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Case of Challenges and Solution of Coping Skill Learning in Kindergarten

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ABSTRACT

Coping skills for early childhood are children's ability to face and manage challenging or stressful situations. These skills are important because they can help children develop adaptation and problem-solving abilities, and maintain their emotional well-being. Unfortunately, not all kindergarten teachers are able to train coping effectively through classroom learning. The purpose of this study is to describe the challenges and solutions of coping learning in kindergarten. Schools that have implemented coping learning need to be studied to provide a positive impact for other institutions that have not implemented. This study used a qualitative case study methodology, which used data sources in the form of in-depth interviews and observations. The research subjects were the school principal, vice principal for curriculum, and classroom teachers. Data were analyzed qualitatively using the Miles and Huberman model. The results showed that the challenges of coping learning are the need for teacher mastery of coping learning materials, the importance of teacher creativity to design coping learning, and parental involvement. Solutions include regular teacher training, and school-based programs, and school-parent partnerships. This study provides unique insights into the challenges and solutions in developing coping skill learning in kindergarten. This research can serve as a bridge for policy makers in designing coping skill-based education programs for kindergarten students.

INTRODUCTION

Children gain various experiences while in kindergarten. These experiences include learning to manage emotions, building new social relationships, developing academic skills and knowledge, learning new rules, and adapting to classroom norms and routines (Callear et al., 2017). These experiences can develop children's skills, although children often experience difficulties. Children often struggle to express their emotions due to limited emotional vocabulary. Without words to express frustration, sadness, or anxiety, children may engage in physical behaviors such as tantrums or withdrawal (Denham et al., 2012).

The study of Rahim et al. (2023) shows that the overall prevalence of emotional and behavioral problems in pre-school children is problems with peers with a percentage of 19.7%, behavioral problems of 5.2%, prosocial behavior problems of 13.5%, and emotional problems of 6.8%. These problems can be in the form of emotional disorders, behavioral disorders, hyperactivity, and problems with peers. Furthermore, Kruizinga et al. (2012) stated that the prevalence of children who experience emotional disorders is at great risk of experiencing mental disorders in the next stage of development.

According to Berk & Meyers, (2016), early childhood is a crucial period of emotional development, where children begin to learn to recognize and regulate feelings. Children often experience challenging situations such as separation from parents, conflict with peers, or pressure from a new learning environment. Without proper guidance, they may develop negative reactions such as tantrums, withdrawal, or anxiety. Parents play a crucial role in fostering children's social development by acting as guides, motivators, facilitators, supervisors, and supportive companions (Amelia & Sumarni, 2022). Children can be trained in coping to overcome these problems. Deans et al. (2010) reveal that children

aged 4-5 years have various productive ways of dealing with difficult situations. Coping skills need to be trained to children, so that children are better prepared to face challenges and difficulties. Furthermore, Chalmers et al. (2011) stated that preschool children can acquire coping skills through training.

Children who have coping skills are better able to manage emotions in a healthy way. With coping skills, children are able to face fears, calm themselves, and comfort themselves. Coping skills are closely related to school readiness. Children who are able to manage emotions and stress will be more adaptable, focused, and build healthy relationships in the school environment (Blair & Raver, 2015). Furthermore, a study published in the American Journal of Public Health found a significant relationship between social-emotional skills in kindergarten and well-being in adulthood. Children who were able to manage their emotions by age 5 were more likely to go on to college and have steady employment as adults. These children are also less likely to use substances, engage in criminal activity, or have mental health problems (Ronen, 2021).

Children's skills in kindergarten and their interactions in the classroom build their life experiences and have implications for development (Bronfenbrenner et al., 1998). Erikson's psychosocial theory emphasizes the importance of parents and educators in supporting and promoting children's success in life at each stage of psychosocial development. Bartolome et al. (2020) argue that collaboration between parents and schools contributes to more successful children and more successful schools. One of the barriers to parental involvement in schools is the communication gap between schools, teachers and parents (Chindanya, 2011). Principals, teachers, students and families need to build sustainable relationships to improve students' academic success and well-being (Sacher, 2016). This is in line with the results of research conducted by Ahi & Alisinanoglu (2015) that pre-service preschool teachers have a human-centric system of thought about the environment.

