



# Teacher Involvement in Parent Collaboration to Foster Social–Emotional Maturity of Early Childhood Group A Learners

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## ABSTRACT

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Social–emotional maturity in early childhood is shaped through interactions across home and school. This study aims to examine how teachers and parents collaboratively support social–emotional development through structured communication and reinforcement. Using a qualitative descriptive design, data were collected from teachers, parents, and school leaders through interviews, observations of classroom behaviors, and analysis of communication documents. The findings show that teachers strategically initiate collaborative structures, consistent reinforcement between home and school strengthens children’s emotional regulation shown by 82% success in routine–following and 76% non-aggressive conflict resolution and communication barriers reduce the continuity of collaborative developmental support. The study contributes a model positioning teachers as drivers of collaboration, rather than passive partners, in emotional development. The practical implication suggests that schools need systematic and reciprocal communication cycles to sustain parental engagement and prevent fragmented reinforcement of emotional competencies.

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## INTRODUCTION

Early childhood development has increasingly received global attention because this period critically determines the quality of future human resources. One of the most fundamental developmental domains emphasized worldwide is social–emotional maturity, as the ability to manage emotions and build social relationships early in life has been shown to influence academic success, psychological well-being, and long-term social adjustment (Munk et al., 2022; Syifa et al., 2024; Wright et al., 2024). Research indicates that children with adequate social–emotional maturity are more capable of resolving conflicts,

demonstrating empathy, and exhibiting prosocial behavior in various social settings. Conversely, insufficient development in this domain is associated with aggressive behavior, anxiety, low self-confidence, and difficulty forming peer relationships (Pitardi & Marriott, 2022; Watson, 2022). These facts highlight that strengthening social–emotional development in childhood is not merely an educational concern but a societal need to cultivate psychologically healthy and socially adaptive generations. Therefore, studying the factors that promote social–emotional maturity in early childhood is both relevant and urgent.

Although the importance of social–emotional development in early childhood is well understood, many children still struggle to attain optimal maturity in this domain. In several early childhood education settings, children are observed to cry easily when facing pressure, display difficulty sharing toys, show aggressive tendencies, or withdraw from social interaction (Abril-López et al., 2021; Kas et al., 2022). Teachers frequently report that some children cannot regulate emotions when confronted with disagreements, fail to collaborate in group activities, or become excessively anxious when speaking in front of the class. Parents experience similar challenges at home, such as prolonged tantrums, lack of independence, and limited ability to recognize their own feelings and others'. Ideally, social–emotional growth should be supported consistently by both school and family (Featherston et al., 2024; Siraj et al., 2023). Yet inconsistent stimulation between the two environments remains a major underlying issue, demonstrating a substantial gap between developmental expectations and existing support systems.

Field observations reveal that social–emotional stimulation often lacks consistency due to limited collaboration between teachers and parents. Teachers report that the strategies used to foster social–emotional learning at school are sometimes undermined by contradictory parenting practices at home, leaving children confused by mixed social messages (Fernández et al., 2024; Pratiwi et al., 2024). Some parents rely exclusively on teachers for social–emotional education without reinforcing behavioral expectations at home. Conversely, other parents dominate decision-making and resist teacher input. Communication between home and school is often informal, sporadic, and limited to administrative matters rather than developmental progress (Mastikawati et al., 2022; Yang et al., 2021). Parents are rarely involved in school programs that target social–emotional development. This lack of synchrony results in instability in children's social–emotional behavior, manifested in difficulties with self-control, low empathy, and limited collaboration with peers. These inconsistencies demonstrate that sustained, structured collaboration between teachers and parents is a critical yet underdeveloped aspect of early childhood education.

Empirical evidence demonstrates the significant impact of teacher–parent collaboration on children’s social–emotional growth. Wu et al. (2020), Jang (2023), and Pratiwi et al. (2024) reported that routine communication between teachers and parents improves children’s ability to recognize and express emotions appropriately. Uraipong et al. (2024) and Coelho et al. (2023) found that teachers’ emotional support and warm parenting practices contribute positively to children’s social adaptability. Jirattanawanna et al. (2024), Pohlmann (2023), and Masykuroh et al. (2024) revealed that family involvement in school activities supports the development of collaboration skills and perspective-taking. Meanwhile, Featherston et al. (2024) and Chen et al. (2021) indicated that parental participation in play-based learning enhances children’s emotional regulation and prosocial behaviors. Collectively, these studies highlight the fundamental role of joint involvement between teachers and parents in promoting social–emotional maturity in early childhood. The studies consistently underscore that children benefit most when the school and home environments reinforce each other through shared values and behavioral expectations.

