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ANALYSIS OF CHILD BEHAVIOR IN SUPPORTING SOCIAL-EMOTIONAL DEVELOPMENT OF CHILDREN AGED 5–6 YEARS (A CASE STUDY AT TK NEGERI PEMBINA TELLUWANUA, PALOPO CITY)

ANALISIS PERILAKU ANAK DALAM MENDUKUNG PERKEMBANGAN SOSIAL-EMOSIONAL ANAK USIA 5–6 TAHUN (STUDI KASUS DI TK NEGERI PEMBINA TELLUWANUA, KOTA PALOPO)

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Abstract

This study examines child behavior patterns in supporting the social-emotional development of children aged 5–6 years at TK Negeri Pembina Telluwanua, Palopo City. The research aims to (1) describe the social-emotional development of early childhood at TK Negeri Pembina Telluwanua, Palopo City, and (2) identify and describe the behavioral patterns applied to children aged 5–6 years. This research employs a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation involving one classroom teacher (Ibu Elfiani, S.Pd) and three parents (Ibu Hasdiana, Ibu Nirma, and Ibu Sri Wahyuni) of children exhibiting social-emotional challenges, namely Aidil, Alfat, and Gibran. Data analysis was conducted using thematic analysis following the stages of data reduction, data display, and conclusion drawing. The results indicate that children's abilities to control their emotions vary considerably. Some children are capable of managing their emotions well when facing situations that do not align with their desires, while others still struggle with emotional regulation. Children who can control their emotions tend to respond to problems or conflicts more calmly, are not easily angered, and can adjust their behavior to the situations they encounter. Conversely, children who have difficulty controlling their emotions often exhibit excessive reactions such as crying, tantrums, hitting peers, or withdrawing from social environments. Regarding parenting styles, the study finds that the parenting approach applied to children aged 5–6 years at TK Negeri Pembina Telluwanua tends toward the authoritative (democratic) style. This is evidenced by good communication between parents and children, clear rule-setting, consistent supervision, opportunities for children to express opinions, and the use of educative disciplinary methods rather than physical punishment.

Keywords : Parenting Styles, Social-Emotional Development, Early Childhood, Authoritative Parenting, Case Study.

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Abstrak

Studi ini mengkaji pola perilaku anak dalam mendukung perkembangan sosial-emosional anak usia 5–6 tahun di TK Negeri Pembina Telluwanua, Kota Palopo. Penelitian ini bertujuan untuk (1) mendeskripsikan perkembangan sosial-emosional anak usia dini di TK Negeri Pembina Telluwanua, Kota Palopo, serta (2) mengidentifikasi dan mendeskripsikan pola perilaku yang diterapkan terhadap anak usia 5–6 tahun. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi yang melibatkan seorang guru kelas (Ibu Elfiani, S.Pd.) serta tiga orang tua (Ibu Hasdiana, Ibu Nirma, dan Ibu Sri Wahyuni) dari anak-anak yang menunjukkan tantangan dalam aspek sosial-emosional, yaitu Aidil, Alfat, dan Gibran. Analisis data dilakukan dengan menggunakan analisis tematik yang mengikuti tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kemampuan anak dalam mengendalikan emosi sangat bervariasi. Sebagian anak mampu mengelola emosi dengan baik saat menghadapi situasi yang tidak sesuai dengan keinginan mereka, sementara yang lain masih mengalami kesulitan dalam regulasi emosi. Anak yang mampu mengendalikan emosi cenderung merespons masalah atau konflik dengan lebih tenang, tidak mudah marah, serta mampu menyesuaikan perilaku mereka dengan situasi yang dihadapi. Sebaliknya, anak yang kesulitan mengendalikan emosi sering kali menunjukkan reaksi berlebihan, seperti menangis, tantrum, memukul teman sebaya, atau menarik diri dari lingkungan sosial. Terkait pola pengasuhan, studi ini menemukan bahwa pendekatan yang diterapkan terhadap anak usia 5–6 tahun di TK Negeri Pembina Telluwanua cenderung menggunakan gaya otoritatif (demokratis). Hal ini terlihat dari adanya komunikasi yang baik antara orang tua dan anak, penetapan aturan yang jelas, pengawasan yang konsisten, pemberian kesempatan bagi anak untuk menyampaikan pendapat, serta penggunaan metode pendisiplinan yang edukatif alih-alih hukuman fisik.

