Meta-Analysis: The Relationship between Family and School Environments and Social-Emotional Behaviour in Early Childhood

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Article Info	Abstract
	This study aims to analyze the influence of family and school environment interactions on early childhood social-emotional behaviour, considering the importance of emotional intelligence development, which is often overlooked in the current educational context. In many cases, both parents and educational institutions do not maximize programs that focus on this aspect and tend to prioritize increasing intellectual intelligence. The method used in this study is meta-analysis by describing the results of the analysis of various studies that have been published nationally in Indonesia and calculating their effect size. The research sample consisted of 14 articles published in accredited national journals from 2014 to 2024. The instrument employed was a coding sheet containing data and information findings from each article. The findings of the analysis revealed that the average correlation value between family and school environment interactions and early childhood social-emotional behaviour was 0.73, which is included in the high category. This finding confirms that interactions in the family environment significantly influence the development of children's social-emotional behaviour and indicates the need for more attention from schools and parents to integrate emotional intelligence development into the learning process. Thus, this study is expected to provide insight into the importance of the role of families and schools in shaping children's social skills so that they are not only intellectually intelligent but also able to adapt and establish healthy social relationships.
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Info Artikel	**Abstrak**
	Penelitian ini bertujuan untuk menganalisis pengaruh interaksi lingkungan keluarga dan sekolah terhadap perilaku sosial-emosional anak usia dini, mengingat pentingnya pengembangan kecerdasan emosional yang sering diabaikan dalam konteks pendidikan saat ini. Dalam banyak kasus, baik orang tua maupun institusi pendidikan kurang memaksimalkan program-program yang berfokus pada aspek ini, cenderung lebih mengutamakan peningkatan kecerdasan intelektual. Metode yang digunakan dalam penelitian ini adalah meta-analisis, dengan mendeskripsikan hasil analisis dari berbagai penelitian yang telah dipublikasikan secara nasional di Indonesia, dan menghitung effect size-nya. Sampel penelitian terdiri dari 14 artikel yang diterbitkan dalam jurnal nasional terakreditasi pada rentang waktu 2014-2024. Instrumen yang digunakan adalah lembar pengkodean yang berisi data dan informasi temuan dari setiap artikel. Hasil analisis menunjukkan bahwa nilai rata-rata korelasi antara interaksi lingkungan keluarga serta sekolah dan perilaku sosial-emosional anak usia dini adalah 0,73 yang termasuk dalam kategori tinggi. Temuan ini menegaskan bahwa interaksi dalam lingkungan keluarga memiliki pengaruh signifikan terhadap perkembangan perilaku sosial-emosional anak, serta menunjukkan perlunya perhatian lebih dari pihak sekolah dan orang tua untuk mengintegrasikan pengembangan kecerdasan emosional dalam proses pembelajaran. Dengan demikian, penelitian ini diharapkan dapat memberikan wawasan tentang pentingnya peran keluarga serta sekolah dalam membentuk kemampuan sosial anak-anak, agar mereka tidak hanya cerdas secara intelektual tetapi juga mampu beradaptasi dan menjalin hubungan sosial yang sehat.
Kata Kunci:	
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INTRODUCTION

The background of this study is to reveal that both parents and educational institutions have not maximized programs that focus on developing emotional intelligence in children. In the current educational context, there is a strong tendency to prioritize increasing intellectual intelligence, often ignoring important aspects of emotional intelligence.

Observations uncovered that many schools have not designed and implemented activities specifically aimed at improving students' emotional intelligence. Programs that should be oriented towards developing abilities such as self-awareness, self-recognition, self-motivation, empathy, and social skills are still rarely integrated into the formal education curriculum.

The importance of developing emotional intelligence is further emphasized by Daniel Goleman, who stated that these dimensions are the main characteristics of emotional intelligence that can influence individual success, both in social and academic environments. By ignoring this aspect, formal education has the potential to produce graduates who are intellectually intelligent but less able to establish healthy social relationships and handle their emotions. Therefore, there needs to be more attention from schools and parents to formulate and implement programs that integrate the development of emotional intelligence into the learning process. This is expected to create individuals who are more balanced, able to adapt well to various situations and have adequate social skills (Bili, 2023).

