Mapping the Parenting Style: A Child-Perspective Study at Darul Hikmah Islamic Full-Day Elementary School

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Abstract

This study aims to identify the predominant parenting styles among Grade VI students at MI Darul Hikmah Full Day School in Cirebon City, Indonesia. Employing a quantitative descriptive approach, the research utilized a structured questionnaire as the primary data collection instrument, distributed to 34 Grade VI students enrolled at the institution. The findings revealed that most respondents (59%) perceived their parental upbringing to align with the "good" category, characterized by supportive and responsive parenting practices. Meanwhile, 41% of students reported parenting styles falling within the "moderate" category, suggesting room for improvement in consistency or emotional engagement. These results underscore the prevalence of positive parenting approaches within the sample while highlighting opportunities for further enhancement. The implications of this study emphasize the need for collaborative efforts between parents and educational institutions to reinforce constructive parenting strategies, particularly in a Full Day School environment where extended school hours necessitate holistic child development support. Recommendations include targeted parental workshops, school-led guidance programs, and ongoing assessments to foster adaptive parenting practices that align with students' academic, social, and emotional needs. This research contributes to the broader discourse on family-school partnerships in optimizing student well-being and developmental outcomes.

Keywords: child perspective, elementary school, islamic full day, parenting style

Introduction

Indonesia's education world must always actively contribute to building competent human resources capable of excelling and facing various future challenges (Amelia, 2023). The role of the education system has been highlighted significantly. However, it should not be forgotten that parents' responsibility also has a significant impact on shaping the character and quality of human resources (Harris & Goodall, 2008; Yusutria et al., 2022; Purnomo, 2013). Quality human resources are not only the result of providing knowledge in the classroom but are also determined by the environment and values instilled by parents (Arfé et al., 2019; Madani, 2019). Therefore, parents' role in supporting children's learning processes, building character, and instilling positive values is vital. Collaboration between the education system and the active role of parents is a solid foundation for preparing a generation that can adapt to the dynamics of future

changes (Epstein & Sanders, 2002; Suriansyah et. al., 2015). The quality of human resources is comprehensively the result of harmonious cooperation between formal education and the role of parents; people can create an educational ecosystem that supports the optimal development of Indonesian children. Thus, it is expected that every individual born from this collaboration can grow as a qualified, independent person and make a positive contribution to the progress of the nation (Flouri & Buchanan, 2004; Trenggonowati & Kulsum, 2018).

One form of education that is increasingly popular is full-day school, where children spend most of their daily time at school (Felfe & Zierow, 2018; Risnita & Asvio, 2019; Radinger & Boeskens, 2021). This paradigm shift, driven by societal demands for holistic child development and working parents' logistical needs, raises critical questions about parental roles in a child's upbringing when direct caregiving time is substantially reduced. In such contexts, parents must strategically recalibrate their approach to nurturing, focusing on quality over quantity in interactions to maintain their influence on their children's cognitive, social, and emotional growth. Consistent parenting, emotional support, and proper direction can play an important role in ensuring that children continue to develop well in a full-day school educational environment (Carnes & Albrecht, 2007; Saputri et al., 2022). Ultimately, the synergy between intentional parenting and the full-day school framework hinges on parents' ability to adapt from constant supervisors to strategic mentors, ensuring that children internalize values and self-regulation skills that transcend the confines of both home and classroom.

Parenting is one factor contributing to children's character-building and development (Sarwar, 2016; Purnami Dewi, 2019; Latifah, 2020). Good parenting can provide a solid foundation for a child's physical, emotional, social, and intellectual growth (Travelancya, 2022). In contrast, inappropriate parenting can hinder a child's development and negatively impact their well-being (Yasmin, 2022). Parenting has become a significant focus in developmental psychology research, with research continuing to develop to understand the various parenting styles and their impact on children. Multiple theories, such as attachment theory, authoritarian, democratic, and permissive parenting, have provided the foundation for our understanding of how interactions between parents and children can shape a child's personality and behavior (Syahrul & Nurhafizah, 2021; Zhussipbek & Nagayeva, 2023).

In addition, research on parenting has shown that democratic parenting, in which parents provide support, facilitate children's participation in decision-making, and provide clear boundaries, tends to produce children with higher psychological well-being (Raudatul Zannah et al., 2021). On the other side, authoritarian parenting tends to be authoritarian or permissive and could cause various problems in child development (Fifin Dwi Purwaningtyas, 2020). Therefore, research on parenting style in education was a relevant and important subject to be highlighted.

