

**ANALISIS PENGEMBANGAN SOSIAL EMOSIONAL DALAM
PROSES PENDIDIKAN ANAK USIA DINI**

Artikel Ilmiah

**Diajukan Untuk Melengkapi Tugas-Tugas Dan Memenuhi
Syarat-Syarat Guna Mendapatkan Gelar Sarjana S1 Dalam
Pendidikan Islam Anak Usia Dini**

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ بِالْقِسْطِ شُهَدَاءَ لِلَّهِ وَلَوْ عَلَىٰ أَنفُسِكُمْ أَوِ الْوَالِدِينَ
وَالْأَقْرَبِينَ

Artinya: Wahai orang-orang yang beriman, jadilah kamu penegak keadilan, menjadi saksi karena Allah, walaupun terhadap dirimu sendiri atau terhadap ibu bapak dan kaum kerabatmu. (QS. An-Nisa: 135)



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RIWAYAT HIDUP

Shela Dian Damayanti, dilahirkan pada tanggal 02 Juli 2001, di Desa Sukosari, Kecamatan Kalirejo, Kabupaten Lampung Tengah. Putri Kedua dari 3 bersaudara dari pasangan Ayah Tukijan dan Ibu Sunarti. Penulis memiliki dua saudara kandung yang bernama Murni Warima Putri dan Lucky Ammar Nubair.

Pendidikan peneliti dimulai dari Taman Kanak-Kanak di TK Al-Ihya Kalirejo tahun ajaran 2007 sampai dengan selesai pada tahun 2008. Kemudian melanjutkan pendidikan sekolah dasar di SD Negeri 1 Sukosari, tahun ajaran 2009 sampai dengan selesai pada tahun 2014. Kemudian penulis melanjutkan pendidikan Sekolah Menengah Pertama di SMP Negeri 1 Kalirejo pada tahun ajaran 2015 sampai dengan selesai pada tahun 2017. Setelah itu, penulis melanjutkan pendidikan Sekolah Menengah Atas di SMA Negeri 1 Kalirejo pada tahun ajaran 2018 sampai dengan selesai pada tahun 2020.

Pada tahun 2020 penulis mendaftar sebagai mahasiswa UIN Raden Intan Lampung starata satu (S1), Fakultas Tarbiyah dan Keguruan, Program Studi Pendidikan Islam Anak Usia Dini melalui jalur SPANPTKIN. Peneliti pernah mengikuti KKN (Kuliah Kerja Nyata) di Desa Banjit, Kecamatan Banjit, Kabupaten Way Kanan, pada bulan Juli tahun 2023, peneliti pernah melaksanakan PPL (Praktek Pengalaman Lapangan) di TK Assalam 2, tepatnya di Jl. Pulau Singkep No.37, Sukarame, Kecamatan Sukarame, Kota Bandar Lampung, pada bulan Oktober tahun 2023. Serta diperkuliahan penulis pernah menjadi bagian anggota di organisasi UKM Persatuan Mahasiswa Pecinta Sholawat dan PKPT IPNU IPPNU UIN Raden Intan Lampung.

Bandar Lampung, 21 Juni 2024
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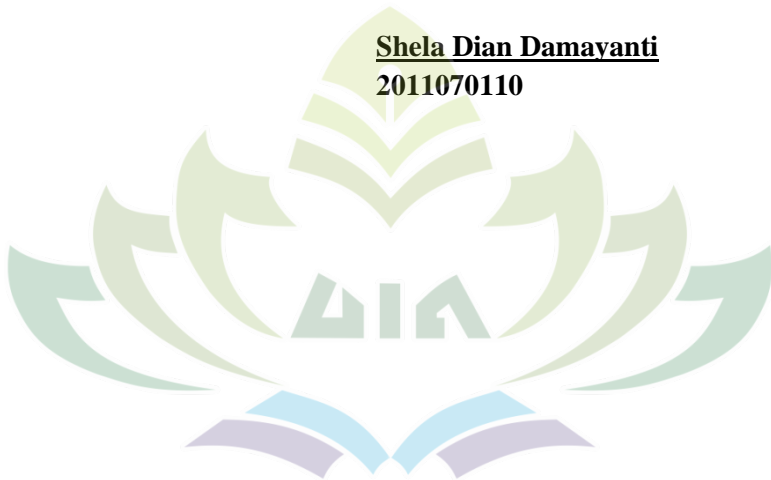
1. Bapak Prof. H. Wan Jamaluddin Z, M.Ag., Ph.D. Selaku Rektor UIN Raden Intan Lampung.
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1. Jurnal mengenai perkembangan sosial emosional dalam proses pendidikan anak usia dini
2. Aplikasi Pencarian Kata Kunci (VosViewer)
3. Aplikasi Analisis Nvivo 12.0
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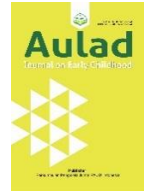
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Analisis Pengembangan Sosial Emosional Dalam Proses Pendidikan Anak Usia Dini

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Article Info

Abstrak

Kata kunci:
Pengembangan Sosial Emosional; Pendidikan Anak Usia Dini

Perkembangan sosial emosional yang terlambat akan berdampak pada sulitnya bersosialisasi dengan lingkungan. Untuk itu perlunya pengembangan sosial emosional yang tepat. Tujuan penelitian untuk analisis pengembangan sosial emosional dalam proses pendidikan anak usia dini. Metode ini penelitian adalah *Systematic Literature*

Diterima pada 23 Oktober 2021; Diterima dalam bentuk revisi 8 November 2021 tahun; Diterima 16 November 2021

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Riview. Pengumpulan data menggunakan basic scopus dan analisa dengan softwer Nvivo 12. Hasil penelitian diantaranya: **kompetensi sosial emosional**; (i) menjalin hubungan positif dengan teman sebaya, (ii). Memiliki rasa percaya diri,(iii). Kolaborasi dengan orang lain. **Pengaturan diri**; (i) belajar mengatur perilaku dan perhatian seseorang, (ii). mengelola emosi, **Perilaku prososial**; (i). membantu dan menghibur orang lain, (ii). Bekerja sama dengan teman sebaya, dan **perilaku sosial emosional**; (i).meniru, (ii). persaingan, (ii), simpati, (iv). empati, (v). dukungan sosial, (vi).negativisme, (vii).merusak dan, (viii). kolaborasi, (ix) berfikir tentang diri sendiri. Penelitian diyakini akan membantu guru dalam pengembangan sosial emosional anak usia dini sesuai dengan karakteristik anak.

