate, complete problems, and understand emotions. ( Heleni) Filtri & Al Khudri Sembiring, 2018) Research show that children who get Lots attention from parents they generally show trust a better self big and capable more social Good.

Quality interaction between parents and children is factor important in development social children. Effective communication and full interaction attention help child Study method express feeling them, listen to others, and build healthy relationship. Involvement positive between parents and children can increase capacity child For understand and react to other people's emotions, which is skills social important basics.

Parental involvement in activity social children, including play together, activities groups, and activities extracurricular, contributing in a way significant to growth competence social This. Children who are pushed For interact with Friend peers and participate in activity social tend more capable develop skills like share, take turns, and work same. Parental support in matter This give children feel safe and confident self For explore connection social they.

Parental participation in activity the school also has impact significant in development social child. When parents active involved in activity school, such as attend parent - teacher meeting or help in activity school, children feel more appreciated and motivated For participate. Parent involvement in education child No only support aspect academic but also affects development social child with give they model consistent behavior and support.

In general Overall, effective parental guidance contribute to the development social child with strengthen skills interact, share and manage emotions. Children who get good support from parents in various aspect life social they tend show ability more social good, like skills interact with friends, share, and manage emotions. Therefore that 's important for parents For in a way active involved in the process of mentoring and providing consistent support For facilitate development social child optimally.

With Thus, parental guidance No only A supportive actions development social child but it is also an integral part of formation base skills social that will to form connection them in the future. Parents involved in a way active in accompany child they No only help child in development social but also strengthens connection family and create supportive environment growth and prosperity child.

### Connection between Parental Assistance and Development Child Social

Analysis results show existence favorable correlation between quality parental guidance and development social child. Enhanced guidance correlated with improvement development social in children, especially related interaction they with Friend peers and behavior share. Although Thus, there is signs that related guidance with activity social and engagement in activity school can improved For push results development more social Good

Parental assistance in development social child age early will looks in a number of matter among them, shows love Darling to child, push child For try matter new, introducing child with Friend peers, showing feeling with clear, set routine daily. Children are active individual to form knowledge based on experience gained through environment place sociability. Ability social child will develop when child to do socialization with Friend surrounding area

Childhood education beginning must covers the entire stimulation process social interaction and not limited to the ongoing learning process institutionalized education that is only prioritize aspect cognitive For development child. This will show that education child age early can happen every moment as well as interaction human beings that happen in family, friends peers, and relationships appropriate social with condition development child age early

Parental assistance own influence to development child in the future come. Parents who give mentoring with creation communication open between good parent -child, educating child with good, give love love, care and attention However still give control tall to child, push to ability and willingness child tend will produce child with appropriate development with statement from Soetjningsih (2016) stated that the more Good mentoring parents applied to children the more good development too children. Such assistance This will produce child with development independence

### CONCLUSION

Research conducted to impact guidance parent to development social child age early in Kencana Kindergarten Blossom Bahbutong, which involves sample of 25 parents, 3 teachers, and 1 principal school, produce conclusion following : Guidance parents, which includes time spent together children, quality interaction, support For activity social, and engagement in activity school, in general significant increase development social children. The children got it benefit from effective guidance tend show skills superior social. Although score guidance parent in a way overall Enough high, there are certain areas that require it improvement, especially in matter support For activity social and engagement in activity school. Handling aspects This can more strengthen development social children. Good guidance from parent correlated with improvement skills social in children. It is recommended that parents Keep going increase involvement they in various aspect life children, especially in support social and activities school, for support development optimal social. Research This confirm importance role active parents in accompany children they For support development healthy and positive social.



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