The development of coping skills in kindergarten can be done through daily routine activities. Teachers can invite children to discuss emotional experiences such as at morning meetings, transitions, and during free play. But in reality, some kindergarten teachers tend to emphasize academic teaching in the classroom (Bassok et al., 2016), train academic skills such as reading (Osei et al., 2016), counting, and spatial skills (Bahlmann Bollinger & Myers, 2020), and teachers have not maximized structured social-emotional development (Pyle et al., 2017).

Substantial debate exists among parents, educators, researchers, and policymakers about the benefits and risks of orienting early childhood learning experiences to focus more on academic content (Duncan, 2011). Some kindergarten critics disagree with this because it is not developmentally appropriate for children (Stipek, 2006). It is feared that kindergarten activities that focus too much on academic content will crowd out other important learning experiences that help develop social and emotional skills, which contribute positively to children's long-term development. On the other hand, the impact of academic content in kindergarten can be beneficial for children's later development (Engel et al., 2014).

Having good social-emotional skills is not easy. Halle et al. (2016) stated that the most common problem experienced by children is the lack of social emotional skills. Teachers have equipped children with coping through coping learning in the classroom. However, kindergarten teachers face various challenges in organizing coping learning. The results of previous studies on coping learning in kindergarten, especially related to challenges and strengths, have not been available. Previous studies take focused more on teachers' coping when facing difficulties in teaching children, not teachers' challenges in teaching children coping. Whereas an in-depth study of teacher challenges and solutions in coping learning needs to be done, so that it can be evaluated and thought of follow-up steps.

Despite its importance, coping instruction in early childhood classrooms is often overlooked. Many teachers emphasize academics such as literacy and numeracy (Bassok, Latham, & Rorem, 2016; Pyle, DeLuca, & Danniels, 2020), leaving social-emotional development insufficiently structured. Furthermore, parental involvement remains inconsistent, yet research shows that effective school–family partnerships foster child well-being (Bartolome et al., 2020; Sacher, 2016). Teachers place more emphasis on cognitive aspects of school readiness than on emotional regulation and social skills (Suryana, 2019; Wahyuni & Reswita, 2021). Furthermore, although socio-emotional aspects are included in the curriculum, their implementation in the field remains unstructured and tends to be

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incidental, often only appearing during conflicts between children (Ministry of Education, Culture, Research, and Technology, 2022; Nugraha & Rachmawati, 2020).

Furthermore, parental involvement in supporting children's socio-emotional development remains inconsistent. Data shows that parental participation is often limited to formal school activities, not to active support in developing children's emotional skills at home (Central Bureau of Statistics, 2021). The lack of intensive communication between teachers and parents is a major obstacle to building sustainable child development stimulation (Sari & Setiawan, 2022). While prior studies have examined teacher coping strategies, few have investigated the challenges teachers face in teaching coping to children. This research addresses this gap by exploring both barriers and solutions in coping instruction at kindergarten level. Research Objectives:

1. To identify the challenges teachers, face in implementing coping skills instruction.
2. To explore solutions for improving coping instruction in kindergarten classrooms.

METHODS

Research Design

This research used a qualitative approach with a case study model. Qualitative data were collected using non-participant observation techniques and interviews. The researchers observed the learning process without providing action or intervention. The research was conducted in three kindergartens, with data from nine sources: three principals, three deputy principals for curriculum and three educators. The small number of participants allowed for a more detailed and nuanced exploration of each case. Detailed and in-depth qualitative analysis can provide rich insights even with a small number of cases (Mason et al., 2020).

