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THE EFFECT OF PARENTS' EDUCATION LEVEL AND EDUCATIONAL GAME TOOLS ON SOCIAL EMOTIONAL DEVELOPMENT

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ABSTRACT

Family is the first environment that requires children to be able to adjust well in line with their age and maturity. parents have a big role to play in impacting a child's education. The future of the child will depend heavily on the experience gained by the child including educational factors and parenting patterns in providing play facilities to the child, the parenting pattern is a process of interaction that occurs between parents and children that affects the development of the child's personality. This study aims to analyze the influence of education level, parenting patterns and educational game tools on the social and emotional development of kindergarten A Se Gugus Melati group in West Banjarmasin. This type of research method is quantitative research conducted in TK Melati Cluster West Banjarmasin district with a population of 361. The samples were taken with stratified random sampling techniques as many as 190 respondents of parents. Data collection techniques are carried out using questionnaire methods that are tested for validity using the moment product correlation coefficient technique. Data analysis uses descriptive and path analysis, data processing using SPSS version 16.0. The results of the study: (1) There is a direct influence between the level of parenting and educational game equipment on the social and emotional development of group A children in TK Cluster Melati West Banjarmasin Subdistrict. (2) There is no indirect influence of education level through foster pattern and education level through educational game tools on the emotional social development of group A children in kindergarten Of Melati Group of West Banjarmasin Subdistrict.

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PRELIMINARY

Early childhood is a group of children who are in a unique process of growth and development. Early childhood is often called a preschooler, who has a sensitive period in his development, and there is maturation of physical and psychological functions that are ready to respond to stimuli from their environment.(Farida & Naviati, 2014). This period is the most appropriate time to lay the first and foremost foundation in developing various potentials and abilities of physical, cognitive, language, art, social emotional, spiritual, self-concept, and independence (Mulyasa, 2012:16).

Early childhood education for children who are in the age range of 0-6 years, as in Law No. 20 of 2003 concerning the National Education System Article 1 paragraph 14 states that Early Childhood Education (PAUD) is a coaching effort that is proposed to children from birth up to the age of six years which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education.

A. Education

Education is a field that focuses activities on the teaching and learning process to be able to understand the situation of educators and students. Education is also one of the efforts to improve the knowledge gained from both formal and non-formal education (Chairul Anwar, 2014:73).

Education is a very important thing in life. Education in a broad sense means a process to develop all aspects of the human personality which includes knowledge, values and attitudes, and skills (Salam, 2002:10). Education is a conscious effort in fostering and developing the potentials of a noble human being for the continuity, progress, and happiness of his life (Mujiburrahman, 2013: 34).

Education is a very important thing in life and life. Education is an effort or guidance carried out by educators in the context of providing assistance given to individuals in directing their lives so that they can use their abilities or can develop maximum views on a reality.(Nurmitasari, 2015). Life that is happening now, and in the future is expected to be able to stand alone and be responsible for himself and the community is a consequence of his decision in order to achieve goals.

Kindergarten is an early childhood education in formal education that organizes educational programs for children aged 4-6 years. The purpose of early childhood education

is to develop various potentials of children from an early age as preparation for life and be able to adapt to their environment.

Thus it can be understood that in essence early childhood is a very decisive period in shaping the character and personality of a child. This means that age, as the age for developing the potential of children, is considered very important in helping to lay the foundation for quality human resource capabilities. Not only progress in aspects of language, physical, cognitive, religious and moral values, but also emotional and social aspects (Hastuti & Dewi, 2016).

B. Emotional Social Development

Social-emotional development is one of the developments that must be handled specifically, because the social-emotional development of children must be fostered in early childhood or can be called the formation period. (Aslamiah, 2015). Early social experience is very important, the child's social experience will determine the child's personality after he becomes an adult. The number of unpleasant experiences in childhood will lead to unhealthy attitudes towards children's social experiences, these experiences can encourage children to be unsocial, anti-social, even children tend not to be confident (Garungan, 2004: 41).

Children's social emotional development is the sensitivity of children to understand the feelings of others when interacting in everyday life. The level of children's interactions with other people starts from parents, siblings, playmates to the wider community. It can be understood that emotional social development cannot be separated from one another (Suyadi, 2010: 109).

According to Zainal Aqib, everyone has a different pattern of emotional development. Therefore the emotions of young children appear to be different from those of older children or adults. Characteristics of children's emotions are strong emotions, emotions that are often seen, their emotions are temporary and children's emotions can be known through the child's behavior (Zainal Aqib, 2009:40).

