

**THE ROLE OF PARENTS IN NURTURING STUDENTS'
SOCIAL QUOTIENT: CARING**

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Abstract: *This article aims to examine the role of parents in fostering social concern among elementary school children based on literature review from various relevant journals. Social care is a vital character value that should be instilled from an early age, and the family as the first environment plays a key role in shaping children's character. The research method used is a literature review with a descriptive qualitative approach. The findings show that parents play a strategic role in fostering children's caring attitudes through exemplary behavior, communication, habituation of social values, and active involvement in children's social activities. This article also includes a reflection instrument for parents to support implementation at home.*

Key words: *parents, social concern, elementary children, literature study.*

INTRODUCTION

Social quotient is a crucial character value that should be nurtured from an early age. In the context of primary education, social empathy is among the 18 core national character values promoted by the Indonesian Ministry of National Education (Kemendiknas, 2010), including attitudes such as helpfulness, empathy, respect, and sharing with others. This value is vital for shaping children to live harmoniously within their social environments, both at school and in the wider community.

However, current observations in the field reveal a decline in social quotient among elementary school students. Many children exhibit increasingly individualistic behavior, a lack of empathy toward peers, and even deviant behaviors such as bullying, social exclusion based on status, and diminished solidarity. These trends signal the urgent need to reinforce the value of social care through all educational pathways, particularly within the family environment.

As the first and foremost educational institution, the family plays a pivotal role in instilling character values in children. Parental behavior, parenting style, communication patterns, and engagement in children's social activities significantly influence the development of children's social character. Parents are not only caregivers but also role models and facilitators of moral values, including social empathy.

Numerous studies have demonstrated that active and positive parental involvement contributes to children becoming more caring, tolerant, and cooperative in their social lives. Character education within the home that employs democratic parenting, empathetic communication, and habitual social behavior can effectively enhance children's sense of concern for others.

Given the critical role of parents in fostering children's social awareness, this study aims to:

1. Identify the forms of parental involvement in developing social empathy in elementary school-aged children;
2. Analyze effective strategies and approaches employed by parents, based on a literature review;

3. Provide a reflective instrument as a self-evaluation tool for parents in nurturing children's social concern.

Using a literature-based approach, this article synthesizes relevant research findings to develop both theoretical insights and practical recommendations regarding parental involvement in cultivating children's social empathy.

METHODOLOGY

This study employed a **literature review method** using a **qualitative descriptive approach**. The review process involved the selection and analysis of scholarly articles related to the role of parents in promoting social concern in elementary school-aged children.

1. Type and Approach of Study

The research adopted a library research design, which focuses on analyzing literature relevant to a specific topic. A qualitative descriptive approach was applied to systematically describe findings from selected literature regarding parental roles in developing children's social empathy.

2. Criteria for Literature Selection

The article selection were based on these criteria:

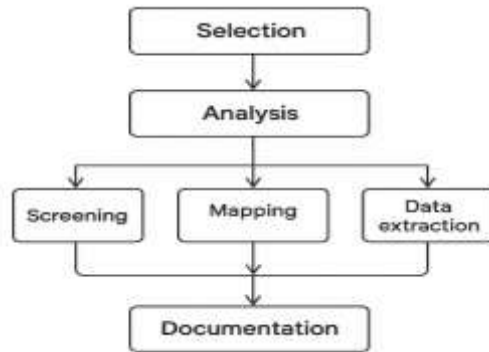
1. Articles published in nationally accredited journals or scholarly conference proceedings.
2. Publications dated between 2015 and 2023.
3. Content focusing on parental roles, children's character education, or social concern in elementary-aged children.

4. Articles written in Bahasa Indonesia and substantively relevant to the context of primary education.

A total of five academic articles were selected based on thematic relevance and clarity of data presentation.

3. Techniques of Analysis and Synthesis

The analysis process involved a close reading of each article to identify:



1. Forms of parental involvement influencing children's social concern;
2. Strategies and approaches used by parents in character education at home;
3. Observed impacts on children's social development, based on the reviewed studies.

A **thematic synthesis** approach was then employed, grouping findings into key themes:

1. Parental role modeling and example;
2. Empathetic family communication;
3. Habitual practice of care-oriented behaviors;
4. Parental involvement in children's social activities.

The synthesized findings are presented in the discussion section, highlighting commonalities among studies and their implications for family-based education practices.

RESULT AND DISCUSSION

Based on the analysis of five relevant scholarly articles, parental roles in fostering children's social concern can be categorized into five core themes: (1) parental role modeling, (2) habituation of caring values, (3) empathetic family communication, (4) parental involvement in children's social activities, and (5) home-school synergy.

1. Parental Role Modeling

Strong evidence from Puji Rahayu (2022) and Admizal & Elmirna (2022) suggests that children emulate their parents' social behavior. Parents who consistently demonstrate empathy, helpfulness, and responsiveness to others provide concrete examples for their children to follow. Acts such as helping neighbors, greeting others warmly, or participating in community events significantly shape children's empathetic development.

2. Habituation of Caring Values

Dhi Bramasta (2023) emphasizes the importance of routine-based social practices, such as encouraging children to share food with friends, pick up items for others, or help tidy the house. These seemingly simple, repeated activities instill social sensitivity that gradually becomes deeply rooted in children's behavior.

3. Empathetic Communication in the Family

Wenselinus (2021) found that open and empathetic communication between parents and children facilitates a better understanding of others' feelings. When children are engaged in reflective discussions about their friends' emotions or social scenarios, they develop greater emotional awareness and a willingness to act compassionately.

4. Parental Involvement in Children's Social Activities

Research by Agung & Elmirna (2022) indicates that when parents are actively involved in their children's social or school activities—such as communal work, parenting classes, or charitable events—children gain broader social perspectives and develop confidence in participating in group activities. These experiences reinforce values of cooperation, togetherness, and solidarity.

5. Synergy Between Home and School

Badarudin (2023) highlights the importance of alignment between parental and school efforts in instilling social values. When caring behaviors modeled at home are consistent with school character programs, children are more likely to internalize these values effectively. Parents who understand and support school-based character initiatives tend to provide more consistent guidance at home.

General Synthesis

The five articles collectively reveal that parental involvement in shaping children's social concern is multifaceted and interconnected. Role modeling without communication lacks depth, just as habituation without a supportive environment may fail to take root. Hence, the successful cultivation of social values in children relies heavily on the consistency of parental roles in attitudes, interactions, value transmission, and active social engagement.

CONCLUSION

The review of five scholarly articles confirms that parents play a vital role in fostering social concern in elementary school-aged children. This role includes:

1. Modeling caring behavior that children can imitate in daily life;
2. Creating routines that reinforce social values through repeated practice;
3. Maintaining empathetic communication that enhances emotional understanding;

4. Participating in children's social environments to contextualize social learning;
5. Collaborating with schools to ensure consistency and reinforcement of social values.

This role involves educational, functional, and affective dimensions, all of which contribute significantly to the development of children's social character.

Recommendations

1. **For Parents:** Parents are encouraged to serve as consistent role models and to actively involve children in social activities from an early age. Meaningful, empathetic conversations about social values should also be routinely practiced at home.
2. **For Teachers and Schools:** Schools should collaborate closely with parents to design character-building programs, such as sharing activities, social visits, or reflective discussions that promote empathy and solidarity.
3. **For Future Researchers:** Further research is recommended through field-based or experimental studies involving structured parenting programs, to assess the direct impact of parental involvement on children's social concern development.

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