

The Influence of Parenting and Parental Education Level with Social-Emotional Development on Early Language Development in Kindergarten in Murung Raya Village, Banjarmasin

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A B S T R A C T

This study highlights the vital role of socio-emotional and language development in early childhood as key foundations for later success. It investigates the influence of parenting styles and parental educational attainment on these developmental aspects among children at Murung Raya Kindergarten, Banjarmasin. Using a quantitative explanatory design and path analysis, data were collected from 173 parents through validated Likert-scale questionnaires. Results showed that parenting style significantly influenced language ($\beta=0.253$; $p<0.05$) and socio-emotional development ($\beta=0.622$; $p<0.05$), while parental education also had significant effects on both domains. Socio-emotional development strongly predicted language outcomes ($\beta=0.578$; $p<0.05$) and mediated the relationships between parenting style and language development (Sobel = 6.674; $p<0.05$), and parental education and language development (Sobel = 4.832; $p<0.05$). These findings underscore the importance of supportive parenting and educational backgrounds in promoting holistic early childhood development and highlight the value of family-based interventions.

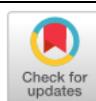
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INTRODUCTION

Early Childhood Education (PAUD) is an important foundation in children's development, especially in physical, spiritual, cognitive, social-emotional, and language aspects. PAUD is intended for children aged 0-6 years through educational stimulation aimed at preparing children to enter basic education (Selvia & Nurachadijat, 2023; Sokhibah & Komalasari, 2015). During this time, children experience an acceleration of brain development known as *golden age*, with brain capacity reaching 80% of adult development (Astuti et al., 2024).

Social, emotional, and language aspects are two important domains that greatly influence children's school readiness, social skills, and academic achievement in the future (Rakhmawati, 2022; Yudha et al., 2024). Social emotional development includes the ability to recognize and manage emotions and interact positively, while language is closely related to communication and understanding of the surrounding environment (Etnawati, 2022; Rakhmawati, 2022). Language is an important tool for children to express their desires, understand others, and build social relationships, especially with peers (Amalia et al., 2019). Therefore, it is important for educators to understand the stages of language development in order to provide appropriate stimulation and support children's communication skills optimally.

However, various studies and field observations show that many early childhood still experiences obstacles in this aspect, such as speech delays, difficulty interacting, and

emotional instability that hinder the learning process (Harianja et al., 2023; Nur'zahra & Wulandari, 2023). Children who are unable to manage their emotions tend to have difficulty establishing social relationships, even showing aggressive behaviors such as getting angry and hitting friends (Handayani, 2024).

Children's socio-emotional and language development is influenced by internal and external factors, one of which is parenting and parental education level. Effective parenting can help children develop self-control, empathy, and good communication skills, while parental education influences how to educate, pay attention, and respond to children's developmental needs (Paujiah et al., 2022; Seo, 2021).

Several previous studies have examined the relationship between parenting and social-emotional development and language development separately. For example, Rukayah (2024) that parental parenting and education styles affect children's social behavior. Meanwhile, Astuti et al. (2024) found a strong correlation between parenting and early childhood language development. Less harmonious relationships and minimal interaction between parents and children can hinder such development (Widodo et al., 2024). The integration of parental education levels and parenting in a framework of social-emotional development that has an impact on children's language skills has not been comprehensively explored. The lack of research that analyzes in an integrated manner the influence of parenting and education on early childhood social, emotional and language development shows an important gap in this study. This raises the need for research that investigates the combined influence of these two factors on the overall development of early childhood (Fernando et al., 2020; Flensburg-Madsen & Mortensen, 2018).

Based on this, this study aims to identify and analyze the influence of parenting and parental education level on social-emotional development that has an impact on early childhood language development. Thus, the results of the research are expected to contribute to the development of family parenting and education models that support optimal child development.

Parenting Style

Parenting is a holistic approach in raising and guiding children, which reflects parents' attitudes, values, and beliefs and plays an important role in shaping children's social norms (Putri et al., 2023; Sanders & Turner, 2018). King (2014) identify four types of parenting styles. First, *authoritarian*, where parents are rigid, demand obedience, and limit communication with the child. Second *authoritative*, Namely a balanced parenting style between providing limits and emotional support, as well as encouraging children's independence. Third *neglectful*, which is when parents tend not to be involved in the child's life, so the child feels neglected. Fourth *permissive*, where parents are warm but too permissive, give few rules and let the child behave as freely as possible.

