



Development module collaborative guidance counseling service socio-emotional in early childhood

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ABSTRACT

This study aims to test the effectiveness of the collaborative counseling service information module in improving children's socio-emotional development in early childhood at RA Azrina, Medan Marelan. The research method used is research and development (RnD) using the ADDIE model, comprising analysis, design, development, implementation, and evaluation. The study included 20 early childhood children, with teachers and parents serving as assessors of the children's socio-emotional development. Data were collected through observation, interviews, and questionnaires, and a paired-samples t-test was used to assess the effectiveness of the implemented module. The results showed that the application of this information service module significantly enhanced children's socio-emotional development. Statistical tests indicated a significant difference between pretest and posttest scores from teachers and parents, suggesting that collaboration between teachers and parents in using the module played a vital role in the development of children's socio-emotional skills. This research emphasizes the importance of strengthening collaboration between parents and teachers to support children's socio-emotional development in early childhood education. Additionally, this module can serve as a reference for the development of similar programs in other early childhood education institutions.

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ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas modul layanan informasi bimbingan konseling kolaboratif dalam meningkatkan perkembangan sosial emosional anak usia dini di RA Azrina, Medan Marelan. Metode penelitian yang digunakan adalah penelitian dan pengembangan (RnD) dengan model ADDIE, yang terdiri dari analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian ini adalah 20 anak usia dini, dengan guru dan orang tua sebagai penilai perkembangan sosial emosional anak. Data dikumpulkan melalui observasi, wawancara, angket, serta uji paired sample t-test untuk mengukur efektivitas modul yang diterapkan. Hasil penelitian menunjukkan bahwa penerapan modul layanan informasi ini memberikan dampak signifikan dalam meningkatkan perkembangan sosial emosional anak. Berdasarkan hasil uji statistik, terdapat perbedaan yang signifikan antara nilai pretest dan posttest yang diberikan oleh guru dan orang tua, yang mengindikasikan bahwa kolaborasi antara guru dan orang tua dalam menggunakan modul tersebut berperan penting dalam pengembangan keterampilan sosial emosional anak. Penelitian ini memberikan implikasi penting mengenai perlunya penguatan kolaborasi antara orang tua dan guru dalam mendukung perkembangan sosial emosional anak di PAUD. Selain itu, modul ini dapat dijadikan referensi untuk pengembangan program serupa di lembaga pendidikan anak usia dini lainnya.

Kata Kunci: bimbingan konseling; kolaborasi; PAUD; perkembangan sosial emosional

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INTRODUCTION

Early childhood is a crucial period for a child's subsequent development and growth, as it is a sensitive and golden period in life. The importance of quality education and care in early childhood, with appropriate programs, can improve educational and health outcomes in adulthood. (Kiya & Alucyana, 2021). Social-emotional development is crucial during this period, as it is the time when children begin to learn about themselves and those around them. The ability to manage emotions, understand the feelings of others, and build healthy relationships with peers and adults are fundamental skills that will impact a child's future social interactions and well-being. (Herdiyana *et al.*, 2023; Komari & Aslan, 2025).

Social-emotional development is a child's ability to build self-confidence and develop social skills such as sharing, communicating, and collaborating with others. This process is essential for establishing a strong foundation for a child's ability to form healthy relationships and develop a positive personality. (Oktavia *et al.*, 2025). A holistic approach is needed to support children's social and emotional development, integrating education, family support, and social interactions. Collaboration between educational institutions and parents is crucial to ensure children receive positive and consistent experiences in social and emotional learning. (Agustin *et al.*, 2023).

However, in practice, a lack of collaboration between educational institutions and parents has been found, resulting in a mismatch in approaches to character development for children. At RA Azrina School in the Medan Marelan sub-district, it was found that teachers and parents lacked effective collaboration, resulting in the underachievement of children's social and emotional development. This finding was obtained from observations and interviews conducted by researchers with teachers and parents at RA Azrina. Furthermore, the absence of counselors/BK teachers as liaisons and facilitators in parent-teacher collaboration at the school is a factor inhibiting the social and emotional development of early childhood children.