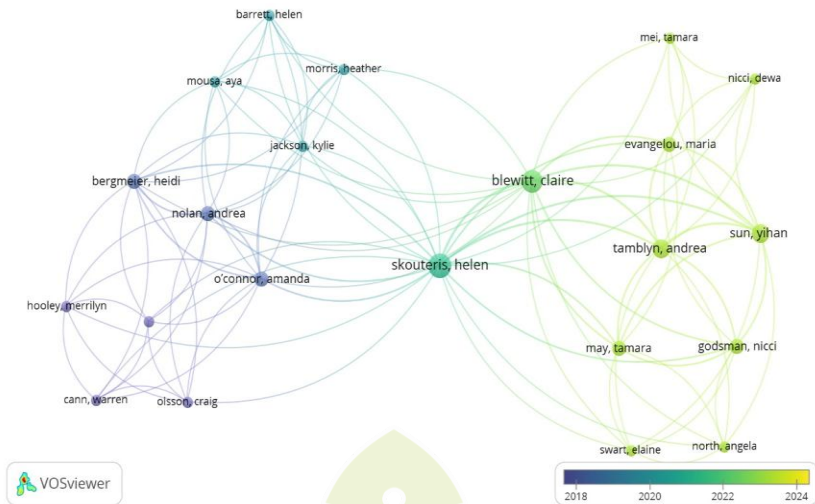
1. PENDAHULUAN

Perkembangan sosial emosional pada anak usia dini ditandai dengan munculnya kemampuan anak-anak (usia 0–5 tahun) untuk “membentuk hubungan yang erat dan aman antara orang dewasa dan teman sebaya yang meliputi mengalami, mengatur, dan mengekspresikan emosi dengan cara yang sesuai secara sosial dan budaya; dan menjelajahi lingkungan serta belajar semuanya dalam konteks keluarga, komunitas, dan budaya” (Darling-Churchill & Lippman, 2016). Perkembangan emosi dapat dikatakan sebagai perasaan seseorang baik positif maupun negatif misalnya senang, bahagia, penuh kasih sayang, marah, sedih, menghasilkan reaksi fisiologis yang melibatkan pengalaman sadar dan pengalaman yang menghasilkan perilaku seseorang, dalam menafsirkan suatu situasi,

komunikasi dengan orang lain dan tindakan seseorang dalam menyikapi situasi tersebut (Jeti & Herliyani, 2018).

Faktor-faktor yang memengaruhi perkembangan sosial emosional dikelompokkan menjadi enam faktor yaitu karakteristik sosial ekonomi, interaksi ibu dengan anak, perilaku berisiko dan penggunaan gawai, kondisi psikologis orangtua, kelekatan dan pengasuhan, dan program pembelajaran sekolah (Rachman et al., 2023). Faktor lain yang mempengaruhi perkembangan sosial emosional anak yaitu gaya pembinaan pendidik dan tingkat komunikasi pendidik di sekolah (Arace et al., 2021). Penelitian Evangelou et al., (2023) menjelaskan bahwa faktor yang mempengaruhi perkembangan sosial emosional anak usia dini antara lain materi kelas, fleksibilitas materi dan ruang, organisasi kegiatan, rasio anak terhadap aktivitas, ukuran kelas dan kualitas lingkungan fisik. Berdasarkan hasil *research* sebelumnya, perkembangan sosial emosional anak dapat dikembangkan melalui metode: (i) bercerita (Batubara et al., 2023) (ii) bermain peran (Harianja et al., 2023), (iii) permainan kolaboratif (Ananda & Fadhilaturrahmi, 2018), (iv) finger painting (Mayar et al., 2023), (v) permainan tradisional (Aulia & Sudaryanti, 2023), Semua diksi itu pada hakikatnya efektifitas terhadap meningkatkan perkembangan sosial emosional anak usia dini di sekolah yang dikemukakan oleh berbagai pakar.

Penelitian tentang *pengembangan sosial emosional* sudah sering dilakukan oleh para peneliti sebelumnya, beberapa tokoh yang melakukan penelitian terkait *pengembangan sosial emosional*, seperti terlihat pada gambar 1 berikut:

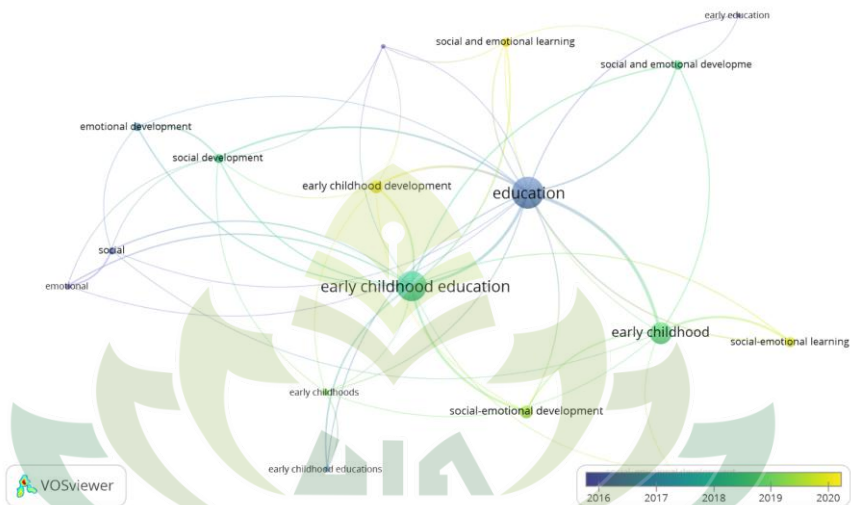


Gambar 1. Tokoh-tokoh yang meneliti tentang *pengembangan sosial emosional*

Gambar di atas merupakan sebaran dari penelitian-penelitian terdahulu yang pernah dilakukan sebelumnya mengenai perkembangan sosial emosional anak usia dini. Data penelitian terdahulu pada gambar di atas diperoleh melalui basic data scopus dengan kata kunci “*Social emotional development in early childhood education* “. Beberapa tokoh yang disebutkan di atas (Arace et al., 2021; Bierman et al., 2023; Blair et al., 2018; Blewitt et al., 2020; Bostic et al., 2023; Dishion & Tipsord, 2011; Evangelou et al., 2023; Garcia-Peinado, 2024; Glüer & Gregoriadis, 2017; Jeon et al., 2022, 2016; Kalland et al., 2022; Kury et al., 2016; Martikainen et al., 2023; O’Connor et al., 2017; O’Neill, 2014; Rodrigues et al., 2022; Shi et al., 2020; somerwil et al., 2020; Stormont & Young-Walker, 2017; Tamblyn, Skouteris, et al., 2023; Tamblyn, Sun, et al., 2023; Tan et al., 2023; Tervahartiala et al., 2023; Thümmeler et al., 2022; Tilbe & Gai, 2022; White et al., 2022), penelitian sebelumnya mayoritas mengaitkan pengembangan sosial emosional anak usia dini menjelaskan tentang kompetensi emosional anak, program pembelajaran sosial emosional, kolaborasi guru dengan anak, pengamatan perilaku sosial teman sebaya, faktor lingkungan fisik

yang positif, program intervensi, kolaborasi pendidik dan orang tua, lingkungan keluarga,

Berdasarkan basis data *Scopus*, penelitian sebelumnya menggunakan beberapa kata kunci yang merujuk pada penelitian tentang *emotional development in early childhood education*. Diantara kata kunci yang digunakan oleh para peneliti terkini sebelumnya adalah seperti terlihat pada gambar 2 berikut:

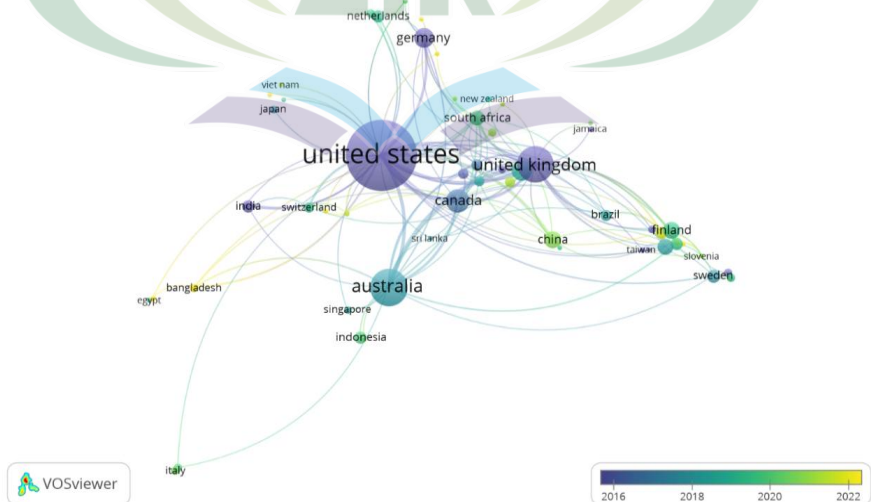


Gambar 2. Beberapa *keyword* yang merujuk pada *social emotional development* oleh para peneliti dunia (basis data Scopus)

