

Factors Affecting Social Emotional Of Early Childhood

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Abstract: Emotional social development is a child's sensitivity to understand the feelings of others when interacting in everyday life. Social development in children is characterized by the child's ability to adapt to the environment, make friends that involve emotions, thoughts and behavior. The method used in this study is a descriptive qualitative method, and the data collection method uses a variety of literature related to this study. The data sources in this research are journals, research reports, books, etc. which have relevance to the research topic. The object of this research is related to the social and emotional development factors of children which aim to determine what factors affect the child's social and social development.

Keywords :Early childhood, Social, emotional factors.

INTRODUCTION

Early childhood is children who are in the age range of 0-6 years (Law on National Education System, 2003) and 0-8 years according to education experts. According to Harun Rasyid Early childhood is a unique group of children both from the process of growth and development. The importance of an early age, because at this time is the golden age or golden age. Children will experience growth and development that is very rapid and irreplaceable in the future. Early childhood development is the development of age which has a very meaningful meaning in their lives, if that age is optimized for growth through proper education.

Therefore, PAUD provides opportunities for children to develop social and emotional life in a maximal way. Of course, as a consequence of all of this, PAUD institutions need to provide various activities that can develop various aspects of development such as: cognitive, language, social, emotional, physical, and motoric.

Talking about social emotional development, according to Suyadi, children as an aspect of children's development cannot be separated from one another. In other words, discussing emotional development must intersect with children's social development. Likewise, discussing social development must involve emotions, because both are integrated in a complete psychological frame. According to George Morisson, positive emotional social development makes it easier for children to get along with others and learn better, as well as in other activities in the social environment. When children enter the Playgroup or PAUD, they begin to leave the family environment and enter a new world. This event is a change in situation from a safe emotional atmosphere,

According to Lazarus, emotion is a complex state in the organism, which includes bodily changes in breathing, heart rate, changes in glands and mental conditions, such as a joyful state characterized by strong feelings and usually accompanied by an urge which refers to a form of behavior. . Emotion comes from the Latin *movere*, means to move or move, from the origin of the word emotion can be interpreted as an urge to act. Emotion refers to a particular feeling or thought, a biological and psychological state and a set of tendencies to act. Emotions can be feelings of anger, fear, happiness, love, surprise, and sadness.

Children's social development can be seen from the level of ability to relate to other people and become members of society. This includes how a child learns to have a belief in his behavior and social relationships. Social development includes Social Competence (the ability to benefit one's social environment), Social Ability (behavior used in social situations), Social Observation (understanding thoughts, intentions, and behavior of oneself and others), Prosocial Behavior (sharing attitudes, help, cooperate, empathize, comfort, convince, persist, and strengthen others); The acquisition of values and morals (development of standards for deciding what is right or wrong, the ability to pay attention to the wholeness and well-being of others). Child development continues to increase with age. Early childhood are children who

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LITERATURE REVIEW

Emotional social development according to the American Academy of Pediatrics in Nurmalitasari is a child's ability 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 by exploring the environment.

According to Sueann Robinson Ambron (Yusuf,2010) socialization is a learning process that guides children towards the development of social personalities so that they can become responsible and effective members of society. According to Hurlock, social development is those whose behavior reflects cleanliness in the three socialization processes, so that they fit into the group where they join and are accepted as group members.

According to Suyadi, it means that social development is the level of interaction between children and other people, from parents, siblings, playmates, to the wider community. Meanwhile, emotional development is an overflow of feelings when children interact with other people. Thus socio-emotional development is the child's sensitivity to understand the feelings of others when interacting in daily life.

Meanwhile, emotion according to English and English (Yusuf,20100, emotion is "A complex feeling state accompanied by characteristic and glandular activities, namely a complex feeling state accompanied by the characteristics of glandular and motoric activities. almost the entire individual. Emotion also serves to achieve self-gratification or protection or even personal welfare when dealing with certain environments or objects.

