

UNDERSTANDING SOCIAL AND EMOTIONAL DEVELOPMENT OF EARLY CHILDHOOD

Khurodatun Nisa¹, Windi Utama²

^{1,2} Universitas PGRI Yogyakarta, Jl. PGRI 1 Sonosewu, 55182, Indonesia

Abstract

Children's social emotional development is the development of behavior in children where children are asked to adapt. Children learn to adapt socially through interactions with peers and their environment. Various developmental theories emphasize the importance of social and emotional development in shaping children's adaptive behavior. Some factors that influence the social emotional development of early childhood include family, parenting, interaction with peers, school environment, and media. The purpose of this study is to review the theory of social emotional development of early childhood, how children's social emotional abilities are, and factors related to the social emotional development of early childhood. This study uses a literature review method that discusses the social emotional development of early childhood.

Keywords: early childhood, social development, emotional development

1. Introduction

Childhood is a golden age where children experience an amazing growth and development process. Because at this time, children do not have many negative influences from outside or from the environment. In other words, parents and teachers will find it easier to guide children to be better. Early childhood is the right time to practice and provide knowledge (Nurhasanah, Sari, & Kurniawan, 2021). Early age is also the right time to instill knowledge and various skills because children have a high learning capacity. Children develop language and behavior very quickly. Therefore, this period should be utilized well by parents and teachers to develop children's potential and guide them to become independent, creative, and virtuous individuals. Development in physical, cognitive, socio-emotional, creativity, language, and communication aspects occurs according to the stages that children are going through.

Development is a change in growth over time as a function of maturity and interaction with the environment. From a psychological perspective, development is a progressive change that reflects the nature of behavior and interaction with the environment. Human development is a complex process that can be divided into four main areas, namely physical development, cognitive development including language, and emotional and social development including moral development (Mulyani, 2013). Of the four areas of development, emotional development includes the ability to recognize, express, and manage emotions. Social development is related to interaction and the ability to establish relationships with others. Social emotional development is a change in behavior related to certain emotions that come from the heart, social emotional



development is a change in behavior accompanied by certain emotions that surround early childhood when interacting with others (Nurhasanah, Sari, & Kurniawan, 2021). This is similar to the statement that children's social development is the development of behavior in children where children are asked to adjust to the rules of their social environment. Basically, social development is the process by which a child learns to adapt to norms and moral values in a group (Indanah & Yulisetyaningrum, 2019). By adapting to the social environment, children not only learn how to behave according to group rules, but also form their social identity, including feelings of responsibility towards others. This process becomes the foundation for children in living their social life in the future, both in personal relationships and in a broader context in society.

Social emotional development includes development in terms of emotions, personality, and interpersonal relationships. In early childhood, social emotional development focuses on the process of socialization, which is the stage in which children learn about the values and behaviors that are accepted in society (Afiani, 2024). Social emotional development is increasingly recognized as a crisis in child development. This is because children are created through a learning process. Because early childhood is still in the stage of recognizing various emotions, one of the early childhood development issues that must be developed is the social emotional aspect (Pratiwi, 2024). The learning process at this time influences growth in the next phase. The child's ability to explore and respond appropriately to their partner's emotional cues influences the success of their interactions (B. Campbell, et al., 2016). The movement and song method can develop children's social and emotional skills through habituation activities carried out every morning accompanied by songs that interest children, such as planting corn, butterflies, and so on (Fitri & Nurhafizah, 2023). This shows that social emotional development is not only important in the early stages of life, but also has a continuing influence throughout the child's development. The importance of social interaction in early childhood education not only impacts children's social-emotional development, but also in forming the foundation for their social skills in the future (Wijaya & Nurani, 2023).

The definition of emotion in the Word Dictionary states that emotion is a strong feeling that exists within humans. Feelings that exist in the human soul such as feelings of happiness, sadness, joy, hate, fear, anger and love, various emotional conditions are a picture of emotions in the human soul (Nurainiyah & Widyaningrum, 2021). The role of parents greatly influences the development of children, especially in the social and emotional development aspects of children. This is because parents are role models for children. In childhood, imitation is included in the aspect of parents, and parents are one of the objects that children will imitate more often. Thus, parents should be someone who can accept emotions that must be controlled (Siregar, 2021).

Emotions are essential for communication and social interaction. They are also essential for decision making and in everyday life, such as interacting with others to live our lives. A number of theories about emotional intelligence or understanding have emerged and characterize various aspects and explain their behavior (Qayyun, Razzak, Moustafa, & Mazher, 2022). Many factors influence a child's social emotional development. These factors include heredity, environmental factors, and general factors/interactions between genes and the environment.

