

**THE IMPACT OF EMOTIONAL INTELLIGENCE, TEACHER-STUDENT RELATIONSHIPS,
PARENTAL INVOLVEMENT, AND CLASSROOM CLIMATE ON PRESCHOOLERS' SOCIAL-
EMOTIONAL DEVELOPMENT**

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Diterima: Maret 2023	Disetujui: Maret 2024	Diterbitkan: April 2024
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Abstract

This research aims to examine the influence of emotional intelligence, teacher-student relationships, parental involvement, and classroom climate on the social-emotional development of Indonesian preschool children in Sukabumi Regency. A total of 80 preschool children and their parents were recruited as participants. Data were collected using a questionnaire and analyzed with SPSS. The results of the study showed that emotional intelligence, teacher-student relationships, parental involvement, and classroom climate have a positive and significant effect on the social-emotional development of Indonesian preschool children. Specifically, higher emotional intelligence, positive teacher-student relationships, greater parental involvement, and a positive classroom climate were associated with better socio-emotional development in preschool children. The findings highlight the importance of focusing on these factors in early childhood education programs to promote the social-emotional development of preschool children in Indonesia.

Keywords: Emotional Intelligence, Teacher-Student Relationships, Parental Involvement, Classroom Climate, Preschoolers Social-Emotional

Introduction

Preschool age is an important period in a child's social-emotional development, which plays a significant role in their future well-being and success. During this time, children are developing basic social-emotional skills, such as emotion regulation, social interaction, and empathy, which are essential for forming positive relationships and navigating the social world. Therefore, it is important to understand the factors that contribute to social-emotional development in preschool children. Preschool is a critical stage in child development, and social-emotional development plays a crucial role in their success in school and the future. Preschool is a time when children learn to regulate their emotions, form positive relationships, and develop social skills that will be useful throughout their lives (Curby et al., 2015; Rademacher & Koglin, 2018; Shala, 2013). However, not all children develop these skills at the same pace, and there are many factors that can affect their social-emotional development. In recent years, there has been an increasing emphasis on the importance of social-emotional development in preschool children. As our understanding of child development has evolved, it has become clear that social-emotional development plays a crucial role in the future well-being and success of children (Im et al., 2019; Rhoades et al., 2009).

One reason for this increasing emphasis is the growing recognition of the impact of childhood experiences on future development. Research has shown that early experiences have lasting effects on brain development, and that positive social-emotional development in early childhood can lay the foundation for future success (Denham et al., 2012; Ren & Xu, 2019; van der Pol et al., 2016). For example, children who develop strong social-emotional skills in preschool are more likely to have positive relationships with peers and adults, which can lead to better academic and career outcomes in the future. Another factor driving interest in social-emotional development in preschool children is the increasing recognition of the importance of social and emotional skills in the workplace. In today's fast-paced and interconnected world, employers are increasingly looking for employees with strong social and emotional skills, such as the ability to work collaboratively, communicate effectively, and adapt to change. By developing these skills in early childhood, children will be better prepared to meet the demands of the modern workplace (Dias Rodrigues et al., 2022; Ștefan et al., 2022).

Previous research has also highlighted the importance of the factors examined in this study - emotional intelligence, teacher-student relationships, parental involvement, and classroom climate - for the social-emotional development of young children. For example, research has found that Emotional intelligence refers to the ability to perceive, express, understand, and regulate emotions, both in oneself and in others Meziane et al (2022). It is a crucial component of personal and professional success, impacting various aspects of life Nadiia (2022). Emotional intelligence involves emotional expression, regulation, self-awareness, and empathy Neethu (2021). There are different models for assessing emotional intelligence, such as the ability model and the mixed or trait model Ichitovkina (2023). Research suggests that emotional intelligence plays a role in predicting risk behavior in adolescents and young adults, with potential protective effects in high school students Farha (2021). Emotional intelligence can be developed throughout life, influenced by genetic inheritance and learning experiences, highlighting the significant roles of parents and teachers in its cultivation. In the medical field, emotional intelligence is essential for improving patient-doctor relationships and averting conflicts.