MI Darul Hikmah is an Islamic elementary school based on a full-day school system in Cirebon, West Java. The school integrates the National curriculum (K13) with an intensive Islamic religious curriculum, extending learning hours until the afternoon (e.g., 07:00 - 16:00 WIB). Most students come from upper-middle-class families who prioritize religious and academic education. Parents tend to apply authoritative parenting to balance school demands and religious values. As children spend much of their time at school, the role of parents in upbringing may shift to intensive interactions during evenings or weekends. This influences parenting dynamics that need to be studied from the child's perspective. The school implements a rigorous system of Quran memorization, Arabic language learning, and dense religious activities. Parents may emphasize strict discipline to support school targets, which could impact children's stress levels or emotional well-being. Although many studies focus on parenting styles in general schools, few studies have explored parenting styles in the context of full-day Islamic elementary schools in Indonesia, particularly using the child's perspective. However, combining academic-religious demands and extended school hours may create unique parenting dynamics.

This article will review in depth the identification of the parenting style of grade VI students at MI Darul Hikmah Full Day School. MI Darul Hikmah becomes a special concern because it is an educational institution that provides sufficient time for its students to interact and grow collectively in the school environment. Parenting style comprehension is an essential initial step to support optimal student growth. This research aims to provide an overview of various aspects of the parenting style of grade VI students at MI Darul Hikmah Full Day School, including communication styles, forms of emotional support, and instilled values. Hopefully, with a deeper understanding of parenting style identification, concrete recommendations can be found to improve

interactions between parents and children in a full-day school environment. The better this understanding, the greater the opportunity to create an educational environment that supports and empowers students to achieve their maximum potential. Through a better understanding of parenting style, educators, parents, and society as a whole can work collectively to create an environment that supports optimal child development.

Research Methods

This study employed a descriptive quantitative approach to systematically identify and categorize parents' parenting styles with children enrolled in a Full Day School system at Madrasah Ibtidaiyah (Islamic elementary school). The methodology was designed to collect measurable data on parental behaviors, perceptions, and interactions, to map predominant parenting styles within the unique context of a Full Day School environment. The sampling technique used was purposive sampling with 34 grade VI students at MI Darul Hikmah Full Day School. The data collection method employed was a questionnaire. Questionnaires collected data on parenting styles and students' learning interests. The questionnaires were tested for validity and reliability before being distributed to the sample. The research instrument developed by the author was stated in the theory, and the indicators of each variable were described in the table of the instrument grid below:

Table 1. Instrument grid of parenting style

Aspect	Statement	Number of questions
Parent-child communication	*"Parents ask about my daily activities."*	4
	"I like sharing stories with my parents."	5
	"Parents explain if they forbid me from playing."	9
Emotional support	*"My parents remind me to pray."*	1
	"Parents provide breakfast before going to school."	2
	"Our family has time to get together."	10
Play control	*"Parents invite to play after school"*	3
	"My parents forbid me from playing."	8
Giving appreciation	*"When I achieve good results, my parents give me praise."*	6
	"My parents give me toys."	7

(Source: Personal Documents)

The quantitative framework ensured systematic data collection and statistical analysis, which is critical for generalizing findings to similar educational settings. The data was obtained and analyzed using the average formula. The formula used was as follows:

$$P = f/N \times 100$$

Source: (Sudijono, 2006; Rahmatika, 2014).

The application of the percentage formula $P = (f/N) \times 100$ begins with processing raw data by defining variables and categories, calculating the frequency (f) of each, and determining the total sample size (N). This calculation quantifies the distribution of characteristics, converting qualitative or simple numerical data into comparable percentages. The results are then interpreted to identify dominant or minimal patterns, validated by ensuring the sum of all percentages approaches 100%, and finally presented visually in tables or graphs to clearly illustrate data distribution for research discussion and conclusions.

