

Parent–School Collaboration in Developing Children’s Emotional Maturity

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Abstract: Emotions play an important role in human life because they influence patterns of thinking, behavior, and social interaction. In children, emotional development is influenced by both internal factors, such as physical and psychological conditions, and external factors, including parenting styles, learning experiences, and the school environment. This study aims to examine the role of collaboration between parents and teachers in fostering children’s emotional maturity. The study employed a descriptive qualitative approach, with research participants consisting of parents and teachers from a school in Pekalongan Regency. The findings indicate that harmonious collaboration between parents and teachers has a significant influence on children’s emotional development, particularly in their ability to develop self-awareness, regulate emotions, and cultivate empathy. The implementation of positive parenting practices within the family environment and social–emotional learning at school complements each other in shaping emotionally stable personalities in children. In addition, continuous communication between parents and teachers helps address various forms of maladaptive emotional behavior. Overall, this study confirms that synergy between parents and teachers is a key factor in optimizing children’s emotional development and has a positive impact on their social skills and academic achievement.

Keywords: emotional maturity; parent-school collaboration; children’s social-emotional development

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Introduction

Emotions play a crucial role in human life, as they significantly influence the way individuals think, behave, and interact with others. Etymologically, the word *emotion* comes from the Latin *movere*, which means “to move,” indicating an impulse to act or respond to a particular situation. Emotions are not merely feelings, but also inner states accompanied by internal arousal and physical expressions. Thus, emotions function as responses that influence self-adjustment, social relationships, and an individual’s daily behavior (Widianto & Tagela, 2018).

Children’s emotional development begins in early childhood and is influenced by both internal and external factors. Internal factors include the child’s physical and psychological conditions, while external factors encompass parenting styles, learning experiences, conflicts encountered, as well as the family and school environments. During childhood and adolescence, emotions often emerge as reactions to situations that align with or contradict their expectations (Nurasih & Elfi, 2019). Therefore, it is important for children to be trained to manage their emotions from an early age so that they are able to express feelings appropriately, exercise self-control, and understand the feelings of others as a manifestation of emotional maturity (Isabela & Anggraini, 2024). In the process of developing emotional maturity, parents and teachers play complementary roles.

Parents are the first educators and primary role models for children (Mulyeni et al., 2023), while teachers serve as instructors as well as guides in the school environment. Through attentive parenting, open communication, and integrated social–emotional learning, children can receive consistent guidance both at home and at school. Harmonious collaboration between families and schools has been proven to provide significant benefits, not only for emotional development but also for improving social skills, reducing problematic behaviors, and encouraging academic achievement. Thus, cooperation between parents and schools becomes an important strategy in shaping a generation that is emotionally mature, socially intelligent, and prepared to face life’s challenges (Rahmatika & Damayanti, 2023).

Various studies have examined children’s emotional development and the roles of parents and teachers in supporting this developmental process. However, discussions that specifically focus on collaboration between parents and schools in developing children’s emotional maturity remain relatively limited. Most studies tend to discuss the roles of parents

and teachers separately, so the synergy between the family and school environments has not been comprehensively portrayed.

Based on this background, this study aims to examine the role of collaboration between parents and teachers in shaping children's emotional maturity, as well as to identify factors that support the realization of emotional balance through synergy between the family and school environments. This study is expected to provide a more comprehensive understanding of the importance of sustained cooperation between families and schools as a joint effort to support children's emotional development.

Methods

This study employed a descriptive qualitative approach aimed at providing an in-depth description of the roles of parents and teachers, as well as the forms of collaboration between schools and families in supporting the development of children's emotional maturity. This approach was selected because the study's focus lies in understanding the meanings, experiences, and social processes that children encounter, rather than relying on numerical data or statistical calculations.

The research data were collected through interviews with parents and teachers, as well as observations of learning activities and children's interactions within the school environment. The research subjects consisted of parents, teachers, and students. The selection of informants was carried out using purposive sampling, namely selecting participants based on specific criteria, such as active involvement in parenting, learning activities, and school programs related to the development of children's emotional formation. Data analysis in this study involved three stages, namely data reduction, data display, and conclusion drawing.

