atthufulah
Early Childhood
Education Journa

10.35316/atthufulah.2026.v7i1.63-79
[Vol. 7 No. 1] | October 2026
P-ISSN : 2745-6838
E-ISSN : 2745-682X

THE EFFECTT OF PARENTS' ECONOMIC STATUS ON THE SELF-ESTEEM OF PRESCHOOL CHILDREN

Irisya Nuruliyah[1], Ichsan[2], Miftah Pahlevi[3] Irsyad Alfath[4]
[1,2]Universitas Islam Negeri Sunan Kalijaga Yogyakarta (55281), Indonesia
[3]International Islamic University of Malaysia (53100), Malaysia
[4]Universitas Ahmad Dahlan Yogyakarta (55161), Indonesia
Email: [1] nuruliyahirisya@gmail.com , [2]ichsan01@uin-suka.ac.id,
[3]m.pahlevi@live.iium.edu.m, [4]irsyadbangka@gmail.com

ABSTRAK
Self-esteem is a big part of children's social and emotional development, helping to shape their self-confidence, ability to communicate with others, and capacity to tackle increasingly complex tasks. Family background, particularly the socioeconomic standing of parents, is thought to shape how a child's self-esteem emerges from the earliest years of life. Using a quantitative, ex post facto design, this study set out to examine how parents' socioeconomic standing relates to self-esteem among young children. The study was conducted in May 2026 at Kindergarten X, involving 80 children aged 5–6 years who were selected using total sampling. Data on parents' socioeconomic status were collected via a questionnaire covering indicators of educational level, occupation, and income, while self-esteem data were obtained through an observation sheet consisting of 20 statements. Data were processed with the aid of Jamovi software, covering descriptive statistics, an instrument reliability check, a test of normal distribution, and a simple linear regression. The results indicated that both parents' socioeconomic status and young children's self-esteem fell into the moderate category. Regression analysis showed that parents' economic and social status had a positively and significantly influential effect on the development of self-esteem in young children. These findings indicate that a family's socioeconomic conditions contribute to the formation of children's positive self-perception. The study points to the need for closer cooperation between families and schools in building surroundings that nurture children's self-esteem from an early age.

Kata Kunci: Early Childhood, Educational Psychology, Parents, Self-Esteem, Socioeconomic Status

ABSTRACT
Self-esteem merupakan bagian penting dalam perkembangan sosial dan emosional anak yang membantu membentuk rasa percaya diri, kemampuan berkomunikasi dengan orang lain, serta kemampuan anak dalam menghadapi berbagai tugas yang berkembang. Kondisi keluarga, termasuk status sosial ekonomi orang tua, diduga turut memengaruhi pembentukan self-esteem anak sejak usia dini. Riset ini memakai pendekatan kuantitatif berdesain ex post facto guna mengkaji pengaruh status sosial ekonomi orang tua terhadap self-esteem anak usia dini. Kegiatan penelitian berlangsung pada Mei 2026 di TK X, melibatkan seluruh 80 anak berusia 5–6 tahun yang dipilih melalui teknik total sampling. Data status sosial ekonomi orang tua dikumpulkan melalui angket yang mencakup indikator tingkat pendidikan, jenis pekerjaan, dan besarnya pendapatan, sedangkan data self-esteem diperoleh melalui lembar observasi yang terdiri atas 20 butir pernyataan. Analisis data diterapkan dengan menggunakan statistik

deskriptif, pengujian reliabilitas, uji normalitas, dan regresi linear sederhana dengan bantuan perangkat lunak Jamovi. Hasil penelitian menyatakan bahwa status sosial ekonomi orang tua dan self-esteem anak usia dini berada pada kategori sedang. Analisis regresi memperlihatkan bahwa tingkat kemampuan ekonomi dan sosial orang tua memengaruhi secara positif dan berarti terhadap tumbuhnya rasa percaya diri anak usia dini. Temuan ini mengindikasikan bahwa kondisi sosial ekonomi keluarga berkontribusi dalam pembentukan persepsi positif anak terhadap dirinya. Penelitian ini menegaskan pentingnya sinergi antara keluarga dan lembaga pendidikan dalam menciptakan lingkungan yang mendukung perkembangan self-esteem anak sejak usia dini.