Case study research is conducted through systematic stages, starting with determining the focus and purposively selecting cases in accordance with the research objectives. Next, data collection is carried out through observation to understand the natural context and in-depth interviews to explore participants' experiences and perspectives, which are carried out repeatedly until data saturation is achieved (Creswell & Poth, 2018; Yin, 2018). Data analysis occurs simultaneously with the data collection process through data reduction, presentation, and drawing conclusions to discover patterns and meanings of the phenomena being studied. Data validity is maintained through triangulation and member checking, while the final stage is the preparation of an in-depth description (thick description) that provides a comprehensive picture of the case in its context (Miles et al., 2014; Stake, 1995).

Sample and Data Collection

In determining research subjects using the case study method, researchers must consider the criteria for selecting research subjects. The purposive sample technique was used to determine the research subject. The specific criteria are as follows: (a) managing or teaching at a leading kindergarten institution, (b) having taught for at least three years, and (c) teaching coping regularly and continuously in the classroom. After the participant selection criteria were determined, the researcher used purposive sampling technique based on the predetermined criteria. The study included principals and teachers who were around 30-45 years old at the time of sample collection.

Data was obtained using in-depth interviews by asking several questions about the previously described research objectives, namely challenges while implementing coping learning, and possible solutions. Data collection instruments in this study included in-depth interviews, and observations. The researcher compiled the instruments and verified them with two experts before data collection. The two experts came from the majors of Guidance and Counseling also Early Childhood Education. Each statement presented during in-depth interviews was recorded using a cell phone recorder. Observation was conducted by the researcher by following the learning in the classroom from beginning to end. Some things that need to be observed are coping learning materials, teaching techniques used by teachers, and children's responses.

Analyzing of Data

The data analysis technique used an interactive method. Qualitative analysis is carried out

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interactively, ongoing continuously until completion. This process begins with data collection and continues with its condensation, which is then focused. Subsequently, the collected data was summarized, leading to the necessary conclusions and verification. Analysis involved interpreting unstructured data, which was further verified by comparing it with data obtained from field notes or pre-existing documentation. Verification was done through discussion and consensus building among informants.

Data validity testing used source and method triangulation techniques. Source triangulation involves reviewing the findings of interviews conducted with multiple informants. Method triangulation was done by checking the data from the interview and observation methods. All data obtained through these techniques are thoroughly explained, categorized based on shared and different views, and analyzed in more detail. The results of data analysis will produce research conclusions, which will then be submitted to the research sources for approval.

RESULT AND DISCUSSION

Early childhood education (ECED) is an important foundation in children's growth and development, both in terms of cognitive, social-emotional, and physical. In this phase, children begin to build a basic understanding of the world around them, including how they deal with pressure or challenges, known as coping skills. Coping learning in ECD is very important so that children can manage emotions, resolve conflicts, and adapt in their social environment. However, the implementation of coping learning in PAUD is not free from challenges. Data analysis shows that based on interviews with the school principal, vice principal for curriculum, and classroom teachers, the following data were found.

Teacher Challenges in Coping Learning

First, the need for teacher mastery of coping learning materials and methods. Teachers and schools have committed to equipping children with coping skills. The observation shows that coping learning is given to children through learning, both preventive and curative. Preventive is done by conveying coping materials during initial activities, then training and familiarizing them in routine activities. Curative is done when children experience various events and emotional experiences. Teacher's direct children to use adaptive coping that has been taught in class. But in reality, some teachers seem to have difficulty in determining the materials and methods of learning coping. This is in accordance with the results of interviews with teachers.

> *"As a teacher, I try to train children to use coping, but I only know a few copings that are suitable for children. I often do the learning method with lectures and questions and answers during the initial activities. Then I familiarize children to simulate the coping that I have taught every day. So there is repetition. In addition, I will teach coping when problematic child behavior arises. This is the way I do it most often".*

> Another teacher also stated

> *"I more often train coping after there is an incident that I need to handle. So I wait for the problem to arise first, then I train the child in coping. The variety of coping that I have mastered is still small. I also still have difficulties in designing coping learning activities. Where should I put the coping material, which is of course relevant to the topic of the day, and without changing much of the lesson plan that I have made".*

> The teacher's statement is relevant to the principal's statement, namely

> *"We have not instructed all teachers to implement coping learning in class, so it depends on the initiative of each class teacher. We do not have specific guidelines and programs for coping learning. Coping has been taught by teachers, but teachers' knowledge and mastery of coping*

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learning methods still need to be improved".

