



Parenting roles and peer interactions support children's social development at TK ABA 02 Bumiaji

Yayak Khatijah^{*)1}, Agus Tinus², Arif Budi Wuriyanto³

¹Universitas Muhammadiyah Malang, Malang, Indonesia; yayakkhatijah2019@gmail.com

²Universitas Muhammadiyah Malang, Malang, Indonesia; ags.tns@umm.ac.id

³Universitas Muhammadiyah Malang, Malang, Indonesia; arif@umm.ac.id

^{*)}Corresponding author: Yayak Khatijah; E-mail addresses: yayakkhatijah2019@gmail.com

Article Info

Article history:

Received June 17, 2025

Revised July 02, 2025

Accepted July 03, 2025

Available online August 11, 2025

Keywords: Children, Early childhood education, Parenting roles, Peer interaction, Social development

Copyright ©2025 by Author. Published by Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) Universitas PGRI Mahadewa Indonesia

Abstract. The study is important for understanding how parenting styles and peer interactions influence children's social development during the critical early childhood period. The objective of this study was to examine the application of parenting styles and children's social interactions as efforts to encourage social development in TK ABA 02 Bumiaji Kindergarten. A qualitative approach was employed, utilizing a case study design to collect data. This data was collected through direct observation, interviews with teachers and parents, and documentation. The data were analyzed using descriptive analysis. The findings indicated that the parenting styles employed by teachers and parents exerted a positive influence on children's social development, particularly in their capacity to interact, share, and cooperate with peers. Furthermore, social interactions among children both within and outside the classroom context have been shown to foster peer relationships. In conclusion, positive parenting and supportive social interactions at TK ABA 02 Bumiaji enhance children's social

development, highlighting the importance of parents and educators in maintaining consistent support during early childhood to optimize social competencies.

Introduction

Children's social development is a fundamental domain of early childhood education, encompassing their capacity to form interpersonal relationships, engage in cooperative behavior, and adapt to social norms. It includes emotional regulation, communication, empathy, and the ability to resolve conflicts, skills essential for long-term psychological and academic success (Hidayah, 2023). During the kindergarten years, typically between the ages of 4 and 6, children enter a critical developmental window wherein these abilities are most actively formed. It is in this context that the influence of parenting and peer interaction becomes particularly salient (Khadijah & Jf, 2021).

This stage is developmentally significant due to its link to broader neurological growth. As noted by Dahlan (2024), early childhood is a period of rapid brain development that supports the emergence of intellectual, emotional, and social competencies. At this age, children's increasing independence and curiosity are matched by an equally growing need to navigate complex social environments, both at home and in educational institutions. Effective social development during this stage serves as the foundation for healthy adult relationships and psychological resilience.

Parenting plays an essential role in shaping children's early social experiences. Baumrind's framework, as cited in Putra (2023), categorizes parenting styles into four types: authoritative, authoritarian, permissive, and uninvolved. These parenting styles are distinguished by their levels of responsiveness and demandingness. Authoritative parenting marked by emotional warmth, open communication, and consistent discipline is widely considered the most effective in promoting children's social competence, self-regulation, and empathy (Dasar et al., 2024; Rahmaningrum & Fauziah, 2020). In contrast, authoritarian parenting is associated with rigid discipline and emotional withdrawal, often resulting in anxiety and poor peer relationships. Permissive parenting lacks consistent boundaries, which may cause children to struggle with social norms and emotional regulation, while uninvolved parenting, characterized by neglect, can severely restrict children's social learning (Putri et al., 2022; Putra, 2023).

In the educational context, teachers often function as secondary caregivers whose instructional methods reflect parenting-like behavior. Particularly in early childhood education (ECE) settings, the parenting style applied by educators can significantly shape the classroom climate and affect students' socio-emotional development. Educators who adopt authoritative practices, setting clear boundaries while maintaining a nurturing environment, help children build confidence and foster prosocial behavior (Agusniatih & Manopa, 2019; Widana et al., 2023). On the contrary, educators who lean toward authoritarian or overly permissive styles may inhibit the social autonomy or emotional maturity of their students (Utami, 2021).

Besides parenting, peer interaction represents a vital pathway through which children develop and refine their social skills. Kindergartners engage in activities that require turn-taking, negotiation, and cooperation, functions essential for the development of interpersonal intelligence. Within these interactions, children learn about empathy, fairness, and managing social conflict (Mardiyani & Widyasari, 2023; Evi Yupani & Widana, 2023). Play-based learning environments, in particular, provide natural contexts for children to practice these competencies (Suryani, 2019). Research has found that children with frequent, high-quality peer interaction are more likely to demonstrate self-regulation, perspective-taking, and adaptive behavior in group settings (Deni Widjayatri et al., 2023).

