

The influence of the social environment on the academic achievement of early children

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KEYWORDS

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ABSTRACT The social environment, including interaction with family, friends, peers, and teachers, has a significant influence on the academic performance of children at an early age. Support for emotional stimulation, cognitive development, and the involvement of active parents and teachers all positively contribute to the academic success of a child at an early age. This study aims to investigate the influence of the social environment on academic performance in early childhood. Environmental social factors, which encompass interactions with family, friends, peers, and teachers, are believed to play a significant role in the cognitive development and academic achievement of children. The research method used is quantitative, employing a survey approach. Data are collected through questionnaires completed by parents and teachers for children aged 4-6 years old in selected parks across various locations in Indonesia, which were chosen randomly. Data are collected through questionnaires, interviews, and observations directly from several kindergarten and preschool schools. Research results show that environmental social support, such as the attention and involvement of active parents in their child's education, interaction with positive friends, as well as a motivating and teaching approach from the teacher, are significantly positively correlated with the academic performance of children at an early age. This study also finds that factors such as the level of parental education, the quality of interactions at home, and the availability of adequate educational facilities contribute to the influence on the academic performance of children.

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1. INTRODUCTION

Early childhood development is a crucial stage in the formation of various aspects of life, including academic performance. The environment in which a child interacts with family, friends, peers, and teachers has a significant influence on their academic development. (Melinda & Iz-zati, 2021). Emotional support stimulates cognitive development, involves active parents and teachers, and positively contributes to the academic performance of children at an early age. (Dianita et al., 2020; Hikmawati, 2023). Environmental social factors, including interactions with family, friends, peers, and teachers, play a crucial role in determining a child's academic performance at an early age. This is a factor that is often overlooked in evaluating education, particularly child age, however, which has a significant impact. Support: The emotional support provided by families and teachers is crucial in establishing a strong foundation for children's academic performance. When children feel emotionally supported, they tend to have more motivation to study. Vice versa, disturbed behaviour at an early age can influence academic achievement in adolescence. (Breslau et al., 2009).

Environmental and social factors play a vital role in determining a child's academic performance. Support emotional, stimulate cognitive, and engage actively. Parents and teachers have a significant influence on the academic development of children. Therefore, it is necessary to make an effort to collaborate between parents, teachers, and educational institutions to create a supportive environment for children to reach optimal performance academics (Solehudin et al., 2023).

Apart from supporting emotional well-being, the stimulation of cognitive abilities provided by the environmental surroundings also plays an important role. Stimulating cognitive activity, such as reading together, playing games, learning, and discussing, can help increase the academic abilities of children. Involving active parents and teachers in supporting the learning process. Children also influence their academic performance. (Budiarti, 2023a). When parents and teachers are actively involved in support activities, children tend to show an enhancement in academic achievement.

Apart from that, the environment in which the family also plays an important role in the development of a child's social age early (Budiarti et al., 2022). Factors like a harmonious family, parental treatment, and parental expecta-

tions for a child can influence the social development of a child (?). Environment, social, and continued child development can grow and influence social behaviour, so interaction with friends, peers, and the environment around becomes an important factor in child development. (Ningrum et al., 2021). A positive social environment, including good interaction with family, friends, peers, and teachers, plays an important role in the development of academic skills in early childhood. Supportive, stimulating cognitive, and engaging parents and teachers are key factors that contribute to the academic achievement of children at an early age.

Several studies also show that the role of parents and teachers is very important in creating an environment supportive of social development in children at an early age (Budiarti, 2023b). Parents and teachers need to be involved in helping children establish connections with positive peers to enhance their social and emotional development. (Mardiyah et al., 2020). Interaction with peer friends also has a significant impact on developing social behaviour in children at early age, which in turn can influence the development of social and emotional performance in children (Ramadhani & Fauziah, 2020).