According to Steinberg et al., the level of achievement of social and emotional development of children aged 4-5 years is as follows: a) Prefers to work with two or three friends chosen by themselves, plays in groups and enjoys working in pairs, 2) Begins to follow and obey the rules and be in a group. heteronomous morality stage, 3) Can clean up playing equipment, 4) Great curiosity, able to talk and ask questions when given the opportunity, can be invited to discussion, 5) Begins to recognize one's emotions, 6) Has the ability to stand alone (Ahmad Susanto, 2011:152-153).

There are several indicators of social emotional development of children 4-5 years old which refers to the Regulation of the Minister of National Education No. 137 of 2014 the level of development achievement and its indicators are as follows: a) self-awareness which includes being able to show an independent attitude in choosing activities, showing self-confidence, understanding rules and discipline, showing self-confidence, having a persistent attitude not giving up easily, being proud of own handiwork. b) a sense of responsibility for oneself and others whose indicators are willing to share, help and help friends, appreciate the advantages of friends. c) social behavior indicators showing a sense of enthusiasm in playing competitive games positively, having empathy, respecting others, and showing empathy (Baswedan, 2015).

In a socio-emotional study of children in the child development book John W Santrock stated that children's social competence is also related to the emotional life of their parents (Fitnes and Duffield) for example found that parents who express positive emotions have high social competence, through interactions with parents. children learn to express their emotions naturally (John W Santrock, 2007:297).

C. Parenting Parenting

Children are a trust for both parents. His heart is pure and innocent like white paper. Good or bad a child, parents take part in shaping it (Ahmad Susanto, 2011). As emphasized by Fawzia that the parenting style of her child, will affect the social development and personality of the child. A good parenting style will reduce a child's good social development (Yudrik Jahja, 2011:447).

Goleman says that family life is the first school for studying emotions. More than that, Goleman also said that parents are emotional coaches for their children (Suyadi, 2010:113). Suryanto also argues that the interaction of children and parents in early life is important as the basis for the emotional development of children, harsh parenting can increase the frequency of occurrence of behavior disorders in children.

In her book Bety Bea Septiari, there are three forms of parenting which consist of: 1) authoritarian parenting This parenting pattern uses an approach that imposes the will of parents on children, children must obey their parents, and children are not allowed to express opinions. 2) permissive parenting, namely parents allow their children to do anything, parents have warmth, tend to pamper, and 3) authoritative parenting, namely parents are very attentive to children's needs, and fulfill them with consideration of needs factors (Bety Bea Septiari, 2012: 170-171). The three parenting styles have a major influence on children's

social emotional development. Therefore, parents should be precise in choosing and implementing parenting styles for their children.

D. Educational Game Tool

Educational game tools (APE) are one way to optimize children's growth and development, by providing educational game tools (APE) that are appropriate for their age and level of development, and are useful for children. APE can be developed according to the child's own ability, knowing the child's age group(Uno, 2008). The definition of game tools are all tools used by children to fulfill their playing instincts, while educational game tools are game tools that are deliberately designed specifically for educational purposes.(Yamin & Sanan, 2013). According to Zaman Badru, the characteristics of educational game tools for children are: a) Aimed at kindergarten children, always designed with deep thought adapted to the age range of kindergarten children(Diana & Mesiono, 2016).

APE for children 4-5 years old is different from APE for children aged 5-6 years, for example, puzzles. Puzzles for children aged 4-5 years have a simple shape with not too many pieces. Number of puzzle pieces for 5-6 year olds, more. b) Serves to develop aspects of the development of kindergarten children, aspects that can be developed are physical, motor, language, cognitive, moral, and social emotional aspects. APE which is designed to develop cognitive aspects can usually be used to train children's reasoning power. c) Can be used in various ways, forms and multi-purpose. d) Safe for children. e) Can encourage children's creativity. f) Constructive(Papalia, 2020).

In line with that, Syamsuardi, 2012:61 states that educational game tools can be divided into several types, namely: a) APE outdoor natural materials. b) APE outdoor used materials. c) APE indoor natural material. d) APE indoor used materials. e) Mixed APE. F) Ready-to-use APE (Soetopo, 2013:6).

