


An Analysis of Social-Emotional Development in the Early Childhood Education Process

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Article Info

Abstract

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Delayed social emotional development will have an impact on the difficulty of socializing with the environment. For this reason, proper social emotional development is needed. The aim of the research was to analyse social emotional development in the early childhood education process. This method research was Systematic Literature Review. Data collection used basic Scopus and analysis with Nvivo 12 software. Research results show that social emotional competence in early childhood are social emotional competence (establishing positive relationships with peers, have self-confidence, and collaboration with other people), self-regulation (learn to regulate one's behavior and attention and managing emotions), prosocial behavior (help and entertain others and collaborate with peers), and emotional social behavior (imitate, rivalry, sympathy, empathy, social support, negativism, damage, collaboration, and thinking about yourself). It is believed that research will help teachers in the social emotional development of early childhood according to the child's characteristics.

1. INTRODUCTION

The social development of young people is characterized as the child's ability (which matures between the ages of 0-5 years) to form close and comfortable bonds between older people and peers, which includes experiencing, focusing, communicating feelings in socially appropriate ways. and social, as well as investigating the atmosphere. atmosphere and realize everything in the family, local area and culture (Darling-Churchill & Lippman, 2016). Emotional development can be defined as a person's positive and negative feelings, such as cheerfulness, delighted, affectionate, angry, and sad, which produce physiological reactions involving conscious experiences and events that result in one's behavior, in interpreting a situation, communication with others, and actions in responding to the situation (Jeti & Herliyani, 2018).

The six factors influencing social-emotional development include socioeconomic features, mother-child interactions, risky behavior and gadget usage, parental psychological condition, attachment and parenting, and school learning programs (Rachman et al., 2023). Other factors influencing children's social-emotional development include educators' coaching styles and their level of communication at school (Arace et al., 2021). Research (Evangelou et al., 2023) explain that factors that influence early childhood social-emotional development include classroom materials, the flexibility of materials and space, organization of activities, ratio of children to activities, class size and quality of the physical environment.

Based on the results of previous research, children's social-emotional development can be developed through the following methods: (i) storytelling (Batubara et al., 2023), (ii) role-playing (Harianja et al., 2023), (iii) collaborative games (Ananda & Fadhilaturrahmi, 2018), (iv) finger painting (Mayar et al., 2023), and (v) traditional games (Aulia & Sudaryanti, 2023), All of these studies are fundamentally addressing the efficacy of various experts'

proposals for boosting the social-emotional development of children in school. Previous researchers have frequently undertaken studies on social-emotional development. Some of the researchers are mentioned in Figure 1.

