

KNOWLEDGE AND ROLE OF MOTHERS IN DEVELOPING EMOTIONAL INTELLIGENCE OF 4-6 YEARS OLD CHILDREN

***Dewi Yunisari, Md Nasir Masran**

Faculty of Human Development, Sultan Idris Education University, Perak,
Malaysia

*Email: dewi_yunisari22@yahoo.com

Abstract

Emotional intelligence is an important intelligence in developing children's intelligence. Emotional intelligence is the interaction of children with the environment, especially children's interactions with their parents. Parental knowledge is very influential in the role of parents in developing children's emotional intelligence. This study generally looks at the knowledge and role of mothers to develop emotional intelligence in children 4-6 years. This research uses a qualitative approach and is supported by quantitative data with a survey method. This study involved ten respondents who had children 4-6 years. The instrument of this study used questionnaires, interviews, and observations. The results of the analysis show that the mother's knowledge of children's emotional intelligence has a high min value for the basic knowledge items of emotional intelligence items of characteristic emotional intelligence owned by children ($m = 3.98$ dan $m = 4.06$) which means that mothers have knowledge of emotional intelligence. However, the results of the interview found that 50% of respondents had never known about emotional intelligence and 50% of them knew about emotional intelligence. The role of a mother who can develop emotional intelligence is that the mother always acts again and invites the child to find solutions to every problem experienced by children, that the min value is high ($m = 4.04$).

Keywords: Knowledge and Role Mothers, Developing Emotional Intelligence, Children 4-6 Years

INTRODUCTION

Early Childhood Education is the learning basis that prepares children for the next stages in education which considered have more challenges. From birth up to the age of six is a critical period in the children's education process. Each country has its own rules and objectives in education, especially for Early Childhood Education.

Early Childhood Education in Indonesia has been regulated in law (20/2003) about the National Education System relating to Early Childhood Education. It is stated in chapter I, the article I, paragraph 14, and corresponding to the copy of (Ministry of National Education, 2003) confirms that:

“Early childhood education means educational efforts since birth to six years of age by giving stimulus for children’s physical and emotional growth and development to prepare them for further education”.

Based on Article 28 (20/2003) concerning the National Education System, early childhood education is provided through formal education, non-formal education, and/or informal education. Formal education can take the form of Taman Kanak-Kanak (TK) that is, kindergarten, up to high school. Non-formal education can take the

form of kelompok bermain (KB) that is, playgroups, taman pendidikan al-Quran (TPA), that is, child care centers, or other forms of non-formal education of the similar type. Meanwhile, informal education can take the form of family education or education in the surroundings. From the explanation above, parents are also included in the scope and focus of the Early Childhood Education program.

Children education is inseparable from adults' attention and upbringing. The process of learning obtained from adults will be used as an example for children to live their life in the future. Therefore, it is clear that adults play an important role during this early childhood growth, where children develop themselves in terms of physical, cognitive, social, emotional, artistic, moral and religious values and the surrounding environment.

In addition to physical and cognitive growth, children also develop psychologically. The psychological development in this study is related to emotional intelligence. Emotional intelligence develops throughout human life. As a result, this development needs to be stimulated since childhood because the growth in this period is important to develop children's emotional skills. Children will always learn new things that focus on themselves dealing with environmental interactions.

Children's interactions with the environment and their intelligence quotient (IQ) are effectively controlled by emotional intelligence. If the brain functions that control these feelings have a disorder, it will not think effectively (Goleman, 1998). In general, children with high emotional intelligence always feel happier, more confident, more successful in socializing and able to motivate themselves in solving problems.

Parents have an important role in developing and educating their children and also responsible for educating, nurturing and guiding them until they reach a certain level which indicate that they are finally ready to live within the society. In his study, Farrell (2015) found that there is a relationship between parents' interaction and the development of emotional intelligence of children 4-6 years, namely empathy and temperamental effects.

From the background of this study, the research question in this study can be formulated as follows:

1. What is parents' knowledge about the emotional intelligence of children 4-6 years?
2. What is the parents' role in stimulating the emotional intelligence of children 4-6 years?

LITERATURE REVIEW

According to Ali (1987), parents are two people who form a family, and immediately prepare themselves to play their role as "parents." Being a parent means that ready to take responsibility for the whole family as a family expert. Affection from parents and siblings is very important in raising a child. Without love in the family, children will become thin, feel tortured, and their development will become unstable.

1. Understanding Parental Knowledge

Great parents are those who eager to learn well. They will not despair in finding out about every aspect of their children's growth and development. Every child deserves to grow, develop and get full learning from their parents.