Additionally, several studies also highlight the importance of strategy for increasing social and emotional skills in children at an early age, because it matters. This can influence the readiness of the school (Nix et al., 2013). Early age plays an important role in supporting the development of social and emotional skills in children (Blewitt et al., 2021). Additionally, research show that practice parenting authoritative can become factor protector to achievement academics in children age early (Kim et al., 2018). Lack of involvement in early can relate to a decline in academic and developmental behaviour problems (Prykanowski et al., 2018). Apart from that, success in developing regulations, emotions and behaviour at an early age also impacts academic achievement in the future (Edossa, 2017).

The influence of the social environment on academic performance in early childhood is an ongoing topic that has received considerable attention in the field of education. However, there is still a need for a deeper study of how interaction with family, friends, peers, and teachers can influence academic achievement in children aged early in Indonesia, in particular in the context of changing social and educational dynamics. This study aims to gain a deeper understanding of the environmental factors that influence social performance in early childhood, particularly the impact of family and teacher support on academic performance in this stage of development in Indonesia. And does the extent of involvement of active parents and teachers in supporting the learning process of children influence their academic performance?

2. METHODOLOGY

The research methods used are quantitative, employing a survey approach. Data are collected through the use of a questionnaire filled out by parents and teachers of children aged 4-6 years old in some parks selected at random in various locations in Indonesia. The participants in the study consist of 60 randomly selected Kindergartens (TK) throughout Indonesia, who were approached via distributed questionnaires using Google Forms. In addition, data was also obtained through interviews conducted via video calls and discussions within the Kindergarten Teach-

ers and Principals WhatsApp Group. This process is conducted intensively over a three-month period, from January to June 2024. Various communication and data collection methods are expected to provide more comprehensive and representative information about the influence of the social environment on academic performance in early childhood across different kindergartens in Indonesia.

3. RESULT & DISCUSSION

3.1 Results

By the general variables used by schools in the study, there are three, namely support emotional, cognitive stimulation, and involvement of parents and teachers. Support emotional covers efforts to create a safe environment, full of love and support for the well-being of psychological students, helping them feel appreciated and motivated for their studies. Stimulation cognitive, on the other hand, focuses on developing intellectual abilities in students through various brain-stimulating activities, such as challenging tasks, educational games, and in-depth, purposeful discussions. To increase critical and creative thinking skills. Parent and teacher involvement reflects collaboration between home and school in supporting the learning process, where parents are actively involved in their child's education, working together with the teacher to provide guidance and support, thereby creating a synergistic and holistic learning environment. Third variable. These variables are interrelated and play a crucial role in supporting the comprehensive development of academic and emotional students.

TABLE 1. Variables used in measuring action at school

No	Variable	Results
1	Support Emotional	Supportive emotional support provided by families and teachers contributes positively to academic performance in early childhood.
2	Stimulation Cognitive	Stimulation of existing cognitive abilities in the environment around children also has a positive impact on their academic development.
3	Parent and Teacher Involvement	Involving active parents and teachers supports the learning process and helps children influence their academic performance. The kids receive strong support, which tends to show an enhancement in academic achievement.

Support emotional, stimulation, cognitive, and parental involvement as well as internal teachers' study. This became the focus of the study. Support emotional covers by giving attention, love, affection, and encouragement to the child. For help, they feel safe and respected. Stimulating cognitive development involves stimulating brain activity in a child, such as playing puzzles, reading books, and engaging in other creative activities. Encouraging a child to think critically and learning matter new things is crucial. Parental involvement in the education of children at an early age is very important because parents who actively participate can provide support and additional resources

to the home, strengthening what children learn in school, and serve as a positive role model. Temporary, educational, and dedicated early childhood teachers play a crucial role in creating a supportive learning environment and facilitating the optimal development of children. Positive interactions between children, parents, and teachers will create a strong foundation for the development of an emotionally and cognitively healthy child.

The results collected via Google Form, Interview Video Call and discussion via WhatsApp Group can be depicted in the table below:

3.2 Discussion

The social environment of a child, which encompasses interactions with family, friends, peers, and teachers, has a profound impact on their academic performance. Support emotional, stimulate cognitive, and involve active parents and teachers, positively contributing to the development of a child's academics at an early age.