Result

This study's results indicate that the survey on the parenting style of grade VI students at MI Darul Hikmah Full Day School, there were 20 children or 59% of 34 respondents who experienced their parenting style was in a good category. On the other hand, there were 14 children, or 41% of the total respondents, who indicated their parenting style was in the moderate category. Hence, the research results showed that the majority of children experienced parenting styles that could be categorized as good. In contrast, a small number of others experienced moderate parenting styles. In summary, the survey results can be seen in the table below:

Table 2. Data Description: Results of the survey on the parenting style of grade VI students at MI Darul Hikmah Full Day School

Interval	Category	Frequency	%
68-100	Good	20	59
34-67	Moderate	14	41
0-33	Less	0	0

(Source: Personal Documents)

In the context of this research, most respondents who experienced good parenting might have received democratic or near-democratic parenting, which positively influenced their perceptions and experiences of parenting. The details of each statement from each variable are explained below:

Parent-Child Communication

Quality of parent-child communication was assessed based on three key behaviors: parental initiation of dialogue, child's willingness to share, and parental transparency in setting boundaries. Based on the collected data, the participants' responses to statement number 4, "My parents ask about my daily activities", can be seen in Table 3 below:

Table 3. Response to statement number 4: *"Parents ask about my daily activities"*

Interval	Category	Frequency	%
68-100	Often	18	52.94
34-67	Rarely	12	35.29
0-33	Never	4	11.76

(Source: Personal Documents)

Table 3 above emphasized that 18 people, or around 52.94% of the total respondents, stated that their parents often asked about their children's daily activities. Meanwhile, 12 people, or around 35.29% of respondents, indicated that they were rarely invited to play by their parents, and only four people, or around 11.76%, stated that they never got this question from their parents.

However, the next question is, is this high frequency of communication matched by the children's enjoyment in sharing stories? To answer this, the data in Table 4 regarding the statement "I like sharing stories with my parents":

Table 4. Response to statement number 5: *"I like sharing stories with my parents."*

Interval	Category	Frequency	%
68-100	Often	16	47.06
34-67	Rarely	16	47.06
0-33	Never	2	5.88

(Source: Personal Documents)

Based on Table 7, there were 16 people, or around 47.06% of the total child respondents, who stated that they often share stories with their parents. On the other hand, the same number, namely 16 people or around 47.06% of respondents, stated that they

rarely share stories with their parents. Only two people, or around 5.88% of respondents, stated that they never shared stories with their parents.

Beyond the frequency of communication and the child's enjoyment of it, the quality of that communication, particularly in disciplinary situations, is also crucial. This is illustrated in the responses to the statement 'Parents explain if they forbid me from playing,' as presented in Table 5."

Table 5. Response to statement number 9: *"Parents explain if they forbid me from playing."*

Interval	Category	Frequency	%
68-100	Often	17	50.00
34-67	Rarely	11	32.35
0-33	Never	6	17.65

(Source: Personal Documents)

Based on Table 5, there were 17 people, or around 50% of the total respondents, who stated that their parents often explained when they forbade them from playing, including clear reasons. On the other hand, 11 people, or around 32.35% of respondents, stated that they were rarely given explanations by their parents when they were forbidden to play. In addition, six people, or around 17.65% of respondents, stated that they were never given explanations by their parents when they forbade them from playing. It showed that most parents tended to give precise answers to their children when they forbade them from playing, but there were still a small number who did not do this.

Emotional Support

The dimension of emotional support was assessed through three indicators: parental nurturing of spiritual well-being ('My parents remind me to pray'), provision of physical care ('Parents provide breakfast before going to school'), and efforts to foster family bonds ('Our family has time to get together'). It can be seen in Table 6 below:

Table 6. Response to statement number 1: *"My parents remind me to pray."*

Interval	Category	Frequency	%
68-100	Often	26	76.47
34-67	Rarely	8	23.53
0-33	Never	0	0.00

(Source: Personal Documents)

Based on the data contained in the table above, 26 people, or equivalent to 76.47% of the total respondents, were often reminded by their parents to worship. Meanwhile, eight people, or around 23.53% of respondents, stated that they rarely received reminders from their parents regarding worship.

In addition to spiritual support, emotional support is also reflected in the fulfillment of the child's physical needs. Data in the following table reveals parents' habits in providing breakfast before their children go to school."

Table 7. Response to statement number 2: *"Parents provide breakfast before going to school."*

Interval	Category	Frequency	%
68-100	Often	23	67.65
34-67	Rarely	11	32.35
0-33	Never	0	0.00

(Source: Personal Documents)

Table 7 above emphasized that there were 23 people, or equivalent to 67.65% of the total respondents, who stated that they were often provided with breakfast by their parents before going to school. Meanwhile, as many as 11 people, or around 32.35% of respondents, stated that they were rarely provided with breakfast by their parents.