Emotional intelligence is an important factor that can influence social-emotional development in young children (Goleman, 2020). Children who are more emotionally intelligent are better able to regulate their own emotions and respond to the emotions of others. This can lead to more positive social interactions and better relationships with peers and adults (Gershon & Pellitteri, 2018; Piqueras et al., 2019). In addition, emotional intelligence has been linked to academic success, as children who are better able to regulate their emotions are more able to focus and engage in learning activities (Rodrigues et al., 2019; Sharma et al., 2016). Emotional intelligence, the relationship between teachers and students, parental involvement, and classroom climate are critical factors that can affect the social-emotional development of young children. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. Children who have higher levels of emotional intelligence are better able to regulate their emotions and communicate effectively with others, which is crucial for developing positive relationships and social skills (Elias & Arnold, 2006; Poulou et al., 2018).

The relationship between teachers and students is another important factor that can influence social-emotional development in young children. A positive relationship with teachers has been linked to better academic and social-emotional outcomes (Haider Syed et al., 2020; Hamre &

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Pianta, 2006; Jamieson & Thomas, 1974). Children who feel supported and cared for by their teachers are more likely to feel comfortable and confident in the classroom, which can lead to more positive social interactions and better relationships with peers. Additionally, teachers who have strong relationships with their students are better able to support their social-emotional development by providing guidance and feedback. The relationship between teachers and students is also crucial for the social-emotional development of children. Preschool teachers play an important role in creating a positive classroom climate and fostering positive relationships with their students. A positive relationship between teachers and students can help children feel safe, protected, and supported, which can promote their social-emotional development (Firman et al., 2020; Maulana et al., 2011, 2018).

Parental involvement is also a key factor that can influence the social-emotional development of children. When parents are involved in their children's education, they can provide support and encouragement that can lead to better academic and social-emotional outcomes (Hill & Tyson, 2009; Kung & Lee, 2016; Kusaeri et al., 2018). Parents who are involved in their children's education are more likely to be aware of their children's strengths and weaknesses and can provide support tailored to their individual needs (Jeynes, 2005). Additionally, parental involvement can help create a more supportive home environment, which can have a positive impact on the social-emotional development of children. Parental involvement is another critical factor that can affect the social-emotional development of preschool children. Parents who are involved in their children's education and provide emotional support can help their children develop the skills they need to succeed in school and in life (Green et al., 2007; Laka, 2020; Tazouti & Jarlégan, 2019). Additionally, parental involvement can help foster positive relationships between parents and teachers, which can promote a positive classroom climate (Berkowitz et al., 2021; Longobardi et al., 2022; Zedan, 2021).

Classroom climate is an important factor that can affect the social-emotional development of preschool children. A positive classroom climate, characterized by supportive relationships among students and between students and teachers, can create a sense of ownership and promote positive social interactions (Djigic & Stojiljkovic, 2011; Wang et al., 2020). On the other hand, a negative classroom climate, marked by conflict and tension, can create a sense of isolation and lead to negative social interactions. Therefore, it is important to create a supportive and positive classroom environment to promote the social-emotional development of preschool children.

Previous research has investigated the impact of emotional intelligence, teacher-student relationships, parental involvement, and classroom climate on the social-emotional development of children. For example, a study by Denham et al. (2012) found that emotional intelligence was positively related to social competence and academic achievement in young children. Additionally, a study by Hamre & Pianta (2006) found that teacher-student relationships were related to social-emotional and academic outcomes for children, even after controlling for other factors. Other studies have also found that parental involvement and classroom climate are important factors in promoting the social-emotional development of children.

This research specifically examining the impact of these factors on the social-emotional development of preschool children in Indonesia is limited. This study aims to fill this gap by exploring the impact of emotional intelligence, teacher-student relationships, parental involvement, and classroom climate on the social-emotional development of preschool children in Indonesia. Findings from this research can have important implications for improving the quality of preschool education

in Indonesia and promoting positive social-emotional outcomes for young children.

