



The Role of Parenting Patterns of Parents and Teachers in Developing Emotional Intelligence in Early Childhood

Lelen Novita ¹, Susi Herawati ², Rizki Pebrina ³, Silvia Susrizal ⁴, Adam Mudinillah ⁵

¹ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

² Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

³ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

⁴ Sekolah Tinggi Agama Islam Al-Hikmah Pariangan, Indonesia

⁵ Sekolah Tinggi Agama Islam Al-Hikmah Pariangan, Indonesia

Corresponding Author: Lelen Novita, E-mail: lennovita39@gmail.com

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ABSTRACT

Parenting patterns of parents and teachers in responding to the rampant problems that occur regarding the emotions of early childhood children are very important to note. Where the need for a primary role for parents in educating. With the existence of good parenting patterns in the family, it will produce personality, and have a wise attitude so that it has a great influence when growing up. The impact is that children's emotions will be easy to control because they have been educated and taught in their daily environment. Research purposes This is to determine the role of parents and teachers in developing emotional intelligence in early childhood. This research method Using quantitative methods, based on data obtained through the distribution of questionnaires using the online Google Form platform, researchers found a phenomenon of parents and teachers who are concerned about emotional intelligence. Research result explains that the role of parents and teachers in developing emotional intelligence in early childhood has a big influence, the existence of motivators and educators obtained from parents, and supervision applied to teachers at school. Research conclusion explains the important role of parents and teachers in dealing with the emotions of early childhood. Limitations in research This is a researcher who only conducted research on the role of parenting patterns and teachers in developing early childhood emotional intelligence. Researchers hope to further research so that the same research can be carried out but with a wider scope so that this research can be continued. This researcher also recommends to further researchers to use this research as a benchmark to achieve the same goal, so that readers can also understand the purpose of research on parenting patterns of parents and teachers in developing emotional intelligence in early childhood.

Keywords: *Early Childhood, Emotional Intelligence, Parenting Patterns*

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INTRODUCTION

Education in Indonesia is an important thing that can support the progress of a nation.(Sarid, 2018). The progress of a nation can be assessed from the quality and existing education system.(Maple et al., 2019). The implementation of educational and learning activities cannot be separated from each other.(van Engelen & Hoos, 2020), because education and learning have a very close relationship. Education in Indonesia is currently trying to improve the curriculum(Hillary, 2019), curriculum changes can help the learning process to be more effective in the future, including improving teacher competence as educators in schools. Improving teacher competence can be achieved through various activities such as(Foss et al., 2021), there is training, workshops, seminars, so that teachers will get the latest relationships that can apply learning methods to be more effective in every existing curriculum exchange.(Macaulay, 1963). Schools are no longer behind in curriculum compared to other schools, here there is a need for teacher action in developing intelligence in understanding the meaning of the curriculum.(Huang & Rust, 2018). The conditions for progress and development of an educational institution are having innovation and being able to collaborate.(Reid & Baker, 2018), if you are not able to innovate and collaborate then you will be left far behind by others.

Emotional intelligence results in a person becoming aware of their own feelings.and also able to manage one's own abilities in dealing with various problems, and have the ability to empathize with others(Rosenwein, 1998). A person who has emotional intelligence has self-awareness in controlling emotional attitudes that occur suddenly.(MH Graham, 2020). The most influential factors on children's emotional intelligence are family factors, at school, playmates, social environment where the family plays the main role and early school which studies emotions.(Harvey, 2023)And(Marjanović et al., 2022). Emotional intelligence has the most important role in achieving success for a child so that it is easy to understand the lessons taught at school(Mater & Coote, 2019). The increasing emotional experiences(Karsenty, 2020), a person can understand his emotions well and is able to regulate himself and has the ability to always encourage himself to make changes that occur every day so as to create a better understanding of the people around him.(“Equilibrium Electrochemistry and the Nernst Equation,” 2010). The need for an intense role for parents in overcoming children's emotional intelligence.