Furthermore, the vice principal for curriculum stated

"We have not specialized coping learning materials in the classroom, so it is natural that some teachers are confused when teaching coping in the classroom. Training on the application of coping has also only been conducted a few times".

Second, the importance of teacher creativity to design interesting coping learning. Integrated coping learning in the classroom is a challenge for teachers. Teachers not only focus on developing material according to the topic, but need to insert coping material. Some teachers still seem less creative in packaging coping learning activities. This is in accordance with the results of interviews with teachers, namely

"We still have difficulties about methods or strategies for activities to introduce and train coping skills. The strategies and types of coping that we train are still limited, namely encouraging children to divert their emotions to other activities or friends when children experience negative emotions".

The principal further stated

"In teaching, teachers need creativity, including coping materials which are not core learning materials, but are important to be trained. Teachers need to design coping learning creatively, so that it is more interesting, not monotonous, and can shape children's habits".

In addition, teachers face challenges related to limited coping learning media. Whereas media can support the emergence of creative learning. This is in accordance with the results of interviews with teachers, namely

"The lack of age-appropriate learning resources, such as storybooks, educational games, or visual media depicting coping strategies, is my challenge in organizing creative and interesting learning".

Third, parental involvement**.** Observations show that schools and teachers have involved parents in school programs. However, reality shows that not all parents are actively involved in school programs. This can hinder the overall success of the program. This is in accordance with the results of the interview with the teacher, namely

"The school actually invites parents, but due to busyness, some parents cannot attend, so they do not understand the coping skills learning program, and cannot support this program while the child is at home".

Furthermore, another teacher stated

"Some parents have not been cooperative with the school program. We have socialized it, but some are responsive, and some parents are indifferent. There are even some parents who actually give examples of negative coping to children. Schools need to build active communication with parents so that emotion management and coping strategies taught at school can be continued at home".

The Kindergarten Head also stated

"Every child comes from a different background and upbringing. Some children are brought up

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in a family environment with minimal communication, and lack of parental involvement. Usually these children's adaptive coping development is inhibited".

Based on the research findings, it is evident that kindergarten teachers face a range of challenges that require ongoing professional development and collaboration with parents. Kindergarten teachers have various strategies and resilience in overcoming challenges to realize learning in order to equip children with life skills, including coping.

Potential Solutions to Overcome the Challenges

First, regular teacher training. Kindergarten teachers play an important role in forming the basis of children's emotional development. At an early age, children do not have the natural skills to manage stress, frustration or negative emotions. Therefore, specialized training for teachers on coping strategies is essential so that teachers are able to assist children in developing healthy emotion regulation skills. The kindergarten head stated that:

"Not all teachers have a background in early childhood education. Therefore, we encourage teachers to attend training regularly. Some trainings are organized by associations, or we are invited to university lecturers' service programs. The teachers will usually attend a workshop for a few days, and the results will be practiced in their respective classes".

The statement of the Head of Kindergarten is reinforced by the results of interviews with teachers, namely

"Teachers need training to increase knowledge and develop skills and creativity in designing learning activities, including coping learning. If there is training we can improve our mastery of learning materials and methods".

Furthermore, the teacher also stated

"Teachers need to be given training on how to integrate coping strategies into daily learning activities, for example through role plays, story discussions, or simple mindfulness activities".

Second, school-based programs. School-based programs are strategies that place the school at the centre of various activities and interventions that aim to support the holistic development of learners. The Head of Kindergarten stated

"The ECD curriculum should include coping learning as part of character development and emotional intelligence, not just cognitive skills. Furthermore, the coping learning program is school-based".

