

VARIOUS REASON EMOTIONAL DYSREGULATION AND IMPACT ON DEVELOPMENT EARLY CHILDHOOD

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Abstract

One of aspect most important in development child age early is development emotions. Development emotion child age early become supplies in need interaction social and also understanding to self alone. With thus, it is expected child can recognize emotion good that emotion positive and also emotion negative. Children who have ability express emotion with good tend can accepted in his environment. On the other hand, children who are not can to regulate emotion with right and good will difficulty in matter interact and also arrange his emotions. Research this done because interest writer on development emotion child age early. Author want to know what is becoming reason regulation emotion child age early no effective and how impact received child to matter. So that study this aiming for to study various reason dysregulation emotions in children age early and the impact on its development. The methods used writer in study this is a systematic literature review with gather various data originating from google scholar and science direct which are database. Source of data obtained totaling 14 articles from a total of 29 articles obtaine . The results of study this is found various reason dysregulation emotions in children like parental neglect, lack of the role of father in parenting, style car , and diversion emotion with pleasure child. Impact from dysregulation emotion the like attitude aggressive, anxious, rampage, withdrawn myself, and cry excessive .

Keywords: Emotion, Regulation Emotion, Early Childhood

1. Introduction

Children aged early refers to the phase development children who are generally in progress from born until age six year. This period considered as period crucial in life a person, where various aspect development physical, cognitive, language, moral, social, and emotional in progress with fast (Sofyan, 2018). With understand characteristics and needs child become important For support grow the flower optimally. At this time, the child no only study about skills basic. But also develop skills emotional matters for interaction social and as supplies future learning. According to Ladd, et al. in (Aghnaita & Irmawati, 2022) explain that children who have ability good emotional can influence level success child in create connection positive with environment. Development emotion close the relation with development social, then ability child for manage and communicate emotion positive and also negative with good, weave connection with other children and adults around him, as well as active explore environment through knowledge new called as development social emotion (Nurmalitasari, 2015).

Stage development beginning a child is emotions, which have impact big on behavior they. Emotions usually is reaction individual to internal and external motivation. This is related with various change physiological and thinking so that is component important in development child age early. Children pass stages different growth and development in different dimensions. Children who receive stimulation



education intensive from the environment more capable finish task development with good (Indrawansyah & Widodo, 2023). According to Hurlock (Musringati, 2017) development emotion child age early includes feelings of happiness, fear, shame, anxiety, worry, anger, sadness, envy heart, and curiosity. The purpose of development emotion child age this is for them own trust self, skills social, and abilities for control emotion they

Ability control emotion this often called with term regulation emotions. Regulation emotions in children defined as ability for identify and communicate feeling they yourself and others. Regulation emotion child is ability child for organize, evaluate, modify and communicate emotion they with the right way (Sari, 2022). Ability to regulate emotion is not a sudden ability can happene , but a process that involves connection or interaction between individual with environment. For help child develop appropriate behavior with hope social, important for they (parents) and teachers) for practice ability child For control emotion they since small.

Usually in the early days development emotion child marked with emergence emotion evaluative such as shame, pride, and guilt. Reaction this show that child already capable understand social norms and use them for evaluate behavior the . Response body when child show emotion this is like change gesture body and expression face. Children are naturally very expressive. In show emotion they, well that emotion positive and also negative with various way. Often children express his emotions with express it in a way direct through telling stories, but also many children who express his emotions with movements body .

It's normal and common happen when children disclose his emotions through language body. When feel like or happy, children often show it with laugh, clap hands, even jumping around. While when feel sad or angry often marked with scream, cry, frown forehead, fold hands, and stamping feet. But parents need notice behavior child when already disclose his feelings in a way excessive even already including phase damage and or hurting. Children who are not can control his emotions with good will own impact bad to development and there are also a number of factor affecting emotion child no regulated with good.

Based on study (Rahma, Ikhsan, & Yemima, 2024) one of reason dysregulation emotion child that is parental neglect that impacts control emotion child. The impact received child in the form of impact negative, such as difficulty manage emotions, development social disruption, and risk behave negative like behavior aggressive. Research this can give understanding new about various factors that cause regulation emotion child no effective as well as impacts that can accepted children. Research objectives this is for know various reason dysregulation in children age early and the impacts that can accepted child from matter the.

2. Methods

Study this use *Systematic Literature Review* (SLR). This method intended for allow researcher explain phenomenon study with collect data from various sources, such as books, journals and sources information other (Ilsa & Nurhafizah, 2020). Various journals and other relevant literature used in study this . Author get 14 articles journal from 29 selected articles in accordance with the topic raised .