Results and Discussion

Emotional Maturity

Based on the research findings, children's emotional maturity is reflected in their ability to control emotional reactions and express feelings in a more appropriate manner. Children who receive consistent emotional guidance tend to exhibit calmer behavior, are able to restrain anger, and are more easily guided when facing situations that do not align with their desires. In contrast, children who receive less emotional support tend to express emotions spontaneously and experience greater difficulty in controlling their behavior.

Bimo Walgito (2005) explains that emotions are conditions triggered by certain situations, which are generally related to approach or avoidance behaviors toward particular objects or events. Emotions are usually accompanied by physical expressions, making them recognizable to others as indicators that an individual is experiencing a certain emotional state. Thus, emotions can be understood as strong affective conditions that arise as responses to individuals or specific events. These conditions are manifested through bodily reactions and may take the form of happiness, anger, anxiety, or fear. Therefore, emotions represent affective experiences triggered by internal and external factors and subsequently expressed through behavior. During adolescence, emotions function as reactions to expected or unexpected situations and are often associated with problems currently being faced (Fitri & Adelya, 2017).

This study found that children's emotions are generally expressed through observable behaviors, such as changes in attitude, facial expressions, and physical actions. When encountering pleasant situations, children display enthusiasm and openness, whereas in stressful or unpleasant conditions, they tend to show reactions such as anger, withdrawal, or crying. These responses emerge as spontaneous reactions to situations experienced by the children.

Emotional maturity refers to the ability to express feelings in an appropriate and reasonable manner. This is characterized by self-control, independence, awareness of the consequences of one's actions, and positive self-acceptance. Emotional self-maturity reflects affective conditions related to all aspects of emotion, involving biological, cognitive, and social factors. This process occurs continuously, as individuals strive to achieve healthy emotional regulation, both in relation to themselves and to others. Adolescents or individuals who are emotionally mature are able to accurately assess when they should be involved in social issues and are capable of contributing to solutions or resolutions when necessary (Binti Muawanah, 2024).

Emotions play an important role in shaping individual behavior, including learning activities. Daniel Goleman (1995) emphasized that emotional intelligence is a highly determining factor in individual life success. During childhood, emotional aspects develop rapidly along with increasing age. Children begin to recognize and understand their own feelings as well as the feelings of others. In addition, they learn to regulate emotional expressions in accordance with social situations. Through this development, children become

more skilled at managing emotional responses and more sensitive to the stress experienced by others, thereby enhancing their capacity for empathy (Basit & Gumiandari, 2022).

One of the main factors influencing children's emotional development is the child's personal condition. Physical imperfections or certain limitations may affect how children perceive themselves. In such circumstances, children may feel insecure, become easily offended, or choose to withdraw from their social environment. Discomfort with perceived shortcomings can make children reluctant to interact with peers. If left unaddressed, this condition may hinder not only emotional development but also social competence, as children become less involved in daily social interactions.

The second factor influencing emotional development is learning experience. What children experience during the learning process shapes how they respond to situations, including expressions of anger. Several forms of learning experience contribute to emotional development:

- Learning through trial and error allows children to express emotions in various ways, although these expressions may not always result in satisfaction. Through this process, children learn which behaviors are appropriate for channeling their emotions.
- Learning through imitation occurs when children replicate how people around them express emotions. For example, when children observe others expressing anger in certain ways, they may adopt similar emotional patterns.
- Learning through identification involves children imitating individuals whom they admire or with whom they have strong emotional bonds. In this stage, children respond to emotional stimuli in ways similar to their role models.
- Learning through conditioning enables children to associate certain situations with specific emotional reactions. Experiences that initially do not evoke emotions may gradually trigger emotional responses due to repeated associations. This process is more likely to occur in early childhood, when children have not yet fully employed rational judgment to assess the appropriateness of their reactions.
- Learning through guidance and supervision allows children to be trained to express emotions appropriately. With direction from parents or teachers, children learn to respond positively to pleasant situations and to exercise self-control in response to negative emotional triggers.

