

## THE EFFECT OF SELF-REGULATION ON SOCIAL EMOTIONAL SKILLS IN EARLY CHILDHOOD

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### Abstract

This study was conducted to determine the effect of self-regulation on the social-emotional abilities of group B children at PT's Kindergarten. The type of research used is quantitative research with a correlational approach, or non-experimental research, which is almost the same as ex facto research. This study used a sample of 20 children in group B. The instrument used was a questionnaire, while the data analysis in this study used SPSS 22. Based on the results of the study, it was shown that there was an influence of self-regulation on the social-emotional abilities of Group B children at PT's Kindergarten. With a significance value (Sig.) of 0.000 less than a probability of 0.05, it can be concluded that H0 is rejected and Ha is accepted, which means that "there is an effect of self-regulation (X) on the child's social-emotional ability (Y)". The results of the coefficient of determination in the regression model with an adjusted R2 value of 0.808 can be interpreted as indicating that 80.8 percent of children's interpersonal intelligence can be explained by self-regulation. While the remaining 19.2 percent was influenced by other variables that were not included in this research model.

**Keywords:** Self Regulation; Social Emotional; Early Childhood.

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## INTRODUCTION

Early childhood education plays a very important role in the further development of children (Mulyasa, 2014). This is because early childhood education is the foundation for a child's personality. Every teacher hopes that children can develop their personalities optimally, but in fact, children come from various family environments, and communities with different patterns of parental attitudes towards children are very influential on the development of their behavior.

This is related to children's self-regulation, which must get special attention through early childhood education in kindergarten. With self-regulation applied from early childhood, it is hoped that at the next stage of development, children will be able to distinguish between good and bad, right and wrong, so that they can be accepted by the surrounding community in socializing. According to (Morrison, 2012) Self-regulation is the ability to control one's emotions and behavior, to stifle excitement, and to build positive social relationships with others. Early childhood children who are able to control their emotions and behavior can socialize well according to their environment.

Early childhood refers to children from birth to six years of age. This age group is very decisive for the formation of a child's character and personality. This is a time when children experience very rapid growth and development. This era is known as the Golden Age. The results of the reset in the field of education have proven in all aspects that childhood, or early childhood, is the golden period of child development. Whether it is intellectual development or brain absorption (Rosidi, 2019). Early childhood refers to a child aged 0–6 years who experiences relatively rapid and fundamental growth and development in the early stages of life. According to NAECY (the National Association for the Education of Young Children), early childhood refers to ages 0–8 and is covered by educational programs in family nurseries, private and public preschools, kindergartens, and elementary schools (Dewi, 2017). Early childhood is a group of children who are in a unique process of growth and development. So early childhood is a child aged 0–6 years, which can be said to be the golden age because at this time the growth and development of children are very rapid. (Dra. An fauzia rozani, 2017).

Children are seen as individuals who are just starting to know the world; they do not know manners, norms, ethics, and various other things about the world; they are also learning to communicate with others and to understand others. Children need to be guided to understand the world and its contents; they also need to be guided to understand various natural phenomena and be able to perform the skills needed to live in society. Children's interaction with objects is necessary so that they can develop noble personalities, dispositions, and morals. Early childhood is a very valuable time to instill nationalism and social values that are useful for the child's next life. (Zaman et al., 2010). The characteristics of early childhood or preschoolers in general are: 1) they like to imitate; 2) they want to try; 3) they are spontaneous; 4) they are honest; 5) they are carefree; 6) they love to play; 7) they are curious or like to ask; 8) they have lots of movement; 9) they like to show me; 10) they are unique. (Zaini & Dewi, 2017).

Self-regulation refers to the way people control and direct their own actions (Prastihastari Wijaya, 2012). People have a wealth of information about themselves, including personal characteristics and desires as well as the concept of an individual's own future. The individual formulates goals and pursues them, using social skills and self-regulation. Correspondingly, Zimmerman said that self-regulation refers to the process by which individuals systematically direct their thoughts, feelings, and actions toward the achievement of goals (Zimmerman, 2002). Then (Nurmaida et al., 2022) also said that researchers from different traditions of theorists assume that self-regulation means having goals and objectives, carrying out goal-directed actions, monitoring goal-directed strategies and actions, and ensuring success.

From some of the above understandings, it can be concluded that self-regulation is an ability possessed by individuals to direct thoughts, feelings, and actions to achieve goals by manipulating the environment.

Factors affecting self-regulation, according to Bandura (Zimmerman, 2002) The perspective of social cognition Self-regulation is a process of interaction between personal, behavioral, and environmental factors.