3. Results and Discussion

In the research this, 14 articles used for review literature consisting of from two databases, namely Google Scholar (10 articles) and Science Direct (4 articles). The results of the review written in table that includes title and results review article.

Table 1. Article Review Results

No.	Title	Research result
1.	Parents and Early Childhood Emotion Regulation	Data shows that parents help child to regulate his emotions with method : calming and giving attention to children, discussing and listening explanation children, advise and give explanation to child, divert emotion with pleasure to children, and persuade and give child present or his wish.
2.	Training Emotional Regulation for Lower Behavior Aggressive in Children	Result of study this show that training regulation emotion can lower behavior aggressive towards children of appropriate school age with criteria Subject. Ability child for control his emotions, which means evaluate assess, and express his emotions with appropriate can help reduce possibility child develop behavior aggressive.
3.	Practice Emotional Regulation in Preschool Children School with Play : Literature Review	In the research this show that methods that have been exposed proven can practice ability regulation emotion child preschool with good. Still many games that can used as method in practice ability regulation emotion child pre school. Regulation emotion play a role important in various aspect life children, such as connection good with friend peers, adjustment to environment around child .
4.	Training Emotional Regulation of Children Preschool (3-4 years)	Based on results data processing, this program effective for increase regulation emotion child preschool age 3-4 years. Involvement of teachers and parents play a role in success from this program because child age preschool still very dependent with environment (family and school).
5.	Danger Social Emotional Development of Early Childhood	Based on results study show that there is a number of danger in development social and emotional child. Danger in development emotion like neglect emotional, too lots love darling, dominance emotions that are not fun, high emotionality as well as fail in study control and tolerance emotion .
6 .	Impact Parental Neglect of Child Emotional Regulation	Analysis results disclose that neglect that occurs in children own impact on regulation emotion children, such as difficulty emotional, behavioral and



No.	Title	Research result
		interpersonal, mental health disorders, difficulties study as well as achievement performance academic, delinquency activity criminal until violence during adulthood.
7.	Flashcards : Introduction to Types and Regulation of Emotions in Early Childhood	Concluded that flashcard media learning type emotion for child age early influential positive, satisfying, and sufficient significant . Participants capable with easy learn type emotions and regulation emotion using flashcards has role important in support character child as well as give experience interesting learning.
8.	Training Regulation Emotion : Develop Intervention For Increase Emotional Regulation in Children	Research result this in the form of an intervention model specifically for child. Training regulation emotions that are results integration some training models regulation emotion can become intervention alternative For increase regulation emotions in children.
9.	The Influence of Parenting Patterns on Independence and Ability Early Childhood Emotional Regulation	Parenting patterns influential in a way significant to independence and ability regulation emotions in children age early.
10.	Development Child Emotional Regulation Seen from the Role of Father Involvement in Parenting	Research result show that there is connection between development regulation emotion child with role father's involvement in parenting. However father's involvement in parenting child Still classified as low. So it is expected educate child no only become not quite enough answer mother fully so that father can follow contribute big in parenting.
11.	Emotion Socialization in Early Childhood Education and Care – How Preschool Teachers Support Children's Emotion Regulation	Research data moment this support assumption that coaching emotions and regulation with meta- cognitive is a very valuable tool for support arrangement a better self independence based on reflection and awareness emotional.
12.	Parent-child Relationships and Early Childhood Irritability: A Longitudinal Moderated Moderation Model	Regulation good emotions and training function executive can functioning as effective intervention for reduce characteristic easy offended by child age early. Inability child manage emotion can cause reaction excessive that can dangerous. So that connection positive parent-child in support development emotional children are very important.
13.	Children's Prosocial and Aggressive Behaviors :	Regulation emotions that are not good can cause children experience difficulty in manage negative



No.	Title	Research result
	The Role of Emotion Regulation and Sympathy	emotions, which can increase risk behavior aggressive and antisocial. Children with lability emotional tall possible more tend react impulsively towards stimulation emotional, so that reduce ability they For show sympath .
14.	The Relationship Between Parent and Toddler Emotion Regulation	Study this show that dysregulation emotions in parents negatively related to ability regulation emotion child, so that important for parents For develop skills this.

Based on some reviews of the article above can concluded ability child in to regulate emotion need support from environment. Support the can obtained from parents in the environment family and teachers in the environment school. Not only that, another factor that can become facilitator child manage his emotions that is like friend peers (interaction) social. As it develops age, skills manage emotion children will also keep going developing. This is need be noted that the child capable express his emotions with right. Because if child no can manage and also express his emotions with right, can result in behaviors negative even endanger himself alone. Possibility creation behaviors negative it can also be impact on development social child.