Parental Education Level

Soxet et al. (2020) Explaining that the level of education is a tiered process that is adjusted to the development of students, the level of difficulty of the material, and the method of delivery. In general, the level of education consists of primary, secondary, and higher education. Tirtarahardja (2015) stated that the level of education of parents can be seen through three main indicators. First, the level of education, which is the learning stage that is adjusted to the development of students and aims to develop certain competencies. Second, the suitability of the major, which refers to the relevance of the parent's educational background to the field of parenting, psychology, or child education. Third, competence, includes knowledge, technical skills, and values that are reflected in the way parents think and act in supporting children's growth and development.

Early Childhood Social Emotional Development

A child's social-emotional development is closely related to his ability to understand and respond to the emotions of others in daily life. This process usually begins with interaction with parents, siblings, and peers, and then progresses to a broader social environment (Apriyanti & Annetta, 2021). Emotional development includes the ability of children to

recognize, manage, and control their emotions in order to react positively to situations that trigger emotions. Meanwhile, overall social-emotional development reflects the extent to which children are able to regulate behavior and adjust to the social norms and expectations around them (Lestari et al., 2023).

Early Childhood Language Development

Language development in children is a natural process that begins from an early age through innate abilities that are then strengthened by experiences and social interactions. From infancy, children begin to express their thoughts and feelings through sound, which gradually develops into a more structured and clear form of verbal communication. This process not only includes the ability to speak, but also reflects the child's cognitive and emotional growth (Amalia et al., 2019). Language development in early childhood is generally still egocentric, where language use tends to focus on oneself (Kholilullah et al., 2020). This developmental process takes place naturally through direct experiences that children experience in daily life. Children's interactions and habits in adjusting to their surroundings play an important role in enriching their language understanding and skills.

METHOD

This study is included in a quantitative research by focusing on the analysis of the influence on the variables of parental parenting (X_1) and parental education level (X_2) which are related to the variables of early childhood social-emotional development (Z) and early childhood language development (Y).

Respondents

The population in this study is parents in kindergarten group B in Murung Raya Village, Banjarmasin. Sampling technique with purposive sampling. The sample was found as many as 173 parents from four kindergartens in group B of Murung Raya Village, Banjarmasin.

Instruments

The instrument in this study uses a questionnaire on each variable. Parenting variables have sub-variables including *authoritative*, *authoritarian*, *neglectful*, and *permissive*. The variables of education level have sub-variables of education level, suitability of majors, and competencies. The variables of children's social emotional development have sub-variables of children's social abilities, children's socialization with the surrounding environment, children are able to imagine, and show confidence. The variables of children's language development have sub-variables of children's attitudes and behaviors in listening, children's receptive language skills, and children's ability with language expression. This instrument will be tested for validity and reliability. Validity was tested with pearson r and reliability using cronbach alpha.

Data analysis

Data analysis techniques use statistical descriptive, multiple linear regression, and path analysis to test the research hypothesis. Before conducting multiple linear tests, prerequisite tests are carried out, namely normality tests and linearity tests

FINDINGS AND DISCUSSION

This research was conducted in Murung Raya Village, Banjarmasin, especially in Kindergarten B, namely Asmaul Husna Kindergarten, Dharma Yantie Kindergarten, Hayati Sholilah Kindergarten, and Al Hikmah Kindergarten with a total of 173 respondents, consisting of 33 males and 140 females. The age range of respondents was dominated by the productive age (26-35 years). The last education is dominated at the high school level/equivalent with jobs dominated by housewives.

The results of the validity of the four instruments on each variable are valid. The reliability result of the four instruments is reliable because it is more than 0.6. The data is normally distributed because it has a p-value (0.200) greater than 0.05. For linearity, the significance value of the three relationships (YX_1 , YX_2 and YZ) was greater than 0.05. A

total of 173 respondents consisted of 140 women and 33 men. The level of education of the respondents is as follows.