RESEARCH METHODS

This study uses a quantitative approach because it emphasizes the analysis on numerical data (numbers) which are processed by statistical methods(Arikunto, 2002). The research population was parents of students from the jasmine cluster, west banjarasin district, banjarasin city, totaling 361 parents. The research sample was 190 parents in 19 selected schools using probability sampling technique. Data were collected using a four and five scale model questionnaire which had been tested for validity and reliability by choosing

between one to four/five answers that were most appropriate to the actual conditions. There are four questionnaires used in this study, namely education level, parenting style, educational game tools, and social emotional development.(Sugiyono, 2013).

Table 1. Respondents by Last Education

		F	P	Vp	Cp
Valid	1	2	1.1	1.1	1.1
	2	16	8.4	8.4	9.5
	3	136	71.6	71.6	81.1
	4	9	4.7	4.7	85.8
	5	27	14.2	14.2	100.0
Total		190	100.0	100.0	

Table 2. Group of parental pattern scores

interval	(F)	(%)	Classification
> 39.66	66	34.74	Tall
28.34 – 39.66	123	64.74	Currently
< 28.34	1	0.52	Low
Amount	190		

Table 3. Group score of educational game tools

interval	(F)	(%)	Classification
> 69	5	12.64	Tall
46 – 69	185	97.36	Currently
< 46	0	0.00	Low
Amount	190		

Table 4. Group Scores of children's social development scores

interval	(F)	(%)	Classification
> 90	26	13.69	Tall
60 – 90	164	86.31	Currently
< 60	0	-	Low
Amount	190	100.00	

RESEARCH RESULTS AND DISCUSSION

Based on the results of data analysis as described in the tables 1,2,3, and 4 of this study, this section will describe a discussion of the research results which include direct and indirect relationships between variables in this study, namely: education level, parenting, understanding of educational play tools and children's socio-emotional development.

An illustration of the effect of the level of parenting education and educational game tools on children's social emotional development. Based on the observation of the socio-emotional development of children aged 4-5 years at the Melati Group Kindergarten, West Banjarmasin District, Banjarmasin City.

Structural summary model I

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.217a	.047	.037	.818

Structural ANOVA test results II

ANOVA^b

Model		Sum of	df	Mean Sq	F	Sig.
1	Regression	1717,352	3	572,451	8,455	.000a
	Residual	12593,300	186	67.706		
	Total	14310,653	189			

A. Education Level at Kindergarten Cluster Melati, West Banjarmasin District, Banjarmasin City

Based on the results of data analysis, this study shows that the level of education of parents in Kindergarten of Melati cluster, West Banjarmasin District, Banjarmasin City, SMA 71.6% shows a high score. This value shows that most of them are senior high school students, even quite a lot of them have undergraduate education. Thus it can be categorized into the high category. This means that the level of education of parents in the jasmine cluster, West Banjarmasin District, Banjarmasin City can be expected to have good abilities in understanding and nurturing the social emotional development of children.(Mashar, 2015).

Therefore, the education level of parents plays an important role in every aspect of development, one of which is good social development of children so that they are able to make decisions and as good examples for children. It has long been stated by Suriansyah (2005 and 2011) that the level of education affects the attitudes and patterns of educating children, and the level of education of parents significantly affects children's learning achievement.

B. Parenting Patterns at Kindergarten Cluster Melati, West Banjarmasin District, Banjarmasin City.

Based on the results of data analysis, this study shows that parenting patterns in Kindergarten cluster jasmine, West Banjarmasin District, Banjarmasin City have 64.74% of respondents (123 people). This figure shows a high value. This value indicates a high category, meaning that in Kindergarten, the Jasmine cluster, West Banjarmasin District, Banjarmasin City has a fairly good parenting pattern for each child. The average value of parenting parents who get a value of 0.52% of respondents (1 person) even though this value is still included in the lowest category, parents certainly provide the best parenting in each of their versions.

This is in accordance with what was stated by Suriansyah (2011 and 2019) that the development and development of children's potential to be creative and innovative is determined by appropriate parenting patterns at an early age. And this can be created if parents implement parenting that is not coercive on children but provides freedom with educative control.

This is in line with what was found by Adawiyah and Suriansyah (2015) which stated that parenting that tends to be democratic and educatively controlled will provide courage

and confidence for early childhood and basic education age in developing their potential optimally.