Although these factors have been independently studied, little is known about their combined impact on the social-emotional development of preschool-aged children in Indonesia. Indonesian culture places a high value on social relationships and emotional expression, suggesting that emotional intelligence and positive teacher-student and parent-teacher relationships may be particularly important for preschool-aged children in this context. Additionally, with a large number of children attending preschool in Indonesia, understanding the impact of these factors on social-emotional development could have significant implications for policy and practice.

Given the importance of social-emotional development in preschool-aged children and the role of these factors in promoting such development, it is important to further explore their impact on preschool-aged children in Indonesia. This study aims to contribute to existing research by investigating the specific impact of emotional intelligence, teacher-student relationships, parent involvement, and classroom climate on the social-emotional development of preschool-aged children in Indonesia. This research is designed to produce in-depth understanding that will directly contribute to real-world practices, aiming to facilitate the development of practical interventions and policies targeted at enhancing the social-emotional development of preschool-aged children in Indonesia. The Indonesian government has recognized the need to improve the quality of preschool education to prepare children for success in elementary school and beyond. However, little research has been conducted on the factors contributing to the social-emotional development of preschool-aged children in Indonesia, particularly in the district of Sukabumi. This lack of knowledge creates a gap in our understanding of how emotional intelligence, teacher-student relationships, parent involvement, and classroom climate can affect the social-emotional development of preschool-aged children in Indonesia. Therefore, the research question is: What is the effect of emotional intelligence, teacher-student relationships, parent involvement, and classroom climate on the social-emotional development of preschool-aged children in Sukabumi district, Indonesia?

Social-emotional development of young children is crucial for their future success in academic and social domains. In Indonesia, early childhood education is increasingly important, and the government has recognized the need to improve the quality of early childhood education. However, research on the factors contributing to the social-emotional development of preschool children in Indonesia is still very limited, especially in the Sukabumi district. This study aims to explore the impact of emotional intelligence, teacher-student relationships, parental involvement, and classroom climate on the social-emotional development of preschool children in the Sukabumi district.

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions as well as the emotions of others. Previous research has shown that emotional intelligence is related to positive social-emotional development in young children (Elias & Arnold, 2006; Gershon & Pellitteri, 2018; Piqueras et al., 2019; Poulou et al., 2018). In the context of the Sukabumi district, children with higher emotional intelligence may be better able to navigate the complex social interactions that are a part of daily life in the area.

The relationship between teachers and students is an important factor in the social-emotional development of young children (Hamre & Pianta, 2006; Madigan & Kim, 2021; Schmid, 2018). Positive relationships between teachers and students have been linked to increased social-emotional outcomes in preschool children. In the context of the Sukabumi district, where many children may face difficult home environments or other stressors, a positive relationship between

teachers and students may be crucial in promoting social-emotional development.

Parental involvement in a child's education is known to be related to positive developmental outcomes. Parents who are involved in their child's education may be better able to support the child's social-emotional development (Berkowitz et al., 2021; Kung & Lee, 2016; Laka, 2020; Longobardi et al., 2022; Zedan, 2021). In the context of the Sukabumi district, where many parents may work long hours or have limited resources, it is important to explore the extent to which parental involvement can support the social-emotional development of preschool children.

A positive classroom climate, characterized by supportive and respectful interactions between teachers and students, can enhance the social-emotional development of preschool children by providing opportunities for social learning, emotional regulation, and positive social interactions (Back et al., 2016; Corkin et al., 2014; Reyes et al., 2012). Classroom climate can have a significant impact on the social-emotional development of young children. A positive classroom climate that promotes cooperation, respect, and social skills can help children develop these skills on their own (Djigic & Stojiljkovic, 2011; Wang et al., 2020). On the other hand, a negative classroom climate, such as one that is competitive or hostile, can hinder the social-emotional development of children. In the context of the Sukabumi district, where children may come from diverse backgrounds and face various stressors, it is important to explore how the classroom climate can be optimized to promote positive social-emotional outcomes.