Beyond spiritual reminders and physical care, the cornerstone of emotional support often lies in quality family time. The data for the statement 'Our family has time to get together' provides crucial insight into this dynamic, as shown in Table 8:

Table 8. Response to statement number 10: *"Our family has time to get together."*

Interval	Category	Frequency	%
68-100	Often	18	52.94
34-67	Rarely	16	47.06
0-33	Never	0	0.00

(Source: Personal Documents)

Table 8 above describes that 18 people, or around 52.94% of the total respondents, stated that their parents often took time to gather jointly as a family. Conversely, 16 people, or around 47.06% of respondents, said that they rarely took time to gather jointly.

Play Control

The dimension of play control examines parental regulation of children's play activities through two key indicators: parental initiation of play ("Parents invite me to play after school") and parental restriction of play ("My parents forbid me from playing"). It can be seen in Table 9 below:

Table 9. Response to statement number 3: *"Parents invited to play after school"*

Interval	Category	Frequency	%
68-100	Often	4	11.76
34-67	Rarely	23	67.65
0-33	Never	6	17.65

(Source: Personal Documents)

Based on Table 9, four people, or 11.76% of the total respondents, stated that they were often invited to play by their parents after school. Meanwhile, 23 people, or around 67.65% of respondents, indicated that they were rarely invited to play by their parents, and six people, or around 17.65%, stated that they were never asked to play.

Table 10. Response to statement number 8: *"My parents forbid me from playing."*

Interval	Category	Frequency	%
68-100	Often	11	32.35
34-67	Rarely	18	52.94
0-33	Never	4	11.76

(Source: Personal Documents)

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Table 10 above explains that 11 people, or around 32.35% of the total respondents, reported that their parents often forbade them from playing. Conversely, 18 people, or around 52.94% of respondents, stated that they were rarely prohibited from playing by their parents. Only four people, or around 11.76% of respondents, indicated that they were never banned from playing by their parents. It emphasized that there were varied parental policies regarding their children's playtime, with most children rarely or never being prohibited from playing.

Giving Appreciation

Beyond supervision in play activities, parental appreciation of children is another crucial aspect of parenting. This dimension is measured through two indicators: giving praise for achievements ("When I achieve good results, my parents give me praise") and

giving toys as rewards ("My parents give me toys"). The data in the following table reveals the extent to which parents apply these forms of appreciation:

Table 11. Response to statement number 6: *"When I achieve good results, my parents give me praise."*

Interval	Category	Frequency	%
68-100	Often	27	79.41
34-67	Rarely	6	17.65
0-33	Never	1	2.94

(Source: Personal Documents)

Table 11 above highlights that 27 people, or around 79.41% of the total child respondents, stated that they often received appreciation from their parents when they achieved good results. Meanwhile, six people, or around 17.65% of respondents, stated that they rarely received appreciation. Only one person, or around 2.94% of respondents, stated that they never received appreciation from their parents when they achieved good results.

Beyond verbal praise, participants' responses identified material rewards, specifically toys, as another form of appreciation.

Table 12. Response to statement number 7: *"My parents give me toys."*

Interval	Category	Frequency	%
68-100	Often	6	17.65
34-67	Rarely	26	76.47
0-33	Never	2	5.88

(Source: Personal Documents)

Table 12 above emphasized that only six people, or around 17.65% of the total child respondents, stated that they often bought toys from their parents. Meanwhile, 26 people, or around 76.47% of respondents, indicated that they rarely bought toys from their parents. Only two people, or around 5.88% of respondents, stated that they never purchased toys from their parents.