Berdasarkan basis data *scopus* yang dianalisis pada tanggal 1 Februari 2024 pada jam 14.32 WIB didapati *research* tentang *Social Emotional Development in Early Childhood Education* berjumlah 817 penelitian pada berbagai negara di dunia. *Research* tentang pengembangan sosial emosional dalam proses Pendidikan anak usia dini ditemukan 27 penelitian yaitu kompetensi sosial emosional anak (Arace et al., 2021; Blair et al., 2018; Bostic et al., 2023; Dishion & Tipsord, 2011; Jeon et al., 2016; somerwil et al., 2020; Tan et al., 2023; Tervahartiala et al., 2023) intervensi dan program (Blewitt et al., 2020; Nores & Barnett, 2016; Rodrigues et al., 2022; Tilbe & Gai, 2022; White et al., 2022), kolaborasi guru dengan anak (Glüer &

Gregoriadis, 2017; Thümmeler et al., 2022; Tilbe & Gai, 2022), pengamatan perilaku sosial teman sebaya (O'Neill, 2014; Stormont & Young-Walker, 2017), faktor lingkungan fisik yang positif (Evangelou et al., 2023; Garcia-Peinado, 2024; Kalland et al., 2022; Martikainen et al., 2023; Tamblyn, Skouteris, et al., 2023; Tamblyn, Sun, et al., 2023), kolaborasi pendidik dan orang tua (O'Connor et al., 2017), dan lingkungan keluarga (Shi et al., 2020).

Research yang mengaitkan kata kunci pengembangan sosial emosional secara umum, didapati pada beberapa negara yaitu Netherland, Australia, United Kingdom, United States, Japan, New Zealand, India, Brasil, Srilanka, Canada, China, Taiwan, Bangladesh, Singapore, Slovenia, Sweden, Switzerland, Egypt dan Indonesia. Research pada negara-negara tersebut menjelaskan tentang kompetensi emosional pendidik dan peserta didik, faktor fisik dan non fisik dalam mempengaruhi perkembangan sosial emosional dan jenis intervensi penyebab sosial emosional anak usia dini. Di Indonesia sendiri terdapat banyak penelitian yang menjelaskan tentang perkembangan sosial emosional anak usia dini antara lain (Mayar et al., 2023) seperti ditunjukkan pada gambar 3 dibawah:



Gambar 3. Beberapa negara yang melakukan penelitian mengenai perkembangan sosial emosional anak usia dini (basis data Scopus)

Masalah utama yang akan dibahas dalam artikel ini yaitu tentang perkembangan sosial emosional anak usia dini dan tantangan yang dihadapi guru di kelas dalam meningkatkan perkembangan sosial emosional anak usia dini. *Research* ini berkontribusi terhadap pengembangan keilmuan prasekolah atau pendidikan anak usia dini khususnya dalam meningkatkan perkembangan sosial emosional anak usia dini. Untuk itu *research* ini fokus menggali dan menganalisis data melalui sistematis *literature review* terkait dengan upaya guru dalam meningkatkan perkembangan sosial emosional anak usia dini dan tantangan yang dihadapinya.

Berdasarkan hasil *research* sebelumnya, perkembangan sosial emosional anak dapat dikembangkan melalui metode: (i) bercerita (Batubara et al., 2023) (ii) bermain peran (Harianja et al., 2023), (iii) permainan kolaboratif (Ananda & Fadhilaturrahmi, 2018), (iv) finger painting (Mayar et al., 2023), (v) permainan tradisional (Aulia & Sudaryanti, 2023), Semua diksi itu pada hakikatnya efektifitas terhadap meningkatkan perkembangan sosial emosional anak usia dini di sekolah yang dikemukakan oleh berbagai pakar. Tujuan utama penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi perkembangan social emosional pada anak usia dini.

2. METODE

Metode Penelitian

Metode yang digunakan dalam penelitian ini adalah *Systematic Literature Review* (SLR). *Systematic Literature Review* (SLR) merupakan istilah suatu cara identifikasi, evaluasi, dan interpretasi semua ketersediaan penelitian yang relevan terhadap rumusan masalah atau area topik yang diteliti (Calderon & Ruiz, 2015). Metode pengumpulan data menggunakan dokumen analisis berbasis data Scopus, Scencedirect, Taylor & Francis, Springer Link, dan Google Scholer. *Systematic Literature Review* (SLR) didefinisikan sebagai proses mengidentifikasi, menilai dan menafsirkan semua bukti penelitian yang tersedia dengan tujuan untuk menyediakan jawaban untuk pertanyaan penelitian secara spesifik (Kitchenham et al., 2009). Penelitian SLR dilakukan untuk melakukan identifikasi, evaluasi, dan interpretasi terhadap semua hasil penelitian

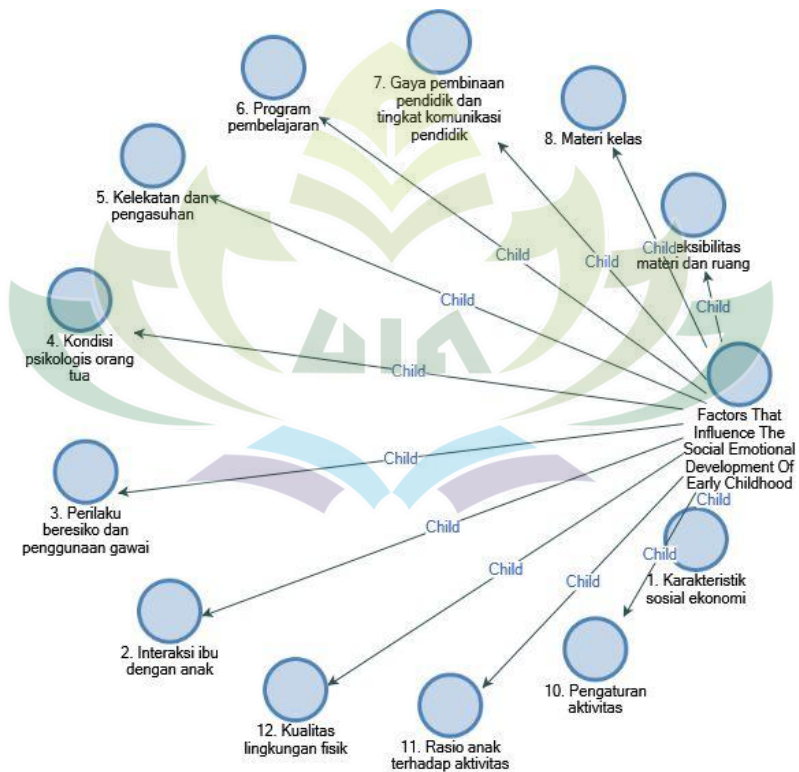
yang relevan terkait pertanyaan penelitian tertentu, topik tertentu, atau fenomena yang menjadi perhatian (Barbara Kitchenham, 2014). Penggunaan metode SLR didasarkan pada penelitian yang akan menganalisis perkembangan sosial emosional secara kompleks menggunakan basis data artikel-artikel internasional bereputasi dari berbagai dunia, sehingga penelitian ini akan menghasilkan temuan yang kompleks, untuk pengembangan sosial emosional anak usia dini.