Despite important contributions from previous studies, notable research gaps remain unresolved. Most existing studies have examined the teacher’s role or the parent’s role in isolation, rather than exploring how both parties work synergistically to support children’s social–emotional development (Birger et al., 2022; Podolski et al., 2023). This study offers a new perspective by focusing specifically on teacher involvement in building collaboration with parents as a strategic pathway to enhance social–emotional maturity of early childhood learners. Unlike earlier studies that examined roles separately, this research emphasizes the central position of teachers as designers of learning environments and as bridges connecting educational institutions and families (Radesky et al., 2023; Torres et al., 2020). This study aims to reveal concrete forms of teacher involvement, including communication strategies, parent engagement approaches, alignment of social–emotional routines, and joint reflection mechanisms.

The research problem addressed in this study stems from the gap between children’s need for consistent social–emotional stimulation and the reality that teacher–parent collaboration remains limited. Teachers’ ability to initiate, maintain, and regulate collaboration is essential to reducing contradictory messages received by children across environments (Arockia Selvi, 2023; Ridings et al., 2022). Therefore, this research seeks to answer the following question: How do teachers contribute to fostering social–emotional maturity of early childhood learners through collaborative engagement with parents? The study is expected to enrich academic discourse while offering evidence-based guidance for educators and early childhood institutions.

The central argument is that effective social–emotional growth depends not only on the isolated roles of teachers or parents, but on the extent to which both parties are actively and harmoniously engaged in collaborative practice. Theoretically, the research contributes to the body of knowledge in early childhood education by mapping the concept of teacher-led collaboration with families as a determining factor in social–emotional development. Practically, the study seeks to provide an applicable model for teachers and early childhood institutions to design systematic, communicative, and sustainable collaboration programs. Moreover, its findings are expected to become valuable references for policymakers in developing comprehensive school–family partnership policies that support optimal social–emotional development among young learners.

## RESEARCH METHOD

This research employed a qualitative design with a case study approach to deeply understand the process of teacher engagement in collaboration with parents to foster social-emotional maturity in early childhood, based on real-life experiences and natural contexts. This design was chosen because it allowed researchers to comprehensively explore the dynamics of interactions, strategies, and collaborative practices that cannot be explained solely through quantitative measurements (White & Cooper, 2022). The research was conducted at Bunga Bangsa Kindergarten, LKMK Sukorame, Gresik. This school was purposively selected because the school has an active partnership program between teachers and parents through the POMG (School of Teachers and Parents) and is known for integrating social-emotional aspects into learning. This situation made the research location relevant for exploring the collaboration phenomenon in depth.

Research data was collected through observation, in-depth interviews, and documentation studies (Lim, 2024). Observations were used to directly observe interaction patterns between teachers, children, and parents in authentic learning situations and daily communication. In-depth interviews were conducted with teachers, parents, and the principal to explore their perceptions, strategies, and experiences in social-emotional collaboration. Documentation was used to complement the review of learning implementation documents, child development records, and school partnership activity reports. These three techniques were used simultaneously to obtain rich and contextual data.

Data analysis was conducted following the interactive model of Miles, Huberman, and Saldaña, which includes data condensation (data reduction), data presentation, and verification or concluding (Im et al., 2023). Data condensation was achieved by sorting, grouping, and simplifying important information from interviews, observations, and documentation according to the research focus. Next, the data were presented in categories and themes, such as

teacher involvement, parental roles, and forms of collaboration, making it easier for researchers to understand patterns and relationships between findings. Verification or concluding was carried out continuously throughout the research process by consistently examining evidence until credible findings were obtained.

Data validity was checked through triangulation of sources and techniques, namely, comparing data from observations, interviews, and documentation to ensure the consistency and validity of the information. Furthermore, researchers conducted member checking by asking participants to review their preliminary interpretations to ensure that the findings truly reflected their experiences and perspectives. Through these systematic steps, this study is expected to produce a comprehensive picture of teacher involvement in collaboration with parents to foster social-emotional maturity in early childhood.