Keywords: Anak Usia Dini, Orangtua, Psikologi Pendidikan, Status Sosial Ekonomi, Self-Esteem

Received: June 18, 2026 *Revised: September 21, 2026* *Accepted: September 23, 2026* *Published: October 20, 2026*

INTRODUCTION

Why are some children able to act with confidence, speak up boldly, and not give up easily when facing difficulties, while others tend to doubt their own abilities? This question is a key focus in educational psychology research because it relates to the development of self-esteem from an early age. Self-esteem is an individual's evaluation of his or her own worth and value, reflected through self-confidence, self-acceptance, and belief in one's own abilities. This construct carries considerable urgency for examination from early childhood onward, given that this period constitutes a fundamental phase in the formation of self-concept, which subsequently shapes children's thought patterns and behavior at later developmental stages, since early childhood represents a significant period for the formation of self-esteem that substantially affects an individual's life achievements later on (Rubin, 2023). Self-esteem formed in early childhood not only functions as an indicator of children's psychological well-being but also serves as a foundation for their ability to face social and academic demands, both within the family and school environments, because self-esteem instilled from an early age contributes to determining children's learning engagement and academic achievement at subsequent educational levels (Fute et al., 2023).

Various studies indicate that positively developing self-esteem contributes to social competence, mental health, learning motivation, and children's success in adjusting to their surrounding environment (Orth & Robins, 2022). Furthermore, stable self-esteem also plays an important role in the formation of children's resilience when facing psychosocial pressure, enabling individuals to manage high-pressure situations more effectively and supporting psychological adjustment in children facing social vulnerability (González-Arratia López-

Fuentes et al., 2025). Conversely, low self-esteem in early life has the potential to give rise to various psychosocial obstacles that may persist into subsequent developmental stages (Podsiadłowski et al., 2024). This urgency becomes increasingly relevant given that the formation of children's self-esteem is strongly influenced by family environmental conditions, including parental socioeconomic status, which also determines the extent to which parents are able to provide optimal attention and support for children's psychosocial development (Syahyoeseva & Nurhafizah, 2023). Thus, examining the relationship between parental socioeconomic status and early childhood self-esteem becomes important for understanding the root of the disparity in children's psychological development from the golden period of their growth.

The development of self-esteem is not only influenced by internal factors originating from the child but is also shaped through social experiences obtained from the child's immediate environment (Krauss & Orth, 2024). In this process, the family occupies a highly strategic position, as it is the first setting in which children obtain recognition, emotional support, appreciation, and opportunities to develop their competencies. Warm and responsive interaction from parents can help children build a positive perception of themselves (Kim, 2022), so that children who grow up under this type of parenting generally display high self-esteem characteristics, such as being willing to try new things, adapting easily in group play, daring to express opinions without fear of being blamed, and tending to recover more quickly from minor setbacks. This condition aligns with findings that reinforcing self-esteem from an early age helps children protect themselves from feelings of inferiority and behave more assertively when facing negative treatment from peers, including the potential for bullying (Anggraeni & Muchlisin, 2023)Conversely, an unsupportive family environment risks hindering children's self-esteem development (Krauss & Orth, 2024), which is reflected in children's tendency to withdraw from social interaction, easily feel inferior when compared with peers, be reluctant to try new challenges for fear of failure, and rely more heavily on others' judgment or approval to feel worthy of themselves. This pattern is also commonly found in families with limited socioeconomic status, where scarce resources affect the quality of emotional stimulation mediated by such conditions (Li et al., 2024). Therefore, the quality of the family environment becomes one of the important factors that needs to be considered in efforts to support children's psychological development.

One characteristic of families believed to influence a child’s developmental experience is the parents’ socioeconomic status (Akram et al., 2024). Socioeconomic status describes a

family's position in society, which is generally determined by educational level, type of employment, and income level. Better socioeconomic conditions allow families to provide a wider range of resources to support children's growth and development—whether in the form of educational facilities, access to healthcare, or adequate social stimulation (Chang et al., 2024). Conversely, economic constraints are often accompanied by increased stress within the family, which can affect childcare quality as well as interactions between parents and kids. (T. Liu et al., 2024).

