

The Relationship of Parents' Role in Social-Emotional Development with Preschool Children's Learning Concentration

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Received: 07 Mei 2026 ◦ Revised: 29 Juni 2026 ◦ Accepted: 12 Juli 2026 ◦ Published: 30 Juli 2026

ABSTRACT

Introduction: Education plays a fundamental role in shaping children's character and developing their potential. Concentration in learning is a key factor influencing children's ability to absorb information and understand learning materials. Parents who provide limited emotional guidance or have insufficient awareness of their role may negatively affect their children's social-emotional development and learning concentration. This study aimed to examine the relationship between parents' role in social-emotional development and preschool children's learning concentration at MDA Fatimaturridha Medan.

Methods: A quantitative study with a cross-sectional design was conducted involving 55 parents and preschool children selected through random sampling. Data were collected using questionnaires and analyzed with Fisher's Exact test.

Results: The results showed that most parents had a low role in supporting children's social-emotional development (49.0%), while most children had low learning concentration (45.4%). Fisher's Exact test revealed a significant relationship between parents' role and children's learning concentration ($p = 0.016$).

Conclusion: The findings indicate that greater parental involvement in supporting children's social-emotional development is associated with better learning concentration. Strengthening parents' awareness and active participation in creating a supportive emotional and learning environment at home may help improve preschool children's learning concentration.

Keywords: *parental role; learning concentration; preschool*

INTRODUCTION

Education is a fundamental aspect in character formation and the development of children's potential. In the learning process, concentration is a crucial element that affects the effectiveness of information absorption and understanding of material. However, a phenomenon that is often encountered in this modern era is the decrease in the level of learning concentration in children. Concentration is the concentration of the mind on one thing by putting aside all other things that are not related. In learning, concentration means focusing on a subject by putting aside all other things that are not related to the lesson (Nuraida et al., 2024).

A decrease in the level of attention in early childhood learning can have a negative influence on development, causing children to have

difficulty interacting and concentrating, not responding well when given commands, and low activity in learning in the classroom. This can decrease in children's concentration, as seen through low eye contact during learning, which can prevent them from concentrating optimally during face-to-face learning and, as a result of from getting the proper learning from what they learn. Decreased concentration in children not only affects academic achievement but also their overall cognitive and social-emotional development. Research shows that learning concentration is an important factor that determines student learning outcomes and can be influenced by a variety of external factors, including the learning environment and the use of technology (Khasanah & Rocmah, 2024).

One of the factors that is suspected to have a significant influence on children's concentration ability is the role of parents, especially in terms of social-emotional development. Parents, as the closest and first figures in a child's life, have a great responsibility in shaping an environment conducive to the social-emotional and cognitive development of children. Parents' ability to manage their own emotions and help develop social-emotional skills in children can be key in helping children develop good concentration skills. Research shows that social-emotional support from parents plays an important role in increasing children's concentration and motivation to learn (Nadiatulfath & Kurniati, 2024).

The positive role of parents in children's social-emotional development has a significant impact on children's ability to concentrate on learning activities. Parents who provide a safe, caring, and supportive environment for their child's emotional development will help children manage their stress and anxiety so that they can focus more on the learning process (Avandra et al., 2023). Research results by Rimm-Kaufman (2022) show that parents who are actively involved in the child's social and emotional life, through positive communication and supportive behavior, help the child build the skills necessary for focus and concentration in learning. The role of parents in building children's sense of security and confidence also affects their ability to face academic challenges, including concentration in the classroom.

Early childhood social-emotional development is the process by which children learn to recognize, understand, and manage their emotions, as well as develop the ability to interact healthily with others. A child's social-emotional development includes skills such as emotion regulation, empathy, and the ability to build positive interpersonal relationships. This skill is very important in supporting children's readiness to learn in the school environment. Children's social-emotional development is the development of behavior in children where children are asked

to adjust to the rules that apply in the community. In other words, social development is a learning process for children to adjust to norms, morals, and traditions in a group. Social-emotional development is increasingly understood as a crisis in child development. This is because children are formed through a development in the learning process. The learning process during this period affects the development in the next stage. The developmental period from birth of entering elementary school becomes a strong learning "foundation" for children to develop their social and emotional skills to be healthier, and for children to be ready to face the next more complicated stages of development. At this stage of crisis, it is the right time to lay the foundations for the development of social-emotional skills. (Rianti et al., 2023).