Basis data Scopus ditanyakan antara tahun 2011-2024 untuk informasi yang digunakan dalam penelitian ini. Mesin pencari database Scopus dikonfigurasi dengan kata kunci berikut (judul, abstrak, dan kata kunci): "*Social emotional development in early childhood education, Social emotional in preschool*". Data yang dikumpulkan pada saat pengumpulan data berjumlah 27 artikel bereputasi internasional dengan kuartil Q1, Q2, Q3, dan Q4. Dokumen yang dikumpulkan dari berbagai sumber mempunyai topik yang luas diperoleh tidak relevan dengan topik yang akan dibahas. Oleh karena itu, diperlukan langkah pra analisis dan pembersihan data. Analisis awal terhadap data dilakukan dengan cara membaca judul, abstrak, dan kata kunci seluruh dokumen, kemudian membuang yang tidak relevan. Pembersihan data terdiri dari pemeriksaan kata kunci, permasalahan dan hasil penelitian. Data tersebut kemudian disusun menjadi sebuah file yang dikenal dengan file lesaurus, sehingga data akhir yang relevan dengan topik pembahasan terdapat 27 artikel.

Dokumen yang diperoleh diproses dengan program NVIVO 12 yang menggunakan statistik umum. Penulis menganalisis deskriptif dengan menggurutkan indikator-indikator seperti: trend penelitian dan hasil temuan. Untuk mendapatkan visualisasi data, penulis mengupload 27 artikel relevan ke dalam softwer mendeley, kemudian data di ekport sebagai file (CSV) untuk visualisasi jaringan. File ini kemudian dibuka di VOSviewer. Dengan menggunakan keywords, penulis menganalisis bidang utama kegiatan penelitian *Social emotional development in early childhood education* dalam sejumlah dokumen pilihan.

3. HASIL DAN PEMBAHASAN

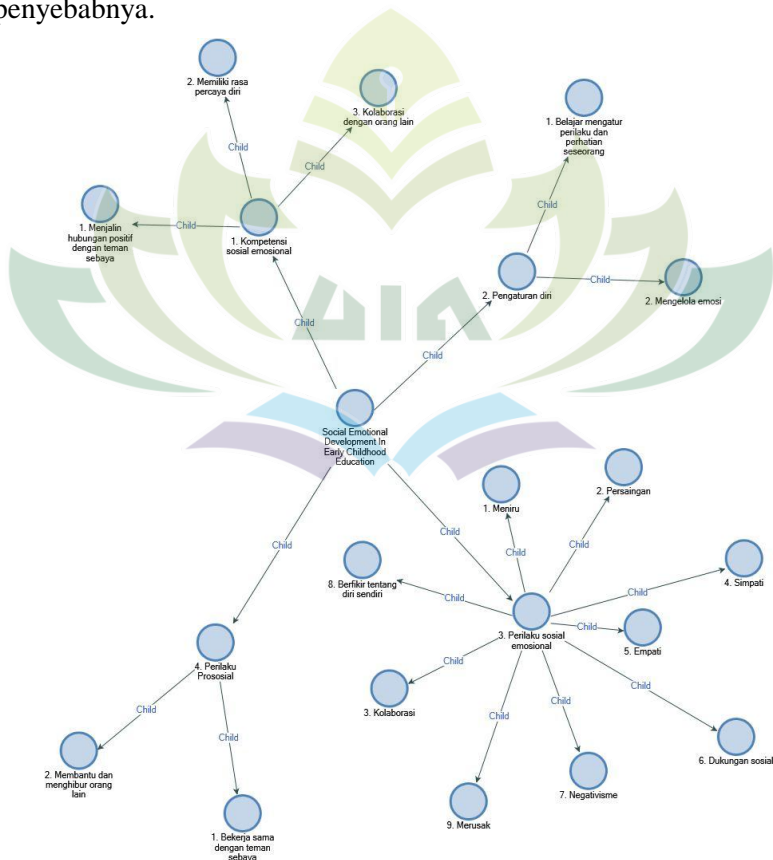
Penelitian ini menyajikan tinjauan sistematis tentang perkembangan sosial emosional anak usia dini. Tujuannya adalah untuk menganalisis sistematis tinjauan empiris yang ada tentang perkembangan sosial emosional anak usia dini untuk memberikan pemahaman lebih lanjut mengenai perkembangan sosial emosional yang dialami kelompok anak usia dini. Berdasarkan hasil yang diperoleh dari tiga artikel, dapat disimpulkan bahwa faktor-faktor yang mempengaruhi perkembangan sosial emosional anak usia dini berbeda-beda pada setiap penelitian.



Gambar 5. Project Map Faktor Perkembangan Sosial Emosional Anak Usia Dini

Anak-anak dengan masalah perilaku dan emosional di prasekolah lebih mungkin mengalami tantangan kesehatan mental

sepanjang masa kanak-kanak dan remaja (Abd Rahim et al., 2023). Perkembangan keseimbangan emosi anak juga mempengaruhi perasaan diri secara signifikan. Oleh karena itu, perkembangan emosi yang sehat adalah fondasi dari perkembangan kepribadian dan sosial yang sehat, membangun hubungan sosial yang positif pada anak-anak dengan orang dewasa dan teman sebaya, mengatur emosi mereka dan mengekspresikannya sesuai dengan kondisi lingkungan menjadi salah satu elemen terpenting dari perkembangan sosio-emosional prasekolah. Sikap orang tua juga berperan penting untuk perkembangan sosial dan emosional anak (Arslan, 2021). Dari literature review yang dilakukan, terdapat enam jurnal yang membahas mengenai perilaku sosial anak usia dini dan faktor penyebabnya.



Gambar 6. Project Map bentuk-bentuk Perkembangan Sosial Emosional Anak Usia Dini

Kompetensi sosial emosional dapat diartikan sebagai kemampuan untuk memanfaatkan baik pribadi maupun sumber daya lingkungan untuk mencapai hasil yang diinginkan dalam situasi sosial (Waters & Sroufe, 1983). Kompetensi sosial dikaitkan dengan berbagai hasil dalam berbagai bidang kehidupan. Anak yang kompeten secara sosial adalah anak yang populer dan mampu menjalin dan memelihara hubungan positif dengan teman sebaya, memiliki rasa percaya diri, dan kemampuan untuk berkolaborasi dengan orang lain (Denham et al., 2009; Tervahartiala et al., 2023). Bentuk perkembangan sosial emosional anak usia dini adalah pengaturan diri, yang meliputi belajar mengatur perilaku dan perhatian seseorang dengan mengelola emosi dan impuls yang kuat. Penelitian menunjukkan bahwa kemampuan untuk mengatur emosi, perhatian, perilaku mendukung perkembangan sosial dan perilaku di kemudian hari, berkaitan dengan kesiapan sekolah dan prestasi akademik di kemudian hari (Denham et al., 2014; Trentacosta & Izard, 2007).