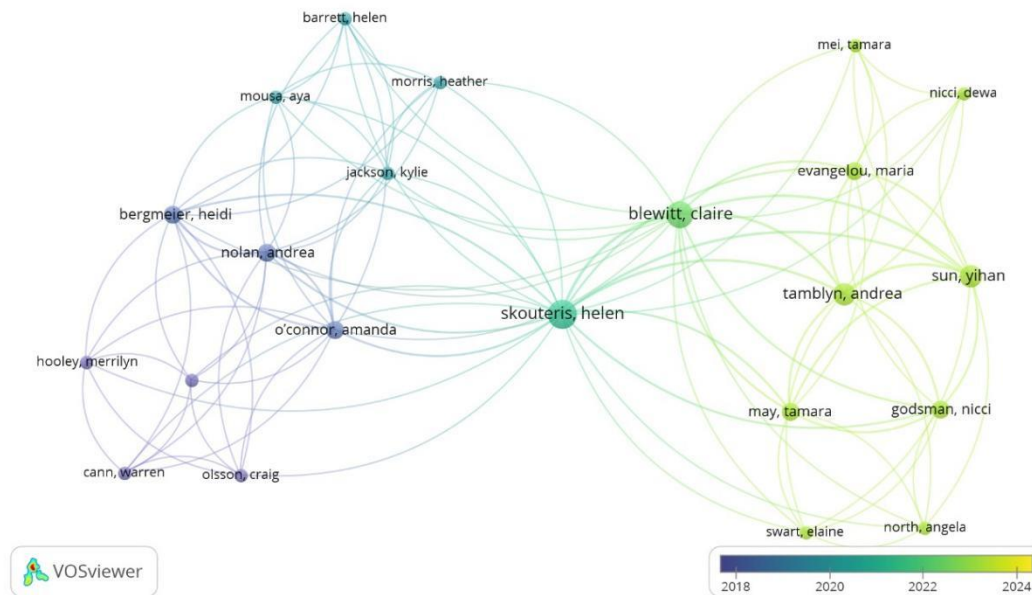


Figure 1. Researchers Who Studied the Social-Emotional Development

The Figure 1 show a distribution of previous research conducted previously regarding the social emotional development of early childhood. Previous research data in the image above was obtained through Scopus basic data with the keyword "*Social emotional development in early childhood education*". The previous study from Arace et al., 2021; Bierman et al., 2023; Blair et al., 2018; Blewitt et al., 2020; Bostic et al., 2023; Dishion & Tipsord, 2011; Evangelou et al., 2023; Garcia-Peinado, 2024; Glüer & Gregoriadis, 2017; Jeon et al., 2016, 2022; Kalland et al., 2022; Kury et al., 2016; Martikainen et al., 2023; O'Connor et al., 2017; O'Neill, 2014; Rodrigues et al., 2022; Shi et al., 2020; somerwil et al., 2020; Stormont & Young-Walker, 2017; Tamblyn, Skouteris, et al., 2023; Tamblyn, Sun, et al., 2023; Tan et al., 2023; Tervahartiala et al., 2023; Thümmeler et al., 2022; Tilbe & Gai, 2022; White et al., 2022 are related to the social development of young people in depth mastering childhood skills at home, social education programs close to home, coordinated efforts between instructors and children, observing the social behaviour methods of peers, truly positive natural factors, mediation programs, collaboration between teachers and guardians, family members. Further, according to the scopus database, past research uses various keywords related to emotional development in early childhood education. Recent researchers have employed keywords such as those indicated in Figure 2 below.