From the definitions that have been explained by experts, it can be concluded that social emotional development is a process of learning to adjust to understand the situation and feelings when interacting with people in their environment, whether parents, siblings, friends, peers or adults in everyday life. day.

Children's therapy explains that a child's emotional development is one of the stages of a child's growth and development to interact with other people and also to regulate or control his own emotions. In emotional development, children begin to learn to relate to their surroundings. Maintaining social relationships with friends and the environment also includes the process of interacting, communicating. Meanwhile, according to Scan of North Virginia, children's social development is the process of learning to interact with others. apart from developing independence, she is also learning how to socialize with her peers. Social development in children is related to interacting with, and dealing with, conflicts with peers. why is the social and emotional development of children important? because when he socializes

with the surrounding environment, his other abilities also develop. for example, when children socialize with their surroundings, their motor skills also develop. social and emotional abilities of children, affect the intelligence of children when they grow up.

METHOD

The method used in this research is descriptive qualitative method, and the data collection method uses a variety of literature related to this research. The data sources in this research are journals, research reports, books, etc. which have relevance to the research topic. The object of this research is related to the social and emotional development factors of children which aim to determine what factors affect the child's social and social development.

RESULTS AND DISCUSSION

1. Social Emotional Characteristics

According to Soemariati, the social characteristics of kindergarten children include:

- a. Children have one or two best friends but these friends quickly change
- b. Play groups tend to be small and not very well organized so they quickly change between groups.
- c. Children find it easier to play next to older friends
- d. Disputes occur frequently but after a while they get better again

Based on the above characteristics, the social development of children is still picky about friends and only has one friend to play with. In addition, children often fight over toys and teachers that they consider their own.

As for the emotional characteristics of Kindergarten children in the book written by Soemariati Patmonodewo, they are as follows:

- a. Kindergarten children tend to express their emotions freely and openly. Attitude
- b. anger is often shown by children at that age

- c. Often jealous of friends, children often fight over attention

2. Factors that affect the social emotional of early childhood

According to Nurjannah, Factors Affecting Early Childhood Emotional Social Development Three factors that can influence early childhood emotional social development are as follows:

a) Heredity factor

Rini Hildayati et al in her book said that the heredity factor is related to things that are passed down from parents to their children and grandchildren who are given biological gifts from birth. Islam has even indicated the importance of heredity in child development since 14 centuries ago. The Prophet Muhammad SAW, said: "Marry you with a good source (cessation), because in fact it will pass on to his children." (Narrated by Muslim) This heredity factor is one of the important factors that influence the development of early childhood. , including their social and emotional development. According to the research results, the heredity factor affects intellectual ability, one of which can determine a child's social and emotional development.

b) Environmental factor

According to Novan Ardy Wiyani and Barnawi, environmental factors are defined as the complex forces of the physical and social world that have an influence on the biological makeup and psychological experiences, including social and emotional experiences of children since before birth and after birth. Environmental factors include all environmental influences, including family, school and community influences.

c) General Factors

General factors here mean elements that can be classified into the two factors above (heredity and environmental factors). Simply put, general factors are a mixture of heredity

factors and environmental factors. Common factors that can affect early childhood development include gender, adenoids, and health.

The three factors above can influence the social and emotional development of early childhood with different dominance. Differences in the dominance of these factors then lead to differences in each early childhood, or what is more commonly referred to as individual differences.

Factors Affecting the Social Development of AUD according to (Hurlock,1995)

a) Family Environmental Factors

To reach social maturity, children must learn about ways to adjust to other people. This ability is obtained by children through opportunities or experiences to mix with people in their environment, whether parents, siblings, peers or other adults. And the family environment is the first environment that children will recognize. Development of children is greatly influenced by the process of treatment or parental guidance towards children in recognizing various aspects of social life, or norms of social life and encouraging and providing examples of how to apply these norms in everyday life. This parental guidance process is commonly called socialization. Many developmentists who work in the field of culture and development find themselves in agreement with Vygotsky, which focuses on the context of socio-cultural development. Saying man is something that cannot be separated from social and cultural activities. And also emphasizes that children with social development are assisted, guided by people skilled in the social field. Ayuningsih Social development in the family environment is also influenced by several factors, namely:

b) Factors from outside the house

The factor outside the home is a place for children to socialize. Outside the home the child will meet more people, such as peers, people who are smaller than him, adults, so that his social work will run according to his role in the environment.