From these various forms of learning experiences, it is evident that the environment plays a significant role in shaping children's emotional patterns. The manner in which parents, teachers, and significant others guide children greatly determines whether children develop healthy emotional intelligence or otherwise.

The third influencing factor is conflict, which also affects children's emotional development. Every child encounters conflict, both at home and at school, and most are able to cope with it effectively. However, unresolved conflict may lead to emotional disturbances that are often expressed through physical behaviors such as anger or aggression, particularly during school-age years.

The final factor is the family. The family serves as the primary factor in shaping children's emotions. Through parental role modeling, children learn to recognize, express, and regulate emotions from an early age. Positive parenting practices support healthy emotional development, whereas parental attitudes characterized by anger or pessimism may instill negative emotional patterns. Therefore, the family environment plays a crucial role in determining whether children's emotional development proceeds in a stable manner or otherwise (Labudasari & Sriastria, 2018).

Parents and the Role of Schools

Parental parenting styles exert a significant influence on children's emotional development. Children who grow up in family environments characterized by affection, warmth, and positive emotional expression tend to exhibit healthy and stable emotional development. Conversely, children raised in conflict-ridden family environments, where parents frequently express emotions aggressively, become easily angered, or display pessimism, are likely to imitate these negative emotional patterns. Thus, the family serves as a primary determinant of whether children develop strong emotional intelligence or encounter difficulties in emotional regulation.

The research findings indicate that parental interaction styles directly influence children's emotional management. Children raised in warm and communicative family environments tend to be calmer, more receptive to guidance, and able to express their feelings appropriately. In daily life, children frequently imitate how their parents respond to problems and manage emotions. In contrast, children who are frequently exposed to tense or conflict-laden family situations tend to become more easily angered, withdrawn, or display excessive emotional responses.

From an early age, children need to be taught ethical principles in interacting both within the family and in the broader community. Politeness, friendliness, care for others, and environmental responsibility serve as essential foundations for developing the ability to understand and respond wisely to social life. Healthy relationships foster trust and comfort, whereas poor relationships may generate suspicion and excessive caution. Nevertheless, in the complexity of modern life, trust remains essential but must be accompanied by prudence, particularly when interacting with new individuals.

Positive social interactions from an early age are expected to shape children into intelligent, balanced, and wise individuals in adulthood. Children's habits are strongly influenced by family education, as from waking until returning to sleep, children remain within the family environment, which exerts substantial influence on the formation of attitudes, habits, and personality. Ethological Attachment Theory explains that emotional closeness between children and parents is crucial for development. Children require parents to feel safe, comfortable, and free to express themselves without pressure. Parental presence serves as the primary support for children's emotional needs, and daily parental words, attitudes, and behaviors leave lasting impressions that shape social relationship patterns and personality into adulthood (Diananda, 2020).

In addition to parents, teachers also play a crucial role in children's emotional maturity within the educational process. This is because teachers serve as primary figures interacting with children in the school setting. Teachers are not merely transmitters of academic content but also act as role models, companions, and mentors who influence how children relate to others. Within schools, teachers' attitudes, attention, and guidance significantly contribute to children's ability to regulate emotions, understand their own feelings and those of others, and develop positive social behaviors. Teachers function not only as instructors but also as motivators who encourage learning enthusiasm, informers who provide knowledge, and facilitators who create supportive and comfortable learning environments.

The findings indicate that teachers play an important role in shaping children's emotional maturity through attitudes, language use, and interaction styles in the classroom. Children appear more comfortable and confident in warm and supportive learning environments. Patient and responsive teachers assist children in recognizing and regulating emotions, particularly when dealing with peer conflicts. Teacher guidance in resolving daily

school-related problems further supports children in learning to express emotions in a more controlled manner.

