

The Role of Parents in Developing Emotional Intelligence Elementary School Level Children

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Abstract

Emotional intelligence is an important aspect in the development of elementary school children because it plays a role in shaping children's ability to recognize, manage, and express emotions in a healthy way. The role of parents as the first educator is a key factor in the formation process. This study aims to reveal in depth how the role of parents in developing the emotional intelligence of elementary school children in Puncak Indah Village. The method used is a qualitative approach with a case study type, through data collection techniques in the form of in-depth interviews, observation, and documentation. The research informants consisted of five families with elementary school-aged children. The results of the study showed that most parents played their roles as models, companions, facilitators, and motivators actively, such as providing examples in controlling emotions, giving praise and motivation consistently, and applying punishment within rational limits. Despite challenges such as children's dependence on gadgets and difficulties in controlling emotions when socializing, parents still tried to create a supportive emotional environment. The conclusion of this study confirms that the active involvement of parents contributes significantly to the development of children's emotional intelligence, so that the role of the family becomes the main foundation in character education from an early age.

Keywords: *Role of Parents, Emotional Intelligence, Elementary School*

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INTRODUCTION

The participation of parents and families has a central role in improving the success of children's education (Nur'Aini et al., 2022). This is due to the fact that the family, especially the parents, is the first educational environment experienced by children before they get to know formal education and education from the social environment of society. Education itself plays a strategic role in human life because it aims to educate the life of the nation and form individuals who are moral, knowledgeable, and able to make a positive contribution to society and the state. The results of the research conducted by Muali & Fatmawati, (2022) reveal that parents as the first educators have an obligation to create a conducive, healthy, and supportive learning environment that is conducive, healthy, and supports the overall education mechanism. Without the active involvement of parents, children are at risk of losing the foundation of basic education, which can lead to various losses, including the possibility of falling into negative behaviors as well as difficulties in facing life's challenges (Annisa Fitri Dewianti et al., 2024). This is in line with Article 7 of Law Number 20 of 2003 concerning the National Education System which states that "parents have the right to participate in choosing educational units and obtain information about the development of their children's education." This provision affirms not only the rights, but also the responsibility of parents in determining and supervising their children's education in order to obtain proper educational services (Meriyati, 2018). Thus, parental involvement will greatly contribute to children's overall growth and development, including in their emotional and social aspects (Rahayu et al., 2023).

Parental involvement in children's education has a direct impact on the development of children's character and emotional balance (Musawamah, 2021). The absence of parental support will create a void in the process of stable emotional formation (Nur & Jannah, 2025). Parents' understanding of the importance of emotional parenting is of the main urgency in directing children to face complex social demands. Therefore, an investigation into the contribution of the role of parents in shaping children's emotional intelligence at elementary school age is very important to be carried out scientifically (Nurkhasyanah, 2020).

The application of good emotional intelligence is very strategic, especially in elementary school children as they are at a crucial stage in development where they begin the mechanisms of growth, development, and learning (Scientific & Madrasah, 2025). Thus, it will be able to encourage children to refrain from deviant behavior and exploitation. According to Fikuri & Astuti, (2021) in his research, emotional development can grow optimally if a person gets a positive stimulus and can consistently become a habit in him in order to be able to provide examples of positive behavior as well. Thus, emotional intelligence and intellectual intelligence can be understood as a person's ability to manage his logical thoughts and emotions. Children's emotional intelligence is not a potential that grows naturally without guidance (Pratiwi & Bonarija, 2025). Emotions develop through social learning in the family environment which is the main context of children's growth. Goleman stated that success in life is determined more by the ability

to manage emotions than intellectual intelligence (Dewi et al., 2020). Children with high emotional intelligence will be better able to resolve conflicts, empathize, and demonstrate healthy social behavior in their surroundings (Nurul Fadhilah & Mukhlis, 2021).

The role of parents as the first educator has a strategic position in this process. The function of parenting does not only lie in meeting physical needs, but also in forming habits of thinking and responding to emotions positively (Y. Y. Sari et al., 2024). Mentoring, example-giving, and empathetic communication are the main dimensions in supporting children's emotional maturity. Without the active presence of parents, children are at risk of having difficulty recognizing and managing their feelings appropriately. The results of research conducted by Sulung & Sakti, (2021) say that children's emotional intelligence does not just grow. Parenting techniques and communication styles used by children's parents in the family environment have an impact on the positive and negative components of children's emotional intelligence (Tazkia & Damayanti, 2024). Effective parenting and interpersonal techniques are very strategic, especially in the elementary school years when character development is fundamental. Children begin to identify their own feelings more clearly at this stage compared to in their early years. As a result, it will have an impact, namely the more open parenting and communication interactions between children, parents and families, the higher the level of emotional intelligence (Nurhasanah et al., 2021). So that at the age of 6-12 years the child can have a sense of trust and comfort to tell his parents and vice versa, if the parenting style and communication interaction between parents and children are closed, the lower the level of emotional intelligence in children.

