

PERAN KELUARGA
DALAM MEMBENTUK KECERDASAN SOSIAL EMOSIONAL
PADA ANAK USIA 5-6 TAHUN

(Penelitian Kualitatif di PAUD KB IT Nurussunnah Cilodong Depok)

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ABSTRAK

Masa usia dini merupakan periode emas perkembangan anak, di mana aspek sosial emosional sangat menentukan keberhasilan anak dalam berinteraksi, mengendalikan emosi, serta membangun hubungan yang sehat dengan orang lain. Dengan metode penelitian kualitatif serta pendekatan deskriptif. Penelitian ini bertujuan untuk mengetahui peran keluarga dalam membentuk kecerdasan sosial emosional pada anak usia 5–6 tahun di PAUD KB IT Nurussunnah Cilodong Depok. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi terhadap anak, orang tua, serta pendidik di lingkungan PAUD. Hasil analisis menunjukkan bahwa keluarga memiliki kontribusi besar dalam memberikan stimulasi sosial emosional anak melalui pola asuh, komunikasi, serta keteladanan dalam kehidupan sehari-hari. Anak yang mendapat dukungan optimal dari keluarga menunjukkan kemampuan lebih baik dalam hal berbagi, bekerja sama, mengekspresikan emosi dengan wajar, serta mampu menunjukkan empati kepada teman sebaya. Adapun, anak dengan stimulasi kurang optimal cenderung mengalami kesulitan dalam mengendalikan emosi, bersikap kasar, atau kurang mampu beradaptasi di lingkungan sosial. Oleh karenanya keluarga berperan penting sebagai fondasi pembentukan kecerdasan sosial emosional anak. Disarankan agar orang tua meningkatkan pemahaman dan kesadaran tentang pentingnya stimulasi sosial emosional melalui pola asuh positif, komunikasi efektif, serta pemberian teladan dalam kehidupan sehari-hari.

Kata kunci: keluarga, kecerdasan sosial emosional, anak usia dini, PAUD.

“The Role of Family in Developing Social-Emotional Intelligence in Children Aged 5–6 Years”

(A Qualitative Study at PAUD KB IT Nurussunnah Cilodong Depok)

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ABSTRACT

Early childhood is widely recognized as the golden period of human development, during which socio-emotional growth plays a crucial role in shaping children’s ability to interact, regulate emotions, and build healthy relationships with others. This study employed a qualitative method with a descriptive approach to investigate the role of the family in developing socio-emotional intelligence among children aged 5–6 years at PAUD KB IT Nurussunnah, Cilodong, Depok. Data were obtained through observations, interviews, and documentation involving children, parents, and educators in the school environment. The findings revealed that families contribute significantly to the development of children’s socio-emotional skills through parenting styles, communication patterns, and role modeling in daily life. Children who receive strong support from their families demonstrate higher abilities in sharing, cooperating, expressing emotions appropriately, and showing empathy toward peers. In contrast, children who experience less optimal stimulation often struggle with emotional control, display aggressive behaviors, or face challenges in adapting to social situations. The study concludes that families serve as the primary foundation for fostering socio-emotional intelligence in early childhood. It is recommended that parents enhance their awareness and understanding of socio-emotional development by applying positive parenting practices, maintaining effective communication, and providing consistent role models in everyday life.

Keywords: family, socio-emotional intelligence, early childhood, child development