Teachers also need to pay attention to each child’s condition, both physically and emotionally. By understanding children holistically, teachers can adjust instructional approaches so that children feel valued, safe, and supported. This ultimately supports children’s comprehensive development, not only intellectually but also emotionally and socially. Teachers can facilitate emotional development by observing children’s daily behaviors and activities, understanding their conditions and social interactions, and providing guidance tailored to their needs. Through effective communication, openness to listening, and positive responses, teachers foster children’s self-confidence, enabling them to feel secure, appreciated, and better able to recognize and regulate emotions.

Moreover, teachers’ patience, polite language use, and respectful behavior serve as concrete examples that children readily imitate, as children tend to learn more quickly from observed behaviors than from verbal advice alone. By providing simple explanations about emotions, how emotions arise, and strategies for emotional regulation—such as calming oneself when angry, communicating feelings when sad, or cooperating during conflicts—teachers play a vital role in creating positive emotional environments in schools. Warm interactions and supportive classroom atmospheres contribute significantly to the healthy development of children’s emotional maturity in accordance with developmental stages (Susanti et al., 2023).

Teachers also play an important role in opening spaces for emotional dialogue in the classroom. Teachers can encourage students to share their feelings, discuss emerging problems or conflicts, and engage in collective reflection following specific events. Such activities are essential for helping children recognize their emotions while also developing sensitivity to others’ feelings. Consequently, children’s development extends beyond academic intelligence to include social and emotional skills that are highly beneficial in everyday life. Furthermore, teachers serve as companions when children face emotionally challenging situations.

For example, during conflicts, teachers can provide cooling-off periods to allow emotions to subside, calm students who are angry or distressed, and mediate disputes so that issues can be resolved constructively. Teachers must also create warm, understanding, and safe classroom environments in which students feel valued and comfortable expressing themselves. These positive relationships strengthen children’s self-confidence and foster healthy emotional attachment to their surroundings (Selian & Amalia, 2024).

The role of teachers in children's emotional development can also be integrated into academic and non-academic activities. For instance, introducing mindfulness exercises, games that promote empathy and cooperation, or reflective activities that help children process experiences demonstrates that social-emotional learning in schools is as important as academic instruction. Such learning serves as a foundation enabling students to face life's challenges with greater wisdom and balance (Greenberg, 2023).

Forms of Parent-School Collaboration

The results of the study indicate that collaboration between parents and schools in shaping children's emotional maturity is reflected through regular and open communication regarding children's emotional conditions. Teachers and parents exchange information related to behavioral changes, challenges, and emotional development experienced by children, thereby forming a shared understanding in the guidance process. In addition, the study found a mutual agreement between parents and teachers in determining the direction of children's emotional guidance, which contributes to greater consistency between home and school practices. Collaboration is also evident through parental involvement in school activities and joint coordination when children experience emotional difficulties or social conflicts, which supports children's ability to regulate emotions more effectively.

Collaboration between parents and schools in fostering children's emotional maturity can be realized through several concrete forms. Children learn not only at home but also at school; therefore, continuity between parental and teacher roles is essential. Several forms of collaboration include the following.

1. Regular two-way communication. Teachers and parents need to continuously share information regarding children's emotional conditions, including progress, challenges, and behavioral changes. This communication may take place through parent-teacher meetings, daily notes, school applications, or regularly distributed newsletters. Through open communication, parents and teachers can gain a more comprehensive understanding of children's needs.
2. Joint establishment of emotional goals. It is important for parents and teachers to jointly formulate targets for children's social-emotional development. For example, children may be guided to express feelings without anger or to resolve conflicts with peers in healthy ways. With clear goals, approaches at home and school can become more consistent and mutually reinforcing (Garbacz, 2024).

3. Parental involvement in SEL programs. Schools can invite parents to participate in workshops, seminars, or training related to Social Emotional Learning (SEL). Through such activities, parents can gain a deeper understanding of emotional regulation, empathy, and social skills, enabling them to support children’s emotional learning at home as well (Ma et al., n.d.).
4. Integrated home–school activities. Teachers may assign tasks or projects that involve collaboration between children and parents at home, such as maintaining daily emotion journals or creating family emotion charts. Such activities help children develop self-awareness while also strengthening emotional bonds with parents.
5. Joint mediation and intervention. When children experience emotional difficulties, such as challenges in regulating anger or conflicts with peers, parents and teachers can collaborate in implementing interventions. These efforts may include counseling, deliberation, or other supportive strategies, ensuring that children feel supported both at home and at school.

