

SOCIO-EMOTIONAL DEVELOPMENT OF EARLY CHILDREN

Annisa Salsabila¹

Universitas Negeri Semarang
annisasabila1806@students.unnes.ac.id

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Abstract: Human development is a complex aspect. Human development has 4 domains, namely physical development, intellectual development, social and emotional development. Social and emotional development in children is indeed a different aspect but cannot be separated. The point is that if we discuss the social aspects of children, it must intersect with the emotional aspects of children. And vice versa, if we study children's emotions, then we must also discuss the social aspects of students. Social development is an increase in a person's ability to interact with others while emotional development is a person's ability to control the emotions that are being experienced by using verbal or nonverbal messages so that they can be known by others. This article discusses the socio-emotional development of children using the literature review method. The researcher found 59 articles from one *database*, of which 12 were finally obtained.

Keywords: Socio-emotional, early childhood, *Systemathic Literature Review*.

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INTRODUCTION

Children's socio-emotional development is a condition that exists in children both physically and mentally which will cause feelings of pleasure, sadness, responsibility, fear, anger, difficulty making decisions, and so on. According to Elizabeth B. Hurlock, social development is a person's ability to behave or behavior procedures in interacting with elements of socialization in society. Patmonodewo revealed that social development is intended as the development of children's behavior in adjusting to the rules that apply in the society where the child is. Socialization behavior is something that is learned, not just the result of maturity. The social development of a child is obtained apart from the maturity process as well as through learning opportunities from the response to the child's behavior (Patmonodewo, 2003). While emotional development is a person's ability to process the emotions that exist in a person be it angry, happy, sad, and so on. According to Dodge, Colker, and Heroman (2002) in Hildayani (2009: 10.3), in early childhood emotional social

development is only about the socialization process. Where children learn about the values and behaviors they receive from society. Emotional development according to the American Academy of Pediatrics (2012) in Nurmitasari (2015) is the ability of children to have knowledge in managing and expressing emotions completely, both positive and negative emotions, being able to interact with other children or adults around them, and actively learning with others. explore the environment. So, emotional development is a process where a person processes the emotions that exist in themselves by adjusting feelings when interacting with other people. While the socio-emotional development of children is a process of adjustment carried out by children in their social environment.

In early childhood, Piaget showed that children have a great egocentric sense that they want to win on their own. This is because children do not understand other people's perspectives. At this time, children are also still difficult to understand other people. Early social development is carried out when children know/interact with parents/caregivers so that without realizing it, children have learned how to interact with other people. Therefore, the child's socio-emotional development is first formed in the family environment. Parents have an important role in the socio-emotional development of children.

Socio-emotional is a unified aspect of development that cannot be separated. The socio-emotional development of children is very important for individuals, moreover an individual cannot be separated from interaction with his environment. Children's emotional abilities affect children's social abilities. The greater the emotional pressure of the child, it can shake the balance of the body to carry out certain activities. When children carry out activities according to their emotional state, it will have a positive impact on the child's mentality.

There are several principles that influence the development process, namely: learning, experience, social interaction, language acquisition and ongoing, developmental rhythm and tempo, maturity, genetic factors and age (Surna & Pandeiro, 2014). From the description above, the author is interested in discussing developments in the socio-emotional aspects of early childhood.

METHOD

Systematic Literature Review (SLR) is carried out by identifying, reviewing, evaluating, and interpreting all available research. With this method, researchers review and identify journals in a structured manner which in each process follows the steps that have been set (Triandini, Jayanatha, Indrawan, Werla Putra, & Iswara, 2019). The Systematic Literature Review (SLR) has six stages, namely:

Stage I: Identification of The Articles

Researcher establishes the requirements for a systematic literature review related to the category of socio-emotional terms, early childhood. Initial searches focused on using Google Scholar, Science Direct, and Wiley Library Online. A total of 68 articles were collected.