Families play a significant role in supporting optimal child development. A positive parental attitude will positively impact a child's behavior. Conversely, if parents are less than supportive, the child will tend to be irresponsible, exhibit negative behavior, and develop behavioral problems. Parental involvement in a child's education is essential to providing the necessary learning environment and parental participation in the child's learning program at school. Therefore, collaboration between parents and teachers is crucial to supporting the development of children's social and emotional skills. This close collaboration will enable children to become independent, courageous, and adaptable to their social environment. (Arifah *et al.*, 2024).

A lack of effective collaboration between teachers and parents can lead children to have difficulty building positive relationships with peers and adults. (Kiya & Alucyana, 2021). BK teachers/counselors are also an important aspect in collaboration on children's social and emotional development because they play a role in providing advice and guidance to parents and teachers regarding effective parenting strategies. (Chaidi & Drigas, 2020; Cohen & Anders, 2020; Kaizar & Alordiah, 2023). They can share knowledge and information about early childhood development, provide guidance in supporting social-emotional development, and provide positive discipline strategies. (Haslip *et al.*, 2020; Howard & Ferrari, 2022).

Collaboration between counselors, teachers, and parents is a key focus in early childhood education, aimed at maximizing children's social and emotional development. The active role and synergy of various parties (teachers, parents, and counselors/guidance and counseling teachers) are essential to achieving the goals of Early Childhood Education (PAUD). (Fitriyah, 2023). Guidance and counseling services are one form of assistance that can facilitate children's development and growth. (Amanah *et al.*, 2023). Developing and implementing a guidance and counseling program in schools requires a professional who

works in the relevant field. Therefore, the presence of a guidance and counseling teacher/counselor is essential for creating a guidance and counseling program in schools. (Umami *et al.*, 2022).

The purpose of this study was to test the effectiveness of the collaborative guidance and counseling information service module in improving the social and emotional development of early childhood at RA Azrina. This study aimed to determine whether there were significant changes in children's social and emotional development after the implementation of the module, which facilitates collaboration between teachers and parents.

LITERATURE REVIEW

Information Services in Collaborative Counseling Guidance in PAUD

Information services are services that can be provided to both students and parents so they can receive and understand various information. Information services also mean efforts to equip students with knowledge and understanding of their environment. (Bakare & Bakare, 2024; Uralovich *et al.*, 2023). The purpose of information services is to help parents make informed decisions based on the information they receive. This service serves both prevention and understanding. Collaboration between parents and teachers benefits both the child and the parents and teachers themselves. Parents gain a better understanding of their child's developmental needs, while teachers gain greater insight into their child's background. (Wahyuni *et al.*, 2022).

Collaborative guidance and counseling is a guidance and counseling process carried out collaboratively between teachers, parents, and children to help children develop motor skills, balance, and coordination. (Akdemir, 2023; Anita, 2024; Greidanus *et al.*, 2020; Prasetya *et al.*, 2022). Collaborative guidance and counseling is a guidance and counseling process carried out collaboratively between teachers, parents, and children to help children develop social-emotional abilities, social skills, cognitive skills, and physical skills. (Amalia *et al.*, 2023; Rio, 2021). Thompson and McMurray in their book entitled "Designing and Developing Educational Modules" put forward the characteristics of collaboration in counseling, including 1) Problem solving process; 2) Communication; 3) Clarity of roles; 4) Building relationships of respect and mutual trust; 5) Using specific information to achieve goals; 6) Discussing resources; 7) Encouraging change and improvement.

Early Childhood Development

Chaplin, in his book "Dictionary of Psychology," defines development as: 1) Continuous and progressive change in an organism, from birth to death; 2) Growth; 3) Change in form and in the integration of functional parts; and 4) Maturation or the emergence of basic patterns of unlearned behavior. Development is a comprehensive process by which an individual adapts to their environment; it occurs throughout human life, with stages ranging from infancy to old age. Aspects of early childhood development that need to be stimulated appropriately include aspects of social development. (Pangestu, 2025). Because this aspect generally includes the needs of children as individuals in the interaction process, it is called social needs.