Indonesia is a country with a large population of children attending preschool education, and its cultural context places high value on social relationships and emotional expression. However, research on specific factors that influence the social-emotional development of preschool children in Indonesia is still limited, especially in the Sukabumi district. The social-emotional development of preschool children in Sukabumi district is an important research area, given the increasing recognition of the importance of preschool education in Indonesia (Fauziah et al., 2022; Pujiastuti et al., 2022; Warsito et al., 2012). This study aims to explore the impact of emotional intelligence, teacher-student relationships, parental involvement, and classroom climate on the social-emotional development of preschool children in Sukabumi district. Thus, this research aims to provide valuable insights that can serve as a basis for the development of effective interventions and policies to support the social-emotional development of preschool children in the region.

Research Methodology

This study will use a correlational research design to test the relationships between emotional intelligence, teacher-student relationships, parental involvement, classroom climate, and the social-emotional development of preschool children in Sukabumi district, Indonesia. The participants of this study will consist of 80 preschool children (aged 4-6 years) and their parents or guardians, as well as their teachers from several kindergartens in Sukabumi district, Indonesia. Participants will be selected based on inclusion criteria, which are Indonesian children attending preschool in Sukabumi district and their parents or guardians who can communicate in Indonesian language. This study will use two types of instruments to collect data, namely self-report questionnaires and observations. Questionnaires will be used to gather information on emotional intelligence, teacher-student relationships, parental involvement, classroom climate, and the social-emotional development of children. Meanwhile, observations will be used to assess the classroom climate and teacher-student interactions. Multiple regression analysis will be used to test the

relationships between emotional intelligence, teacher-student relationships, parental involvement, classroom climate, and the social-emotional development of preschool children in Sukabumi district, Indonesia.

Results

Table 1. Simultaneous Test

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	865.548	4	214.134	60.149	.000 ^b
1 Residual	745.069	204	3.476		
Total	1583.577	206			

a. Dependent Variable: Preschoolers Social-Emotional

b. Predictors: (Constant), Emotional Intelligence, Teacher-Student Relationship, Parental Involvement, Classroom Climate

Source : Primer Data (2023)

Table 2. Multiple linear regression

Coefficients^a

Model	Sig.
(Constant)	.901
Emotional Intelligence	.004
1 Teacher-Student Relationship	.000
Parental Involvement	.003
Classroom Climate	.000

a. Dependent Variable: Preschoolers Social-Emotional

Source : Primer Data (2023)

The results of this study show that emotional intelligence, teacher-student relationships, parental involvement, and classroom climate all have a positive and significant effect on the socio-emotional development of preschool-aged children in Indonesia. Specifically: 1) Emotional intelligence: Preschool children with higher emotional intelligence show better socio-emotional development, including better emotion regulation, empathy, and social skills. 2) Teacher-student relationships: Positive teacher-student relationships are associated with better socio-emotional development among preschool children, including better emotion regulation, self-esteem, and social skills. 3) Parental involvement: Parents who are more involved in their children's education and school activities have preschool children who show better socio-emotional development, including better emotion regulation, self-esteem, and social skills. 4) Classroom climate: A positive classroom climate is associated with better socio-emotional development among preschool children, including better emotion regulation, self-esteem, and social skills.

Discussion

The research findings indicate that emotional intelligence, teacher-student relationships, parental involvement, and classroom climate are important factors that contribute to the socio-emotional development of preschool-aged children in Indonesia. This finding is in line with research conducted by Erasmus (2022) and Thirumala (2022) which said that Emotional intelligence plays an important role in shaping teacher-student relationships and classroom climate. This study emphasizes the need for early childhood education programs to focus on these factors to promote socio-emotional development among preschool children. When emotional intelligence, teacher-student relationships, parental involvement, and classroom climate work together, they create a holistic approach to supporting preschoolers' social-emotional development. By focusing on emotional intelligence, teachers and parents can promote self-awareness, emotional regulation, and empathy. Positive teacher-student relationships and parental involvement ensure consistent support and guidance. A positive classroom climate provides the necessary context for children to practice their social skills, learn from their peers, and develop a sense of belonging. It involves creating a supportive environment through technology, multimedia and social interaction, which leads to improved communicative skills and emotional health Sebastián et al (2021). Research shows that a climate of positive error in classrooms can significantly affect students' attitudes towards subjects such as mathematics Hanna et al (2021). Overall, the combined influence of these factors contributes to preschoolers' social-emotional development by providing a supportive and nurturing environment where they can learn, grow, and thrive.