c) Social Experience Influence Factors

Children If a child has a bad social experience, such as not being allowed to play outside the house by his parents, then this will affect the socialization process to the surrounding environment outside the house. This, will cause children to become ignorant and less socialized with the environment outside the home. In children's learning through social interaction both with adults and with peers in their environment. One of the ways children learn is by observing, imitating, and doing. Adults and friends who are close to children's lives are objects that are observed and imitated by children. (Muhammad, 2011).

In this way children learn how to behave, communicate, empathize, respect or other knowledge and skills. Education and adults around children should be sensitive and realize that they are appropriate models for children to imitate in speaking, behaving, responding to children and other people, so as to help children develop communication skills and emotional maturity. On the other hand, children learn according to their socio-cultural conditions. Grow and develop according to the prevailing socio-cultural environment. Educators should be familiar with culture, art, children's games, regional clothes, be part of the setting and learning both regularly and through certain activities so that children usually prepare their future social seeds.

According to Setiawan (Tirtayani and all, 2014) there are a number of factors that influence the emotional development of preschool or kindergarten children, namely,

- a) The influence of individual circumstances, such as age, physical condition, intelligence;
- b) conflicts in the development process;
- c) environmental causes, such as family environment, neighborhood, and school environment. "

3. Emotions of Qur'anic Review

Matters related to emotional self are not found specifically in the Al-qur'an, but there are many verses that recite or relate to emotional behavior displayed by humans in various events in life. Muhammad Utsamn Najati said that in the Qur'an An accurate description of

various emotions suggested by humans is presented, such as fear, anger, love, joy, hate, jealousy, jealousy, and sadness.

The following is the basic emotional hint of the Qur'an:

a) Afraid

When one feels a danger that threatens him / her, a person will feel an emotion of fear. The emotion of fear is a strong emotion and plays an important role in a person to resist situations that can threaten his life. The emotion of fear of humans in the Qur'an has a wide scope. Not only is the picture of fear in this world such as fear of hunger, loss of property, loss of life, fear of natural disasters, but also fear of the misery of life in the hereafter. The benefits of fear are not only limited to protecting humans from the various dangers that threaten them. in terms of the world only, but it is useful to encourage a believer to protect himself from the punishment of Allah in the next life.

b) Angry

It is an important emotion that has an essential function for human life, which is to help him protect himself. When someone is angry, the energy to do hard physical efforts increases. The Koran itself recommends the use of violence in street life and efforts to realize violence in dealing with unbelievers who obstruct the spread of Islamic da'wah. The Qur'an also gave a picture of the Prophet Musa (as) to his people when he saw them raising a golden calf made by samiri. QS Al-A'raf 7: 150

- 1) In the Koran, there is a description of angry emotions and their impact on human behavior. This can be found in a description of the anger of the Prophet Musa (as) when he returned to his people and he found his people worshipping the golden calf made by sami. So the Prophet Musa first took his anger out on Harun's voice and held his head in anger.

c) Love

Love also has an important role in human life, because it is the foundation for married life, forming a family, and raising children. At the religious level, love is the binding between humans and their gods, and holding fast to their shari'a. Love is also an inner

contact that connects Muslims with their messengers. And make them stick to their sunnah. QS Ali Imran: 103

d) Happy

Is an expression of feeling free from tension. Usually, excitement is caused by things that are sudden or surprising, and joy is usually social in nature involving other people around the person who is happy. QS Huud 11: verses 9-10