Goleman (1998) states that if parents want to be an effective instructor in developing their children's potential and talents, they need to gain knowledge about each element of growth and development of their children. Therefore, parents who do not have an understanding of their children can be ensured that they will have doubt about everything they do to their children.

2. Understanding the Role of Parents

Parents are the main and first educators because they have a major influence on children's life in the future. Besides, children also get their first guidance and affection from their parents. Parents teach children to recognize the basics of life views, life attitudes, and life skills. Due to this important role, parents have to be aware of their role. Hence they can play it well. For further explanation, the writer will provide four roles for father and mother in educating their children:

a. Role of Parents as Example

Parents must set a great example because children will imitate what they see in their daily lives from their parents' behavior

b. Role of Parents as Educators

Generally, childhood education in the family applies naturally, that is, unnoticed by parents, but the children's first impressions and the following consequences are enormous.

c. Role of Parents as a Motivator

Motivation is one of the most important elements in childhood learning and should not be degraded. Promoting childhood stage plays a crucial role in children spirit, triggering positive movements and proving their hidden potential and identity.

d. Role of Parents as Affection Giver

Affection aims to provide a healthy situation for children's emotional development, which allowed parents to actively involved in the emotional lives of the children.

3. Emotional Intelligence

Goleman (1995) says that emotional intelligence has several viewpoints. First, emotional intelligence does not only mean being affectionate. At certain times, being a little intimate for showing assertiveness that might be unpleasant, is one way to show the truth. Second, emotional intelligence is not intended to give freedom to experience all feelings, but to control those feelings, thus it can be shown correctly and impressively. Besides, it allows people to work together smoothly toward a common goal. Goleman (1995) classifies emotional intelligence in five dimensions:

a. Self-awareness

b. Self-regulation

c. Motivation

d. Empathy

e. Social skills

According to Erikson,1994 (Santrock, 2009), the personality of a child is actually formed and developed, not all from the result of psychosocial development. In this theory, Erikson introduced eight ranks of psychosocial development. The success or the failure

to achieve goals or resolve problems will give an image to the individual itself. Erikson,1994 (Sanrock, 2009) also combines three factors that influence individual development, that is, own self, emotional, and social factors. Erikson's theory is based on five principles:

- a. People have both universal and idiosyncratic needs
- b. Individual development depends on some form of reorientation, which is achieved by means of adaptive self-organizing processes
- c. Human development has several ranks
- d. Each rank has a conflict, and it must be dealt with before the individual step to the next rank. Failure in resolving the conflicts in one rank will change the progress of the rankings ahead.

4. Parent's Role in Developing Children's (4-6 years old) Emotional Intelligence

If intellectual intelligence (IQ) is the "inheritance" of parents to children, thus, emotional intelligence (EQ) is the legacy and lifelong learning process. In fact, there are special qualities that a child possesses from the moment he was born. However, parents and the surrounding environment have a major influence in shaping children's emotions on everyday behavior. The role of parents who can develop childhood emotional intelligence are provided as follows:

- a. Empathy
In honing children's emotional intelligence, showing empathy towards children's emotions is the initial knowledge for parents before reaching their role where children start feeling confident and supported by their parents. As a result, this will make it easier to reach a mutual agreement between parents and children.
- b. Learning to Listen
Nowadays, children's emotional expressions are not well-honed because parents do not become a good listener for them.
- c. Educating the moral principle
Moral principles are important matters that need to be instilled in children. This is due to the moral development which intends to trigger children's emotions and behaviors that reflect concern for others, want to help each other, share to other, love each other, and are willing to obey the rules in the community.
- d. Building Problem Solving Skill
Efforts to solve problems are part of the process of raising children. Children have been solving the problems since the first month of their lives. Their intellectual and emotional growth is driven by the process of solving problems and their abilities along with their age.
- e. Building Self-motivation and Achievement Abilities
Parents must have the desire to deal with all obstacles in raising their children. Besides, self-motivation and hard work of the parents are the keys to reach their personal satisfaction, before they help their children's problem.

METHOD

The method applied in this study was survey. According to Idris (2013) survey is a quantitative method whereby a researcher poses some set of predetermined questions to an entire group, or sample, of individuals. This study also used a quantitative approach which aims to get a deeper understanding of the data provided by researchers. The objective of this study was to find out the knowledge and the role of mothers in developing children's emotional intelligence. The sample in this study were

ten mothers and ten children aged 4-6 years. The data collected in this research were obtained through interviews, observations, and questionnaires. After obtaining and collecting the fixed data, the data were classified based on the purpose of this research and analyzed quantitatively.