Early childhood is a unique individual who has a specific pattern of physical, cognitive, socio-emotional, creative, language, and communication growth and development according to the stage the child is going through. Early childhood development is a process of change that involves physical, cognitive, and socio-emotional aspects in an integrated manner, which forms the foundation for a child's personality, intelligence, and social skills in the future. The main principles of child development include the idea that development occurs gradually and sequentially, meaning that children progress through stages, such as from crawling to walking and from babbling to talking. (Orr, 2022).

Berk and Meyers' book "Development Through the Lifespan" classifies early childhood development into several important domains: Physical development, which includes body growth and gross motor skills (running, jumping) and fine motor skills (drawing, holding a pencil). Cognitive development relates to a child's ability to think, remember, process information, and use language. Social-emotional development, according to Berk and Meyers in their book "Development Through the Lifespan," is a child's ability to recognize and manage emotions, establish relationships, and develop self-confidence. A child's moral and spiritual development is formed through values instilled in the environment, such as honesty, empathy, politeness, and an understanding of right and wrong. (Rusli *et al.*, 2023).

Early childhood development is greatly influenced by various factors, both internal and external. Internal factors include genetics and health conditions, while external factors include parenting styles, family environment, social interactions, and the quality of education. The appropriate interaction between these factors will result in optimal growth and character development for children who are psychologically and socially healthy. (Kuku *et al.*, 2025).

Aspects of Social and Emotional Development in Early Childhood

In his book "Child Development," Hurlock states that social development means acquiring behavioral skills that meet social demands. Therefore, it can be stated that social development can also mean the process by which children learn to adapt to group norms, morals, and traditions, while communicating and cooperating with one another. Therefore, it can be stated that social development can also mean the process by which children learn to adapt to group norms, morals, and traditions, while communicating and cooperating with one another.

Social-emotional development (SED) is a child's ability to understand others through how they act with those around them, including adults. This refers to the behaviors and responses children display during play and activities with family members, teachers, friends, and caregivers. Social-emotional development refers to behavioral changes caused by specific emotions surrounding early life and experienced through interactions with others. (Mayra *et al.*, 2022; Istianti *et al.*, 2023). Social development is the growth of a person's ability to interact with others, while emotional development is the representation of a person's emotions through words, behavior, such as facial expressions and other actions (verbal or non-verbal), managing and expressing them. (Suleyeva *et al.*, 2022).

Children's social and emotional development is the process by which children develop the ability to understand and manage their own emotions, establish healthy relationships with others, and participate constructively in social interactions. Social and emotional skills in children are crucial for their development, both socially and academically. These skills encompass various aspects that enable children to interact with others, understand their own emotions, and build healthy relationships. (Damayanti *et al.*, 2025).

METHODS

This research is a product-oriented research and development (R&D) study. Research and development methods are methods used to produce specific products and test their effectiveness. Research and development in learning is the process of developing or validating educational products and teaching methods. The research was conducted at RA Azrina, Rengas Pulau Village, Medan Marelan District.

In the development stage, the instruments used are: 1) Observation, to find out strategies and methods that can be developed to suit the needs of PAUD teachers and parents at RA Azrina Medan; 2) Interviews with parents and PAUD teachers, to find out how the views and behavior of parents and teachers regarding social emotional development in early childhood; 3) Questionnaire sheet, as an instrument in measuring

the level of feasibility, practicality and effectiveness of the product being developed. The method used is the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). This model was chosen because it is very often used to describe a systematic instructional approach. In this development, it can be interpreted as an effort to expand where to bring a state or situation in stages to a more perfect or more complete situation with even better conditions.