Parents have a very important role in the process of children's emotional development. Children's emotional development can be done by helping children in emotional situations such as when they are sad, angry, or anxious. Parents can help children develop emotional intelligence by modeling positive things.(de Silva, 2018), provide support, and provide opportunities to practice social skills. In addition, parents must guide children to teach them how to manage emotions and good behavior.(Imbens, 2022). Emotional intelligence is the ability to measure, understand, and empathize with others and manage good relationships.(Norcross & Lambert, 2018). Children with dominant emotional intelligence to good will be able to cope with stress well.(Henley, 2019). Therefore, parents must pay attention and be involved in the development of children's emotional intelligence. With this support and guidance(Lepkovska, 2019),

parents can feel the changes that occur in their children (Rosenwein, 1998) and (Hickel & Kallis, 2020). As time goes by, the child's development is in accordance with the expected level of growth and development.

The role of teachers is very important in understanding the development of children's emotional intelligence. (Ivrendi, 2020). Emotional intelligence is the ability to identify, manage, and express emotions in a healthy and productive way. (McRae & Gross, 2020). These skills are very important for children's success in everyday life both inside and outside the classroom. (S. Graham, 2019). The role of teachers can be role models for children in healthy and productive emotional expression. (Ozmen Garibay et al., 2023). Teachers can help children control their own emotions, and help children recognize emotions given by others, and provide strategies for managing these emotions. (Rothauer, 2018). With the role of teachers in addressing emotional intelligence, teachers are examples who can help children identify their emotions at school, by providing positive feedback. (Ajjawi & Regehr, 2019), and integrating emotional intelligence learning into the curriculum. In doing so, teachers can help students develop the social and emotional skills necessary for their future success.

Research conducted by Anis Sahara in 2023 with the title of research on the role of parents in developing emotional intelligence in early childhood. States that there are problems experienced by children due to lack of parental attention to the development of children's emotions. (Tay et al., 2018). Which not all parents can understand the importance of emotional development in early childhood, because parents are more concerned with their activities so they do not pay much attention to the development experienced by children. So that children will do something outside the supervision of parents, and children are no longer interested in following learning and children do not want to follow the advice given by parents. Therefore, a change and renewal are needed so that parents pay more attention to children in all things, both in terms of learning, social environment, and everything that can affect emotional intelligence in children. So that parental attention to children can bring changes, especially to children's emotional intelligence.

Based on the expression from previous research, it can be said that there is a difference and renewal in the current research. This study states the importance of the role of parenting patterns of parents and teachers in developing emotional intelligence in early childhood. With the role of parents towards children, it will have an influence on the development of children's emotional intelligence. Parents play a very important role in educating children, with the education given by parents it will be able to produce good personalities in children, form morals that can increase intelligence, and determine how children socialize with their friends. Parents and teachers can use innovative activities and methods to develop emotional intelligence in early childhood. For example, using games, songs, stories to help children understand and express their feelings. This creative and innovative method can help children stay involved and interested in the learning process.

The purpose of this research is to understand how the role of parents and teachers can influence the development of emotional intelligence in early childhood. Such as increasing

understanding of emotional intelligence which aims to foster an understanding of emotional intelligence and why it is important for the development of early childhood. With the support provided by parents and teachers, it can support the development of children's emotional intelligence and help them overcome various challenges faced in everyday life. Helps prevent behavioral problems and mental well-being so that they have provisions in the future. Research also shows that education about emotional intelligence in early childhood can provide long-term benefits, such as better social adjustment and higher academic achievement. By increasing emotional intelligence in early childhood, it is hoped that they can develop healthy social and emotional skills, and have the ability to cope with the pressure and stress faced in the future. As information known by researchers that parents and teachers play a very important role in increasing the emotional intelligence of early childhood, because in this development phase children really need attention from those closest to them. However, the emotional development of a child at an early age is still lacking in attention, so that early childhood cannot control their emotional intelligence properly. This problem made researchers interested in conducting research entitled the role of parenting patterns and teachers in developing emotional intelligence in early childhood.