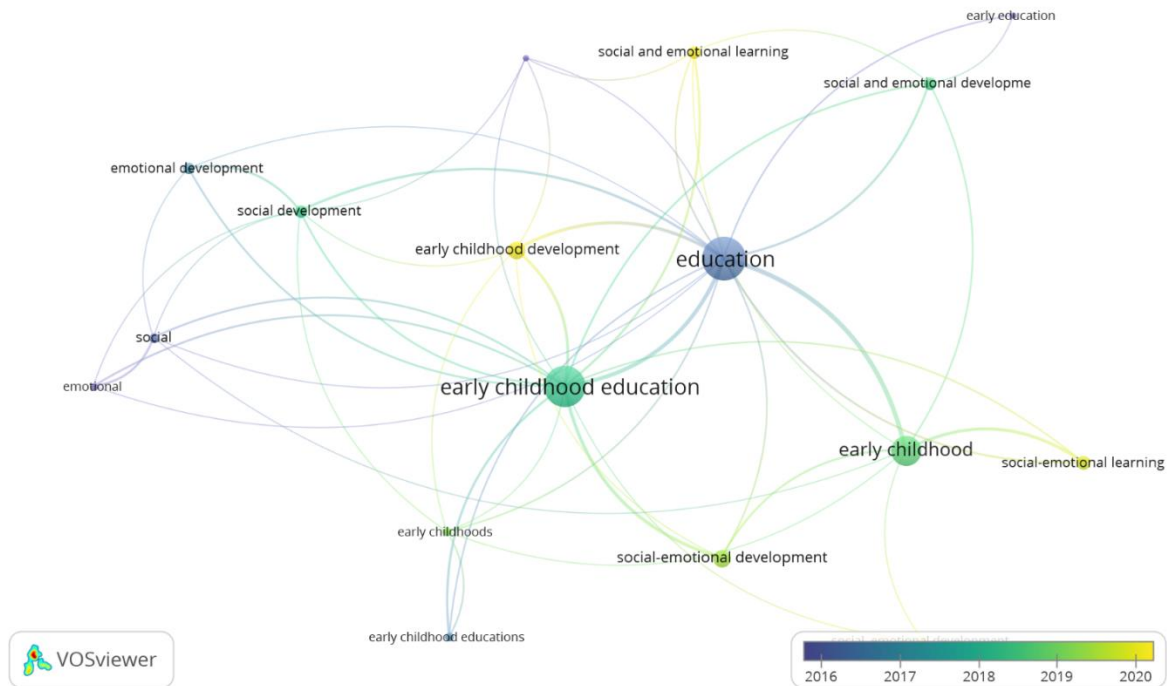


Figure 2. Keywords on social-emotional Development by World Researchers (Scopus Database)

According to the Scopus database, social-emotional Development in Early Childhood Education comprised 817 studies from multiple countries worldwide. Scientists recognize 27 tests of major improvements in the training process of young people especially children's individual social skills (Arace et al., 2021; Blair et al., 2018; Bostic et al., 2023; Dishion and Tipsord, 2011; Jeon et al. al., 2023; Tervahartiala et al., 2016; Somerwil et al., 2020; Nores and Barnett, 2016; Rodrigues et al., 2022 ; Tilbe and Gai, 2022; White et al., 2022), instructors coordinate efforts with children (Glüer and Gregoriadis, 2017; Thümmeler et al., 2022; Tilbe and Gai, 2022), assumptions about social behavior methods (O Neill, 2014; Stormont and Youthful Walker, 2017), positive actual ecological variables (Evangelou et al., 2023; Garcia-Peinado, 2024; Kalland et al., 2022; Martikainen et al., 2023; Tamblyn, Skouteris, et et al. al., 2023; Tamblyn, Sun, et al., 2023), collaboration between teachers and guardians (OConnor et al., 2017), and family atmosphere.(Shi et al., 2020). Research linking the keywords social emotional development in general was found in several countries, namely States, Japan, New Zealand, India, Brazil, Sri Lanka, Canada, China, Taiwan, Bangladesh, Singapore, Slovenia, Sweden, Switzerland, Egypt, and Indonesia. Research in these countries explains educators' and learners' emotional competence, the role of physical and non-physical elements in influencing social-emotional development, and the types of interventions that create social-emotional development in early childhood. Numerous studies have been conducted in Indonesia to explain the social-emotional development of early childhood students (Mayar et al., 2023), as indicated in Figure 3.