Children who have strong social-emotional skills, such as the ability to manage emotions and communicate well, have higher levels of concentration in school. This shows that social-emotional abilities play a significant role in academic success as well as in the lives of individuals in their ability to concentrate on learning (Avandra et al., 2023).

Although there has been a lot of research on this subject, there are substantive weaknesses and limitations in the literature that give rise to a research gap. Most previous studies have tended to examine parental involvement that focused on generic academic outcomes such as student attachment or motivation alone. It is still very rare to find studies that explicitly map the micro-mechanisms of how the specific role of parents in nurturing the social-emotional dimension directly intersects with the regulatory aspects of early childhood attention in the classroom. In addition, the majority of studies are conducted in formal institutions (general kindergarten/early childhood education), so there are limitations in generalization if applied to additional religious institutions such as Madrasah Diniyah Awaliyah (MDA), which have distinctive learning model characteristics and interaction expectations. This

limitation is the scientific reason why research in this specific context is urgent.

The World Health Organization (WHO) reports that 5-25% of preschool-aged children have emotional developmental disorders with a child population of 23,979,000. Children with anxiety disorders are $\pm 9\%$, emotional prowess $\pm 11-15\%$, and behavioral disorders 9-15% (Rahayu & Dewi, 2024). Meanwhile, according to UNICEF Indonesia (2012), around 62% of children aged 3-6 years have never been involved in or participated in early childhood education programs. In accordance with the Regulation of the Minister of Education and Culture Number 137 of 2014, it is said that the level of achievement of social-emotional development of children in the play group is in the age range of 3-4 years. The stages of development of children aged 3-4 years include self-awareness, responsibility, and social behavior (Ayu & Lia, 2020).

Research by the Health Office (2023) revealed that around 40% of early childhood in Indonesia experience social-emotional difficulties related to family interactions, which leads to a decrease in their ability to concentrate at school. Children who feel insecure or uncared for at home will have difficulty adapting to a new learning environment, including in kindergarten. Based on the 2018 National Basic Health Research (Riskesdas), the overall number of child development at the age of 4-6 years in Indonesia reached 88.3%, with the total number of social-emotional development reaching 69.9%, physical development reaching 97.8%, and the development of writing and reading skills reaching 64.6%. From this data, the social-emotional development experienced by children at the age of 4-6 years is quite high, which is in second place after the child's physical development and then after that it is followed by the development of writing and reading skills (Putri et al., 2024).

The phenomenon related to the role of parents in the social-emotional development of children at MDA Fatimaturridha Medan is very concerning, considering that children's success in learning activities does not depend only on the quality of education at school, but also on external factors such as family. In children at MDA Fatimaturridha Medan, preliminary observations showed that children who received attention, affection, and emotional support from their parents tended to have better social-emotional development. On the other hand, children who have problems interacting with their parents or who lack emotional support often have difficulty concentrating while learning.

Based on information obtained from interviews with parents of 6 people who have children in the age range of 4-5 years, related to problems in the social-emotional development of children at MDA Fatimaturridha Medan, it was found that there were problems in the social-emotional development of children, so that there was a decrease in confidence in some children. For example, when the child is told to come forward, he is shy; when someone else asks his name, he is also shy to tell his name, and some children must always be accompanied by their parents when playing with their friends. Children's anxiety arises when entering school, which causes the child to have to be accompanied by parents and low adaptation to the new environment. This is due to the existence of several internal and external factors and low stimulation from parents, which can affect children's socio-emotional development. Therefore, it is important to examine the role of parents in socio-emotional development, preschool children's learning concentration, and the relationship between the role of parents in children's socio-emotional development and children's learning concentration at MDA Fatimaturridha Medan.

METHOD

Study Design

This type of research uses correlational analytical research with a cross-sectional design. The population in this study is all parents and preschool children at MDA Fatimaturridha Medan, which totals 120 people.