In this study, the ADDIE model stages, namely: the initial step is to conduct an analysis, which is divided into 3, namely: 1) Problem analysis, 2) Needs analysis, and 3) Material analysis. The product design is then implemented as a module based on the analysis results. In the next stage, product development is carried out by validating the design, material, and language experts to obtain the feasibility of the module before being implemented. Next is the implementation stage, namely, the module that has been declared feasible by experts will be tested in the field to see the practicality and effectiveness of the product that has been developed. The final stage is evaluation, encompassing the improvements made during the product development process through to the field trial.

In the product effectiveness testing phase, the sampling technique used was cluster random sampling, where in cluster random sampling, the selected group or area is not an individual but a group or area, which is then called a cluster. In this study, there were only two population classes with 20 early childhood children in each class. Therefore, the sample in this study was one class that was randomly selected as the research subject. Teachers and parents in the sample class were involved as subjects in the provision of collaborative guidance and counseling information services modules. They also acted as assessors of the social-emotional development achievements of the 20 early childhood children who became the research sample to see the effectiveness of the developed product. This study used a paired samples t-test to test the average difference between the conditions before and after treatment, with the statistical decision indicating acceptance of H_a , which means the developed module has a positive influence on children's social-emotional development.

Based on the objectives of this study, the hypotheses proposed are as follows:

- H_0 (Null Hypothesis) states that there is no significant difference in children's social-emotional development before and after the implementation of the collaborative guidance and counseling information service module.
- H_a (Alternative Hypothesis) suggests that there is a significant difference in children's social-emotional development after implementing the module.

RESULTS AND DISCUSSION

Results

In the development stage, the systematically developed conceptual design will be transformed into a product that can be used in real-world situations in schools. This stage involves developing the module framework, starting with designing the module cover, compiling the BKK information service materials, and creating a conclusion and bibliography. The module's components are shown in Figure 1 below.



i (Cover)



ii (List of contents)



iii (Module Material Cover)



iv (Module Contents)



v (Closing Section)



vi (Bibliography)

Figure 1. Module view after product evaluation
Source: 2025 Research

During the implementation phase, the developed module is used by parents and teachers to provide information about children's social and emotional development. This module also aims to assess the impact on early childhood social and emotional development. In this phase, parents and teachers will collaborate to assess and implement activities that can encourage improvements in children's social and emotional development, as outlined in the module. To determine whether the module is suitable for use by the community, it is necessary to test the product's feasibility, practicality, and effectiveness during the development and implementation phases.

Product Feasibility Test

The feasibility test will measure the validity of the product developed based on the experts in their fields. Validation is carried out to generate product validity measurement data, as well as suggestions and input from validators, as a reference for making improvements until the average product is declared valid. Validation is divided into three categories, namely: 1) Validation by material experts; 2) Validation by

language experts; and 3) Validation by design experts. This test was carried out by two validators in each category. By combining the averages from each validator, the following results were obtained in **Table 1**.

Table 1. Average Values of Experts

No	Aspect	Average value
1	Suitability of Content (material)	89%
2	Use of Language	82%
3	Graphics/design	93%
Total Average Value		88%
Criteria		Very Valid

Source: Research 2025

In Table 1, the average validation value of the experts obtained a result of 88%, which is categorized as very feasible/very valid. According to Sugiyono in the book entitled "Metode Penelitian Kuantitatif, Kualitatif, dan R&D", the validation criteria at an average of 81%-100% are stated as "very valid" or "very feasible to use", so it can be concluded that the information service module on collaborative counseling guidance for early childhood 5-6 years in achieving aspects of social emotional development is stated as "very feasible to use" both in terms of design, material, and language in the module.

Practicality Test

This practicality test was conducted on parents and teachers to measure the practicality of using the developed product. This test was conducted in two stages: a Small Group Test and a Field Test. The Small Group Test was conducted to obtain initial empirical evidence regarding the practicality and feasibility of product implementation, as well as in-depth input for overall improvements, before use on a larger number of subjects. In this case, the small group test was to determine the feasibility of the module based on a limited number of parents and PAUD teachers. This small group test involved 8 parents and 2 PAUD teachers. The results obtained are as follows in **Table 2**.