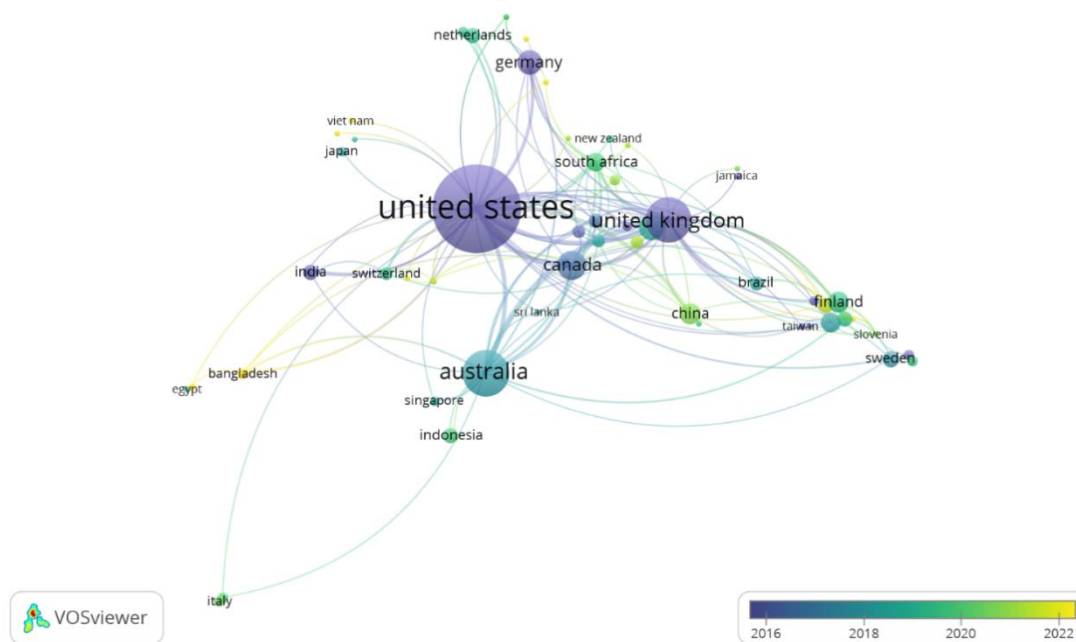


Figure 3. Countries Conducting Research on Early Childhood Social-Emotional Development (Scopus Database)

Important subjects that need to be covered in this review are events that occur in the social environment of young people and the problems experienced by educators in the learning space when trying to deal with these events. This review provides a logical progression of preschool or youth training, especially as it relates to socially profound events. Therefore, this research focuses on investigating and evaluating the consequences of a purposeful written survey about educators' efforts to improve the social quality of young students and the problems they face. Based on the results *research* previously, children's social emotional development could be developed through methods: (i) tell a story (Batubara et al., 2023), (ii) role playing (Harianja et al., 2023), (iii) collaborative play (Ananda & Fadhilaturrehmi, 2018), (iv) finger painting (Mayar et al., 2023), (v) traditional game (Aulia & Sudaryanti, 2023). All of these dictions are essentially effective in improving the social emotional development of early childhood in school as stated by various experts. The main aim of this research is to determine the factors that influence social emotional development in early childhood.

2. METHOD

This research uses the orderly arrangement survey (SLR) method. SLR is a method for creating, describing and explaining all appropriate and meaningful explorations to form the issue or point being researched (Calderon and Ruiz, 2015). SLR is a method that participates in distinguishing, calculating, and explaining all test modules that are suitable for providing answers to explicit exploration questions (Kitchenham et al., 2009). SLR research aims to distinguish, evaluate, and explain all related exploration findings related to certain research problems, points, or characteristics of interest (Barbara Kitchenham, 2014). The use of the SLR method depends on research that will dissect social revision in depth with complex methods using a collection of reliable global posting information from various regions of the world, so that this research will produce environmental discoveries for social progress near the homes of young people.

The Scopus information collection was queried between 2011-2024 for the information used in this exploration. The Scopus information collection website search tool is designed with the accompanying slogan (title, concept, and keywords): "Deep social progress in young people's schools, Social close to home in preschool". The data collected during data collection amounted to 27 posts with world roles in quartiles Q1, Q2, Q3, and Q4. Notes collected from various sources have many subjects that are not relevant to the subject of discussion. Therefore, pre-investigation steps and data cleaning are needed. Preliminary checking of the data is done by reading the title, concept and slogan, all things are considered the same, then discarding those that are not significant. Data cleaning consists of analysing slogans, cases and checking results. The data was then collected into a document called lesaurus notes, so that the final data relating to the subject of discussion was 27 posts.

The archives obtained are handled with the NVIVO 12 program which uses universal dimensions. The creator investigates captivantly by compiling indicators, such as research patterns and findings. To get a

representation of the data, the author transferred 27 related posts into Mendeley programming, then sent the data as a record (CSV) for network analysis. This note is then opened in VOSviewer. Using the motto, the creator examines the main areas of activity of exploration of deep social Ascension in youth training in the note option.