Kata Kunci : Gaya Pengasuhan, Perkembangan Sosial-Emosional, Masa Usia Dini, Pengasuhan Otoritatif, Studi Kasus.

1. INTRODUCTION

Early childhood refers to children in the age range from birth to six years. During this period, children's development is critically important as it serves as the primary foundation for the formation of personality and character. According to Montessori and Hainstock, children aged 0–6 years are in a sensitive period during which they easily absorb stimuli from their environment (Tatik Ariyanti, 2021). At this stage, children undergo continuous growth and development in fine and gross motor skills, cognitive abilities, and socialization skills. All of these are interrelated with the development of intelligence that lays the groundwork for the next stages of growth.

Early Childhood Education (PAUD) plays a crucial role in providing developmental stimulation appropriate to children's growth stages. This is also affirmed in Law Number 23 of 2003 concerning the National Education System, Article 1 Point 14, which states that early childhood education is a coaching effort directed at children from birth to six years through the provision of educational stimuli to support physical and spiritual growth and development so that children are prepared for further education.

One important aspect of early childhood development is social-emotional development. At this stage, children begin learning to build relationships with peers and understand various emotions and how to express them appropriately. According to Salovey and Mayer, as cited in Patmonodewo (2003), social-emotional skills are children's ability to recognize and manage their own emotions, build positive relationships, make responsible decisions, and handle challenging situations. The development of these skills during the early years of a child's life is highly critical because the foundation formed at this stage will influence the child's ability to interact socially and manage emotions in later years.

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Social-emotional development in children is influenced by various factors, including self-awareness, gender, and family relationship patterns. Parental treatment is also highly influential in supporting children's social-emotional development. Appropriate parenting patterns help children understand social norms, regulate emotions, and develop independence. Conversely, inappropriate parenting patterns can negatively impact children's emotional and social development.

In this process, the family plays the largest role because parents determine the direction of children's development. Parents bear the responsibility of guiding and monitoring each stage of child development so that children can develop optimally and be accepted in society. In the context of child-rearing, parenting style has a strategic role as the foundation for personality formation. Poerwadarminta, as cited in Sean P. Collins's journal, defines nurturing as educating, caring for, maintaining, and providing warmth, with the aim of shaping the child's character and personality (Collins et al., 2021).

This is consistent with the hadith narrated by Muslim, where the Prophet Muhammad (peace be upon him) stated that every child is born in a state of fitrah (natural disposition), and it is the parents who shape the child into a Jew, Christian, or Zoroastrian. This indicates that the role of parents is very significant in determining the direction of the child's development, especially during the early years.

Based on initial observations at TK Negeri Pembina Telluwanua, Palopo City, several issues related to children's social-emotional development were identified, such as children displaying poorly controlled behavior, including learning at their own pace, screaming, showing aggressive attitudes, having difficulty regulating emotions, and experiencing challenges in social interaction with peers. Some children also exhibited signs of low self-confidence, withdrawal from social environments, and difficulty adapting to school routines.

In addition to observations, the researcher also conducted initial interviews with the classroom teacher. The interview results indicated that children's behavior was likely influenced by family environmental conditions that inadequately supported social-emotional development. Differences in parenting styles applied by each family contributed to variations in children's social-emotional development at school.

Based on these findings, the researcher was motivated to investigate this issue because at TK Negeri Pembina Telluwanua, Palopo City, there exists a phenomenon of children experiencing problems in their social-emotional development. This is concerning because it can impact children's readiness for the next educational level. Therefore, this research aims to (1) describe the social-emotional development of early childhood at TK Negeri Pembina Telluwanua, Palopo City, and (2) identify and describe the behavioral patterns applied to children aged 5–6 years at TK Negeri Pembina Telluwanua, Palopo City.