The importance of these social dynamics is well theorized in the frameworks of Lev Vygotsky and Jean Piaget. Vygotsky's concept of the zone of proximal development (ZPD) posits that learning is most effective when children are guided by more knowledgeable peers or adults, especially in social contexts. According to Vygotsky, children's social development is scaffolded through collaborative dialogue and shared activities with more competent individuals (Suci, 2018). Piaget, by contrast, focuses on stages of cognitive development and identifies the preoperational stage (ages 2–7) as crucial for social learning through symbolic play. Here, children begin to understand roles, norms, and rules of interaction through engagement with peers (Hasanah et al., 2023).

A review of field observations at TK ABA 02 Bumiaji reveals that while a considerable number of children exhibit proficient social interaction skills, a subset of children demonstrates deficiencies in turn-taking, emotional regulation, and effective communication during peer activities. This situation underscores the need to examine how parenting practices and peer interactions can be optimized to support social development in early childhood settings.

Although previous studies have examined parenting and peer interactions separately, there is a paucity of research exploring how these factors intersect to shape children's social development within early childhood education contexts (Agusniatih & Manopa, 2019; Salsabila et al., 2025; Suryani, 2019). The objective of this study is to address this knowledge gap by analyzing the contributions of parenting roles and peer interactions to the social development of children at TK

ABA 02 Bumiaji. The study offers practical insights for educators and parents to enhance early social competencies. In facilitating social learning, the physical and relational context of the school plays an equally pivotal role. Schools that provide structured opportunities for cooperative activities such as group projects, role play, or shared storytelling create fertile ground for the practice of prosocial behavior (Irawati & Pd, 2024; Suhardita, 2024). At TK ABA 02 Bumiaji, such practices are embedded in the daily routine, helping children to learn empathy, mutual respect, and effective conflict resolution strategies.

The research presented in this study employs a qualitative case study approach to examine the interplay between parenting style and social interaction in shaping social development at TK ABA 02 Bumiaji Kindergarten. Drawing on data from classroom observations, teacher and parent interviews, and documentation of student activity, the study explores how authoritative approaches both at home and in school support the development of social competencies. It also investigates how different social contexts, including cooperative peer play and emotional support from teachers, contribute to the formation of social identity and skills.

Notably, the study considers the dynamic interaction between internal (e.g., temperament, cognitive ability) and external (e.g., parenting style, classroom environment) factors in social development. By triangulating insights from parents, teachers, and direct observation, the research aims to provide a comprehensive understanding of how different caregiving approaches and peer interactions influence children's ability to express empathy, engage in group dynamics, and resolve conflicts constructively.

The objective of this study is to examine the application of parenting styles and the quality of peer interactions in supporting children's social development at TK ABA 02 Bumiaji Kindergarten. The central inquiry of this study is as follows: What role do parenting practices and peer interactions play in fostering the development of social competencies among children in early childhood education?

Method

Research Design

This study employed a qualitative approach using a case study design to explore how parenting styles and social interactions contribute to children's social development at TK ABA 02 Bumiaji. A qualitative method was considered appropriate due to its ability to provide an in-depth understanding of complex human behaviors and social dynamics in their natural settings (Waruwu, 2024). A case study focused on classroom contexts was employed to observe how parenting strategies and peer relationships intersect in influencing children's development. The stages involved in this process included planning, data collection, data reduction, data display, and conclusion.

Participants

The participants in this study included 3–4 teachers from Groups A and B, 10–15 kindergarten-aged children between 4 and 6 years old, and 5–7 parents. The aim was to capture perspectives on parenting practices at home. Purposive sampling was employed to ensure the relevance of the Participants in the research objectives.

Research Setting and Time

The research was conducted at TK ABA 02 Bumiaji over a period of two weeks, with observations focusing on structured classroom activities, peer interactions, and daily routines relevant to social development.

Data Collection Techniques

Data collection techniques included semi-structured interviews, classroom observations, and documentation review. Interviews were conducted with teachers and parents to explore their perspectives on parenting strategies, social behavior, and the challenges of fostering social skills in early childhood. Observations were carried out in classroom settings for two weeks, allowing the researcher to witness firsthand the nature of teacher-child and peer-to-peer interactions.

Data Validity

Ensuring the validity of the data was achieved through triangulation, a methodological approach that utilizes multiple sources of evidence, including interviews, observations, and documentation. To verify the accuracy of the findings, member checking was employed, a process that entailed seeking confirmation from teachers and parents.

Data Analysis Techniques

To gather consistent data, the study utilized instruments such as interview guides containing open-ended questions, observation sheets tailored to record social behaviors, and rating scales that assessed both teacher interaction styles and children's social competencies, based on instruments developed by [Ummah \(2020\)](#). Data were analyzed using descriptive qualitative analysis, involving data reduction, coding, and interpretation to uncover recurring themes related to how parenting styles and peer interactions influence social development in young children. This method allowed the researcher to generate a rich, contextual understanding of how structured classroom environments and parenting strategies together shape children's social behaviors.