Researchers excluded 33 articles that did not meet the stated keyword context requirements. Some of them are because the article refers to learning in Kindergarten, prioritizing children's difficulties in managing socio-emotional development, less inclined to socio-emotional development of early childhood, prioritizing the role of caregivers / parents / teachers / etc., prioritizing learning and games.

Stage II: Secondary Search

At this stage there are additional references that identify theoretical discussions, for example: (Jon Iskandar Bahari: 2021), (Sri Tatminingsih: 2019), and (Femmi Nurmitasari: 2015)

Stage III: Filter Articles Based on Certain Inclusion Criteria

Stage this involves reading the abstract and the part of the article that is most relevant to the inclusion criteria. The appropriate criteria are: not the result of a review, the research focuses on the socio-emotional development of early childhood. From the articles in stage II, 12 articles can be issued based on stage III.

Stage IV: Collecting Additional Information

At this stage, the researcher collects information that mainly discusses the socio-emotional development of early childhood.

Stage V: Filtering by academic attendance

At this stage, only retaining international relevance has been used by several articles.

Stage VI: Detailed Examination

The final step is to analyze in depth. Important data are extracted from the original article describing the development of the instrument. When analyzing the main instruments, the authors focus on the characteristics of their implementation.

Inclusion and Exclusion Criteria

These articles are included in the *review* if they meet the inclusion criteria, namely based on a discussion on the socio-emotional development of children. Meanwhile, outside the discussion such as physical and intellectual aspects in early childhood will not be discussed in this article.

