THE DEVELOPMENT OF CHILDREN'S EMOTIONAL: A SYSTEMATIC LITERATURE REVIEW

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Abstract: One aspect of development that is important for early childhood is the emotional aspect. Summarizing the opinion of Goleman, Izard and Ackerman, Le Doux, emotions are feelings that are physiologically and psychologically owned by children and are used to respond to events that occur around them. Emotions develop over time, emotions in early childhood develop from simple to more complex conditions. Emotions develop as a result of interaction with the environment. Emotional development in early childhood is very important. Because emotional behavior has to do with activities with activities in life. The stronger the emotion exerts pressure, the stronger it will shake the balance of the body to perform certain activities. And that is the reason for me to write this article using a systematic literature review method that examines journals according to the topics I discuss

Keywords: Children, Early Age, Emotional Development

INTRODUCTION

Development is an eternal and constant process that leads to an organization at a higher level of integration, based on growth and coercion in learning and there is an organization or higher behavioral structure. In the process of development, the nature of the individual and the nature of the environment determine behavior to be actual and manifest. (Haditono, 2006). Emotions are feelings that have a large impact on behavior. Usually, emotions are reactions to impulses from outside and within the individual. Emotions are

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related to physiological changes and various thoughts. So, emotion is one of the important aspects in early childhood growth. Emotional development in elementary age students is characterized by the ability to control emotions obtained by children through imitation and training (habituation). Emotional development in elementary age students is characterized by anger, fear, jealousy, envy, affection, curiosity, and joy (feeling pleasure, pleasure, or happiness). (Joseph, 2012).

Emotions are related to physiological changes and various thoughts. So, emotions are one of the important aspects in human life, because emotions can be a motivator of behavior in the sense of increasing, but can also interfere with human international behavior (Prawitasari, 1995). According to Crow and Crow (1958), understanding emotion is 'An emotion, is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred up states in the individual, and that shows it self in his evert behavior'. So, emotion is an affective experience that is generalized in self-adjustment and mental so that it can explain who the individual really is and is shown in each of his behavior.

According to Elizabeth B. Hurlock as quoted (Setiani, 2012) the child's ability to react emotionally has existed since the newborn. The first symptom of this emotional behavior is general arousal. As children age, their emotional reactions are less diffuse, less arbitrary, more distinguishable, and more lenient because they have to learn how other people react to emotional outbursts. Lindsley, argues that emotions are caused by working too hard on the nervous system, especially the brain, for example when individuals experience frustration, the nervous system works very hard which causes the secretion of certain glands that can heighten the work of the brain, then it causes emotions.

So emotion is an affective experience that is accompanied by an adjustment in the individual about mental and physical states and is in the form of a visible behavior. So emotion is an affective experience accompanied by adjustments from within the individual about mental and physical states and in the form of a visible behavior. Emotions are often defined in terms of feelings, such as affective experiences, pleasure or displeasure, anger, surprise, happiness, sadness and disgust. Emotions are also often associated with behavioral expressions and physiological responses.

Early childhood is a very sensitive period to get information in their environment. At this age children have an intellectual capacity of 80%. This

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means that children have a strong grasp of the information obtained. Maria Montessor (1995), an early childhood, called the Absorbent Mind a fast-absorbing thought. Information that enters through the child's senses is quickly absorbed into the brain. The absorption of a child's brain can be likened to a sponge that absorbs water quickly. For this reason, educators should not be wrong in giving concepts to children. One aspect of early childhood development that needs to be considered by educators and parents is the child's social and emotional state. According to Ary Ginanjar (2007) one of the intelligences that children must have is EQ (Emotional Quention). A person's ability to socialize and adapt is based on emotional abilities, so educators and parents have an important role in stimulating children's social emotional development.

METHOD

The method in this study uses a Systematic Literature Review that was promoted by Kitchenham and Charter Kelee. Systematic Literature Review is a term used to refer to a particular research methodology or research and development carried out to collect and evaluate related research on a particular topic focus.

Literature Search

In the process of searching for literature information using relevant sources to obtain data related to the theme raised. The search was carried out using various supporting and relevant sites, including information from the Google Scholar site and article journal sites from various universities in Indonesia and outside Indonesia.

Inclusion and Exclusion Criteria

The articles are included in the review if they meet the inclusioncriteria, namely based on the topic of discussion about children's emotional development.