C. Educational Game Tools at Kindergarten Cluster Melati, West Banjarmasin District, Banjarmasin City.

Based on the results of data analysis, this study shows that educational game tools in the Melati Group Kindergarten, West Banjarmasin District, Banjarmasin City, there are 97.36% of respondents (185 people) in the medium classification. West Banjarmasin sub-district, Banjarmasin city has a good involvement in learning activities at home and in Kindergarten. The value of parenting parents obtained the smallest average value, which is equal to even though it is included in the smallest average but the value is still included in the high category, which means that on average that educational game tools in Kindergarten, jasmine cluster, west banjarماسin district, Banjarmasin city have a role important in every class. So that educational game tools at Kindergarten of Jasmine Group, West Banjarmasin District, Banjarmasin City are in the high category. This result is in line with Nisrayanti's research (2019) concluding that educational game tools, especially those given by mothers, have an effect on the parenting pattern of the parents themselves, the interaction between children and mothers will increase because even though they are mothers as workers outside the home, they are still willing to spend time. time and accompanying children to play together can help children's social development.

The results of the research and various opinions mentioned above are in line with the opinion expressed by Suriansyah and Aslamiah (2019) which states that educational games and games in learning in PAUD have a strong message in shaping children's character and developing the potential for creativity and innovation power for children. Therefore, the use and selection of the right game tools and games will greatly affect the results of children's development. This is of course largely determined by the understanding of teachers and parents in providing game tools and controlling the games performed by children.

D. Social Emotional Development in Kindergarten Gugus Melati, West Banjarmasin District, Banjarmasin City.

The results showed that the socio-emotional development in the Kindergarten of the jasmine cluster, west district of Banjarmasin, had the highest score of 86.31%. This figure shows a high value. This value indicates a high category, meaning that the emotional social

development in the Melati Group Kindergarten, West Banjarmasin District, has a good value in achieving the development of social emotional aspects.

This condition agrees with Suyadi, (2010:109) Children's social-emotional development is the sensitivity of children to understand the feelings of others when interacting in everyday life. The level of children's interactions with other people starts from parents, siblings, playmates to the wider community. It is understood that social emotional development cannot be separated from each other.

E. The Influence of Education Level and Parenting Patterns in Kindergarten Gugus Melati, West Banjarmasin District, Banjarmasin City.

Based on the results of data analysis, this study states that there is a significant relationship between the level of education and parenting styles of parents in the Melati Kindergarten, West District, Banjarmasin City. This shows that the hypothesis is accepted. Based on the test results, it is known that the level of education has a relationship with parenting, namely from the calculation of the path analysis coefficient in the beta table of 0.220 and is considered influential because it is included in the criteria of 0.20-0.399 which means low while for significant there is 0.003 sig. With these results, it means that the level of education of parents has a relationship with parenting patterns in Tk cluster jasmine, west sub-district, Banjarmasin city. So with a good level of education, they are able to make a significant contribution to parenting.

The results of this study are also in line with and strengthen the results of Suriansyah's (1987) research on Quality of Education, Analysis of Parental Student Participation in Education, which concludes that the higher the education level of parents, the higher the participation of parents in their children's education. In addition, it was also found that the higher the level of education of parents, the higher the learning achievement of their children. This is very reasonable because high parental education will provide insight into various things, especially in the era of technology (era 4.0 and society 5.0) currently opening up the insight of parents who have literacy about their children's education and education, including good parenting. appropriate to the child's development. Therefore, education and the role of parents are very influential on the accuracy in determining parenting patterns for their children, and parents no longer adhere to parenting patterns based on the experiences they felt when they were children being cared for by their parents or family. In fact, the experience becomes a learning and evaluation for them in nurturing and preparing their children to live in a challenging era.

F. The Influence of Parenting Patterns and Social Emotional Development in Kindergarten Gugus Melati, West Banjarmasin District, Banjarmasin City.

Based on the results of data analysis, this study states that there is a significant influence of parenting patterns with social emotional in Kindergarten Gugus Melati, West Banjarmasin District, Banjarmasin City. This shows that the hypothesis is accepted. Based on the test results, it is known that the parenting pattern of parents with socio-emotional at Tk Gugus Melati, West Banjarmasin District, Banjarmasin City which is contained in the description table beta 0.304, is considered influential because it is included in the criteria 0.20–0.399 which means it is very low, while for the significance level between variables education and parenting patterns of parents there is a sig 0.000 between variables known to have an effect due to the significance value ($0.000 < 0$).

In line with this opinion, Suriansyah (1987, 2011, 2019) stated that an authoritarian and overprotective parenting style will disrupt children's emotions, especially when children's independence is not optimally formed. Likewise, parenting that pampers children excessively (usually the youngest child) will make the child always in dependence on others and have a high ego, willing to win on their own and rarely want to share with other children their playmates either at school, at home or at home. when you are in a big family. According to Suriansyah (2011), this will affect his personality as a teenager and even as an adult.