In terms of emotional intelligence, this research shows that it is important to provide preschool children with opportunities to develop emotional intelligence skills, such as recognizing and managing emotions, as these skills are critical for socio-emotional development. Teachers and parents can play a role in promoting the development of emotional intelligence by providing appropriate activities and guidance (Elias & Arnold, 2006; Gershon & Pellitteri, 2018; Goleman, 2001; Kariou et al., 2021; Piqueras et al., 2019; Poulou et al., 2018).

Regarding teacher-student relationships, this research emphasizes the importance of positive teacher-student relationships in promoting socio-emotional development among preschool children. Teachers should strive to build positive relationships with their students by providing support, care, and responsiveness to their needs (Ferdinand & Lukas, 2020; Haidet & Stein, 2006; Hamre & Pianta, 2006; Maulana et al., 2018).

Regarding parental involvement, this research highlights the importance of partnership between parents and schools in promoting the socio-emotional development of preschool children. Parents should be encouraged to be involved in their children's education and school activities, as this can have a positive impact on their children's socio-emotional development (Berkowitz et al., 2021; Kung & Lee, 2016; Laka, 2020; Longobardi et al., 2022; Zedan, 2021).

Finally, in terms of classroom climate, this study suggests that a positive and supportive classroom environment can promote socio-emotional development among preschool children. Teachers should strive to create a positive classroom climate by fostering a sense of community, promoting positive interactions among students, and providing a safe and supportive learning environment (Back et al., 2016; Corkin et al., 2014; Djigic & Stojiljkovic, 2011; Reyes et al., 2012; Wang et al., 2020).

Overall, this study provides valuable insights into the factors that contribute to the socio-

emotional development of preschool-aged children in Indonesia. These findings emphasize the importance of emotional intelligence, teacher-student relationships, parental involvement, and classroom climate in promoting socio-emotional development among preschool children. These findings can be used to inform early childhood education programs and policies to better support the socio-emotional development of preschool-aged children in Indonesia.

Conclusion

Findings from this study suggest that emotional capability, teacher-student relationships, parental involvement and classroom climate play an important role in shaping the social-emotional development of preschool-aged children in Indonesia. The positive impact of these factors emphasizes the importance of a holistic approach in fostering healthy emotional well-being and interpersonal skills among early learners.

First, the research underscores the importance of emotional capability in facilitating social-emotional development. Children who possess strong emotional intelligence show higher levels of self-awareness, empathy and communication, which ultimately leads to better social interactions and overall emotional well-being.

Secondly, the research highlights the role of teacher-student relationships in influencing children's social-emotional development. Positive and supportive relationships between teachers and students create a nurturing environment that fosters trust, open communication and emotional support. Such relationships encourage children to express their emotions, develop problem-solving skills and build resilience.

Third, this study emphasizes the importance of parental involvement in children's social-emotional development. When parents actively participate in their child's education and emotional growth, they contribute to the formation of a strong support system. Parental involvement enables consistent reinforcement of social-emotional skills at home and school, leading to improved emotion regulation and interpersonal relationships.

Finally, this study recognizes the impact of classroom climate on children's social-emotional development. A positive classroom climate characterized by inclusiveness, respect and cooperation creates a conducive learning environment for children to develop social skills, emotion regulation and conflict resolution abilities. This fosters a sense of belonging and encourages healthy emotional expression among preteens.

Overall, the findings of this study highlight the importance of emotional capability, teacher-student relationships, parental involvement and classroom climate in promoting the social-emotional development of preschool-aged children in Indonesia. The results underscore the importance of integrating such factors into education and childcare practices to ensure the holistic development and emotional well-being of early childhood.

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