2. RESEARCH METHOD

This research employs a qualitative approach with a case study design. The study was conducted to describe in depth the social-emotional development of children aged 5–6 years and to identify the influence of child behavior in supporting such development. The qualitative approach was chosen because the data collected were in the form of words, descriptions, and narratives obtained through direct interaction with research subjects in their natural setting (Sugiyono, 2022).

The research was conducted at TK Negeri Pembina Telluwanua, Palopo City, South Sulawesi Province. This location was selected based on initial observations that identified several children experiencing social-emotional challenges. The research period extended from April to June 2026.

The research subjects consisted of three children aged 5–6 years in Group B2 who exhibited social-emotional challenges, namely Aidil, Alfat, and Gibran. Additionally, data were collected from one classroom teacher (Ibu Elfiani, S.Pd, with five years of teaching experience) and three parents of the respective children (Ibu Hasdiana, Ibu Nirma, and Ibu Sri Wahyuni).

The focus of this research encompasses how children interact with peers, express emotions, resolve conflicts, and demonstrate social-emotional skills in the school environment. Furthermore, the

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research examines the influence of parenting patterns—whether authoritarian, authoritative, or permissive—in supporting children's social-emotional development.

Data collection in this study utilized three techniques: (1) Interviews—conducted with the classroom teacher and parents of children to obtain descriptive information regarding child behavior and its influence on social-emotional development; (2) Observation—direct observation was carried out in the classroom and school environment to monitor children's social interactions, emotional expressions, conflict resolution abilities, and discipline behaviors; and (3) Documentation—collection, storage, and organization of data obtained from various sources, including written documents, school archives, photographs of research activities, and field notes.

Data analysis in this study employed thematic analysis. Data collected through in-depth interviews with parents and the teacher were recorded and transcribed. Following transcription completion, thematic analysis was conducted through the following stages: (1) comprehensive data understanding, (2) identification of initial codes emerging from the data, (3) theme development based on identified codes, (4) theme review and refinement, and (5) conclusion drawing. This process follows the qualitative data analysis framework proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing/verification.

3. RESULT AND DISCUSSION

1. Research Site Overview

TK Negeri Pembina Telluwanua, Palopo City, is an early childhood education institution under the auspices of the local government, located on Jl. Kunnu, Maroangin Village, Telluwanua District, Palopo City, South Sulawesi. The school was established in 2005 on government-owned land and began its operational activities in 2007, with the first student intake occurring in the 2008/2009 academic year. The school has a land area of 1,276.41 m² and has obtained B accreditation. The institution has five teaching staff, three of whom hold undergraduate degrees and two hold master's degrees. Table 1 presents the teaching staff data.

Table 1. Teaching Staff Data at TK Negeri Pembina Telluwanua Kota Palopo

No.	Name	Position	Education
1	Hamriah, S.Pd.	Principal	S1
2	Herlina, S.Pd., M.Pd.	Teacher	S2
3	Elfiani, S.Pd.	Classroom Teacher B2	S1
4	Nurjannah, S.Pd., M.Pd.	Teacher	S2
5	Jannah, S.Pd.	Teacher	S1

Source: Documentation data of TK Negeri Pembina Telluwanua, 2026

2. Social-Emotional Development of Children at TK Negeri Pembina Telluwanua

Based on interviews with the classroom teacher, Ibu Elfiani, S.Pd, data on children's social-emotional development were obtained across several aspects, including peer interaction, group cooperation, emotional expression, emotional control, discipline, self-confidence, and environmental adaptation.

Regarding peer interaction, the teacher explained that overall, Aidil, Alfat, and Gibran were able to establish social relationships with their peers, actively play together, and take initiative in inviting friends to play. However, each child exhibited distinct behavioral characteristics: Aidil easily interacted but tended to become angry when situations did not align with his desires, leading to tantrums; Alfat interacted well but often displayed rough play behavior; and Gibran was easy to interact with but had a habit of teasing peers during play.