Children themselves experience significant development in various aspects, including their social and emotional aspects, which are vital for their growth and development. Early childhood education, thus, has an essential role in guiding and stimulating this development to achieve its optimal potential. Children's social and emotional development, which includes their behaviour in their surrounding environment, is the main focus of many studies. Bronfenbrenner asserted that children's early development is influenced by various social contexts, including their family and the environment in which they live. As an environment that is very close to children, the family has a major role in supporting their development. A positive attitude of parents can have a positive impact on children's behaviour, while parental involvement in children's education at school is also crucial in facilitating children's learning and development. The involvement of parents and teachers in supporting children's development is an important aspect of creating a better school environment and providing the right stimulus for children's growth (Ummah & Fitri, 2020).

The family has a significant role in teaching, guiding, and determining behaviour and shaping children's perspectives (Rohma et al., 2017). The formation of emotional intelligence in children is determined by two factors, namely internal and external factors. Internal factors that influence children's emotional intelligence are the child's physical and psychological state, while external factors are in the form of stimuli and the environment, including parenting patterns (Nurasih & Elfi, 2019). Parental involvement in children's education is very much needed to fulfil the facilitation of children's learning environment needs and parental participation in children's learning programs at school. Parental involvement has emerged as one of the most important and frequently discussed topics in education circles. Parental involvement in children's education at school greatly helps teachers in providing the right stimulus for children's development (Irzalinda et al., 2021).

According to Combs and Slaby (1994), social skills are the ability to interact with others in a given social context in specific ways that are socially acceptable or valued and at the same time personally beneficial, mutually beneficial, or beneficial primarily to others (Pardede et al., 2017). Meanwhile, according to Dmitrieva, Chen, Greenberger, and Gil-Rivas (2004) and Lerner and Steinberg (2009), the family is also the first and foremost institution where early socialization and emotional development occur and have an effect during childhood and adolescence (Irzalinda et al., 2021).

Lack of communication within the family can cause a gap within it, where children are only obedient or behave well at home, while outside the home, they will behave or do things that tend to be negative

(Anggraeni et al., 2021). Moreover, another impact of the inability to socialize and communicate is that children can experience antisocial behavioural disorders. If the norms or rules are not in accordance with their wishes, this can encourage children to take the initiative not to obey them because the nature of initiative begins to develop within them. As a result, disobedient behaviour appears in early childhood. This usually begins to appear from the age of two, but until the age of four, this behaviour still often appears, which can be seen from the frequency of early childhood aggressive behaviour (Irzalinda et al., 2021).

To overcome the problem of negative impacts, effective communication and interaction patterns are required within the family environment. Communication between parents and children can run effectively if parents can see more deeply into their children's desires. That way, children will feel that their parents really want to hear their problems (Anggraeni et al., 2021).

In a socio-oriented family environment, a "rigid" interactive relationship with parents is emphasized. Children must submit to parental authority and avoid conflict with their parents. In contrast, a concept-oriented family environment emphasizes open ideas and active involvement in debates (Anggraeni et al., 2021). Parental involvement in children's education to fulfil the facilitation of children's learning environment needs, and parental participation in children's learning programs at school is also very much needed, while the absence of parental involvement in children's education will create gaps and affect their social-emotional behaviour (Dewi, 2018).

Lack of social skills in children will be more prominent than difficulties in school lessons. Hundreds of studies have shown that rejection by friends in childhood is one of the factors that contribute to poor academic achievement and the emergence of emotional problems. Children's relationships with family members are the foundation of children's attitudes towards other people, objects, and life in general. According to Hurlock, in this case, parents need to pay attention to children's self-adjustment and socialization, which will leave characteristics in the child's perspective and self-concept later. Likewise, social skills are

the first lessons children learn from their families (Machmud, 2018).

For that reason, the importance of this research lies in the effort to provide understanding to parents and schools regarding educational services that focus on the development of children's social and emotional aspects. With increasing awareness of parents and schools regarding the significance of developing emotional intelligence, it is anticipated that an environment can be created that supports children's holistic growth and development.

METHODS

The research method employed is a quantitative method with PRISMA meta-analysis by describing the results of the analysis of various studies, in various schools in Indonesia, which have been published nationally. The sample used was 14 articles that have been published in accredited national journals between 2014 and 2024. The method applied in this study is the meta-analysis method. This is a collection of methods combining several different research results but having the same theory or hypothesis. In this method, analysis with statistical procedures is carried out to verify the results of the research hypothesis.