Discussion

Based on the results of the survey in Table 2, the parenting style of grade VI students at MI Darul Hikmah Full Day School was in the moderate category. From the attachment theory perspective, children who experience good parenting tend to have a

safe and healthy bond with their parents (Bornstein, 2008; Fatmawati & Sholikin, 2019; Rahmat, 2019). It can provide a solid foundation for children's emotional and social development, as well as improve their ability to interact with their social environment. Meanwhile, based on the concept of authoritarian, democratic, and permissive parenting, children who experience democratic parenting, where parents provide support and facilitate children's participation in decision-making, tend to have higher levels of psychological well-being than children who experience authoritarian or permissive parenting (Hamon & Schrodt, 2012; Aini et al., 2023; Thoomaszen, 2017). The details of each statement from each variable are explained below:

Parent-Child Communication

Based on Table 3, the data reveal a significant contrast in parental communication styles: while a majority of parents (52.94%) actively inquire about their children's daily activities—demonstrating attentiveness to their routines—a substantial proportion (35.29%) rarely engage in play-oriented interaction with their children. This disparity suggests that while verbal communication regarding practical matters is relatively common, quality time involving shared activities remains an area requiring improvement. The minimal percentage (11.76%) of children who never experience such inquiries further underscores that most parents maintain basic communicative engagement, though the depth and nature of this interaction vary considerably. These findings align with research emphasizing that holistic communication—combining verbal exchange and participatory engagement—is critical for fostering secure attachment and balanced development (Runcan et al., 2012; Hamzah et al., 2024; Luthfiyah & Yuliana, 2023). While most children feel acknowledged and cared for by their parents, it is possible that some children need improvement in these communicative interactions. Thus, parents may benefit from strategies that integrate conversational dialogue with shared experiential interactions. Parents need to be actively involved in communicating with their children, listening with empathy, providing positive feedback, and creating an environment that is supportive of open and honest conversations. It will help strengthen family relationships and support the holistic development of children.

Nevertheless, on the other hand, the findings in Table 4 indicate that respondents stated they never shared stories with their parents. This data reveals a notable polarization in parent-child communication patterns: while nearly half of the children frequently

engage in story-sharing with their parents, an equal proportion rarely do so, indicating a significant communication gap within a substantial number of families. The very small percentage of children who never share stories highlights that complete communicative disconnection is uncommon, yet the high incidence of infrequent story-sharing suggests that many parents need to adopt more proactive strategies to foster open dialogue. These findings underscore the importance of intentional parental efforts to create consistent opportunities for meaningful conversation, as regular story-sharing serves as a critical foundation for emotional connection and healthy child development. It indicated that there was a varied level of communicative interaction between children and their parents in terms of sharing stories. Although most children tended to share stories with their parents, there was still a small number who required further encouragement to open up and communicate openly with their parents. This research supported previous research that sharing stories between children and parents not only strengthened children's language and understanding skills but also played an important role in forming emotional and communicative bonds between them (Denham, 2007; Sari, 2018; Gatot & Sari, 2016). Therefore, parents need to take time to actively interact with their children, listen attentively, and provide support in exploring and sharing their life experiences through stories.

In addition to challenges in story-sharing, suboptimal communication patterns are also evident in the lack of explanations provided by parents, as shown in Table 5, where most respondents stated that they were rarely given explanations by their parents when forbidden to play. It showed that most parents tended to give clear answers to their children when they forbade them from playing, but there were still a small number who did not do this. By providing explanations, parents could help children understand the reasons behind the prohibition so that they could form a better understanding and communication between parents and children. It was in line with the research results of Batorowicz et al. (2014); Rahmawati and Gazali (2018), who stated that communication played an essential role. Communication is not only about talking but also acts as a bridge of understanding, allowing information to be conveyed appropriately from one party to another, thereby strengthening relationships and improving the quality of social interaction.

Emotional Support

Based on the data contained in Table 6, most respondents were often reminded by their parents to worship. It illustrated that the frequency level and role of parents in guiding children to carry out religious activities regularly had significant implications for the spiritual and moral development of children. Chen & Vanderweele (2018), Habsoh et al. (2021), Warahman (2018), and Khairun Nisa & Abdurrahman (2023) reveal that the frequency level and parents' roles in guiding children to carry out religious activities regularly have an impact on the spiritual development and psychological well-being of children. Therefore, parents need to provide the support, guidance, and role models needed in religious practices to help children build a strong spiritual foundation.

Although spiritual support has been a significant focus, other fundamental aspects, such as fulfilling physical needs, still require attention, as illustrated in Table 7, where respondents stated they were rarely provided with breakfast by their parents. It indicated that most of the children who were the research subjects received attention and support from their parents in terms of providing breakfast, which could affect their health and well-being during learning activities at school. Several studies have highlighted the importance of breakfast in improving the health and well-being of children, as well as its impact on their academic performance (Rampersaud et al., 2005; Wati et al., 2021; Susilowati et al., 2022). These studies supported the statement that parental support and attention in providing breakfast could positively impact the health, well-being, and academic performance of children. Therefore, parents need to ensure that their children get a daily nutritious breakfast as part of an effort to support their development and academic achievement.