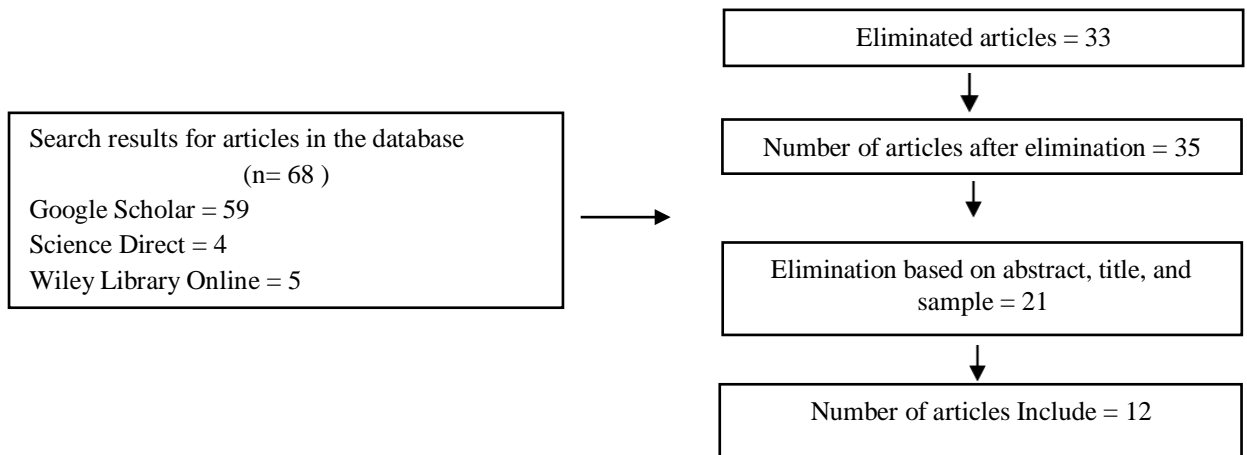


Figure 1. Diagram of The Elimination Process for The Article

FINDINGS AND DISCUSSIONS

Finding

Table 1
Study on Socio-Emotional Development of Early Childhood

Author, Year	Sample	Variable	Method, Instruments	Summary of Result
(Wandira, D., et al 2014)	Teachers and Parents of Kindergarten Nurul Ulum Bambe	Children's Social Emotional Ability	Qualitative Approach, Data Collection Methods: Interviews, Observations, and Documentation	Children are still not sufficiently able to show an independent attitude, carry out assigned tasks to completion, be able to control feelings, and show self-confidence.
(Khoiruddin, MA, Alwi, S: 2020)	Head of Pondok,,	- Children - Boarding School of Islamic Boarding Schools - Social Emotional	Descriptive Approach, Data Collection Methods: interviews, observations, and documentation. Instruments: reduction, data presentation, and drawing conclusions	There are no significant psychological problems for children who are in Islamic boarding schools, children's social emotional development is also quite good. This is supported by a friendly environment for children, the freedom to play outside of activity hours makes them not feel lonely, bored and cheerful even though they are far from their parents and administrators provide examples of how to interact socially to students in Islamic boarding schools.
(Rustari, Lilis., Fadillah., Ali, Muhammad: 2019)	Teacher and 16 students in group B1	- <i>Emotional Social</i> - <i>Cooperative Attitudes</i> - <i>Child Age 5-6 Years</i>	Descriptive Research Method. Interview, Observation, and Documentation Instruments: observation guide, interview guide, and documentary in the form of photos.	The socio-emotional development of children aged 5-6 years at the Southeast Pontianak Islamic Kindergarten includes the development of cooperative attitudes, tolerance, self-emotional expression, manners and manners and a sense of empathy with friends which is quite satisfying because it is accompanied by a teacher
(Tatminingsih, Sri. 2019)	n = 10 Kindergartens in West Nusa Tenggara	- Socio-Emotional Ability social-emotional	Guiding Quantitative Descriptive	Socio-Emotional abilities of early childhood will increase according to their development.

		<ul style="list-style-type: none"> - of Early Childhood - West Nusa Tenggara 	<ul style="list-style-type: none"> Observation and Interview Instruments for assessing children's abilities that have been developed by researchers. 	<p>Children's social-emotional abilities are improved through various appropriate stimulation by teachers and parents so that the role of teachers and parents is very important and cannot be replaced</p>
(Nugrahaningtyas, Ratna Dewi, 2014)	<ul style="list-style-type: none"> - Caregivers - Teacher 	<ul style="list-style-type: none"> - <i>Social Development</i> - <i>Emotional Development</i> - <i>Characteristics of Early Childhood</i> - <i>Orphanages</i> 	<ul style="list-style-type: none"> - Observations - Interview - Documentation 	<p>Children in orphanages have different social-emotional developments from children in schools in general. This is because children in orphanages have relatively the same background so that children are biased when socializing with others. This shows that children's social-cognitive development is determined by habituation in their environment.</p>
(Anzani et al, 2020)	-	<ul style="list-style-type: none"> - Emotions in children - Patience - Active in learning 	<i>Systemathic Literature Review</i>	<p>Children's socio-emotional development efforts must be carried out from an early age because at an early age, children have started to develop friendships both inside and outside their home environment.</p>
(Mulyani, Novi. 2013)	-	<ul style="list-style-type: none"> - <i>Developmental</i> - <i>Social</i> - <i>Emotional</i> - <i>Child</i> 	<i>Systemathic Literature Review</i>	<p>Positive socio-emotional development can make it easier for children to get along with each other and learn better. The role of the family is very important to stimulate children's emotional and social intelligence because this first social experience (family) has strong implications for children in socializing with other children.</p>
Dewi, AR T et al. 2020	-	<ul style="list-style-type: none"> - Emotional Social Behavior - Early Childhood 	<i>Systhematic Literature Review</i>	<p>Children's emotional social behavior is influenced by the process of treatment, care or guidance from parents to children in introducing various aspects of social life, or norms of social life as well as encouraging and giving examples to their children how to apply these norms. these norms in everyday life</p>