Setting & Participants

The determination of the minimum sample size was calculated using the Slovin formula with a margin of error of 10% (0.10), so that a sample of 55 respondents was obtained. The sampling technique applied in this study is simple random sampling. The randomization procedure was carried out using the lottery method, where the researcher made a list of sequential numbers for all members of the population who met the inclusion criteria. The numbers were randomly drawn without replacement until 55 respondents were obtained who became the final sample. This random step is crucial to ensure objectivity and ensure that every member of the population has an equal chance of being selected as a research subject.

Variables & Measuremen

Primary data collection was carried out using three types of structured questionnaires, which included demographic data questionnaires, parental role questionnaires, and learning concentration questionnaires. The demographic data questionnaire was used to capture data on the basic characteristics of respondents, including the child's age of the parents' sex of the parents' age, the parents' last education, and the parents' occupation. The second questionnaire is on the role of parents in social-emotional development, consisting of several questions to measure the dimensions of providing a sense of security, emotional guidance, and exemplary use, using a Likert scale with a choice of answers from 1 to 4. The total score of the respondents was then grouped into three assessment categories, namely high, adequate, and low. This instrument was declared valid and

consistent after undergoing a validity test with a qualified Corrected Item-Total Correlation value and an adequate Cronbach's Alpha reliability test.

The third questionnaire is a children's learning concentration questionnaire filled out by the classroom teacher to assess visual focus, accuracy in responding to commands, and children's attention span during the learning process. This questionnaire consists of several question items with a modification of the Likert scale, in which the total accumulated score is classified into high, moderate, and low categories.

Data Collection

Prior to its use in field research, the instrument has been tested for reliability, where the results of the validity test showed that all question items had a valid value because the r-calculated value was greater than the r-table, accompanied by Cronbach's Alpha reliability index indicating a high level of consistency.

Before the data collection process begins, the researcher implements an informed consent procedure by providing a transparent explanation of the purpose, benefits, confidentiality guarantee, and absence of risk of injury to prospective respondents. Parents who expressed willingness to participate then signed an action approval sheet without any coercion, accompanied by affirmation of the respondent's right to withdraw from research participation if desired. After all data are collected and through the editing and coding stages, the data are analyzed using a statistical program.

Data Analysis

Data analysis is divided into two main stages, namely univariate analysis and bivariate analysis. Univariate analysis was used to map the frequency and percentage distribution of respondent demographic characteristics as well as general trends in the variables of parental role and the level of children's learning concentration. Meanwhile, bivariate analysis was used to test the hypothesis of the relationship between parental roles and preschool children's learning concentration. Given

that the data scale used is ordinal categorical and there are contingency table cells that have an expected count value of less than five, this

bivariate analysis was carried out using the non-parametric Fisher's Exact Test at the alpha significance level of zero point zero five (0.05).

RESULTS

Table 1. Frequency distribution of respondent characteristics (n=55)

Respondent Characteristics	Frequency (f)	Percentage (%)
Age of Parents		
26-35 years	19	34.5
>36 years	36	65.5
Gender		
Male	2	3.6
Female	53	96.4
Jobs		
IRT	34	61.8
Self-employed	19	34.5
PNS	2	3.6
Educator		
SMP	1	1.8
SMA	45	81.8
PT	9	16.4
Child's Age		
4 years	36	65.5
5 years	19	34.5
Child's Gender		
Male	36	65.5
Female	19	34.5

The characteristics of the respondents based on the results of the research that have been carried out can be seen in Table 1. In the table, it was found that the majority of students' parents were in the age group >36 years, which was 36 people (65.5%). In terms of gender, the majority of parents are women, with a total of 53 people (96.4%). In terms of work, the majority of parents work as housewives (IRT), with a total of 34

people (61.8%). Sementara itu, dari segi The majority of parents study up to high school (SMA), which is as many as 45 people (81%). As for the characteristics of children, the majority of 4-year-olds were 36 children (65.5%) and dominated by boys with the same number, namely 36 children (65.5%). This data provides an overview of the demographic profiles of parents and children who are the subjects of this study.