In addition to ensuring the fulfillment of physical needs such as breakfast, parents also demonstrate attention to aspects of emotional togetherness, as shown in Table 8, where most respondents stated that their parents often take time to gather jointly as a family. It indicated that there was variation in how often these families spend time together, which could affect family dynamics and relationships between family members. By spending time collectively, families could strengthen emotional bonds, improve communication, and strengthen cooperation between family members. This finding reinforced previous findings that families not only act as a place where positive emotions and character develop but also become institutions that provide effective, productive, and

creative learning on an ongoing basis. This finding is in line with McWhirter et al. (2023) and Marcone et al. (2020), who found that family parenting practices have a significant impact on a child's behavioral outcomes in the school environment. In this family environment, close relationships are established with prosocial behavior, which in turn produces positive impacts that are in line with health and life expectancy collectively (Setyawan, 2020).

Play Control

Based on Table 9, around 67.65% of respondents indicated that they were rarely invited to play by their parents. It implied that most of the children in this research might not get enough quality time with their parents after school, which could have an impact on family relationships and the quality of family interactions, as well as children's social and emotional development. Several studies supported the statement that a lack of quality time between parents and children could have a negative impact on family relationships and children's social and emotional development (Lang et al., 2020; Nuraeni et al., 2022; Selvia & Wahyuni, 2022). Therefore, parents need to take the time to interact and be actively involved in their children's lives to strengthen family relationships and support their holistic development.

However, although active parental involvement is strongly emphasized, parenting policies regarding playtime tend to be permissive, as explained in Table 10, where approximately 52.94% of respondents stated that they were rarely prohibited from playing by their parents. It emphasized that there were varied parental policies regarding their children's playtime, with most children rarely or never being prohibited from playing. In contrast, a small number of others may experience stricter restrictions in this regard. This research was relevant to the research conducted by Coyl-Shepherd & Hanlon (2013) and Zaini (2019), which showed that variations in parental policies regarding children's playtime could have a significant impact on children's physical health, creativity development, social skills, and mental well-being. Therefore, parents need to find the right balance between providing freedom to play and providing the necessary supervision according to the needs and individual characteristics of their children.

Giving Appreciation

Table 11 highlighted that 27 people, or around 79.41% of the total child respondents, stated that they often received appreciation from their parents when they achieved good results. This means that the majority of children receive positive support and gratitude from their parents when they achieve good results. However, a small number still did not get enough recognition or support in this regard. The research results supported previous studies that support and appreciate that parents have had a significant impact on children's motivation, self-perception, and self-confidence (Ahmad, 2011; Alitha & Hasibuan, 2021; Yunus et al., 2023). Thus, it was important for parents to provide positive support and authentic appreciation for their children's achievements, which could strengthen children's intrinsic motivation and support their overall psychological development.

Although non-material appreciation has been provided, support in material forms such as toys appears to be less common, as emphasized in Table 12, where 76.47% of respondents indicated they rarely bought toys from their parents. It implied that most children might rarely get toys from their parents, which could affect their entertainment and play experience. Hairiyah & Mukhlis (2019) and Afrianti (2018) argued that toys play an important role in children's development, both physically, cognitively, and socially. Lack of access or lack of toys could affect children's play and learning experiences.

Conclusion

The study concludes that parents of grade VI students at MI Darul Hikmah exhibit a moderately democratic parenting style. While demonstrating strengths in spiritual support, recognizing achievements, and fostering family togetherness, areas requiring improvement include consistent provision of breakfast, depth of communication, and active involvement in children's play. These findings suggest that more holistic efforts focusing on physical care, empathetic communication, and quality time are essential to fully optimize children's socio-emotional development. This study offers practical contributions by identifying areas for parental improvement in physical care, communication, and engaged playtime, while providing schools with a basis for targeted parenting programs. Theoretically, it validates democratic parenting in Indonesia and highlights theory-practice gaps. It also establishes a foundation for developing

interventions to enhance children's socio-emotional development. This study has limitations in that the small sample size may affect the statistical significance of the findings. Therefore, further research with a larger and more representative sample is necessary to confirm and strengthen the validity of the obtained results.

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