In terms of group cooperation, all three children demonstrated adequate cooperation abilities during group activities. However, Aidil's emotional outbursts frequently disrupted group dynamics and caused peers' concentration to scatter, indicating that uncontrolled emotions can affect group cooperation and hinder the smooth progress of collaborative activities.

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Concerning emotional expression, the three children showed different emotional responses when facing unpleasant situations. Alfat was described as easily angered—when his belongings were taken by peers, he immediately showed anger accompanied by high emotion, even resorting to physical actions such as hitting. Aidil tended to cry immediately when disturbed and sometimes exhibited tantrums. Gibran, when angry, would withdraw to corners of the room, showing an avoidance pattern as a form of emotional expression.

The teacher reported that children's abilities to control their emotions varied. Some children could manage their emotions well, while others still struggled. Children capable of emotional control tended to respond to problems more calmly and could adjust their behavior to situations. Conversely, children who had difficulty controlling emotions often showed excessive reactions—crying, anger, tantrums, hitting peers, or withdrawing from social environments.

Regarding discipline behavior, the level of discipline among children at the kindergarten varied. Some children complied with rules and followed the teacher's guidance well, while others were still difficult to control and frequently violated established rules. The teacher explained that when children violated rules, she provided guidance and reminded them of the rules. After explanation, children usually understood, though this understanding did not always persist.

The teacher noted that children's self-confidence was still lacking. Regarding adaptation to the school environment, the teacher explained that at the beginning of enrollment, children generally did not understand the rules and routines in the school environment. However, through consistent daily guidance and habituation processes, children gradually understood activity schedules, school regulations, and expected behaviors.

Regarding the teacher's perspective on whether parenting influences children's social-emotional behavior, the teacher emphatically stated: "It is very influential because children's behavior determines their character. If the parenting is not good, it definitely affects their character, especially when there is conflict between parents at home, it definitely affects the children."

Table 2. Summary of Children's Social-Emotional Profiles Based on Teacher Observations

Aspect	Aidil	Alfat	Gibran
Peer Interaction	Good, but easily angered/tantrum when desires unmet	Good, but plays roughly	Good, but tends to tease peers
Group Cooperation	Capable, but emotional outbursts disrupt group	Capable and cooperative	Capable and cooperative
Emotional Expression	Cries easily, tantrums	Easily angered, hits peers	Withdraws/isolates when angry
Emotional Control	Still struggling	Still struggling	Moderate
Discipline	Varies; needs repeated reminders	Varies; needs repeated reminders	Varies; needs repeated reminders
Self-Confidence	Still lacking	Still lacking	Still lacking
Environmental Adaptation	Gradually improving through habituation	Gradually improving through habituation	Gradually improving through habituation

3. Parenting Patterns Applied to Children Aged 5–6 Years

Based on interview results with three parents—Ibu Hasdiana (Aidil's parent), Ibu Nirma (Alfat's parent), and Ibu Sri Wahyuni (Gibran's parent)—the parenting patterns applied in the home environment were identified.

In terms of child education at home, all three parents reported educating their children by providing good examples, teaching manners, reminding children when they make mistakes, and providing guidance using language that is easy for children to understand. This approach demonstrates

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that parents not only focus on giving commands or prohibitions but also strive to be role models for children in daily life.

Regarding rules at home, all three families established rules that children must follow, including waking up early, tidying toys after use, washing hands before eating, praying before and after activities, and not speaking rudely to others. The implementation of these rules indicates parents' efforts to instill values of discipline, responsibility, cleanliness, and politeness from an early age.

When reprimanding children for mistakes, all three parents prioritized giving advice and explaining the nature of the mistake. If children repeated the same mistake, parents gave firm warnings but did not use violence. Ibu Nirma reprimanded with a calm voice and provided consequences such as reducing play time. Ibu Sri Wahyuni chose not to scold children in front of others but instead spoke with the child after the situation calmed down.