Table 1. Parental Education Level

Last Education Level	Frequency	Percentage
TK	0	0%
SD	9	5%
SMP	41	24%
High School/Equivalent	61	35%
Diploma	14	8%
Bachelor	41	24%
Postgraduate	7	4%
Overall Total	173	100%

The results of the regression model prerequisite test consisted of the first model and the second model. The first model assumption test is aimed at determining the influence of parental parenting and education level on children's social-emotional development. The results of the normality of the first model, namely the variables of parenting, parental education level, and children's social-emotional development, had a *p-value* ($0.200 > 0.05$). It can be concluded that the three variables in the first model have a normal distributed data distribution. The results of linearity on the parenting variable multiplied by social emotional development obtained a significance value of 0.574 and the social emotional development variable multiplied by education level obtained a significance value of 0.110. Thus, if the significance value of the two relationships ($ZX1$ and $ZX2$) is greater than 0.05, then the two relationships can be declared linear.

The results of the second model's normality, namely the variables of parenting, parental education level, children's social-emotional development, and children's language development have a *p-value* ($0.200 > 0.05$). It can be concluded that the three variables in the first model have a normal distributed data distribution. The results of linearity in the parenting variable multiplied by the child's language development obtained a significance value of 0.240, the variable of children's language development multiplied by the level of education obtained a significance value of 0.196, and the child's language development multiplied by social-emotional development obtained a significance value of 0.228. Thus, if the significance value of the three relationships ($ZX1$ and $ZX2$) is greater than 0.05, then the two relationships can be expressed as linear

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Model 1

Model 1 in this regression is parental parenting ($X1$) and education level ($X2$) on early childhood social-emotional development (Z) in Kindergarten Murung Raya Village, Banjarmasin. The results of this model consist of regression equations, *t*-tests, and determination coefficients which can be found in the following table.

Table 2. Model 1 Regression Results

Model	Unstandardized Coefficients			Standardized Coefficients	
	B	Std. Error	Beta	t	Itself.
1 (Constant)	18.416	3.399		5.418	.000
Parenting Style($X1$)	.651	.056	.622	11.552	.000
Education Level($X2$)	.396	.066	.322	5.979	.000

a. Dependent Variable: Social Emotional Development (Z)

Table 2 gives the results of multiple linear regression as follows.

$$Y=18.416+0.651X1+0.396X2$$

The coefficient of the constant regression path (a) is 18.416 which means that if the variables of parenting and education level are zero (unrealistic in the social context) then the expected social emotional development score is 18.416. The regression path coefficient of the parenting variable on the child's social emotional development was 0.651, which means that for every one unit increase in parental parenting values, there was a direct increase in the child's social-emotional development of 0.651 (65.1%). So the higher the parenting style, the higher the child's social and emotional development. The regression path coefficient of the

variable level of parental education to the social and emotional development of the child is 0.396, which means that in every one unit increase in the value of the parent's education level, there is a direct increase in the child's social-emotional development of 0.396 (39.6%) The higher the level of parental education, the higher the level of parental education, the increase in the child's social-emotional development.

The t-test was used to evaluate the significance of the influence of each independent variable separately on the dependent variable in regression model 1.

Table 3. Model 1 t-test results

Variabel	t count	Sig. (p-value)	Results
Parenting (X1)	11,552	0,000	Significance (p < 0.05)
Education level (X2)	5,979	0,000	Significance (p < 0.05)

Table 3 shows a hypothesis, where the significance value of the influence of parental parenting has $0.000 < 0.05$. Therefore, it can be concluded that there is a significant direct influence between parental parenting (X1) on the social and emotional development of children. The significance value of the influence of the level of education has a significance value of $0.000 < 0.05$. Therefore, it can be concluded that there is a significant direct influence between education levels (X2) on social emotional development. Thus, parenting and individual education levels have a significant influence on children's social-emotional development.

A high value of the coefficient of determination (R^2) indicates that the model has very strong predictive power. The R^2 value in this 1 model of 0.800 indicates that 80% of the variation or change in social-emotional development can be explained by parental parenting and education level. The rest, which is 20%, is influenced by other factors outside the model such as children's personality factors, environment, and so on.

Model 2

Model 2 in this regression is parental parenting (X1), education level (X2), and early childhood social-emotional development (Z) to children's language development (Y) in kindergarten Murung Raya Village, Banjarmasin. The focus is on the contribution of each independent variable and mediator to the dependent variable. The results of this model consist of regression equations, t-tests, and determination coefficients which can be found in the following table.