This research procedure adapted the steps in conducting a meta-analysis suggested by David B. Wilson and George Kelley (Iskandar et al., 2021), namely to determine the research question first and then determine the period of research results used as a data source, search for research reports related to the problem to be studied, and read the title, abstract, focus on research, research problems, and methodology. Establishing categories for each study, comparing research results according to categories, and analyzing the conclusions found were then performed.

All data were accurate using effect size. Effect size itself is part of a statistical test that plays a role in helping users understand the magnitude of the differences found in a research experiment. Effect size is the difference in the incidence of effects between the control class and the experimental class. According to Cohen (1988), effect size is utilized to determine the magnitude of the influence after treatment is given. Effect size is

generally used in studies with large populations and has clear variables and comparators (Schäfer & Schwarz, 2019). Effect size is also a statistical test that measures the extent to which a variable affects other variables in a study or shows how effectively a variable affects other variables. In addition, effect size can be defined as a measure of the practical significance of research results in the form of a measure of the magnitude of the correlation or difference or effect of a variable on another variable. If the journal approach has used quantitative correlation, the effect size does not need to be recalculated.

RESULTS AND DISCUSSION

The family is the first environment for children to interact and communicate, which greatly influences the development of their behaviour and social norms. Early interactions with parents and siblings help children learn social rules and how to manage emotions. At the age of two to four, children begin to show initiative and may reject norms that are not in accordance with their wishes, which often shows physical and verbal aggression toward their peers, and it starts in the school environment. The following data is presented related to relevant research.

Table 1. Article Data Used as a Reference

Article Code	Author (Year)
A1	Mangkuwibawa et al. (2021)
A2	Rohma et al. (2017)
A3	Ma'arif & Zulia (2021)
A4	Asy-Syamsa & Zulfa (2022)
A5	Fani & Ismaniar (2024)
A6	Hayati & Mamat (2014)
A7	Septiani & Nasution (2017)
A8	Irzalinda et al. (2022)
A9	Rahmatunnisa (2019)
A10	Suprayogi & Soeriatmadja (2024)
A11	Rahmatika & Damayanti (2023)
A12	Mahatmaharti & Dinarti (2023)
A13	Rambe (2024)
A14	Viandari & Susilawati (2019)

From the 14 data presented in Table 1, samples from 2014-2024 were taken to determine the correlation between the two related variables. The formation of children's emotional intelligence itself is influenced by internal factors, such as physical and psychological conditions, as well as external factors, such as parenting and the environment. Hence, parental involvement in school activities also provides significant benefits. To assess the effectiveness of various interventions in parenting and learning, this study employed quantitative analysis by calculating the effect size of each intervention.

Table 2. Overall Effect Size Grouping Results of Data Category

Article Code	Effect Size	Category
A12	0.91	High
A2	0.90	High
A13	0.89	High
A5	0.81	High
A3	0.77	High
A8	0.76	High
A7	0.75	High
A9	0.70	High
A1	0.68	High
A11	0.64	High
A14	0.58	High
A18	0.57	High
A4	0.56	High
Average	0.73	High

Table 2 reveals that 14 articles fell into the high category. Thus, overall, the average effect size of the influence of family and school interactions on children's social-emotional behaviour exerted a large influence. The data in Table 2 also suggests that the level of influence of family and school interactions had a high significance of 0.73. Based on the analysis after researching the dependent variables of the 14 articles studied, the researchers produced the following data.

Table 3. Effect Size Grouping Results Data Based on Dependent Variables

Dependent Variable	N Articles	Effect Size
Family Involvement	8	0.72
School Involvement	3	0.71
Both Collaboration	2	0.77
Average		0.73

Based on the data obtained in Table 3, three key variables influence children's social-emotional development: family involvement, school involvement, and collaboration between the two. Through a critical analysis of this data, how each of these variables contributes to the development of early childhood social-emotional behaviour has been explored, and challenges that may arise in its implementation have been identified.

Family Involvement

The involvement of the family in the formation of early childhood social-emotional behaviour cannot be overstated. Based on the data in Table 3, the effect size of 0.72 indicates a very large influence. The family is the first environment where children learn to recognize their emotions and how to respond to the emotions of others. Here, children learn to build safe emotional relationships with parents or caregivers, which later become models for their interactions with the outside world.