(Abdullah, Ahmad. 2019)	-	-	- Socio-emotional - Children's	- Literature Study - Interview - Observation	Parents in educating their children must really choose the right method. Healthy socio-emotional development for children is most effectively carried out with affection and some moderate control.
(Sukatin et al. 2019)	-	-	- Child sensitivities - Early social emotional development of children - Socio-emotional intelligence	<i>Study Literature Review</i>	Parents who train emotions have children who engage in self-regulation of their emotions more effectively than parents who ignore emotions.
(Seguin, Daniel et al. 2005)	- Study 1: 140 mothers and children - Study 2: 50 mothers - Study 3: 100 mothers and children	-	- <i>Parenting Emotion and Behavioral regulation</i> - <i>Goodness of fit</i>	- MESQ (Maternal Emotional Styles Questionnaire) - <i>Meta-emotion Interview</i> - <i>Child Behavior Questionnaire</i>	For good parental care for their children, children can be managed well, and vice versa
(Schoon, Ingrid et al. 2021)	n = 12,666 members of the family SES study	-	- adult socio-economic attainment - cognitive ability - multiple exposure multiple outcome (MEMO) approach - social inequality - socio-emotional competences	mother-reported Rutter Behavior Questionnaire	skills build on each other, showing the cumulative effect over time and the process of developmental integration and cross-fertilization. In addition to early intervention, additional support is needed at a later age, enabling the child to progress, to maintain and advance initial skill levels and to acquire new competencies. Future research should examine the complex interrelationships of several competencies in more detail and identify important windows of opportunity to support their development over time.

Discussion

Socio-emotional is an integral aspect of development that cannot be separated. The socio-emotional development of children is very important for individuals, moreover an individual cannot be separated from interaction with his environment. Morrison (2012: 254) states that at the age of 5 to 6 years, children are in the stage of initiative versus guilt in Erikson's psychosocial theory. This stage takes place during the preschool period when children enter a large social world, they are faced with new challenges that require them to develop active behavior. Children are expected to be responsible for their behavior, bodies, animals, and so on. But feelings of guilt arise when they are considered irresponsible and will feel very anxious. Elias in his research (Talvio, Berg, Litmanen, & Lonka, 2016: 2903) states that social emotional learning is a process in which people develop the skills, attitudes and values necessary to acquire the ability to understand, manage, and express social and emotional aspects of life. emotionally by forming relationships and solving problems.

The child is still not sufficiently able to show an independent attitude, carry out the given task to completion, be able to control feelings, and show self-confidence (Wandira, D., et al 2014). According to Setiawan (in Nugraha, 2008: 4.5 - 4.14) said there are a number of factors that influence the social and emotional development of early childhood, even to the point of causing disturbances that worry educators and parents. These factors, which include:

1. The situation within the individual himself

The state of the individual, such as age, physical condition, intelligence, sex roles can affect the emotional development of children. For example, the condition of a child whose body is disabled will greatly affect his emotional development. Children will feel themselves different from others, children will be easily offended, feel inferior or withdraw from their environment.

2. Conflicts in the developmental process

In going through the phases of development, each child must go through several kinds of conflicts which in general can be passed easily, but there are also those who experience disturbances or obstacles in dealing with these conflicts. Children who cannot cope with these conflicts usually experience emotional disturbances.

3. Family environment The family

is the first and foremost environment for the social emotional development of children. The family is an institution of early growth and learning that can lead children to further growth and learning. Parenting patterns obtained by children from their families will greatly affect the social emotional development of anal. Parenting patterns do not care to make children impulsive. Meanwhile, authoritarian parenting makes children angry. So, the success of further growth and learning will be greatly influenced by further growth and learning.

4. The environment outside the home The environment around the child will greatly affect the emotional and personal development of the child. Various stimuli originating from the surrounding environment will trigger children to express themselves. The frequency and intensity of a child's expression will be largely determined by the level of stimulus he receives. Early social experiences outside the home complement experiences in the home and are important determinants of children's social attitudes and behavior patterns.

5. School environment

Schools have a duty to help grow the social emotional abilities of their students, but the school environment is also a factor that affects children's social emotional abilities such as the relationship that is not harmonious between teachers and children. Teachers are role models for children, teachers are figures for children. If there is a disharmony between the teacher and the child, the child will feel disappointed with the teacher figure. The child who used to love the teacher becomes hateful, the child will not want to obey the orders given by the teacher. It is also possible that the child will not want to go to school anymore. In addition to the less harmonious relationship between teachers and children, the relationship between friends and children also affects children's social and emotional abilities. Therefore, as teachers and parents, we must maintain the relationship between children and friends so that there is no hostility / fight because it will affect the child's social emotional ability.