Hasil penelitian (Jeti & Herliyani, 2018), menyebutkan bahwa bentuk perkembangan sosial emosional anak usia dini adalah perilaku sosial emosional yang meliputi **meniru**, anak bersikap sama dengan kelompok tertentu sehingga anak meniru sikap dan perilaku orang yang dikaguminya. **Persaingan**, keinginan untuk mengungguli dan mengalahkan temannya dan perilaku ini akan muncul pada diri sendiri usia 4 tahun. **Kolaborasi**, pada akhir tahun timbul pada saat bermain kooperatif dan kegiatan kelompok mulai berkembang dan meningkat. **Simpat**, merupakan pemahaman terhadap perasaan dan emosi orang lain yang akan muncul pada usia tiga tahun, dan meningkat ketika banyak anak membangun komunikasi dengan anak lain. **Empati**, merupakan perasaan dan emosi yang diterapkan secara nyata kepada orang lain namun di sisi lain juga memerlukan kemampuan membayangkan diri sendiri pada posisi orang lain. **Dukungan sosial**, menjelang akhir masa kanak-kanak, dukungan dari teman menjadi lebih penting dibandingkan orang dewasa, membagi anak mendapatkan pengalaman yang baik dengan anak lain sehingga anak mau berbagi harta bendanya dengan anak lain seperti permainan atau makanan. **Negativisme**, ditunjukkan dengan adanya perlawanan fisik, perilaku ini terjadi pada usia tiga sampai empat tahun. **Berpikir**

tentang diri sendiri, anak sering kali memikirkan dirinya sendiri namun lambat laun perilaku ini akan terjadi mengalami penurunan, namun perilaku dermawan masih sangat kecil, dan **merusak**, ledakan amarah sering kali disertai dengan tindakan merusak benda-benda disekitarnya, tanpa memperdulikan harta milik orang lain. Guru juga memberikan suasana aman dan nyaman bagi anak, menjalin kedekatan dengan anak, dan membiasakan anak dengan anak lain. Selain itu, bagi anak yang mengalami kesulitan dalam bersosialisasi dan emosinya tidak stabil guru melakukan pendekatan dan bekerjasama dengan orang tua dalam mengembangkan sikap sosial dan suasana emosi anak (Jeti & Herliyani, 2018).

Peran guru dalam mengembangkan aspek sosial emosional anak usia dini sangat penting, guru berperan sebagai panutan, pembimbing, fasilitator dan memotivasi kegiatan bermain kolektif anak, guru berperan sebagai pemimpin yang baik bagi anak, yang senantiasa memberikan teladan dalam tindakan, perkataan dan sikap, memberikan arahan, dan bimbingan dalam sosialisasi. Guru juga memberikan suasana aman dan nyaman bagi anak. Guru menjalin kedekatan dengan anak, dan mengakrabkan anak dengan anak lain. Selain itu, bagi anak yang mengalami kesulitan dalam bersosialisasi guru melakukan pendekatan dan kerjasama dengan orang tua. Temuan penelitian ini didukung oleh teori Ki Hadjar Dewantara bahwa dalam mendidik guru hendaknya memahami konsep sebagai berikut *Ing ngarso sung tulodo*, artinya jika pendidik berada di depan wajib memberikan contoh yang diterapkan kepada siswanya. kepada anak usia dini, pendidik didepan memberikan contoh yang baik. Anak usia dini untuk dapat membentuk nilai-nilai moral dapat ditanamkan melalui keteladanan dan pembiasaan tidak perlu banyak pendidik dalam memberikan ceramah. Wawasan membangun *Ing madyo mangun karso*, artinya jika pendidik ditengah-tengahnya harus lebih membina, mendorong atau memotivasi anak peserta didik, agar anak dapat berkreasi sendiri atau mandiri. Sistem ini lebih tepat diterapkan pada anak usia di atas taman kanak-kanak. Tut Wuri Handayani, maksudnya apabila pendidik berada dibelakang harus memberikan dorongan, motivasi dan arahan agar anak dapat mandiri dalam mengerjakan tugas. Ini diantara sistem yang dibutuhkan oleh para

pendidik untuk dapat memahaminya dengan baik. Guru berada di depan, di tengah dan juga di belakang untuk memberikan teladan, bimbingan, dan dorongan dalam mendidik anak sebagai metode pembinaan pada anak.

4. KESIMPULAN

Bentuk-bentuk perkembangan sosial emosional anak usia dini meliputi kompetensi sosial emosional, pengaturan diri, perilaku sosial emosional dan perilaku prososial. Perilaku sosial emosional anak yang bermasalah meliputi interaksi dengan teman sebaya, hiperaktif, perilaku agresif, perasaan cemas, menarik diri, tidak patuh, membantah, sulit bersosialisasi. Faktor-faktor yang mempengaruhi perkembangan sosial emosional seperti karakteristik sosial ekonomi, gaya pembinaan dan tingkat komunikasi pendidik, kelekatan dan pengasuhan, interaksi ibu dan anak, kualitas lingkungan fisik, dan sebagainya. Permasalahan sosial emosional perlu ditangani agar tidak berpengaruh pada perkembangan selanjutnya. Penelitian berimplikasi dalam bidang pendidikan dan juga penelitian-penelitian selanjutnya. Implikasi bagi guru ialah guru dapat belajar mengenai bentuk-bentuk sosial emosional pada anak usia dini sehingga guru dapat beradaptasi dan mempersiapkan diri ketika menghadapi anak-anak usia dini di sekolah. Penelitian ini diyakini dapat berkontribusi untuk pengembangan sosial emosional anak usia dini baik dilingkungan sekolah maupun lingkungan keluarga.

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Early childhood education and care educators supporting parent-child relationships: a systematic literature review

Amanda O'Connor, Andrea Nolan, Heidi Bergmeier, Merrilyn Hooley, Craig Olsson, Warren Cann, Janet Williams-Smith & Helen Skouteris

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Overview

How physical or sensory environmental factors in early childhood care and education influence social and social development emotional child? Systematic scoping review

Andrea Tamblyn^a, Yihan Sun^a, Tamara Mei Maria Evangelou^b, Dewa Nicci^c, Claire Blewitt^{a,*}, Helen Skouteris^{a,e,**}

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ARTICLE INFO

ABSTRACT

Keywords: The aim of this systematic scoping review is to provide an overview of the physical and sensory environmental factors

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Physical and sensory environmental interventions to support children's social and emotional development in early childhood education and care settings: a review systematic

Andrea Tamblyn, Helen Skouteris, Angela North, Yihan Sun, Tamara May, Elaine Swart, Nicci Godsman & Claire Blewitt

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Review

How do physical or sensory early childhood education and care environment factors affect children's social and emotional development? A systematic scoping review

Andrea Tamblyn^a, Yihan Sun^a, Tamara May^b, Maria Evangelou^c, Nicci Godsman^d, Claire Blewitt^{a,*}, Helen Skouteris^{b,c,*}

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ARTICLE INFO

ABSTRACT

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Overview

What Types of Body-Oriented Interventions Promote Social-Emotional Competencies in Preschool Children? Systematic Review

Andreia Dias Rodrigues ^{1,2} , Ana Cruz-Ferreira 1.2, José Marmeleira 1.2, Luis Laranjo 1.2 and Guida Veiga ^{1,2,*}

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Abstract: There has recently been an increase in body-oriented interventions implemented in education context. Body-oriented interventions are based on the body-mind connection, which involves the body and awareness and expression of movement. In a systematic review of the literature on body-oriented interventions applied in a preschool context, we review the scope and quality of body-oriented interventions. Quantitative evidence of each type of body-oriented intervention regarding social-emotional competence. Seven databases were searched for randomized controlled trials (RCTs) and quasi-RCTs. Found eleven body-oriented core intervention programs (e.g., play, relaxation, and psychomotricity). Play

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Article

Emotional Competence of Early Childhood Educators and Child Socio-Emotional Wellbeing