Previous research from Arintya Rahmadani (2023) entitled "Social Emotional Development of Early Childhood through the TikTok Application". This study uses a literature study research type. The results of this study reveal that from the use of the



TikTok application on children's social emotional development, namely, children have bad habits such as often getting angry when reprimanded or prohibited, and making children undisciplined, making them unaware when making videos with bad content. In addition, children become more active in seeing what they see, children like to work, develop children's motor skills, and children communicate easily with friends and people around them.

Furthermore, previous research from Turiyah and Lilis Kholisoh Nuryani (2022) entitled "Analysis of Social and Emotional Development in Early Childhood at KB Fadilah Gandrungmangu During the Covid-19 Pandemic". This study is different from previous studies that used literature study research types, in this study using qualitative research with the research subjects being the principal, teachers, and parents of students at KB Fadilah Gandrungmangu District using research instruments in the form of interview sheets, observations, and documentation. The results of the study showed that before the Covid-19 pandemic, children's development from emotional and social aspects could be achieved well, but based on the results of the analysis, it showed that children's social and emotional development during the pandemic was less able to develop in several aspects due to the many roles of parents in helping to solve problems and children's activities, so that children are less accustomed to learning independently.

Thus it can be said that the child's social and emotional development can be achieved well if the child is stimulated properly, and if some aspects of this development are less than optimal due to factors from parents who help children too much in solving problems and daily activities, so that children become less independent. In addition, the use of an application such as Tiktok can also affect the child's social emotional development. The negative impacts include bad habits such as often getting angry when reprimanded, and children are less disciplined. However, the use of an application can also have positive impacts such as children becoming more active, their motor skills developing, and communicating more easily with friends and other people around them. Based on the explanations above, this article aims to review the theory of early childhood social emotional development, how children's social emotional abilities are, and factors related to early childhood social emotional development.

2. Methods

This study uses a literature review method. The literature review method or library research is a research method carried out by collecting, reviewing, and analyzing information or data available from various written sources such as books, scientific journals, documents, reports and other documents. The main purpose of this method is to understand, evaluate and develop new ideas based on previously published information. Literature reviews help researchers gain a deeper understanding of the research topic. In this study, journals and other relevant literature were used in understanding the social and emotional development of early childhood. The author obtained 20 journal articles from 32 journal articles obtained from Google Scholar, Scopus, and Publish or Perish then selected according to the topic chosen according to the title.

3. Results and Discussion

The articles used in the literature review process in this study amounted to 14 articles. The review results are written in the form of a table containing the title of the article and the results of the article review.



Table 1. Article review results

No	Title	Research result
1.	Social Development of Early Childhood	Emotional of Early Childhood
1.	Social Development of Early Childhood	Emotional of Early Childhood
2.	Social Development of Children	Emotional of Preschool Children
3.	Emotional Intelligence of Early Childhood	Emotional Intelligence of Early Childhood



No	Title	Research result
		relationships, and influence in order to achieve desired or set goals.
4.	Psychological Analysis of Social Emotional Development of Early Childhood	Children's emotional range expands as they experience increasingly self-conscious emotions such as pride, shame, and guilt. Moral development involves thinking, feeling, and acting about the rules and regulations of what one should do in interacting with others. Freud's psychoanalytic theory emphasized the importance of emotions in the development of the superego. Parents influence their children's moral development by building high-quality parent-child relationships. Peers provide a source of information and comparison about the outside world and the family. Television can also have both positive and negative effects on children's development.
5.	Emotional and Social Development in Early Childhood	Simply put, emotional development is the expression of emotions when a child interacts with others. Social development, on the other hand, refers to the level of interaction a child has with others, from parents, siblings, playmates, to the wider community. It should be noted that social emotional development cannot actually be separated from each other, meaning that every discussion about emotional development must intersect with the child's social development. Based on this, the family has a very important role in increasing the child's emotional and social intelligence, because the first social experience (family) has a strong influence on the fulfillment of the child's socialization with other children.
6.	Social and Emotional Development of Early Childhood	Teachers as second parents for school children have an important role in developing the potential and social emotional skills of children in early childhood, especially in Group B of As-Salam Kindergarten Pekan Alba Tembilahan I. This is because children's social emotional skills are one of the determining factors for their future career success. The following positive habit opening activities are carried out by teachers at school. Social play activities that