Results and Discussion

The findings from this study are based on in-depth interviews, classroom observations, and documentation review conducted at TK ABA 02 Bumiaji. The focus was on understanding how teacher-applied parenting styles and peer social interactions influenced the social development of kindergarten-aged children. The results are grouped around four core themes: (1) the implementation of parenting styles by teachers; (2) observed peer interactions among children; (3) the alignment of home and school parenting environments; and (4) the observed impact of these factors on children's social behavior and development. Each theme is elaborated with descriptive data and summarized in tabular form for clarity.

The first set of data focuses on how teachers implemented various parenting styles within the classroom environment at TK ABA 02 Bumiaji. Observations revealed that the majority of teachers predominantly adopted an authoritative style, which is characterized by a balanced combination of firm guidelines and emotional warmth. This approach allows for clear behavioral expectations while also fostering open communication and responsiveness to children's individual needs. Teachers who employed this style were frequently observed encouraging students to express their feelings, thoughts, and opinions during classroom activities, especially in situations involving group play, peer interaction, or minor conflicts. For example, during disputes or disagreements among children, teachers provided space for each child to articulate their viewpoint and then guided them through a process of reflection and resolution. These practices were instrumental in cultivating an atmosphere of mutual respect, empathy, and cooperative behavior among students.

In contrast, a smaller number of teachers exhibited tendencies associated with either authoritarian or permissive parenting styles. The authoritarian approach was marked by rigid discipline, strict rules, and limited opportunities for children to make independent choices or voice their concerns.

This often resulted in a more controlled classroom environment, but it also reduced the development of critical social-emotional skills. On the other hand, the permissive style was observed through overly accommodating behaviors, inconsistent boundaries, and a reluctance to enforce rules. While this occasionally promoted student freedom, it also led to challenges such as disorganization, lack of structure, and disruptive behavior during collaborative activities. The summary below outlines the observed frequency and key characteristics of each parenting style implemented by teachers at TK ABA 02 Bumiaji, providing insights into their impact on classroom dynamics and student interactions.

Table 1. Observed Teacher Parenting Roles at TK ABA 02 Bumiaji

Parenting Roles	Key Traits	Number of Teachers
Authoritative	Warmth, clear rules, and child participation encouraged	3
Authoritarian	Strict control, little emotional responsiveness	1
Permissive	High emotional support, minimal behavioral regulation	1

These findings confirm that authoritative parenting is the dominant approach among educators in this particular early childhood education setting. Teachers who consistently employed this style demonstrated a clear understanding of the importance of balancing warmth with boundaries. Their approach reflects a belief that children develop best in environments where emotional support is combined with consistent expectations. Through interviews with these educators, it became evident that they consciously strive to cultivate not just academic skills but also social and emotional competencies, which are foundational during early developmental stages.

Several teachers emphasized the view that children need both love and structure in order to develop into socially responsible and emotionally mature individuals. One teacher remarked, *"I allow them to talk, but they also have to learn to listen to others, that is how they grow socially."* This statement captures the essence of reciprocal communication and emotional regulation, which are hallmarks of the authoritative style. In contrast to environments that are overly rigid (authoritarian) or overly lenient (permissive), authoritative settings help children learn to navigate social complexities, manage their emotions, and make reasoned decisions. Thus, the dominant use of authoritative parenting by educators in TK ABA 02 Bumiaji not only aligns with best practices in early childhood education but also reflects a neuroscience-informed understanding of how children thrive both cognitively and emotionally.

The second central theme identified in the results was the quality and frequency of peer interactions among children during classroom activities. Observational data collected over two weeks revealed that children frequently engaged in various forms of group play, collaborative tasks, and verbal exchanges, which are crucial for developing foundational social skills. These interactions occurred naturally during structured activities such as group storytelling, building block games, and cooperative problem-solving exercises. Children who were consistently exposed to these types of structured peer activities demonstrated noticeably stronger abilities in turn-taking, active listening, perspective-taking, and resolving minor conflicts independently, without the need for constant teacher intervention.

Such children appeared more confident in navigating group dynamics and more willing to compromise or negotiate with peers when disagreements arose. Their improved social

competencies suggest that guided peer interaction within a well-managed classroom can serve as an effective medium for teaching empathy, cooperation, and self-regulation.

In contrast, children who were often observed playing alone or remaining on the periphery of group activities tended to struggle with initiating or sustaining positive peer interactions. These children often came from home environments characterized by either highly authoritarian (rigid and controlling) or permissive (overly lenient and inconsistent) parenting styles. As a result, they were more likely to exhibit socially maladaptive behaviors such as dominating group play without regard for others' input or, conversely, withdrawing altogether from peer engagement. This suggests that the quality of early home experiences, particularly regarding parental interaction styles, can significantly influence a child's readiness and ability to participate in healthy social exchanges with peers. The following breakdown presents a detailed summary of the observed social behaviors among children in the classroom, highlighting the correlation between parenting background, peer interaction patterns, and social skill development over the observed two-week period.