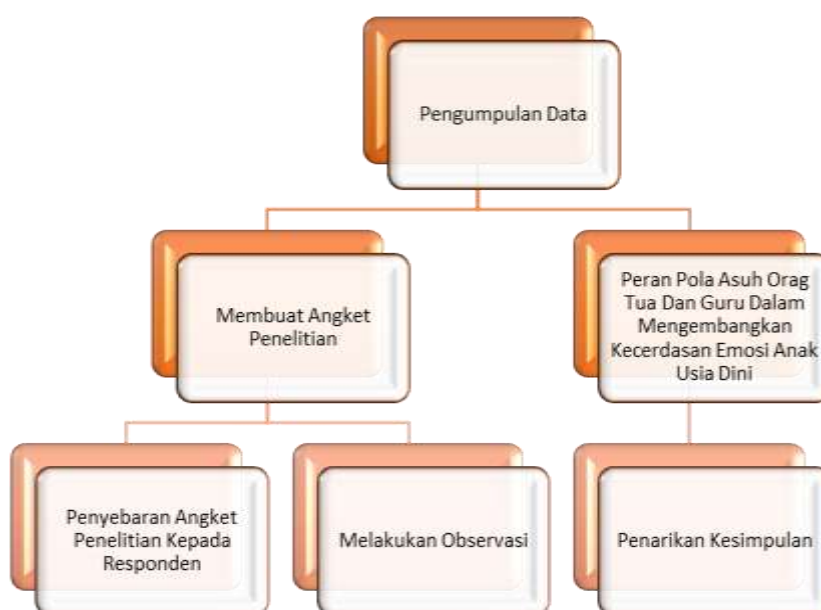
RESEARCH METHODS

The method used by researchers in this study is a quantitative method.(Stockemer, 2019). Quantitative method is a process to find accurate data.(Zhang et al., 2018), verifying the authenticity of data, and scientific information which in this study uses data in the form of numbers.(Gao et al., 2018). Quantitative methods have advantages for anyone who wants to use this method, the advantages are the accuracy of the facts obtained and the ability to analyze more easily.(Hara et al., 2018). In the context of the researcher's title entitled the role of parenting patterns and teachers in developing emotional intelligence in early childhood, the use of quantitative methods can measure how the development that has been given especially for parents who are the main educators of a child, and also the role that has been taught by teachers when the child is at school, which can help in reducing the occurrence of emotional intelligence in children. Researchers conducted research through several stages until reaching the end of the research stage(Lai & Wong, 2020). The stages carried out by the researcher are starting from data collection, creating a questionnaire using Google Form, which contains various questions related to the research conducted by the researcher to make it easier to obtain accurate and specific information.(Aldalur et al., 2022), which research is aimed at parents, teachers, and students.

This research was conducted at the Kasih Ibu PAUD which is located in the Sitiung market hamlet., which is done by distributing questionnaires, research in the form of questions related to the title chosen by the researcher. The questions are then answered by the teachers at the school targeted by the researcher. The technique used by the researcher in this study is by distributing research questionnaires online, then writing several statements as many as 20 (twenty) which are then distributed to respondents with the hope

that they can be filled in honestly according to the facts that occur. The results obtained can be a reference for researchers to conduct a more in-depth analysis related to the data that has been obtained (Yao et al., 2020). Through the research, the results obtained were 50 (fifty) answers, so that the results obtained through these respondents will be presented by the researcher in the results and discussion of the research. The main respondents in this study were the teachers who taught at PAUD Kasih Ibu Sitiung, the information and data were very useful for the answers and results of the researcher's research.

Information or research data that has been obtained according to the existing facts, with the use of quantitative methods that collect the results of the distribution of questionnaires. Then the researcher will present and calculate the percentage of each answer to the questions that have been distributed to the respondents who have participated in the study related to the role of parenting patterns and teachers in developing emotional intelligence in early childhood. The use of this data can provide relevant information and use numbers that are easy to understand when presented to the public in order to find solutions or input from the problems studied, namely the role of parenting patterns and teachers in developing emotional intelligence in early childhood (Negrini, 2018). Therefore, researchers must be able to understand the objectives, benefits, and other advantages as well as what obstacles are often experienced by parents and teachers in developing emotional intelligence in early childhood so that measurement and evaluation are needed in this case.



RESULTS AND DISCUSSION

The role of parenting patterns and teachers in developing emotional intelligence in early childhood.