A study by [Shafira et al. \(2022\)](#) highlights the importance of intelligence, social-emotional skills in understanding the environment and solving problems ([Shafira et al., 2022](#)). In addition, research by [Machmud et al. \(2020\)](#) shows that the Bajo tribe has strong social skills, which can influence the social skills of children ([Machmud et al., 2020](#)).

[Wulandari et al. \(2022\)](#) highlight that progress technology can have a positive and negative impact on the environment, and social child ([Wulandari et al., 2022](#)).

The environment around, as researched by [Mayar et al. \(2022\)](#), has an important role in the development of creativity in children at an early age ([Mayar et al., 2022](#)). Social protection for children aged early in the family is vulnerable, as researched by Kresnawati and Imelda ([Kresnawati & Imelda, 2020](#)). It also influences the development of a child. Additionally, approach learning such as Problem-Based Learning, as researched by Wijayanti and Katoningsih ([Wijayanti & Katoningsih, 2022](#)) Yes, increase the prosocial behaviour of a child.

The environment, social child, and one's own very significantly influence academic performance in early childhood. Interaction with family, friends, peers, and teachers plays an important role in the cognitive and emotional development of a child. In the family environment, emotional support provided by parents, such as love, attention, and motivation, can create a sense of security and help your child develop trust in you. This support becomes a foundation that enables children to feel more comfortable and motivated to explore the academic world. Additionally, engaging active parents in the learning process, such as helping children with their assignments, reading together,

TABLE 2. Variables used in measuring action at school

No	Kindergarten Name	Amount Student	Cognitive	Psychomotor	Results
1	Nurul Aulia	20	9	9	Very good
2	Al Azhar Syifa Budi Jatibening TA-TK	20	9	8	Very good
3	Wiggle Wool	23	9	8	Very good
4	KB Al Falah Gunungsitoli City	15	9	9	Very good
5	Evening Preschool Posts 16	10	8	8	Good
6	TK Angkasa Tasikmalaya	17	8	8	Good
7	PAUDQ Al Hakim Karawang	18	9	8	Very good
8	TKIT Almarjan (B1)	17	8	8	Good
9	TKIT Almarjan (A1)	15	8	9	Very good
10	Garut Agung Mosque Special Kindergarten	21	9	8	Very good
11	RA Natural Asri	15	9	8	Very good
12	Karya Bhakti PAUD	15	8	9	Very good
13	Bunda Mulia Bilingual Kindergarten Jakarta	20	9	9	Very good
14	KB Hikari	15	9	9	Very good
15	Nur El Fattah PAUD	15	9	8	Very good
16	Darun Nazah Islamic Kindergarten	14	8	9	Very good
17	RA Al-Karomah Ciledug	15	9	9	Very good
18	KB Assa'adah	14	9	8	Very good
19	Karunia Global School Jambi	14	9	8	Very good
20	Friend Litera	14	9	8	Very good

Score:

1. 1-4: Less
2. 5-6: Enough
3. 7-8: OK
4. 9-10: Very Good

and providing cognitive stimulation through educational games, also contributes significantly to a child's academic achievement.

Interaction with friends also has no impact and has lost its importance. Through games and activities, children develop various social skills, such as sharing, collaborating, and problem-solving. Skills are not only important for social development, but also contribute to academic ability, as children study, communicate, think critically, and collaborate in activities at school. A positive connection with a peer friend can increase a child's motivation in their studies and reduce stress, which in turn can improve academic performance.

The role of the teacher as part of the environment and social development of children is also very crucial. Teachers don't only play the role of teacher, but also as mentors and role models who can give support, emotional and stimulating cognitive requirements to children (Solehudin & Darmayanti, 2018). Teachers who are actively involved in a child's learning process, give individual attention, and create an environment that supports learning, can push the child to be more enthusiastic about learning and achieve better academic performance. Combination of emotional support, cognitive stimulation, and active engagement. Good from parents and teachers creates a holistic, supportive ecosystem for academic child development, allowing children to grow early and optimally.