This phenomenon becomes increasingly significant when considered in relation to children's self-esteem development. Several studies have found that children from families with better economic conditions tend to exhibit higher levels to self-confidence and psychological well-being compared to children living in economic hardship (Chang et al., 2024). However, research findings are not entirely consistent. A number of studies show than socioeconomic status does not always have a direct impact on a child's psychological growth, but rather that this growth can be influenced by the quality of care, emotional bonds within the family, and the educational environment in which the child is raised (Kim, 2022). These various findings indicate that the link between socioeconomic status and personal self-esteem still requires further research.

On the other hand, research on family economic status has so far been directed more toward academic achievement (Fahrurrozi et al., 2022), school readiness (Prastya & Sekartini, 2024), as well as children's language development and literacy skills. Studies that specifically position self-esteem as the primary variable remain relatively limited, particularly for the early childhood group within the Indonesian educational context, even though self-esteem is a fundamental psychological aspect that also determines children's readiness to face academic and social demands at subsequent levels. In addition, most previous research has been conducted on school-age children and adolescents, so the developmental characteristics of early childhood have not been widely explored empirically, even though this period is precisely the early foundation for the formation of children's self-concept and self-evaluation. Indeed, research on school readiness among preschool-age children itself remains limited in number in Indonesia , making this gap even more apparent when specifically linked to self-esteem. This condition indicates the presence of both an empirical gap and a population gap, namely the limited research that directly examines the relationship between parental socioeconomic status and self-esteem in the early childhood group in Indonesia. In fact, understanding the relationship between these two variables from the golden period of development is crucial,

given that interventions carried out during this period have the potential to produce more effective long-term impacts compared to interventions administered at a later age. Accordingly, this research is relevant for filling this gap while also enriching the body of knowledge on early childhood education in Indonesia.

Drawing on this background, the present study sets out to examine how parents' financial standing affects the self-esteem of early childhood students. The uniqueness of this study lies in its examination of the relationship between these two variables in children aged 5–6 years, using indicators of economic status—including parents' education, occupation, and income—and measuring self-esteem through observation of children's behavior in the school environment. The research results are anticipated to contribute to research in early childhood educational psychology while providing an empirical foundation for parents, teachers, and educational institutions.

METHOD

This study employs a positivist paradigm, which views social phenomena as realities that can be objectively measured through empirical data and analyzed using statistical procedures. This paradigm emphasizes testing the relationships between variables based on data collected in the field, thereby enabling researchers to draw measurable and testable conclusions (Creswell & Creswell, 2018). In line with the research objective, which focuses on examining the effect of the socioeconomic status of parents and their children's self-esteem in early childhood, this study employs a quantitative approach because this approach can yield numerical data that can be systematically analyzed to explain the relationships among the research variables (Sugiono, 2022).

This research was designed as a quantitative study following an ex post facto approach. This approach was used because it doesn't manipulate the variables under study, but rather examines the relationships that occur naturally based on the respondents' actual conditions in the field (Cohen et al., 2018). The study was designed using a simple linear regression model aimed at testing the effect of parents' socioeconomic status as the independent variable (X) on early childhood self-esteem as the dependent variable (Y). Through this design, the study not only describes the characteristics of each variable but also explains the extent to which parents' socioeconomic status contributes to early childhood self-esteem.

The study was conducted in May 2026 at Kindergarten X, which has been anonymized to protect the institution's identity. The study population consisted of all 80 children aged 5–6

years enrolled for the 2025/2026 school year. Given the relatively limited population size, this study employed total sampling, in which all members of the population were included as the study sample (Sugiono, 2022). Accordingly, the sample analyzed in this study consists of 80 children together with their parents, from whom data on family socioeconomic status were obtained.