Social development is a process of learning from behaviors imitated within the family and following similar examples around the world. (Fuadia, 2022). Social development means the acquisition of the ability to behave in accordance with social demands, which requires three processes: learning to behave socially acceptable, playing an acceptable role, and developing social attitudes. (Nurmalitasari, 2015).

Based on the above definition, it can be concluded that social development is the process of acquiring the ability to behave in accordance with the desires that come from within a person and in accordance with the demands and social expectations that prevail in society.

According to Sriyanti Rahmatunnisa, the sensitive period in early childhood social development can be characterized by various activities shown by one child to other children, as follows: 1) there is an interest in seeing other children and trying to establish social contact with them; 2) start playing with them; 3) try to join and cooperate in playing; 4) prefer to work with 2 or 3 children of his own choosing. (Rahmatunnisa et al., 2018).

Social skills are skills in social adjustment that allow children to get along with their friends. In order to be accepted into a social group, children must behave according to the standards that have been applied and be able to conform to the rules of the group. (Ovirianingsih et al., 2021)

This study aimed to investigate the effect of self-regulation on early childhood social-emotional abilities in Group B of PT's Kindergarten. The context of the early childhood education environment in PT's Kindergarten will be an important factor in this study. Factors such as teaching methods, interactions with educators and peers, and environmental support will be variables to consider in the analysis. The hypotheses tested in this study are:

H1= The influence of self-regulation on early childhood social and emotional skills in Group B of PT's Kindergarten

H0 = no effect of self-regulation on early childhood social and emotional skills in Group B of PT's Kindergarten

## METHODOLOGY

This study used non-experimental research, which is almost the same as ex facto research; the equation is both ex post facto and correlational, both using data derived from pre-existing variables. Bivariate correlation is a research design that aims to describe the influence between two variables. The relationship has levels and directions.

The population in this study was all PT's kindergarten students. The sampling technique used in this study is the Purposive Technique, meaning that sampling is not based on randomness, regionality, or stratification but on considerations that focus on certain goals. The population in this study was students aged 5–6 years, yanti children in the B4 group of PT's Kindergarten, who had motor barriers. The total population is 20 children. This study used the saturated sampling technique contained in non-probability sampling. (Sugiyono, 2015). Sugiyono (2015) saturated sampling is a sampling technique when all members of the population are used as samples. This is often done when the population size is relatively small or the study wants to make generalizations with very small errors. Another term for saturated samples is census, where all members of the population are sampled. So from the explanation of the sample technique above, the author does not determine the sample because all members of the population will be studied. The samples taken by the researchers were all children aged 5–6 years, yanti children in the B4 group of PT's Kindergarten. So the sample is as large as the population, which is 20 children.

**Table 1. Instrument Grid of Children's Social-Emotional Abilities**

Variable	Aspect	Indicators
<b>Children's Social Emotional Abilities</b>	Ability to Interact with Peers	Play well with peers
		Share toys and collaborate on group activities
		Using verbal and non-verbal language in communicating with friends
	Emotion Recognition and Management	Take turns and listen while talking to friends
		Identify basic emotions such as happiness, sadness, and anger.
		Shows facial expressions that match the emotions felt.
		Using words to describe feelings
	Empathy Skills	Using strategies to cope with negative emotions, such as breathing deeply or going to a quiet place,
		Show concern and care for peer feelings.
		Show empathetic reactions when friends are having difficulties or are sad.
		Seek to understand the views and feelings of others.
	Conflict Resolution Skills	Showing concern for peer well-being
Using words to express disagreement or dissatisfaction		
Using peaceful speaking strategies to resolve disputes		
Seek solutions together to overcome problems with peers		
Ability to Empathize and Help Each Other	Understand the importance of listening and looking for compromises	
	Show concern for a friend's difficulties and be willing to help	
	Show pride and pleasure when helping friends	
	Share with peers without prompting	
		Willing to provide emotional support to friends in need

**Table 2. Self Regulation Instrument Grille**

Variable	Aspect	Indicators
<b>Self Regulation</b>	Ability to Control Behavior	Use rules and instructions when participating in activities
		Wait your turn while playing or interacting with friends
		Comply with existing social regulations and norms
	Attention Management Ability	Stop impulsive behavior when asked to by educators
		Focus on a task or activity for a period of time
	Ability to Plan and Organize Actions	Avoid distractions and distractions while playing or studying
		Using strategies to improve concentration, such as moving yourself to a quiet place
	Ability to Control Behavior	Using words to describe feelings and emotions
		Using relaxation strategies, such as deep breathing, to control emotions
		Avoiding over-emotional reactions in challenging situations
		Have an understanding of the impact of emotions on behavior and social interaction
	Attention Management Ability	Plan steps before performing a task or activity
		Set the sequence of actions required in achieving the goal
	Ability to Control Emotions	Using strategies to solve problems or overcome obstacles
Manage time effectively to complete tasks or activities		
Ability to Plan and Organize Actions	Face change with flexibility and openness	
	Adapting to a new environment or situation	
	Overcoming frustration or confusion due to change	
	Using strategies to cope with uncertainty or changes in plans	

## RESULTS AND DISCUSSION

### Results

Before carrying out the study, researchers first tested the validity of the statement items in the questionnaire. This validity test is carried out to determine whether or not the statement items used in measuring parenting and student resilience are valid. This validity test consists of validity testing by three expert lecturers.