Table 2. Results of Small Group Test of Product Practicality

Total score	Average Percentage	Criteria
937	94%	Very Practical

Sumber: Penelitian 2025

Table 2 shows an average percentage of 94%. According to Riduwan and Akdon in their book "Rumus dan Data dalam Aplikasi Statistik," a percentage value of 81-100% is categorized as very practical. This means that the BKK information service module product for early childhood aged 5-6 years is very practical in achieving aspects of social and emotional development.

Field testing is a step to determine whether the product is practical in use. This test was conducted on 20 parents of early childhood children and 2 early childhood education (PAUD) teachers as research subjects.

This test assessed the product's practicality in the BKK information service module for 5-6-year-olds in achieving aspects of social and emotional development. The results obtained are as follows in Table 3.

Table 3. Product Practicality Test Results

Overall Total Score	Maximum Score	Average Percentage	Criteria
2020	2200	91%	Sangat Praktis

Source: Research 2025

Table 3 shows an average percentage of 91%. According to Riduwan and Akdon in their book "Formulas and Data in Statistical Applications," a percentage value of 81-100% is categorized as very practical, meaning that the BKK information service module product for early childhood aged 5-6 years is very practical in achieving aspects of social and emotional development.

Effectiveness Test

The effectiveness test is divided into two assessment categories, namely teacher assessment at school and parent assessment at home, of 20 AUD as experimental subjects before and after being given treatment in the form of a BKK module that contains strategies and activities to support the development of children's social and emotional aspects. Effectiveness can be measured by the results of assessments from parents and teachers of early childhood as research subjects, so that pretest and posttest data results will be obtained.

The product effectiveness analysis technique in this study was a pre-experimental design in the form of a one-group pretest-posttest design, which compared the initial conditions by distributing questionnaires before being given the module, and then tested again after being given the BKK information service module. In this test, two stages of testing were carried out, namely: 1) Paired Sample t-test, which is one of the testing methods used to assess the effectiveness of the treatment, marked by the difference in the average before and the average after being given the treatment. The test was carried out using a significant 0.05 ($\alpha = 5\%$) between the independent variable and the dependent variable; 2) N-Gain is an internationally recognized standard measure for evaluating the impact of educational interventions, introduced by Richard R. Hake in his book "Analyzing Change/Gain Score". This test was carried out to determine the difference in pretest and posttest scores on the product, then calculated using the gain score technique. The results of the paired sample t-test, Teachers as assessors of 20 early childhood children who were the subjects of the study on the achievement of social-emotional development. These results were obtained using SPSS 22. The results of the effectiveness test are as follows in **Table 4** and **Table 5**.

Table 4. Paired Samples Statistics Teachers

		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>Pair</i>	<i>Pre_Test</i>	6.55	20	1.050	.235
1	<i>Post_Test</i>	12.10	20	1.021	.228

Source: Research 2025

Table 5. Paired Samples Test Teachers

		Paired Differences					<i>t</i>	<i>df</i>	Sig. (2-tailed)
	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	95% Confidence Interval of the Difference					
				<i>Lower</i>	<i>Upper</i>				
<i>Pair 1</i>	<i>Pre_Test - Post_Test</i>	-5.550	1.468	.328	-6.237	-4.863	-16.907	19	.000

Source: Research 2025

Descriptively, there was a significant increase in the average value from 6.55 in the pretest to 12.10 in the posttest. This increase indicates an effect of the treatment or intervention given between the two measurements. The statistical decision for the paired samples t-test is based on the comparison of the Sig. (2-tailed) value with the significance level used sig. = 0.05. Because the Sig. (2-tailed) value (0.000) is smaller than the significance level Sig. 0.05, then H0 is rejected, and Ha is accepted.

Based on these findings, it can be concluded that there is a significant difference in the average score between the pretest and posttest results. Considering that the posttest average of 12.10 is substantially higher than the pretest average of 6.55, it is concluded that the treatment or intervention provided is effective in improving the measured scores or results.