FINDINGS AND DISCUSSIONS
Finding

Table 1
Studies on Children's Emotional Development

No	Author, Year	Sample (n)	Variable	Methods, Instruments	Summary of Results
1	(Jeti, L; Herliyani, O, Y, 2018)	Early childhood students at Kindergarten group B Setia, Baubau city.	- Emotional Social - Teacher's Role	This research uses a type of field research with a qualitative approach, namely a research method based on a phenomenological philosophy, which is used to examine the condition of natural objects.	Emotional and social abilities of early childhood at Setia Baubau Kindergarten include: socializing, socializing and communicating with friends and teachers well, working together, patiently waiting for their turn, caring and helping friends who have difficulty doing assignments in class, sharing food and toys, giving in to friends, responsible, happy to play together, love each other, not easily angry, and empathize. However, there are also children who have not developed their social- emotional optimally. The teacher's role in stimulating the development of the socio-emotional aspects of early childhood in Setia Baubau Kindergarten. For children who have difficulty in socializing and emotionally unstable teachers approach and cooperate with parents in developing social attitudes and emotional settings of children.
2	(Sukatin et al., 2019)	-	Emotional development	This research is a qualitative research that is library research using journal articles and books related to this research. This research data collection technique was carried out by collecting data, both journal	This study discusses many things that can develop emotional development in children, for example, the figure of a mother and father, the surrounding environment and their peers. Positive emotional development of children can facilitate children in other activities in the social environment. And also from the above discussion also the emotional development of

				articles and books. The data analysis of this research used content analysis.	early childhood there are several problems that must be faced, therefore the role of parents, the surrounding environment and family is very important to stimulate children's emotional and social intelligence
3	(Tusyana, E, et al, 2019)	5th grade student named Aini Sueb at SDN Jaranan	Emotional Social Development	The method used in this research is descriptivequalitative method	Based on the results of the study, "students in their social-emotional development need assistance and programs that are in accordance with their needs and age in the world of education both when dealing with the social environment, and family"
4	(Martan. M., 2012).	n = 30 Kindergarten teachers became the research subjects. Those who have experience as a kindergarten teacher have at least five yearsof experience and a maximum of 33 years. This kindergarten teacher comes from three kindergartens in the city of Yogyakarta	- Stimulus - Emotional development	The qualitative research method with interview, observation and self-report guidelines was prepared referring to the Developmental Appropriateness Practices of NAEYC or The National Association for the Education of Young Children (Puckett & Diffily 2004 and Santrock, 2006).	Based on the findings in this study, it can be concluded that teacher understanding is not measured by how long the experience is because it can be seen in how to provide stimulation for early childhood emotional development is still inadequate, because teachers emphasize the importance of cognitive abilities in children, and tend to ignore development emotion onchildren, so that it is very possible for developmental problems to occur in children.
5	(Ashary, Y, et al., 2015)	The population of this research is all kindergarten students in Kec. Biringkanaya Makassa City of 1,779 children spread to 79 kindergarten institutions in 7 (seven) kelurahan.	Kindergarten Children's Emotional Behavior Control	This research is a quantitative Expost-facto research	An interesting finding from this study is that there are factors between teachers and parents who can solve problems in children's problems related to children's emotional behavior, as well as similarities, namely the common understanding between teachers and parents, especially regarding how to control children's emotional behavior.

		Determination of the sample was carried out using the solvin formula with a confidence levelof 10%, finally obtained a sample of 84 children.			
6	(Goh Wah Im et al., 2019)	N = 49 out of two public preschools in Johor Bahru city. These 2 state kindergartens are part of a national type of elementary school that caters to parents from the lower middle income group	Development of preschool socio-emotional inventory	This pilot study uses a survey design to collect data using P-SECI	Preliminary findings suggest that teachers and parents differ in SEC evaluations of their children by age and gender but for age, the average difference is slightly larger than that of gender. It also shows that P-SECI is relevant in predicting children's mental health, school readiness and academic success through the analysis of their social emotional competence results.
7	(Buzzian Benaisa, Y; Herrera Torres, L. (2014)	74 students from the Municipal School of Music and Dance from the autonomous city of Melilla (EMMD) participated, with 22 boys (29.7%) and 52 girls (70.3%) with a minimum age of 4 and a maximum of 8 years,with an age of an average of 5.54 years(SD = 1.07). Students took one of the following	✓ Music ✓ Emotions	Non-probability sampling method is used in the study	Frequency analysis yields 12 important melodies. There are three melodies that are considered to evoke the emotion of joy, three melodies related to sadness, 1 melody associated with emotion fear, and 2 melodies related to angry emotions

subjects: Music and Movement, grade 1 (n = 23, 31.1%); Music and Movement, grade 2 (n = 15, 20.3%); Music Language Initiation, grade 3 (n = 23, 31.1%); Music Language Initiation, grade 4 (n =13, 17.6%). Participants can be classified according to three variables: by gender, 70.3% are female and 29.7 are male; depending on their cultural origin, 75.7% are from Europe and 24.3% are from Amazight; Based on age, 52.7% belong to the age group of 4-5 years and 47.3% belong to the age group of 6-8 years