Data collection was carried out using two research instruments designed to measure each variable operationally. The parental economic status variable was measured through a questionnaire developed based on three main indicators: parental education level (categorized from not having completed/having not completed elementary school up to the higher education level), parental type of employment (grouped according to skill level and employment status, ranging from unemployed and informal/manual labor to professional or permanent employee), and monthly family income level (categorized into several nominal ranges based on the local minimum wage standard), reflecting indicators commonly used in measuring family socioeconomic status (Solikhati & Kusumastuti, 2025). This instrument was administered to parents in the form of a Google Form to facilitate the data collection process. Each indicator was scored according to the established categories and then summed to produce a total score representing the overall level of family socioeconomic status. Meanwhile, the early childhood self-esteem variable was measured using an observation sheet consisting of 20 statement items, developed based on three main components of self-esteem in early childhood: feelings of acceptance (the child's ability to engage in social interaction and feel accepted within a group), feelings of competence (the child's confidence in their ability to complete tasks or activities), and feelings of worth (the child's appreciation of themselves as an individual). Each statement item was rated using a four-level scale: Not Yet Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB). Observations were carried out by classroom teachers who understood children's developmental characteristics, enabling them to provide objective assessments of behaviors reflecting children's self-esteem.

The data collection procedure began with the development of the instrument based on a review of relevant theories and prior research. The instrument was then reviewed by experts to obtain content validation before being used in the study. After obtaining research permission from the school, the researcher distributed a socioeconomic status questionnaire to parents via Google Forms and distributed the observation sheets to classroom teachers. The collected data was then checked for completeness, coded, and tabulated in a Microsoft Excel worksheet before being imported into Jamovi software for further analysis. The following steps will be taken to

make sure that the data used in our research meets the principles of accuracy and traceability of research data (Sugiono, 2022).

Data analysis was conducted using the latest version of Jamovi software. The initial stage of this analysis involved descriptive statistics to obtain an overview of the parents' sociodemographic status and the self-esteem of younger children, using the minimum, maximum, mean, and standard deviation. Next, the reliability of the instrument was tested utilizing the Alpha Cronbach coefficient to evaluate the consistency of the self-esteem measure. Next, a normally distributed data test was conducted with the Shapiro-Wilk test as a prerequisite to parametric analysis. The hypothesis was examined through simple linear regression to establish whether parents' socioeconomic status affects young children's self-esteem. with decisions based on a 5% significance threshold ($\alpha = 0.05$). A p-value below 0.05 would lead to acceptance of the hypothesis, indicating a statistically meaningful effect of parents' socioeconomic status on younger children's self-esteem.

RESULTS AND DISCUSSION

Overview of Parents' Socioeconomic Status and Young Children's Self-Esteem

descriptive analysis was conducted to obtain an overview of the parents' socio-economic status and the self-esteem of young kids. The analysis results show that all of the data collected from the 80 respondents can be used in this study because there was no *missing data.* Table 1 presents the descriptive statistics for both research variables.

Table 1. Description of Research Variables

Variable	N	Mean	Median	SD	Minimum	Maximum
Parents' Socioeconomic Status	80	17.2	18.5	5.63	7	25
Self-Esteem in Early Childhood	80	49.8	50.0	17.3	20	78

Based on Table 1, the variable for parents' socioeconomic status has a mean of 17.2 with a median of 18.5. The lowest score obtained by respondents was 7 and the highest was 25, with a standard deviation of 5.63. This mean value indicates that, in general, parents' socioeconomic status falls into the moderate category. This suggests that most families have sufficient levels of education, employment, and income to support their children's developmental needs.

Meanwhile, the variable for early childhood self-esteem had a mean of 49.8 with a median of 50.0. The lowest score obtained by a child was 20 and the highest was 78, while the standard deviation was 17.3. These results show that children's self-esteem levels fall into the moderate category. The mean value being close to the median indicates that the data distribution is relatively even and does not show overly extreme differences among respondents.

Data Normality Test

To check whether the data for each variable followed a normal distribution, a normality test was applied, with the results summarized in Table 2.