Support emotions provided by family and teachers play an important role in increasing academic performance in children at an age early. When children accept emotional support from family, such as love, attention, and praise, they feel more appreciated and loved (Reyes et al., 2012). This feeling builds a sense of trust. Self and security are very important for cognitive and emotional. Children who feel supported in a way emotionally by the family tend to be more motivated for learn and more enthusiastic in face challenge academic (Gray et al., 2014). They feel certain that their source of power, emotional, can be reliable when facing difficulty.

Additionally, emotional support from the teacher is also very crucial. The teacher demonstrates empathy, understanding, and concern for the emotional needs of children, which can foster a positive and supportive learning environment. When children feel understood and appreciated by their teachers, they are more likely to be involved in activities, learn effectively, feel comfortable asking questions, and show more interest in the material. Another study highlighted a reciprocal relationship between problem behaviour and academic performance in children at an early age, showing that external behaviour can impact academic failure and vice versa (Chen et al., 2022). Therefore, support for emotional rights from families and teachers can help create a supportive environment to increase academic performance in children at an early age.

Overall, support from families and teachers not only helps children feel safer and motivated but also contributes directly to their academic performance. The kids receive consistent and positive support, are more capable of managing stress, have a more positive attitude towards learning, and exhibit improved social skills. Everyone supports factors that contribute to their academic success. Supporting emotional development is a crucial foundation for the development and academic achievement of children at an early age.

Besides that, in children's education, there are several elements that are important for influencing the development of children, among others, emotional support, cognitive stimulation, parent and teacher involvement, as well as the challenges faced. Supporting emotions is very crucial for a child's psychological well-being. When children feel loved, cherished, and safe, they tend to trust themselves more and are more ready to face academic and social challenges. It involves actions such as giving sincere praise, listening with full attention, and providing a stable and loving environment. This support helps children develop resilience, emotional skills, and important social skills for life, which will be important for them in the future.

Stimulation cognitive, on the other hand, focuses on the development of the child's thinking ability. This includes various stimulating activities for the brain, such as reading, playing sharpening games, and engaging in challenging discussions. Stimulation is crucial for the intellectual development of children, including the enhancement of problem-solving, creativity, and analytical abilities. Through cognitive stimulation, children learn to think critically and understand more complex concepts, which ultimately can enhance their academic performance.

The involvement of parents and teachers is a crucial component in supporting children's development. When parents and teachers work together, they can create an environment for synergistic learning. (Suharsiwi et al., 2024) homework and attending school meetings, show their child that education is a priority. On the other hand, teachers provide necessary guidance and adjust teaching methods to meet the needs of each child. Collaboration ensures that children receive consistent support at home and school.

However, travel without challenge. Challenges faced in supporting child development can be varied, ranging from financial difficulties to a lack of time, to differences in views between parents and teachers. This challenge can hinder effective and sustainable engagement. Apart from that, it's a problem that socio-economic factors often become a barrier to accessing power quality education. Overcome challenges. This requires effort, collaboration, and innovative solutions to ensure that all children receive the support they need to develop in a maximally beneficial way.

4. CONCLUSION

Support from families and teachers plays a crucial role in shaping the academic performance of children at an early age in Indonesia. Support can provide a sense of security, motivation, and trust in the child, making them more ready and motivated for study. The kids who receive support for positive emotions tend to have better academic performance compared to those who are underprivileged and receive no support. Additionally, the involvement of active parents and teachers in the learning process has a significant influence on academic performance. When parents and teachers are involved actively, such as through supervision, guidance, and participation in activities, children will feel more supported and motivated to achieve academic goals. Involvement also helps create an environment that is conducive and supportive of learning and academic development in a comprehensive way. Overall, there is good support, emotional involvement, and encouragement from

family and teachers. It's essential to enhance the academic performance of children in Indonesia at an early age.

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