Discussion

Santrock (2007) in Nurmitasari, 2015 defines emotion as a feeling or affection that arises when a person is in a situation that is considered important by the individual. Emotions are represented by behavior that expresses comfort or discomfort with the situation or interaction being experienced. Emotions can forms of pleasure, fear, anger, and so on. The emotional characteristics of children are different from the characteristics that occur in adults, where the emotional characteristics of children include; (1) Lasts short and ends suddenly; (2) Looks more great or strong; (3) Temporary or superficial; (4) occurs more frequently; (5) Can be clearly seen from hisbehavior, and (6) Reactions reflect individuality. Emotions can be classified into two, namely, positive and negative emotions. Santrock revealed that emotions are influenced by biological basis as well as past experiences. Especially the facial expressions of emotions, here it is written that basic emotions such as happiness, surprise, anger, and fear have the same facial expressions in different cultures.

Susanto (2011: 135), describes emotional development as a person's inner feelings, either in the form of mental turmoil, lust, mental or physical states that can appear or manifest in the form or symptoms such as fear, anxiety, anger, moodiness, irritation. , jealousy, envy, love, affection, and curiosity. The same definition is explained by Levine and Joyce (2014: 327), that emotion is the experience of fear which is included in the physiological reactions of one's body, one's interpretation of a situation, communication withothers and one's actions in response to it.

Meanwhile, Santrock (2014: 282) describes emotional development as feelings or desires that occur when someone in an environment can interact. Emotional development is classified into positive and negative emotions. Positive emotions such as happy, happy, love, while negative emotions such as anxiety, anger, doubt, and sadness. Based on some of these definitions, it can be concluded that emotional development is a person's feelings, both positive and negative, for example happy, happy, love, angry, and sad which result in physiological reactions involving conscious experiences and experiences that produce one's behavior in interpreting a situation, communication with others and one's actions in response to the situation.

In Sukatin et al, 2020 stated the role of father and mother figures in shaping emotional control abilities in children.

➢ Father Figure

A father who is involved and sensitive in parenting will have a positive effect on child development. When fathers are involved and apply high enough discipline, it will reduce the tendency of children to behave externally (angry, stubborn, deviant behavior) especially during their school days (Koentjoro, 2004). The involvement of the father will also develop the child's ability to empathize, be attentive and affectionate as well as better social relationships. Research also shows that father involvement will provide positive benefits for boys in developing self-control and the ability to delay the gratification of desires and in social adjustment of male adolescents (Koentjoro, 2004). Although research has not provided strong support for the role of fathers in daughters, Andayani (2004) believes that the involvement and sensitivity of fathers in parenting will provide great benefits for daughter development. In the development of a daughter's love and effective attention from the father is also very much needed. Gottman and DeClaire underlined that although the role of fathers in women's academic and career achievements has not been supported by strong research results, girls who are accompanied by their fathers are less likely to become sexually promiscuous early on and are able to develop healthy relationships with men in later life. mature.

➢ Mother Figure

Mothers will play a very important role in shaping children's life habits which will later build children's character and traits. As the closest person, the mother is instilling value in her children through the cultivation of habits, which will accumulate into a personality. Apart from being a cultivator of habits, mothers also play a role in correcting mistakes made by children. The more mothers find when their children make mistakes, the more opportunities for mothers to invite their children to correct them. If the mother only had time to find the incident twice a day, then the learning received by the child was only 20%, while the other eight mistakes were not corrected, which means that 80% of the mother's opportunity was lost to correct the child's mistakes. That is why,

Mohn et al. (Mohn et al., 2011), meanwhile, show that there are six basic emotions that the subject can feel when listening to music that the listeners were not previously aware of. These emotions are: joy, anger,

humiliation, surprise, sadness and fear. Through their study, which focused on musical emotions, they demonstrated that the six previously demonstrated universal basic emotions can be detected in musical stimuli and that the ability to do so does not appear to be influenced by musical experience or by specific personality traits.