Table 2. Shapiro-Wilk Normality Test Results

Variable	W	p
Parents' Socioeconomic Status	0.897	< 0.001
Early Childhood Self-Esteem	0.908	< 0.001

Based on Table 2, the significance values for both variables are below 0.05. These results indicate that neither the data on parents' socioeconomic status nor the self-esteem of young children is normally distributed. Nevertheless, this study can still proceed using linear regression analysis because the sample size is 80 respondents. With a relatively large sample size, parametric analysis can still be used in accordance with the *Central Limit Theorem*, ensuring that the analysis results remain statistically interpretable.

Reliability Test of the Self-Esteem Instrument

To gauge how consistently the 20-item self-esteem observation tool performed, a reliability test was carried out. Table 3 presents the resulting Cronbach's Alpha figures.

Table 3. Reliability Test Results for the Self-Esteem Instrument

Variable	Cronbach's Alpha
Early Childhood Self-Esteem	0.986

The analysis results show a Cronbach's Alpha value of 0.986. This value is well above the lower limit of 0.70, which indicates that this self-esteem measurement method has a very high level of reliability. Thus, all items in the instrument are consistent in measuring the construct of self-esteem in early childhood.

In addition, the *item-rest correlation* values for all items ranged from 0.840 to 0.898. No item has a low correlation with the total score on that instrument. The Cronbach's Alpha value also remained at 0.985 when one item was removed. These findings indicate that all

P-ISSN : 2745-6838
E-ISSN : 2745-682X

observed items contribute effectively to the measurement of self-esteem and are suitable for use in research.

Hypothesis Testing Results

To test the hypothesis, a simple linear regression analysis was carried out to establish the effect of parents' socioeconomic status on young children's self-esteem, and the resulting model is presented in Table 4.

Table 4. Description of the Generalized Regression Model

R	R^2	Adjusted R^2
0.871	0.758	0.755

Based on Table 4, the correlation coefficient (R) was found to be 0.871. pointing to a very strong association between parents' socioeconomic status and young children's self-esteem. Meanwhile, the determination coefficient (R^2) of 0.758 shows that 75.8% of the difference in self-esteem among young children can be explained by their parents' socioeconomic status. While the remaining 24.2% stems from factors outside the scope of this study.

An ANOVA was then run to test the significance of the regression model, with the outcomes reported in Table 5.

Table 5. ANOVA Regression Test Results

Source of Variation	df	F	p
Regression	1	245.00	< 0.001
Residual	78	-	-

With an F-value of 245.00 and $p < 0.001$ indicates that the constructed regression model has excellent validity. Thus, parents' socioeconomic status can significantly predict self-esteem in early childhood.

Furthermore, the regression coefficient test are further presented in Table 6.

Table 6. Simple Linear Regression Coefficients

Variables	B	SE	t	p
Constant	3.85	3.086	1.25	0.216
Parents' Socioeconomic Status	2.67	0.171	15.65	< 0.001

The regression analysis produced a coefficient of 2.67 for parents' socioeconomic status, significant at $p < 0.001$. This value indicates that parents' socioeconomic status has a

positive and significant effect on young children's self-esteem. In other words, every one-unit increase in parents' socioeconomic status score will increase children's self-esteem score by 2.67 points. Based on these results, the research hypothesis stating that parental socioeconomic status influences the self-esteem of young children is accepted. These findings indicate that a family's socioeconomic status plays an important role in fostering child self-esteem. The better a family's socioeconomic conditions, the higher the likelihood that children will exhibit positive self-esteem.

The Effect of Parents' Economic Status on the Self-Esteem of Preschool Children

This research aims to study the effect of parents' socioeconomic status upon the self-esteem of young children. The results show that parents' socioeconomic status has a positive and significant influence on the self-esteem of young children. These findings indicate that children from families with better socioeconomic conditions tend to have higher levels of selfesteem compared to children from families with lower socioeconomic conditions. Furthermore, the results also show that parents' socioeconomic status contributes significantly to explaining variations in young children's self-esteem. Thus, a family's socioeconomic status is a key factor that must be considered in efforts to support children's psychological development from an early age.