3. RESULTS AND DISCUSSION

This study provides a thorough review of early childhood social and emotional development. The goal is to systematically assess available empirical evaluations of early childhood social-emotional development to better understand the social-emotional development experienced by different groups of children. Based on the findings of three papers, it is possible to conclude that the elements influencing early childhood social-emotional development vary between studies.

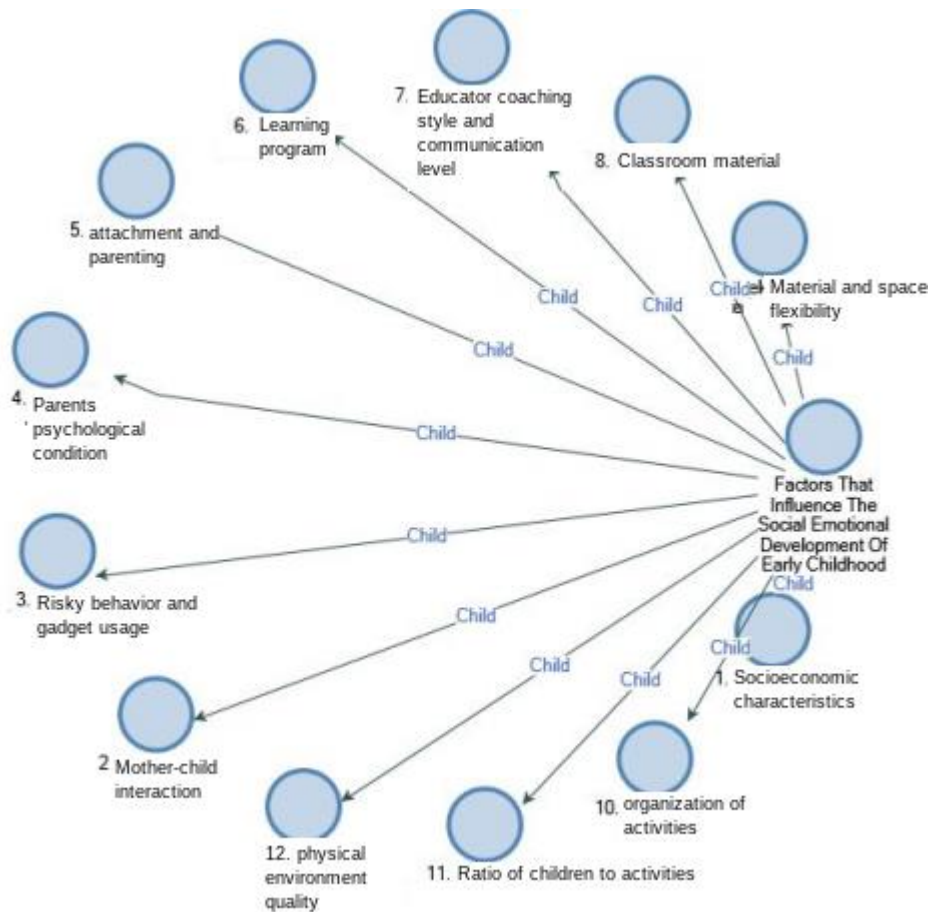


Figure 5. The Project Map of Factors Influencing Early Childhood Social-Emotional Development

Children who exhibit behavioral and emotional problems in preschool are more likely to face mental health issues throughout childhood and adolescence (Abd Rahim et al., 2023). A child's emotional balance develops in harmony with their sense of self. As a result, healthy emotional development serves as the foundation for healthy personality and social development. Building positive social relationships with adults and peers and regulating and expressing emotions in response to environmental conditions is one of the most important aspects of early childhood socio-emotional development. Parental attitudes also influence children's social and emotional development (Arslan, 2021). According to the literature evaluation, six articles address early childhood social behavior and the elements that contribute to it.