Through these various forms of collaboration, it becomes evident that the roles of parents and schools are mutually complementary. Balanced support from both parties helps children develop optimally, not only in academic achievement but also in social and emotional skills that serve as essential foundations for their future lives (Garbacz, 2024).

Benefits of Parent–School Collaboration

The research findings indicate that collaboration between parents and schools is associated with children’s social–emotional conditions within the school environment. Children who receive aligned guidance from both home and school appear to adapt more easily to learning activities and demonstrate more positive social interactions. Consistency in approaches between parents and teachers helps children feel more secure and reduces confusion in responding to emotional situations, thereby decreasing the occurrence of problematic emotional behaviors.

Strong collaboration between families and schools has been shown to provide positive impacts on children’s social–emotional growth. Recent studies reveal that student engagement in school activities acts as an important bridge linking parental functions at home with children’s emotional and social progress. When parents actively participate in supporting their children’s education, children’s participation in school activities increases, which in turn enhances their emotional and social maturity. Another significant benefit is increased student engagement in school activities (Smith et al., 2020).

Development of Children's Social and Emotional Skills

Collaboration between parents and schools provides children with opportunities to receive continuous social–emotional learning. Support from both parties contributes to the development of essential skills, such as self-regulation, empathy, and the ability to build positive relationships with others. When parents and teachers apply consistent parenting and guidance approaches, children find it easier to understand how to resolve conflicts, respect others' feelings, and cooperate within their social environments.

Consistency of Emotional Support at Home and School

Differences in approaches between home and school often cause emotional confusion for children. When parents and teachers apply inconsistent methods, children may experience internal conflict. However, when both parties adopt similar approaches—such as teaching emotional regulation or constructive problem-solving—children feel safer, more comfortable, and have clearer direction. Such alignment strongly supports the development of emotional stability.

Reduction of Behavioral Problems and Psychological Stress

The implementation of Social Emotional Learning (SEL) programs that involve parental participation has been shown to reduce the emergence of negative behaviors in children, such as aggression, rule-breaking, or social withdrawal. Moreover, parental involvement in supporting emotional education helps lower levels of anxiety, stress, and other psychological pressures. Children who receive emotional support from both family and school tend to be calmer, demonstrate positive behaviors, and exhibit better mental health.

Positive Impact on Academic Achievement and Children's Well-Being

Although the primary objective of this collaboration is the development of healthy emotional functioning, numerous studies also demonstrate positive effects on academic outcomes. Children who receive strong support from parents and schools generally show better academic performance, more regular attendance, and higher learning motivation. Furthermore, their psychological well-being tends to be more balanced, enabling them to develop optimally in both academic and emotional domains (Greenberg, 2023).

Conclusion

Emotional development is one of the important aspects of children’s lives that cannot be separated from their overall growth and development. The findings of this study indicate that children’s emotional maturity is reflected in their ability to exercise self-control, express feelings appropriately, and adapt to various social situations. Children who receive consistent emotional guidance tend to be better prepared to face challenges and to build positive social relationships.

In the process of emotional development, the family plays a primary role, as children initially learn to recognize and express emotions through parenting practices, role modeling, and daily interactions with parents. This study also shows that families and schools have complementary roles in shaping children’s emotional maturity. Warm parenting practices and patient, supportive teacher attitudes help create a sense of security that enables children to recognize and manage their emotions. Furthermore, collaboration between parents and schools is associated with more stable social–emotional conditions in children, characterized by better adaptability, positive social interactions, and a reduction in problematic emotional behaviors. Practically, these findings illustrate that alignment of roles and sustained communication between families and schools constitute an important context for creating consistent emotional guidance that supports children’s social–emotional development in a sustainable manner.

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