No	Title	Research result
		<p>include daily routines (greetings, greetings, smiles), praying together, spontaneous habits (giving praise and rewards), and free play every Saturday and after school will help children develop the potential and social emotional skills of children in Group B of As-Salam Kindergarten Pekan Arba Tembilihan.</p>
7.	<p>Social Emotional Behavior of Early Childhood</p>	<p>Children's social and emotional behavior is influenced by the process of treatment, education and guidance of parents in recognizing aspects of social life and norms of social life to children, as well as encouragement and role models in implementing these norms in children's daily lives. Children's emotional development occurs in the dynamic interaction between the relationship between parents and children and with the environment. One aspect of this environment is education, the stability of parental behavior and children's attitudes determine the emotional atmosphere of the family. Children acquire social and emotional regulation skills through various opportunities and experiences interacting with people around them, such as parents, siblings, peers, and other adults.</p>
8.	<p>The Influence of Gadget Use on the Social and Emotional Development of Early Childhood</p>	<p>The results of this study produced several conclusions, namely, first, the majority of children in group B at RA Baiturrahman, Cipedes District, Tasikmalaya City, as many as 76% of the criteria for using gadgets were very low. Second, most children in group B at RA Baiturrahman, Cipedes District, Tasikmalaya City, as many as 87% of their social emotional development had developed well. Third, the use of gadgets in early childhood in group B at RA Baiturrahman, Cipedes District, Tasikmalaya City has a positive effect on children's social emotional development, although the effect is very small and not significant or not meaningful.</p>
9.	<p>Progressive ShallowNet for large scale dynamic and spontaneous facial behavior analysis in children</p>	<p>This paper presents the role of children's emotions in human-computer interaction. Emotions are an important part of human-computer interaction, especially for children. Multimodal interfaces that include facial expressions and audio can express a wider</p>



No	Title	Research result
		<p>range of emotions than purely textual interfaces. Interfaces that do not embody or ignore user emotions can significantly impact performance. We present a lightweight, progressive ShallowNet learning to classify children's spontaneous emotion recognition. Unlike previous residual networks, we limit residual connections in the early stages of the network and gradually increase them as the network grows. This reduces the number of residual connections and allows us to learn sophisticated features.</p>
10.	Assessing social-emotional development in infants and toddlers using parent-reports: Comparing the ASQ-SE-NL to the Social-Emotional Scale of the Bayley-III-NL	<p>The current study compared the ASQ-SE-NL with the Bayley-III-NL-SE in a Dutch community sample of children aged between 3 and 41 months. Compared with the Bayley-III-NL-SE, the specificity of the ASQ-SE-NL was good. which indicates that children without delays or problems according to the Bayle-III-NL-SE are likely to be classified as not at risk (i.e. true negatives and not false positives) by the ASQ-SE which refers to the likelihood that children with negative screening results do not actually show delays or problems. (i.e. not false negatives) is above 85%.</p>
11.	Child and Adolescent Social-Emotional Development Within the Context of School	<p>Many children and adolescents who experience abuse, neglect and violence in their communities are at risk of following a path that leads to social and emotional difficulties. These limitations can negatively impact young people's ability to negotiate their role as learners, which can lead to academic difficulties. While not all disadvantaged children experience academic limitations, mental health services provided in the school setting are key and act as a protective factor in preventing negative school outcomes for children who are at risk of experiencing academic difficulties due to social and emotional problems. Children and adolescents' primary role is as learners, and this role must be supported if they are to succeed in school and later in life. Schools have the potential to</p>



No	Title	Research result
		meet the mental health needs of students who experience social and emotional difficulties.
12.	Commentary on the review of measures of early childhood social and emotional development: Conceptualization , critique, and recommendations	Although the assessment of emotional competence related to specific parameters of emotion expression, emotion regulation, and emotional knowledge components is promising, it is far from perfect but sufficient to meet the goals of early childhood education, policy, and research. In this study, we define the domains and explain the importance of early emotional competence in the context of developing social competence outcomes and early childhood success. This study presents a comprehensive model for using such research specifically in the context of early childhood, outlines the appropriateness criteria for measurement, and reviews the measurement of each component of emotional competence, identifying gaps and needs for future research.
13.	Review of measures of social and emotional development	Accurately measuring early childhood social and emotional development—a critical competency for children during the first five years of life—is important to many stakeholders, including parents, practitioners, policymakers, and researchers. The field needs to reach a consensus on which constructs and measurement approaches should be used to define early social and emotional domain abilities. In addition, it is hoped that the measurement and tracking of children’s social interactions and emotional development in the National Surveillance Data system will improve.
14.	Analysis of Early Childhood Emotional Development	Based on the data analysis conducted in this study, emotional development is the outpouring of emotions when children interact with others, while development is the outpouring of emotions when children interact with others, be it parents, teachers, even peers, interactions between children and others. emotional development refers to children's sensitivity in understanding the emotions of others when interacting in everyday life. Many things encourage children's emotional development, including the presence of mothers and fathers, the environment, and