RESULTS AND DISCUSSION

The results from a questionnaire about parental knowledge of children's emotional intelligence showed that the mean and standard deviation values on the basic items of emotional intelligence were high, the mean equal to 3.98 and the standard deviation reaches 0.38. The percentage for the middle stage was 30%, the percentage for the high stage was 70%, and the results of interviews indicated that there were only 4 out of 10 mothers who knew about emotional intelligence and some did not know about the basic emotional intelligence.

Table 1. Parental knowledge of children's emotional intelligence

Mean	Frequency (f)	Percentage (%)	Stage
1.00 - 2.33	0	0	Low
2.34 - 3.66	3	30.0	Middle
3.67 - 5.00	7	70.0	High

Furthermore, in terms of children's emotional intelligence characteristics and children's negative emotional items showed that 100% of mothers are at a high stage with the mean and standard deviation scores 4.06 and 0.26. Therefore, in this case, the mothers argue that the negative emotions felt by children were something that was naturally felt. However, all of these things need to be explained. Thus, the emotions that they feel can be felt in a proper way, not too excessive and under controlled.

Table 2. Children's emotional intelligence characteristics

Mean	Frequency (f)	Percentage (%)	Stage
1.00 - 2.33	-	-	Low
2.34 - 3.66	-	-	Middle
3.67 - 5.00	10	100.0	High

From the questionnaire, the researcher found that the mean was 4.04, the standard deviation was 0.17, and the interpretation was at a high level. It means that it was ascertained that every mother's role items in developing children's emotional intelligence were always carried out on children, this also supported by mother's answer during the interviews which states that mothers always serve the emotions of each child and provide solutions to every problem faced by children.

Sunarti (2004) states that one's actions are strongly influenced by their own attitudes and knowledge of intelligence. Likewise, with the mother's knowledge of emotional intelligence, mothers who have understood about emotional intelligence will behave properly based on what is known and learned. However, the findings of parental knowledge of emotional intelligence are still very common among mothers, and this topic is still not a priority in their minds. As a consequence, mothers do not find out more about emotional intelligence itself, but they still expect their children will grow physically healthy and well-developed cognitively and socially. In this case, parents

focus more on the physical development of their children and do not pay attention to the emotions shown by children in their daily lives, mothers assume that negative emotions should not be shown by children, but for all mothers, it is natural (Shapiro, 2001).

Asking, providing solutions and showing attention to children is a good role that a mother can play in developing emotional intelligence for children aged 4-6 years. The feeling felt by children is a result of parents understanding of their situation and what is needed by them at a certain time. A mother who teaches children to manage feelings that they feel can help them grow physically healthy and well-developed cognitively and socially compared to those who are not fully trained emotionally by their parents (Gottman & DeClaire, 2002).

CONCLUSION

The ability of mothers to their children is in an effort to develop the emotional intelligence of children. This is also shown by the attitudes of children in some items indicating a good percentage, that is, children begin to develop sympathy and empathy to them against the people around them.

Furthermore, with this study, mothers can understand more deeply and learn about children's emotional intelligence, because of the high knowledge of mothers, the role given will be maximum. A mother can minimize the role that can hinder the development of children's emotional intelligence and thus another implication that can be done by mothers is to give time to play with children and mothers are required to make a special play schedule with their children. Thus, the role of mothers does not only develop legitimate emotional intelligence but even with the role of mothers also stimulates children to develop social intelligence.

REFERENCES

- Ali, M. N. (1987) *Dasar-dasar ilmu mendidik*. Jakarta: Balai Pustaka.
- Farrel, G. (2015). *The relationship between parenting style and the level of emotional intelligence in preschool-aged children*. Philadelphia College of Osteopathic Medicine. DigitalCommons@PCOM.
- Goleman, D. P. (1995). *Emotional intelligence: Why it can matter more than IQ for character, health, and lifelong achievement*.
- Goleman, D. (1998). *Emotional intelligence: Kecerdasan emosional, mengapa ei lebih penting dari IQ*. Jakarta. Gramedia Pustaka Utama. Terjemahan
- Gottman, D., & deClaire, J. (2002). *Kiat-kiat membesarkan anak yang memiliki kecerdasan emosional*. Jakarta: PT. Gramedia Pustaka Utama. Terjemahan
- Idris, N. (2013). *Penyelidikan dalam pendidikan (second edition)*. Selanggor: McGraw Hill Education Sdn. Bhd.
- Santrock, J. W. (2009). *Educational psychology*. McGraw-Hill Education.
- Shapiro, L. E (2001). *Mengajarkan emotional intelligence pada anak*. Jakarta: PT Gramedia Pustaka Utama. Terjemahan.
- Sunarti, E. (2004). *Mengasuh dengan hati*. Jakarta: Elex Komputindo.