## **RESULT AND DISCUSSION**

### **Result**

This section presents the research findings derived from interviews, observations, and documentation to illustrate how teacher–parent collaboration influences children’s social–emotional maturity. The results highlight three core sub-findings that reflect the mechanisms, strengths, and challenges within the collaboration process, providing a comprehensive picture before each sub-theme is described and analyzed in detail.

### **Teachers strategically initiate structured parent collaboration**

The operational meaning of this sub-finding in the field refers to teachers’ deliberate efforts to design, initiate, and maintain collaboration with parents through structured communication systems, scheduled partnership activities, and shared monitoring of children’s social–emotional development. In practice, this sub-finding represents the strategic and proactive role of teachers in ensuring that parental involvement is not incidental or spontaneous, but rather guided by planned programs, clear expectations, and measurable goals related to the reinforcement of social–emotional growth.

During the interview, Teacher A emphasized that collaboration with parents must be structured to ensure continuity of children’s emotional learning. The informant stated, “We do not wait for parents to contact us. At the beginning of every month, we invite them to discuss emotional targets for children, and we remind them again through weekly updates.” The researcher interprets this statement as evidence that teacher involvement begins with intentional planning and regular follow-up, indicating that the collaboration process is systematically directed rather than reactive.

In a separate interview, the school principal also highlighted the

intentional role of teachers as coordinators of collaborative activities. The principal explained, “Teachers design the activities, decide on the communication agenda, and ensure the parents participate. If the teachers do not initiate, collaboration will not happen consistently.” The researcher interprets this as confirmation that the responsibility for initiating collaboration lies primarily with teachers, who act as drivers for continuity and who encourage parents to take part in shared social–emotional learning efforts.

Field observation further supports the interview findings. The researcher observed teachers facilitating a scheduled parent–teacher emotional reinforcement meeting, distributing social–emotional behavior checklists, and guiding parents on how to strengthen emotional regulation routines at home. The teachers were observed reminding parents of weekly progress targets and documenting their input. The researcher restates this observation as follows: teachers do not simply conduct collaboration activities but lead and structure them using tools, communication routines, and targeted action plans aligned with social–emotional competencies.

The data show a clear pattern: collaboration occurs consistently when teachers take a strategic, planned, and directive role in engaging parents. The process is not passive or spontaneous but intentionally organized around regular communication, structured planning, and shared developmental monitoring, demonstrating that teacher-initiated structure is the core of effective home–school collaboration for strengthening children’s social–emotional maturity.

### **Consistent home–school reinforcement strengthens emotional regulation**

and emotional guidance provided both at school and at home, which allows children to respond to emotional situations more calmly and appropriately. This reinforcement is reflected in children’s ability to follow routines, express feelings verbally, resolve peer conflicts more constructively, and show growing independence in self-control during classroom activities.

The observation checklist conducted across classroom activities, transition periods, and play interactions demonstrated measurable indicators of emotional regulation. The results are shown in the table below:

**Table 1. Observation of Consistent home–school reinforcement strengthens emotional regulation**

<b>Observed Behavior</b>	<b>Indicator of Emotional Regulation</b>	<b>Percentage</b>
Children followed classroom routines without resistance	Self-management and task focus	82%
Children responded to conflict through verbal expression rather than aggression	Verbal emotional expression and problem solving	76%
Children sought teacher support appropriately when overwhelmed	Help-seeking for emotional restoration	71%
Children showed calm reactions during	Flexibility and tolerance toward	68%

unexpected schedule changes	stress	
Children reminded peers to follow rules without confrontation	Peer mediation and empathy	64%

The observational findings indicate that reinforcement of emotional regulation was present across five distinct behavioral indicators, with the highest consistency shown in children’s ability to follow routines (82%), followed by non-aggressive conflict resolution (76%) and appropriate help-seeking (71%). Meanwhile, tolerance toward change (68%) and empathetic peer mediation (64%) showed moderate but stable manifestation across the observation period. These percentages reflect that emotional regulation is not limited to academic tasks, but also emerges in social interactions and transition moments throughout the school day.