The Vice Principal of the curriculum section further stated

"School-based programs are very important because they bring various educational initiatives closer to the children's learning environment. With this program, schools are not only a place for knowledge transfer, but also a center for developing character, skills and life values. Programs such as coping learning, can be designed where every teacher is obliged to teach and accustom children to apply coping every day. So it is programmed by the school, not just based on the teacher's initiative".

The results of the interview with the teacher were

"The coping learning program needs to involve parents. So there is periodic training, every teacher is required to apply in the classroom, and involve parents. Programs that have been

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implemented need to be monitored, evaluated, and followed up. If there is an increase in teacher competence, parental involvement, and monitoring, the program is usually more successful".

Third, school-home partnership. Parental involvement in early childhood education is a key factor that contributes significantly to children's development. A child's education takes place not only at school, but also at home, through daily interactions with parents. School-home partnerships should be established early on to support children's optimal development. The Kindergarten Head stated

"We often involve parents in various school programs. Parents are our main partners. We inform them about the school program and ask for their financial, moral and psychological support to make the program more effective. Often the program is less successful because the habituation at school is not in line or not habituated by parents while the child is at home".

This opinion is reinforced by the results of interviews with teachers, namely:

"We carry out parenting activities to communicate about child development and increase parents' knowledge about parenting. We hope that what is practiced in the classroom will be in line with what is practiced at home". "Some parents may not realize the impact of parenting and how to properly nurture their children. Through the parenting program, we invite professional resource persons to share their knowledge and experience so that parents can better understand positive parenting."

The teacher further stated

"Children whose parents are actively involved in following the school program show significant progress in various skills, including coping. Usually parents will respond to information on coping learning in class, for example through WhatsApp Group, ask the teacher, ask the child about activities in class, repeat the material from the teacher, and familiarize the behavior while the child is at home, as has been taught".

The first theme emerged in this study is teacher challenges in coping learning. The subtheme is the need for teacher mastery of coping learning materials and methods. Many ECE educators have not had special training related to developing children's coping skills. This causes learning to focus on basic academic aspects without equipping children with social-emotional skills (Denham et al., 2012). Incorporating structured Social Emotional Learning (SEL) programs into daily activities can help children consistently practice recognizing emotions, solving problems and managing stress (CASEL Guide, 2013). Furthermore, ongoing professional development in emotional intelligence, classroom management and trauma-informed teaching can equip educators to support children's coping skills more effectively (Zinsser & Curby, 2014).

Teachers' mastery of basic coping concepts-such as the difference between adaptive and maladaptive coping, types of coping strategies (problem-focused vs emotion-focused), and factors that influence coping effectiveness-is a key foundation for learning. Without a strong understanding, teachers risk delivering misleading or irrelevant information. Shulman, (1987) states “teachers must have sufficient content knowledge to provide meaningful and accurate instruction, especially when addressing psychological and emotional development.” In addition, it is not enough for teachers to understand the material. Teachers must also master various learning methods that are appropriate for delivering coping material. Methods such as group discussions, simulations, role-playing, reflective writing, and art-based approaches (art therapy) can help students understand and practice coping strategies in real situations. CASEL Guide, (2013) explains that “effective teaching methods in social-emotional learning should engage students actively and be contextually grounded.”

With mastery of materials and coping methods, teachers are not only conveyors of information, but also facilitators who are sensitive to students' psychological conditions. This allows teachers to design simple interventions in the classroom or refer students to professional services if needed.

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Teachers equipped with knowledge and methods in emotional education can act as early detectors and supporters of students' mental health needs (Jennings & Greenberg, 2009).

Mastery of materials and methods also allows teachers to consistently evaluate coping learning, monitor student progress and adjust approaches as needed. This creates sustainability and long-term impact for students' social-emotional development. Sustainable implementation of emotional learning depends on teacher competence in both content and pedagogical approaches (Brackett & Rivers, 2014).