The results of this study are in line with the results of research in Anjum's Research (2014), this study uses a descriptive method with a quantitative approach. The research data analysis method is simple linear regression. Based on the results of the study, it shows that the influence of parenting patterns on the social and emotional development of early childhood has a significant and positive impact, this is indicated by the value of the influence in the determination test.

G. The Effect of Educational and Social Emotional Game Tools in Kindergarten Gugus Melati, West Banjarmasin District, Banjarmasin City.

Based on the results of data analysis, this study states that there is a significant influence of game tools on social and emotional at TK Melati cluster, West Banjarmasin District, Banjarmasin City. This shows that the hypothesis is accepted. Based on the results of the calculation of the path analysis coefficient which is also contained in the beta description table of 0.039, which means the magnitude of the correlation between the variables of education level and socio-emotional development is 0.039 and is considered

influential because it is included in the criteria of 0.00–0.199 which means it is very low. while for the significance of the variable level of education and parenting patterns there is a sig 0.584 between variables known to have an effect due to the significance value ($0.584 < 0$).

According to Fathul Majid, 2009: 31, the main key to a game that can be said to be educative is if the game has use values, effectiveness, and efficiency that directs the process of educating effectively. Positively this can happen if a game can be controlled and used properly. Because the game will have a negative impact or influence if there is no “education” background, invites, or directs children to a better life, this is where the real context and core of the game is, namely as a medium or object that has a fun effect and supports the realization of positive motivation in children. . With this sentence, the game functions as an effort to influence the psychological needs of children.

The results of this study are in line with research conducted by Nisrayanti. The Effect of Educational Game Tools on Aspects of Children's Emotional Social Development in Aisyiyah Loka Kindergarten. This study uses quantitative research, the results show a correlation index of 0.60, which means that there is a moderate or sufficient correlation between the X and Y variables. This shows that educational game tools have a positive effect on aspects of the socio-emotional development of Aisyiyah Loka Kindergarten children.

H. The Effect of Education Level and Educational Game Tools in Kindergarten Gugus Melati, West Banjarmasin District, Banjarmasin City.

Based on the calculation of the path analysis coefficient which is also contained in the beta description table of 0.096 which means the magnitude of the correlation between the variables of education level and socio-emotional development is 0.096 and is considered influential because it is included in the criteria of 0.00–0.199 which means it is very low. while for the significance between the variables of education level and parenting pattern there is sig 0.176. between variables known to have an effect due to the significance value ($0.176 > 0.05$) so it can be concluded in the study there is a significant influence between the level of education on the social emotional development of children.

The results of data analysis, this study states that there is a significant effect of education level on children's socio-emotional development in Kindergarten cluster jasmine, West Banjarmasin District, Banjarmasin City. This shows that the hypothesis is accepted. According to the test results, it is known that the influence of the level of education on the socio-emotional development of children in the Kindergarten of the Melati sub-district depends on other people, children who are able to stand alone with their abilities are expected

to be individuals with good physical abilities, confident, responsible, disciplined, good at socializing, willing to share, and able to control emotions.

The results of this study are in line with what was found by Sujianti who studied the influence of the level of education and parenting patterns of parents on the socio-emotional development of preschool children in KB and TK Islam Al Irsyad 01 Cilacap. This type of research is quantitative non-experimental with an analytical observational design using a cross sectional approach. The research was conducted at Islamic KB and Kindergarten Al Irsyad 01 Cilacap. Data analysis using Chi Square, the results of most parents (93.3%) apply democratic parenting, most parents (66.7%) have higher education and most students (86.7%) have good social and emotional development.

I. Indirect Influence Between Education Levels Through Parenting Patterns on Social Emotional Development at Tk Gugus Melati, West Banjarmasin District, Banjarmasin City.

Based on the results of data analysis, this study states that there is a significant indirect relationship between the level of education and emotional social through parenting. This shows that the hypothesis is accepted. Based on the above calculation, it can be seen that the direct influence of the level of education (X1) and social emotional (Y) of 0.096 is much greater than the indirect effect of the level of education with social emotional through parenting parents as an intermediary variable which is 0.065.