Figure 6. The Project Map of the Forms of Early Childhood Social-Emosional Development

Close-to-home social skills can be characterized as the capacity to use human heritage and ecology to achieve desired outcomes in friendly conditions (Waters and Sroufe, 1983). Social skills are associated with different outcomes in different day-to-day cases. Children with social skills are children who are popular and ready to make friends and are able to have positive relationships with their peers, have self-confidence, and are able to work together with other people (Denham et al., 2009; Tervahartiala et al., 2023). One type of social study at home among young people is self-instruction, which involves learning how to focus one's behavioral methods and attention by monitoring immediate feelings and motivations. Research shows that the capacity to regulate feelings, judgments, and actions will greatly influence future social and social progress and is related to the availability of schools and future scientific achievements (Denham et al., 2014; Trentacosta & Izard, 2007).

Research result by Jeti & Herliyani, (2018) states that the form of social emotional development of early childhood is social emotional behavior which includes imitate (children behave the same as certain groups so that children imitate the attitudes and behavior of people they admire), competition (the desire to surpass and beat his friends and this behavior will appear in oneself at the age of 4 years), collaboration (at the end of the year arises when cooperative play and group activities begin to develop and increase), sympathy (is an understanding of other people's feelings and emotions that will emerge at the age of three years, and increases as children build communication with other children), empathy (feelings and emotions that are applied in real terms to other people but on the other hand also require the ability to imagine oneself in another person's position), social support (towards the end of childhood, support from friends becomes more important than adults, giving children good experiences with other children so that children are willing to share their possessions with other children such as games or food), negativism (indicated by physical resistance, this behavior occurs at the age of three to four years), and think about yourself (children often think about themselves, but gradually this behavior will decrease, but

generous behavior is still very small, and destructive, outbursts of anger are often accompanied by actions that destroy objects around them, without caring about other people's property). Teachers also provide a safe and comfortable atmosphere for children, build closeness with children, and familiarize children with other children. In addition, for children who experience difficulties in socializing and are emotionally unstable, teachers approach and collaborate with parents in developing the child's social attitudes and emotional atmosphere (Jeti & Herliyani, 2018).

The role of teachers in developing the social emotional aspects of early childhood is very important, teachers act as role models, mentors, facilitators and motivate children's collective play activities, teachers act as good leaders for children, who always provide examples in actions, words and attitudes, provide direction, and guidance in socialization. Teachers also provide a safe and comfortable atmosphere for children. Teachers build closeness with children, and familiarize children with other children. Apart from that, for children who have difficulty socializing, teachers approach and collaborate with parents. The findings of this research are supported by Ki Hadjar Dewantara's theory that in educating teachers they should understand the following concepts *In front of the song tulodo*, meaning that if the educator is at the front, he is obliged to provide an example to apply to his students. To young children, educators at the front provide a good example. For young children to be able to form moral values, they can be instilled through example and habituation, they don't need a lot of educators to give lectures. Building insight *In madyo maung karso*, meaning that educators in the midst of it must further develop, encourage or motivate students, so that children can be creative on their own or be independent. This system is more appropriate to apply to children aged above kindergarten. *Tut Wuri Handayani*, meaning that if educators are behind, they must provide encouragement, motivation and direction so that children can be independent in carrying out assignments. This is one of the systems that educators need to understand well. Teachers are at the front, in the middle and also at the back to provide examples, guidance and encouragement in educating children as a method of developing children.

4. CONCLUSION

Types of social revision at home among young people include deep social skills, self-instruction, methods of social behavior at home, and methods of relative behavior. Complex social behavior methods close to home in childhood include socializing with peers, hyperactivity, pushy behavior methods, nervous sensations, withdrawal, defiance, fierce character, difficulty making friends. Factors that influence social emotionality include financial attributes, training style and level of instructor correspondence, connection and care, cooperation between mother and child, female character, etc. Social issues close to home must be addressed in such a way that they do not influence further turns of events. This exploration has suggestions in the field of schooling and also for bonus tests. The result for educators is that teachers can learn about areas that are friendly to young people so that educators can familiarize themselves and plan themselves when experiencing young children at school. It is accepted that this test can increase social progress in young people's homes both in the school and family areas.

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