The next subtheme is the importance of teacher creativity to design engaging coping learning. In the dynamic and challenging era of modern education, teacher creativity is a key element in creating an effective, adaptive and fun learning process. Especially in the context of coping learning - which aims to help students develop strategies to deal with pressure, stress and life challenges - the role of creative teachers is very important to build a supportive and meaningful atmosphere.

Teachers need to be creative in packaging coping learning materials in a way that is more contextual and relevant to students' lives. The use of varied media, interactive methods such as role play, simulation, or group discussion makes children more interested and actively involved in the learning process. This involvement is very important because coping learning is personalized and requires children's emotional participation. This statement is in line with Craft (2005) that "creative teaching strategies can enhance student engagement and motivation by making learning more meaningful and enjoyable."

The importance of teacher creativity in designing engaging coping learning lies in facilitating children's active involvement while embedding simple and developmentally appropriate coping mechanisms, including emotion recognition, emotional expression, and guided self-regulation strategies such as calming techniques, help-seeking, and basic problem-solving processes.

Teachers' creative mechanisms for teaching coping skills to early childhood are implemented through simple, play-based stages: recognizing emotions using engaging media, modeling coping strategies by teachers, guided practice in real-life situations, and ongoing reflection and reinforcement. Teachers creatively integrate techniques such as recognizing feelings, expressing emotions appropriately, and self-regulation strategies (e.g., deep breathing or seeking help) into children's daily activities. This approach allows children to learn actively and contextually, allowing coping skills to develop gradually and meaningfully (Denham et al., 2012; CASEL, 2020; Creswell & Poth, 2018).

The lack of age-appropriate learning resources, such as storybooks, educational games, or visual media depicting coping strategies, is a barrier to effective learning. Books, puppets, role play and emotion cards are effective in helping young children learn to identify feelings and explore appropriate coping responses. These tools make abstract emotional concepts more concrete and relevant (Isbell & Raines, 2013).

Teacher creativity is also reflected in their ability to create a supportive classroom climate where students feel safe to express themselves, share experiences and learn from failures. This is crucial in coping learning which often touches on the personal and emotional aspects of students. Zins et al. (2004) state that "psychological safety in the classroom is fostered by teachers who are empathetic, flexible, and creative in their teaching approaches."

Teacher creativity is not just about using unique methods or media, but also includes the ability to understand students' emotional needs and respond to them adaptively. In coping learning, creativity becomes the bridge between theory and students' real-life practice. Therefore, the development of teacher creativity should be an important part of training and professional development programs in education.

The last subtheme is parental involvement. Children whose parents are actively involved in learning activities at home show significant progress in various developments. According to Epstein (2018), parental involvement such as reading books, dialogue, and accompanying children to learn at home can strengthen the connection between learning experiences at school and home. Every child has different backgrounds and experiences. Children who have experienced trauma, neglect, or prolonged stress require more intensive and individualized coping approaches (Raver et al., 2016).

In coping learning, it can also be observed that children who are able to demonstrate adaptive coping generally get parental support in the form of involvement. Sheridan et al. (2010) found that parental involvement has a positive impact on children's emotional regulation and social skills. The

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forms of parental involvement are actively participating in school programs, pro-actively asking teachers, asking children about classroom activities, being a role model, and familiarizing children with the habits applied at school.

Parents who are actively involved in the education process -whether through communicating with teachers, participating in school activities or providing a learning environment at home- can help children be better prepared academically and socially when entering formal education (Fantuzzo et al., 2004). It also helps teachers better understand the child's background and design a more personalized approach to learning. Children who grow up in a family environment with little communication or emotional stress tend to have difficulties in developing coping strategies (Murray, 2010).