In the context of social-emotional behaviour, active parental involvement helps children develop skills such as empathy, emotional regulation, and other social skills. Children who receive attention, support, and management in social-emotional behaviour at home tend to show more positive social behaviour, such as the ability to share, cooperate, and understand the perspectives of others. In her research, Rahmatunnisa (2019) emphasized that family communication plays an important role in children's social-emotional development. There is a strong relationship between parental communication and children's social-emotional development. Parents who communicate well can instil positive values, which shape children's behaviour and outlook on life, and support them to respond to the social environment

more maturely. Likewise, research by Apriyanti & Annetta (2021) demonstrates a positive effect of parental interaction on children's emotional intelligence. This study highlights the importance of parental interaction in building children's emotional intelligence, especially at an early age. Positive interactions between parents and children can develop children's thinking skills and help them manage their emotions better. Therefore, it is important to have socialization efforts about the importance of the quality of parent-child interactions (Gustiana & Sari, 2022).

These findings are supported by research by Asy-Syamsa & Zulfa (2022) and Azwi et al. (2022), which states that in addition to family communication, parenting patterns also contribute greatly to children's social-emotional behaviour. For example, democratic parenting—by involving two-way dialogue between parents and children—can encourage positive emotional development in children. This parenting pattern creates openness, which makes children feel heard and appreciated and indirectly strengthens their self-confidence. This interaction helps children manage their emotions and undergo social interactions well. The discussion of parenting patterns is clarified in research conducted by Ma'arif & Zulia (2021), observing the influence of parenting styles (authoritarian, permissive, and authoritative) on children's emotional intelligence, and the results uncovered that consistently applied parenting patterns have a positive impact on children's emotional intelligence. Parents who can maintain consistent parenting patterns help their children build self-confidence and emotional management skills.

Viandari & Susilawati's (2019) research also underscores the role of parenting patterns and is related to gadget use in influencing children's social interactions. This study concludes that parenting patterns and parental control of gadget use affect children's ability to interact socially. Unsupervised use of gadgets can reduce the quality of children's direct social interactions, so parental supervision of technology use is important for optimal social development.

In the study of Septiani & Nasution (2017), the role of fathers in parenting is

associated with children's ability to regulate emotions. They found that children who get father involvement in parenting have better emotional regulation and are able to adjust to social rules. Conversely, low father involvement can trigger asocial behaviour, which has the potential to develop into juvenile delinquency. Thus, the involvement of both parents in parenting is required to build healthy moral behaviour.

If elaborated, the studies go through various problems. This is highlighted in the research of Hayati & Mamat (2014) which is aware that the obstacles faced by parents, such as financial constraints, busyness, and lack of educational knowledge, can hinder their involvement in supporting children's social-emotional development. Nevertheless, parents who can spare time and attention can still create an environment that is conducive to children's development.

From these various studies, it can be concluded that the family plays a key role in the social-emotional development of early childhood. Every element, from communication to parenting and parental involvement in children's activities, makes an essential contribution to shaping children's personality and emotional intelligence from an early age.

School Involvement

Moving on to school involvement, with an effect size of 0.71, it also has a significant role in shaping the social-emotional behaviour of early childhood. School is the place where children are first exposed to social interactions outside their family environment, and here, they learn how to interact with peers and other authorities such as teachers. Based on research conducted by Mangkuwibawa et al. (2021), it was found that children who are less sensitive to their friends' feelings and lack initiative in assisting are generally caused by the low emotional intelligence stimulation they receive. Both schools and parents pay less attention to the development of this aspect, which hinders children's ability to respond emotionally and be caring. This finding confirms that schools, as a place of socialization other than children's families, need to be more proactive in providing stimulation that can build children's empathy.

Suprayogi & Soeriatmadja (2024), who found that role-playing can also be a good step to stimulate social-emotional behaviour, stated that the role-playing theory of Goldstein and Lerner (2017) is true, which highlights role-playing as a powerful method to improve social skills in children. Research by Richard et al. (2020) further strengthens this view by stating that role-playing has been shown to contribute to children's social-emotional development, especially in the ability to understand emotions from an early age. Schools that provide opportunities for role-playing allow children to develop their social and emotional skills more optimally.