**Table 3. Summary of instrument validation results by experts**

No.	Assessed Aspects	Assesment Criteria	Expert Validators			Score	Per Aspect of	Criteria
			1	2	3			
1	Clarity	Clarity of questionnaire title	4	4	5	13	0.93	High Validity
		Clarity of statement items	5	4	5	14		
		Clarity of questionnaire filling instructions	5	5	5	15		
2	Content Accuracy	Accuracy of statements with expected answers	4	4	4	12	0.8	High Validity
3	Relevance	Statements relating to research objectives	4	5	5	14	0.9	High Validity
		Statement in accordance with the aspect to be achieved	5	5	4	13		
4	Content Validity	Statement of disclosing true information	4	3	4	11	0.73	High Validity
5	No Bias	The statement contains one complete idea	3	4	5	12	0.8	High Validity
6	Language Accuracy	The language used is easy to understand	4	4	4	12	0.86	High Validity
		Languages used effectively	4	4	5	13		
		Writing in accordance with EYD	5	4	5	14		

The results of the assessment of the four assessors on the performance assessment instrument are summarized in Table 3. Aspects of assessment include clarity, accuracy of content, relevance, validity of content, no bias, and accuracy of language. In Table 3, it appears that the results of the general validation of the three raters against the instrument can be used in terms of the value of the expert judgment, which obtains the pending validity for all aspects of the level of agreement (reliability) between the three raters. This can be explained by calculating the reliability coefficient between raters using the intraclass correlation coefficient. The results of its calculation (using the help of SPSS version 16) are presented in Table 4.

**Table 4. Intraclass Correlation Coefficient Reliability Test Expert Validation**

	Intraclass Correlation Coefficient			F Test with True Value 0			
	Intraclass Correlation <sup>a</sup>	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.115 <sup>b</sup>	-.118	.526	1.519	1	2	.191
Average Measures	.922 <sup>c</sup>	-.731	.816	1.519	1	2	.191

From the table above, it can be seen that the results of ICC calculations using SPSS v.22 in the analysis results show an average agreement between raters of 0.115, while for raters, the consistency is 0.942, which means it has high stability. (Streiner & Norman, 2008; Yudha, 2020).

### Prerequisite Assumption Test

#### a) Normality Test

According to Ghazali (2013), the data normality test was carried out using the Kolmogorov-Smirnov test for each variable. The research data is said to spread normally or meet the normality test if the value of the Asymp.Sig (2-tailed) residual variable is above 5% or 0.05; otherwise, if the value of the Asymp.Sig (2-tailed) variable is below 5% or 0.05, then the data is not normally distributed or does not meet the normality test. The results of the normality test conducted in this study are presented in Table 5.

**Table 5. Normality Test Results**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.73504843
Most Extreme Differences	Absolute	.176
	Positive	.176
	Negative	-.076
Test Statistic		.176
Asymp. Sig. (2-tailed)		.055 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the table above, it can be concluded that the processed data is normally distributed. This is evidenced by a significance value of 0.055 more than 0.05, so that the normality test is fulfilled..

#### b) Multicollinearity Test

The multicollinearity test, according to Ghazali (2013), aims to test whether the regression model finds a correlation between independent variables. Multicollinearity can be seen from the values of tolerance and variance inflation factor (VIF). The cutoff value commonly used to indicate multicollinearity is a tolerance value of  $\leq 0.10$  or a VIF of  $\geq 10$ . The results of the multicollinearity test can be seen in Table 6.

**Table 6. Multicollinearity Test Results**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
1	(Constant)	6.604	2.735		2.414	.021		
	Self Regulation	-.005	.089	-.007	-.056	.955	.306	3.269
a. Dependent Variable: Children's Social Emotional Abilities								

Based on the table above, it can be seen that the tolerance value and Variance Inflation Factor (VIF) do not have multicollinearity. This is because the tolerance value  $\geq 0.10$  and the VIF value  $\leq 10$ . This shows that the regression model does not contain multicollinearity problems, so the model is worth using further analysis.