These findings make sense because socioeconomic status is not only related to a family's ability to meet a child's material needs but also influences the quality of the developmental environment the child experiences. Parents with higher levels of education generally possess more adequate knowledge regarding children's developmental needs, including the importance of emotional support, positive communication, and providing children with opportunities to develop independence, as it has been found that mothers with higher levels of education tend to pay closer attention to their children's development and are more active in providing stimulation appropriate to their developmental stage (Chairunnisa et al., 2024). On the other hand, more stable economic conditions enable families to provide a safe environment, adequate learning resources, and a range of experiences which can foster children's feelings of independence and self-esteem (Podsiadłowski et al., 2024). When children receive support, recognition, and opportunities to succeed in various activities, they tend to develop a positive self-perception, which is then reflected in higher self-esteem.

These results align with Erik Erikson's psychodynamic theory of development, which identifies the family as the primary environment in the formation of a child's self-concept (Erikson, 1950). From a social development perspective, the interactive experiences a child

receives from the family environment shape how the child views themselves and assesses their abilities. Children who grow up in a supportive environment tend to develop self-confidence and belief in their own abilities (Y. Liu et al., 2024), whereas a less supportive environment can hinder the formation of a positive self-evaluation. Therefore, socioeconomic status can be understood as a factor that indirectly influences the development of self-esteem through the quality of caregiving, learning opportunities, and social experiences the child acquires.

These results also echo the conclusions drawn by Podsiadłowski et al. (2024), which finds that a family's financial situation is related to the development of self-esteem in kindergarteners. The study indicated that family economic constraints can limit children's opportunities to gain experiences that support their psychological development. This is likewise supported by Akram et al. (2024), who explain that a family's socioeconomic status contributes to various aspects of child development by providing better educational resources, health care, and a supportive environment. Thus, these findings reinforce the empirical evidence that a family's socioeconomic status is a key determinant of child social-emotional growth.

From the perspective of early childhood education, these findings carry important practical implications while also strengthening the understanding of how the school environment can serve as a protective factor for children from families with less favorable socioeconomic conditions. Schools function not only as places of learning but also as environments capable of reinforcing children's self-esteem development through the provision of positive reinforcement, opportunities for participation, and experiences of success appropriate to their developmental stage, as it has been found that warm and supportive relationships between teachers and children provide a sense of security that serves as an important foundation for children's social-emotional development in the school environment (Santoso et al., 2026). In other words, these research findings affirm that the teacher's role cannot be regarded merely as a complementary factor but rather as one of the primary sources of support capable of compensating for the limited emotional stimulation children may receive at home due to unfavorable family socioeconomic conditions. Teachers need to give special attention to children from families with less favorable socioeconomic conditions so that they still receive adequate psychological support within the school environment, given that consistently reinforcing self-esteem from an early age helps children build self-confidence, which serves as an important asset for their social adjustment at subsequent developmental stages (Kamaruddin et al., 2022). Furthermore, the results of this study demonstrate the importance of building partnerships between schools and families in optimally supporting

children's social-emotional development, since family socioeconomic conditions, which also influence the quality of children's emotional stimulation (Syahyoeseva & Nurhafizah, 2023), require complementary collaboration between both parties rather than placing the responsibility for developing children's self-esteem on only one environment.

Theoretically, this study contributes to the development of research on early childhood educational psychology, particularly regarding the relationship between family environmental factors and children's self-esteem development. This study extends the empirical evidence indicating that family socioeconomic conditions not only affect academic and cognitive aspects, as widely examined in previous research, but are also closely related to children's psychological development, particularly self-esteem, as it has been explained that the quality of the family environment also shapes the developmental trajectory of children's self-esteem from the early stages of life (Krauss & Orth, 2024). Accordingly, these findings broaden the scope of discussion on the impact of family socioeconomic status, which previously focused more on academic achievement, to also encompass children's psychological dimensions, which have so far received limited empirical attention among the early childhood group in Indonesia. These findings reinforce the view that early childhood development needs to be understood holistically by considering the interaction between individual and environmental factors, in line with the notion that self-esteem is formed through a reciprocal process between children's personal characteristics and the social experiences they obtain from their immediate environment, including family and school (Fute et al., 2023). Therefore, this study not only strengthens the empirical evidence regarding the relationship between socioeconomic status and self-esteem but also opens up opportunities for developing environment-based intervention models that consider both factors simultaneously.