Table 2. Children's Peer Interaction Patterns Based on Observation

Social Behavior	Observed Frequency in Sample (N=15)	Interpretation
Turn-taking	13/15	High frequency; common in structured play
Cooperative Problem-Solving	11/15	Indicates maturing social cognition
Conflict resolution (verbal)	9/15	Indicates developing emotional regulation
Withdrawal from group	4/15	More frequent in children with low support
Dominating peers	3/15	Often linked to inconsistent boundaries

The data demonstrate that children who were frequently guided by authoritative adults, both teachers and parents, were more likely to demonstrate positive peer interaction. Observations also noted that social conflicts were often resolved without escalation in groups led by children accustomed to clear rules and emotional regulation. One noted incident involved a child who calmed a peer during a dispute by suggesting, *"Let us take turns,"* an approach modeled by the teacher earlier that morning.

The third set of results focused on insights gained from parental reports regarding their parenting styles at home and how they believed these practices influenced their children's social behaviors. Through structured interviews and open-ended questionnaires, most parents initially described their approach as mixed or adaptive, suggesting a flexible response to their child's needs and behaviors. However, upon further probing, it became evident that these "adaptive" practices typically leaned toward either the authoritative or permissive end of the parenting spectrum, with only a small number reflecting characteristics of the authoritarian style.

Parents who aligned with authoritative parenting consistently described themselves as attentive but firm. They emphasized the importance of maintaining routines, setting clear behavioral expectations, and simultaneously encouraging their children to make choices and express themselves. These parents often spoke of fostering open communication, guiding their children through decision-making, and using natural consequences to teach responsibility. Notably, they also highlighted the value of promoting independence while still providing emotional support, a combination that mirrors the balanced approach observed in classroom settings. Many of these

parents reported that their children demonstrated strong peer relationships, emotional regulation, and cooperative behavior both at home and in school environments.

Conversely, parents who exhibited more permissive tendencies often emphasized emotional closeness and a nurturing home environment but admitted to facing challenges with setting and enforcing boundaries. These parents frequently expressed difficulty in maintaining consistency in discipline, often allowing children to dictate routines or behavior without clear consequences. While they aimed to avoid conflict and prioritize their child's happiness, this approach sometimes led to behavioral issues, such as impulsivity, defiance, or difficulty handling peer disagreements. These patterns were also reflected in classroom observations.

One of the key insights to emerge from these interviews was the strong correlation between clear boundaries combined with emotional responsiveness and positive social outcomes in children. Parents who practiced this balance reported fewer social or behavioral difficulties, a finding that corroborated the trends observed by teachers in classroom interactions. In other words, children from homes with an authoritative structure were more likely to display cooperation, empathy, and resilience when interacting with peers. Overall, this section provides a detailed account of parent-reported parenting practices and philosophies, along with an analysis of how these approaches appeared to influence children's social development in real-world, classroom-based contexts. The alignment between home practices and observed behavior underscores the important role of parenting style in shaping early social competence.

Table 3. Parenting Reported by Parents and Associated Social Traits in Children

Parenting Trait Emphasized	Number of Parents	Reported Traits in Children
Balanced discipline and warmth	4	Confident, cooperative, emotionally stable
Over-accommodation (permissive)	2	Friendly but often impulsive
Strict discipline with low warmth	1	Compliant but anxious or withdrawn

These patterns are consistent with findings from earlier studies that link authoritative parenting with greater adaptability and peer engagement (Rahmaningrum & Fauziah, 2020; Dasar et al., 2024). One parent remarked, *"We try to talk to him about his feelings and still make sure he knows our expectations. I think it helps him get along better at school."*

Finally, the fourth theme synthesized observational and interview data to examine how the interplay of parenting styles and peer interaction shaped children's overall social development. Children exposed to consistent authoritative support both at home and school were noticeably more adept at empathy, emotional regulation, and peer collaboration. These children were seen initiating group activities, managing frustrations more calmly, and supporting peers. Teachers noted these students required less adult intervention during social conflicts and were quicker to resume cooperative behavior after disputes.

In contrast, children raised in more authoritarian households often displayed inhibited social behavior. These children typically waited for adult instruction before initiating interactions and avoided conflict resolution, preferring to remain silent or physically remove themselves from stressful situations. Permissively raised children often showed high verbal confidence but struggled with limits. For example, one child consistently interrupted peers during storytelling sessions and became upset when corrected, illustrating challenges in boundary awareness.

The results also highlighted that the classroom environment itself functioned as a social laboratory where parenting styles were mirrored and often reinforced in line with research by [Purnadewi & Widana \(2023\)](#). Teachers using consistent, emotionally supportive methods inadvertently modeled authoritative parenting, thereby supporting children from less structured home environments. This compensatory effect was evident in cases where children from permissive households began displaying more cooperative behaviors for the two-week observation. The cumulative findings are synthesized in Table 4, which categorizes children's developmental outcomes based on observed behavior and home-school alignment.