e) Hate

The emotion of hate is the opposite of the emotion of love, which is a feeling of displeasure, rejection, disgust, and trying to stay away from things that cause hatred. Hate is caused by several things, such as differences of opinion, jealousy of other people's victories, acts of insult, a high speaking style, an arrogant attitude, and a sensational style of dress. The frequent emotions depicted in the Qur'an generally lead to hatred for the truth that comes from Allah SWT in the form of revelation itself. QS Asy-Syu'ara 25: 168-169

f) Jealous

Jealousy is a form of worry that is based on a lack of confidence in oneself and the fear of losing someone's affection. Jealousy among fellow brothers was also expressed by the Qur'an in the story of Prophet Yusuf As it is told that Yusuf's brothers were jealous of him and his brother, because the Prophet Ya'qub As loved him and his younger brother more than they did.

g) Envy

It is an emotion that is felt by a person when he sees another person having something that he hopes to be his, not someone else's. This envy is expressed in the Koran in the story of karun. It is said that the karun came out to his people with great splendor, this made his people feel envious of the treasure, they wanted that they should be able to have treasure and gold like that of the treasure. QS Al-Qashas 28: 79

As for how to control the emotions that exist in us:

1. Ablution
2. Increase the dhikr and ask Allah SWT for light
3. Perform sunnah prayers
4. Taking a lower position when angry is like sitting down
5. Shut up and watch your words
6. Read the virtue of the hadith manahan anger
7. One of them is HR Abu Daud, Turmudzi, and al-Albani
8. "Whoever tries to hold back his anger, even though he is able to spit it out, Allah will call him in front of all his creatures on the Day of Judgment, until Allah tells him to choose the angels he wants"
9. Pray

4. Early Childhood Social-emotional Skills

Sujiono (Susanto) explains the reasons for the importance of a child learning various social behaviors including (1) So that children can learn to behave in accordance with community expectations, (2) So that children are able to play social roles that are acceptable to their group, (3) So that children can develop attitudes good social aspects to their environment which is the capital for success in social life, (4) So that children are able to adapt well, so that children can be accepted by their social environment.

Children Resources International (Susanto) stated that the socio-emotional skills of children aged 3 to 4 include:

- a) choose a playmate;
- b) initiating social interactions with other children;
- c) sharing toys or food;
- d) ask permission to use other people's objects;
- e) express emotions through actions, words, and facial expressions;
- f) waiting or delaying the wish for five minutes;
- g) enjoying temporary closeness with a friend;
- h) show pride in his success;
- i) can make something because imagination is dominant; and
- j) solve problems with classmates through a process of substitution, persuasion, and negotiation.

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- b) initiate social interactions with other children
- c) sharing toys or food
- d) ask permission to use other people's things
- e) express emotions through multiple actions, words, and facial expressions
- f) wait or delay the wish for five minutes
- g) enjoy temporary closeness with a friend
- h) show pride in its success
- i) can make something because imagination is dominant
- j) solve problems with classmates through a process of substitution, persuasion, and negotiation.

CONCLUSION

Early childhood is the golden age in which children will experience very rapid growth and development and cannot be replaced in the future. When children start to enter family planning or kindergarten education, children begin to leave the family environment with a safe social emotional atmosphere to life that children do not experience when they are in the family environment. Some of the problems experienced by children at an early age include disobedience, temper tantrum, aggressive behavior, cowardice, anxiety, low self-esteem, and shyness.

Interpersonal intelligence and emotional intelligence in early childhood are not naturally owned by children, but must be nurtured and developed by parents and PAUD educators by developing social and emotional aspects of early childhood. Because the factors that can affect the development of social emotional intelligence in early childhood are the condition of the child, learning factors, learning by imitating, learning by guiding and carrying, factors with supervision, heredity factors, environmental factors, general factors.

SUGGESTION

In developing social emotional intelligence in early childhood, various methods are needed that can be used to develop it. One of the methods that can be used by parents and PAUD educators in developing social and emotional aspects in early childhood is through exemplary. Other learning, namely exemplary, means learning that is displayed through good examples, and uses various examples that have been accepted by society and are in accordance with certain standards and value systems. This approach is important because early childhood is a great copycat and easily absorbs what he sees.

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