Angelica Arace ^{*} , Laura Elvira Prino and Donatella Scarzello

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Abstract: Background: Early childhood educators are attachment figures for babies and play an important role in emotion socialization. This study aims to analyze the role of educators as emotional socializers and its relationship with infants' social competence and attachment security, considering various characteristics of educators (age, years of experience, level of knowledge of development and parenting) and the context (day-care center-family communication). Methods: 563 infants attending day-care centers (age: M = 25.98 months SD = 5.41) and their 223 early childhood educators (age: M = 42.61 SD = 11.02) took part in this study. The educators completed: CEESQ—Creche Educator Emotional Style Questionnaire, Information Sources Questionnaire, two sub-scales of KIDI—Knowledge of Infant Development Inventory, QRS-F—Questionnaire on the Relationship

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CHAPTER 5

IMPROVISING WITH CHALLENGING BEHAVIOR: CREATING NEW PERFORMANCES WITH CHILDREN IN EARLY CHILDHOOD SPECIAL EDUCATION

Barbara E. O'Neill

ABSTRACT

Given that preschool children with disabilities exhibit three times the rate of challenging behavior as compared to their typically developing peers, and that exhibiting challenging behavior in the preschool years is associated with later academic failure and social rejection, researchers and teachers alike recognize the need to support children with disabilities who use such behavior in the preschool years. This chapter presents how one preschool special education teacher, in accordance with her teaching philosophy, employed a performance-based pedagogy as a positive behavioral approach to working with one child with special needs who used

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Early childhood teachers' sense of community and work engagement: Associations with children's social, emotional, and behavioral functioning

Briana Bostic^{a,*}, Natalie Schock^b, Lieny Jeon^c, Cynthia K. Buettner^d

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Keywords:

ABSTRACT

Teachers' capacity to cultivate children's social, emotional, and behavioral functioning in early childhood settings could depend on how connected they feel to their workplace as well as to their work. However, the role of teachers' perceptions of their workplace in their work engagement, as well as children's functioning (i.e., anger-aggression, anxiety-withdrawal, social competence,

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Review

Do Curriculum-Based Social and Emotional Learning Programs in Early Childhood Education and Care Strengthen Teacher Outcomes? A Systematic Literature Review

Claire Blewitt ¹, Amanda O'Connor ¹, Heather Morris ¹, Aya Mousa ¹, Heidi Bergmeier ¹, Andrea Nolan ², Kylie Jackson ³, Helen Barrett ³ and Helen Skouteris ^{1,4,*}

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Early Childhood Research Quarterly 43 (2018) 52–61

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Early Childhood Research Quarterly



Effect of the tools of the mind kindergarten program on children's social and emotional development

Clancy Blair ^{*}, Rachel D. McKinnon, M. Paula Daneri

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Social-emotional development
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ABSTRACT

Social-emotional competence in early childhood and the elementary grades is foundational for children's short- and long-term academic, social, mental health, and employment outcomes. This study examined the effects of a large-scale ($N = 715$) cluster randomized controlled trial of a comprehensive kindergarten program, Tools of the Mind, on teachers' reports of children's social-emotional competence at the end of kindergarten with follow-up in first grade. Results indicated that at the end of kindergarten, children in classrooms in schools randomly assigned to the treatment condition had reduced teacher-reported behavior problems and aggression and improved self-regulation, social-emotional competence, and positive teacher-child relationships relative to children in classrooms in schools randomly assigned to the control condition. No differences were detected for teacher-reported academic competence. Sustained

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STUDY PROTOCOL

Assessing the effectiveness and implementation of a universal classroom-based set of educator practices to improve preschool children's social-emotional outcomes: Protocol for a cluster randomized controlled type 2 hybrid trial in Singapore



Evelyn S. Tan^{1,2*}, Bryce D. McLeod^{1,3}, Robyn A. Mildon^{1,2}, Aron Shlonsky⁴, Cheryl K. F. Seah^{1,2}, Keri McCricker^{1,5}, Esther Goh^{1,2}, Gayatri Kembhavi^{1,2}

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ORIGINAL ARTICLE



How parental migration affects early social-emotional development of left-behind children in rural China: a structural equation modeling analysis

Huifeng Shi¹ · Chunxia Zhao² · Yan Dou¹ · Xiaoqian Duan¹ · Lingyan Yang³ · Yufeng Du¹ · Xiaona Huang² · Xiaoli Wang¹ · Jingxu Zhang¹

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Abstract

Objectives This study assessed the early social-emotional development of left-behind children (LBC) in rural China and determined the mediating factors linking parental migration to LBC's developmental outcome.

Methods We used cross-sectional data of 845 LBC under 3 years old from five counties in rural China in 2018. Social-emotional problems were assessed by the ages and stages questionnaires: social-emotional. Family structure, function, and child nurturing care practices were measured to explore their roles in potential pathways of parental migration affecting early social-emotional development.

Results 36.4% of LBC were identified with social-emotional problems; the rate was higher among LBC with migrant

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Preschool Programs that Help Families Promote Child Social-Emotional School Readiness: Promising New Strategies

Karen L. Bierman¹ · Elizabeth A. Stormshak² · Morgan D. Mannweiler¹ · Katherine A. Hails²

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Abstract

Parents play a central role in supporting the early learning that positions young children for success when they enter formal schooling. For this reason, efforts to engage families in meaningful collaboration is a long-standing goal of high-quality early childhood education (ECE). Family–school engagement can take multiple forms; in this review, we focus on universal preschool-based outreach strategies that help parents support growth in child social-emotional and self-regulation competencies and prepare them for the transition into formal schooling. Recent research has expanded understanding of the neurodevelopmental processes that underlie child school readiness, and the impact of parenting (and the social ecology affecting parenting) on those processes. These new insights have fueled innovation in preschool-based efforts to partner with and support parents, expanding and shifting the focus of that programming. In addition, new approaches to intervention design and delivery are emerging to address the pervasive challenges of reaching and engaging families, especially those representing diverse racial, ethnic, cultural, and socioeconomic backgrounds. This paper reviews developmental research that underscores

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Childcare context and socio-emotional development in toddlers – a quantitative report from the FinnBrain Birth Cohort Study, Finland

Katja Tervahartiala, Saara Nolvi, Eeva-Leena Kataja, Milka Seppälä, Tuomo-Artturi Autere, Hetti Hakanen, Hasse Karlsson, Alice Carter, Linnea Karlsson & Riikka Korja

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Preschool Teachers' Mindfulness and Children's Social, Emotional, and Behavioral Functioning

Lieny Jeon^{1,2} · Katherine Ardeleanu^{1,3} · Xiangyu Zhao¹

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Abstract

Objectives Early childhood educators play a significant role in creating social and emotional learning environments for children. Therefore, it is important that early childhood educators stay mindful to provide responsive and sensitive care and education for young children. The goal of this study is to examine to what extent five facets of teachers' mindfulness (i.e., observing, describing, awareness, nonjudging, and nonreactivity) are associated with children's social, emotional, and behavioral functioning, measured by anger/aggression, anxiety/withdrawal, social competence, and behavioral self-regulation. **Methods** Using data collected from 329 preschool-aged children and their 52 teachers in 13 ECE programs, we conducted three-level multi-level analyses.