No	Title	Research result
		peers. Positive child development facilitates their participation in other social activities. Therefore, it is very important to understand and help children understand their own feelings or the feelings of those around them.

Social and Emotional Development of Early Childhood

Development is the increase in abilities or skills and more complex functions in body structures in an orderly and predictable pattern as a result of maturation. It is the process by which body cells, tissues, organs, and organ systems differentiate and develop so that each can perform its function. It also includes emotional, intellectual, and behavioral development as a result of interaction with the environment (Sukatin, et al., 2020). Development is the process of change and growth that occurs throughout the life of an individual or organism, whether physical, mental, emotional, social, or intellectual.

Hurlock (1978) states that social development is a person's ability to behave or act in a society in accordance with existing social guidelines (Dewi, Mayasarokh, & Gustiana, 2020). Social development is the development of children's behavior that allows them to adapt to the rules that apply in their local environment. In other words, social development is a child's learning process in adjusting to the norms, morals, and traditions of a group. Piaget showed that children have a strong egotistical nature, the cause is because children are not yet able to understand the differences in other people's points of view. At this stage, children only think about themselves and are not yet able to socialize well with others. Children do not yet understand that there are different points of view about the environment from their own. When a child reaches the age of four, social development begins to become complex. Children begin to play with friends of the same age. Vygotsky and Bandura refer to the theory of social learning through cognitive development, which states that children begin to develop socially as they get older. This can be seen from their ability to do activities in groups, an example of a joint activity is like a game (Fuadia, 2022).

Hurlock (1994) said that play patterns that support children's social development are play patterns that contain social nuances, such as play patterns that involve interaction with peers (Sukatin, et al., 2019). One of the domains that is developing rapidly is social emotional development, which consists of the ability to experience, express, and regulate emotions at a child's age, to develop and maintain healthy relationships with others, to feel confident to explore the environment and learn. Infants and toddlers develop very quickly which underlines the need for adequate screening instruments. The Ages and Stages Questionnaire Social Emotional (ASQ-SE) is a screening questionnaire that aims to evaluate various dimensions of social emotional development and to identify children who are at risk of experiencing delays or problems (Krijnen, Verhoeven, & Baar, 2021).

Daniel Goleman popularized another type of human intelligence, emotional intelligence, known as Emotional Quotient (EQ). Goleman stated that emotional intelligence refers to the ability to recognize one's own emotions and those of others, to motivate oneself, and to successfully manage emotions in one's own relationships with others. He also stated that emotional intelligence is the ability to motivate oneself to



overcome frustration, control impulses and not exaggerate joy, regulate moods, and prevent stress that paralyzes the ability to think, care, and pray (Susilowati, 2018).

Emotions are outbursts of feelings that come from within a person, both positive and negative (Mulyani, 2013). Campos defines emotions as feelings or affection that occur when a person is in a state that is considered important by that person. Emotions are expressed through behaviors of comfort or displeasure with the situation and interactions being experienced. Emotions can be joy, anger, disappointment, pleasure, and fear (Fuadia, 2022). Theories for understanding emotions have emerged to identify categories and explain the behaviors we experience.

Paul Eckman (1970) classified emotions into six basic categories: disgust, fear, joy, sadness, surprise, and anger. These emotions are experienced throughout the world. Paul later expanded the list of emotions to 10 emotions: shame, embarrassment, pride, and joy. For adults, the relationship between emotions and social skills has a long-lasting impact on our lives from the very beginning of our lives, such as in preschool. Facial expressions are one of the effective ways to convey information about one's emotions to others (Qayyun, Razzak, Moustafa, & Mazher, 2022).