Table 4. Child Social Development Outcomes by Parenting Roles and Peer Interaction

Parenting Roles (Home/School)	Peer Interaction Quality	Observed Social Outcomes
Authoritative/Authoritative	High	Empathy, emotional regulation, and cooperation
Authoritative/Mixed	Moderate to High	Improving cooperation, developing self-control
Permissive/Authoritative	Moderate	Friendly, need guidance on limits
Authoritarian/Mixed	Low	Anxious, dependent on adult direction
Permissive/Permissive	Low	Impulsive, poor turn-taking, low frustration tolerance

These findings illustrate that authoritative parenting, especially when mirrored across home and school environments, produces the most favorable outcomes in children's social development. When parenting environments are misaligned or inconsistent, children display mixed or underdeveloped social competencies, often requiring extended support from educators. The effectiveness of teacher scaffolding was particularly evident in these situations, highlighting the vital role of early childhood educators as co-regulators of social behavior ([Agusniatih & Manopa, 2019](#); [Handayani et al., 2024](#)).

Overall, the results indicate a clear relationship between the parenting style applied by teachers and parents, the quality of peer interaction among children, and the development of key social skills such as empathy, cooperation, and emotional management. Authoritative parenting both in the classroom and at home fosters a balanced environment of structure and emotional security, which in turn enables children to engage positively with their peers. Conversely, children exposed to inconsistent or extreme parenting styles (either overly strict or overly lenient) exhibited less mature social behaviors, including either excessive compliance or social dominance, both of which hindered peer collaboration and relationship building.

This study makes a unique contribution by examining the intersection between parenting styles and peer interactions in shaping children's social development within an early childhood education setting in Indonesia. While prior studies have examined these factors independently, the present research underscores the interconnection between authoritative parenting in both the domestic and academic contexts, in conjunction with structured peer interactions, to create an environment conducive to the development of empathy, cooperation, and emotional regulation among children. This integrative approach not only validates theoretical perspectives from Vygotsky and Piaget but also provides practical insights for educators and parents in culturally relevant contexts, underscoring the novelty of the study in addressing holistic early social development.

The findings of this research highlight the essential interplay between parenting style and peer interaction in shaping the social development of kindergarten-aged children. Specifically, the study

affirms that authoritative parenting practices characterized by emotional warmth, structured boundaries, and opportunities for expression foster the most positive outcomes in children's social behavior. These results are supported by several studies that emphasize the critical role of balance between firmness and affection in child-rearing. For example, [Agusniatih & Manopa \(2019\)](#) note that children guided by caregivers who are both responsive and structured tend to be more confident and socially adaptable. Similarly, [Dasar et al. \(2024\)](#) emphasize the impact of authoritative discipline in promoting children's ability to collaborate and manage interpersonal challenges.

In the classroom setting of TK ABA 02 Bumiaji, the application of authoritative teaching practices mirrored these findings, aligning with [Putra \(2023\)](#), who argues that when children are engaged respectfully and given structured autonomy, their social competence is strengthened. Teachers who allowed children to share their feelings and participate in classroom decisions effectively modeled respectful social behavior, which children emulated during peer interactions.

Conversely, this study corroborates extant research on the drawbacks of authoritarian and permissive parenting. Children exposed to authoritarian parenting exhibited a reluctance to engage in peer interactions. This finding aligns with the observations reported by [Khadijah & Jf \(2021\)](#) and [Putri et al. \(2022\)](#), who documented that such environments impede emotional expression and autonomy. In contrast, children from permissive households exhibited sociability. However, they exhibited challenges with boundaries, thereby supporting the findings of [Rahmaningrum & Fauziah \(2020\)](#) and [Batinah et al. \(2022\)](#) concerning the necessity for consistent behavioral guidance.

The present study lends further support to the findings of [Suryana and Desmila \(2022\)](#) and [Suryani \(2019\)](#), emphasizing that the presence of congruence between home and school environments is conducive to the cultivation of empathy, cooperation, and emotional stability in children. Conversely, disparities in these environments have been shown to engender adjustment difficulties ([Pattiran et al., 2024](#)).

The present findings align with those of [Deni Widjayatri et al. \(2023\)](#) and [Irawati and Pd \(2024\)](#), thereby confirming the critical role of structured, guided peer interaction in developing social skills. This study corroborates and extends prior research by demonstrating how the alignment of authoritative parenting and structured peer interactions fosters social competence in Indonesian kindergarten settings. This contributes unique contextual evidence to the field.