Positive social and emotional development makes it easier for children to get along with each other and learn better, as well as in other activities in the social environment. Therefore, it is very important to understand and help children to understand their own feelings and the feelings of other children to

develop respect and concern for others (Mulyani, Novi: 2013). In the context of social emotions, emotions tend to drive a person's social activities. Social competence is determined by one's emotional competence. Someone with high emotional intelligence tends to be a socially competent person (Anzani R. W et al: 2020). Socio-emotional development in individuals is better done at an early age, additional support is needed at a later age, enabling the child to progress, to maintain and advance the initial skill level and to acquire new competencies. Future research should examine the complex interrelationships of several competencies in more detail and identify important windows of opportunity to support their development over time (Schoon, Ingrid et al. 2021).

Ahmad Tafsir explained the influence of a comfortable family environment, a conducive atmosphere, mutual understanding, mutual love and full of affection which makes children more enthusiastic, always cheerful and lively so that children's intelligence develops well. If the environmental atmosphere continues, the personality of children aged 6-9 years will remain positive. On the other hand, the development of the child's personality becomes negative if the parents or caregivers often beat, criticize, scold him. Children will think that people who are close to them hate and do not respect other people, so that children will be afraid to mix with other people (Khoiruddin et al: 2020). This is also explained by Margaret Sims and Karl Brettig who stated that the way of life of parents or the child's closest family greatly influences children's behavior, including socio-emotional. For example, a drunken mother will cause children to be insecure, timid and tend to be suspicious of their environment (M.Sim, & K.Brettig, 2018). However, this ability can still be improved considering the child's very young age. Efforts to improve this must be done through collaboration with various parties, namely the government, families, schools and communities (Tatminingsih: 2019).

Parents in educating children must really choose the right method. Healthy socio-emotional development for children is most effectively carried out with love and fatherhood by exercising moderate control (Abdullah, Ahmad. 2019). Children's social emotional behavior is influenced by the process of treatment, care or guidance from parents to children in introducing various aspects of social life, or norms of social life as well as encouraging and giving examples to their children how to apply these norms in everyday life (Dewi, 2010). AR T et al. 2020). Based on that, the role of the family is very important to stimulate children's emotional and social intelligence because this first social experience (family) has strong implications for

children in socializing with other children (Mulyani, Novi: 2013). Parents who train emotions have children who engage in self-regulation of their emotions more effectively than parents who ignore emotions (Sukatin et al. 2019). For good parental care for their children will make children can be managed properly, and vice versa (Seguin, Daniel et al. 2005). Not only parents who are caregivers for students, but also teachers in schools. As stated by Rustari, Lilis., Fadillah., Ali, Muhammad in 2019, the socio-emotional development of children aged 5-6 years at the Southeast Pontianak Islamic Kindergarten includes the development of cooperative attitudes, tolerance, self-emotional expression, manners and politeness. politeness and empathy with friends is quite satisfying because it is accompanied by a teacher.

The socio-emotional development of children is influenced by the background of students, how students interact so far. In the results of research by Ratna Dewi Nugrahaningtyas in 2014, children in orphanages have different social-emotional developments from children in schools in general. This is because children in orphanages have relatively the same background so that children are biased when socializing with others. This shows that children's social-cognitive development is determined by habituation in their environment.

CONCLUSION AND RECOMMENDATION

Socio-emotional development in early childhood is the skill of managing social and emotional relationships with the surrounding environment. Positive social and emotional development makes it easier for children to get along with each other and learn better, as well as in other activities in the social environment. The influence of parenting and family care is very influential on the socio-emotional development of early childhood, because the first closest environment for children is the family. Therefore, it is expected that parents/caregivers can provide positive parenting.

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