Table 4. Model 2 Regression Results

Model	Unstandardized Coefficients			Standardized Coefficients	
	B	Std. Error	Beta	t	Itself.
1 (Constant)	7.889	2.846		2.772	.006
Parenting Style(X1)	.221	.058	.253	3.791	.000
Education Level(X2)	.125	.056	.122	2.210	.028
Social Emotional Development (Z)	.481	.059	.578	8.117	.000

a. Dependent Variable: Children's Language Development (Y)

$$Y=7.889+0.221X1+ 0.125X2+0.481Z$$

The coefficient of the constant regression path (a) is 7.889 which means that if the variables of parenting, education level and social emotional development are zero (unrealistic in the social context) then the expected language development score is 7.889. The regression path coefficient in the parenting variable on the child's language development is 0.221, meaning that for every one unit increase in the parenting score of the parent, the child's language development increases by 0.221 units (22.1%), if the other variables are constant. The higher the parenting style of the parents, the better the child's language development. The regression path coefficient of the variable education level to children's language development is 0.125, which means that for every one unit increase in the level of education, the child's language development increases by 0.125 units (12.5%), if the other variables are constant. The higher the level of education of parents, the increase in the child's language development. The regression path coefficient of the social emotional development variable on children's language development is 0.481, which means that every one unit increase in children's social

emotional development will increase children's language development by 0.481 units (48.1%), if the other variables are constant. The higher the child's social emotional development, the more likely it is to increase the child's language development.

The t-test was used to evaluate the significance of the influence of each independent variable and mediator separately on children's language development in the following regression model 2.

Table 5. Model 2 T Test Results

Variabel	t count	Sig. (p-value)	Results
Parenting (X1)	3,791	0,000	Significance (p < 0.05)
Education level (X2)	2,210	0,000	Significance (p < 0.05)
Social-emotional development (Z)	8,117	0,000	Significance (p < 0.05)

Table 5 shows the hypothesis of the influence of parental parenting by $0.000 < 0.05$. Therefore, it can be concluded that there is a significant direct influence between parental parenting (X1) on the child's language development (Y). The significance value of the influence of the level of education was $0.000 < 0.05$. Therefore, it can be concluded that there is a significant direct influence between education levels (X2) on children's language development (Y). The significance value of the influence of social emotional development was $0.000 < 0.05$. Therefore, it can be concluded that there is a significant direct influence between social emotional development (Y) and children's language development (Z).

The R^2 value in this model 2 of 0.828 indicates that 82.8% of variations or changes in children's language development can be explained by parental parenting, education level, and children's social-emotional development. The rest, which is 17.2%, is influenced by other factors outside the model such as family involvement factors, nutrition, and so on.

Mediation Test

The mediation test in this study uses path analysis. Pathway analysis was used to test the mediating effects of intermediate variables (early childhood social-emotional development) in independent variables (parenting and parental education level). The results of the *path analysis* test are said to have a significant effect if the *Sig.* value < 0.05 .

Table 6. Path Analysis Results

Jalur	Coefficient a	IF the	Coefficin b	SE b	From Sobel	P value	Information
Parenting (X1) → social-emotional development (Z) → language development (Y)	0,651	0,056	0,481	0,059	6,674	0,000	signifikan
Education level (X2) → social-emotional development (Z) → language development (Y)	0,396	0,066	0,481	0,059	4,832	0,000	signifikan

The indirect influence of the parental parenting variable (X1) on early childhood language development (Y) through early childhood social-emotional development (Z) is the multiplication between the coefficient a of the variable X1 against the Z variable and the b coefficient of the Z variable against Y.

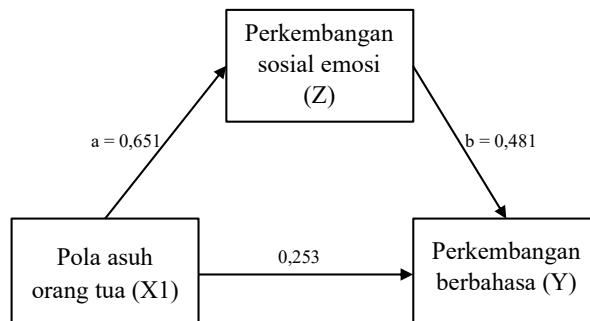


Figure 1. Parenting Mediation Model for Social-Emotional Development through Language Development

The picture is an indirect influence of the parental parenting variable (X1) on early childhood language development (Y) through early childhood social-emotional development (Z) which is the multiplication between the coefficient of a of the X1 variable to the Z variable with the coefficient b of the Z variable to Y, which is $0.651 \times 0.481 = 0.313$ that is, improving the quality of parental parenting will encourage the increase in the child's social-emotional development, which has an impact on improving children's language skills in Kindergarten B in Murung Raya Village.