Previous research conducted by Rosalia Eka et al., (2024) revealed that parental participation has a significant impact on the development of emotional intelligence of elementary school children. Meanwhile, research (Wijayanto, 2020) shows a positive correlation between parental involvement and early childhood emotional intelligence. However, previous research has not raised much of the local context of rural areas that face different challenges in terms of parenting, especially in terms of economy and access to information. This investigation is directed to fill the study gap at the local level by raising the social reality faced by the people of Puncak Indah Village. This research will contribute to the development of family-based character education literature and provide practical advice for children's education policy interventions. Parental involvement becomes a bridge between the home and school environment in nurturing emotionally resilient individuals.

Based on the observation of a joint interview with one of the parents in Puncak Indah Village, namely Mrs. Desi and Yanti on January 31, 2025 who have children at the elementary school level, said that the skills in emotional intelligence in children have begun to be conscious, and there are those who still do not show self-awareness and cannot control emotional intelligence properly by themselves, One of them is that the child is still having trouble when ordered by his parents because he prefers to be busy playing with his cellphone and also sometimes fights and sometimes has difficulty controlling emotions when playing with his friends, the thing that often happens is fighting with his friend until he cries and likewise when watching TV the child can feel

angry and scream so that it will disturb others.

The novelty of the research lies in the incorporation of the behavioral dimensions of parents as educators, facilitators, motivators, companions, and models in one comprehensive field study. This study uses a qualitative approach to explore parents' subjective meanings of their role in the development of children's emotional intelligence. The local context of the village is a major highlight that makes this study meaningful not only academically but also practically for the development of community-based family education policies.

RESEARCH METHODS

This study uses a qualitative approach with a case study type (Rashid, 2022). This approach was chosen because it was able to explore in depth the phenomenon related to the role of parents in developing the emotional intelligence of children at the elementary school level in Puncak Indah Village, Pangkalan Kuras District. The qualitative approach is based on the paradigm of postpositivism which emphasizes the understanding of meaning over social phenomena that are naturally studied. In this case, the researcher plays the role of the main instrument of data collection, which is carried out through direct interaction with the subject in the field.

The location of the research was determined purposively, namely in Puncak Indah Village, Jl. Kepayang, Sorek Satu City, Pangkalan Kuras District, Pelalawan Regency, Riau Province. This research was carried out from January to May 2025. The informants in this study are parents who have elementary school-age children as well as the children themselves. The informants were selected by purposive sampling based on their involvement in parenting activities that have a direct impact on the child's emotional development.

The data source consists of primary and secondary data. Primary data was obtained directly through in-depth interviews with parents and children, while secondary data was collected from supporting documents such as journals, articles, and books relevant to the research topic. The data collection techniques used include observation, in-depth interviews, and documentation. Observations were made to record children's behavior and parenting patterns directly in the family environment. Interviews are used to explore more deeply the views, experiences, and strategies of parents in shaping children's emotional intelligence. Documentation is carried out to complete the data through photos, activity records, and informants' personal documents.

In order to maintain the validity of the data, the researcher uses source triangulation, triangulation technique, and time triangulation. This triangulation aims to test the credibility of the data from a variety of different perspectives and methods. For example, data obtained from interviews will be validated with observation and documentation data. The data analysis in this study follows the Miles and Huberman interactive model which consists of three stages: data reduction, data presentation, and conclusion drawing and verification. Data reduction is done by filtering and simplifying raw data into relevant and focused information. The presentation of data is carried out in the form of a descriptive narrative to facilitate interpretation. The final stage of drawing conclusions is carried out through a systematic interpretation process of the patterns found during the research process, which are then verified to ensure their accuracy and consistency

RESULT AND DISCUSSION

The family is the first environment for children, in the family environment the first child gets a conscious influence. Therefore, the family is the oldest educational institution, which is informal and natural. The birth of the family as an educational institution since human beings existed. Dad and mom in the family as the educators. The family is an educational institution that does not have an official program like that owned by formal educational institutions. The family's task is to lay the foundations for the next child's development, so that the child can develop properly. The family as the first educational environment is very important in shaping children's personality patterns.