Buzzian and Herrera (2014) explain that frequency analysis produces 12 important melodies. Moreover, it highlights that the three melodies, apriori, were chosen because they were thought to evoke the emotion of joy (Melodies 5, 7 and 8), they did so for the most part (86.5%, 56.8% and 81.1%, respectively). -respectively), although Melody 5 (People's Music) and 8 (Popular Music) achieved the highest scores. In the case of the three Sorrow-related melodies, Melodies 4 (People's Music) and 6 (Popular Music) scored higher in evoking the emotional response of Alegría (41.9% and 59.5%), followed by the emotional response of Sadness (33 .8% and 32.4%), while in Melody 9 (Classical Music) the most emotional response was Sadness (51.4%), followed by Joy (33.8%), so in this case established emotions are aroused. Regarding melodies related to the emotion of Fear, Melody 1 (Classical Music) triggered emotional responses from Joy (48.6%) and Fear (40.5%); Melody 10 (Popular Music), Fear (41.95%) in first place and Anger in second (27.05%); and Melodía 11 (People's Music), while Alegría (41.9%) and Tristeza (29.75%). Finally, in the melody related to the emotion of Anger, Melodi 2 (People's Music) elicits different emotional responses than expected, namely Joy (56.8%) and Sadness (28.4%). Melody 3 (Popular Music) triggers the emotional response of Joy (56.8%) but also Anger (23.0%), albeit to a lesser extent the latter. Melody 12 (Classical Music) triggers Fear (32.4%) and Joy (29.7%), followed by Anger (28.4%). Regarding melodies related to the emotion of Fear, Melody 1 (Classical Music) triggered emotional responses from Joy (48.6%) and Fear (40.5%); Melody 10 (Popular Music), Fear (41.95%) in first place and Anger in second (27.05%); and Melodía 11 (People's Music), while Alegría (41.9%) and Tristeza (29.75%). Finally, in the melody related to the emotion of Anger, Melodi 2 (People's Music) elicits different emotional responses than expected, namely Joy (56.8%) and Sadness (28.4%). Melody 3 (Popular Music) triggers the emotional response of Joy (56.8%) but also Anger (23.0%), albeit to a lesser extent the latter. Melody 12 (Classical Music) triggers Fear (32.4%) and Joy (29.7%), followed by Anger (28.4%). Regarding melodies related to the emotion of Fear, Melody 1 (Classical Music) triggered emotional responses from Joy (48.6%) and Fear

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In Goh Wah Im (2019) Preliminary findings show that teachers and parents differ in their children's SEC evaluations by age and gender but for age, the average difference is slightly larger compared to gender. Further research was conducted on the results of differences in age and sex. Preliminary findings indicate that the P-SECI is relevant in predicting children's mental health, school readiness and academic success through the analysis of their social emotional competence outcomes. The results of the study also show that the inventory holds promise as a reliable and valid measure of socio-emotional competence in young children for the Malaysian context. P-SECI has a number of potential uses in practical situations. It is not designed as a diagnostic instrument in the sense of a medical setting fitting but can provide information that many practitioners in early childhood settings, schools and the home or clinical setting may find useful because it is easy and quick to administer. Knowledge of a child's level of development and socio- emotional competence can help parents, teachers and child care personnel understand a child's behavior with other children or adults and also find ways to help them through early formation and intervention. It also assists parents and teachers in understanding children who are at risk for future adaptive and academic problems and to plan intervention programs to prevent future behavioral problems at school or later in life. However, it is necessary to carry out further evaluation of this instrument with further validation studies because this is only a feasibility study. Another weakness of this study is the fact that data on only one race are available but in future studies other races could be included, as well as different types of preschools using different teaching media and being run privately or publicly. Future studies of P-SECI could be undertaken in other possible areas of research on the characteristics of children's socio-emotional development at the age of five as predictors of later developmental outcomes and the extent to which SEC preschool measurements during the final year in preschool are predictive of school performance of children in SD Another weakness of this study is the fact that data on only one race are available but in future studies other races could be

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CONCLUSION AND RECOMMENDATION

The first symptom of this emotional behavior is general arousal. As children age, their emotional reactions are less diffuse, less arbitrary, more distinguishable, and more lenient because they have to learn how other people react to emotional outbursts.Emotional development is classified into positive and negative emotions. Positive emotions such as happy, happy, love, while negative emotions such as anxiety, anger, doubt, and sadness. Emotions are represented by behavior that expresses comfort or discomfort with the situation or interaction being experienced. Emotions can forms of pleasure, fear, anger, and so on. Emotional characteristics in children are different from the characteristics that occur in adults

ACKNOWLEDGEMENTS

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