The indirect influence of the variable of parental education level (X2) on early childhood language development (Y) through early childhood social-emotional development (Z) is the multiplication between the coefficient of a of variable X2 against variable Z and the coefficient b of variable Z against Y.

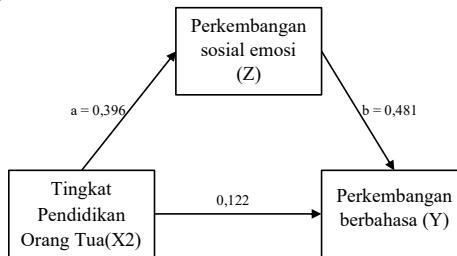


Figure 2. Mediation Model of Education Level on Social-Emotional Development through Language Development

The picture is an indirect influence of the variable of parental education level (X2) on the development of early childhood (Y) through the development of early childhood (Z) social emotions which is the multiplication of the coefficient of the variable X2 to the variable Z with the coefficient of the variable Z to Y, which is $0.396 \times 0.481 = 0.190$ that is, the higher the level of parental education, the better the child's social emotional development which has a positive impact on development in kindergarten B in Murung Raya Village.

Hipotesis 1

The results of the analysis showed that the direct influence of parental parenting on early childhood language development was shown by the Sig value of $0.000 < 0.05$ so that H_0 was rejected. Thus, there is a direct influence of parental parenting on the development of early childhood language in kindergarten in Murung Raya Village, Banjarmasin.

Hipotesis 2

The results of the analysis showed that the direct influence of parental education level on early childhood language development was shown by the value of $0.000 < 0.05$ so that H_0 was rejected. Thus, there is a direct influence of the level of parental education on the development of early childhood language in Kindergarten of Murung Raya Village, Banjarmasin.

Hipotesis 3

The results of the analysis showed that the direct influence of children's social-emotional development on early childhood language development was shown by the value of $0.000 < 0.05$ so that H_0 was rejected. Thus, there is a direct influence of the level of parental education on the development of early childhood language in Kindergarten of Murung Raya Village, Banjarmasin.

Hipotesis 4

The results of the analysis showed that the direct influence of parental parenting on early childhood social-emotional development was shown by the Sig value of $0.000 < 0.05$ so that H_0 was rejected. Thus, there is a direct influence of parental parenting on the social and emotional development of early childhood in Kindergarten in Murung Raya Village, Banjarmasin.

Hipotesis 5

The results of the analysis showed that the direct influence of parental education level on early childhood social-emotional development was shown by the value of $0.000 < 0.05$ so that H_0 was rejected. Thus, there is a direct influence of parents' education level on the

social and emotional development of early childhood in kindergarten in Murung Raya Village, Banjarmasin.

Hipotesis 6

The indirect influence of the variable of parental parenting (X1) on the development of early childhood language (Y) through the development of early childhood (Z) social emotions which is the multiplication between the coefficient of a of the variable X1 to the variable Z with the coefficient b of the variable Z to Y, which is $0.651 \times 0.481 = 0.313$ that is, the improvement of the quality of parental parenting will encourage the increase in the development of children's social emotions, which has an impact on improving children's language skills in Kindergarten B in Murung Raya Village. The results of the Sobel test obtained a z-value of 6.674 with a p-value of $0.000 < 0.05$. This shows that the effect of mediation is statistically significant. Thus, children's social-emotional development mediates significantly the relationship between parental parenting and children's language development in Kindergarten Murung Raya Village, Banjarmasin.

Hipotesis 7

The indirect influence of the variable of parental education level (X2) on the development of early childhood (Y) language through the development of early childhood (Z) social emotions which is the multiplication of the coefficient of the variable X2 to the variable Z with the coefficient of the variable Z to Y, which is $0.396 \times 0.481 = 0.190$ that is, the higher the level of parental education, the better the child's social emotional development which has a positive impact on the child's language development in Kindergarten B in Murung Raya Village. The results of the Sobel test obtained a z-value of 4.832 with a p-value of $0.000 < 0.05$. This shows that the effect of mediation is statistically significant. Thus, children's social-emotional development also mediates significantly the relationship between parents' education level and children's language development in kindergarten in Murung Raya Village, Banjarmasin.