Emotional knowledge is the third important component of early childhood development. Emotional capacity and getting along with peers and adults are very important. For example, if a preschooler sees his friends fighting and correctly concludes that someone is suddenly feeling sad or scared, instead of getting even angrier, he will retreat or rush into a fight. Interaction with such an emotionally knowledgeable person, a peer of his age, may make the playmate more likable. Therefore, emotional competence is very important for children's interactions and relationships with others (B. Campbell, et al., 2016).

The Center on the Social Emotional Foundation for Early Learning (CSEFEL) defines early social and emotional development as the development of children's capacities from birth to age five to form close and secure adult and peer relationships, to experience, regulate, and express emotions in socially and culturally appropriate ways, and to explore the environment and learn. All within the context of family, community, and culture (G. Halle & Churchill, 2016).

In early childhood, social emotional development is very important in their development, and the child's ability to manage their emotions and interact socially with others is important as the child learns about their surroundings. Without the ability to manage emotions and interact socially well, children will have difficulty adapting to the social environment. These skills also help children find their identity and role in real life (Radliya, Apriliya, & Zakkiyyah, 2017).

Factors Influencing Social Emotional Development of Early Childhood

Several factors can affect the social and emotional development of early childhood. Some of these factors are as follows:

1. Family, family environment especially interaction with parents and other family members is very important. Parenting patterns applied, such as affection, attention, and support, help children build self-confidence, empathy, and social skills. Family is also an early example in shaping children's emotional and social behavior.
2. Parenting Style, parenting style greatly influences a child's emotional development. Democratic parenting, for example, allows children to express their



- feelings well and teaches social responsibility. Conversely, authoritarian or overly permissive parenting can hinder children in managing emotions and social interactions.
3. Peer Interaction, through playing and interacting with peers children learn social skills such as sharing, empathy, taking turns, and resolving conflicts or problems. These experiences strengthen children's ability to communicate and adapt in a wider social environment.
 4. School environment, in educational environments such as kindergartens or childcare centers, social and emotional skills are taught through group activities, discipline, and interactions with teachers and friends. Teachers also play an important role in guiding children to recognize and manage emotions.
 5. Social Experiences, experiences that involve social interactions in various contexts, such as play environments, community, or family events, enrich children's social emotional development. Children learn to deal with various social situations and how to respond to the emotions of others.
 6. Biological Factors, genetic and biological factors also affect the development of children's emotions. Children's health conditions, temperament, and brain development can affect how they respond to emotions and interact with others.
 7. Media and Technology, exposure to media and technology such as television, the internet, or social media applications on mobile phones can also have an impact on children's social and emotional development. The content that children see can affect how they express their emotions and social.
 8. Culture and Social Values, the norms and values that apply in the culture where a child grows up also play an important role in his/her social emotional development. Values such as independence, cooperation, or respect are learned early on and influence how children behave in social environments.

These factors together shape the social emotional development of early childhood, influencing their ability to understand, manage, and express emotions and interact with others. In line with Lawrence's opinion, the social emotional development of children is influenced by several factors, namely: family, gender, number of children's maturity, socioeconomic status, education and mental capacity (Indanah & Yulisetyaningrum, 2019). There are many reasons why a child may exhibit social emotional difficulties. Barbarin identifies four risk factors that may interfere with a child's functioning. These factors are: a history of childhood trauma, unstable family conflict, involvement in the child welfare system, and environmental hazards or limited resources (M. Aviles, R. Anderson, & R. Davila, 2006).

Optimal social development is achieved through healthy social responses and opportunities given to children to develop a positive self-concept. Early childhood tends to express emotions freely and openly, so that emotions can influence a child's personality and adjustment to their social environment.

4. Conclusions

Early childhood social and emotional development shows that this development is a complex process, involving physical, mental, emotional, social, and intellectual changes. Social development helps children learn to adapt to norms, morals, and rules in their environment, while emotional development is related to children's ability to



understand and manage their feelings. Various theories, such as those put forward by Hurlock, Piaget, Vygotsky, and Bandura, emphasize the importance of social interaction in child development. Children begin to learn to interact socially as they get older, starting to play with peers and participate in group activities. These social skills help children manage their emotions, communicate with others, and develop healthy relationships. Factors such as family parenting, interaction with peers, school environment, social experiences, biological conditions, exposure to media and technology, and culture, also influence children's social and emotional development. With the right support, children can develop good emotional intelligence, which is important for building a positive self-concept and adapting to their environment. Obstacles in social and emotional development, such as childhood trauma or family conflict, can also affect children. Therefore, the role of the family and social environment is very important in helping children develop healthy social emotional skills.

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