### c) Autocorrelation Test

The autocorrelation test aims to test whether, in a multiple regression model, there is a correlation between errors in period  $t$  and errors in period  $t-1$  (before). The following are the results of the autocorrelation test based on Durbin Watson's interpretation of the results:

**Table 7. Durbin Watson Test Results**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.907 <sup>a</sup>	.823	.808	1.706	2.401
a. Predictors: (Constant), Self Regulation					
b. Dependent Variable: Children's Social Emotional Abilities					

From the table above, it is known that Durbin Watson's value for model 2 is 2,401. Referring to the results of calculating the autocorrelation-free area in the previous model, the autocorrelation-free region is between 1.6563 (dU) to 1.3177. Since 2.401 is still between the values above ( $2.401 > 1.6563 > 1.3177$ ), it can be said that this model does not experience autocorrelation.

### d) Simple Regression Analysis

To be able to determine the simple linear regression of the effect of self-regulation on children's social and emotional abilities, it can be seen in Table 7 as follows:



**Table 7. Simple Linear Regression: The Effect of Self Regulation on Children's Social Emotional Abilities**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.622	.267		6.285	.000
	Self Regulation	.548	.053	.652	8.101	.000
a. Dependent Variable: Children's Social Emotional Abilities						

Based on the above table and the obtained regression equation:

$$Y = a + b1X + \epsilon$$

$$Y = 1.622 + 0.548X + \epsilon$$

Based on the results of the equation above, it can be concluded as follows:

- 1) The constant of 1.622 states that if self-regulation = 0 or has no change, the child's social-emotional score is 1.816.
- 2) Self-regulation (variable X) has a positive value of 0.548. This means that an increase in self-regulation (variable X) by 1 unit will increase the child's social and emotional skills by 0.548.

#### e) Results Coefficient of Determination (R<sup>2</sup>)

Based on Table 8, the results of the coefficient of determination in the regression model with an adjusted R<sup>2</sup> value of 0.808 can be interpreted as indicating that 80.8 percent of children's interpersonal intelligence can be explained by self-regulation. While the remaining 19.2 percent was influenced by other variables that were not included in this research model.

**Table 8. Coefficient of Determination Test Results (R<sup>2</sup>)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.907 <sup>a</sup>	.823	.808	1.706

Based on the output of the table, it is known that the significance value (Sig.) of 0.000 is less than the probability < 0.05, so it can be concluded that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, which means that "There is an Effect of Self-Regulation (X) on the Social-Emotional Ability of Children (Y)".

## Discussion

The results showed that there was a positive and significant relationship between self-regulation and early childhood social-emotional skills in Group B of PT's Kindergarten. This finding is in accordance with child development theory, which states that self-regulation, or the ability to regulate oneself, has an important role in the formation of social-emotional abilities. Children who are able to control emotions, show empathy, and interact positively with peers and adults tend to have better levels of self-regulation.

The relationship between self-regulation and school readiness is also seen in research on the role of children's social-emotional development in the context of classroom settings. This research has elucidated the ways in which the regulation of attention and emotion supports or limits opportunities for learning, partly through the facilitation of executive function and involvement in learning and also through relationships with teachers and peers (Mashburn & Pianta, 2006). For example, a small percentage of children enter classrooms with a strong biobehavioral tendency to show high levels of aversion and anxiety when faced with new people, places, and objects (Rubin et al. 1995). In contrast, the second group of children entered the classroom with very different profiles: a biobehavioral tendency to approach new friends and new situations with an emotional display characterized by excitement rather than fear. (Kagan et al. 1987, Rimm-Kaufman et al. 1999). Not surprisingly, children with these very different biobehavioral profiles were found to engage in preschool classes in very different ways, with children without more behavioral barriers

likely to speak more often in class, be more ready to play with new peers, and show more positive emotions in the context of the school day than their peers whose behavior is more inhibited.

Although this study provides a deeper understanding of the relationship between self-regulation and early childhood social-emotional skills, there are some limitations. The study was conducted in a single kindergarten, so generalizing the results to the wider population needs to be done with caution. In addition, this study used survey and self-report methods, which can bring up response bias and limitations in getting a comprehensive picture of children's behavior.

## CONCLUSION

This study revealed that there was a significant positive influence between self-regulation and early childhood social-emotional skills in Group B of PT's Kindergarten. Children who have better self-regulation skills tend to have higher social-emotional abilities, including in terms of emotional expression, empathy, communication, and positive interactions with peers and adults. Thus,  $H_0$  is rejected and  $H_a$  is accepted, which means there is an influence on the self-regulation and social-emotional skills of early childhood children in Group B at PT's Kindergarten.

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