This study produced five main findings based on observational data collection techniques, in-depth interviews, and documentation carried out on five families in Puncak Indah Village. Each finding was presented systematically based on the indicators of parental roles: as educators, facilitators, motivators, supervisors, and role models (models).

Before presenting the data of the field findings, the following are the indicators of the role of parents used in this study:

Table 1. The indicators of the role of parents

No	Indicator	Sub Indicator
1.	Educators	Developing social skills (interact with friends)
		Develop emotional intelligence skills (recognizing children's emotions)
		Educate children's attitudes and behaviors (teach children to behave and behave politely)
2.	Facilitator	Providing a Study Space at Home
		Providing a Play Room at Home
		Provide emotionally-based books (textbooks or textbooks about expressing children's emotions)
3.	Motivator	Giving rewards for achievements achieved or done by children (knowing the child's achievements and feelings when receiving a gift)
		Give positive praise to children (praise for boosting children's confidence)
		Provide positive motivation to children (motivation in facing a failure)
		Providing punishment for wrongful actions committed by children (knowing the punishment given to the child)
4.	Supervisor or companion	Providing guidance in dealing with a problem (conflicts/quarrels with peers)
		Provide direction in managing emotions well
5.	Model	Provide an example or example in dealing with emotions (give an example to children in controlling emotions correctly)

Source : Modified from (Widiyanto & Nurfaizah, 2021)

Parents not only function as the first teacher for children, but also as mentors in forming social skills, emotional intelligence, and norms of polite behavior that are an important basis in social interaction

The Role of Parents as Educators

Parents are actively involved in guiding children to recognize emotions and develop social skills. The results of the observation showed that four out of five families provided consistent behavior and manners coaching. Interview data revealed that the emotional approach was carried out through open communication.

Table 2. The Role of Parents as Educators

Family	Social Interaction	Getting to Know Emotions	Manners
SSYT	✓	✓	✓
SWI	✓	✓	✓
EWI	X	X	✓
SKH	✓	✓	✓
NHI	✓	✓	X

The results of the research obtained through observations and interviews with five families showed that there was variation in the implementation of the role of parents as educators, especially in three important aspects: the development of social interactions, the recognition of emotions, and the cultivation of manners. Of the five families that were the subjects of the study, four families, namely Susyanti, Sri Wahyuni, Siti Komariyah, and Nurhayati, showed active involvement in developing children's social interaction skills. This is shown through children's habituation to communicate with family members and the surrounding environment well, as well as through encouragement to participate in social activities such as mutual cooperation or children's studies. Meanwhile, Eni Wahyuni's family shows that it is not optimal in this aspect, where children tend to show solitary behavior and are less able to interact with peers effectively.

In the aspect of emotional recognition, there are four families that show an active role, namely the Susyanti family, Sri Wahyuni, Siti Komariyah, and Nurhayati. Parents from these families are able to introduce various forms of emotions to their children, such as happy, sad, angry, or afraid, and teach them the right way to express and manage them. On the other hand, Eni Wahyuni's family has not shown consistent efforts in introducing and directing the understanding of children's emotions, which can be seen from the low emotional response of children to certain social situations. An indicator of good manners, almost the whole family shows good results. All families except Nurhayati have consistently instilled the values of politeness, such as greetings, asking permission, and respecting elders. Nurhayati's family shows weakness in this aspect, where children are not used to showing polite behavior in daily communication, both at home and in the surrounding environment. Based on the above statement, it can be concluded that the role of parents as educators is very influential in the formation of children's basic character. Although most families have carried out this role optimally, there are still some families who need to improve their understanding and skills in guiding children, especially in the aspects of emotional recognition and habituation of manners.

Educational interventions such as parenting training are highly recommended to strengthen the role of parents in educating children as a whole. With the awareness of the responsibility of educating and fostering children continuously, it is necessary to develop

every parent so that the education carried out is no longer based on the habits seen from parents, but has been based on modern educational theories, in accordance with the development of the times which tend to change frequently. The main task of the family for the education of children is to lay the foundation for moral education and religious outlook on life. The child's traits and habits are largely taken from both his parents and from other family members This study is consistent with findings (Szcześniak & Tulecka, 2020) which confirm that the quality of family functioning correlates with the high emotional intelligence of children. Subsequently, the results of the research (Framanta, 2020) stated that the family as an educational environment is very influential in shaping children's personality patterns.

2. The Role of Parents as Facilitators

The role of parents as facilitators in the process of children's growth and development is reflected in their efforts in providing an environment that supports children's learning and play activities at home. The environment in question includes not only physical aspects, but also a psychological atmosphere conducive to exploration, creative thinking, and emotional development.