In his research, Rambe (2024) also added clarity that social-emotional development involves children's ability to interact positively with others, with indicators such as cooperation, tolerance, self-confidence, responsibility, and empathy. Rambe's findings revealed that teachers' social competence is highly influential in supporting this development because teachers who are competent in social skills can provide examples and create a learning environment that facilitates children's emotional development.

The three studies above indicate that schools play an important role in supporting the social-emotional development of early childhood. From the provision of emotional stimulation, the involvement in role-playing, and the social competence of teachers, each of these aspects helps children build better social behaviour skills and emotional understanding. Therefore, the effectiveness of school involvement in supporting children's social-emotional development also depends greatly on the quality of the school environment itself. Schools that have a supportive environment, teachers who are competent in social-emotional education, and positive policies can have a very positive impact on children's development.

Collaboration between Family and School

Subsequently, there is a collaboration between family and school, with the highest effect size of 0.77, indicating that the synergy between these two main environments of children is vital in supporting the social-emotional behaviour of early childhood. When

parents and teachers work together, they can create a more consistent approach to supporting children both at home and at school. Children who feel that there is alignment between expectations at home and school are more likely to experience better emotional and social stability (Kiya & Alucyana, 2021).

This collaboration can be realized in various forms, such as regular meetings between teachers and parents to discuss child development, sharing consistent parenting and education strategies, conducting parenting training, and open communication regarding children's emotional needs. For example, when teachers find out that a child is having problems at home, they can provide additional support and reinforcement at school. This can also be said to be in line with research conducted by Rahmatika & Damayanti (2023), which states that social-emotional independence is greatly influenced by classroom guidance for students. Rahmatika and Damayanti also revealed that the parenting style applied to each child will greatly affect their level of social-emotional independence. Hence, teachers have a prominent role in providing guidance in the classroom that helps shape children's independence and social-emotional abilities. When teachers provide guidance and stimulation that is appropriate to the child's age, this has a positive impact on reports of the development of students' social-emotional independence, even though different family backgrounds and parenting patterns are found. These findings denote the importance of schools' contributions to helping children achieve independence in social and emotional interactions.

Furthermore, Mahatmaharti & Dinarti (2023) highlighted the influence that parents have on children's social-emotional development. Based on the study by Anzani & Insan (2020), parenting patterns have a significant influence on children's social-emotional development. Parents have a role to teach positive social values and norms to children. In addition, implementing positive discipline and teaching behavioural boundaries are important steps in forming children's social and emotional behaviour from an early age. To support such things, schools should hold parenting days and similar events to assist and concern for their students.

These two studies confirm that schools and families both play a role in the social-emotional development of early childhood. Teachers at school should provide appropriate guidance and stimulation, helping to build positive behaviour in children in the social-emotional aspect. On the other hand, parenting patterns applied by parents through the introduction of social norms and positive discipline are also crucial in developing children's social-emotional skills. Collaboration between schools and families that complement each other can create a solid foundation for children's socio-emotional development.

CONCLUSION

Based on the analysis of family involvement, school, and collaboration between the two, each factor has a significant contribution to the social-emotional development of early childhood with a value level that is not too far apart in the family (0.72) and school (0.71). The role of the family, especially through effective communication, consistent parenting patterns, and supervision in the use of technology, forms an important foundation for children in understanding and managing their emotions. Children who are supported and given examples by their families tend to have better social skills, such as empathy and emotional regulation. However, there are challenges, such as limited time and lack of parental knowledge to provide optimal care. Schools themselves function as an important external environment in honing children's social-emotional abilities through methods such as role-playing and interaction with teachers.

In this regard, collaboration between families and schools becomes the most important factor because this synergy not only increases the consistency of children's social-emotional support but also encourages more optimal social and emotional stability. Collaborative activities such as regular meetings or parenting days can improve communication between teachers and parents. Nevertheless, challenges in coordination often arise, especially if there are differences in

vision and commitment between the two parties.

Overall, a more inclusive approach is needed to create an optimal environment for children's social-emotional development by increasing the capacity of parents and teachers, developing supportive school policies, and providing systemic support in dealing with obstacles in parenting. This is a major challenge in realizing sustainable early childhood social-emotional education.

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