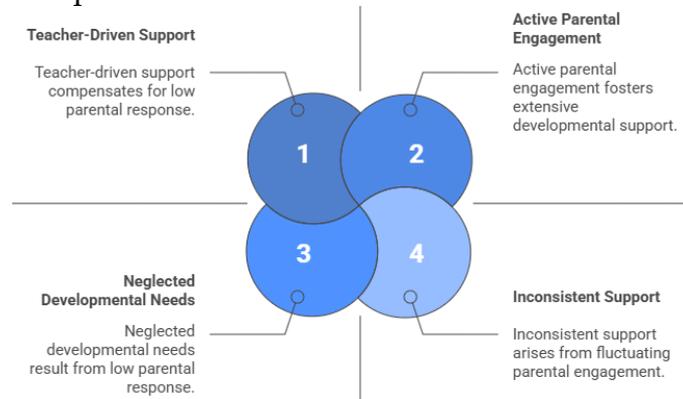
The researcher interprets the data as evidence that children who receive aligned reinforcement across school and home settings develop emotional responses that are more stable, predictable, and constructive. Restating the observation: when emotional expectations remain consistent between teachers and parents, children display stronger self-control, smoother transitions, and more positive conflict resolution with peers. The pattern that emerges across the data shows that emotional regulation is not an isolated skill but develops cumulatively beginning with routine-following behaviors and gradually extending to more complex interpersonal competencies such as empathy and peer mediation. This pattern demonstrates that consistent reinforcement across environments not only sustains emotional regulation but progressively strengthens it into increasingly mature emotional behaviors.

### **Communication barriers limit collaborative developmental support**

The sub-finding “communication barriers limit collaborative developmental support” is operationally defined in the field as the presence of incomplete, delayed, irregular, or unclear information exchange between teachers and parents, which restricts the coordinated planning and implementation of emotional–social developmental support for children. In practice, this barrier appears when written communication channels such as meeting minutes, parent–teacher correspondence books, partnership working reports, and monthly information circulars fail to deliver timely, consistent, and reciprocal updates regarding developmental strategies for children.

The flow of the documentation data indicates a fragmented communication process rather than a continuous and reciprocal one. The pattern begins with infrequent reporting, followed by delayed responses from parents, which leads to incomplete feedback loops, and ends in a lack of follow-up action on jointly planned developmental support. The researcher interprets this

documentation flow as an indication that the communication cycle although structurally present does not operate effectively enough to sustain ongoing collaborative developmental work.



**Figure 1. Communication barriers limit collaborative developmental support**

Documentation analysis shows that monthly meeting reports often recorded action plans for child emotional guidance, yet the subsequent reports revealed that only some of these plans were implemented due to unreturned communication from parents. Communication notebooks frequently contained teacher notes requesting reinforcement at home, but many pages showed no parental acknowledgment or were signed without follow-up comments. Meanwhile, partnership program documentation recorded irregular attendance of parents in coordination forums, which reduced opportunities to align developmental strategies. These sources collectively indicate that communication channels are administratively available but are not consistently utilized by all parties.

The researcher interprets the data as evidence that developmental support becomes limited not because of the absence of intention from teachers or parents, but because the communication cycle required to ensure mutual coordination is disrupted. Restating the documentation: action plans are drafted, messages are sent, and developmental expectations are communicated, yet communication often stops mid-process resulting in incomplete execution of planned support for the child. The pattern that emerges demonstrates that effective collaboration requires not only communication platforms but also continuity, reciprocity, and responsiveness across both parties. Where these elements break down, developmental reinforcement becomes inconsistent, thereby restricting optimal progress in children’s emotional and social growth.

## Discussion

The findings of this study emphasize three intertwined dynamics: teachers strategically initiate structured parent collaboration, consistent home–school

reinforcement strengthens emotional regulation, and communication barriers limit collaborative developmental support. The first finding aligns with previous literature arguing that teacher leadership is essential in establishing effective home–school partnerships, particularly in early childhood settings where parents rely on teacher guidance to understand developmental expectations (Aziz, 2025; Munawwaroh, 2024). However, unlike studies suggesting that collaboration naturally emerges from parental motivation, the current finding reveals that it is the teachers not the parents who act as drivers of structured collaboration, indicating a proactive rather than reciprocal origin of partnership (Abdullah, 2024; Khaer, 2024). This contrast suggests that in contexts where parental engagement is culturally or structurally limited, teacher-led initiatives may be a more realistic starting point than assuming spontaneous parental involvement.