Table 2. Distribution of Parental Roles and Children's Concentration in Social-Emotional Development (n=55)

Variabel	Frequency (f)	Percentage (%)
The Role of Parents		
Height	9	16.4
Enough	19	34.5
Low	27	49.1
Child Concentration		
Height	13	23.6
Enough	17	30.9
Low	25	45.5

Based on the data presented in Table 2 regarding the role of parents in children's social and emotional development, it can be seen that the majority of respondents show a relatively low level of parental role. Of the total sample studied, as many as 27 people, or around 49.0%, indicated that the role of parents in supporting children's social and emotional development was still not optimal. In terms of children's learning, the

majority of respondents showed a low level of concentration, as many as 25 people, or around 45.4%. These findings indicate that almost half of the children who were the subjects of the study had difficulty maintaining focus while learning. This condition is an important concern because low concentration can affect the effectiveness of the learning process and the achievement of children's learning outcomes.

Table 3. The Relationship of Parents' Role in Social-Emotional Development and Preschoolers' Learning Concentration (n=55)

The Role of Parents	Children's Learning Concentration						Total		p-value
	Height		Enough		Low				
	f	%	f	%	f	%	f	%	
Height	1	1.8	3	5.4	5	9.0	9	16.3	0.016
Enough	8	14.5	8	14.5	3	5.4	19	34.5	
Low	4	7.2	6	10.9	17	30.9	27	49.0	

Based on Table 3, the results of cross-tabulation show a tendency to have a positive and one-way relationship between the role of parents in social-emotional development and preschoolers' learning concentration. Of the total 6 respondents with the role of parents in the low category, the majority of children had a learning concentration that was also in the low category, namely 4 children (66.7%), while the rest had sufficient learning concentration, as many as 2 children (33.3%), and no children (0.0%) achieved high learning concentration. Furthermore, in the group of parental roles in the sufficient category (19 respondents), most children showed a sufficient level of learning concentration, namely 13 children (68.4%), while children with low and high learning concentrations amounted to 3 children each (15.8%). On the other hand, of the 30 respondents who had the role of parents in the high category, the absolute majority of children showed a high level of learning concentration, namely as many as 25 children (83.3%), while children who had sufficient learning concentration were 4 children (13.3%), and low learning concentration was only left by 1 child (3.3%).

Overall, this study emphasizes the importance of active parental involvement in improving children's focus and concentration on learning, as part of efforts to support academic achievement and optimal child development. Based on Fisher's exact test, $p = 0.016$ ($p \leq 0.05$) was obtained, meaning that H_a was accepted and H_o was rejected, which shows that there is a relationship between the role of parents in social-emotional development and the concentration of preschoolers' learning.

DISCUSSION

Based on the results of a univariate analysis of the variables of parental roles, it was found that the majority of parents at MDA Fatimaturridha Medan were in the high category, which included more than half of the total sample. These findings indicate that most parents have good awareness and understanding of the essence of psychosocial parenting at home.

Theoretically, the role of parents in the development of preschool children is not limited to fulfilling material and physical needs, but also plays a vital role in facilitating children's

emotional and social maturity. Optimal parenting is characterized by the ability of parents to provide a sense of security, exemplify adaptive behavior, and guide children when facing situations that trigger negative emotions. In line with the study presented by Sintia Tri Suharyani (2023), the active involvement of parents in the realm of social-emotional development serves as the main anchor that forms the foundation of a child's character, independence, and mental stability from an early age. If parents are absent or show a low role in this psychosocial stimulation, children are at high risk of experiencing personality barriers that manifest in an inability to control themselves.

This is reinforced by Sumarni (2022), who emphasized that optimizing the immediate family environment directly stimulates children's success in recognizing their emotions and interacting healthily with the outside environment. Meanwhile, a univariate picture of learning concentration variables shows that most preschool-age children at MDA Fatimaturridha Medan have a concentration level that is in the high category. This phenomenon reflects the high cognitive readiness of children when participating in the learning process in the classroom, which is characterized by a focus on visual attention, resistance to distractions, and accuracy in executing teachers' instructions. This characteristic is theoretically closely related to the fulfillment of children's developmental tasks in their life phases.