Furthermore, the role of the teacher as a social model and emotional facilitator was visible throughout the observations. Teachers who engaged children in conflict resolution through open discussion, encouraged peer support, and consistently demonstrated respectful communication contributed significantly to children's ability to adopt those same behaviors in peer settings. This confirms the findings of [Handayani et al. \(2024\)](#), who report that children are more likely to mimic the social and emotional behavior of adults who are perceived as trustworthy and fair. Teachers who practiced scaffolding, or guided participation in social problem-solving, gave children the tools to navigate peer conflict independently over time.

Theoretically, this study strengthens the frameworks of Vygotsky and Piaget by providing empirical evidence that consistent authoritative parenting and structured peer interactions effectively foster children's social competence in real classroom settings. This lends further support to the importance of guided participation and social play in early development. These findings underscore the imperative for early childhood educators to implement consistent, emotionally responsive teaching practices while providing structured opportunities for peer interaction. The results of the study underscore the importance of balancing warmth and boundaries in the home environment to support children's social readiness. This research offers a practical model for aligning home and

school practices to enhance empathy, cooperation, and emotional regulation among young children, contributing to effective early childhood education practices in Indonesian kindergarten contexts.

Piaget's theory of moral and social development in early childhood also finds relevance in the study findings. As [Hasanah et al. \(2023\)](#) explain, during the preoperational stage (ages 2–7), children begin to understand fairness, reciprocity, and rule-following through interaction with their peers. This was evidenced in observed activities where children enforced classroom rules themselves, such as reminding a peer to wait their turn or offering comfort during a disagreement. These behaviors reflect not only learned norms but also the emerging internalization of ethical social behavior.

The role of communication also emerged as a fundamental mechanism in social development. Children with stronger verbal abilities were more capable of managing social exchanges, expressing emotions constructively, and de-escalating peer conflicts. These findings support the research of [Puspitasari et al. \(2022\)](#), who highlight the interconnectedness between language development and social competence. Teachers who modeled active listening, used emotionally rich language, and encouraged verbal reflection appeared to accelerate these capacities in children.

Interestingly, the study also revealed that structured school environments could serve as compensatory developmental settings for children from less regulated home contexts. For instance, some children who demonstrated impulsive or unregulated behavior early in the observation period showed significant improvement in peer engagement and boundary-respecting behavior over time. This suggests, as observed, that high-quality early childhood programs can moderate or even counteract the adverse effects of inconsistent or permissive parenting by providing stable social expectations and adult role models.

Conversely, the data indicate that children from authoritarian households did not adjust as readily, despite the supportive classroom environment. These children often required additional emotional prompting and adult facilitation to participate in group dynamics and rarely initiated social interaction independently. This may align with [Utami \(2021\)](#), who found that excessive control in parenting environments can inhibit children's capacity for social agency and spontaneous interaction, reinforcing dependency and emotional withdrawal.

Moreover, peer modeling emerged as a powerful influence on social learning. Children were observed to mirror not only adult behavior but also the prosocial behaviors of more socially adept peers. For example, when a socially confident child initiated sharing or invited others to play, nearby peers quickly followed the behavior, sometimes without teacher prompting. This type of peer-driven learning reflects Vygotsky's notion, as cited in Suci (2018), that social development is best supported in dynamic, interactive zones where children learn from one another.

From a practical perspective, these findings offer several implications for educators, caregivers, and policy planners. For educators, the study supports the need for consistent application of authoritative teaching practices those that combine warmth with clear expectations and scaffolded support. Providing children with structured opportunities for peer interaction, emotional expression, and collaborative problem-solving enhances the internalization of prosocial norms. For parents, the results underscore the importance of modeling respectful behavior, establishing consistent routines, and encouraging open emotional communication.

For schools and policymakers, the study advocates for stronger parent-school partnerships that ensure alignment in behavioral expectations and emotional support across settings. Coordinated

efforts, such as parent-teacher workshops or child development seminars, can foster greater consistency in socialization practices and improve child outcomes. As emphasized by Aini et al. (2023), consistency in rule enforcement and emotional support across environments significantly enhances children's self-regulation and peer adaptability.

In conclusion, the discussion affirms that the interplay between adult socialization strategies and peer learning environments profoundly influences early social development. Authoritative parenting, when consistently applied across home and school, yields the most beneficial outcomes in terms of empathy, cooperation, and emotional maturity. The role of guided peer interaction and emotionally responsive teaching practices further strengthens children's ability to navigate social relationships successfully. Inconsistencies in parenting or educational approaches, while challenging, can be mediated by structured, supportive environments that emphasize relationship-building, communication, and mutual respect. These findings underscore the need for an integrative, collaborative approach to fostering social development in early childhood education.