Emotional Regulation

Emotions defined as a bunch element with a probabilistic structure, which looks at emotion as condition or the process experienced somebody moment act to a incident (Mashar, 2011). According to Lewis & Haviland-Jones (2000), emotions defined as activity physical acts committed by another person or a pleasant reaction or no pleasant to incident or certain mental conditions. Emotions are a term that refers to a feeling or unique mind, condition biological, and psychological, as well as a series tendency for act .

According to Santrock 2011 in (Sari, 2022) there is three stage development emotion basic in children age preschool, namely :

- Expressing emotions : in stages this there are two phases that is self- awareness phase and phase self conscious emotions. Self- awareness phase will more formerly develop because is form awareness to self alone will his identity. For then self conscious emotion can he felt , was awareness will feel ' I '.
- Understanding emotions : if child realize that situation certain tend trigger emotion certain, expression face show emotion certain, emotions influence behavior, and emotions can used for influence other people's emotions.
- Regulating emotions: where is the phase this contribute to the ability child for handle their demands and conflicts face it moment interact with other people.

Regulation emotion is ability child for organiz, evaluate, change, and express feeling they with true, with underlying intrinsic and extrinsic processes (Sari, 2022). Regulation emotions in children defined as ability for identify and communicate feeling they yourself and others. Ability this help child manage feeling they, interact with others, and confront challenge everyday. Children who are able control emotion can view, evaluate, and change reaction emotional they, as well as relieve and control emotion negative that appears .



According to Gross and Thompson (2006) in (Haryono, Anggraini, & Muntomimah, 2018), regulation emotion consists of from three components, namely introduction to emotion self alone. Someone expected can identify his emotions alone, good positive and also negative. Both is arrangement emotion. Someone must own ability for arrange his emotions. Then the last one is disclosure emotion. No all child capable disclose his feelings, especially related with emotions. Therefore that need taught since small.

Causative Factor Child Emotional Dysregulation

Dysregulation emotion is condition in which an individual experience difficulty in manage and respond emotion they with appropriate manner. This can impact on development social, emotional, and academic someone to a child age early. Factors reason regulation emotion child no effective that is :

- a. Parental neglect
- b. Lack of the role of father in parenting
- c. Parenting styles
- d. Redirection emotion with pleasure child (coaxing with present)

First factor that becomes reason regulation emotion child no effective that is parental neglect to child. Someone own attitude neglect when they no give attention, care, or sufficient attention to duties and responsibilities answer. Neglect is condition when child no accept need physical and spiritual requirements (Rahma, Ikhsan, & Yemima, 2024). Welfare physical, emotional, and psychological children can threatened if parents ignore obligation them. Besides that neglect to emotional child give impact term long, like problem trust self, difficulties in build healthy relationships, mental disorders, and difficulties manage emotion self yourself. It is very important for parents for understand and appreciate need emotional children them and create supportive environment development healthy emotions.

Second factor that is lack of the role of father in parenting. In the article (Septiani & Nasution, 2017) explained that parents give influence directly to children they with give examples and guidance. Parents help child study control emotion they since early. Child personality influenced in a way significantly by parental care. In reality, mothers own not quite enough answer main for nurturing, educating, and raising child . While the father only responsible answer for sufficient need economy family and not own role for give love darling to child. This is can give less impact good for children, such as loss of trust self and courage in self child.

Third factor that is style parenting. Overly permissive parenting style authoritarian or too permissive can cause child difficulty in express or manage emotion they. According to Hurlock (1999) in (Haryono, Anggraini, & Muntomimah, 2018) pattern foster authoritarian describes parents as holder power full and usually use threat. While pattern foster permissive are parents who allow child do what they likes and dislikes punish them. Such parenting patterns can give impact on development emotion child because too curb or too free, so that child not enough can control his emotions.

Last factor that can influence regulation emotion child become not enough effective is a parent who diverts emotion with pleasure children. Some parents help child to regulate emotion with divert attention to things interesting or what is preferred child. Parents usually divert attention the in the form of food, toys, or activity others. This is of



course proven powerful can to ease emotion the child who is explosive. However need known that what parents do precisely will give impact later day. Because of what parents do no can solve problems with children. Divert emotion child to other things, even if that pleasant for they the same just with make emotion they invalid. Invalidation emotion is rejection, okay in a way direct and also no directly, or no confess feeling someone. Divert emotion like thus no help child own ability regulation emotions. Almost the same with matter said, some parents help child to ease his emotions with persuade and give gift for children no to vent his emotions in a way excessive. Parents tend will follow all desire children to be able to behave calm down. This is possible confusing children about why they given present if they applicable no appropriate. However, if child can fulfil his needs and wants with make act, thing that will adopted as response adaptive. Because they believe that what they do will appreciated by parents the , then child can behave belittle consequence from action they.