The following is the final model in this study is the direct and indirect influence of parenting and education level on early childhood language development through social emotional development in kindergarten Murung Raya Village, Banjarmasin.

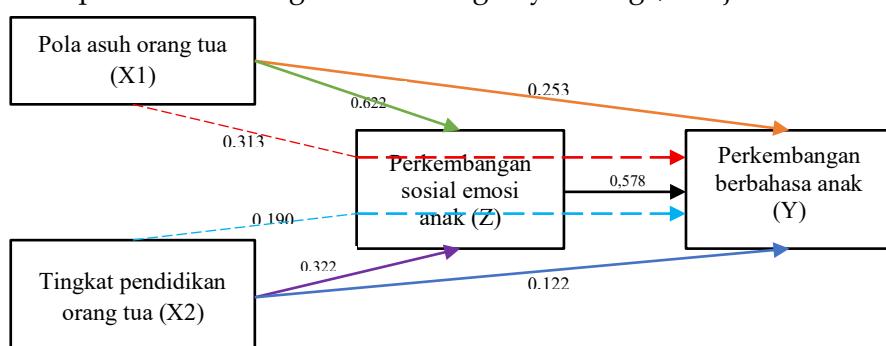


Figure 3. Path Analysis Model

The following is a summary of the direct and indirect influence of parenting and education level on early childhood language development through social-emotional development in Kindergarten Murung Raya Village, Banjarmasin.

Table 7. Hypothesis Summary

Hipotesis	Influence		Significance
	Immediately	Indirect	
H1: The Influence of Parental Parenting on Early Childhood Language Development	$b = 0.253; p = 0,000$	-	Signifikan
H2: The influence of parental education level on early childhood language development	$b = 0.122; p = 0,000$	-	Signifikan
H3: Effect on social-emotional development on early childhood language development	$b = 0.578; p = 0,000$	-	Signifikan
H4: The Influence of Parental Parenting on Early Childhood Social and Emotional Development	$b = 0.622; p = 0,000$	-	Signifikan

Hipotesis	Influence		Significance
	Immediately	Indirect	
H5: The influence of parents' education level on early childhood social-emotional development	b = 0.322; p = 0,000	-	Signifikan
H6: The influence of parental parenting on early childhood language development through children's social-emotional development	-	$\beta = 0.313; p = 0,000$	Signifikan
H7: The influence of parents' education level on children's language development through children's social-emotional development	-	$b = 0.190; p = 0,000$	Signifikan

Discussion

The following sections present key findings that are relevant to the research question, outlining four important aspects: the research context, learning activities, interaction patterns in the learning process, and challenges faced. Each section concludes with a discussion of the implications of the findings, as well as directions for future further research.

The Influence of Parental Parenting on Early Childhood Language Development

Parenting, or parenting, refers to the comprehensive interaction between parents and their children, encompassing the attitudes, values, and beliefs that parents have regarding the upbringing of their children (Sanders & Turner, 2018). The relationship between parental parenting and children's language development depends on the way of education that parents apply to children and train children's communication development. In line with this, the findings of Kartikasari et al. (2023) stated that parental parenting and communication greatly affect children's language development.

Parenting is significantly influenced by factors such as religion, education and maternal occupation, but is not influenced by parental age, paternal education, income or number of children (Sukumaran & Balakrishna, 2021). In other words, educating parents about effective parenting can help improve children's developmental outcomes.

The Influence of Parents' Education Level on Early Childhood Language Development

The level of parental education is a crucial factor that substantially affects all dimensions of a child's development. Parental education levels are positively correlated with the quality of verbal interaction that parents give children. This includes language stimulation methods, the intensity of interactions, and the type of linguistic support offered.

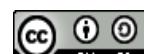
Parents with higher levels of education generally have a deeper understanding of the significance of children's language development (Rusliana & Mustadiarto, 2024). Factors such as parental education, income, time spent with children, and language used at home significantly affect children's parenting style and language development (Sadiq et al., 2024).

The Influence of Children's Social-Emotional Development on Early Childhood Language Development

Early childhood language development is greatly influenced by children's social-emotional development. Good social-emotional skills facilitate effective communication. Children who have strong emotional regulation tend to show confidence in interactions, which enriches their language experience through conversations with various parties. Children who have weaknesses in language in the long term will have an impact on their social-emotional development (Beitchman & Brownlie, 2005). In a study, Kalland & Linnavalli (2023) found that a child's social-emotional development and theoretical ability of mind are related to his language development.