Results Different aspects of mindfulness among teachers were differently associated with child outcomes after controlling for child and teacher demographics. Teachers' observing was positively associated with children's social competence and anger/aggression. When teachers report a higher level of describing, children had better social competence. In addition,

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Child care chaos and teacher responsiveness: Indirect associations through teacher emotion regulation and coping



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Abstract

Teachers in early childhood care settings are the main contributors to children's development. However, the role of teachers' emotional abilities (i.e., emotion regulation and coping skills) and the role of teachers' perceived environmental chaos in relation to their responsiveness to children remain under-researched. The current study explores the direct and indirect relationships between teachers' perceptions of child care chaos and their self-reported contingent reactions to children's negative emotions and social interaction challenges through teachers' emotional regulation and coping strategies. The sample consisted of 1,120 preschool-age classroom teachers in daycares and public pre-K programs across the US. We first found that child care disruption was directly related to unsuicovative teacher reactions after controlling for a variety of

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CHAPTER NINETEEN

Children's Social Development within the Context of Early Childhood Education and Care Experiences

Linda A. White, Anika Ganness, and Michal Perlman

Families access Early Childhood Education and Care (ECEC) settings as a way to support maternal employment as well as to support children's development. Demand for ECEC services has grown internationally in recent decades (Shaeffer, 2016). In Canada, for example, parents report that over half of preschool aged children attend ECEC services (Bushnik, 2006; Cleveland et al., 2008) and spend at least 30 hours per week in some form of child care (Sinha, 2015). Attendance rates are even higher in other Organisation for Economic Cooperation and Development (OECD) countries (OECD, 2019).

Given these trends, it is not surprising that governments around the world – either

Melissa Stormont and Laine Young-Walker*

Supporting professional development needs for early childhood teachers: an exploratory analysis of teacher perceptions of stress and challenging behavior

DOI 10.1515/ijdh-2016-0037

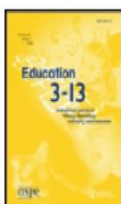
Received July 14, 2016; accepted September 30, 2016; previously published online December 17, 2016

Abstract: Early childhood teachers are a unique population of teachers and it is important to determine amenable factors that contribute to their stress. According to available research, challenging child behavior is associated with teacher stress and burnout in school-aged teachers. Given the lack of formal and coordinated in-service education and varied qualifications, early childhood teachers are particularly vulnerable to stress. Further, young children are more likely to have challenging behavior given

Introduction

Teachers in early childhood programs need to be prepared to support the various developmental needs of young children [1]. In addition, some young children struggle in specific areas and need teachers to be prepared to provide more tailored support for their development [2]. However, teachers of young children often have diverse educational backgrounds and experiences in teaching and working with young children (e.g. [3]). Furthermore, many teachers of young children have not been formally educated, which requires that they learn on the job and need train-

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Education 3-13

International Journal of Primary, Elementary and Early Years Education



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Quality of teacher-child relationship and preschoolers' pro-social behaviour in German kindergartens

Michael Glüer & Athanasios Gregoriadis

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The Role of Early Childhood Education in Social Behaviour of Children

Milagros Nores and W. Steven Barnett

Abstract Public investments in Early Childhood Care and Education have grown and continue to grow considerably, in part based on rigorous research establishing the importance of investing in the first 5 years of life. A large body of evidence on early childhood interventions has found short- and medium-term effects that extend beyond narrowly academic or cognitive outcomes to improvements in pro-social and anti-social behaviours, skills such as self-regulation, commitment to schooling, risky adolescent behaviours, aggression, delinquency, crime, employment and earnings, and both mental and physical health. The potential of high quality early childhood programs to affect a broad range of children's social behaviours, attitudes and skills has strong implications for the development of programs and policies that can prevent antisocial behaviours, delinquency and risky behaviours while improving productivity in the workforce. Given the importance of the early years in child development, this chapter focuses on summarizing the evidence of the impact of early childhood interventions on children's social and emotional behaviour in the United States and globally, describes which aspects of these interventions are associated with larger short-term and long-term social and emo-

Study Protocol

SAGA-Supporting Social-Emotional Development in Early Childhood Education: The Development of a Mentalizing-Based Intervention

Mirjam Kalland ^{1,2,*}, Tanja Linnavalli ^{1,3} and Malin von Koskull ^{4,5}

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Abstract: The aim of the SAGA project is to support children's social-emotional development and teacher mentalizing by promoting regular shared story-book reading with mentalizing dialogs in early childhood education and care (ECEC) centers. The theoretical phase, the modeling phase (Phase I), and the exploratory phase (Phase II) of the SAGA intervention, as well as the research protocol for the final trial (Phase III), are described in the present article.

Article

Strengthening Emotional Development and Emotion Regulation in Childhood—As a Key Task in Early Childhood Education

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- * Correspondence: ramona.thuemmeler@tu-dortmund.de

Abstract: The following article deals with emotional development and the development of emotion regulation skills in children during early childhood education, focusing primarily on the importance of the early childhood teacher. Emotion regulation is important for success and wellbeing in further life. It is developed in interaction with parents as attachment figures. Teachers can also be important persons for the child in the context of bonding. This leads to the question of how early childhood teachers can support children learning to regulate their emotions. We analyze with the content

RESEARCH ARTICLE

The impact of classroom climate on emotional development in childhood

Rocio Garcia-Peinado

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ABSTRACT

This research article examines the crucial role of a healthy classroom climate in the social-emotional development of students during childhood. A positive classroom climate has been associated with several positive outcomes, including increased academic success, development of intrapersonal skills, and improvement in the quality of interpersonal relationships. The main objective is to explore the impact of the classroom climate on the comprehensive development of children. The study employs a qualitative approach, using multiple case studies to collect rich and detailed data. Data analysis is carried out using computer-aided qualitative data analysis (CAQDAS) software, specifically the ATLAS.ti program, to generate categories that allow for in-depth analysis. The findings underscore the importance of considering the classroom climate as a key factor in promoting general well-being and positive social-emotional outcomes among

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Scandinavian Journal of Educational Research

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Supporting social-emotional development in early childhood education and care – a parallel group trial

randomized trial that evaluates the impact of two different interventions

Silja Martikainen, Mirjam Kalland, Tanja Linnavalli, Kaisamari Kostilainen, Metsämarja Aittokoski, Jyrki Reunamo, Zoi Vasileiou & Mari Tervaniemi

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Preschool educators' readiness to promote children's emotional competence

Author

Somerwil, T, Klieve, H, Exley, B

Published

2020

Journal Title

Asia-Pacific Journal of Research in Early Childhood Education

Version

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Peer Contagion in Child and Adolescent Social and Emotional Development

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Key Words

social development, intervention, deviant peers, deviancy training, aggression, problem behavior, social network, corumination

Abstract

In this article, we examine the construct of peer contagion in childhood and adolescence and review studies of child and adolescent development that have identified peer contagion influences. Evidence suggests that children's interactions with peers are tied to increases in aggression in early and middle childhood and amplification of problem behaviors such as drug use, delinquency, and violence in early to late adolescence. Deviancy training is one mechanism that accounts for peer contagion effects on problem behaviors from age 5 through adolescence. In addi-

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Teacher-child interactions in early childhood education and its effects on social and language development