Parenting patterns in developing emotional intelligence in early childhood has an important role, where parents will teach parenting patterns that provide full attention, love and affection for children, so that children can have control and are able to manage

emotions wisely and think positively. So when children feel accepted and emotionally supported by their parents, children will tend to feel safe and have good self-confidence, which is an important foundation in developing emotional intelligence. Good parenting also involves the ability of parents to manage emotional levels. When parents are able to hold back their own emotions, they will be able to set a good example for their children in dealing with the emotions that arise. For example, parents who can manage angry or frustrated emotions by taking healthy actions, such as speaking calmly, will be able to help children learn about how to effectively deal with the same emotions.

Teachers also have an important role in developing emotional intelligence in early childhood, where teachers can be good role models for children in managing emotions. Teachers will be able to show how to recognize, regulate, and express emotions in a healthy way through their own behavior. Teachers provide roles through social and collaborative activities in the classroom that allow children to learn to interact using healthy emotions. For example, group assignments, or collaborative projects can make it easier for children to develop skills in communicating, working together, and being able to deal with emotions in a structured social context that supports children's understanding. Teachers can also provide feedback, where this feedback can help children to improve and hone their abilities, regulate, and improve emotions in a healthy way.

The role of parenting patterns of parents and teachers in developing emotional intelligence in early childhood has a positive influence and can provide significant changes in controlling emotional intelligence in early childhood. As the role of parents and teachers who are models in managing emotions can provide a good example for children. Children will tend to imitate how habits are done especially for parents who are the main educators in teaching norms to children, including in terms of recognizing and expressing emotions. Therefore, parents and teachers who will be able to help and manage wisely, so as to have a positive influence on children. Parents and teachers also apply the need to increase self-awareness and self-reflection about children's emotions. They can teach children to recognize the triggers that arise from emotions, and recognize what responses arise when emotions occur.

Table 1.1 Results Obtained from Distributing the Questionnaire

NO	Question	Answer		
		Strongly agree	Agree	Don't agree
1	The role of parents and teachers has a big influence on the emotional development of early childhood.	70.2%	27.7%	0%
2	Early childhood emotions influence their education	51.1%	48.9%	0%
3	The importance of	68.1%	31.9%	0%

	the role of parents at home in controlling children's personalities			
4	The importance of guidance in dealing with children's emotions at school	46.8%	51.1%	0%
5	Children are able to control their own emotions	14.9%	51.1%	34%
6	Environmental factors greatly influence children	55.3%	42.6%	0%
7	Children can show an enthusiastic attitude in solving their problems.	34%	55.3%	10.6%
8	Children can obey the rules at home and at school.	36.2%	59.6%	0%
9	When a child makes a mistake, the parent advises him gently.	57.4%	42.6%	0%
10	Parents give children the freedom to solve their own problems	31.9%	53.2%	14.9%
11	Teachers teach patience and forgiveness to students who are fighting at school	59.6%	38.3%	0%
12	The firm attitude of parents at home can influence children to become good people.	53.2%	46.8%	0%
13	A teacher's gentle attitude can make students enthusiastic	40.4%	51.1%	8.5%

	about participating in learning.			
14	Parents have the right to scold and even hit their children when they make mistakes.	25.5%	19.1%	55.3%
15	Students must obey the existing regulations at school.	40.4%	57.4%	0%
16	Not giving children complete freedom to hang out with whoever they like	34%	53.2%	12.8%
17	Parents do not give their children the opportunity to explain their mistakes	19.1%	27.7%	53.2%
18	It is normal for parents to give punishment to their children when they make a mistake.	10.9%	71.7%	17.4%
19	Giving appreciation when a child wins a prize can increase their enthusiasm for learning.	66%	29.8%	0%
20	Teachers make rules that students must obey when participating in PBM at school.	46.8%	51.1%	0%

In the table above there are several explanations regarding the role of parenting patterns of parents and teachers in developing emotional intelligence of early childhood. The table above includes several questions which make it easier for researchers to research this study. The questions listed are 20 questions containing the roles played by parents and teachers in developing emotional intelligence of early childhood. Questions containing parenting patterns are used to develop emotional intelligence of early childhood by