Given these limitations, We recommend that future research include a larger sample from various regions and types of educational institutions in order to obtain a more representative picture. Subsequent studies might also explore the mechanisms that mediate the connection between socioeconomic status and children’s self-esteem — for instance, parenting style, parental involvement in education, the quality of family interaction, or the social support children receive. In addition, the use of a longitudinal design is also important to understand how the influence of socioeconomic status on the development of self-esteem unfolds over time. Thus, the understanding of the factors that shape self-esteem in early childhood can become more comprehensive and in-depth.

CONCLUSION

This study shows that parental socioeconomic status has a positive and significant effect on early childhood self-esteem. The results of a simple linear regression analysis indicate a correlation coefficient (R) of 0.871, indicating a very strong relationship between the two variables, with a coefficient of determination (R^2) of 0.758, meaning that 75.8% of the variation in early childhood self-esteem can be explained by parental socioeconomic status, while the remaining 24.2% is influenced by other factors outside this research model. The ANOVA test reinforces this finding with an F value of 245.00 at a significance level of $p < 0.001$, indicating that the regression model constructed is appropriate for predicting children's self-esteem. Furthermore, the regression coefficient of 2.67 ($p < 0.001$) indicates that each one-unit increase in the parental socioeconomic status score contributes to a 2.67-point increase in the early childhood self-esteem score. In other words, the better the family's socioeconomic condition, as reflected in parental education level, occupation, and income, the higher the tendency for children to develop positive self-esteem. These findings affirm that the family environment not only plays a role in meeting children's physical needs but also contributes substantially to the formation of self-perception, self-confidence, and self-worth, which constitute an important foundation for children's social-emotional development.

Descriptively, parental socioeconomic status ($M = 17.2$; $SD = 5.63$) and early childhood self-esteem ($M = 49.8$; $SD = 17.3$) among the 80 respondents in this study both fell within the moderate category. Nevertheless, the substantial contribution of socioeconomic status to the variation in children's self-esteem, as indicated by the R^2 value of 75.8%, suggests that family socioeconomic conditions constitute one of the factors that deserve serious attention in efforts to support children's psychological development from an early age, rather than merely being one of many factors contributing marginally.

Nevertheless, these findings should not be interpreted as indicating that socioeconomic status is the sole factor determining children's self-esteem, given that the 24.2% variation in self-esteem not explained by this research model also indicates the contribution of other factors, such as parenting patterns and the quality of children's interactions with their immediate environment. Children from families with low economic conditions still have the opportunity to develop positive self-esteem if they receive adequate emotional support from parents, teachers, and their social environment. Conversely, favorable economic conditions do not always guarantee the formation of high self-esteem if they are not accompanied by warm and responsive parenting. Therefore, the results of this study should be understood as an illustration

that socioeconomic status is one of the factors that contributes significantly to self-esteem development, not as a factor that operates in an absolute manner.

This study reinforces the view that the development of children's self-esteem cannot be separated from the family context in which children grow and develop. Therefore, efforts to improve the quality of early childhood development need to be carried out through synergy between families and educational institutions in creating an environment that provides emotional support, positive appreciation, and opportunities for children to optimally develop their potential. Thus, self-esteem should not only be regarded as a result of individual characteristics but also as a reflection of the quality of the environment that comprehensively supports children's growth and development.

AUTHOR CONTRIBUTION STATEMENT

Irisya Nuruliyah was responsible for shaping the research concept, designing the study, developing the research instruments, collecting and processing data, interpreting the findings, and drafting the initial version of the article. Ichsan contributed to research supervision, validation of the methodology, critical review of the manuscript's content, refinement of the analysis and discussion, and the article revision process. Miftah Pahlevi contributed to the validation of research instruments, methodological review, verification of data analysis consistency, and review of the manuscript's content. Irsyad Alfath handled the literature review, edited and refined the manuscript, checked the consistency of how the results were presented, and carried out the final review of the article. All authors contributed to the manuscript revision process, have reviewed the latest version of this article, and have approved the manuscript for publication.

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