Yohannes Tigro Tilbe & Xiaosong Gai

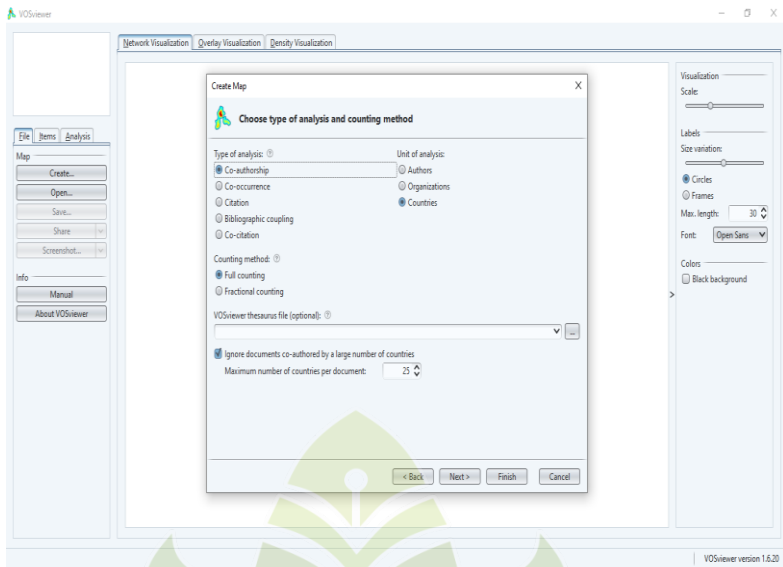
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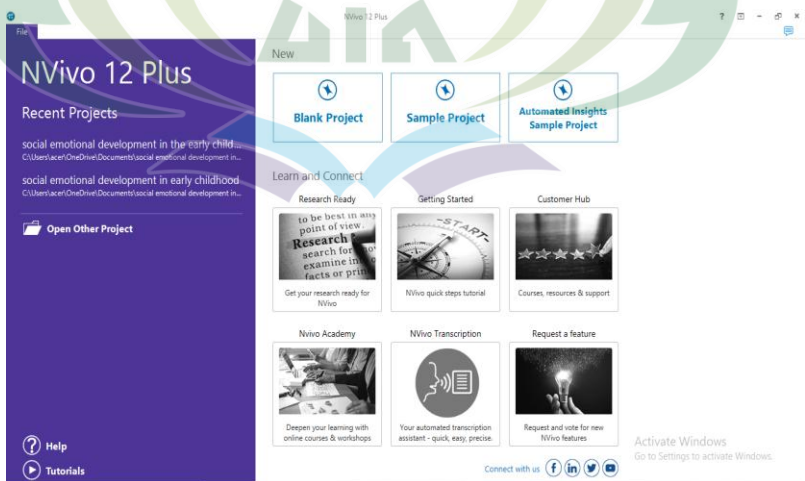
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social emotional development in the early childhood education.nip - Nvivo 12 Plus

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Factors That Influence The Social Emotional Development Of Early Childhood	0	0	11/03/2024 14:01	DAMAYANTI	11/03/2024 14:01	DAMAYANTI
1. Karakteristik sosial ekonomi	1	2	11/03/2024 14:01	DAMAYANTI	11/03/2024 14:42	DAMAYANTI
10. Pengaturan aktivitas	1	2	11/03/2024 21:47	DAMAYANTI	11/03/2024 22:36	DAMAYANTI
11. Rasio anak terhadap aktivitas	1	1	11/03/2024 21:47	DAMAYANTI	11/03/2024 22:31	DAMAYANTI
12. Kualitas lingkungan fisik	1	1	11/03/2024 21:50	DAMAYANTI	11/03/2024 22:48	DAMAYANTI
2. Interaksi ibu dengan anak	1	1	11/03/2024 14:12	DAMAYANTI	11/03/2024 14:46	DAMAYANTI
3. Perilaku beresiko dan penggunaan gawai	1	1	11/03/2024 14:12	DAMAYANTI	11/03/2024 14:48	DAMAYANTI
4. Kondisi psikologis orang tua	1	1	11/03/2024 14:13	DAMAYANTI	11/03/2024 14:50	DAMAYANTI
5. Kelelahan dan pengasuhan	1	1	11/03/2024 14:13	DAMAYANTI	11/03/2024 14:54	DAMAYANTI
6. Program pembelajaran	1	2	11/03/2024 14:14	DAMAYANTI	11/03/2024 15:01	DAMAYANTI
7. Gaya penanaman pendidikan dan tingkat komunikasi pendidik	1	1	11/03/2024 21:22	DAMAYANTI	11/03/2024 21:24	DAMAYANTI
8. Materai kelas	1	1	11/03/2024 21:46	DAMAYANTI	11/03/2024 22:13	DAMAYANTI
9. Fleksibilitas materi dan ruang	1	1	11/03/2024 21:46	DAMAYANTI	11/03/2024 22:23	DAMAYANTI
Social Emotional Development In Early Childhood Education	0	0	06/03/2024 9:33	DAMAYANTI	06/03/2024 9:33	DAMAYANTI
1. Kompetensi sosial emosional	1	1	16/03/2024 16:45	DAMAYANTI	21/03/2024 21:16	DAMAYANTI
2. Pengaturan diri	1	1	17/03/2024 23:30	DAMAYANTI	17/03/2024 23:43	DAMAYANTI
3. Perilaku prososial	1	1	21/03/2024 22:28	DAMAYANTI	28/03/2024 6:56	DAMAYANTI
4. Perilaku sosial emosional	1	1	28/03/2024 6:26	DAMAYANTI	28/03/2024 6:26	DAMAYANTI

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Name	Codes	Reference	Modified On	Modified By	Classificatio
Andras tamblyn) Bagaimana faktor lingkungan pengasuhan dan pendidikan anak usia dini	5	6	11/03/2024 22:0	DAMAYANTI	
Anglica Anzeq) Kompetensi Emosional Pendidik dan Anak Usia Dini	1	1	11/03/2024 14:2	DAMAYANTI	
Katja Tenharhata) Konteks pengasuhan anak dan perkembangan	1	1	16/03/2024 16:4	DAMAYANTI	
La jeti & herijany) STIMULASI PERKEMBANGAN SOSIAL EMOSIONAL	10	10	21/03/2024 21:1	DAMAYANTI	
Mijam Kalland & Tarja Linnavall) Hubungan Antara Perkembangan Sosial-	2	2	17/03/2024 23:9	DAMAYANTI	
Ramona tumler) Memperkuat Perkembangan Emosi dan Regulasi Emosi Anak Sebagai Tugas Utama dalam Pendidikan Anak Usia	1	1	28/03/2024 7:13	DAMAYANTI	
Vane Ardian Rachman) Faktor-faktor yang Mempengaruhi Perkembangan Sosial Emosional Anak	6	8	11/03/2024 14:2	DAMAYANTI	

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Atas Nama : Shela Dian Damayanti, Syafrimen Syafril
Institusi : Universitas Islam Negeri Raden Intan Lampung
URL Artikel : <https://aulad.org/index.php/aulad/article/view/638>

Telah melalui proses submit, review, revisi daring penuh dan telah dipublikasikan pada **Aulad Journal on Early Childhood Volume 7 Nomor 2 Tahun 2024** pada tanggal 09 Juni 2024

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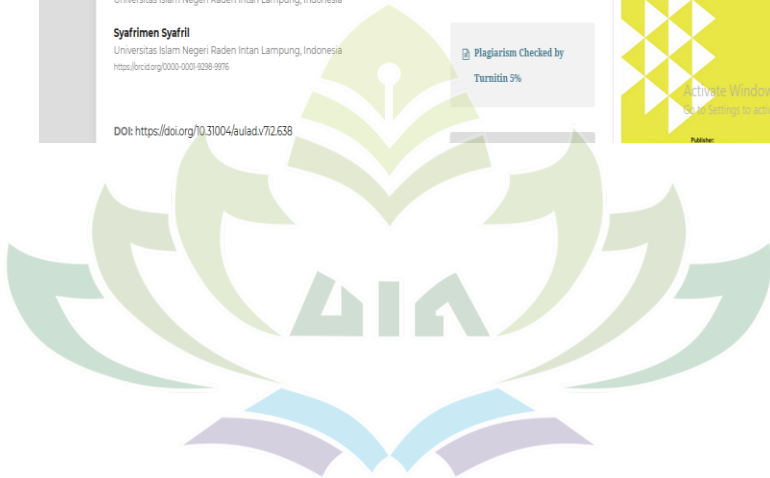


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