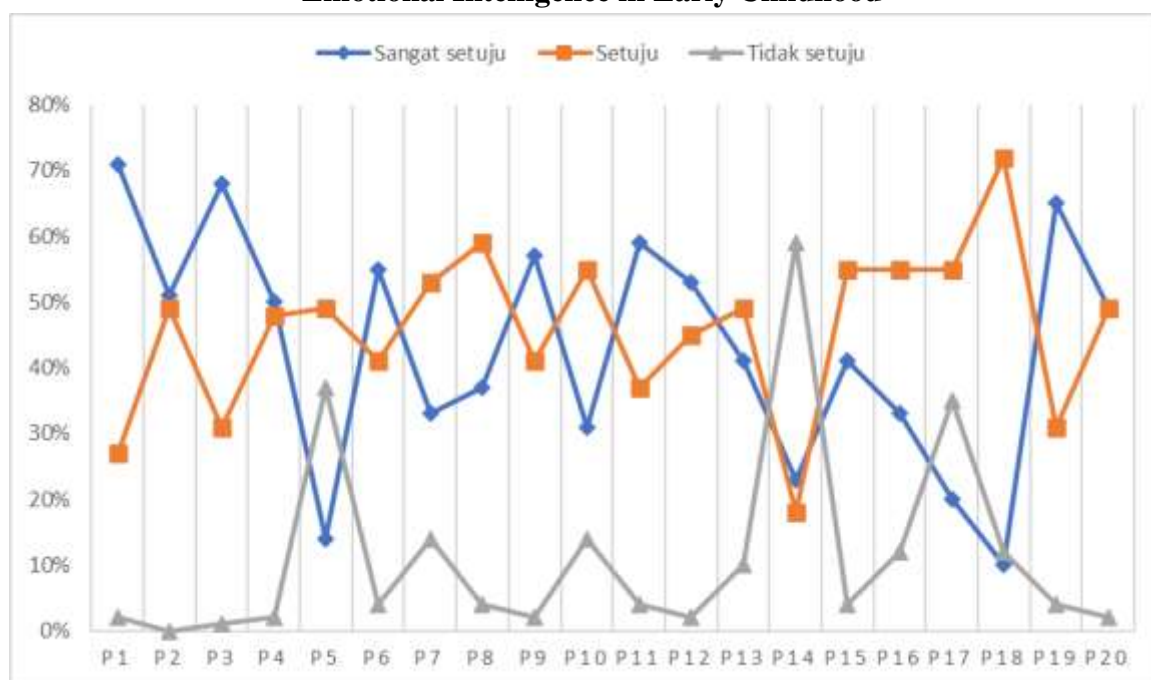
obtaining a percentage of 70.2% by choosing strongly agree and some people choose to agree with a percentage of 27.7%. The table above shows that the emotions of early childhood affect their education with a percentage of 51.1% with answers strongly agree and 48.9% for the percentage agree, but in this context some respondents disagree with a percentage of 0%. Furthermore, researchers also studied the importance of the role of parents at home in controlling children's personalities with a percentage of 68.1% with answers strongly agree and other supporting answers that agree with a percentage of 31.9%.

Researchers also studied the importance of guidance in dealing with children's emotions at school explaining that respondents strongly agreed with a percentage of 46.8% and 51.1% of respondents agreed with this. Not only that, researchers also studied related to children who are able to control their own emotions with respondents strongly agreeing 14.9%, agreeing 51.1% and respondents disagreeing with a percentage of 34%. The table above also states that environmental factors greatly influence with a percentage of strongly agreeing 55.3% and 42.6% agreeing, but not only that, respondents also disagreed with this statement with a percentage of 0%. Furthermore, the table above also explains that children can show an enthusiastic attitude in solving their problems with a percentage of strongly agreeing 34% and with an answer of agreeing 55.3% and there are also some respondents who disagree with a percentage of 10.6%. Furthermore, researchers can also understand that children can obey the rules at home and at school with a percentage of strongly agreeing 36.2% and respondents with an answer of agreeing with a percentage of 59.6%. Researchers also studied children who can obey the rules at home and at school with the number of respondents strongly agreeing with a percentage of 57.4% and respondents' answers agreeing with a percentage of 42.6%.