Table 3. Availability of Emotional Facilities at Home

Family	Learning Rooms	Playroom	Emotionally-Based Books
SSYT	✓	✓	X
SWI	✓	✓	X
EWI	✓	✓	X
SKH	✓	✓	X
NHI	✓	✓	X

Based on the results of interviews and observations collected from five families in Puncak Indah Village, it was found that most parents have provided a special space that doubles as a learning place as well as a play space for children. However, none of the five families provide emotionally-based reading books or textbooks, so parents only focus on their children's study and play spaces. These spaces are generally designed with comfort, neatness, and ease of access to learning resources such as study desks, stationery, educational toys, this shows that parents have realized the importance of supporting a balanced learning environment between cognitive and affective aspects. With the availability of these facilities, children have adequate space to learn independently, imagine, and interact with positive learning materials. Supported by the results of Salma's research, (2025) that parental awareness and understanding can strengthen the role in children's social emotional development. In line with the results of Nabawi's research, (2021) the role of parents in developing children's emotional intelligence in learning is carried out by accompanying children during learning and trying to be a learning partner at home, becoming a motivator, facilitator so as to create a comfortable learning atmosphere, and giving awards in the form of gifts that are useful for children.

The Role of Parents as Motivators

The giving of praise, gifts, motivation, and punishment is carried out within rational limits. Based on interviews, most parents admitted to giving praise to boost their child's confidence, and few applied corporal punishment.

Table 4 The Role of Parents as Motivators

Technical	Number of Families Applying
Gift	4
Positive Praise	5
Positive Motivation	5
Punishment	2

Based on interviews with five families, it can be seen that most parents prioritize positive strategies in educating their children, such as giving praise and motivation, rather than the application of punishment. The data shows that all respondents 5 out of 5 families consistently use positive praise to boost children's confidence. Praise is given not only for the results, but also for the efforts and processes that the child undergoes, such as perseverance in learning, the ability to control emotions when disappointed, or an empathetic attitude towards peers. 4 out of 5 families also apply gift-giving as a form of appreciation for their children's achievements. Parents stated that gift-giving is done selectively and is not purely materialistic, but rather symbolic or emotional, such as giving playtime together, favorite foods, or recreational activities as a form of appreciation. The application of motivation and positive praise was also carried out by all respondents' families, both through words of encouragement, support when children experienced failure, and realistic expectations for future success. 2 out of 5 families implement punishment where punishment is more directed at the logical consequences of the child's actions, such as limiting play time when the child does not complete schoolwork, or withholding access to gadgets as a form of reflection on less disciplined behavior. The avoidance of physical punishment reflects parents' awareness of the importance of maintaining children's emotional health and minimizing psychological trauma.

From these findings, it can be concluded that the approach used by most parents is more conducive to strengthening the positive aspects of the child's behavior, which in turn strongly supports the formation of emotional intelligence. Techniques of giving praise, motivation, and rewards that are carried out consistently and wisely are able to create an emotional atmosphere conducive to children's development, while proportionate punishment management shows the existence of emotional control and mature responsibility from parents as the first educator in the child's life. This data supports the results (Adinda & Annisatul, 2024) which state that the habituation of adaptive motivation in the household shapes the emotional and spiritual stability of children. These findings are in line with the results of research by Almaghfiroh et al., (2024) which showed that children who grew up in an environment that provided praise, emotional support, and appreciation for their efforts, tended to have higher levels of emotional intelligence. The results of this study are also strengthened by Widya & Jannah, (2024) who conclude that the use of positive reinforcement techniques at home is able to create a stable emotional atmosphere. They stated that children who received reinforcement in

the form of motivation and non-material rewards tended to show adaptive behavior and the ability to resolve conflicts independently.

The Role of Parents as Supervisors and Companions

Parents actively accompany children in resolving social conflicts and help regulate emotions. Observations and interviews show that the five families intervene directly when children face conflicts with peers and provide direction to children to be able to manage their emotions properly. It is important for parents not to impose their will on their children without paying attention to the child's thoughts and consciences and feelings. Parents must be aware of the potential and talents that their children have, and provide the moral support and means necessary to develop those potentials and talents. In educating children, there are mistakes that parents must avoid, such as growing fear and insecurity in children, educating children to be arrogant towards others, pampering children with extravagant lives, always fulfilling every child's request without consideration, being too harsh and rigid towards children, too stingy in giving love.