The results of the paired sample t-test using parents as assessors of 20 early childhood children who were the subjects of the study on social and emotional development achievements. These results were obtained using SPSS 22. The results of the effectiveness test are as follows in **Tables 6 and 7**.

Table 6. Paired Samples Statistics Parents

		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>Pair 1</i>	<i>Pre_Test</i>	6.90	20	1.210	.270
	<i>Post_Test</i>	11.90	20	1.252	.280

Sumber: Penelitian 2025

Table 7. Paired Samples Test Parents

		Paired Differences					<i>t</i>	<i>df</i>	Sig. (2-tailed)
	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	95% Confidence Interval of the Difference					
				<i>Lower</i>	<i>Upper</i>				
<i>Pair 1</i>	<i>Pre_Test - Post_Test</i>	-5.000	1.835	.410	-5.859	-4.141	12.183	19	.000

Source: Research 2025

Descriptively, there was a significant increase in the average value from 6.90 in the pretest to 11.90 in the posttest. This increase indicates an effect of the treatment or intervention given between the two measurements. The statistical decision for the paired samples t-test is based on the comparison of the Sig. (2-tailed) value with the significance level used sig. = 0.05. Because the Sig. (2-tailed) value (0.000) is smaller than the significance level Sig. 0.05, then H0 is rejected, and Ha is accepted.

Therefore, it can be concluded that there is a significant difference in the average score between the pretest and posttest results. Considering that the posttest average of 11.90 is substantially higher than the pretest average of 6.90, it is concluded that the treatment or intervention provided is effective in improving the measured scores or results.

The results of the N-Gain Test of 20 AUD teachers in achieving social-emotional development can be seen in **Table 8**.

Table 8. Results of Teacher N-Gain Calculations on the Achievement of Social-Emotional Development Aspects of 5-6 Year Old AUD

Average Value	Maximum Score	Minimum Score	Std. Deviasi	Category
0,52	1.00	0.00	0,1198	Sedang

Source: Research 2025

According to Hake in his book *"Analyzing Change/Gain Score"*, the range of $0.3 \leq \bar{g} < 0.7$ in n-gain is included in the medium category. In the n-gain score from teachers as assessors of 20 early childhood subjects, the results obtained were 0.54 or 54%, meaning that the teacher's n-gain score was categorized as medium. Analysis of the distribution of individual data strongly supports the conclusion of the Medium category. The majority of participants, namely 15 of 20 parents (75%), showed an increase in the Medium category ($0.3 \leq \bar{g} < 0.7$) in the achievement of the social-emotional aspects of early childhood 5-6 years. Four parents (20%) achieved the High N-Gain category ($\bar{g} \geq 0.7$), this indicates that the module has effectiveness in supporting the social-emotional development aspects of early childhood 5-6 years. Only 1 parent (5%) is in the Low category ($\bar{g} < 0.3$). The consistency of the results in the Medium category and the significant High achievement imply that this module is effective in improving the social-emotional development aspects of early childhood aged 5-6 years.

Discussion

This study tested the effectiveness of a collaborative guidance and counseling information service module in improving the social and emotional development of early childhood at RA Azrina, Medan Marelan. The results showed that the module significantly improved children's social and emotional skills, both as assessed by teachers and parents. These findings support the theories described in the literature review regarding the importance of support and collaboration between parents and teachers in the social and emotional development of early childhood. (Agustin *et al.*, 2023; Kiya & Alucyana, 2021). Close collaboration between teachers and parents has been shown to positively affect children's development, consistent with research indicating that effective communication and cooperation between the two parties can accelerate children's social and emotional development. (Arifah *et al.*, 2024). This collaboration provides significant benefits for both children, parents, and teachers. (Wahyuni *et al.*, 2022)