Conclusion

The findings of this study conclude that the application of authoritative parenting styles by both teachers and parents significantly contributes to the development of children's social competencies, including empathy, cooperation, emotional regulation, and conflict resolution, at TK ABA 02 Bumiaji. Social interaction among peers, when guided by consistent structure and emotional support, enhances children's ability to engage meaningfully in group dynamics and internalize positive social norms. The alignment between home and school parenting approaches plays a vital role in reinforcing social behaviors, while structured peer engagement serves as a practical environment for developing interpersonal skills. It is recommended that educators and parents maintain ongoing collaboration to ensure consistency in social expectations and provide children with emotionally supportive, yet firmly guided, environments both at home and in school. Future research can explore the long-term impact of such parenting models across different social and cultural contexts to strengthen early childhood education practices.

Bibliography

- Agusniatih, A., & Manopa, J. M. (2019). *Keterampilan sosial anak usia dini: Teori dan metode pengembangan*. Edu Publisher.
- Aini, S. N., Jihan, J., Nuraini, F., Saripuddin, S., & Gunawan, H. (2023). Kualitas pendidikan dan pola asuh orang tua: Sebuah tinjauan multidisiplin. *Journal on Education*, 5(4), 11951–11964.
- Aulia, D., & Sudaryanti, S. (2023). Peran permainan tradisional dalam meningkatkan sosial emosional anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(4), 4565–4574. <https://doi.org/10.31004/obsesi.v7i4.4056>
- Batinah, B., Meiranny, A., & Arisanti, A. Z. (2022). Faktor-faktor yang mempengaruhi interaksi sosial pada anak usia dini: literatur review. *Oksitosin: Jurnal Ilmiah Kebidanan*, 9(1), 31–39. <https://doi.org/10.35316/oksitosin.v9i1.1510>
- Dahlan, A. (2024). *Anak usia dini dalam perspektif kb*. Ahmad Dahlan. 7(3), 1019–1027. <https://doi.org/10.31004/aulad.v7i3.852>
- Damayanti, A. N. (2023). Fenomena pola asuh orang tua dan pengaruhnya terhadap kesehatan mental anak. *Sebayu*, 29–39. <https://e-journal.unmas.ac.id/index.php/sebayu/article/download/6957/5297>
- Dasar, P., Generasi, M., & Di, T. (2024). *Pola asuh otoritatif, pendidikan dasar, nilai-nilai islam, pembentukan karakter, Era digital*. 5(2), 28–38.
- Deni Widjayatri, R., Gusti Pangestu, F., Purnama Triana, N., Nurlaela, S., Husna, T., & Aditya, W. (2023). Permainan tradisional bakiak dalam mengembangkan kemampuan sosial anak usia

- dini. *Online*), 9(2), 74. <https://doi.org/10.22460/ts.v9i2.3832>
- Evi Yupani & Widana, I. W. (2023). The impacts of the stem-based inquiry learning models on critical thinking and concept mastery. *Indonesian Research Journal in Education*, 7(1), 171-184. <https://doi.org/10.22437/irje.v7i1.24227>
- Handayani, R., Surya, E. P. A., & Syahti, M. N. (2024). Kemandirian anak dalam memasuki usia sekolah dasar: Pentingnya pembentukan karakter sejak dini. *Jurnal Pendidikan Sosial Dan Konseling*, 2(2), 352–356.
- Hasanah, M. N., Putri, N., & Syamsudin, S. (2023). Understanding learning: Insights into methodology and conceptualization by jean piaget. *Al-Lubab: Jurnal Penelitian Pendidikan Dan Keagamaan Islam*, 9(2), 81–93.
- Hidayah, F. (2023). Optimalisasi perkembangan sosial emosional anak usia dini dalam belajar kelompok. *INNOVATIVE: Journal Of Social Science Research*, 3(5), 7942–7956. <https://j-innovative.org/index.php/Innovative/article/view/5783>
- Irawati, H. J. S. N., & Pd, M. (2024). *Buku ajar sosial emosional*. Duta Sains Indonesia 2024.
- Kaffa, Z., Neviyarni, N., & Irdamurni, I. (2021). Analisis perkembangan sosial anak. *Jurnal Pendidikan Tambusai*, 5(2), 2612–2616.
- Khadijah, M. A., & Amelia, N. (2020). *Perkembangan fisik motorik anak usia dini: teori dan praktik*. Prenada media.
- Khadijah, M. A., & Jf, N. Z. (2021). *Perkembangan sosial anak usia dini teori dan strateginya*. Merdeka kreasi group.
- Mardiyani, R. D. N. R., & Widyasari, C. (2023). Interaksi teman sebaya dalam mengembangkan perilaku sosial anak usia dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(2), 416–429.
- Monika, L. (2021). Perkembangan Motorik kasar anak usia dini pada permainan melempar dan menendang bola tk b 5-6 tahun di taman kanak-kanak pembina kabupaten merangin. *Jurnal Ilmiah Dikdaya*, 11(2), 362. <https://doi.org/10.33087/dikdaya.v11i2.234>
- Nurikasari, N. (2022). Pengembangan kecerdasan emosi (emotional intelligence) untuk meningkatkan sikap sosial siswa studi kualitatif pada siswa kelas i sd Al Azhar Syifa Budi *Laboratorium Penelitian Dan Pengembangan FARMAKA TROPIS Fakultas Farmasi Universitas Mualawarman, Samarinda, Kalimantan Timur*, 27(3), 259–280. <https://repository.ptiq.ac.id/id/eprint/732/>
- Pattiran, M., Songbes, A. M. H., Arrang, R., Herman, H., Vanchapo, A. R., & Muhammadong, M. (2024). Strategi pendidikan karakter: Membentuk etika dan nilai pada generasi muda. *Journal on Education*, 6(2), 11369–11376.
- Purnadewi, G. A. A., & Widana, I. W. (2023). Improving students' science numeration capability through the implementation of the PBL model based on local wisdom. *Indonesian Journal of Educational Development (IJED)*, 4(3), 307-317. <https://doi.org/10.59672/ijed.v4i3.3252>
- Puspitasari, N., Izzati, U. A., & Darminto, E. (2022). Penerapan media flash card untuk meningkatkan kemampuan kognitif dan bahasa pada anak usia 4-5 tahun. *Jurnal Basicedu*, 6(5), 8545–8559. <https://doi.org/10.31004/basicedu.v6i5.3789>
- Putra, R. (2023). Pola pengasuhan orang tua dan peran guru dalam pendidikan awal anak. *Al-Marsus : Jurnal Manajemen Pendidikan Islam*, 1(1), 1. <https://doi.org/10.30983/al-marsus.v1i1.6414>
- Putri, E. I. E., Damayanti, A., & Andriani, V. W. (2022). Gaya pengasuhan orangtua untuk kesehatan inner child anak. *INCARE, International Journal of Educational Resources*, 3(4), 376–387.
- Rahmaningrum, A., & Fauziah, P. (2020). Peran guru pada pengasuhan anak dari keluarga tenaga kerja indonesia. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1282–1292. <https://doi.org/10.31004/obsesi.v5i2.796>
- Salsabila, A. Z. ., Junaidi, A. R. ., Ediyanto, Hastuti, W. D. ., & Novianti, R. . (2025). Optimizing teachers' role in developing responsibility as a social skill of autistic children in inclusive