Impact Emotional Dysregulation in Children

Survey in one of the city in the park children can show a number of trend emotion negative child . This is show problem general like :

1. Attitude aggressive
2. Anxiety
3. Rampage
4. Difficulty concentration
5. Difficulty communicate
6. Interesting self
7. Lie
8. Cry excessive
9. Dependence
10. Shy
11. Afraid excessive

According to Izzaty (2006) in (Mashar, 2011) various the above mentioned problems no everything is problem emotions. Therefore that, in the article this will discuss a number of problems that are within the scope emotion like attitude aggressive, anxious, rampage, withdrawn self, and fear excessive .

Attitude aggressive, term aggressive usually used to describe feelings angry or hostility or hurting others with use violence in a way physical, verbal, or with expression face and movement a threatening body or degrading. Act of aggression usually is intentional act, carried out by the perpetrator for reach objective certain.

Example Attitude Aggression in Early Childhood			
Behavior physique	Verbal behavior	Aggressiveness relational	Reaction strong emotional
Hit	Shouting / threatening	Excommunicate friend / no invite to play	Showing tantrums or rage
Kick	Said rude / insult	Use manipulation For get what is desired	Cry excessive with shout
Push	Saying sentence provocative		
Bite			



Scratching

Damage object

Source : Book (*Emosi Anak Usia Dini dan Strategi Pengembangannya*, 2011)

Due to inability child for withhold emotions and more trapped in impulsive behavior, behavior aggressive can cause child become antisocial. In addition, it can also result in child ostracized by his friends. If attitude aggressive in children age early no handled with okay then tend become persistent behavior that causes problem new later day.

Feeling anxious or anxiety is reaction emotion temporary to situation certain that are considered threatening. In children age three years, usually experience anxiety that can in the form of anxiety because lost love love parents, worry if experiencing pain, feeling different with other people, or experience an incident that did not occur fun. Here is reason anxiety that is between other :

- Parents who are too protective
- Excessive rules
- Parents who always want to his son perfect
- Excessive criticism
- Excess dependence

Rampage is explosion anger that occurs in children moment show attitude negative or rejection. Behavior like cry with loud, rolling on the floor, screaming or shouting, throwing goods, kicking, hitting objects, and behavior other often done by a child who is having a tantrum. Due to the inability child age early for control emotion them and reveal anger with the right way, rampage often happened to them .

Attitude interesting self in children age early this is form management emotion tend no good . Although no like attitude aggressive which is openly demonstrated, attitude this more directed to in self a child with interesting this from interaction with environment social factors. Factors that influence attitude interesting self this is lack of stimulation or support from parents to skills social child. So that child no have a sense of trust self in himself for interact with friend peers. Usually child who likes interesting self from social is very visible striking, such as like play alone, quiet, too shy, afraid, often alone and daydreaming, feeling stressed if be in the crowd or when is at in activity groups, and no want to hang out besides with his family.

Fear excessive become impact dysregulation emotions in the last child. Excessive fear usually defined as conditions experienced by someone who experiences feeling no happy to be followed with signs physique in the form of sweating, heartbeat heart increased, and trembling. Feelings this generally appear when somebody be in a situation or the event he felt no comfortable and safe. In children age early fear can appear when he see the animal he fears or with someone who he thinks scary. Of course feeling this can disturbing activity daily and development social in childre . So with gradually child can stimulated for reduce fear those. Some things that can done for dealing with excessive fear in children age early can in the form of : 1. Listening and validating feelings, parents can give room for child for can disclose what is he feel (fear). 2, teach child technique calm self. 3, giving support emotional, showing strengthening the sense of trust self in



children. 4, exposure gradual, facing child in a scary situation in a way slowly and within safe limits, so that the child can study overcome his fear.

4. Conclusions

Regulation emotion is ability for identify, manage, and disclose feeling or emotions. This is become important developed since early because can become supplies development children in the future. Because not only have an effect on yourself alone, but also can affect individuals other. Therefore that, child age early need assistance or parental guidance and teachers in develop ability this is so that you can manage and express his emotions with appropriate without excessive. The emotions expressed in a way excessive will cause a number of impact negative that can nature endanger self alone or other people. However, the impact negative from regulation emotions that are not effective no only come from in self child only, but from a number of factor external as well. This is can become attention for prospective parents and teachers so that they can prepare future provisions for face matter the.

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