All three parents consistently provided opportunities for children to express their opinions, feelings, and desires. Parents listened to what children wanted to convey before providing responses, creating two-way communication that helped children feel valued and more confident in speaking.

Communication between parents and children was reported as quite good across all three families. Parents routinely engaged children in conversations about daily activities, school experiences, friends, and feelings. This daily communication created open relationships built on trust between parents and children.

Regarding punishment, none of the three parents applied physical punishment. When children made mistakes, parents prioritized advice and explanation. If children repeated mistakes, parents applied educative consequences such as limiting play time or restricting television/phone use. These consequences were given not as harsh punishment but as educational tools to help children understand that every action has consequences.

Discipline was taught through habituating daily activity schedules, including waking up early, bathing, studying, performing religious duties, and sleeping on time. Parents also reminded children to tidy their own toys and help with light household chores.

All three parents conducted consistent supervision of children's activities—during play, study, and phone use. Parents also made efforts to know the friends who frequently interacted and played with their children.

Table 3. Summary of Parenting Patterns Applied by Parents

Parenting Aspect	Ibu Hasdiana (Aidil's Parent)	Ibu Nirma (Alfat's Parent)	Ibu Sri Wahyuni (Gibran's Parent)
Education Method	Good examples, teaching manners, clear guidance	Good examples, teaching manners, gentle language	Good examples, honesty, responsibility
Rules at Home	Wake early, tidy toys, wash hands, no rude language	Wake early, tidy toys, wash hands, pray, no rude language	Wake early, tidy toys, wash hands, pray, no rude language
Reprimanding	Advice first, then firm warning without violence	Calm voice, explains mistake, reduces play time if repeated	Private discussion after situation calms, explains consequences
Expressing Opinions	Always listened	Always listened and appreciated	Always listened before giving response
Communication	Daily conversations about school and home	Daily conversations about school, friends, feelings	Listens first before advising
Punishment	Advice; limits	Advice; limits	Advice; limits

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	play/screen time as consequence	play/screen time as consequence	play/screen time as consequence
Discipline Teaching	Daily schedule, study, worship, light chores	Daily schedule, study, worship, light chores	Daily schedule, study, worship, light chores
Supervision	Monitors play, study, phone use; knows friends	Monitors play, study, phone use; knows friends	Monitors with freedom within safe limits

Discussion

The findings of this study reveal that the social-emotional development of children aged 5–6 years at TK Negeri Pembina Telluwanua, Palopo City, shows considerable variation across individual children. According to Erik Erikson's psychosocial development theory, children at this age are in the initiative versus guilt stage, where they begin to show a desire to interact, play, and engage in various activities with peers (Kamilla et al., 2022). The ability of Aidil, Alfat, and Gibran to invite friends to play and participate in group activities reflects the development of initiative and social participation skills consistent with Erikson's theoretical framework.

Furthermore, Lev Vygotsky's social development theory explains that social interaction plays a crucial role in child development. Through relationships with peers and adults, children learn to understand social rules, cooperate, communicate, and solve problems (Wahyudi et al., 2024). The ability of the three children to establish relationships with their peers indicates that the social learning process has been ongoing, although each child still faces unique challenges in emotional regulation.

Each child exhibited distinct behavioral characteristics. Aidil demonstrated good social interaction but tended to experience tantrums when situations did not align with his desires, indicating that his emotional regulation ability still required development. Alfat showed good interaction capabilities but often displayed rough play behavior, which could become an obstacle to maintaining positive social relationships if not properly guided. Gibran was easily interactive with peers but had a habit of teasing friends, which needed guidance to prevent causing conflict or discomfort.

Regarding parenting patterns, the study found that the parenting approach applied by parents of children aged 5–6 years at TK Negeri Pembina Telluwanua tends toward the authoritative (democratic) parenting style. This is evident from the way parents educate children by providing good examples, teaching manners, establishing clear rules, giving opportunities for children to express opinions, maintaining consistent supervision, and using educative disciplinary methods rather than physical punishment.