From the results of the Sobel test, it shows that the calculated t-value is 0.625, this means that $0.625 < 1.652$, so it can be concluded that parenting is an insignificant mediating variable for the relationship between education level and emotional social. Thus the hypothesis that states "there is no direct relationship between the level of education and social emotional through parenting." This is very rational and reasonable because according to Suriansyah (2019) who asserts that a person's rationality is growing along with their education level, a person with higher education is more likely to use rationality than emotionality and conversely low education tends to use emotionality rather than rationality.

Similar research results are also reported from research conducted by Anjum (2014) in his research which uses quantitative research approaches and ex post facto methods. The results showed that parenting has a major influence on the social emotional development of children 83.3% and only 0.17% influenced by other factors. In line with that, the results of Hastuti's research (2016) on the relationship between parenting patterns and the provision of educational game tools (APE) stimulus to children's fine motor development in PAUD

Sendangguwo Village, this type of research uses quantitative research with a correlation analytic approach using a cross sectional research design.

J. Indirect Influence Between Education Levels Through Educational Game Tools on Social Emotional Development in Kindergarten Gugus Melati, West Banjarmasin District, Banjarmasin City.

Based on the results of data analysis, this study states that there is a significant indirect effect between the level of education and social emotional development through educational games. This shows that the hypothesis is accepted. The calculation of the value of the indirect influence of the educational level and socio-emotional variables is as follows: Direct influence ($X_1 \rightarrow Y$): $P_1 = 0.096$. Indirect effect ($X_1 \rightarrow X_3 \rightarrow Y$): $P_2 \times P_3 = 0.021 \times 0.039 = 0.000819$.

Based on the above calculations, it can be seen that the direct influence of the level of education (X_1) and social emotional (Y) of 0.096 is much greater than the indirect effect of the level of education with social-emotional through educational games as an intermediary variable which is 0.000819. The basis of decision making used to test the indirect relationship between education level and emotional social through parenting is if $t_{count} > t_{table}$ ($t_{table} = 1.652$) then the indirect relationship that occurs is significant, on the contrary if the value of $t_{count} < t_{table}$ ($t_{table} = 1.652$) then the indirect relationship that occurs is not significant.

From the results of the Sobel test, the result of the calculation of the t-count value is 0.625, this means that $0.181 < 1.652$ so it can be concluded that parenting is an insignificant mediating variable for the influence of education level and socio-emotional. Thus the hypothesis that states "indirectly there is no influence between the level of education and emotional social through educational game tools.". This is in line with the results of research by Aslamiah., Purwanti, Ngadimun and Noorhafizah (2020) about games as educational tools that have a great influence in developing English learning skills. This development research proves the influence of the game tools used in developing children's language skills. This research on language skills was also investigated by Suriansyah., Amelia., Ngadimun., Purwanti (2020) who concluded that children's language skills will increase by using tools that are appropriate to the needs and development of children. This study proves that children's reading skills can be improved by using these games and game tools.

Pruwanti., Suriansyah., Aslamiah., and Dalle (2018) conclude that the use of Flashcard media in early childhood English introduction can improve early childhood word mastery. The results of this study illustrate that the media can accelerate the improvement of

children's potential. Similar research was also expressed by Maimunah., Aslamiah., Suriansyah (2018) who found that programs that matched between families and schools would increase the character development of early childhood more quickly. This finding illustrates the importance of synergy between parents and teachers in PAUD in the development of various aspects including aspects of children's socio-emotional development.

Another research on parenting and/or parenting was put forward by Putri., Suriansyah., Wahdini. (2019) which found that the education level and income level of parents as well as their parenting pattern for early childhood at home have a strong influence on the formation of children's social behavior. The same thing was also expressed by Cinantya., Suriansyah., and Aslamiah, (2019) who found that the formation of religion-based early childhood character starts from character-based parenting when the child is at home which is recommended synergistically with parenting and character building. (including socio-emotional) while at school.

CONCLUSION

Based on the results of the research and discussion that has been stated, there is a direct influence on the level of education and socio-emotional development of group A children in Gugus Melati Kindergarten, West Banjarmasin District. There is a direct influence of educational game tools and the socio-emotional development of group A children in the Gugus Melati Kindergarten, West Banjarmasin District, There is a direct influence on the level of education and parenting styles of group A children in the Gugus Melati Kindergarten, West Banjarmasin District, There is a direct influence on the level of education and educational game tools group A children in the Melati Group Kindergarten, West Banjarmasin District, There is no indirect effect of education level through parenting of group A children in Gugus Melati Kindergarten, West Banjarmasin District, and No indirect effect of education level through educational games for group A children in Gugus Melati Kindergarten, West Banjarmasin District.

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