The table above lists that parents give freedom to children to solve their own problems with a percentage of respondents strongly agree 31.9% and answers agree with a percentage of 53.2% and several other respondents with answers that disagree with a percentage of 14.9%. Furthermore, researchers also surveyed the role of parents in giving children freedom to solve their own problems. In this question, some respondents answered strongly agree with a percentage of 59.6% and answers agree with a percentage of 38.3%. Researchers also studied the firm attitude of parents at home can influence children to become good people with a percentage of strongly agree 53.2% and some with answers agree with a percentage of 46.8%. Questions containing the teacher's gentle attitude can make students enthusiastic in participating in learning. In this question, some respondents answered strongly agree with a percentage of 40.4% and agree with a percentage of 51.1% with this matter, but some others disagreed with a percentage of 8.5%. The researcher also studied about parents having the right to scold and even hit their children when they make mistakes, where the respondents' responses with answers that strongly agree reached 25.5% and agree 19.1% and disagree 55.3%. The following is a survey about students having to obey the existing regulations in schools with a presentation of respondents who chose strongly agree as much as 40.4% and respondents who chose agree as much as 57.4%.

Based on the next question about not giving full freedom to children to socialize with anyone they like answered strongly agree as much as 34% and some respondents answered agree as much as 53.2% there are some respondents answered disagree with a percentage of 12.8%. Next for the question with parents not giving their children to explain their mistakes with answers strongly agree as much as 19.1% and with agree 27.7% there are some respondents answered disagree with a percentage of 53.2%. The graph above explains about the punishment given by parents when children make mistakes is a common thing in this question there are answers with the highest percentage with answers agree 71.7% and strongly agree 10.9% and answers disagree with a percentage of 17.4%. The next percentage in the strongly agree section gets the highest percentage where the question is about giving appreciation when children win a championship can increase enthusiasm in learning and the percentage agree as much as 29.8%. Researchers also examined teachers making rules that students must obey when taking part in PBM at school, getting the highest percentage of agreeing results, and strongly agreeing with a percentage of 46.8%.

Figure 1.2 Graph of the Role of Parenting Patterns and Teachers in Developing Emotional Intelligence in Early Childhood



From the graph above, the researcher explains the results of the distribution of questionnaires that have been obtained by the researcher regarding the roles that have been carried out by parents and teachers in overcoming the emotional intelligence of early childhood. The researcher includes 20 questions and answers to find out the role. what are the things done by parents and teachers in dealing with early childhood emotions. In the graph above, the highest data with answers strongly agree regarding the role of parents and teachers has a major influence on the development of early childhood emotions in question 1, which is 70.2%. The next highest percentage data is in question 3, the importance of the role of parents at home in controlling children's personalities with

68.1% answers strongly agree. The results of the next study are in question 19, giving appreciation when children win can increase their enthusiasm for learning with the number of answers strongly agree 66%. The next highest question is in the question of teachers teaching patience and an attitude of forgiveness to students who are fighting at school with question 11, the number of answers strongly agree is 59.6%. The next highest question is in question 9 about children making mistakes, parents advise gently, the number of answers strongly agree is 57.4%. The next highest question is in question 6, the question is that environmental factors greatly influence children with the number of answers strongly agree 55.3%.

The next highest question is in question 12 where the question is that the firm attitude of parents at home can influence children to become good people with the number of answers strongly agree as much as 53.2%. The next highest question is in question 2 with the number of answers 51.1%. The next highest question has a similarity in percentage regarding question numbers 4 and 20 where the answer strongly agrees as much as 46.8%. The next highest question has similarities regarding question numbers 13 and 15 with the number of questions strongly agree as much as 40.4%. The next highest question is in question 8 with the number of questions strongly agree as much as 36.2%. Furthermore, there are two questions 7 and 16 where the results of strongly agree have a percentage of 34%. Furthermore, the highest answer strongly agrees is in question 10 as much as 31.9%. The next highest research result is in question 14 with the number of answers strongly agree as much as 25.5%. Next, in question 17 with a result of 19.1%, question 5 as much as 14.9%, and the statement with the lowest strongly agreed answer was in question 18 with a percentage result of 10.9%.

Noonly that the researcher also presented questions to respondents with answers agreeing from the highest to the lowest. The answer from the highest agree category is in question 18 about the punishment given by parents when children make mistakes is common with a percentage of 71.7. The second highest agree answer is in question 8 with questions about children being able to obey the rules at home and at school with a percentage of 59.6%. Furthermore, the next highest answer is in question 15 about students must obey the rules that already exist at school with a percentage value of 57.4%. Furthermore, the highest answer is in question 7 with the question of children being able to show an enthusiastic attitude in solving their problems with a percentage of 5.3%. Furthermore, there are two questions with the same percentage of agree results, namely in questions 10 and 16 with a percentage of 55.3%. Furthermore, there are 4 similar answers in questions 4, 5, 13, and 20 with a percentage of 51.1%. Furthermore, the next highest answer was in question 2 with a question about the emotions of early childhood affecting their education with a percentage of 48.9%.