One of the key findings of this study is the importance of information services as a means to improve parents' and teachers' understanding of children's social and emotional development. In this study, the collaborative guidance and counseling module provided clear and easy-to-understand information on how to support children's social and emotional development, which supports the study's finding that effective information delivery improves teachers' and parents' ability to support children. Although collaboration between parents and teachers has been shown to be effective in improving children's social and emotional development, the results of this study also highlight challenges related to consistent implementation. Limited training for teachers and parents to implement the module sustainably could be a factor limiting its long-term effectiveness. This aligns with findings presented by Hurlock in his book "Child Development," which states that although children's social and emotional development can be encouraged by positive

interactions between parents and teachers, other factors, such as appropriate training and strategies, also influence the sustainability of these positive impacts. As explained in previous research, children's social and emotional development depends not only on interactions at school but is also greatly influenced by parenting styles at home and social interactions in the surrounding environment. (Kuku *et al.*, 2025; Lustiawati, 2022).

Collaboration between teachers and parents also faces cultural challenges and differing parenting styles. A lack of shared understanding between parents and teachers about their roles in supporting children's social and emotional development often presents a barrier. (Kiya & Alucyana, 2021). In this study, despite the module designed to enhance this understanding, there was variability in how parents and teachers implemented the information provided. Factors such as differences in parental educational background, differing parenting styles, and the level of parental involvement in their child's education can influence the effectiveness of this collaboration. The differences in results between this study and previous studies, which focused more on the role of parents in the education of children with special needs, while this study examined a more general collaborative guidance and counseling module in early childhood education. (Chaidi & Drigas, 2020). Nevertheless, the findings of this study still support the importance of parental involvement in supporting children's social and emotional development, which shows that the role of parents is very important in forming children's social and emotional skills. (Cohen & Anders, 2020).

This study also showed that the collaborative guidance and counseling module was quite effective in improving children's social-emotional skills, with N-Gain falling into the moderate category. Collaboration-based interventions can improve children's social-emotional skills, although results vary depending on the context and implementation. (Amalia *et al.*, 2023). This finding is also consistent with other research, which shows that the development of social-emotional skills is strongly influenced by a holistic approach and involves multiple stakeholders, including parents and teachers. (Damayanti *et al.*, 2025). In practice, the findings of this study can inform policy at the early childhood education (PAUD) level by developing guidance and counseling modules that support collaboration between parents and teachers. Other PAUD institutions can adapt such modules to enhance children's social and emotional development in a more systematic and structured manner. Policies that encourage training for parents and teachers on the importance of this collaboration also need to be prioritized to maximize the benefits of this program.

This study has several limitations. One is the limited sample size, involving only two classes in one school, which may affect the generalizability of the results. Diversity in the sample and a broader social context would provide a more comprehensive picture of the effectiveness of this intervention. Further research using a larger sample and across multiple PAUD schools is recommended to assess the effectiveness of this module in a broader context. Another limitation of this study is the reliance on teacher and parent assessments alone to measure children's social-emotional development. While both parties have important insights, direct assessments from children or external observations from a third party, such as a psychologist or professional counselor, can provide a more objective and comprehensive perspective on children's social-emotional development. As a suggestion for further research, it is recommended that this study be expanded by including additional PAUD schools and extending the observation period to assess the sustainability of the module's long-term impact.

CONCLUSION

Based on the results of this study, it can be concluded that the implementation of the collaborative guidance and counseling information service module significantly improves the social and emotional development of early childhood at RA Azrina. Based on paired-samples t-tests, a significant difference was found between pretest and posttest scores across both teacher and parent assessments. This indicates that the intervention provided, namely the collaborative guidance and counseling module, is

effective in improving children's social and emotional aspects. These results also confirm the alternative hypothesis (H_a), which states that the implementation of the module has a positive impact on children's social and emotional development.

Overall, this study demonstrates that collaboration between teachers and parents, facilitated by a collaborative guidance and counseling module, plays a crucial role in improving children's social and emotional skills. Therefore, the successful implementation of this module can serve as a model that other early childhood education institutions can adapt to improve children's social and emotional development in the future.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the article's data and content are free of plagiarism.

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