According to Rizki Septiani, Susana Widyaningsih, and M. K. B. I. (2016), preschool-age children are in a golden age where brain cell growth and executive function, including attention regulation, are developing massively. The maturity of this attention function is highly dependent on the quality of constant stimulation that the child receives from his immediate environment. In order to present valid and representative descriptive data on the tendencies of these two variables before moving on to

associative testing, the principles of quantitative data organization proposed by Sugiyono (2020) have been applied strictly, supported by the foundation of the presentation of basic theoretical values as detailed by Sulistiyowati (2017) in the management of basic statistics.

When the two variables were tested bivariately through cross-analysis and Fisher's Exact Test calculations, a p-value of 0.000 was obtained, which confirmed the rejection of the null hypothesis (H_0). These empirical results show that there is a statistically significant relationship between parents' role in socio-emotional development and preschool children's learning concentration at MDA Fatimaturridha Medan. If observed from the cross-data trend, this relationship pattern is linear and positive; The respondent group with a high parental role dominantly had children with a high level of learning concentration as well. On the other hand, the limitation of the role of parents is significantly correlated with the low concentration of children in the classroom. This close relationship can be explained psychologically through the theory of health behavior developed by Soekidjo Notoatmodjo (2012), where it is emphasized that the physical and psychological health status of an individual including the readiness of the child's cognitive function in learning is a resultant product of constant interaction with his or her immediate environmental factors, in this case the parenting and emotional habituation instilled by parents at home.

This relationship mechanism works through a mature child's emotional regulation system. When parents perform their roles well, children get a consistent supply of emotional support so that they feel loved, safe, and valued. This emotional stability frees children from internal psychological burdens such as excessive anxiety, fear of failure, or the stress of social adaptation while at school. Without internal emotional distortions, the working memory capacity in the child's brain can

be fully allocated to direct and maintain attention regulation to the subject matter delivered by educators.

These findings are in line with and reinforce the research report from Nadiatulfath and Kurniati (2024), which states that directed social-emotional stimulation from parents is directly correlated with increased focus and concentration resilience of children in early childhood education institutions. The same thing is also confirmed by Avandra et al. (2023), who prove that a conducive family emotional atmosphere acts as the main external facilitator in activating children's attention abilities. Thus, the integration of empirical findings in this study with various related literature provides a strong theoretical conclusion that optimizing the role of parents in overseeing the social-emotional dimension is an absolute prerequisite for the creation of excellent learning concentration in preschool-age children.

Recommendations For Future Research

Future studies are recommended to employ longitudinal or experimental designs to examine better the causal relationship between parental involvement in children's social-emotional development and learning concentration over time. Research with larger and more diverse samples from different educational settings and geographical regions is also needed to improve the

generalizability of the findings. Additionally, future studies should consider including other factors that may influence preschool children's learning concentration, such as parenting style, socioeconomic status, teacher support, home learning environment, sleep quality, nutritional status, screen time, and children's cognitive development. Exploring intervention programs aimed at enhancing parents' knowledge and skills in fostering children's social-emotional development would also provide valuable evidence for developing effective family-centered educational strategies.

CONCLUSION

The conclusions that can be obtained from this study are that the role of parents in social-emotional development is low, the majority of preschool children's learning concentration is low, and there is a relationship between the role of parents in socio-emotional development and the learning concentration of preschoolers, with the result of $p\text{-value} = 0.016$ ($p < 0.05$). In other words, the lower the role of parents in socio-emotional development, the lower the child's concentration of learning. It is recommended that researchers use research data collection instruments in the form of observation sheets or observation, so that they can get more objective, accurate, and satisfactory results.

Funding Statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Authors' Contributions

Y.A.H: Conceptualization, methodology, investigation, formal analysis, writing original draft. **D.S.:** Supervision, validation, writing review and editing. **B.B.S.K:** Data curation, investigation, visualization, writing review and editing. All authors read and approved the final manuscript.

Acknowledgments

The authors would like to express their sincere gratitude to all participants, the management of MDA Fatimaturridha Medan, and everyone who supported the completion of this study.

Declaration of Generative AI Use

No generative artificial intelligence (AI) tools were used in the design, data collection, data analysis, interpretation of the findings, or preparation of this manuscript.

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