The second finding reinforces theoretical perspectives stating that emotional regulation in early childhood develops more rapidly when learning expectations are aligned across environments. The observational data in this study demonstrate that children who receive consistent reinforcement at both school and home display stronger emotional control, smoother conflict resolution, and higher tolerance for stress, supporting the premise that emotional development is ecological rather than isolated (Fawaid et al., 2025; Zawawi, 2025). While prior research has typically examined emotional regulation as an internal trait shaped primarily through classroom-based interventions, the present findings emphasize the combined effect of learning environments (Hasanah, 2024; Widiasari, 2024). This suggests a shift from viewing emotional learning as a school-bound responsibility to recognizing that home–school alignment functions as an accelerator of child emotional maturity.

The third finding extends the literature by identifying communication barriers as a limiting factor in collaborative developmental support. While existing studies largely stress the positive contribution of parent–teacher communication, fewer acknowledge that communication channels can formally exist yet fail to function because they are inconsistent, delayed, or non-reciprocal (Heru, 2024; Herlina, 2024; Hina, 2024). The documentation analysis highlights that incomplete feedback loops not a lack of infrastructure impede the continuity of shared developmental plans. This suggests that the mere presence of communication tools (correspondence books, meeting minutes, partnership reports) is insufficient; what determines their effectiveness is sustained responsiveness (Jali, 2025; Nisa', 2024; Zamroni et al., 2025). Therefore, the current study challenges the assumption that “communication availability” equals “communication effectiveness,” showing that reciprocity and continuity are critical determinants.

The theoretical implications of the findings point to the need for a revised conceptual lens on home–school collaboration in early childhood education. Emotional–social development cannot be fully explained by individual child factors or classroom quality alone; rather, it should be framed as the outcome of intersystemic reinforcement moderated by communication consistency (Baharun, 2023; Sain, 2025). The study also suggests that collaboration should be understood not as a binary presence–absence construct, but as a continuum mediated by the degree of teacher initiation, parental responsiveness, and reciprocity. These insights may enrich theoretical models on early childhood emotional development by highlighting communication patterns and collaborative leadership as structural moderators.

Practically, the findings underline the necessity for early childhood institutions to adopt structured collaboration frameworks rather than assuming parents will engage voluntarily and consistently. Teachers should continue to take strategic leadership in initiating collaboration, but parental participation must be supported through communication systems that minimize delays and enable real-time feedback. Schools may consider digital communication platforms, scheduled coordination cycles, and monitoring tools that allow the implementation of joint developmental plans to be tracked transparently. Strengthening home–school reinforcement is expected to enhance children’s emotional regulation not only inside the classroom but also across daily routines and social contexts beyond school. By reducing communication barriers and reinforcing shared emotional guidance, collaboration can move from a procedural formality to a meaningful developmental support system that accelerates children’s social–emotional maturity.

## CONCLUSION

This study concludes that the most fundamental element in fostering social–emotional maturity among early childhood learners is the quality of structured collaboration between teachers and parents. The findings demonstrate that social–emotional development becomes more stable and progressive when teachers take intentional leadership in coordinating reinforcement across school and home environments. The study reveals that emotional regulation does not emerge merely from classroom learning or parenting alone, but from consistent emotional modeling and shared behavioral expectations across both settings. The key takeaway of this research is that collaboration is not automatically built on parental willingness, but must be initiated and guided systematically by teachers to prevent contradictory developmental messages. The contribution of this work lies in presenting a conceptual model that situates teachers as collaborative

leaders and frames social–emotional development as a cumulative ecological process reinforced through reciprocal involvement between home and school.

Despite its strengths in mapping the mechanism of teacher-led collaboration and its influence on emotional maturity, this study has certain limitations. The research was conducted within a single institution; therefore, the generalizability of its findings across diverse school cultures and parental backgrounds remains limited. In addition, the study did not examine the longitudinal effects of collaboration on children’s emotional maturity beyond the observation period, leaving the long-term developmental impact unexplored. Future research would benefit from broader comparative studies involving multiple institutions with varied demographic characteristics, as well as longitudinal designs to observe the sustainability of collaborative developmental outcomes. Further investigations are also recommended to explore parents’ perspectives more deeply, including psychological, socioeconomic, and cultural factors that influence responsiveness and participation in collaboration programs, which may enrich the understanding of how home–school partnerships can be optimized.

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