Every child has a strong personal desire and egocentric tendencies, which are a natural part of their early stages of development. Therefore, the ability to control oneself (self-control) is an important skill that needs to be instilled from an early age so that children can live an orderly and responsible life from within themselves. One effective approach to establishing self-control is through the consistent application of discipline in daily life. This discipline includes adherence to applicable rules as well as the implementation of routines that support order (Fiberianti et al., 2023).

The Influence of Parental Parenting on Early Childhood Social-Emotional Development



Findings of Supriyadi & Maesyaroh (2023), parenting has a positive effect on early childhood social-emotional development. Parenting is defined as a comprehensive approach that parents take to interact, guide, nurture, and educate children with the aim of equipping them with lifelong skills and ensuring their success. Various researchers such as Sugihartono et al (2012) and Supriyadi & Juwita (2023) It is agreed that parenting involves unique behaviors within the family, which shape the behavior of the next generation in accordance with societal norms and values. This is emphasized more in the findings of Ong et al (2018) which states that optimal parenting from both parents is very important in social-emotional development.

Sari et al (2024) mentioning that parental interaction not only affects children's language development, but is also very important in shaping their social and emotional skills. Safe emotional relationships and loving, responsive parenting help children develop empathy, communication, and emotional regulation.

The Influence of Parents' Education Level on Early Childhood Social-Emotional Development

Social-emotional development is a process that includes individual changes with others, emotional changes, and personality changes. Parents who have a higher level of education, tend to be able to actively participate in children's education. This allows parents to facilitate social skills and problem-solving strategies in children, ultimately supporting children's academic achievement (Hakim & Mustamiroh, 2017). The process of children's social involvement begins in the closest circle, namely with parents, siblings and playmates, then gradually develops to include a wider community environment.

Indirect Influence of Parenting Style through Social Emotional Development on Children's Language Development

The aspect of social-emotional development in early childhood is an aspect that cannot be separated because this aspect is an important aspect in children's growth and development. The existence of an emotion is a form of communication or as the basis for the display of expressions in children that children use in socializing in the surrounding environment. By showing these emotions, children can show feelings of happiness, sadness, hatred, fear, anger, and so on (Suprijanto et al., 2022). Parenting plays an important role in a child's social-emotional development, especially in fostering empathy. Parents help children understand and identify a range of emotions, so they can better manage and express their feelings (Suprijanto et al., 2022).

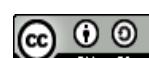
Sari et al (2022) stated that negative parenting, such as authoritarian parenting, can hinder children's confidence development and negatively impact learning achievement. In contrast to democratic parenting, it is proven to support better learning outcomes, so choosing the right parenting style is very important to support students' personal and academic development

Indirect Influence of Parents' Education Level through Social-Emotional Development on Children's Language Development

The level of education of parents not only has a direct influence on children's language development, but also affects indirectly through the child's social-emotional development. Sari et al (2020) Bringing up social-emotional development requires special attention from early childhood, because social experiences during this period are fundamental in shaping adult personality. This is emphasized by the findings of Setyowati et al. (2017) which states that a high level of maternal education has a positive impact on children's language development and cognitive development. As the mother's education increases and matures, cognitive and social abilities in early childhood tend to improve. One of the manifestations of this social ability is the independence of children in meeting their own needs, which reflects an important stage in their social development (Augustine et al., 2015).

CONCLUSIONS

Based on the results of research conducted at Kindergarten in Murung Raya Village, Banjarmasin, it can be concluded that parental parenting and parental education level have a



significant role in influencing early childhood language and social-emotional development. Directly, parental parenting has been proven to have an effect on children's language skills, as well as the level of parental education which shows a positive influence on this development. In addition, children's social-emotional development has also been shown to have a significant influence on children's language development. In relation to parenting and education factors, it was also found that parenting style and parental education level directly affect children's social-emotional development. Furthermore, there is a significant indirect influence, where parental parenting and education contribute to children's language skills through mediating social-emotional development. These findings affirm the importance of the role of parents, both in the aspect of parenting and educational background, in supporting the optimization of early childhood growth and development, especially in language and social-emotional aspects. Therefore, it is suggested that there be a strengthening of family-based interventions and increased parental awareness of the importance of responsive parenting and sustainable education, as well as the need for further research with a wider scope of regions and variables to deepen understanding of factors that affect early childhood development.

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