This finding aligns with Diana Baumrind's parenting style theory, which categorizes parenting into three main forms: authoritarian, authoritative, and permissive. According to Baumrind, authoritative parenting is characterized by warmth, two-way communication, clear rules, adequate supervision, and respect for children's autonomy (Dhine Hesrawati Eem et al., 2022). The parenting practices found in this study meet these characteristics, confirming the authoritative nature of the parenting approach.

Additionally, this finding can be explained through Albert Bandura's social learning theory. Bandura explains that children learn through processes of observation and imitation of behaviors displayed by people around them, especially parents (Agustang & Asrifan, 2021). Therefore, when parents provide good role models, teach manners, and demonstrate positive behavior, children tend to internalize and replicate those behaviors in their daily interactions.

Research by Nurhayati found that parental involvement in providing supervision, open communication, and consistent rule implementation can help shape disciplinary behavior and emotional control abilities in early childhood (Syahrul & Nurhafizah, 2022). This finding reinforces the present study's results that parenting patterns applied by parents play an important role in character formation and children's social-emotional development.

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According to Thomas Lickona, effective character education begins from the family environment through habituation, role modeling, good communication, and educative consequences. Through this process, children learn to develop responsibility, discipline, respect, and care for others (Rosyad & Zuchdi, 2018). The findings of this study demonstrate that the parenting practices performed by parents are consistent with the principles of character education emphasized by Lickona.

According to Hurlock (2017), parenting that gives children opportunities to develop independence while still providing guidance will help form a healthy personality and good social adjustment abilities. Children who receive support and guidance from parents tend to adapt more easily to social environments and have better behavioral control. The findings of this study support Hurlock's perspective, as parents in this study provided freedom within reasonable limits accompanied by supervision.

The study also reveals that parents strive to monitor children's activities, including play, study, phone use, and children's social interactions. This supervision is a form of parental responsibility in protecting children from negative environmental influences. At an early age, children are still very receptive and tend to imitate behaviors they observe in their surroundings, making parental supervision a crucial element in guiding children's social-emotional development (Telaumbanua et al., 2023).

4. CONCLUSION

Based on the results of this study on the analysis of child behavior in supporting social-emotional development of children aged 5–6 years at TK Negeri Pembina Telluwanua, Palopo City, the following conclusions can be drawn:

First, the social-emotional development of children at TK Negeri Pembina Telluwanua varies. Children's abilities to control their emotions differ considerably. Some children can manage and regulate their emotions well when facing situations that do not align with their desires, while others still experience difficulty controlling their emotions. Children who can control their emotions tend to respond to problems or conflicts more calmly, are not easily angered, and can adjust their behavior to situations they encounter. Conversely, children who have difficulty controlling emotions often exhibit excessive reactions such as crying, anger, tantrums, hitting peers, or withdrawing from social environments.

Second, the parenting pattern applied to children aged 5–6 years at TK Negeri Pembina Telluwanua tends toward the authoritative (democratic) parenting style. This parenting style is demonstrated through good communication between parents and children, clear rule-setting, consistent supervision, opportunities for children to express opinions, and the use of educative disciplinary methods. Parents prioritize providing advice, explanation, and understanding rather than physical punishment. This approach helps children learn to understand behavioral boundaries, develop self-discipline, and build positive social skills.

Based on these findings, several recommendations are proposed: (1) Parents are expected to maintain and enhance positive parenting practices, particularly the democratic parenting style that prioritizes communication, attention, supervision, and opportunities for children to express opinions; (2) Teachers are expected to continue building good cooperation with parents in monitoring and supporting children's social-emotional development; (3) Schools are expected to enhance partnership programs with parents through parenting activities, seminars, or socialization regarding appropriate parenting for early childhood; and (4) Future researchers are expected to expand the scope of research by involving more subjects, different research locations, or examining other factors influencing children's social-emotional development.

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