Question 12 regarding the firm attitude of parents at home can influence children to become good people with the answer from respondents agreeing as much as 46.8%. The next highest question obtained the same percentage results in questions 6 and 9 with a percentage of 42.6%. Furthermore, the next highest question was in question 11 with the question of teachers teaching patience and an attitude of forgiveness to students who were

fighting at school with a percentage of 38.3%. The next highest question was in question 3 with the question of the importance of the role of parents at home in controlling children's personalities with a percentage of 31.9%. The next highest question was in question 19 with the question of giving appreciation when children win can increase their enthusiasm in learning with a percentage of 29.8%. Furthermore, there was the same percentage in questions 1 and 19 with a percentage of 27.7%, and there was the lowest percentage in question 14 with the question of parents having the right to scold and even hit their children when children make mistakes with a percentage of 19.1%.

Not only that, there is 12 respondents' answers with the disagree category related to the questions given by the researcher. The graph above explains the results of the analysis that has been made by the researcher related to the role of parenting patterns and teachers in developing the emotions of early childhood. In the 4th question about the importance of guidance in dealing with children's emotions at school shows that the need for guidance that must be applied by teachers when children are in PBM at school so that children's emotions can be controlled properly. Furthermore, in the 8th question about children being able to obey the rules at home and at school because it is so necessary for children to be able to obey the rules that have been implemented, so that there are no more mistakes in obeying the rules that have been set, and the role of parents and teachers is also important in directing and guiding children so that there are no more problems with existing regulations. Furthermore, there is a percentage with the most disagree answers, namely in question 14 with the question that parents do not give their children to explain their mistakes with a percentage of 55.3%. Next, there is the highest percentage in question 17, namely 53.2%. Next, on the 5th question with a percentage of 34%, the 18th question with a percentage of 17.4%. Next, on the 10th question, the results were 14.9%, the 16th question with a percentage of 12.8%, the 7th question with a percentage of 10.6%, and the lowest percentage was on the 13th question with the question of a gentle teacher's attitude can make students enthusiastic in participating in learning with a percentage of 8.5%.

The graph above has explained the answers to all the questions that have been submitted by researchers to respondents about the role of parenting patterns in overcoming the emotional intelligence of early childhood. Researchers will describe the final results of the various answers that have been given by respondents, namely that the role of parents and teachers is very important in overcoming various problems that occur in early childhood, especially problems about developing children's emotional intelligence. That there is constructive feedback between parents and teachers, and it is necessary to understand and provide assistance that functions to be able to help children in dealing with emotional situation. Positive feedback will help the child to understand what he is doing correctly and motivate the child to continue developing his emotional intelligence. Feedback must be given with full understanding, without judgment, and always motivate the child and be directed at actions or behavior, not at the child's personality. . The purpose of this research is to be able to develop and what roles have been given to parents and teachers to develop the emotional intelligence of early childhood, and provide practical recommendations to parents and teachers in developing the emotional

intelligence of early childhood. These recommendations can be used as a guide in daily practice for parents and teachers in helping children to recognize and regulate their emotions well, as well as building healthy social skills for the surrounding environment.

CONCLUSION

Based on the results of the analysis conducted by researchers on a problem studied, it can be concluded that parents and teachers have their respective roles and duties to help the process of controlling children's emotional intelligence, that parents are the first role in developing early childhood emotional intelligence, such as examples of good behavior, teaching emotional identification, teaching emotional regulation skills, and providing feedback on the development of children's emotional intelligence. Teachers provide a role through an inclusive and holistic learning approach that pays attention to the emotional aspects of children, and provides direct teachings on emotional regulation skills and social skills by carrying out creative and experience-based learning activities, so that collaboration between the roles of parents and teachers has a relationship between the two. So that it can help children face emotional challenges in their lives better.

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