The second theme is potential solutions to overcome the challenges. The subtheme is regular teacher training. Denham et al. (2012) mentioned that teachers who understand children's emotional dynamics are able to create a supportive classroom climate and build children's social-emotional skills early on. Teachers who have received training will be able to incorporate coping learning through games, stories, or classroom routines that build children's emotional resilience. Unfortunately, many kindergarten teachers have not been provided with specialized training on coping strategies. Many early childhood educators do not have specialized training in teaching social-emotional learning (SEL), including coping skills. As a result, instruction in coping skills is often informal, inconsistent or neglected (Jennings & Greenberg, 2009).

Most teacher training still focuses on cognitive aspects and early academic learning, while the need for children's psychological well-being is equally important (OECD, 2017). Thus, this training is not just an add-on, but an urgent need in early childhood education. Children who develop healthy coping strategies early on tend to have better mental health in the future, and are more resilient in the face of challenges (Compas et al., 2017). Thus, training kindergarten teachers on coping not only impacts the current classroom situation, but also the quality of future generations.

The next theme is school-based programs. Programs designed and run in school settings tend to better suit the needs of students as they take into account local social, cultural and economic conditions (Tang, 2017). Such as coping learning, where schools need to create a system for teachers to have adaptive coping learning and habituation programs for children. In addition, schools can organize workshops or distribute take-home materials to engage parents in strengthening coping skills at home. Consistency between school and home environments strengthens children's emotional learning (Sheridan et al., 2010).

Furthermore, schools are institutions that have a clear organizational structure and direct proximity to students. Therefore, programs run in schools need to be monitored, evaluated and followed up so that their implementation is more effective (The World Bank, 2018). The coping learning program that has been carried out needs monitoring and evaluation involving various parties, including schools, families and communities. This is done in order to build a strong and sustainable education ecosystem (Epstein, 2018).

The last subtheme is school-home partnership. Families and schools are two important stakeholders that determine the healthy development and educational success of children. Therefore, good collaboration between the two is essential. Schools are responsible for children's formal education, while families are responsible for extracurricular education (Hornby & Lafaele, 2011; Vasarik Staub et al., 2023). Schools and families at home should share these tasks, as they are the main places of socialization and learning for children and adolescents (Bronfenbrenner, 2001; Epstein, 2018).

The impact of "good" school-family collaboration is positive on children's academic performance, motivation, and well-being (Frank & Sliwka, 2016; Thompson & Galindo, 2017). Such partnership or collaboration requires communication, and trust between parents, teachers and schools (Frank & Sliwka, 2016; Stange, 2012). Teachers can provide direct feedback to parents about their child's development, and parents can communicate the challenges their child is experiencing at home. When home and school convey aligned messages about values and norms, children tend to have a stronger and more consistent foundation. Frameworks created by schools to facilitate interactions between teachers and families are important, including policy guidelines and recommendations on how to collaborate with families, as well as the provision of resources in the form of time, space and financial resources (Dumoulin et al., 2015; Egger et al., 2015).

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CONCLUSION

The development of coping skills in kindergarten is fundamental to children's lifelong mental health and interpersonal success. Despite the challenges, collaborative efforts can be made to support children's social-emotional development, including the application of coping in daily life. Regular and ongoing training, monitoring, evaluation and follow-up of coping learning needs to be done. This aims to increase teacher competence, make the program more effective, and make adaptive coping a habit for children to achieve well-being. Teaching coping skills in kindergarten is essential for building children's resilience, emotional regulation, and long-term well-being. This study found that teachers face three major challenges: limited mastery of coping-related content and methods, lack of creativity in designing engaging activities, and inconsistent parental involvement. To address these barriers, schools can implement three key solutions: providing regular professional development, embedding coping instruction into school-wide programs, and strengthening partnerships with parents. The findings highlight that effective coping instruction requires not only teacher competence and creativity but also systemic support from schools and families. Embedding coping skills into daily routines helps children develop adaptive strategies as lifelong habits. This study was limited to three kindergartens with a relatively small number of participants, which may affect generalizability. Future research should involve larger samples across diverse contexts and explore longitudinal outcomes of coping education. Additionally, studies could examine the use of digital tools or play-based interventions as innovative ways to enhance coping skills in early childhood.

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