Parental patterns and attitudes have an influence on children's behavior, as most of the time children associate with parents. The role of parents as the most important educators in the family. Parents' attention greatly determines their child's behavior pattern, because in essence parents play a major role in their child's education, while teachers at school are the second educators after parents at home. This home or family environment is the first and main environment in determining the development of a person's education. This is in line with the results of research by Ningsih et al., (2023) which emphasizes the importance of parental responsiveness to children's problems in order to foster social and emotional skills. Furthermore, a study by Sari & Ain, (2023) shows that open communication patterns between parents and children and the emotional presence of parents during challenges are the main factors in shaping children's emotional resilience. When children feel heard and directed in a non-judgmental way, they are better able to recognize the emotions they are experiencing and choose appropriate responses. This is in line with the findings of this study, where the four families showed direct involvement in mediating children's conflicts with their social environment. These results are also in line with research by Susanti & Ain, (2022), which revealed that children who receive consistent emotional support from their parents tend to have higher self-esteem and healthier social relationships. In the context of primary school-aged children, this kind of emotional support is essential because they are at a developmental stage that demands intense social exploration.

5. The Role of Parents as Models (Examples)

Role models in controlling emotions are an important aspect. Of the five families, they stated that they consciously showed how to manage emotions in daily life, especially when facing problems at home. In an effort to develop the emotional intelligence of elementary school-age children, the role of parents as models or role models has a very strategic position. Children at this stage of age are in a concrete operational phase according to Piaget, where they begin to be able to understand cause-and-effect relationships and begin to internalize social values and norms through a process of

observation and imitation. Therefore, parental attitudes and behaviors in managing daily emotions are one of the most effective forms of emotional education.

Findings from interviews and observations with five families showed that five families consciously exhibited emotional control behaviors in their home lives. When facing conflict or pressure, parents try to remain calm, express opinions in non-painful language, and solve problems dialogically. This action not only creates an emotionally safe home atmosphere, but also serves as a real example for children in understanding how emotions can be controlled and channeled positively.

The emotional intelligence of elementary school children, which is characterized by the ability to recognize the emotions of themselves and others, manage emotions, and establish healthy interpersonal relationships, is greatly influenced by the example set by parents in the home environment. Children who are used to seeing their parents manage their emotions in a healthy way tend to have better social skills, are more empathetic towards others, and are able to cope with stress or conflict adaptively.

Thus, the role of parents as role models in controlling emotions not only supports the development of children's personalities, but also becomes an important foundation in the formation of emotional intelligence that is sustainable into adolescence and adulthood. Therefore, it is necessary to increase awareness and emotional competence in parents as an integral part of family education that supports children's growth and development holistically. This discovery presents novelty in a local context by revealing that emotional exemplification is consistently more impactful than just giving advice. This contributes to the design of contextual emotional intelligence-based parenting programs. Children with low emotional intelligence still have difficulty in developing their emotions, students with low emotions still need guidance to manage their emotions (Framanta, 2020). In line with the results of research conducted by Muali & Fatmawati, (2022) which showed that children who saw their parents being able to control emotions positively, such as staying calm when faced with pressure, were more likely to imitate these behavior patterns. These children have better ability to recognize and manage their own emotions, and are able to show empathy for others in their social environment. Furthermore, the results of research by (Adinda & Annisatul, 2024) confirm that children learn to manage emotions not only from what they are taught, but from what they observe consistently in the home environment. When parents show how to calm down, express their feelings without hurting, and solve problems with dialogue, the child gradually internalizes these abilities as part of his emotional competence. Research (Nurfirdaus & Sutisna, 2021) also supports this, stating that the quality of healthy family functioning in which parents are able to be role models in controlling emotions is strongly correlated with increased children's emotional intelligence. They emphasized that parenting demonstrated through tangible behavior is more effective than parenting that is only verbal or non-exemplary advice.

CONCLUSION

Based on the results of research conducted in Puncak Indah Village, it can be

concluded that the role of parents is very significant in developing the emotional intelligence of children at the elementary school level. This study shows that most parents have carried out the role of educators, role models, companions, facilitators, and motivators by showing conscious emotional control, giving positive praise and motivation, and applying punishment within rational limits. Parental involvement in shaping children's emotional habits is carried out through empathic communication, setting examples of positive behavior, and strengthening through praise and gifts. Although challenges are still found in terms of controlling children's emotions, especially due to the influence of digital media, in general, this study proves that the active involvement of parents has a direct impact on improving children's ability to recognize, manage, and express emotions in a healthy manner. Thus, the research objective to uncover the contribution of parents in the development of children's emotional intelligence at the elementary school level has been comprehensively achieved and underlines the importance of family synergy in children's character education.

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