- schools. *Indonesian Journal of Educational Development (IJED)*, 6(1), 254-263.
<https://doi.org/10.59672/ijed.v6i1.4595>
- Simanjuntak, I. A. (2021). Faktor- faktor pengaruh pola perilaku sosial anak usia dini. *Journal of Practice Learning and Educational Development*, 1(4), 134-140.
<https://doi.org/10.58737/jpled.v1i4.22>
- Suci, Y. T. (2018). Menelaah teori vygotsky dan interdependensi sosial sebagai landasan teori dalam pelaksanaan pembelajaran kooperatif di sekolah dasar. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 3(1), 231-239.
<https://doi.org/10.35568/naturalistic.v3i1.269>
- Suhardita, K., Widana, I. W., Degeng, I. N. S., Muslihati, M., & Indreswari, H. (2024). Sharing behavior in the context of altruism is a form of strategy for building empathy and solidarity. *Indonesian Journal of Educational Development (IJED)*, 5(3), 316-324.
<https://doi.org/10.59672/ijed.v5i3.4145>
- Suryana, D., & Desmila. (2022). Mengembangkan kreativitas anak melalui kegiatan bermain balok. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 5(02), 143-153.
<https://doi.org/10.31849/paud-lectura.v5i02.8632>
- Suryani, N. A. (2019). Kemampuan sosial emosional anak melalui permainan raba-raba pada PAUD kelompok A. *Jurnal Ilmiah Potensia*, 4(2), 141-150.
- Ummah, S. N. (2020). Pengaruh gaya pengasuhan orang tua dan penerimaan teman sebaya terhadap perkembangan sosial anak usia 4-6 tahun di gugus 1 kecamatan wates. *Pendidikan Anak Usia Dini*, 1-214.
- Utami, F. (2021). Pengasuhan keluarga terhadap perkembangan karakter disiplin anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1777-1786.
<https://doi.org/10.31004/obsesi.v5i2.985>
- Waruwu, M. (2024). Pendekatan penelitian kualitatif: Konsep, prosedur, kelebihan dan peran di bidang pendidikan. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, 5(2), 198-211.
<https://doi.org/10.59698/afeksi.v5i2.236>
- Widana, I. W., Sumandya, I. W., Citrawan, I. W., Widana, I. N. S., Ibarra, F. P., Quicho, R. F., Delos Santos, M. R. H. M., Velasquez-Fajanela, J. V., & Mukminin, A. (2023). The effect of teachers' responsibility and understanding of the local wisdom concept on teachers' autonomy in developing evaluation of learning based on local wisdom in a special needs school. *Journal of Higher Education Theory and Practice*, 23(10), 152-167.
<https://doi.org/10.33423/jhetp.v23i10.6189>